

PERSONAL DEVELOPMENT

What is the importance of the subject? Why should pupils be studying it? Why should they care about it? How might the subject link to the real world / real life scenarios?

Personal Development (PD) at Millom School plays a crucial part in developing The Millom Learner; equipping pupils with the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that PD has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. PD is not an examined subject as there is no qualification at Key Stage 4 or 5, however, we feel strongly that the 1 hour per week that all students receive is essential to their development as young people and good citizens in society.

What are the key concepts or big ideas underpinning the subject?

PD aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking through a range of topics including citizenship, careers education information advice and guidance (CEIAG), religious education (RE), health studies and sex and relationship education (SRE). Within lessons pupils are encouraged to develop knowledge, self-esteem, confidence, self-respect, respect for others and empathy. They should also understand how to distinguish right from wrong.

Across the Key Stages pupils will study and have access to a broad and balanced personal social and health education (PSHE) curriculum, which explores topics within three core themes: health and wellbeing, relationships and living in the wider world. Within religious education and citizenship, pupils have the opportunity to explore and develop British Values, which promote democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

What topics will the pupils be studying in each year group?

Topics studied in each year:

Year 7	Year 8	Year 9	Year 10	Year 11
Transition	Rest & Recovery	Personal Growth	Budgeting	Careers - CVs
Democracy	Healthy Behaviours	Making Choices	Income Tax and National Insurance	Careers - Personal Statements
Christianity	Smoking	Responsibility	Spending Habits	Careers - Interview Skills
Healthy Eating	Alcohol	Contraception	Work Experience	Careers - Application Forms
Physical Activity	Drugs	Sexually Transmitted	Careers – CVs	Application Support

		Infections		
Respect	Creation Stories	How to Care for a Baby	Careers – Unifrog	Resilience
First Aid	Relationships	Attachment	Careers – University/ apprenticeships	Determination
Prejudice	SRE - E-Safety	The Government	Careers – 6 th forms / colleges	Positivity
Stereotyping	Careers - Types of work	The Royal Family	Careers – Build My Skills	Abortion & Abortion Laws
Discrimination	Careers – subjects	First Aid	Drugs	Child Sexual Exploitation
British Values	Law & Justice	Islam	RE	Sexting
Relationships	Human Rights	Careers – Skills & Qualities	Baby Brain Development	First Aid
SRE - E-Safety	Careers – Unifrog	Careers – Personal Statements	Relationships	Victim Blaming
Careers – Personal Statements		Careers – Exploring Employment	Parenting	RE and the Wider World
Careers - Skills & Qualities		Careers – Unifrog	Careers – Unifrog	Terrorism
Careers – Unifrog				Careers – Unifrog

Sixth Form
Careers - University
Careers – Apprenticeships
Careers – Employment
Careers – Application Support
Careers – Personal Statements
Careers – CVs
Careers – Unifrog
Study Skills
Goal Setting
Personal Growth
Self-awareness
Team Building
Current Affairs
Budgeting
Living Independently
Student Finance
Financial Planning

Physical Activity

Careers education provides students with the opportunity to make informed choices about their future and prepare our pupils for further student and employment.

Careers lessons will ensure pupils have the opportunity to develop:

- Knowledge and understanding of progression routes at post-14, post-16, post-18 and beyond
- Their ability to complete application form materials for higher and further education, apprenticeship and employment
- CV writing skills
- Personal statements, for both employment and applying to university or college
- Interview skills and techniques
- Employability skills, such as, teamwork, leadership, good communication
- Understanding of the workplace through contact with employers and carrying out work experience.

What key capacities/skills will the pupils develop?

Determined - students learn within an environment in which they feel safe and secure to try their best to succeed and are not afraid to make mistakes and learn from these. Personal Development lessons aim to develop students into individuals, who are determined to achieve success in life, once their time at Millom School is over. Students have the support within lessons to feel that they are able to develop resolve and achieve their goals.

Communicator - students have the opportunity to discuss their ideas and opinions within small and larger groups and they are able to verbally present their work in a range of topics. Communication is one of the key LORIC skills and is continually developed across the three key stages. Students are also encouraged to communicate with members of the wider community, including employers, for example during work experience and mock interviews. They also get to interact with guest speakers and visitors who deliver workshops.

Positive - students are encouraged to research all the different opportunities available to them during their time at Millom School, but also as part of post 16 and post 18 progression planning, this allows them to develop a more positive and meaningful outlook towards their time spent at school. Stereotypical views are challenged. Students are encouraged to work cooperatively and collaboratively to form positive relationships. Social and emotional issues are supported and pupils helped to reach positive outcomes, where issues arise.

Understanding - students develop their understanding in all of the topics within the Personal Development curriculum in a range of ways from guided discovery, debates and group tasks to presentations, independent working and role play. They are able to apply this understanding across a range of subjects and in the wider world.

Understanding is checked through formal and informal assessment, and through structured questioning.

Independent - students are able to work independently across the different topics covered in Personal Development to develop key skills and qualities and to produce a range of documents that they are able to use as part of their post 16 and post 18 progression pathways, such as a CV and a personal statement. Students are set regular homework activities that they complete independently and there are opportunities in class for individual written work and quiet reflection time.

Collaborator - students are encouraged to work in groups to discuss a variety of topics, complete projects, create informative resources and provide peer feedback on things such as interview technique. The class seating plans mean that group work is carefully controlled and students have opportunities to engage and interact with all of their class mates at various points throughout the year. Peer assessment is also used to help pupils with their critical analysis of the work of others.

Investigator - students have the opportunity to spend time researching a range of topics covered, this may include homework research projects. Students are also encouraged to use Unifrog to investigate career options and progression pathways. Students also spend time investigating different opinions and beliefs of others within or local and global communities. They are encouraged to ask sensible questions in class to further their understanding of a topic.

How are the pupils learning and being assessed in this subject? How does the subject support the learning of all pupils?

Pupils learn in many different ways so in PD lessons the skills and attributes of all students can be further developed through a variety of tasks and activities, such as:

- Individual work
- Group work
- Discussion – both class and smaller groups
- Guided discovery
- Debates
- Creative tasks
- Written tasks
- Role play
- Investigative and research tasks

Learning materials in lessons vary in accordance to the topic being covered. Pupils are able to access these materials in different ways to suit their needs. Work booklets are used for most topics within PD, meaning that pupils are able to keep track of their work easily and refer back to when needed.

Seating plans in PD lessons are designed so that pupils of varying abilities are mixed. This helps those pupils with SEN to feel more supported in lessons. PD lessons have a very inclusive environment where all students are encouraged to have a voice by asking questions or expressing their own opinions. Students are

taught to respect the views of others and learn strategies for respectfully challenging the views of others in a constructive way.

Differentiated questioning is used a lot within lesson, especially to stretch the higher band pupils, alongside differentiated tasks and outcomes that suit the topic being studied. The most able pupils are encouraged to stretch their understanding of the particular topic being studied and are guided towards extension materials. High band pupils are also encouraged to develop higher order thinking skills by being able to access opportunities to demonstrate comparisons, evaluations, construction of arguments and a critical analysis of scientific information and data, where relevant.

How can pupils progress in this subject?

Students study PD in each Key Stage. Whilst the themes for each Key Stage are similar, the depth and breadth of the topics the students explore increases as they move up the school, so there is continuity of learning and students have opportunities to consolidate and review prior learning.

A large part of the CEIAG topic in each Key Stage focuses on progression routes and students are provided with information from a range of impartial sources (such as guest speakers, assemblies, Inspira careers advisers) to help support them with making decisions about progression routes at the ages of 14+, 16+ and 18+.

PD has direct links to higher education courses, for example:

- Politics
- Religious education
- Child development
- Law
- Psychology
- Sociology
- Healthcare
- Medicine
- Pharmacology/pharmacy
- Sport, nutrition and fitness
- Business, accounting and finance

How does the subject support careers education, information, advice and guidance? What career pathways can pupils take by studying this subject further?

PD also has direct links to career routes within the following fields:

- Government and politics
- Public services e.g. the police force
- Healthcare including medicine, midwifery, nursing
- Education
- Business, finance and accounting

- Social work

How can pupils enrich their knowledge and understanding in this subject?

The PD curriculum is enriched with contact with employers, agencies, universities and individuals, who have a wealth of experience and expertise within their specialist area. This gives our students the opportunity to further develop their understanding of the subjects and topics that are studied in each Key Stage

Regular visitors and contributors to the PD curriculum include:

- Cumbria Collaborative Outreach Programme and Hello Future to widen participation with higher education
- Centre for Leadership Performance and Excellence
- National Citizenship Scheme (NCS)
- Millom Children's Centre
- Dream Placement
- Universities and Colleges Admissions Service (UCAS)
- Build My Skills, a programme delivered by the Furness Education and Skills Partnership
- Whitehaven and Egremont Credit Union
- University of Cumbria
- Cambridge University
- Student Finance

There are also plentiful opportunities for students to engage with universities by attending open days and higher education fairs. We also encourage families to take students to local careers fairs to engage directly with employers, colleges and universities to research progression option and allow students to make informed choices about their future.

Students are also encouraged to research independently those topics covered in PD that they find particularly inspiring. They can be directed towards extension materials and activities. We would also recommend that families engage students with discussion at home to prompt questions and debate about the topics covered in PD. We also recommend that students read or watch the news regularly and keep themselves abreast of current affairs.