

What are the fundamental concepts of personal development (PD)?

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), relationship and sex education (RSE) and personal, social, health and economic education (PSHE). 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. Relationship and sex education covers content, appropriate for the key stages and provides pupils will the opportunity to develop an understanding of topics in a safe environment. Careers education, information, advice and guidance, runs from year 7, through to year 13. The aim is to link their learning across the school to their progression post 16 and post 16; utilising experts and employers to assist them in making informed decisions.

What topics do students study in each year?

Year 7	Year 8	Year 9
LORIC – skills and qualities	Routines	Post 16 options
Transition	Risk taking behaviour	University
Democracy	Alcohol	Apprenticeships
Being active	Smoking and vaping	Personal statements
Nutrition	Drugs	Body image
Prejudice and stereotyping	Law and justice	Eating problems
Democracy	Human rights	Hobbies and interests
Human rights	Islam	Goals and ambition
First aid	Consent	The royal family
Buddhism	Marriage	The government and parliament
Relationships	Sexting	Tolerance of faith
Communication	Peer pressure	Challenging discrimination
Unifrog – careers	Employment	Contraception
	Unifrog - careers	STI's
	Skills and qualities	Drugs and alcohol
		Parenthood
		Babies – handling with care
		Judaism

Year 10	Year 11
Consumer rights	Exploring pathways
Insurance	Apprenticeships
Pensions	Sixth form v college
Budgeting	Labour market information
Payslips	Post 16 intentions
Credit and debt	University
Dream lifestyles	Personal statements
Work experience preparation	CVs
Build my Skills	Application forms and cover letters
Drugs	Interviews
Hate crime	Risk taking behaviour
Extremism	Abortion
Mental health	Child sexual exploitation
Mindset	Sexual assault
Fertility	Homosexuality
Pregnancy	Female genital mutilation
Christianity	RE in the wider world
Sikhism	

Years 12 and 13
Self-belief and confidence
Communicating confidently
Study skills
Mindset and personality profiles – applying to learning.
University
Apprenticeships
Employment
Application support
Gap years
CV's
Personal statements
Goal setting
Team building
Current affairs
Budgeting
Living independently
Credit and debt – financial planning
Student finance

What key skills will the pupils develop over time?

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 all pupils learning in personal development?

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. Pupils in years 10 and 11 work in a computer room, having a PD Teams page that provides them with a class notebook area where they complete their work.

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 are pupils assessed in personal development?

Assessment in PD takes the format of end of topic class tests; these are done to check students understand of the content that has just been covered. Assessments are marked in the same lesson by peers and feedback is given.

There is time planned into these assessment lessons, where students can utilise their peers' feedback from the assessment to go back over areas of weakness to check

understanding. This may take the format of peer/class discussions, reading previously taught content, note taking, mind maps or further research.

How can pupils progress in personal development?

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 can pupils enrich their knowledge and understanding in personal development?

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:

- Hello Future
- Centre for Leadership Performance
- Universities and Colleges admissions service

- Build My Skills – a programme delivered by the Furness Education Skills Partnership
- BAE
- Young Enterprise
- Whitehaven and Egremont Credit Union
- University of Cumbria
- Inspira
- University of Central Lancashire
- ATOS

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 options 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