

## IDP KS3 Curriculum Map

	Unit 1	Unit 2	Unit 3	Unit 4
<b>Year 7 THEMES</b>	Personal wellbeing 1	Information, Advice and Guidance	Heartstone Odyssey	Personal wellbeing 2
Personal wellbeing: settling in, bullying, adolescence and staying safe and healthy. Emotional wellbeing Information, advice and guidance: careers Heartstone: hate crime, prejudice, discrimination and managing risk.	Trust and respect Positive and healthy friendships Bullying Healthy relationships Marriage & other l. term relationships Understanding drugs Tobacco: risks and influences Alcohol and risk Staying safe: e-safety Staying safe: e-safety	What is Careers? About Me Achievements Learning from mistakes Making small changes Goals and action plans Project planning Changes in the world of work Careers research Summing up	Intro to Heartstone Hugbundle (project) Project Lesson Project Lesson Astrology Park Role Play Supporting others Alternative ending The end Cover and blurb	Dental health Healthy sleep Exercise Healthy Living and diet Puberty Attitudes to mental health Promoting emotional wellbeing Digital resilience Unhealthy coping strategies Healthy coping strategies
<b>Assessment opportunity identified</b>	Bullying	Goals and action plans	Alternative ending	Attitudes to mental health
<b>Year 8 THEMES</b>	Personal wellbeing 3	Information, Advice and Guidance	Resilience and learning styles	Citizenship
Personal wellbeing: body image, homophobia, drugs and alcohol. Information, advice and guidance: careers Citizenship: prevent (incl. British values), active citizenship (fundraising project) and equality and rule of law.	Prejudice and stereotypes Sexual orientation and gender identity Equal rights Body image First aid CPR and defibrillators Drugs: Exploring attitudes Drugs, the law and managing risk Drugs and their effects: alcohol and cannabis Drugs and alcohol: managing influence	Looking Back Your beliefs & School and Work What do you want from work & Job families Being assertive Who does the job & Are you sure? Budgeting & Decision making Skills and qualities Targets for the future Looking forward Review my learning & look ahead	Making the most of school Making positive changes Lost - problem solving in a team Personal statements Personal statements Leadership (Pixl edge) Organisation Resilience Initiative Communication (Pixl edge)	British values Prevent Run, hide, tell Good and bad citizens Charity Reuben's Retreat- Active citizens Reuben's Retreat Communities Rule of Law Youth Justice System
<b>Assessment opportunity identified</b>	Drugs and alcohol: managing influence	Being assertive	Personal statements	Communities

## IDP KS3 Curriculum Map



Year 9 THEMES	Personal wellbeing 4	Information, Advice and Guidance	Parliamentary Democracy	Global citizenship
Personal wellbeing: SRE (gradually changing to include statutory requirements) Information advice and guidance: careers Parliamentary democracy Global citizenship	Sex & Sexuality Everyone is doing it Domestic Abuse Consent Contraception STIs Teenage Pregnancy HIV & AIDS Alcohol Alcohol	Your Decision Year Personal qualities and skills Skills for life and work Learning styles and working today Informed choices Looking ahead Discrimination in the workplace The Equality Act Money management Debt	Types of Government Elections, manifestos and parties Elections and voting Parliament and Government Laws and Consolidation MPs Local and Regional Government Dictatorship vs Democracy European Union Public Services	Being a Global Citizen UN Human effects on the planet Human effects on the planet World poverty Refugees Rwandan Genocide Child Soldiers Fairtrade Amnesty
<b>Assessment opportunity identified</b>	Teenage pregnancy	Informed choices	Types of government	Human effects on the planet

**IDP works on a rotation model at KS3 with students studying 4 units per academic year for 10 weeks each.**

**No formal summative assessments are in place for IDP but assessment opportunities such as baseline assessments and self-assessments occur regularly. Extended writing opportunities are identified as assessment opportunities to give teachers the scope to do some extended writing on these topics and for teachers to provide detailed feedback on these areas, and the opportunity for students to act upon this.**