

**Personal Development Long Term Plan September 2021 - 2022**

*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
<b>Year 7</b>	<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>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices	
<b>Year 8</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks	<b>Careers and Community</b> Reintroduce to Y8 A2 22-23 <b>Emotional Wellbeing</b> Reintroduce to Y8 SP2 22-23

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 with Miss McKay and the Health and Wellbeing topics with Mrs Benigno 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	Miss McKay		Mrs Benigno		Through form time, assemblies and PD club.		
<b>Year 9</b>	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Employability skills</b> Employability and online presence	

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional SOW
<b>Year 10</b>	<b>Healthy and Intimate Relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography 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>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work	<b>Mental Health</b> <b>Reintroduce to Y10 A1 22-23</b>
<b>Links to LA RE Syllabus</b>	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	
<b>Year 11</b>	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Communication in Relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships		
<b>Links to LA RE Syllabus</b>	2a, 2b, 2c, 2d	2a, 2b, 2c, 2d	1a, 1b, 1c, 1d, 1e 2a, 2b, 2c, 2d	2a, 2b, 2c, 2d	1a, 1b, 1c, 1d, 1e 2a, 2b, 2c, 2d		