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| **Personal Development Long Term Plan 2022 – 2023**  *At Tottington High School the Personal Development Curriculum is designed with our students' needs at its heart. It complies with: Department for Education Careers Guidance and Access for Education and Training Providers 2018, The Equality Act 2010 and the statutory guidance: Relationship and Sex Education (RSE) and Health Education 2019.It covers the following areas: Fundamental British Values and Citizenship education, Social, Moral, Spiritual and Cultural education Personal, Social, Health and Economic and Sex and Relationship Education and Careers and Living in the Wider World education. The intent of the Personal Development curriculum is to educate our students to make informed choices to keep themselves healthy and safe, and to develop life skills that will enable them to make a positive contribution to the wider community. Our aim is to improve students’ health and emotional wellbeing and to inspire confident learners who will thrive in an ever-changing world. We want Tottington High School students to aim high in their expectations, raise their aspirations, promote equality of opportunity, celebrate diversity, challenge stereotypes and prepare for their future careers. This will help every young person to realise their potential and enhance their employability.*  *The long term plan is adapted and follows the PSHE Association Thematic Model looking at three key themes:* | | | | | | | | | |
| **Health and Wellbeing** | | | | **Relationships** | | | **Living in the Wider World** | | |
| **KS3** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** | **Additional SOW** |
| **Year 7** | **Transition and safety**  Transition to secondary school and personal safety in and outside school, including first aid | **Developing skills and aspirations**  Careers, teamwork and enterprise skills, and raising aspirations | **Diversity**  Diversity, prejudice, and bullying | | **Health and puberty**  Healthy routines, influences on health, puberty, unwanted contact, and FGM | **Building relationships**  Self-worth, romance and friendships (including online) and relationship boundaries | | **Financial decision making**  Saving, borrowing, budgeting and making financial choices |  |
| **Year 8** | **Drugs and alcohol**  Alcohol and drug misuse and pressures relating to drug use | **Financial decision making**  Saving, borrowing, budgeting and making financial choices | **Discrimination**  Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | | **Emotional Wellbeing**  Mental health and emotional wellbeing, including body image and coping strategies. | **Identity and relationships**  Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception | | **Digital literacy**  Online safety, digital literacy, media reliability, and gambling hooks –  OM to plan on return from mat leave | **Careers and Community**  OM to plan on return from mat leave |
| Personal Development Year 9 classes are included in the Technology Faculty rotations. Each class will have 2 blocks of Personal Development lessons within the rotation calendar. Each rotation will be 8 weeks long (approx. 12 lessons). Students will explore the Relationships topics in one rotation and the Health and Wellbeing topics in the other. The Living in the Wider World topics will be addressed through form time, assemblies and an extra-curricular PD club throughout the academic year. | | | | | | | | | |
| **Rotations** | **1** | | **2** | | | **Through form time, assemblies and PD club.** | | |  |
| **Year 9** | **Respectful relationships**  Families and parenting, healthy relationships, conflict resolution, and relationship changes | **Intimate relationships**  Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography | **Peer influence, substance**  **use and gangs**  Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | | **Healthy lifestyle**  Diet, exercise, lifestyle balance and healthy choices, and first aid | **Setting goals**  Learning strengths, career options and goal setting as part of the GCSE options process | | **Employability skills**  Employability and online presence |  |
| **KS4** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** | **Additional SOW** |
| **Year 10** | **Exploring influence**  The influence and impact of drugs, gangs, role models and the media | **Financial decision making and economic wellbeing**  The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | **Addressing extremism and radicalisation**  Communities, belonging and challenging extremism | | **Healthy lifestyle**  Diet, exercise, lifestyle balance and healthy choices, and first aid | **Healthy Relationships**  Myths, pleasure and challenges, including the impact of the media and pornography | | **Careers Success**  Investigating careers/ Preparation for & experience of the world of work | **Mental Health**  OM to plan on return from mat leave  **Healthy Relationships**  *OM to amend/plan summer 1 unit on return from mat leave.* |
| **Links to LA RE Syllabus** | **1a, 1b, 1c, 1d, 1e**  **2a, 2b, 2c, 2d** | **1a, 1b, 1c, 1d, 1e** | **2a, 2b, 2c, 2d** | | **1a, 1b, 1c, 1d, 1e**  **2a, 2b, 2c, 2d** | **2a, 2b, 2c, 2d** | | **2a, 2b, 2c, 2d** |  |
| **Year 11** | **Next steps**  Application processes, and skills for further education, employment and career progression | **Building for the future**  Self-efficacy, stress management, and future opportunities | **Communication in Relationships**  Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | | **Families**  Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships | **Independence**  Responsible health choices, and safety in independent contexts | |  |  |
| **Links to LA RE Syllabus** | **2a, 2b, 2c, 2d** | **2a, 2b, 2c, 2d** | **1a, 1b, 1c, 1d, 1e**  **2a, 2b, 2c, 2d** | | **1a, 1b, 1c, 1d, 1e**  **2a, 2b, 2c, 2d** | **2a, 2b, 2c, 2d** | |  |  |