



## Statement of Intent

Every subject maximises the potential of each student, enabling them to become successful learners, confident learners and responsible citizens. We will ensure that all students are well prepared for life and work and are keen to make a positive difference to the world they live in.

## Personal Development

### Intent

Personal Development is an umbrella term for the teaching of PSHE, Citizenship and some careers and finance education. Students have one lesson a fortnight and we have input from outside agencies such as Brook, the local police force and YZUP drug education. The intent of our curriculum is to deliver a curriculum that is accessible to all and will inspire happy, confident, safe, happy and independent learners who are prepared for adulthood. Our curriculum is closely tied to our pastoral system and we are able to address social and emotional issues that may arise within the school during lesson times.

**Skills** The aims of teaching Personal development is to foster the following skills within our students:

Increase and develop concepts, knowledge and attitudes of the people and wider world around them.

Understand and be part of healthy relationships.

Be prepared for potential employment, within the wider world as well as understanding charities and voluntary work.

Develop and use their skills in research, debate, discussion and sharing of information.

Know how to stay safe online and how to report incidences that they are not comfortable with.

Develop an interest in themselves, their community and the world, arousing curiosity and motivation to learn.

Develop lifelong habits of caring for themselves and their world.

Understand the importance of how to keep the body physically and mentally healthy and to stay safe.

To have an awareness of our political system, what is meant by rights and responsibilities.

To know when and how to access help.

To understand that others will not always share their view and to be respectful of these differences.

### Purpose of Study

To deliver statutory content around SRE and wellbeing including mental health and substance use and abuse. To work with community partners to equip students for adulthood. In all that we do, building self-esteem is our primary purpose and permeates our rationale. The DfE sets out the purpose of study for SRE, Relationship and Health education:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education<sup>1</sup>.

### **Aims**

For students to have solid self-esteem and a sense of self-worth, for them to have factual, unbiased information so they can make informed choices both now and in the future.

### **Assessment**

It's worth noting and being ok with the fact that we may never really get to know the impact of our lessons. We can gauge *understanding* with exit tickets, quizzes taken before and after a topic to show improved knowledge and we can track the topics each student has covered. We are not privy however to students making positive life choices or staying safe as a result of what we have covered. We may not be able to hear the conversation when a student stands up for their own beliefs or the beliefs of others, or how having good self-esteem will translate into healthy relationships.

### **Rationale**

As aforementioned, working on self-esteem is at the core of what we do. Evidence suggests that students with a good sense of self-worth and knowledge go on to make better choices and have better life choices, including life expectancy. We follow the statutory guidance with regards to content but have flexibility to respond to National, local and school based issues and trends. We have a spiral curriculum and look at mental health and wellbeing, SRE, online safety, careers, finance and substance abuse each and every year in an age appropriate way. Every year in a spiral curriculum we focus on

Mental health and well-being

RSE

Substance use and abuse

Citizenship

### **Key Stage 3**

In year 7 our first term is focusing on student transition from primary school, getting to know each other and their school. We then re-cap on puberty and reproduction with particular attention to the emotional changes they may encounter during puberty and the menopause, this builds on and recaps work that would have been covered in KS2. We then examine ways of staying physically healthy including the need for exercise and sleep. In the Spring Term we have a focus on anti-bullying and making wise choices. We cover the dangers of energy drinks and importance of a healthy diet. During the summer term we look at peer pressure, the dangers of smoking and vaping, social media and FGM. The issue of examining FGM in Y7 may seem a little early for some however we know that this can happen at this age and want our students to be aware of the law with regards to this. We then move on to look at ways of staying safe including water and sun safety as living in Cornwall this is very important and consider what makes a good friend. The idea behind examining what makes a good friend links back to the work undertaken at the start of the year regarding transition and making friends.

In year 8 our first term is spent looking at self-esteem and considering what contributes to and detracts from having good self-esteem. We then look at the process of birth and the physical and emotional change a family may encounter, this builds on our work in Y7. We also start to focus on what is meant by consent. In the Spring Term we look at First Aid and what to do in various situations. We consider the condom and other methods of contraception in relation to health and choices. HIV and associated stigma is explored. This builds on the work covered on reproduction in Y7, thinking about safety not only in terms of unwanted pregnancy but also STI's. We again look at consent and the role of social media in particular in relation to body image. The first half of the Summer Term has a focus on illegal drugs with a spotlight shone on Cannabis and its links with poor mental health. This builds on our smoking/peer pressure unit of work in Y7 and ways of

staying physically and mentally healthy. In the second half of the summer term we consider ways of dealing with conflict at home and with peers, the danger of running away from home and the challenges of disability. All students will have input from the police about staying safe online.

In year 9 we start with a unit on mental health, helping to understand anxiety, self-harm and poor body image, by now students have covered this theme in Y7 and Y8 and hopefully the stigma around mental health has started to dissipate. We look at where people can access help and support. We look at strategies for staying mentally healthy. In the second half of the Autumn Term we look at rights and responsibilities and what these terms mean, human trafficking, exploitation and young offenders. In the Spring Term we have a focus on careers with resources provided by our careers coordinator. We help students prepare to make their option choices. We again look at illegal substance abuse and alcohol and other forms of addiction. In the Summer Term we examine child exploitation, domestic abuse and homelessness.

#### **Key Stage 4**

In year 10 we start the year again with mental health and well-being. By now students should have the confidence to talk about mental health in the same way we might discuss physical health. From work previously undertaken in the lower years they should have a shared vocabulary around where and how to get advice and help. We look at the issue of rape culture and sexual harassment, building on previous work around consent and the law and input in Y9 from Brook. Spring Term sees us examining the issue of forced marriage, abuse and its many forms including domestic abuse and revenge pornography. We also return to our focus of substance education and have input from YZUP drug education project. The summer term is spent helping to prepare students for their work experience placement under the direction of our work experience coordinator.

Year 11 begins by looking at issues of grief, complicated grief and where to get help. We cover dealing with stress in a healthy way on the lead up to the students first set of mock exams. We cover suicide using materials from papyrus. Students again have further input from YZUP and Brook and we look at the damage around porn addiction. We conclude the year looking at finances, managing a budget, how to buy a house, council tax, taxing and insuring a car and start to explore finance if students want to go to university. We use resources from Martin Lewis to support this.

#### What do we teach in which order and why?

We were an early adopter of the statutory framework for PSHE.

We have a spiral curriculum and each year we cover:

Mental Health and well being

RSE

Substance abuse

Citizenship

We have mapped the framework within our schemes of learning and the wider school. We are members of the PSHE association and gain information and guidance from them.

We tailor our curriculum to be age appropriate and have a parent forum once a year. In a secondary school one Y7 's lived experience may be very different to another. This is why we keep our delivery under review and lean heavily on student voice, particularly year 11 who have gone through the curriculum and have the maturity to reflect on what has been taught. We take on board the views of parents and also information from Public health England Local Authority Health Profile.

Guided by half termly meetings with the school safeguarding lead, Mr Holloway, to look at issues currently affecting year groups. If there is a need we can switch the order of teaching to deliver

information and guidance on a particular issue. An example is the focus on mental health on the first few lessons back to school after lockdown last year.

You can see these themes in our medium term planning and subject overview.