

Personal Development Curriculum- Long Term Planning

Key stands of the Personal Development Curriculum

We have built the curriculum by blending the key elements of PSHE, citizenship and RE to add the depth and academic rigor that allows this programme to become a notable learning experience for our students. We have identified the following six strands to be the essential elements to run through each composite in order to achieve this blended curriculum of natural progression.

Self	Society	Beliefs	Literacy and numeracy in the wider world	Revision skills	Wider Curriculum links
Embedding Personal, Social, Health and Economic education throughout the curriculum. Enabling students to recognise their place in the world and how they want to grow into this position (CEIAG). Recognising the importance of their wellbeing, mental health, considering how relationships are built and how they develop (RSE).	Allowing students to explore and understand the world they find themselves in. Looking at the structure of law and society (citizenship) and how being in England and British values has an impact on their individuality. Recognising the society starts in their local community but goes much further than their physical surroundings and reaches to the online world as well.	Allowing students to explore their own beliefs and those of others. Allowing for RE to be delivered effectively through KS4. SMSC	Not an extension of the other classrooms but an opportunity for students to recognise the practical purpose of these subjects and their benefits to themselves and society.	Opportunity to implement the revision skills that are in focus academy-wide.	Not an extension of the other classrooms but an opportunity for students to recognise the practical purpose of these subjects and their benefits to themselves and society.

Each strand will be covered in a varying amount of detail throughout each composite and year phase however, the 5-year curriculum as a whole will show a balanced curriculum of development.

Composite Themes

Each year group will study a series of six composites, each one belonging to a different theme. These themes have been created by combining the key topics of GCSE Citizenship and RE, as well as the PSHE Association framework. Commonalities have been found between topics and natural links found to continue to build the breadth of our Personal Development Curriculum.

Key Citizenship, PSHE and RE topics		
Citizenship	PSHE	RE
Citizenship skills, processes and methods	Health and wellbeing	Religions: Beliefs, teaching and practices
Life in modern Britain	Relationships	Relationships and families
Rights and responsibilities	Living in the wider world	Religion and life
Politics and participation		The existence of God and revelation
Active citizenship		Religion, peace and conflict
		Religion, crime and punishment
		Religion, human rights and social justice

Combined composite topic themes					
Families and Relationships	Looking after you	Rights and Regulations	Where we come from	Change and the Future	Power
Elements of Citizenship, PSHE and RE that they incorporate					
-Relationships -Family life -Life in modern Britain	-Health and wellbeing -Sexual Health -Religious beliefs, teachings and practices -Citizenship skills, processes and methods	-Rights and responsibilities -Politics and participation -Active citizenship -Religion, crime and punishment -Religion, human rights and social justice	-Life in modern Britain -Living in the wider world -The existence of God and revelation -Religion and life -Religion, peace and conflict	-Politics and participation -Active citizenship -Religion and life	-Rights and responsibilities -Politics and participation -Active citizenship -The existence of God and revelation

Composite Sequencing and Planning

Following wider staff consultation curriculum information from various departments was shared. This informed the composite sequence and formed a basis of combined planning. Staff throughout the academy will contribute to planning and resources, as outlined in this document. All composites will be led by an enquiry question with each component allowing students to build the knowledge and skills needed to address the question as the composite culminates.

	<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
Year 7	<u>Welcome to Parkwood</u> -School life -Ready, respectful, safe -Rationale around Parkwood processes -Introducing key people -Introduction to revision skills	<u>How can we help our local community?</u> -What is a community -How do we develop our local community? -What happens in our community and others around the world? -Our Parkwood community, how do we support others?	<u>Why do I have to go to school?</u> -When did schools develop? -When did school become compulsory? -Benefits of education beyond qualifications -When people don't go to school... -Home-schooling	<u>...In the home</u> -Different family structures -What do different religions say about family -Consider why different families have different rules	<u>Animal charities/ how animal rights have developed</u> -Why do animal charities exist? What are animal rights? Should animals have similar rights to humans?	<u>Physical Health</u> -Investigate healthy eating, living -Look at lives of key sports people -Create personal health pledges
Year 8	<u>How can we protect our planet?</u> -Look at climate change -Key figures who are campaigning against climate change -Create class campaign and action eg. Writing to MP	<u>Navigating online relationships</u> -History of internet -How it is used in everyday life -Social media -How to set personal boundaries -Laws that protect you online	<u>Mental Health</u> -Introduce key terms to discuss mental health confidently -Identify what good and bad mental health looks like	<u>Jobs of the future</u> -Legalities around jobs: age, pay, house. -What is a job sector? -What is a labour market? -What does our current local labour market look like? -What could our local and worldwide labour market look like in 10-520 years? -What jobs would you like to see?	<u>Why can't I watch an 18 film?</u> -What laws restrict things due to age? -Rationale for this -What things are restricted by religion? Reasons -Films without age restrictions for education (eg. Schindler's List) -Create own campaign for/against restrictions	<u>...in the local community</u> -Investigate who has the most power in the local community -learn about all types of local leaders -class vote/debate on who is the most significant

Year 9	<u>Who has the most power in our country?</u> -Learn about democracy and the voting process in Britain -Look at how Parliament is held and how different decisions are made -Role of religion in society	<u>Is it important to wear a poppy?</u> -History -Why remembrance? -Charity and how the money is spent -Key figures who have refused to wear the poppy	<u>Self-care</u> -Explore different types of self-care, organisation, regulation -Look at champions of self-care in society -Create personal self-care plan	<u>Does it really matter if I recycle my plastic bottle?</u> -Follow life span of plastic bottle -Look at impact on environment and ways this can be overcome -Create in school poster campaign for an environmental issue of classes choice -Link with school policy	<u>How can I protect my human rights?</u> -What are human rights? -Why do the UN protect these rights? -Human rights ratings for different countries -Importance of voting-debate on this	<u>Gender and Sexuality</u> -Considering the spectrum of gender and sexuality -Protected characteristics and reasons for this -Key people that represent different groups
Year 10	<u>Recognising when you need help</u> -Use elements from MHFA resources -Explore coping mechanisms	<u>Welfare state/ support in Britain</u> -History/ purpose -Comparison to other countries -Case studies -Campaign/ debate suggesting improvements	<u>How is society changing around us?</u> -Learn about new laws/protected rights through time -Migration, citizenship, change in demographic of the area -Consider how this benefits the local community	<u>Romantic relationships</u> -What romantic relationships entail -Respect, boundaries, consent	<u>When I grow up I'm going to be..?</u> -Link to work experience -Opportunity to explore careers -Each class to focus on one sector and deliver to rest of year in assembly sessions	<u>Should Act-Up have a place on our curriculum?</u> -What is act up? -What is aids? -Protest and Medication. education and Aids today. -Should act up have a place on the curriculum
Year 11	<u>Post 16 applications</u> -Understanding the process of applying for post 16 education. -Writing personal statements.		<u>Managing stress</u> -How to manage stress with mock exams upcoming -What selfcare techniques can we use to help us	<u>RE</u> Working through specialised KS4 RE syllabus.		

