



Personal Development– Year 9 Long Term Mapping

Subject Intent/ Aims:

“I have come that they may have life, and have it to the full.” John 10:10

The Personal Development programme at St Philip Howard reflects the core teachings of the Church, emphasising love, dignity and respect as the foundation of human existence. Rooted in the belief that every person is created by God to love and be loved, the curriculum supports students in living life to the fullest by helping them understand their identity, purpose and relationships with others.

For Year 9 students, Personal Development is especially important as they navigate the complexities of adolescence and increasing independence. The curriculum provides essential knowledge and skills in areas such as forming and maintaining healthy friendships, recognising and avoiding exploitation, and understanding the risks associated with substance misuse and peer pressure. It also introduces pupils to employability skills, early career planning and responsible digital behaviour, helping them make safe choices both online and offline.

Students explore topics including family relationships, conflict resolution, respect for diversity, and how to care for their physical and mental health. These lessons foster emotional literacy and resilience while supporting pupils to develop confidence, self-awareness and a strong moral compass.

By addressing these themes, the Personal Development curriculum empowers Year 9 pupils to make informed, positive decisions, build healthy and respectful relationships, and prepare effectively for future challenges. It ensures that pupils grow into compassionate, responsible and well-rounded young people who are ready to flourish within school and wider society.

Advent 1: Health and Wellbeing
Advent 2: Experiencing and valuing the wider world

Lent 1: Relationships
Lent 2: Health and Wellbeing

Pentecost 1: Relationships
Pentecost 2: Experiencing and valuing the wider world



Key learning Peer influence, substance use and gangs Setting goals	Key learning Family, conflict and resolution Healthy lifestyles	Key learning Relationships and expectations Employability
<u>Key Content/knowledge</u> Advent 1: Health and Wellbeing What is an unhealthy relationship? - To understand the qualities of a good friend - To be able to identify a healthy and unhealthy relationship - To know how to advise and challenge an unhealthy relationship How can I be more assertive? - To understand being assertive is - To recognise the difference between being assertive and being aggressive - To be able to recognise peer pressure and how to seek support if you experience peer pressure How do I handle peer pressure and influence? - To understand how peer pressure can affect	<u>Key Content/ Knowledge)</u> Lent 1: Relationships What is the role of a parent? - To understand the different family units - To identify the role of a parent in raising children - To know the characteristics of a good parent How do I resolve conflict? - To understand different types of conflict - To consider the causes of conflict - To know some strategies for conflict resolution What is the cause of homelessness? - To understand the term homelessness - To know why people become homeless - To reflect on the benefits of living at home and leaving home	<u>Key Content/ Knowledge)</u> Pentecost 1: Relationships Why do people get married? - To understand the different types of relationships - To explore different attitudes towards marriage - To know what a forced marriage and know where to get support What is consent? - To understand what consent is - To understand the law around giving consent - To know how to recognise when somebody gives consent How do I prevent STI's? - To understand what an STI is and the



decision making - To Learn Where to seek support - To Build resilience in high-pressure situations	What does healthy conflict look like in friendships? - To understand the difference between healthy disagreement and harmful conflict. - To recognise unhelpful behaviours such as manipulation, pressure or exclusion. - To learn strategies for resolving conflict respectfully and maintain healthy boundaries.	different types of STI's and symptoms - To know how to prevent STI's including the Catholic Church's teaching - To know how to seek help if you are worried about an STI
What are the dangers of gang culture and knife crime? - To understand the dangers of gangs and knife crime - To know the dangers and legal implications of gang culture and carrying a knife - To know how where to seek support if you are concerned about knife crime and gang culture	Lent 2: Health and Wellbeing	How do I make responsible choices in relationships?
What are the dangers of substance abuse? - To understand what substance abuse is - To be able to recognise the effects and dangers of substance abuse - To know where to seek support if you are worried about yourself or others	What is mental health? - To understand the links between physical and mental health - To know the misconceptions about mental health - To know how to support people with their mental health	How do I make responsible choices in relationships? - To understand the factors that influence safe, respectful and responsible decision-making in romantic and sexual relationships. - To recognise pressures, myths and influences that may lead to unsafe or unhealthy choices. - To know how to set boundaries, seek support and make informed choices that protect our wellbeing and dignity.
Advent 2: Experiencing and valuing the wider world	How do I look after my wellbeing? - To understand facts affecting a person's health and wellbeing - To know the impact of substance abuse on a	Pentecost 2: Experiencing and valuing the wider world Why do I need to keep a professional presence online? To know what professional presence online



What are my personal strengths? - To understand what is meant by personal strength - To recognise our own personal strengths - To know how we can use our own personal strengths	person's health and wellbeing To know how to recognise when somebody's health and wellbeing are at risk	means - To know why it is important to keep a professional presence online - To know the impact of our online presence on future careers
What are my options after I leave school? - To know what the different pathways are post 16 - To consider the advantages and disadvantages of the different pathways - To consider our own transferable skills	How can we recognise and manage early signs of stress and anxiety? - To identify common emotional and physical signs of stress in teenagers. - To learn simple techniques to support mental wellbeing. - To know when and how to seek help for ourselves or others.	What makes a good leader? - To understand what makes a good leader - To recognise our own leadership qualities - To be aware of how we develop our own leadership skills
Which options should I choose? - To know what GCSEs are - To understand how our GCSE choices affect our future - To be able to consider our own goals and choices	Why do I need good nutrition and exercise? - To understand why it is important to have good nutrition and exercise - To know what good nutrition is and how much exercise we should be doing - To know how to ensure we are looking after our own health and wellbeing	What are employability skills? - To know what it means by employability skills - To know what good employability skills are - To know we can improve and enhance our own employability skills
How do I manage my earnings? - To understand our basic employment rights as school-age workers and how wages are calculated from hourly or annual pay. - To recognise the importance of making		Why do I need a CV ? - To know what a CV is - To be aware of what goes on in a good CV - To plan our own CV's and reflect on the skills and qualities we have and need to develop



informed choices about how you earn and spend money, and how this can affect your well-being.  To be able to calculate a monthly wage and create a simple budget that separates essential and non-essential spending. What is the Labour Market? - To understand what the labour market is and be able to define key labour market information. - To reflect on your own strengths and how your skills might fit into the future world of work. - To explore and compare different careers, including the skills and qualifications needed, using labour market information.		
<u>POS refs</u> H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47 L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<u>POS refs</u> H2, R1, R6, R19, R21, R22, R23, R35, R36 H3, H14, H15, H16, H17, H18, H19, H21	<u>POS refs</u> R7, R11, R12, R18, R24, R26, R27, R28, R29, R30, L21 R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27



<u>Advent</u>	<u>Lent</u>	<u>Pentecost</u>
<u>Key concepts:</u>	<u>Key Concepts</u>	<u>Key Concepts</u>
Assertiveness	Conflict	Marriage
Aggression	Homelessness	Forced Marriage
Gang culture	Physical health	Consent
Substance abuse	Mental health	STI
Personal Strengths	Wellbeing	Contraception
Goals	Substance abuse	Online presence
	Nutrition	Employability skills
		CV



HO Knowledge

When exploring learning strengths, career options, and goal setting as part of the GCSE options process, students should engage in self-reflection and long-term planning, using their knowledge to make informed decisions that align with their strengths and aspirations. In discussions about families and parenting, healthy relationships, conflict resolution, and relationship changes, students should be able to navigate complex emotional situations and resolve conflicts constructively. For topics like diet, exercise, lifestyle balance, and healthy choices, along with first aid, students should apply their knowledge to make informed decisions that promote well-being.

In relationships education, including consent, students must be able to recognise and challenge misrepresentations that could harm self-esteem and relationships.

When discussing employability and online presence, students should apply their understanding of professional conduct and digital literacy to create a positive online image.



<u>HO Composites</u> • To evaluate various friendship dynamics, identifying traits of healthy and unhealthy relationships. • To explore the emotional and social factors that influence both positive and negative behaviours in friendships and groups. • To develop the ability to empathise with others • To engage in role-play or case studies to practice resolving conflicts that arise in unhealthy friendships or gang-related situations • To reflect on their learning strengths, weaknesses, and personal interests through • To consider career paths and their alignment with personal strengths and	<u>HO Composites</u> • To develop the ability to understand and manage their own emotions while empathising with others. • To explore diverse family dynamics and parenting styles. • To engage in case studies that present conflicts within family or romantic relationships. • To use problem-solving skills to navigate these conflicts • To practice clear and respectful communication, essential for maintaining healthy relationships. To learn negotiation techniques to resolve conflicts • To know the long-term effects of various diet and exercise choices and to apply this knowledge to make informed	<u>HO Composites</u> • To develop the ability to critically evaluate how relationships, consent, and body image are portrayed in various media. • To know the impact of misrepresentation in media and to learn how to discern between healthy and harmful portrayals. • To explore complex scenarios involving consent and online behaviour, such as sharing images or navigating peer pressure. • To understand the legal and moral consequences of their actions online and offline. • To learn to express their own boundaries clearly and respectfully, while also recognising and respecting others'
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interests. • To develop a strategic plan for their GCSE options, setting short-term and long-term goals • To anticipate potential challenges or changes in their career path and explore alternative options.	decisions about their own lifestyle. • To learn to assess situations quickly and accurately, making decisions that could potentially save lives. • To set personal health goals and monitor their progress over time.	boundaries. • To learn to curate a positive online presence by understanding how their digital footprint affects employability. • To consider the implications of their online actions, such as social media posts or professional networking profile. • To assess how their online presence aligns with their career goals.
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Composite Skills

- Building Self-Esteem and Positive Relationships
- Setting and Respecting Boundaries
- Basic Financial Literacy: Budgeting and Saving
- Effective Communication and Conflict Resolution



Assessment/s (Formative and Summative):

- Key Concept tasks
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- RRR tasks at the start of each lesson
- Discussion tasks/Think Pair Share
- Tiered questioning
- Synoptic quizzes to be completed regularly



Literacy/Numeracy/Cross Curricular links

Literacy

- Use articles, stories, and case studies related to PSHE topics
- Teach students to structure arguments and express their thoughts clearly through persuasive writing exercises on PSHE-related issues.

Numeracy

- Use real-life scenarios to teach concepts like interest rates, loans, and investments, helping students make informed financial decisions.

Science:

- Human anatomy, puberty, and reproductive health.
- Mental health topics through a scientific approach, discussing the physiological effects of stress and strategies for well-being.

History:

- Historical events and figures in the context of social justice, human rights, and ethical decision-making.

ICT

- Digital literacy and online safety, focusing on responsible internet use and the impact of social media.



SMSC/BV

- Reflection Activities: Pupils are encouraged to reflect on their personal beliefs, values, and experiences.
- Ethical Dilemmas: Pupils will consider different moral dilemmas related to real-life situations
- Celebration of Diversity: Pupils will understand the 9 protected characteristics and learn to value the diversity in our society
- Democracy Rule of Law: Pupils will have sound understanding of these concepts as well as the different types of law
- Mutual Respect All lessons will promote mutual respect and those in our local and wider communities
- Conflict Resolution: Pupils will learn different ways of resolving conflicts respectfully and understanding different viewpoints

Adaptive strategies

- Differentiated Instruction
- Use of Technology
- Scaffolded Learning
- Regular Check-ins
- Flexible Grouping
- Parental and Community Involvement
- Role-Play Scenarios



St Philip Howard Catholic Voluntary Academy

Department Planning 2025-

2026



**St Ralph
Sherwin**
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