

Subject: Personal Development, Curriculum staff: AAT (DOS) and LWA (Teacher)

Curriculum Intention statement: Personal Development is centred around the latest DfE requirements for RSE, Citizenship, and RE. There has also been much thought into the sequencing of the content based on the needs of our context. For the Scarborough UTC, Year 9 and 10 are a new cohort therefore if we feel their needs change the curriculum will be responsive to that in line with Government guidelines. We are proud that our new Y11 cohort has been a part of this curriculum and the wider ethos of the school. Our students have created the motto: “We all have the right to feel safe and respected”. Y11 will introduce this to our new Year 10 cohort because we believe that true personal development is driven by the needs and aspirations of our students.

3 Strand Approach: World Views and Modern Issues 1 hr p/w, Mentor Time 3x 25 minute sessions each week, 1 weekly assembly exploring a ‘Big Question’

Y9 Intention	KS4 Intention (What’s the point of KS4? its purpose)
<p>What are our legal obligations? Citizenship</p> <p>DfE state DfE Guidance on whole curriculum (December 2014)</p> <p>Whole school/national curriculum overall needs to: promote “the spiritual, moral, cultural, mental and physical development of pupils at the school and of society”. (2014:5)</p> <p>DfE state that the purpose of Citizenship studies is to:</p> <ul style="list-style-type: none"> • “foster pupils’ keen awareness and understanding of democracy, government and how laws are made and upheld” (2014:227). • It should foster the skills and knowledge required to “explore political and social issues critically, to weight evidence, debate and make reasoned arguments” • Help students to become “responsible citizens” • Teach students how to “manage their money well and make sound financial decisions” <p>DfE attainment target is stated as “pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study” (2014:227).</p> <p>The DfE advises that the national curriculum for citizenship studies aims to ensure that all pupils gain a “sound knowledge and understanding of how the United Kingdom is governed” (politics, democracy, voting and elections); “the role of law and justice” and how laws are “shaped and enforced”, “develop and interest in, and commitment to, participation in volunteering as well as other forms of responsible activity”; develop capacity for critical thinking and debate.</p>	<p>KS4 builds upon work in Y9, including the introduction of money management and age-appropriate sexual health education.</p> <p>What are our legal obligations? Citizenship</p> <p>DfE state</p> <p>DfE Guidance on whole curriculum (December 2014)</p> <p>Whole school/national curriculum overall needs to: promote “the spiritual, moral, cultural, mental and physical development of pupils at the school and of society”. (2014:5)</p> <p>DfE state that the purpose of Citizenship studies is to:</p> <ul style="list-style-type: none"> • “foster pupils’ keen awareness and understanding of democracy, government and how laws are made and upheld” (2014:227). • It should foster the skills and knowledge required to “explore political and social issues critically, to weight evidence, debate and make reasoned arguments” • Help students to become “responsible citizens” • Teach students how to “manage their money well and make sound financial decisions” <p>DfE attainment target is stated as “pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study” (2014:227).</p> <p>The DfE advises that the national curriculum for citizenship studies aims to ensure that all pupils gain a “sound knowledge and understanding of how the United Kingdom is governed” (politics, democracy, voting and elections); “the role of law and justice” and how laws are “shaped and enforced”, “develop and interest in, and commitment to, participation in volunteering as well as other forms of responsible activity”; develop capacity for critical thinking and debate.</p>

KS3 Core curriculum knowledge covered

KS3 Content:

- Democracy in the UK: how it developed, roles of citizens, Parliament and the monarch
- Operation of parliament: voting, elections, role of political parties
- Liberties of UK citizens and how these are protected
- Rules, laws and the justice system (including the role of the police and the operation of courts and tribunals)
- Roles played by public institutions and voluntary groups in society: how citizens work together to improve their communities,
- Functions and uses of money, importance of budgeting and managing risk

British Values

The rule of law
 Individual liberty
 Democracy
 Mutual respect
 Tolerance of difference (different faiths and different beliefs)

What are our legal obligations regarding RSE and Health Education and PSHE?**DfE Guidance**

[From 2020](#) it is compulsory for secondary schools to teach: relationship and sex education AND health education.

9 protected characteristics need to be clear and students need to understand what they are. They also should understand how they are protected in the UTC.

PSHE “is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it **unnecessary to provide new standardised frameworks or programmes of study...Teachers are best placed to understand the needs of their pupils and do not need additional central prescription...we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions.**Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.” [DfE](#)

Aims of RSE outlined in the [2019 Guidance](#)

- “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships”
- “enable them to know what a healthy relationship should look like and what makes a good friend...colleague...successful marriage or other type of committed relationship”

KS4 curriculum knowledge covered

KS4 Content:

- Parliamentary democracy: power of government, role of citizens and Parliament in holding those in power to account, free press (roles of the executive, legislature and judiciary to ensure free press).
- Different electoral systems used in and beyond UK, what citizens can do (vote locally, nationally and internationally) to influence decisions
- Other systems and forms of government, both democratic and non-democratic beyond the UK. (2014:228)

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- “what is acceptable and unacceptable behaviour in relationships”
- “positive effects of relationships on their mental wellbeing...identify when relationships are not

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- “positive effects of relationships on their mental wellbeing...identify when relationships are not right and understand how such situations can be changed”

From the Guidance (2019:27) **Families**

- 1.1 that there are different types of committed, stable relationships.
- 1.2 how these relationships might contribute to human happiness and their importance for bringing up children.
- 1.3 what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- 1.4 why marriage is an important relationship choice for many couples and why it must be freely entered into.
- 1.5 the characteristics and legal status of other types of long-term relationships.
- 1.6 the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- 1.7 how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

From the Guidance (2019:27-28) **Respectful relationships, including friendships**

- 2.1 the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- 2.2 practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 2.3 how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- 2.4 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.
- 2.5 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- 2.6. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- 2.7 what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- 2.8 the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

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- 3.1 their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 3.2 about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- 3.3 not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- 3.4 what to do and where to get support to report material or manage issues online.
- 3.5 the impact of viewing harmful content
- 3.6 that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- 3.7 that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- 3.8 how information and data is generated, collected, shared and used online.

From the Guidance (2019:28-29) **Being safe**

- 4.1 the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- 4.2 how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

From the Guidance (2019:29) **Intimate and sexual relationships, including sexual health**

- 5.1 how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- 5.2 that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
- 5.3 the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- 5.4 that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.
- 5.5 that they have a choice to delay sex or to enjoy intimacy without sex.
- 5.6 the facts about the full range of contraceptive choices, efficacy and options available.
- 5.7 the facts around pregnancy including miscarriage.
- 5.8 that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- 5.9 how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- 5.10 about the prevalence of some STIs, the impact they can have on those who contract them and key facts

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<p>about treatment.</p> <p>5.11 how the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>5.12 how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>	<p>5.10 about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>5.11 how the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>5.12 how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>		
Mutually beneficial curriculum connections	Mutually beneficial curriculum connections		
<p>PD supports English and RE as well as the Humanities, Health and Social Care pathway and Science,</p> <p>Wider reading improves reading ages and thus benefits all disciplines.</p>	<p>PD supports English and RE as well as the Humanities, Health and Social Care pathway and Science,</p> <p>Wider reading improves reading ages and thus benefits all disciplines.</p>		
How and where specifically this subject's curriculum contributes to the 'wider' development of learners?			
Subject Specific Skills	Wider Learning Skills	Personal Attributes support learning	Preparation for Adult Life
<p>Oracy- ability to listen, discuss and debate respectfully.</p> <p>Critical thinking, particularly differentiating between fact and opinion, reliable and unreliable resources.</p>	<p>Develop memory and sequential links amongst disciplines and sequences of study in order to see the bigger picture. Develop metacognition through activities that engage and challenge thinking and tackle complex problems.</p> <p>Applying knowledge to real-life problems and situations</p>	<p>Understanding Social, emotional and health issues concerning individuals and society as a whole. Knowing the British Values and Protected Characteristics.</p> <p>Making better decisions based on knowledge and understanding of relationships, money, and citizenship.</p>	<p>Teaching of writing and speaking evaluatively.</p> <p>Orally weighing up arguments.</p> <p>Understanding Social, emotional and health issues concerning individuals and society as a whole.</p> <p>Knowing the British Values and Protected Characteristics.</p> <p>Making better decisions based on knowledge and understanding of relationships, money, and citizenship.</p>
Cultural Capital	Disciplinary Literacy	British Values	Promotes the Equality Objectives
<p>Speak Out workshop to develop oracy.</p> <p>Trips around the local areas.</p> <p>Speaker visits</p> <p>Community work</p>	<p>Bespoke vocabulary anthologies covering both tier 2 and 3 vocabulary relevant to each learning phase.</p> <p>Also, further plans to reintroduce word of the week using Geoff Barton's 100 word list.</p> <p>Use of 'speak/write like a scholar' and 'say it in five'.</p> <p>Modelling reading fluency with plans to consider 'echo reading'.</p> <p>Oracy</p>	<p>British Values</p> <p>The rule of law</p> <p>Individual liberty</p> <p>Democracy</p> <p>Mutual respect</p> <p>Tolerance of difference (different faiths and different beliefs)</p>	<p>Protected Characteristics- knowledge and understanding of their importance.</p>