

Shirebrook Academy
Personal Development Scheme of Work 2021-22
Key Stage 3

Rationale

The personal development curriculum at Shirebrook Academy includes PSHE, Careers Education and financial capability, and Citizenship. Enterprise skills are also incorporated into the personal development curriculum wherever possible, along with whole school initiatives to develop resilience and growth mindset.

The overall aim of the personal development curriculum is to help students to develop the skills, knowledge and understanding to participate fully in school life and to make informed, confident choices as they progress into adulthood. Certain themes run throughout teaching of PD topics and links are made explicit wherever possible:

- Aspiration – encouraging all students to achieve at school and be ambitious for their futures
- Equality – to show students that gender, race, sexuality or any other characteristic should not be a barrier to participation in any aspect of life
- Support – students learn that all have different emotional and learning needs and a culture of empathy and mutual support should be promoted in all lessons.
- Lifelong learning – through PD teaching students develop skills to reflect, consider options and deal with change and transitions throughout life, not just in school

The programme is planned as a coherent series of activities which build students knowledge and skills from Y7 to Y11. Each topic broadly links to one of 4 areas of skill development – skills to be Safe and Healthy, Skills to be a Better Learner, Skills to be Employable, and Skills to be a good Citizen.

The programme also helps to embed the Character Values that form part of the Shirebrook Academy ethos – Honesty, Compassion, Kindness, Integrity, Courage

Planning principles

At KS3 and KS4 the personal development curriculum is delivered through the following:

- A series of Personal Development Days, where the normal timetable is suspended and students spend the day working on a personal development theme. The days are normally delivered by form tutors with support from the personal development co-ordinator and speakers from outside organisations (including the police, fire service, health promotion services, careers advisers, and local colleges).
- Personal Development Lessons for Y7-Y10 – 1 lesson per week timetabled with form tutors. Planned to extend Personal Development Day topics and provide opportunities for students to develop skills for effective learning.
- Through other subjects, for example RE, Science, Humanities – a cross-curricular audit in April 2020 has identified where PD themes are covered

- Through a planned programme of tutor time activities and assemblies

Some aspects of the PD curriculum involve students producing written work, however for much of PD delivery there is an emphasis on discussion and practical activity, simulating real life situations as far as possible. Students are encouraged to work on tasks in mixed ability groups and develop skills of peer support and collaboration.

The programme is planned to complement other opportunities for delivery of personal development themes, either through the core curriculum or through other activities such as voting for youth council, school council, fundraising events. Careful consideration is given annually to the content so that it matches the needs of each year groups specifically, and responds to local and national trends or concerns (for example labour market trends, health or crime issues).

Assessment

Y7 – no formal assessment. Students to complete reflective account of PD activities, GRIT and other aspects of their week, in Journals. Final topic in Y7 will be to reflect on the year and produce a piece of work outlining progress made, challenges overcome, and learning from PD lessons/days.

Y8/9 - Personal Development themes have been used to develop an assessment framework for Personal Development Lessons and Personal Development Days which matches the Shirebrook Academy approach to assessment – identifying criteria for 'Expected' and 'Challenge' learning. Tutor assessment and student self assessment will be used to identify student levels and record progress over KS3.

Y10/11 – no formal assessment. Students start to record achievements and competencies in RoA and online, for example KUDOS CV builder

Staff

Personal Development days are planned by the personal development co-ordinator with heads of year and tutor teams, and delivered by form tutors and a range of speakers from outside agencies. Subject specialist staff may also support Personal Development days where appropriate. Teaching assistants are available where appropriate to support students on Personal Development days, and the personal development co-ordinator liaises with the SENCO to ensure that all students are able to access the programme.

Outside agencies include the school nurse, local police officers, Connexions advisers, staff from local colleges and training providers, theatre groups, and other professionals from the health service.

Resources

The personal development co-ordinator is responsible for managing the budget for personal development, which covers paper resources, teaching materials, costs associated with organisations visiting school to deliver some parts of the programme and off-site visits.

Links to National Frameworks

The scheme of work links each Personal Development day and PD lesson topics to the key concepts, key processes, and range and content of each national curriculum framework relating to personal development.

PSHE content has been mapped against the PSHE Association Programme of Study Jan 2020. In June 2019, the Department for Education launched the final statutory guidance to accompany introduction of compulsory health education, relationships education and relationships and sex education (RSE) which is compulsory from September 2020. The PSHE Association programme of study covers all aspects of this statutory guidance, with some additionality.

https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020_0.pdf

Citizenship content has been mapped against DfE programmes of study for Citizenship (2014)

<https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study/national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4>

Careers Education content is mapped against the CDI Framework for Careers Education (2020), which in turn has been mapped against the Gatsby Benchmarks. This ensures the programme meets the new statutory guidance for schools and colleges on careers guidance and access for education and training providers (January 2018). <https://www.the CDI.net/write/CDI-Framework-Jan2020-web.pdf>

Personal Development Scheme of Work – Y7 topic overview

Timing	PD lessons	PD Day	Assessment
Term 1-2 Sept-Dec (Better learner, Safe and healthy)	Managing change/Transition 13 weeks plus one flex lesson ABN, KWO, MHU to plan	October Day of Team challenges January Health day	
Term 3 Jan-Feb (Safe and healthy)	Digital Literacy 6 weeks LFR to plan		
Term 4 Feb-March (Active citizen, Employable)	Introduction to Citizenship 5 weeks plus one flex lesson AMA to plan	March Careers – Your Town	
Term 5 April-May (Safe and healthy)	Drug Awareness 5 weeks SDO to plan		
Term 6 June-July (Better learner, safe and healthy)	Reflection on Y7 5 weeks plus one flex lesson JOH to plan	June Lifewise Preparation July Lifewise trip – personal safety	

Year 7, Term 1-2 Managing Change/Transition PD lessons and PD day October	
<p>Aims: Students to develop skills to manage challenges of moving to secondary school – to become more confident in their learning, friendships, and managing emotions</p>	
<p>National Framework outcomes: PSHE Association Framework KS3 – H1, H2, H14, H16, H17, H30, H33, R3, R14, R15, R16, L1, L2</p> <p>Citizenship KS3 –</p> <ul style="list-style-type: none"> • The functions and uses of money, importance and practice of budgeting and managing risk <p>Careers Education CDI Framework KS3</p> <ul style="list-style-type: none"> • Describe yourself, your strengths and preferences • Be able to focus on positive aspects of your wellbeing, progress and achievement • Show that you can manage a personal budget 	
Learning Experience/Framework links	Resources
<p>GRIT includes some mindset and skills for learning in day 1</p> <ul style="list-style-type: none"> • Managing transition from primary – new routines, learning styles • Personal Organisation • Friendship • Personal support networks • Week 5 – time to prepare for Settling in Evening – students will be sharing their work so far with parents • Money e.g. money safety, basic budgeting, context of Y7 experience of handling money (Citizenship) • Disability Awareness (promoting understanding and positive behaviour re Stubbin Wood and Academy students with SEN) ‘Im with Sam’ resource • Peer pressure/group behaviours – include definition of harassment 	<p><i>Diana Award bullying resources</i></p> <p><i>Rise Above resources -</i> https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17</p> <p>I’m with Sam resource - https://www.dimensions-uk.org/get-involved/campaigns/say-no-autism-learning-disability-hate-crime-imwithsam/i-am-a-teacher/</p>

- Diversity awareness (Academy as a diverse community, zero tolerance of racism, bullying of EAL students, etc. consider language of respect and inclusion)
- Bullying
- Self esteem and wellbeing
- Healthy eating
- End of term review

PD Day – range of fun teambuilding activities to illustrate concepts covered in PD lessons – link to BLP learning habits

GRIT curriculum to cover:

Learning to Learn, skills for learning inc teamwork, research, presentation

Key Vocabulary:

Organised
 Healthy
 Bullying
 Self Esteem
 Friendship
 Budget
 Relationships
 Qualities
 Peer Pressure

Year 7, Term 3	Digital Literacy	PD lessons
Aims: Students to begin to develop skills to navigate their digital world safely and critically		
National Framework outcomes: PSHE Association Framework KS3 - H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27		
Learning Experience/Framework links	Resources	
<p>PD lessons –</p> <ul style="list-style-type: none"> • Importance of sleep • Definition of ‘Privacy’ – what does it mean to students in context of online? Include discussion of what’s appropriate to share • Use of internet – critical thinking e.g. using search engines, personalisation, and protocols for effective use • Media and Young people e.g. advertising • Social media – purpose, pros/cons • Privacy Settings – see T Drive Online Safety resources • Addiction to games/social media – reasons, risks, strategies to manage temptation. • Online sexual exploitation – Kayleighs Love Story • Current events – linked to social media, e.g. Facebook privacy story <p>Focus on behavioural aspects – addictive nature, negativity online, balance of screen time. Use current news stories, students to set themselves personal goals re behaviour online. E.g. Task to monitor screen time and activity over the weeks of the topic, task to check social media privacy and location settings.</p> <p>Also to add – what to do, where to get help to report online issues</p>	<p>Jubilee Centre for Character Education Anti-bullying Pro- Be Strong Online materials Kayleighs Love Story film</p> <p>T:\All Staff\Online safety\The Key - Online safety factsheet bundle</p> <p>Childnet – Crossing the Line https://www.childnet.com</p> <p>https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/taking-care-your-digital-footprint/</p> <p>https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/teaching-resources/social-media-checklists</p> <p>Rise Above mental health resource about sleep, FOMO, online stress https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17</p> <p>Key Vocabulary: Media Addiction Privacy Exploitation</p>	

Year 7, Term 3	Health – Growing up	PD Day Jan
Aims: To understand and develop skills to deal with physical and emotional changes associated with puberty		
National Framework outcomes: PSHE Association Framework KS3 – H1, H3, H4, H17, H19, H20, H21, H34, R3, R7, R39, R40, L18		
Learning Experience/Framework links	Resources	
Puberty (double lesson, single sex groups) Unwritten Rules (gender stereotyping) Dental Health – with support from science technicians Price of Health – health products and factors influencing purchase Summary inc Personal Hygiene – action plans to take responsibility for own health	Rise Above – Puberty and Sleep resources https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17 Media Smart – resource for boys on body image - https://mediasmart.uk.com/body-image-advertising-11-14yrs/	

Year 7, Term 4	Introduction to Citizenship	PD lessons
<p>Aims: to introduce the principles underpinning Citizenship education and British Values – community, participation, rule of law, respect</p>		
<p>National Framework outcomes:</p> <p>Citizenship KS3:</p> <ul style="list-style-type: none"> • The development of the political system of democratic government in the UK • The precious liberties enjoyed by the citizens of the UK • The nature of rules and laws and the justice system • The roles played by public institutions, the ways in which citizens work together to improve communities. 		
<p>Learning Experience/Framework links</p>	<p>Resources</p>	
<p>Taken from Citizenship PD day:</p> <ul style="list-style-type: none"> • Community, importance of rules, leadership – desert island activity • Rights and responsibilities – continuation of desert island activity • Introduction to government and politics – how UK is run • Introduction to laws/justice system – based on laws relevant to young people • Play ‘Trouble’ board game – rotate round forms • Comparisons around the world of teenage lives, how far rights and responsibilities differ in different countries • What makes a ‘good citizen’? project based task to look at how students could contribute to their community – in school, at home etc • Current affairs – look at current news stories to develop understanding/context 	<p>UNHCR – rights of the child</p> <p>Key Vocabulary: Community Rights Responsibilities Leadership Government Citizen Law</p>	

Year 7, Term 4	Careers – Your Town	PD Day March
<p>Aims: Students learn about the employment opportunities in their local community, and how these may link with the wider world.</p>		
<p>National Framework outcomes: PSHE Association Framework KS3 – L4, L7, L8, L11, L12</p> <p>Citizenship KS3 :</p> <ul style="list-style-type: none"> • The roles played by public institutions. the ways in which citizens work together to improve communities. <p>Careers Education CDI Framework KS3: 4,5,6,7</p>		
<p>Learning Experience/Framework links</p>	<p>Resources</p>	
<p>2 lessons – local Labour Market exploration Use ‘Outside In’ film with stop and discuss tasks focusing on terminology, growth areas Students in teams, mapping activity to explore the range of employers/organisations in the Shirebrook area. Use Geography categories. Link to national LMI to compare types of industry/job role</p> <p>2 lessons – virtual employer visit – to learn about one of the larger local employers. Each team visits a different employer and gathers information, to report back to their forms later in the day. Employers to include:</p> <ul style="list-style-type: none"> • Kings Mill Hospital • Sports Direct • Paragon Customer Communication • Greencore/Premier Foods • Bolsover District Council • Woodhead construction <p>Visiting speaker? Online research to find out about what the organisation does, range of job roles, customers, skills needed</p> <p>1 lesson – back in forms, share information 1 lesson – Introduction to education progression routes post-16 including University. Virtual university tour with form tutor</p>	<p>Maps/Geography resources</p> <p>Visiting speakers/online business information</p>	

Year 7, Term 5	Drug Awareness	PD lessons
<p>Aims: Students to develop knowledge of drugs such as alcohol, tobacco, prescription medicines, and develop understanding of the reasons for their use.</p>		
<p>National Framework outcomes: PSHE Association Framework KS3 – H23, H24, H25, H26, H27, H29, H31, H5, R42, R44</p> <p>Citizenship KS3</p> <ul style="list-style-type: none"> The nature of rules and laws 		
Learning Experience/Framework links	Resources	
<ul style="list-style-type: none"> Introduction to drugs – definitions, images. Focus on norms/trends Smoking (inc vaping) - health effects, laws relating to sale Alcohol – health effects Legal substances – energy drinks, Prescription medicines Attitudes to risk Drugs in the news, challenging stereotypes 	<p>https://digital.nhs.uk/data-and-information/publications/statistical/smoking-drinking-and-drug-use-among-young-people-in-england/2016#key-facts – Page 8 of report, graph showing trend in smoking, Page 30 trend in e-cigarette use,- p51, attitudes towards yp drinking,</p> <p>http://mentor-adepis.org/wp-content/uploads/2016/03/Mentor-Teacher-Handbook-pages-2.pdf - active lessons to consider alcohol, smoking, risk/resisting pressure</p> <p>Frank website</p> <p>Talk about Alcohol https://www.talkaboutalcohol.com/</p> <p>Rise Above Smoking lesson – peer pressure interactive video https://campaignresources.phe.gov.uk/schools/resources/smoking-lesson-plan-pack</p> <p>The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>	

	<p>Key Vocabulary:</p> <ul style="list-style-type: none">DrugE-CigarettePrescriptionRiskStereotypeAlcoholConsequences
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Year 7, Term 6	Reflection on Y7	PD lessons
Aims: Students to reflect on their learning, relationships, and management of challenges in Y7		
National Framework outcomes: PSHE Association Framework KS3 – L2, L3, H1, H12, H19, R15, R16 Careers Education CDI Framework KS3: 1,2,3		
Learning Experience/Framework links	Resources	
Over the half term - Use journal to reflect on successes and challenges of Y7, advice to give to their younger self. Produce short films to use in Y6 induction	Key Vocabulary: Positive Achievement Employability Strengths	

Year 7, Term 6	Health Day 2	PD Day June
<p>Aims: to consider anti-social behaviour scenarios to prepare for Lifewise centre. To participate in active session</p>		
<p>National Framework outcomes: PSHE Association Framework KS3 – H1, H3, H4, H17, H18, H33, R38</p> <p>Citizenship KS3</p> <ul style="list-style-type: none"> The ways in which citizens work together to improve their communities 		
<p>Learning Experience/Framework links</p>	<p>Resources</p>	
<p>Double lesson - Healthy eating roadshow – Good Food Showdown plus short classroom activity Double lesson - Preparation for Lifewise visit Body Image (Chesterfield College engagement team) First Aid</p>	<p>Red Cross/St Johns Ambulance resources British Heart Foundation resources?</p> <p>Visiting speakers:</p> <p>Chesterfield College engagement team – body image lesson</p> <p>Good Food showdown</p>	

Year 7, Term 6	Lifewise visit	PD Day July
<p>Aims: Students to develop awareness of health and safety risks and strategies for dealing with emergency scenarios</p>		
<p>National Framework outcomes: PSHE Association Framework KS3 – H26, H28, H29, H30, H31, H33, R37, R38</p> <p>Citizenship KS3</p> <ul style="list-style-type: none"> • The nature of rules and laws and the justice system • the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities <p>Careers Education CDI framework KS3 - 9</p>		
<p>Learning Experience/Framework links</p>	<p>Resources</p>	
<p>Full day visit to Lifewise centre – sessions to include:</p> <ul style="list-style-type: none"> • Fire safety • Courtroom scene/Police station (Citizenship) • Alcohol awareness – harm reduction activity and underage purchase • Internet safety • Road safety • Anti-social behaviour scenarios (Citizenship) • First Aid – Red Cross 	<p>Lifewise staff and Derbyshire agencies – Fire Service Magistrates Drug support agency (CDL, Luci Hamner) Red Cross Road Safety team REMEDI Victim Support service</p>	

Personal Development Scheme of Work – Y8 topic overview

Timing	PD lessons	PD Day	Assessment
Term 1 Sept-Oct (Better learner)	Learning to learn 6 weeks 5 from Term 1, 1 from Term 2 MEL to plan	October - Relationships	Assessment framework – students self assess for different skill areas at the end of each topic
Term 2 Nov-Dec (Safe and Healthy)	Develop relationships theme – project 6 weeks plus one flex lesson JDA to plan		
Term 3 Jan-Feb (Good Citizen)	Debate – current affairs 6 weeks RJA to plan	January – Prison Me? No Way!	
Term 4 Feb-March (Employable)	Careers – Real Game 5 weeks plus one flex lesson MMI to plan	March – Real Game - Careers	
Term 5 April-May (Safe and Healthy)	Looking after yourself 6 weeks CSA to plan		
Term 6 June-July (Safe and Healthy)	Drugs/Alcohol 5 weeks plus one flex lesson KWA to plan	June – STEM challenge July – ‘Family’	

Year 8 Term 1	Learning to Learn	PD lessons
Aims: Students to reflect on and develop skills to maximise their own learning - skills which can be applied across the curriculum		
National Framework outcomes: PSHE Association Framework KS3 – H1, H2, H4, L1, L2, L3, L6		
Learning Experience/Framework links	Resources	
<ul style="list-style-type: none"> • Use resources from Global Metacognition Institute – to define metacognition terms and identify how they are used across the Academy to promote effective learning • Focus on skills for effective learning, reflection on own learning preferences • Positive mindset 	Jubilee Centre for Character Education Carol Dweck, Mindset Global Metacognition Institute	
	Key Vocabulary: Mindset Metacognition Retrieval Research Presentation Communication	

Year 8 Term 2	Relationships	PD lessons plus October PD Day
<p>Aims: to reflect on relationships in their lives and develop strategies to deal with conflict – with family, friendships, and romantic relationships</p>		
<p>National Framework outcomes: PSHE Association Framework KS3 – R1, R2, R3, R4, R7, R9, R10, R13, R14, R15, R16, R17, R19, R21, R22, R23, R37, R38, R39, R40</p>		
<p>Learning Experience/Framework links</p>	<p>Resources</p>	
<p>Explore a wide range of relationships – family, friendships and emerging romantic relationships. Students can focus on whichever relevant to them at this point in Y8.</p> <p>PD Day:</p> <ol style="list-style-type: none"> 1. Circle of Relationships task – to introduce areas of conflict, discuss friend vs partner to define different types of relationship 2. Use of ‘Face-up’ resource – to prompt discussion about signs of abuse in relationships. Include discussion about respect, acceptable behaviour/touching 3. Barnardos resource on Sexual Exploitation – grooming line or NSPCC ‘Its Not OK’ lesson (Lee-Ann’s Story) 4. lesson on Diversity – sexuality, gender <p>Afternoon:</p> <p>Focus on conflict resolution strategies, alongside rotation of forms: Market-Place of local agencies that can help Use of IT facilities to look at websites that can give support and advice</p> <p>To follow up the day –</p> <ol style="list-style-type: none"> 1. Rise Above lesson 2. Harassment 3. From Thinkuknow toolkit – social networking and relationships 4. Good friendships online (thinkuknow) 5. Send me a Pic resource from thinkuknow 6. Positive relationships activities <p>Assessment sheets as part of final lesson</p>	<p>Face Up film clips/activities</p> <p>Barnardos Sexual Exploitation materials</p> <p>https://learning.nspcc.org.uk/research-resources/schools/its-not-ok</p> <p>https://learning.nspcc.org.uk/media/1614/its-not-ok-complete-lesson-plans.pdf</p> <p>https://www.thinkuknow.co.uk/professionals/resources/send-me-a-pic/</p> <p>Local agencies – Sophie Tipple (CAMHS), Andrea French (Mansfield Mediation), School nurse, Action for children, Derbyshire LGBT, Sharon Ryan?, ELM, SV2, Young Carers, Kooth, James Land (Digital PCSO) school pastoral team</p> <p>https://www.bbc.co.uk/iplayer/episode/p057nfy7/ad/olly-alexander-growing-up-gay</p> <p>SEN specific resource on relationships: https://learning.nspcc.org.uk/research-resources/schools/love-life</p>	

	Key Vocabulary:
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Relationship

Conflict

Abuse

Control

Grooming

Sexuality

Trust

Emotions

Support

Year 8 Term 3	Debate	PD lessons
<p>Aims: To develop skills for learning through preparing and taking part in formal debate, using current affairs topics as stimulus material</p>		
<p>National Framework outcomes: PSHE Association Framework KS3 – L1, L22, L23, L26</p> <p>Citizenship KS3 :</p> <ul style="list-style-type: none"> • The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch • The operation of Parliament, including voting and elections, and the role of political parties • The nature of rules and laws. <p>‘Pupils should use and apply their knowledge whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments’</p>		
<p>Learning Experience/Framework links</p>	<p>Resources</p>	
<p>Linked with current affairs</p> <ol style="list-style-type: none"> 1. Principles of debate – using parliamentary debate as background learning 2. Prepare one side of the argument – on a topical issue 3. Formal Class debate 4. Reflection on skills used/preparation for Big Debate 5. Year group ‘Big Debate’ – selected students from each form. Give topic in advance e.g. Gun laws 6. Assessment lesson/ show debate in the news 	<p>Key Vocabulary: Debate Co-operation Argument Listening Viewpoint Evaluate</p>	

Year 8 Term 3	Prison Me? No Way!	PD day January
Aims: To learn about the criminal justice system, causes and consequences of criminal behaviour		
<p>National Framework outcomes: PSHE Association Framework KS3 – H2, H25, H26, H27, H28, H29, H30, H33, R14, R37, R42, R43, R44, R45, R46, R47</p> <p>Citizenship KS3 : The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</p>		
Learning Experience/Framework links	Resources	
<p>Rotation of workshops planned and delivered by Prison Service staff and colleagues from other agencies. To include –</p> <ul style="list-style-type: none"> Prison Life, Cell Van and Q and A sessions Anti Social Behaviour Gangs/knife crime County Lines First Aid Fire service/Arson <p>Timetable planned by PMNW to include loss of liberty at breaktimes, simulation of prison routines.</p> <p>Assembly at the start of the day and prize-giving at the end to reward good behaviour</p>	<p>PMNW day - £2000 booking fee</p>	

Year 8 Term 4	Real Game	PD lessons and PD Day March
<p>Aims: students to learn about the world of work and explore their own values in relation to work/life balance through a simulation of real life</p>		
<p>National Framework outcomes: PSHE Association Framework KS3 – L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L14, L16, L17, L18 Citizenship KS3 : The functions and uses of money, the importance and practice of budgeting and managing risk Careers Education CDI Framework KS3: 1, 4, 5, 7, 8, 11, 13</p>		
Learning Experience/Framework links	Resources	
<p>Amend to reflect timing of PD day and lessons PD lessons prior to PD Day: 1. Dream Cloud 2. Distribute Job roles</p> <p>PD Day – 3 lessons to continue Real Game, 3 lessons meeting external visitors Reality Check double lesson - Budgeting task linked to job roles and Dream Cloud 'After Work' activity Input from University students, and Q and A session with visitors from different professions</p> <p>PD lessons after day: 3. Unemployment – introduce CV 4. Individual CV creation (try, critique, repeat) 5. Assessment lesson</p>	<p>Prospects resource – Real Game</p> <p>Nottingham Trent University – student life</p> <p>Employer visitors for speed networking</p> <p>Key Vocabulary: Employability Curriculum Vitae Qualification Skills Qualities Budget Income Tax Unemployment</p>	

Year 8 Term 5	Looking after yourself	PD lessons
Aims: Students to learn about mental and emotional difficulties and develop strategies to manage their own wellbeing		
National Framework outcomes: PSHE Association Framework KS3 – H1, H2, H3, H4, H5, H6, H7, H10, H12, H13, H15, L24		
Learning Experience/Framework links	Resources	
<ul style="list-style-type: none"> · Body Image · Mental Health · Stress · Using Technology wisely · Current affairs - topics linked to health and wellbeing Assessment lesson	https://www.annafreud.org/wahmhtoolkit/#Accept ‘My sense of Self’ body image resource - https://www.antibullyingpro.com/asos-sign-up/ Rise Above Body image and stress lessons - https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17	
	Key Vocabulary: Body Image Media Self Esteem Stress Mental health Coping strategy	

Year 8 Term 6	Drugs/Alcohol	6 PD lessons
<p>Aims: To learn about legal and illegal drugs – legal frameworks around drug use, causes and consequences of drug use (including health and legal consequences)</p>		
<p>National Framework outcomes: PSHE Association Framework KS3 – H25, H26, H27, H28, H29</p> <p>Citizenship KS3 : The nature of rules and laws and the justice system, including the role of police and the operation of courts</p>		
Learning Experience/Framework links	Resources	
<ul style="list-style-type: none"> • Alcohol - short and long term consequences <i>check to ensure different to Y7 Alcohol lesson</i> • Illegal drugs – classification, use of drugs box, research task to look at health effects for most well-known illegal drugs • ‘White powders’ – unknown substances – use language around NPS • Academy policy • Research task – 2 weeks <p>Peer pressure activity – students in pairs, all have a sweet, one of the pair is told to be ready to eat theirs and persuade their partner to do the same. The other student is told not to eat their sweet, and to persuade their partner also not to eat theirs. Follow up discussion – what persuasive strategies did you use? What worked? How did it feel? What body language do you notice from persuaders?</p> <p>Assessment lesson</p>	<p>New resources coming from PSHE Association, summer 2020</p> <p>Alcohol teaching pack – See TH https://resources.drinkaware.co.uk/Education http://www.healthtalk.org/ http://www.talktofrank.com/</p> <p>https://digital.nhs.uk/data-and-information/publications/statistical/smoking-drinking-and-drug-use-among-young-people-in-england/2016#key-facts P59 drug use among Young people</p> <p>NPS – change focus of white powders lesson to ensure students understand NPS vocab/laws. Home Office NPS resource pack – P6 summary of NPS</p> <p>https://www.drugwise.org.uk/factsheets-and-infographics/</p>	

Key Vocabulary:

Consequences

Classification

New Psychoactive Substances

Nitrous Oxide

Cannabis

Peer Pressure

Risk

Dependence

Year 8 Term 6	STEM Challenge	PD Day June
Aims: To put into practice earlier discussions about healthy lifestyle, appropriate use of ICT, positive relationships		
National Framework outcomes: PSHE Association Framework KS3 – L1, L2, L4, L8, L9, L10, L11, L12, Careers Education CDI Framework KS3: 5, 7, 11, 12,		
Learning Experience/Framework links	Resources	
STEM Challenge – students work in groups to: Learn about science principles and their application to real life problems Develop ideas relating to this learning – respond to a specific task/challenge Present ideas to judging panels including STEM ambassadors Skills, knowledge relating to PD: Skills of teamwork, collaboration, communication, presentation Understanding of the application of STEM subjects to employment Understanding of new technologies and their impact on daily life and career opportunities Learning about industries from STEM ambassadors	Learn by Design – Energy Quest workshop (half day)	

Year 8 Term 6	'Family'	PD Day July
Aims: To reflect on diversity in family life in the UK – traditional roles and expectations, and how these are changing in modern society		
National Framework outcomes: PSHE Association Framework KS3 – R1, R2, R3, R4, R6, R9, R14, R21, R22, R23, R35, R36, R37, R39, R40, R41 Careers Education CDI Framework KS3:		
Learning Experience/Framework links	Resources	
6 lessons on rotation covering the following: <ol style="list-style-type: none"> 1. Changes in family over time and how these can affect emotions 2. Marriage in the UK and alternative lifestyle choices 3. Parenthood – roles and responsibilities of parents from birth to adolescence of children – use virtual babies 4. Old age – Delivered by Dementia Friends, raising awareness of Dementia 5. Domestic violence – definitions and sources of support – with Elm Foundation. 6. Equality Street – imaginary row of houses, imaginary characters – students to mix them into different family groups and give them back stories. To illustrate diversity in family life 	Speakers – Elm Foundation, Dementia Friends 'Fit' DVD Virtual babies	

Personal Development Scheme of Work – Y9 topic overview

Timing	PD lessons	PD Day	Assessment
Term 1 Sept-Oct (Safe and Healthy, Good Citizen)	First 2 weeks – recap of metacognition learning Financial Capability – 3 weeks JWH to plan metacognition DSU to plan finance	October – PMNW day – not covered in Y8	Assessment framework – students self-assess against levels for different skill areas at the end of each topic
Term 2 Nov-Dec (Safe and Healthy)	Complete finance topic – 3 weeks Relationships leading into PD Day – 4 weeks CMI to plan Plus one week flex lesson	January – Life Choices (health/relationships)	
Term 3/4 Jan-March (Employable)	Complete Health topic – 2 weeks Careers and Employability skills for remainder of Term 3-4. 9 weeks THO to plan Plus one week flex lesson	March – Careers day – Talk the Talk?	
Term 5 April-May (Good Citizen)	Citizenship – Government and Democracy CHA to plan 5 weeks		
Term 6 June-July (Good citizen, Employable)	Life skills and wellbeing 5 weeks BGR to plan Plus one week flex lesson	June – British Values July – Industry Day	

Recap of metacognition learning – use resources from Global Metacognition Institute

Year 9 Term 1	Financial Capability	PD lessons
Aims: To learn about different aspects of managing money as an adult		
National Framework outcomes: PSHE Association Framework KS3 – L15, L16, L17, L18, L19 Citizenship KS3 : The functions and uses of money, the importance and practice of budgeting, and managing risk Careers Education CDI Framework KS3: 13, 15,		
Learning Experience/Framework links	Resources	
<p>Focus on a different aspect of money each week:</p> <ol style="list-style-type: none"> 1. Earn it – (hourly rates e.g. minimum wage, tax, NI) 2. Save it (interest, compare junior accounts) 3. Live on it (cost of living, bills, budgeting) 4. Borrow it (credit, debt including mortgages) – delivered by Mortgage First 5. Spend it (methods of payment, online transactions and scams, consumer rights) <p>https://www.youtube.com/watch?v=sq-0tjv4_BA</p> <ol style="list-style-type: none"> 6. Donate it (impact on charities) <p>Incorporate current news items, and practice learning skills through this topic e.g. effective research</p> <p>Assessment lesson</p> <p>(in Y10/11 – finance at work e.g. payslips, and finance for post-16 inc benefits, part time work, bank accounts)</p>	<p>Visiting speaker – Mortgage First</p> <p>Barclays Life Skills https://www.barclayslifeskills.com/teachers/lessons/</p> <p>Nat West Moneysense https://mymoneysense.com/students/kids-12-16</p> <p>https://www.moneyadvice.service.org.uk (includes the 'wishfund' app to encourage good saving behaviours http://www.citizenshipfoundation.org.uk/main/page.php?353</p> <p>Bank of England – EconoME resource</p> <p>Cifas – anti fraud education https://www.cifas.org.uk/insight/public-affairs-policy/anti-fraud-lesson-plans</p> <p>National Crime Agency – exploring cybercrime</p> <p>TACADE gambling resources www.pfeg.org - personal finance education group</p> <p>Monopoly sets</p>	

	<p>Key Vocabulary:</p> <ul style="list-style-type: none">CreditDebitInterestMortgagePensionBudgetAccount

Delivered in July 2021 while students were in Y8.

Replaced by Prison Me No Way day – catch-up from 2020/21 cancellation

Year 9 Term 1	Enterprise	PD day October
<p>Aims: to encourage students to recognise the importance of enterprise skills in progressing successfully through education and work, and the role of enterprise in regenerating communities. To give students the opportunity to practice these skills and review their own learning</p>		
<p>National Framework outcomes: Careers Education CDI Framework KS3: 1,3,5, 6, 7, 11, 12</p>		
Learning Experience/Framework links		Resources
<p>Full day enterprise challenge based on a ‘real’ outcome, to change each year depending on local issues at the time.</p> <p>For example Nat West challenge, or West Notts College challenge</p> <p>Challenge to comprise the following stages:</p> <ul style="list-style-type: none"> • Identification of the need, background information • Students form teams and business roles – leadership, finance, marketing • Tasks to include design to meet the brief given, costings analysis, presentation of ideas • Students present to each other – panel of judges to agree winner <p>Visitors from relevant industries to be invited to support students with tasks or judge final presentations – to help students link learning in school with real world employability issues</p>		<p>Provider to deliver challenge – West Notts College?</p> <p>Visitors from local businesses</p>

Year 9 Term 2	Life Choices – Health and Relationships	PD lessons plus PD day Jan
Aims: To learn facts and reflect on values linked to romantic relationships – healthy/unhealthy, becoming sexually active, contraception		
National Framework outcomes: PSHE Association Framework KS3 – H2, H7, H8, H21, H35, H36, R1, R2, R3-5, R8, R9-12, R13-18, R23, R24-31, R32, R33, R34		
Learning Experience/Framework links	Resources	
<p>PD lessons October-December:</p> <ul style="list-style-type: none"> • Friendship vs romantic relationships – love • Developing relationships – becoming sexually active, Reasons why people have sex, deciding when you are ready (Positivity in Sex Education) • Negotiation in relationships – use Screwball film • Healthy/Unhealthy relationships - NSPCC It's Not OK – Lee-Ann's story • Safer online relationships • Influences on behaviour - Media images of sex, Peer pressure. Discuss group behaviours including banter and harassment <p>Health PD Day, Jan. To include inputs from visiting speakers and tutor led sessions: Contraception – input from School nurse – split girl/boy groups? Sexual health – to add to nurse input Health - Self examination Consent, SV2 to deliver Sexting – Angie Melluish 'Got your Back'? Mental Health (psychosis) – NHS Mental Health team</p>	<p>Visiting speakers for PD day – school nurse or sexual health service (contraception) SV2 (consent) Charlie Waller Trust or NHS Mental health team (Andrea Millward), Angie Melluish Victim support team - Sexting</p> <p>Screwball film – Youtube</p> <p>Medway Relationships and Sex Education (file on T Drive in topic folder)</p> <p>NSPCC – Its Not OK https://learning.nspcc.org.uk/research-resources/schools/its-not-ok</p> <p>Gov 'Disrespect Nobody' campaign</p>	

<p>Set up question box for day and lessons</p> <p>Assessment lesson</p> <p>Check for 2021-22 – SV2 can deliver a SEND version of some of these lessons – as a small targeted group to be taken aside during this topic</p>	<p>Key Vocabulary:</p> <p>Sexuality</p> <p>Contraception</p> <p>Consent</p> <p>Negotiation</p> <p>Pornography</p> <p>Sexting</p> <p>Consequences</p> <p>Mental Health</p>
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Year 9 Term 3, 4	Careers and Employability	PD lessons and PD day March
<p>Aims: Students develop understanding of the labour market – opportunities available and employer requirements, and develop skills to research and make decisions for themselves.</p>		
<p>National Framework outcomes: PSHE Association Framework KS3 –L1-12</p> <p>Careers Education CDI Framework KS3: 1, 2, 3, 4, 5, 7, 10, 14, 17</p>		
Learning Experience/Framework links	Resources	
<p>PD lessons:</p> <ul style="list-style-type: none"> • Labour market information • Decision-making game • 2 lessons – careers research. Create a guide to a career of your choice • Options at KS4 • Employability skills • 1 lesson delivered by University of Derby • 1 lesson delivered by DANCOP (Laura Cope) or West Notts College – Hidden Jobs • Assessment lesson <p>March PD Day – Talk the Talk</p>	<p>Visiting speakers PD day: WNC Hidden Jobs Derby University – progression pathways DANCOP session?</p> <hr/> <p>Key Vocabulary: Labour Market Career Qualifications Competencies Skills University College Apprenticeship</p>	

Year 9 Term 5	Government and Democracy	PD lessons
Aims: To learn about the UK system of government, and how individual citizens participate in democratic processes		
National Framework outcomes: PSHE Association Framework KS3: L23, L26 Citizenship KS3: Development of the political system of democratic government in the UK The operation of parliament, including voting and elections and the roles of political parties The roles played by public institutions and voluntary groups, and the ways in which citizens work together to improve their communities		
Learning Experience/Framework links	Resources	
Learning through current events throughout the topic: <ol style="list-style-type: none"> 1. Different forms of government 2. House of Commons 3. MPs/Political parties 4. Elections 5. How laws are made 6. Assessment lesson 	Key Vocabulary: Member of Parliament Democracy Dictatorship House of Commons General Election Labour Conservative	

Year 9	Term 6	Life Skills and Wellbeing	PD lessons
Aims: To develop skills to manage increasing independence in KS4 (socially and academically)			
National Framework outcomes: PSHE Association Framework KS3 – H4, H6, H8, H9, H10, H11, H12, H24-27, H30, H31, H33, R20			
Learning Experience/Framework links		Resources	
<ol style="list-style-type: none"> 1. Resilience – introduction to mental health, mindfulness 2. Managing feelings – pressure, anger, stress. (Students could generate own concerns and help each other develop strategies) 3. First Aid – (context of alcohol/drug scenarios) Callies Story 4. Pressure in social situations, including County Lines 5. My Life, My View survey plus Assessment lesson – journal reflection on the topic 		Add volatile substances – risks, consequences – could link with Callies Story https://www.re-solv.org/wp-content/uploads/2017/11/Solvent-Abuse-Leaflet.pdf https://www.re-solv.org/healthy/#1453218621705-1abae19a-5124 Add County Lines: https://www.youthandpolicing.co.uk/plans/county-lines/ Rise Above – Dealing with change, online stress https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools PSHEA EdComs Resource listing Sep17	
		Key Vocabulary: Stress Peer Pressure Coping strategies Consequences County Lines	

Year 9	Term 6	British Values	PD Day June
Aims: To explore British Values themes of tolerance, liberty, rule of law, democracy through research tasks and sessions with outside speakers			
National Framework outcomes: PSHE Association Framework KS3 – R38, 39, 40, 41, R42, Citizenship KS3 : The precious liberties enjoyed by the citizens of the UK The nature of rules and laws and the justice system, including the role of the police			
Learning Experience/Framework links			Resources
<ol style="list-style-type: none"> 1. Our vision-Our future – hate crime session, covering issues about representation of different groups in society, and actions that can be taken on a local level to address problems. 2. Police and Crime commission – Got Your Back (victim support) 3. Hope not Hate workshop <p>3 If available, speaker from Parliament Education service – House of Commons</p> <p>4. Remainder of the day – students work in groups on different tasks relating to British Values case studies for Tolerance (Sophie Lancaster), Liberty (Covid 19 change in freedoms), Rule of Law (create a new law), Democracy (recent events in national or local government) – research the topic, prepare a presentation to the class, peer learning</p>			<p>Our vision Our Future Got Your Back Parliament education service</p> <p>Hope not Hate workshop</p>

Year 9 Term 6	Industry Day	PD Day July
<p>Aims: To experience a range of occupations through hands-on tasters run by local employers, training providers, colleges</p>		
<p>National Framework outcomes: PSHE Association Framework KS3: L4, L8, L12, Careers Education CDI Framework KS3: 4, 5, 11, 16</p>		
<p>Learning Experience/Framework links</p>	<p>Resources</p>	
<p>Students work in small groups and rotate round 4 different activities during the morning.</p> <p>Activities delivered by outside speakers from local colleges, training providers and employers. Each activity is hands-on and allows students to experience a task associated with an occupation or occupational area. Through undertaking the tasks students will appreciate the key skills which are common to all jobs and other skills which are needed for particular occupations.</p> <p>Afternoon session – students opt for sessions which give them a longer task to work on in teams, linking industry and enterprise to curriculum areas.</p> <p>Follow up work – students to share their experiences of different occupations, and record the skills they have seen and used.</p>	<p>Visiting providers</p>	