



# **Personal Development**

## **Learning Journey**

**Intent • Implementation • Impact**

There are two key intentions of the Personal Development Curriculum at Parkside:

- To eliminate preconceived barriers and prejudices and allow pupils to see the possibilities of the world's horizons thus enabling them see beyond their own experience and upbringing.
- Arm and equip our pupils with the knowledge to make **the right choices** in life; whether that is the right to give consent or to make healthy living choices.

The PD movement goes beyond the lessons taught and aims to integrate our fundamental ethos of **"Caring about the choices we make"** into our day to day lives. We do this visually through symbols around the school and through our interactions and the language we use. For example, by seeing and knowing the meaning of the symbols around the building, we want pupils who may be questioning their sexuality or gender to have tangible evidence that they are not alone, that the very fabric of the buildings around them reflects the diversity of the people within it.

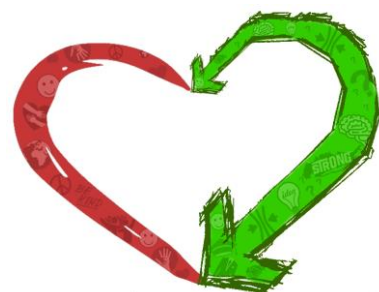
**Ultimately, we want our pupils to be better human beings than us, their parents or their friends. We want them to go beyond their own limiting notions of themselves.**

Our PD curriculum is based around the recommendations of the PSHE association and follows a thematic model, modified for our own context. As a predominantly white working-class school with high levels of deprivation, we consider it imperative that we discuss and tackle issues around **tolerance, racism** and **aspirations** within our curriculum. This is supported through a programme of assemblies and outside speakers.

Within the PD curriculum we have themes that interrelate and interlink. Though these links are often implicit, teachers direct pupils' attention to them and they are discussed explicitly. For example, when talking about **alcohol** and its physical effects on the body, we discuss the connections with Relationships and Sex Education **(RSE) and Consent**.

**We feel it is vital that these connections are alive in the pupils' every day choices and interactions.**

**British Values** are integrated into the delivery of PD, for example we emphasise that the rules of our classrooms are a microcosm of the wider rules of our society. We all have the right to be heard but also must be tolerant of others' opinions. **British Values** interlink and inform different schemes. For example, in our scheme about diversity we discuss the rights and freedoms we have within the country to have different beliefs. Spiritual, Moral, Social and Cultural





development (**SMSC**) is promoted throughout our PD curriculum but also taught as discrete RE based units co-ordinated by the Director of Humanities.

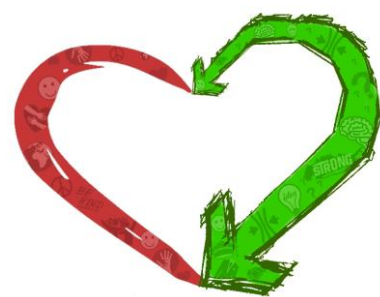
Within the wider curriculum, links to PD topics are highlighted. This is achieved by simply referencing the specific symbol related to the area of study. These symbols and their meanings can be found in Appendix 2: PD Symbols.

For example, when the issue of gender arises in an English lesson, pupils will be shown the appropriate symbols and its links to PD. This allows the broad aims of the PD curriculum to be integrated into everyday teaching by teachers who might not be familiar with the detail of the PD curriculum itself.

As pupils enter Key Stage 4, the emphasis shifts to practical matters around **careers, wellbeing and study**.

We continue to encourage pupils to care and make the right choices which will lead them to having a brighter future and support them to make strong Post-16 decisions.

**A Chipp – Director of Personal Development**





# Curriculum Implementation

## Lessons

We teach each topic in a half term block through a dedicated weekly lesson. PD department staff then move to a new class and teach the same sequence of lessons. This is to allow teachers to become 'experts' in the area to which they are assigned. This model allows for responsive, reflective and collaborative work, with resources being continually improved and adjusted as required.

Lessons follow a common structure as laid out by the PSHE association as referenced in Appendix 1: PD Handbook. Ground rules for safe discussion, advice for plenary and base line testing are contained in the PD tool kit as well as referenced in the as referenced in Appendix 1: PD Handbook.

Selected key units are 'Team Taught'. These are units which tend to be appropriate for pupils to learn during specific terms or to enable a whole year group message to be imparted; for example, the transition unit in Year 7 or the study skills unit in Year 10. Wherever possible and where relevant, outside speakers are brought into these sessions to establish connections with the wider local community.

The exact sequence of learning may vary for pupils but each unit is self-contained. Links and references are made and drawn together within the pupils' notebooks at the end of each unit. **It is acknowledged that writing something down is not proof of learning.** However, it is useful to consolidate thoughts and provide a record for discussion. Pupils keep the same notebook throughout Key Stage 3, allowing them to track connections between topics. These notebooks provide an opportunity for pupils to be reflective without the pressure of discussion.

Each scheme of learning is laid out in Appendix 1 with a brief overview of topics studied.

Appendix 1: PD Handbook contains a breakdown of the individual aspects covered and how they relate to the core areas of study. This programme of study is accredited by the PSHE Association. The key learning aims at the end of the PD handbook are distributed across the curriculum; the learning of core elements such as RSE is interwoven into several different schemes of learning in addition to having a 'core' unit in each year group.

**This integrated approach is key to developing a holistic understanding, encouraging connections between key learning areas.**

For example, pupils learning about alcohol will have elements of RSE taught to them regarding the inability of being able to give consent whilst under the influence of alcohol. The unit covering online safety also connects with RSE through the discussion of sexting; all of these aspects will be reviewed within the intimate relationship schemes which place all of these aspects into the context of a relationship.

## Assemblies and Responses

Assemblies complement and enrich provision. These are delivered and discussed within PD lessons. As discussed above, outside speakers are often used to enrich our pupils' understanding of different cultures and races. We also respond to specific events within our community.



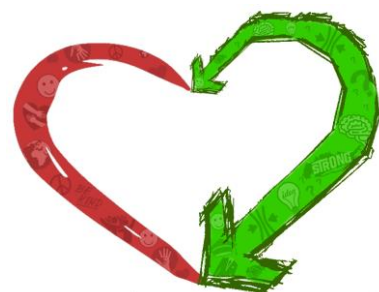


These reactions are often in the form of class visits and short interventions. For example, we have had ex-pupils come in and explain the importance of faith and religion and challenge the stereotypes that exist about Islam.

**This flexible approach enables us to quickly respond to the needs of our pupils and has had high impact on targeted areas of concern** (as evidenced by a reduction in incidents).

### **Wider Curriculum and relationships**

We audit and highlight links within the wider curriculum to issues studied in PD. This enables pupils to draw deeper connections with the ideas taught in PD. When an idea that links to a PD Logo is displayed, this highlights the link. These symbols are displayed on classroom doors to remind pupils that the school embraces and supports the wider issues studied through the PD curriculum.





# Curriculum Impact

**We measure outcomes in PD in the following ways:**

**Formative assessment** in lessons looking to establish a base line of what is known at the start of the lesson, assessing comprehension during lessons and then revisiting it within the plenary, allowing staff to see progress.

**Personal reflection** within class notebook. Whilst the notebook is an important tool for self-reflection, it is seen as the starting point of assessment and discussion rather than a finite summing up of understanding. Peer discussion and reflection is encouraged to structure discussion of the ideas recorded in the notebooks.

**Pupil voice:** Surveys and pupil voice play an important part in assessing the deeper impact of our work. Can pupils discuss and articulate ideas around the topics we have covered? At three points throughout the year pupils are interviewed by the Director of PD where moral discussions on the topics covered take place.

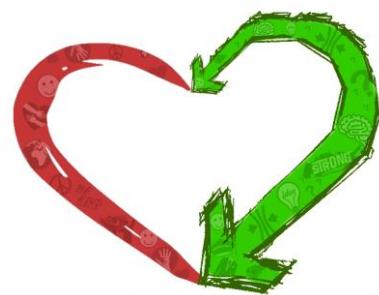
**This is not seen as an oral test but rather an attempt to measure the impact of the lessons on the pupil's social moral and spiritual development.**

Whilst it is important that pupils have the facts to enable them to decide for themselves, *the decision* and the moment they make a choice is far more complex. We all have made decisions that we fundamentally know are not the best thing for us, but have made them anyway. Assessing whether we have affected this process and whether we have changed views is difficult, however, in order to do so we use the following measures:

The outcomes from the pupil voice work are fed directly back to teachers, who use the data/information to improve and subsequently amend their schemes of learning throughout the year.

**Use of whole school data** to look at changes in behaviours (for example looking at the number of incidents of racism or homophobia before and after schemes of learning).

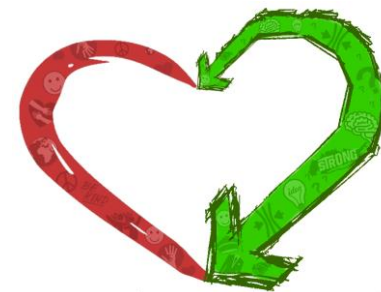
We use the above measures to inform our practice. The Director of PD liaises directly with the Pastoral Assistant Headteacher and reports regularly to the governors updating them on progress, issues arising and further training needs.







# **Personal Development Handbook**





# Welcome to the largest department in the school...

*It's true! Aspects of PD have become statutory this year. It is our legal responsibility to deliver a high-quality program. Beyond that, given the nature of our school community, the issues, ideas and knowledge you are delivering could make a profound difference in our students lives. I've done my best to ensure you have the materials to help you with this incredibly important task.*

*This programme has been developed from the PSHE National Associations frame work, and resourced from either outstanding programme taught in different schools or from accredited sources. That said, it's nothing without you and your skills as teachers. Take the time to work through this document, look through the resources and advice- they may take you in different pedagogical directions or you might be able to bring your own skills into them. They represent the base line of what we can achieve together.*

## How is it organised?

For each year group you work with, you will teach **1 core** unit and either **1 or 2 Team units**. You will teach your core unit 4 or 5 times depending on your year group. This has been done for two reasons:

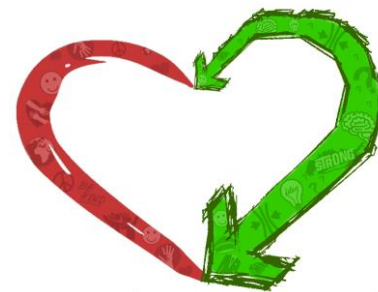
1. Reduce teacher work load.
2. Allow you to focus on delivery and gain mastery of the materiel.

## How much planning will I do? .

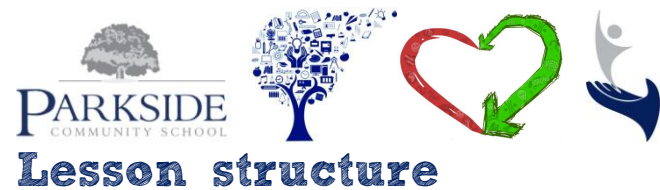
**It's important to ensure your delivery meets the learning objectives- these are clearly laid out at the end of this document.**

You will have to plan lessons in detail, however every unit in key stage 3 comes with 6 resourced lessons. Where possible, these come with detailed lesson plans and background information. However, some are more basic. These materials need to be checked well ahead of delivery of the lesson: certain You Tube links get taken down periodically for example and an alternative need to be found.

In your core unit you will be expected to adapt, consider and react to the needs of your class, potentially creating activities and lessons beyond the scheme to answer questions or address issues that arise. The Team units are more centrally controlled and will require less planning: You will still deliver these individually to your class, but there will be opportunities to collaborate with colleagues who are teaching the same unit. There may be assemblies or outside speakers or competitive activities across the year group.







Each lesson must begin with the PD logo on the Screen. Clear reference should be made to the ground rules and expectations of discussion. It may be appropriate at this point to link the lesson aims to prior learning. This can be done through discussions around the **PD symbols** or through the students note book.

For example: “Today we are learning about Gender- has anyone seen this symbol in any of their classes? What was it you studied?”

Or

“Today we are learning about Gender- look through the reflections in you book and see if there are any connections from previous work...”

A list of the symbols can be found in the PD Tool kit which is located both in the staff drive and Portal in the PD section.

## Branding of resources

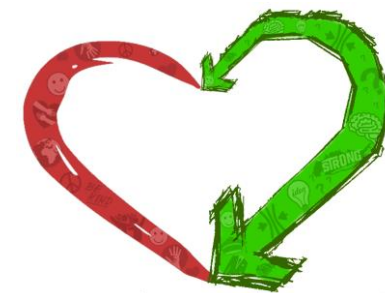
PowerPoints may contain reference to other schools, or names for PD (for example PSHE or L@kes) Please change these and save the changes centrally so that it only needs to be done once. **The first and last slide for every lesson must be the Heart logo.** This gives you an opportunity to link the learning to one of the symbols within the heart or one of the core values of Caring Choices or future. This might seem like a trivial act but it will increase the student’s awareness of the logos and symbols around the site and cause greater reflection.

## Will I need to prepare resources?

Yes. Some units involve printed sheets, post its, (cat food!) etc. You will be responsible for printing these off. Remember, for your core units you can reuse resources (this will cut down on your work load). There will be a centrally held stock of the commonly used articles (post its for example) but you will need to collect these ahead of time.

## Assessment of learning and marking

**Structured talk** is of key importance to this. Giving students the correct language to talk about important issues is part of us empowering them to be able to make good choices. The QA process will not focus on the notebooks content but rather use it as a way of promoting discussion with groups of students. In line with other ‘practical’ subjects’ students become the record of learning in themselves. Plenary’s should focus on drawing out the understanding of students through question and then reflection.





## Use of Note books

We will be using a note book to record reflections and make connections between the areas studied. This is **not meant** for *General classwork*. For example, you would use the note book for

- Answering a plenary style questions or activity (note: This does not always have to be formal **written** answers, drawing collages and other creative ideas can be used)
- Silent writing around an event or moment discussed in the class
- Comparisons of what was known at the start of the lesson and what was learnt by the end

The note provides an opportunity of less vocal students to recorded their thoughts and idea.

## Help with planning

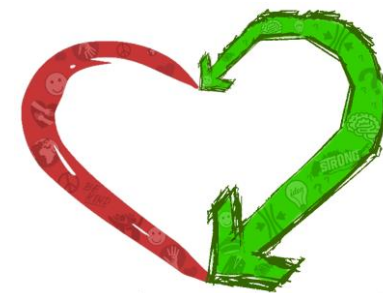
There is a folder marked **PD tool kit**. This contains documents that you need to read prior to teaching and some useful tools and techniques for managing the PD classroom - for example there is a PowerPoint that randomly generates starter activities. There are also some check lists for planning good PD lessons that serve to help clarify thinking before teaching.

## Disclosure and safeguarding

With many of the topics covered there is the opportunity for students to make disclosures. Follow school procedure and notify members of the safeguarding team using my concern immediately if anything comes up that concerns you.

## Relationship and Sex Education

There is not a specific, traditional sex education unit. There are several cross overs in different units, all of which tie into the areas of consent and sexuality. This means that staff should be prepared for this discussion. Specific guidance on how to talk about RSE related issues can be found in the toolkit.





## Year 7

**Team Schemes: Transition lessons Half term 1,**

DMI Health and Puberty

RHO RE

GDE Building relationships

KOS Developing skills and aspirations

GWH Diversity

## Year 8

**Team Schemes: Discrimination Half term 1, Community and careers Half term 6,**

MGO Drugs and Alcohol

KCO Identity and relationships

ABE Digital Literacy

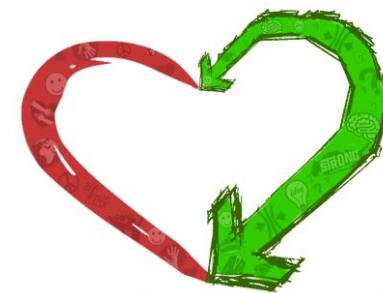
AJO RE

## Year 9

**Team Schemes: Options Process Half Term 3**

MGO Healthy Life style

GDE Intimate relationships





KCO Peer Influence, substance use and Gangs

DMI Respectful Relationships

ABE RE unit

## **Year 10**

**Team Schemes: 2 Addressing Extremism half term 2 Work experience Half Term 6**

DMI Mental Health

GDE Healthy Relationships

AJO RE

ABE Exploring Influence

## **Year 11**

**Team Schemes: Next steps Half term 1,**

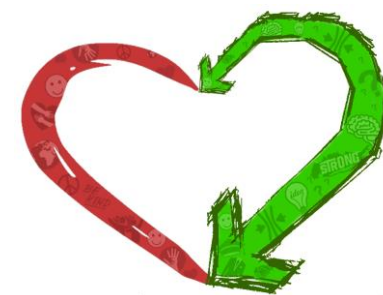
DMI Building for the future

GDE Communication in Relationships

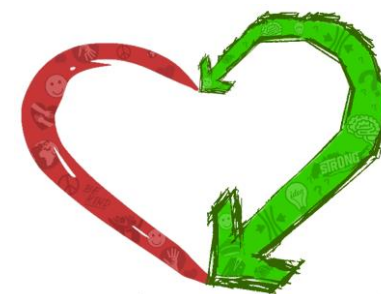
AJO RE

KOS **Revision** and metacognition

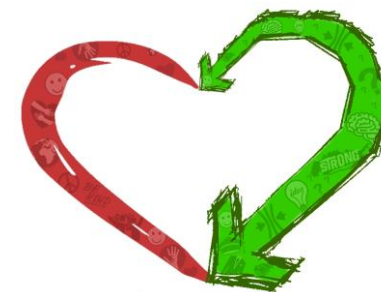
**Below is Brief description of the Aims of the schemes.**



	Autumn 1 Good Choices	Autumn 2 Bright Futures	Spring 1 Caring people	Spring 2 Good Choices	Summer 1 Caring people	Summer 2 Bright Futures
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Religious Education</b> What is like to be a teenager with faith?  This topic looks at what is good and what is challenging about being a teenager with faith in a religion.	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries
Year 8	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Religious Education</b> Christian, Buddhist, and nonreligious worldviews towards death are explored by students and analysed to understand their importance and how they shape our approach to death, as well as life itself.	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Community and Careers</b>



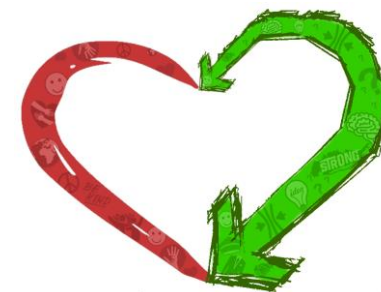
<b>Year 9</b>	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Options</b>	<b>Respectful relationships</b> Families and Parenting, healthy relationships conflict resolution, and relationship changes.	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Religious Education</b>
<b>Year 10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Religious Education</b>	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
<b>Year 11</b>	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Revision and metacognition</b>	<b>Religious Education</b>	

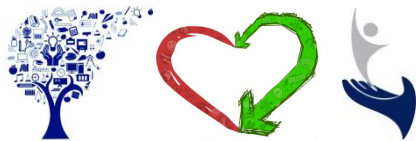




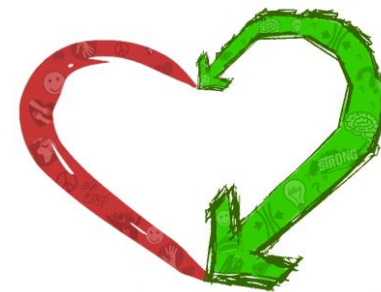
## YEAR 7 — MEDIUM-TERM OVERVIEW

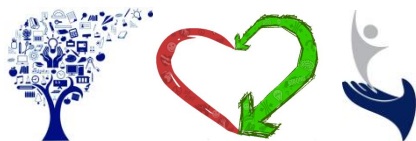
Core/Team	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
Team	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid  PoS refs: H1, H2, H30, H33, R13, L1, L2	<ul style="list-style-type: none"> <li>• how to identify, express and manage their emotions in a constructive way</li> <li>• how to manage the challenges of moving to a new school</li> <li>• how to establish and manage friendships</li> <li>• how to improve study skills</li> <li>• how to identify personal strengths and areas for development</li> <li>• personal safety strategies and travel safety, e.g. road, rail and water</li> <li>• how to respond in an emergency situation</li> <li>• basic first aid</li> </ul>	Teaching resourced on staff drive in the curriculum area, in the PD section on SharePoint.
Core	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations  PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> <li>• how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>• about a broad range of careers and the abilities and qualities required for different careers</li> <li>• about equality of opportunity</li> <li>• how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li> <li>• about the link between values and career choices</li> </ul>	



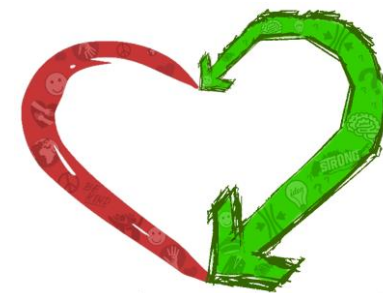


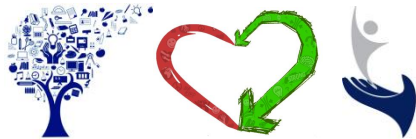
<b>Core</b>	<b>Diversity</b> Diversity, prejudice, and bullying  PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> <li>• about identity, rights and responsibilities</li> <li>• about living in a diverse society</li> <li>• how to challenge prejudice, stereotypes and discrimination</li> <li>• the signs and effects of all types of bullying, including online</li> <li>• how to respond to bullying of any kind, including online</li> <li>• how to support others</li> </ul>	
<b>Core</b>	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<ul style="list-style-type: none"> <li>• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>• how to manage influences relating to caffeine, smoking and alcohol</li> </ul>	





	<p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<ul style="list-style-type: none"> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> </ul>	
<b>Core</b>	<p><b>Building relationships</b></p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> <li>• how to develop self-worth and self-efficacy</li> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• about consent, and how to seek and assertively communicate consent</li> </ul>	
<b>Core</b>	<p><b>Religious Education</b></p> <p>This topic looks at what is good and what is challenging about being a teenager with faith in a religion. The experiences of Muslim, Sikh and Buddhist teenagers is compared with the lives of our own</p>	<ul style="list-style-type: none"> <li>• Explain how Muslim, Buddhist and/or Sikh teenagers express their faith in Britain today.</li> <li>• Give examples of some challenges faced by Muslim, Buddhist and/or Sikh teenagers in Britain and how they respond.</li> </ul>	

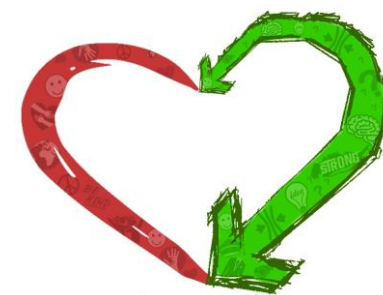




students, and explored for similarities and differences

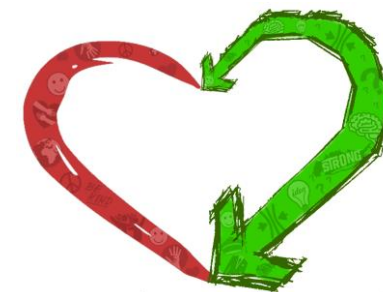
**R3, R41, R40, L23, L10**

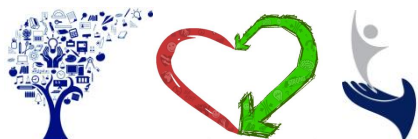
- Appreciate what is good about being a teenage Sikh, Buddhist or Muslim in Britain today and appraise what challenges are involved.
- Investigate and explain what Sikh, Buddhist or Muslim teenagers say about Western values and express their own views.
- Explain how ancient spiritual practices still sustain believers.
- Offer explanations to account for how and why teenagers have to hold multiple religious and social identities in a diverse society.
- Examine and evaluate British society's treatment of immigrant religious groups.



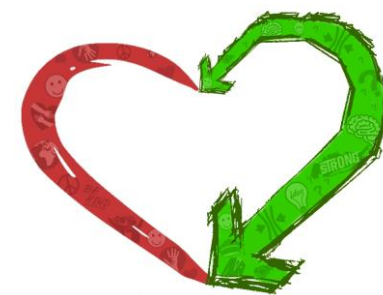
## YEAR 8 — MEDIUM-TERM OVERVIEW

Core/Team	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources
Core	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use  PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ul style="list-style-type: none"> <li>about medicinal and recreational drugs</li> <li>about the over-consumption of energy drinks</li> <li>about the relationship between habit and dependence</li> <li>how to use over the counter and prescription medications safely</li> <li>how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>how to manage influences in relation to substance use</li> <li>how to recognise and promote positive social norms and attitudes</li> </ul>	
Team	<b>Community and careers (TBC KOS)</b>		

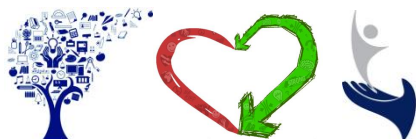




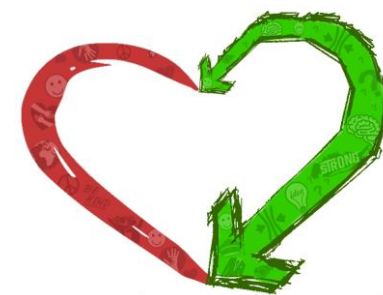
<b>Team</b>	<b>Discrimination</b>  Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia  PoS refs: R39, R40, R41, R3, R4, R42, R43	<ul style="list-style-type: none"> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• about gender identity, transphobia and gender-based discrimination</li> <li>• how to recognise and challenge homophobia and biphobia</li> <li>• how to recognise and challenge racism and religious discrimination</li> </ul>	
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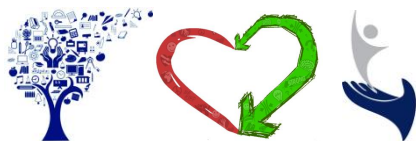






<b>Core</b>	<b>Religious education</b> Christian, Buddhist, and nonreligious worldviews towards death are explored by students and analysed to understand their importance and how they shape our approach to death, as well as life itself.  R41, R40, R3	<ul style="list-style-type: none"> <li>• Explain one answer to the question: is death the end?</li> <li>• Observe how beliefs about death have an impact on how someone lives their life</li> <li>• Explain a range of beliefs regarding the possibility of life after death</li> <li>• Judge the importance of this life compared to the hope of an afterlife, offering different views</li> <li>• Evaluate the impact of differing views of life after death on how individuals view earthly life</li> <li>• Evaluate the impact of differing views of life after death on how individuals view earthly life</li> </ul>	
<b>Core</b>	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception  PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<ul style="list-style-type: none"> <li>• the qualities of positive, healthy relationships</li> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• about gender identity and sexual orientation</li> <li>• about forming new partnerships and developing relationships</li> <li>• about the law in relation to consent</li> <li>• that the legal and moral duty is with the seeker of consent</li> <li>• how to effectively communicate about consent in relationships</li> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• about basic forms of contraception, e.g. condom and pill</li> </ul>	
<b>Core</b>	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks	<ul style="list-style-type: none"> <li>• about online communication</li> <li>• how to use social networking sites safely</li> <li>• how to recognise online grooming in different forms, e.g. in</li> </ul>	

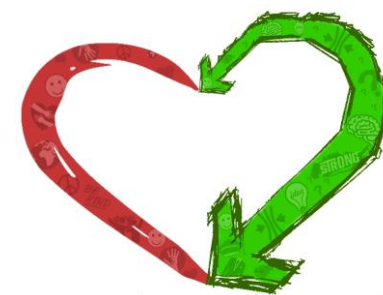




PoS refs: H3, H30, H32, R17, L19, L20,  
L21, L22, L23, L24, L25, L26, L27

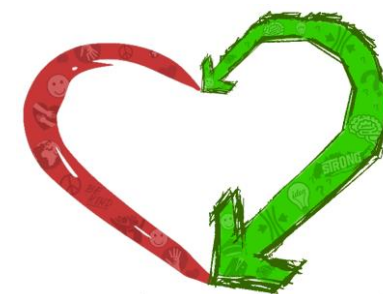
relation to sexual or financial exploitation, extremism and radicalisation

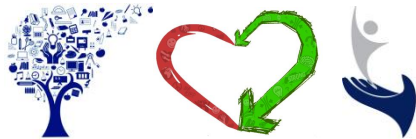
- how to respond and seek support in cases of online grooming
- how to recognise biased or misleading information online
- how to critically assess different media sources
- how to distinguish between content which is publicly and privately shared
- about age restrictions when accessing different forms of media and how to make responsible decisions
- how to protect financial security online
- how to assess and manage risks in relation to gambling and chance-based transactions



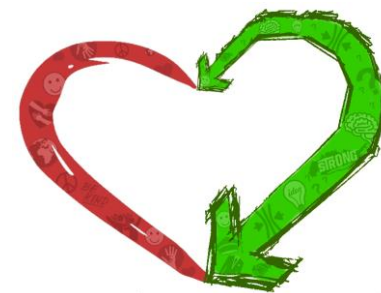
## YEAR 9 — MEDIUM-TERM OVERVIEW

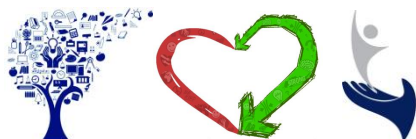
Core/Team	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources
Core	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation  PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> <li>• how to distinguish between healthy and unhealthy friendships</li> <li>• how to assess risk and manage influences, including online</li> <li>• about 'group think' and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• to manage risk in relation to gangs</li> <li>• about the legal and physical risks of carrying a knife</li> <li>• about positive social norms in relation to drug and alcohol use</li> <li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>	
Team	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process  PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<ul style="list-style-type: none"> <li>• about transferable skills, abilities and interests</li> <li>• how to demonstrate strengths</li> <li>• about different types of employment and career pathways</li> <li>• how to manage feelings relating to future employment</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>• about GCSE and post-16 options</li> <li>• skills for decision making</li> </ul>	



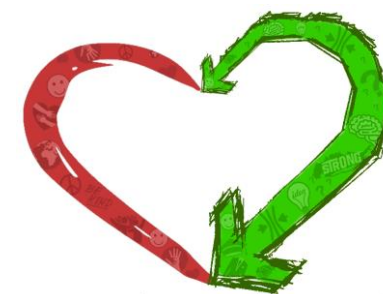


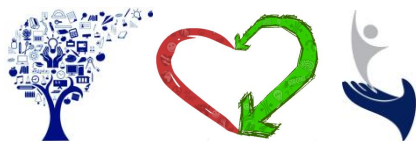
<p><b>Team</b></p>	<p><b>Respectful relationships</b></p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36</p>	<ul style="list-style-type: none"> <li>• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• about conflict and its causes in different contexts, e.g. with family and friends</li> <li>• conflict resolution strategies</li> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support services</li> </ul>	
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<p><b>Core</b></p>	<p><b>Healthy lifestyle</b></p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p>	<ul style="list-style-type: none"> <li>• about the relationship between physical and mental health</li> <li>• about balancing work, leisure, exercise and sleep</li> <li>• how to make informed healthy eating choices</li> <li>• how to manage influences on body image</li> <li>• to make independent health choices</li> <li>• to take increased responsibility for physical health, including testicular self-examination</li> </ul>	
<p><b>Core</b></p>	<p><b>Intimate relationships</b></p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>	<ul style="list-style-type: none"> <li>• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• about myths and misconceptions relating to consent</li> <li>• about the continuous right to withdraw consent and capacity to consent</li> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• how the portrayal of relationships in the media and pornography might affect expectations</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• how to secure personal information online</li> </ul>	

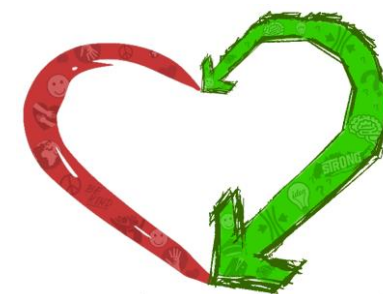




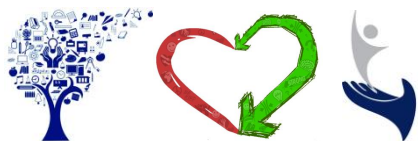
Core	<b>Employability skills</b> Employability and online presence  PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	<ul style="list-style-type: none"> <li>about young people's employment rights and responsibilities</li> <li>skills for enterprise and employability</li> <li>how to give and act upon constructive feedback</li> <li>how to manage their 'personal brand' online</li> <li>habits and strategies to support progress</li> <li>how to identify and access support for concerns relating to life online</li> </ul>	
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## YEAR 10 — MEDIUM-TERM OVERVIEW

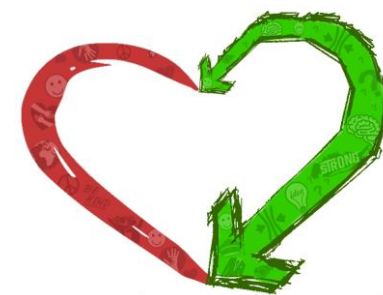
Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources
Core	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change  PoS refs: H2, H5, H6, H7, H8, H9, H10	<ul style="list-style-type: none"> <li>how to manage challenges during adolescence</li> <li>how to reframe negative thinking</li> <li>strategies to promote mental health and emotional wellbeing</li> <li>about the signs of emotional or mental ill-health</li> <li>how to access support and treatment</li> <li>about the portrayal of mental health in the media</li> <li>how to challenge stigma, stereotypes and misinformation</li> </ul>	
Team	Religious education TBC RHO		

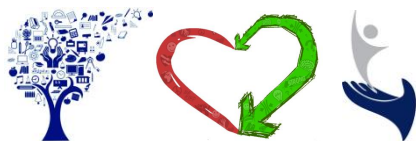




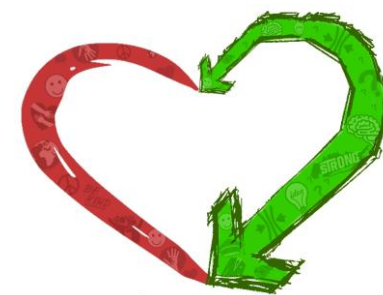


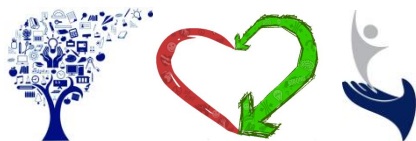
<b>Core</b>	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<ul style="list-style-type: none"> <li>• about relationship values and the role of pleasure in relationships</li> <li>• about myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• about the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> </ul>	



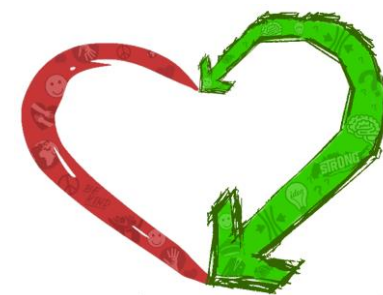


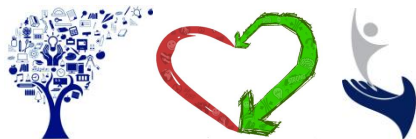
	<p>PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</p>	<ul style="list-style-type: none"> <li>about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>how to recognise and challenge victim blaming</li> <li>about asexuality, abstinence and celibacy</li> </ul>	
<b>Core</b>	<p><b>Exploring influence</b></p> <p>The influence and impact of drugs, gangs, role models and the media</p> <p>PoS refs: H19, H20, H21, R20, R35, R36, R37</p>	<ul style="list-style-type: none"> <li>about positive and negative role models</li> <li>how to evaluate the influence of role models and become a positive role model for peers</li> <li>about the media's impact on perceptions of gang culture</li> <li>about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>how drugs and alcohol affect decision making</li> <li>how to keep self and others safe in situations that involve substance use</li> <li>how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>exit strategies for pressurised or dangerous situations</li> <li>how to seek help for substance use and addiction</li> </ul>	
<b>Team</b>	<p><b>Addressing extremism and radicalisation</b></p> <p>Community cohesion and challenging extremism</p>	<ul style="list-style-type: none"> <li>about communities, inclusion, respect and belonging</li> <li>about the Equality Act, diversity and values</li> <li>about how social media may distort, mis-represent or target</li> </ul>	





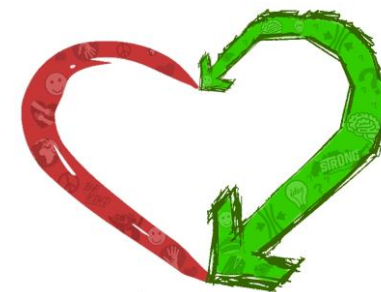
	PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	<p>information in order to influence beliefs and opinions</p> <ul style="list-style-type: none"> <li>• how to manage conflicting views and misleading information</li> <li>• how to safely challenge discrimination, including online</li> <li>• how to recognise and respond to extremism and radicalisation</li> </ul>	
<b>Team</b>	<p><b>Work experience</b></p> <p>Preparation for and evaluation of work experience and readiness for work</p> <p>PoS refs: H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23</p>	<ul style="list-style-type: none"> <li>• how to evaluate strengths and interests in relation to career development</li> <li>• about opportunities in learning and work</li> <li>• strategies for overcoming challenges or adversity</li> <li>• about responsibilities in the workplace</li> <li>• how to manage practical problems and health and safety</li> <li>• how to maintain a positive personal presence online</li> <li>• how to evaluate and build on the learning from work experience</li> </ul>	

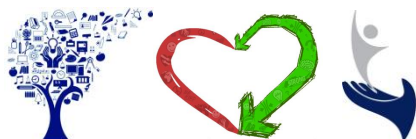




## YEAR 11- MEDIUM-TERM OVERVIEW

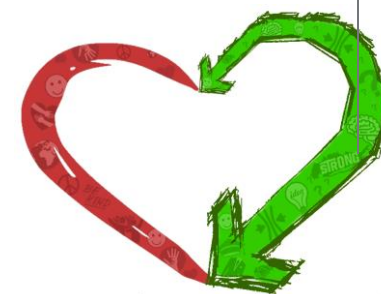
Half term	Topic	In this unit of work, students learn...	
Core	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities  PoS refs: H2, H3, H4, H8, H12, L22	<ul style="list-style-type: none"> <li>• how to manage the judgement of others and challenge stereotyping</li> <li>• how to balance ambition and unrealistic expectations</li> <li>• how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>• how to maintain a healthy self-concept</li> <li>• about the nature, causes and effects of stress</li> <li>• stress management strategies, including maintaining healthy sleep habits</li> <li>• about positive and safe ways to create content online and the opportunities this offers</li> <li>• how to balance time online</li> </ul>	
Team	<b>Next steps</b> Application processes, and skills for further education, employment and career progression  PoS refs: L1, L2, L3, L4, L6, L7, L8, L11,	<ul style="list-style-type: none"> <li>• how to use feedback constructively when planning for the future</li> <li>• how to set and achieve SMART targets</li> <li>• effective revision techniques and strategies</li> <li>• about options post-16 and career pathways</li> </ul>	

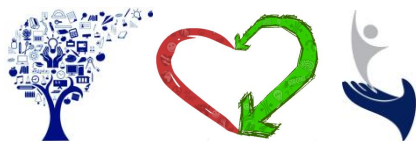




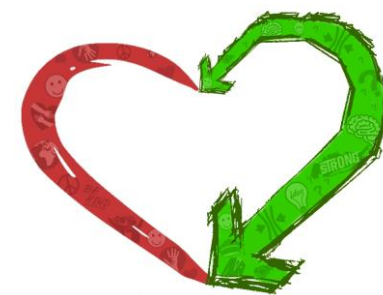
	L12, L21	<ul style="list-style-type: none"> <li>• about application processes, including writing CVs, personal statements and interview technique</li> <li>• how to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>• about rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>• how to manage work/life balance</li> </ul>	
<b>Core</b>	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<ul style="list-style-type: none"> <li>• about core values and emotions</li> <li>• about gender identity, gender expression and sexual orientation</li> <li>• how to communicate assertively</li> <li>• how to communicate wants and needs</li> <li>• how to handle unwanted attention, including online</li> <li>• how to challenge harassment and stalking, including online</li> </ul>	

	PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	<ul style="list-style-type: none"> <li>• about various forms of relationship abuse</li> <li>• about unhealthy, exploitative and abusive relationships</li> <li>• how to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>	
<b>Core</b>	<b>Revision and metacognition</b> L1, L9, L14 H9, H7, H2	<ul style="list-style-type: none"> <li>• Students will learn practical ways to help the revise</li> <li>• Students will explore mistake and 'procrastinations' and how to avoid them.</li> <li>• Students will understand how stress and workload can be managed</li> </ul>	





		<p>positively</p> <ul style="list-style-type: none"> <li>• Students will create and use resources for revision</li> <li>• Students will have opportunities for structured revision</li> <li>• Students will understand memory and recall and how to enhance it.</li> </ul>	
Core	<p><b>Religious Education</b></p> <p><b>RHO TBC</b></p>		







## **Below is a detailed breakdown the learning objectives**

**Students learn...**

### **Self-concept**

H1. how we are all unique; that recognizing and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)

H3. the impact that media and social media can have on how people think about

themselves and express themselves, including regarding body image, physical and mental health

H4. simple strategies to help build resilience to negative opinions, judgements and comments

### **Mental health and emotional wellbeing**

H5. to recognize and manage internal and external influences on decisions which

H6. how to identify and articulate a range of emotions accurately and sensitively,

using appropriate vocabulary

H7. the characteristics of mental and emotional health and strategies for managing these

H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns

H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing



vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]

H12. how to recognize when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

### **Healthy lifestyles**

H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

H14. the benefits of physical activity and exercise for physical and mental health and wellbeing

H15. the importance of sleep and strategies to maintain good quality sleep

H16. to recognize and manage what influences their choices about physical activity

H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.

H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection

H21. how to access health services when appropriate

H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

### **Drugs, alcohol and tobacco**

H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics

H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use





H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers

H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use

H27. the personal and social risks and consequences of substance use and misuse including occasional use

H28. the law relating to the supply, use and misuse of legal and illegal substances

H29. about the concepts of dependence and addiction including awareness of help to overcome addictions

### **Managing risk and personal safety**

H30. how to identify risk and manage personal safety in increasingly independent situations, including online

H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety

H32. the risks associated with gambling and recognize that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling

H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

### **Puberty and sexual health**

H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

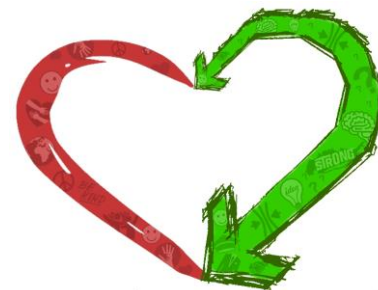
H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)

H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

### **KS3 Learning opportunities in Relationships and Sex Education**

R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them

R2. indicators of positive, healthy relationships and unhealthy relationships, including online





R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation

R4. the difference between biological sex, gender identity and sexual orientation

R5. to recognize that sexual attraction and sexuality are diverse

R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion

R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships

R8. that the portrayal of sex in the media and social media (including pornography)

can affect people's expectations of relationships and sex

#### **Relationship values**

R9. to clarify and develop personal values in friendships, love and sexual relationships

R10. the importance of trust in relationships and the behaviours that can undermine or build trust

R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

Forming and maintaining respectful relationships

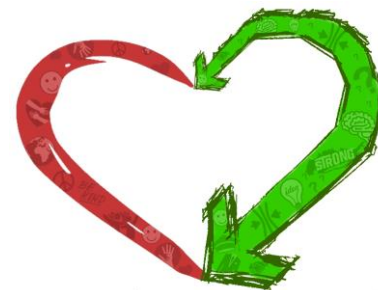
R13. how to safely and responsibly form, maintain and manage positive relationships, including online

R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

R15. to further develop and rehearse the skills of team working

R16. to further develop the skills of active listening, clear communication, negotiation and compromise

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help





R18. to manage the strong feelings that relationships can cause (including sexual attraction)

R19. to develop conflict management skills and strategies to reconcile after disagreements

R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships

R22. the effects of change, including loss, separation, divorce and bereavement;

strategies for managing these and accessing support

R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them

### **Consent**

R24. that consent is freely given; that being pressurized, manipulated or coerced

to agree to something is not giving consent, and how to seek help in such circumstances

R25. about the law relating to sexual consent

R26. how to seek, give, not give and withdraw consent (in all contexts, including online)

R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected

R28. to gauge readiness for sexual intimacy

R29. the impact of sharing sexual images of others without consent

R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

R31. that intimate relationships should be pleasurable

### **Contraception and parenthood**

R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')





R33. the risks related to unprotected sex

R34. the consequences of unintended pregnancy, sources of support and the options available

R35. the roles and responsibilities of parents, careers and children in families

R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children

### **Bullying, abuse and discrimination**

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognize warning signs, including online; how to report abusive behaviours or access support for themselves or others

R38. to recognize bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

### **Social influences**

R42. to recognize peer influence and to develop strategies for managing it, including online

R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

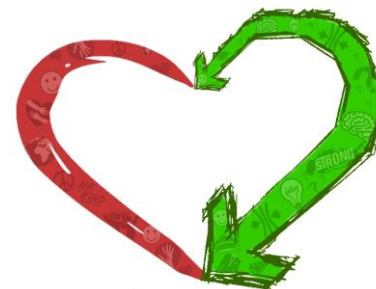
R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

### **KS3 Learning opportunities in Living in the Wider World**





### **Students learn...**

L1. study, organizational, research and presentation skills

learning skills

L2. to review their strengths, interests, skills, qualities and values and how to develop them

L3. to set realistic yet ambitious targets and goals

L4. the skills and attributes that employers' value

L5. the skills and qualities required to engage in enterprise

L6. the importance and benefits of being a lifelong learner

### **Choices and pathways**

L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process

L8. about routes into work, training and other vocational and academic opportunities, and progression routes

L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life

L10. to recognize and challenge stereotypes and family or cultural expectations that may limit aspirations

### **Work and career**

L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work

L12. about different work roles and career pathways, including clarifying their own early aspirations

Employment rights and responsibilities

L13. about young people's employment rights and responsibilities





L14. to manage emotions in relation to future employment

### **Financial choices**

L15. to assess and manage risk in relation to financial decisions that young people might make

L16. about values and attitudes relating to finance, including debt

L17. to manage emotions in relation to money

L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions

L19. to recognize financial exploitation in different contexts e.g. drug and money mules, online scams

### **Media literacy and digital resilience**

L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues

L23. to recognize the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

L24. to understand how the way people present themselves online can have positive and negative impacts on them

L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

L26. that on any issue there will be a range of viewpoints; to recognize the potential influence of extreme views on people's attitudes and behaviours

L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platform







## Personal Development

*"I Care about issues and ideas that affect us all. I Choose to help and support people in our school and community, so we can all have a better, brighter Future. These symbols are around school as reminders of some of the things that are important to everyone at Parkside."*



### **Limitless possibilities**

Right now you have the chance to shape what you are going to become. One choice at a time.



### **Sexual orientation: Heterosexual**

There are different sexual orientations. At Parkside we respect them all.



### **Embracing diversity**

We respect and welcome everyone, regardless of their differences to us.



### **Everyone learns in a different way**

It's a puzzle we solve together to overcome our educational challenges.



### **Sexual orientation: Lesbian**

There are different sexual orientations. At Parkside we respect them all.



## Peace

We are lucky to live in a country that is not at war. Not all countries are as fortunate. What do we do to promote peace?



## Charity

At Parkside we support local and national charities.



## Learning 'Curve'

Learning new things can be tough at first, but they make us better.



## Transgender

This is an 'umbrella' term for all people who identify as other than their physical sex.



## Delta

This means 'the difference' or 'change'. It's about us making changes and becoming different people.



## Balance

Being happy is often about balancing different parts of your life.



## Sexual orientation: Homosexual

There are different sexual orientations. At Parkside we respect them all.



## Family

We all come from different families. At times, we may need support outside of our families too.

