

Personal Development and Citizenship

There are many strands that have to be taught at all three Key Stages and it includes but is not exhaustive to;

- Careers
- Citizenship
- Relationship and Sex Education
- Democracy
- Global World
- Spiritual, Moral, Social and Cultural
- Fundamental British Values

***Please see the particular pages for more detailed information.**

How we teach Personal Development and Citizenship

All students have one discreet fifty-minute lesson per week but Personal Development and Citizenship is a cross curricular subject with all curriculum areas contributing in a variety of ways which can be shown in the Spiritual, Moral, Social and Cultural webpage. There are two assemblies per week which have their own theme. These themes are taught across all Year groups but are made age appropriate, for example the sharing of indecent images. Enrichment days are also organized so that students gain a more hands on experience. This includes trips to the theater, museums, and places of worship. We also bring guest speakers into school so that students can experience more of the world at large for examples MP's, Local Councilors and Entrepreneurs. In addition to the taught curriculum all students are encouraged to get involved in extracurricular activities. At Key Stage 3 we also have specific skills builder program. Students are encouraged to reflect on their experiences and to recognise how they are developing personally and socially, addressing the spiritual, social, moral and cultural and health issues that form an intrinsic part of growing up.

The Intent of Citizenship

The aim of Citizenship is to provide students with the knowledge, skills and understanding to become responsible and active citizens in a global world. We follow the National Curriculum for Citizenship 2012 as part of our broad and balanced curriculum. The national curriculum for citizenship aims to ensure that all pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

- the functions and uses of money, the importance and practice of budgeting, and managing risk

The Intent of Personal Development

- The aim of personal development is for students to become reflective and more resilient learners who are able to make informed decisions about all aspects of their lives, as they develop from children into young adults
- Students will also learn to respect the views, needs and rights of others, including people of different genders, ages and cultures to themselves.
- Students have the opportunity to broaden, extend and challenge their knowledge, values and skills to prepare them for life in modern Britain, with the aim of making students productive citizens.
- Within the Fundamental British Values aspects of the curriculum pupils are able to distinguish right from wrong and to respect the civil and criminal law of England as well as accepting responsibility for their behaviour, showing initiative, and understanding how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- We recognise and firmly believe that the development of pupils, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to, and have the ability to, access the world they live in.
- High standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through this subject and the wider curriculum.
- To develop and improve a child's health and emotional wellbeing.
- To manage relationships and be economically active and intend to give students the skills necessary to keep them safe, including keeping them safe in an ever-changing virtual world.

Implementation of Key Stage 3 Teaching

Year 7

Y E A r 7	A U T U M N T E R	1	<p>PERSONAL DEVELOPMENT: TRANSITIONS</p> <ul style="list-style-type: none"> • What is PDC? Appreciation of the value of PDC and how it is about developing skills which will help students in the future • Good habits - Understanding the skills which are developed in secondary school which will be taken on in the future • Research - Skill of researching and putting ideas into own words • Being organised - To understand what it means to prioritise and to consider the negatives of procrastinating
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	M		<ul style="list-style-type: none"> • Communication - To understand the power of the different communication mediums we use, e.g. would we say things that we text? Why text is speak not appropriate in more formal writing? • Consequences - To reflect on the privilege of having choices and consideration of the impact of our choices on others • Road safety - To understand what it means to minimize risk and appreciate the problems of being complacent regarding road safety • Volunteering and Charity - during the first half term each form nominates a Charity to fund raise for the rest of the year
		2	<p>CEIAG: MONEY</p> <ul style="list-style-type: none"> • The value of money - To understand that it is important to be aware of your own strengths and weaknesses regarding money. To learn the difference between a want and a need. To appreciate what you have • Making decisions - To reflect on what influences our decisions and whether those influences are positive or negative. To consider what economic decisions young people make and to link influences with those decisions • Fraud - To learn about different types of fraud and their consequences. To consider how to protect yourself from fraud • On-line safety - To learn about the importance of online safety strategies. To learn how to keep online data secure • Fair wages - To reflect on the relationship between wages and worth. To develop evaluation skills • Budgeting - To appreciate the many different outgoings and the general cost of living in the UK. To become familiar with the concepts of budgeting and avoiding risk

Y E A r 7	S P R I N G	3 & 4	<p>RELATIONSHIPS AND SEX EDUCATION</p> <ul style="list-style-type: none"> • Types of relationships - To reflect on the different types of friendships that we might have. To be able to identify dominator-type friends. To understand the characteristics of positive and negative relationships • Group friendships - To understand how a group of friends can include many different types of characters. To learn what is meant by 'conforming'. To reflect on their own behaviour in a group and individual setting and consider how they could adapt this, if they wish to
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			<ul style="list-style-type: none"> • Bullying - To understand the difference between teasing and bullying. To begin thinking about the effects of bullying. To understand what is meant by the terms peer pressure and empathy. To practise thinking about situations from the perspectives of other people • Abusive relationships - To understand the different forms an abusive relationship can take. To appreciate that abusive relationships can happen to anyone. To instill confidence in students that they would speak out against abusive relationships. To gain knowledge of support available • Sexting - To learn how to develop and maintain a variety of healthy relationships in an on-line context. To learn how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by on-line bullying) and abuse
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Y E A r 7	S U M M E R	5 & 6	PERSONAL DEVELOPMENT: BEING HEALTHY <ul style="list-style-type: none"> • Changes and personal hygiene - The importance and increased responsibility for their own personal hygiene • Puberty - To manage growth and change as normal parts of growing up, including puberty and the physical and emotional changes of adolescence • Skin - Healthy skin and unhealthy skin examples, and the different stages of life which affect the skin • Sleep - The benefits of physical activity and exercise and the importance of sleep • Eating well - To recognise and manage what influences their choices about exercise. What might influence their decisions about eating a balanced diet
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Additional Activities in Year 7;		
<ul style="list-style-type: none"> • STEM Day – working in Science, Engineering and Maths related activities with visiting employers and teaching staff. • Mental Health drop-down day • Charity Events as part of a form • Skills Builder Challenge Day 		

Year 8

Y E A r 8	A U T U M N	1	<p>CEIAG Thinking about Careers</p> <ul style="list-style-type: none"> • Who is my network? To understand that networks exist throughout life. Be able to give examples of people in their network. Understand how to use networks in all areas of their lives, including the awareness that non all networks are beneficial • Get involved - To identify the extra-curricular activities they do in and out of school. To consider the skills used and demonstrated by these activities. To identify any opportunities to get involved in activities in the future. To understand that the benefit of these activities in relation to future employment • Having a 'can-do' attitude - To learn about the importance of having a can do attitude to make the most of your potential. To learn what your comfort zone is and what it means to procrastinate. To reflect on their own mindset and to consider whether this might be a barrier to their success in the future • Social media skills - To understand the potential dangers of social media in relation to careers. To be aware of how to create a positive impression of yourself through social media • Challenging assumptions - To understand how to challenge information to avoid relying on assumptions when making decisions. To understand the importance of doing research in order to make informed decisions about careers • Different jobs - To understand the range of different jobs within an organisation
	A U T U M n	2	<ul style="list-style-type: none"> • Living in a democracy - Understanding what democracy is. Understanding what a dictatorship is. To learn the difference between First Past the Post and AV systems of voting. To appreciate the liberties of our society. To evaluate the ways in which citizens can work together to improve their communities • Being an active citizen - To learn about the precious liberties enjoyed by the citizens of the United Kingdom, including freedom of speech. To learn about the ways in which citizens work together to improve their communities • Local government - To understand the jobs done within local government. To appreciate the problems of keeping all members of communities happy given financial constraints • National government - To learn about the political system of democratic government in the United Kingdom, including the role of Parliament and the monarch. To understand the role of political parties. To analyze the perception of young people towards politics and politicians

			<ul style="list-style-type: none"> MPs - Understanding the political system of democratic government in the United Kingdom, including the roles of Parliament and the monarch (House of Lords). Knowledge of how government works and the role of an MP
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Y E A R 8	S P R I N G	3 & 4	<p>RELATIONSHIPS AND SEX EDUCATION: THE MEDIA</p> <ul style="list-style-type: none"> Advertising - To recognise the portrayal and impact of sex in the media and social media Relationships in the media - To reflect on how the media portrayal of relationships may not reflect real life Body image - To understand what is meant by the term 'body image' To reflect on the problems of aspiring to the beauty which is portrayed in the media. To analyse what 'beautiful' is in the media and compare to other ideas of what beauty can be Eating disorders - To learn about eating disorders. To understand how to recognise an eating disorder. To learn about where you can go for help regarding eating disorders Selfies - To consider why people take selfies. To reflect on how taking multiple selfies can lead to a slippery slope of narcissism. To learn about the law regarding sending sexual images to other people <p>CEIAG: WORK EXPERIENCE</p> <ul style="list-style-type: none"> Preparing for Take Your Child To Work Day; learning from your day at work
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Y E A R 8	S U M M E R	5 & 6	<p>PERSONAL DEVELOPMENT: WELL-BEING</p> <ul style="list-style-type: none"> Self-esteem - To recognise their personal strengths and how this affects their self-confidence and self-esteem. To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem Shyness and making mistakes - To be able to accept helpful feedback or reject unhelpful criticism
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			<ul style="list-style-type: none"> • Family relationships - The nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children. The roles and responsibilities of parents, carers and children in families • The Sex Lesson - That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against STIs • Revisiting sexting - To learn how to develop and maintain a variety of healthy relationships in an on-line context
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Additional Activities in Year 8;			
			<ul style="list-style-type: none"> • Take your child to work day • Health Day • Skills Builder Challenge Day

Year 9

Y E A R 9	A U T U M N	1	<p>CITIZENSHIP: THE LAW</p> <ul style="list-style-type: none"> • Rules - Understanding the difference between a rule and a law • Evaluating the value of rules in our communities - Evaluating the importance of rules in society • Knowledge of some laws in UK society • Reflecting on the nature of laws in our society • The purpose of laws - Evaluating the importance of rules in society • Knowledge of some laws in UK society • Reflecting on the nature of laws in our society • Causes and consequences - Understanding causes of crimes • Appreciating how individuals can try to prevent themselves from being victims of crimes. To analyse why young people might commit anti-social behaviour and consider the consequences of this behaviour • Local law and crime; the judicial system - To learn about the way the UK judicial system works – the main protagonists in a court room and their roles
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Y E A R 9	A U T U M N	2	<p>RELATIONSHIPS AND SEX EDUCATION: CSE</p> <ul style="list-style-type: none"> • Risk - To understand risk in the context of personal safety • Chelsea's Story - To understand the different ways in which people can be exploited and what actions make people more at risk of exploitation. To understand that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'. To learn about the law in relation to consent • Consent – To consider different levels of intimacy and their consequences. To acknowledge the right not to have intimate relationships until ready. To understand what expectations might be of having a girl/boyfriend. That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'. To learn about the law in relation to consent <p>CEIAG: 14+ OPTIONS</p> <ul style="list-style-type: none"> • Raising aspirations, self-evaluation; what are your options?
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Y E A R 9	S P R I N G	3	<p>RELATIONSHIPS AND SEX EDUCATION: HOMOPHOBIA</p> <ul style="list-style-type: none"> • What is homophobia - To learn what homophobia is. To appreciate the effects that homophobia can have • Challenging homophobia - To consider how actions have consequences. To learn about the best behaviours to tackle homophobia. To appreciate how people can be homophobic to greater and lesser degrees. To appreciate the impact of words on the lives of others. To learn that homophobic behaviour is inherited
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Y E A R 9	S P R I N G	3	<p>CEIAG: CONSUMERISM</p> <ul style="list-style-type: none"> • Consumerism - To appreciate how people can be homophobic to greater and lesser degrees. To appreciate the impact of words on the lives of others. To learn that homophobic behaviour is inherited • Buyers beware - To be aware of price comparisons and make judgements based on best value. To understand the potential problems of on-line shopping and how to avoid them .To understand the importance make an informed decision about purchasing an item on-line • Gambling - To consider reasons for gambling and learn of the different types of gambling. To appreciate the causes of, and consequences of gambling. To learn about advice and support which is available for gambling problems
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			<ul style="list-style-type: none"> Gaming - To understand the reasons why people play video games. To learn what stimulus addiction is. To reflect on the problems that can occur if people spend too long gaming
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Y E A R 9	S U M M E R	5&6	<p>PERSONAL DEVELOPMENT: MAKING HEALTHY CHOICES</p> <ul style="list-style-type: none"> Smoking - Factual information about legal substances, tobacco and the law relating to its supply, use and misuse. To recognise and manage different influences on their decisions about the use of substances (including clarifying and challenging their own perceptions, values and beliefs) including managing peer influence. The personal and social risks and consequences for themselves and others of making different decisions regarding substances, including the benefits of not smoking including not harming others with second-hand smoke Vaping - To understand what is meant by e-cigarettes. To be aware of how e-cigarettes are being marketed to make it appear that they are not harmful Drugs and their effects - The positive and negative roles played by drugs in society. Factual information about legal and illegal substances, including volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse Making decisions - To recognise and manage different influences on their decisions about the use of substances (including clarifying and challenging their own perceptions, values and beliefs) including managing peer influence
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<p>Additional Activities in Year 9;</p> <ul style="list-style-type: none"> Enterprise Day- this is where students work in groups to create a business, this day assesses different skills and competencies for students so that they can start to assimilate information about what skills they themselves have and how they can link these skills to the world of work and career opportunities. Chelsea's Story- "Chelsea's Story" is a drama production which explores the serious and emotional issue of child sexual exploitation (CSE). It looks at many other related issues, such as on-line behaviour and consent. The production is very powerful and hard-hitting, and as such has proven highly successful in raising awareness of these issues among young people. The performance is punctuated with discussions by the cast members, exploring the reasons and consequences of the behaviours being shown. At the end there is an opportunity for students to ask questions. Skills Builder Challenge Day Health Education- This includes how to keep yourself healthy, alcohol and drug awareness and positive relationships

Year 10

<p>Y E A R 1 0</p>	<p>A U T U M N</p>	<p>1</p>	<p>Transition and Money- debt, credit, borrowing and your rights as a consumer.</p> <p>In this unit of work students will learn about;</p> <ul style="list-style-type: none"> • To evaluate the extent to which their self-confidence and self-esteem is affected by the judgements of others • To make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism • To evaluate their own personal strengths and areas for development and to use this to inform goal setting • To recognise and manage the influences on their financial decisions (including managing risk, planning for expenditure, understanding debt and gambling in all its forms) • To be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices • Their consumer rights and how to seek the right to redress. • About income and expenditure, credit and debt, insurance, savings and pensions • About financial products and services, and how public money is raised and spent <p>This is broken down into lesson content of;</p> <ul style="list-style-type: none"> • Making the transition into GCSE study and how to face their challenges head on. How to be a more resilient learner. Top tips to get into effective study habits and be a more proactive learner. • Borrowing and Debt- explain the difference between debt and credit. To look at different types of payment card and then the debt you can accrue with each. • Keeping your finances secure- the understand the different types of fraud and scams, and how and why they occur. • Pay slips and Deductions- to understand how pay is calculated the different forms of calculations form your wages, how much you have to pay and why. How to calculate the actual money you have to spend on outgoings rather than the gross amount. • What are my rights as a consumer? Who do I complain to if I have an issue, what rights do I have as a consumer and what actions can they take on my behalf.
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<p>Y E A R 1 0</p>	<p>A U T U M N</p>	<p>2</p>	<p>Living in the wider world</p> <p>Students in this unit of work will learn about;</p> <ul style="list-style-type: none"> • About the unacceptability of all forms of discrimination and the need to challenge it in the wider community, including the workplace • To think critically about extremism and intolerance in whatever form they take • To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern.
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			<ul style="list-style-type: none"> • About diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding • About human rights and international law <p>This is broken down into lesson content of;</p> <ul style="list-style-type: none"> • Ground rules on how she respect our peers and the use of positive language. Migration, myths and facts. What do we know about diversity? Hate speech and how the freedom of speech can impact on the daily lives of others. • Reminder on ground rules. What is the difference between radicalisation and extremism? How can young people be drawn into extremism? What are the ways that we can protect ourselves from been radicalised? How does radicalisation impact on communities and young people? • What is homelessness? What are the statistics for homelessness, why do some young people end up homeless, what organisations can you go to for support and what support can they provide? To discuss and look-up at the impact of been homeless. • What are our human rights? Are human rights the same all around the world? How do we ensure equality and access to the same human rights for all. To look at Apple as a company and how they do not treat their workers fairly.
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Y E A R 1 0	S P R I N G	1	<p>Mental Health and Well-Being</p> <p>In this unit of work students will learn about;</p> <ul style="list-style-type: none"> • The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression). • Strategies for managing mental health, including stress, anxiety, depression, self-harm and suicide and sources of help and support. • Strategies to manage strong emotions and feelings. <p>This is broken down into lesson content of;</p> <ul style="list-style-type: none"> • Ground rules on what should and shouldn't be discussed. How we can turn negative thoughts into positive thoughts. How our thoughts and situations can impact on our emotional wellbeing and how we can start to look at the triggers that create the negative thoughts. • To recognise that someone might have mental health issues such as mood disorder, stress or anxiety. To explain when and whom to tell if concerned for theirs or someone else's mental wellbeing. To describe the range of support available for those with emotional or mental health problems, including how to best access local services. • To differentiate between healthy and unhealthy coping strategies and recognise the importance of using healthy ways to manage emotions. To evaluate a range of ways to promote mental and emotional well-being. To critique the reliability of sources of support in relation to mental health. • The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression). Strategies for managing mental health and the support available.
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Y E A R 1 0	S P R I N G	2	<p>Alcohol</p> <p>In this unit of work students will;</p> <ul style="list-style-type: none"> • How lifestyle choices affect a foetus • How to give basic first aid in appropriate contexts • About personal safety and protection and minimising harm • The short-term and long-term consequences of drinking alcohol for the health and well-being of individuals, families and communities • To understand the terms ‘dependence’ and ‘addiction’ in relation to alcohol abuse and to whom to talk if they have concerns. • The wider risks of drinking, including on their personal safety, career, relationships and future lifestyle • To recognise the impact of alcohol on choices and sexual behaviour. <p>This will be broken down into lesson content of;</p> <ul style="list-style-type: none"> • Units and effects of alcohol- To describe the reasons why people drink alcohol and the impact it can have. To identify and assess the risks of underage drinking. To suggest strategies to manage peer pressure around alcohol misuse and identify sources of guidance and support. • Drinking units and effects - To understand that alcoholic drinks may contain different amounts of alcohol. To establish why alcohol is more dangerous for young people than adults. To understand how units accumulate in the body and how the liver breaks them down over time. • Case studies on alcohol and its impact on young people- To understand the physical effects of alcohol on the body. To consider how much alcohol is too much. To understand how alcohol can impact on risk taking. • The Law and alcohol- The consequences of drinking this includes what the law is and the repercussions of not adhering to the laws in place.
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Y E A R 1 0	S U M M E R	1	<p>Careers and Work Experience</p> <p>In this unit of work students will learn;</p> <ul style="list-style-type: none"> • To develop employability skills (including self-organisation and presentation, time management, team-working, networking and managing online presence) • About the range of opportunities available to them for career progression, including in education, training and employment • About changing patterns of employment • To take full advantage of any opportunities for work experience that are available • About rights and responsibilities at work • About attitudes and values in relation to work (including terms such as ‘customer service’ and ‘protecting corporate image’)
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			<ul style="list-style-type: none"> To develop their career identity, including how to maximise their chances when applying for education or employment opportunities <p>This will be broken down into lesson content of;</p> <ul style="list-style-type: none"> Introduction to Unifrog and the careers tools- to begin to learn what Unifrog is, what features it has and how it supports young people to start to make informed decisions about possible careers paths and further educational study. Careers searches and the current labour market information (LMI) - To understand that LMI exists for different careers. To use Unifrog for independent careers research and then to begin to plan what they may be doing in their work experience. Apprenticeships Myth Busting- Students begin to understand in more detail what an apprenticeship is, what are the benefits of doing this rather than other Post 16 studies and to start to research some apprenticeships in the local area. Exploring careers in a range of sectors- Students will start to narrow down the sectors that they may wish to work in based on the skills competencies that they have identified in themselves. They will start to narrow down the areas that they feel best matches their key competencies. Preparing for Work Experience and Health and Safety- Students will have now secured their work experience place and they need to consider the Health and Safety in the workplace and its impact on their own wellbeing and that of the colleagues that they will be working alongside. Follow-up lesson after they have returned from work experience- this will be reflective learning on what went well and less so, how they used their key competencies and how the experience may have helped them to narrow down the sectors of industry that they may wish to work in.
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Y E A R 1 0	S U M M E R	2	<p>Ethics</p> <p>In this unit students will learn;</p> <ul style="list-style-type: none"> Interpret philosophical, religious and ethical issues, in light of their own identity, experience and commitments. Think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions. Reflect on, express and justify their own opinions in light of learning about religion and their study of religious, philosophical and moral questions. Relate their learning to the wider world, gaining a sense of personal autonomy in preparation for adult life Develop skills that are useful in a wide range of careers and in adult life in general, especially skills of critical enquiry, creative problem-solving and communication. <p>This is broken down into lesson content of;</p> <ul style="list-style-type: none"> Family structure, what do we think the ideal family is, does this exist and what sort of families do we have and how do they work. To interpret philosophical, religious and ethical issues, in light of their own identity, experience and commitments.
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			<ul style="list-style-type: none"> • Three person babies- Think rigorously and present widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions. Develop skills that are useful in a wide range of careers and in adult life in general, especially skills of critical enquiry, creative problem-solving and communication. This will include a knowledge of the laws and ethics around three person babies. • Female Genital Mutilation (FGM)- Interpret philosophical, religious and ethical issues, in light of their own identity, experience and commitments. Think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions.
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Additional Activities in Year 10		
		<ul style="list-style-type: none"> • Work Experience • Consent Workshop • Anti-Bullying workshop with the Police • Crime Scene to Courtroom • What Career/What Uni trip

Year 11

In Term 1 of Year 11 students attend an assembly delivered by a further education college and another assembly led by an apprenticeship provider. All Year 11 students are invited to attend the School's Careers Fair which takes place in early October. There is also an evening about Ecclesbourne Sixth Form.

All of these events contribute to our 16+ Options Process. As part of this process all students are assigned a Progression Mentor, who is either a member of Sixth Form Office, Upper School Office or the Careers Department. Students will have a meeting with that member of staff in November, during which post-16 options are discussed and advice given. A second meeting is held after the mock exams. Students will also have an individual careers interview with an independent advisor who is in school every Wednesday.

Y E A R 1 1	A U T U M N	1 & 2	<p>Careers</p> <p>In this unit of work students will learn;</p> <ul style="list-style-type: none"> • understand themselves and the influences on them regarding careers (Self Development) • Students to investigate opportunities in learning and work (Career Exploration) • Students to make and adjust plans to manage change and transition (Career Management) <p>This will be specifically broken down into lesson content of;</p> <ul style="list-style-type: none"> • Why work?- To know the difference between public and private sector work. To consider the reasons for working To reflect on own current skill set and consider in which working environment they would be most happy and successful To learn more about different roles within key job sectors.
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			<ul style="list-style-type: none"> • Introduction to Unifrog and the Careers Tool- To have a deeper understanding of how to use Unifrog, this includes looking at career's profiles, linking these to competencies, labour market sector and key areas of interest. • Introduction to Unifrog the Subjects Tool and Personality Profile- for student to undertake a personality profile and their personality traits to the different jobs that they had researched last week to see if their personality traits match the key jobs they wish to go into. • A level choices and Apprenticeship- to start to research the different options open to them Post 16 this includes matching the options to their personality traits, their interest in the labour market and their recent assessment data. Students will research the difference between the two, the different skills you will learn and future career options. • Next year & Application Letters- students should now start to pull all the research together that they have undertaken to start to make decisions of where they wish to be next year. This includes research CV's and letters of application so they can start the application process. Students will be given exemplar material to work from. • CV Writing- Students will look at exemplar material and what a CV is and the key information it contains. They will look at good and bad example and use these as a basis to create their own. They will also link their CV's to the sectors of industry that they are interested in so that they can link them together. • Interviews- students will look at interview technique and see some examples using the internet. Students will start to identify what makes a good interview compared to a bad. They will also consider interview techniques and the types of questions that could be asked dependent upon the sector that you are looking at entering. They will create their own questions and then do mock interviews with their peers.
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Y E A R 1 1	S P R I N G	3	<p>Drugs</p> <p>In this unit of work students will learn about;</p> <ul style="list-style-type: none"> • The short-term and long-term consequences of substance abuse and misuse for the health and emotional well-being of individuals, families and communities. • Understand the terms habit, dependence and addiction in relation to substance use and to whom to talk if they have concerns • The wider risks and consequences of legal and illegal substance use, including on their personal safety, career, relationships and future lifestyle. <p>This is specifically broken down into lesson content of;</p> <ul style="list-style-type: none"> • Why do people take drugs- This includes peer pressure and lack of understanding of the impact on their emotional and mental health well-being. The short-term and long-term consequences of substance abuse and misuse for the health and emotional well-being of individuals, families and communities. • The effects of specific drugs- students learn about the different classification of drugs and how each drug has a different impact on the body and emotional well-being. They also
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			<p>look at the wider risks and consequences of illegal substance use, including on their personal safety, career, relationships and future lifestyle.</p> <ul style="list-style-type: none"> • Legal Highs- students understand how we define a legal high, the implications of classification of legal highs and how this can change over time based on research and impact. The wider risks and consequences of legal substance use, including on their personal safety, career, relationships and future lifestyle.
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Y E A R 1 1	S P R I N G	4	<p>Democracy</p> <p>From this unit of work students will study;</p> <ul style="list-style-type: none"> • the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond • diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding • the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity <p>This is specifically broken down into lesson content of;</p> <ul style="list-style-type: none"> • Voting- To know of the importance of voting. To know how to register to vote To understand how history has shaped voting To know of the methods of voting and how the different methods can lead to different results. • Elections- To understand the democratic process. Know of the key people involved in the election process and develop their understanding of key words such as MP, Constituency and ‘First Past the Post’ • Who represents me- To understand which individuals represent us in which part of the UK and Europe. How the role of a MP and MEP differs. What different roles the MP and MEP carries out and how they are elected. • Political Parties- An awareness of different political parties and their beliefs. Understand that your own beliefs may not sit with one Political party. • Election Campaigning and Voting- they will study the manifesto of a political party and then suggest how this is been implemented. They need to compare and contrast the manifesto of different political parties. They will also start to create their own manifestos based on key issues facing society at present.
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Additional Activities in Year 11	
<ul style="list-style-type: none"> • Hate Crime Prevent Workshop • Relationship and Sex Education Workshop • First Aid • Independent Careers Interviews and Support 	

- **National Citizenship Scheme**
- **Duke of Edinburgh Bronze Award**
- **Crime Scene to courtroom**

Impact of Personal Development and Citizenship Teaching

Although there is no formal assessment in PDC students have weekly lessons and produce work that can be assessed by their form tutor and reported on by their form tutors. However, the impact of these modules has a wider impact than in the classroom. In Personal Development and Citizenship students **will**;

- be equipped to live healthy, safe, productive, capable, responsible and balanced lives
- have a better understanding of transitions, positive learning and career choices in achieving economic wellbeing.
- develop the essential skills for future employability and better enjoy and manage their lives.
- be equipped to move into their next phase of learning with a greater knowledge of the labour market
- reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
- build their confidence, resilience and self-esteem, and be able to identify and manage risk, make informed choices and understand what influences their decisions. This includes the impact of peer pressure.
- develop an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships,
- build and maintain healthy relationships and know the signs of when relationships are not healthy and then take the appropriate steps to move away from these situations to maintain emotional well-being.
- be a global citizen that knows the importance of democracy and the political systems of the UK and other studied countries

Evaluation of recent events:

Chelsea's Story Nov 2021 Y10 – over 95% of students agreed;

- the live performance and subsequent work in PDC was an appropriate way to explore issues of Child Exploitation
- they understood consent
- the understood the consequences of sending nudes
- the understood how to recognize aspects of unhealthy/healthy relationships
- they understood what was meant by grooming

Y11 Consent workshop October 2021 – over 95% of our students agreed;

- the workshop was suitable for their age group
- they understood what was meant by consent
- they understood when someone cannot give consent
- the understood the law relating to consent

