

## Personal Development at The Swan School

The values of The Swan School are Ambition, Dedication, Integrity and Kindness. Whether these values are alive and well in the way that our pupils equip and apply themselves are fundamental to whether our school is thriving or not, and our PSHE programme is central to helping these values reach fruition in the hearts and minds of our young people. PSHE places health and wellbeing at the forefront of its agenda in the broadest possible sense: healthy lifestyles (physically and mentally), healthy choices and healthy relationships. It also works alongside our careers provision which can be found in [this document](#). We want to see the children in our school develop into well-rounded and open minded adults of tomorrow, developing a personal and social culture of resilience, confidence and independence. The PSHE programme explicitly teaches them the knowledge they will need in order to skilfully develop along these lines.

The PSHE curriculum will be structured in the following way:

- Students receive one 20 minute activity a week in tutor time
- Each term this will feature a topic that is explored throughout the term and it will link to RSE and HE
- Students may also have assemblies, external visitors and drop down days with a PSHE focus
- Some content may also be covered in other areas of the curriculum within subjects

The Personal Development Curriculum should:	Why is this important?:
Encourage a love of learning about how to better one's self and take care of one another in a school and wider world context.	If this is achieved then students be self aware and considerate of others. The principle of care promoted through the curriculum will be made "live" through the behaviour of our young people in a range of contexts outside of the classroom.
Give students the opportunity to study a breadth of themes relating to personal care and social matters.	Students need to understand the concept of "personal development" in the broadest possible way.
Within individual themes, allow for deep learning through knowledge rich approaches to the broad themes.	No aspect of the curriculum should be seen as "jokey" or "vague". A rich knowledge curriculum will allow for more confident teaching and more mature learning.
Prepare students for the wider world and introduce, securely, knowledge that will also serve a cross-curricular purpose; helping them to be successful children as well as preparing them to be successful adults.	We need to recognise that, in the most immediate term, children want to be successful children but that through this curriculum we can help students brace for a range of personal and collective challenges they might face in their lives.
Knowledge should be mapped out explicitly so that it is transparent and clear to students, staff and parents.	This will allow for expert teaching in a way that does not add to existing workload teachers and allow for "non-specialists" to become specialists in the way they deliver topics.
All for the concepts, themes and areas of knowledge associated with the PD curriculum to be re-visited at each Year stage.	Memory is the residue of thought and you are more likely to think about something when explicitly confronted with the thing. by constantly revisiting themes, knowledge will become more secure.
Be flexible in a way that allows for constant refinement and improvement to meet the needs of our unique school context.	No excellent curriculum is ever static and this is especially the case when dealing with matters of personal and social health. New issues will confront our young people all the time and our curriculum needs to be agile in helping students to face these challenges.

Provide students with a high quality careers provision from years 7 - 13. Meeting the gatsby benchmarks and allowing all students to make informed choices about their next steps in education.

All students will have to enter a workplace at some point. It is vital we give them the knowledge and understanding to make informed choices about what is on offer in the 21st century.

### **Personal Development Curriculum Yearly Overview**

	Theme of learning 1	Theme of learning 2	Theme of learning 3	Theme of learning 4
<b>Year 7</b>	The best version of ourselves.	Staying safe by choice.	The science of health and happiness.	How our bodies change as we get older.
<b>Year 8</b>	Managing emotions and expectations.	Developing strong bonds with friends and family.	Rights and responsibilities that come with more independence.	How we respect the fact we are citizens and residents.
<b>Year 9</b>	The facts about sex and healthy intimacy.		Protecting our health as teenagers.	How we stay smart when it comes to money.
<b>Year 10</b>	Managing stress as we take on more responsibility.	The science of how drugs affect health and happiness.	Healthy attitudes to sex and relationships.	How to approach the world beyond school.
<b>Year 11</b>	Maintaining the best versions of ourselves.	Healthy choices for life.	Preparing effectively for periods of pressure.	Preparing for healthy relationships beyond school.

## PHSE Key Knowledge and Audit

RSE (Relationships and Sex education)	When covered	HE (Health Education)	When covered
<p><b>Families and people who care for me.</b>  <b>FOUNDATION KNOWLEDGE.</b>            -Importance of family for stability, love and security.            -Characteristics of 'family time'.            -Differences between families.            -Marriage and civil partnerships are formal and legal demonstrations of commitment.            -How to recognise if family relationships are making them feel unhappy or unsafe and how to seek helpful advice.            -How families can help you achieve your goals, think about yourself and learn from experiences.</p> <p><b>SECONDARY KNOWLEDGE.</b>            -There are different types of committed, stable relationships, civil partnerships, long-term commitment and how this is ideal for bringing up children.            -Basic facts about what to consider when parenting and making informed choices such as around breastfeeding.            -Factors that can affect whether to start an intimate relationship with someone.            -How marriage carries certain legal rights that don't exist in other long-term unions including marriage in an unregistered civil ceremony.            -The roles and responsibilities of parenting and the characteristics of successful parenting.            -How to determine whether other children, adults or other sources of information are trustworthy.            -Why marriage is an important relationship for many and why it must be freely entered into (a key British value).            -Important to establish what control is in a relationship and how this is unhealthy. Signs to look for and how to report any issues. (Must include honour based violence, forced marriage and rape).            -School and wider society expects respect to others, including people in positions of authority and due tolerance of other people's beliefs.            -Impact bullying and cyberbullying.            -Even within loving relationships, there can be criminal, violent and coercive behaviour which needs to be challenged.            -Sexual harassment and sexual violence and why these are unacceptable in all situations.            -Legal rights and responsibilities regarding equality (Reference to the Equality Act of 2010). (Must include concepts of bigotry and prejudice in the workplace).</p>	<p><b>Year 8</b>  <b>Topic 2</b></p>	<p><b>Mental wellbeing.</b>  <b>FOUNDATION KNOWLEDGE.</b>            -Taking care of your mental wellbeing is as important as taking care of your physical wellbeing.            -There is normal range of emotions and humans feel a scale of these emotions depending on situations.            -Recognition and the importance of talking about emotions.            -People can experience conflicting emotions and strategies can be adopted to listen to or overcome these. Range and intensity of feelings to others.            -Voluntary and service-based activity on mental wellbeing and happiness.            -Simple self care techniques including time with family and the benefits of hobbies and interests.            -The commonality of mental health issues, recognition of this and getting support.</p> <p><b>SECONDARY KNOWLEDGE.</b>            -Sensitive ways of discussing emotions.            -The links between happiness and being connected to others.            -Early signs of mental illness and "triggers"            -Ways to evaluate how when something is being done that can damage mental wellbeing.            -Voluntary and service-based activity on mental wellbeing and happiness.            -Broad strategies for managing mental health.</p>	<p><b>Year 8</b>  <b>Topic 1</b></p> <p><b>Year 10</b>  <b>Topic 1</b></p>

<p><b>Respectful relationships.</b>  <b>FOUNDATION KNOWLEDGE.</b>          -Friendships are important in making us feel happy and secure. How people choose who to be friends with.          -What makes a friendship: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, shared interests and experiences; support with problems and difficulties; working through ups and downs. Sometimes friends need to challenge you in order to help you achieve your goals.          - Friendships are important for not feeling lonely or excluded.          - Who to choose as a friend.</p> <p>-Respecting others regardless of background or appearance.          -Learning to listen and respond respectfully to a wide range of people and feel confident to raise own concerns. To recognise and care about others feelings and try and see the situation from a different person's perspective.          -The importance of self-respect.          -Recognition of different types of bullying.          -People and other living things have rights and everyone has a responsibility to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things have that been borrowed.)          -Danger of stereotypes.          -Importance of permission-seeking and giving in relationships with friends, peers and adults.          -Identification of boundaries and what you share with you - the concept of "special people" in life.          -Recognising when isolated and the importance to speak to adults if feeling that way.          -How to respond respectfully to a range of emotions shown in others.          -Individuals can show respect for each other by also caring about the environment around them.</p> <p><b>SECONDARY KNOWLEDGE.</b>          -How as you get older, you may change in your outlook and your friends may not meaning that previously close friends might become more distant - and this is ok.          -Process of growing older means that needs change.</p>	<p><b>Year 7</b>  <b>Topic 3</b></p> <p><b>Year 11</b>  <b>Topic 4</b></p>	<p><b>Internet safety and harms.</b>  <b>FOUNDATION KNOWLEDGE.</b>          -Knowing that for young people the internet is an integral part of life and has many benefits.          -Rationing time online can benefit time management and have positive effects on mental health.          -Consideration of the effects of online interactions and how positive and negative interactions have exactly the same effect as offline.          -Why social media, some computer games and online gaming are age restricted.          -Definitions and what to do when confronted with abuse, trolling, bullying and harassment online.          -How to be a discerning consumer of information online.          -Where and how to get support with issues online.</p> <p><b>SECONDARY KNOWLEDGE.</b>          -Similarities and differences between the online and the offline world.          -Impact of unhealthy or obsessive comparison to others online. What healthy comparison and inspiration is.          -The difference between self and "curated image".          -How to identify and report harmful behaviours.</p>	<p><b>Year 7</b>  <b>Topic 2</b></p>
<p><b>Online and media.</b>  <b>FOUNDATION KNOWLEDGE.</b>          -Recognition that people sometimes behave differently online and pretend to be someone they're not.          -The same principles apply to online relationships as offline relationships.          -Risks associated with socialising online and how to navigate and minimise those risks.</p>	<p><b>Year 7</b>  <b>Topic 1</b></p>	<p><b>Physical health and fitness.</b>  <b>FOUNDATION KNOWLEDGE.</b>          -physical wellbeing can help mental wellbeing.          -characteristics and mental and physical benefits of a healthy lifestyle.          -Importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking, running or cycling to school.          -Risks of being too sedentary.</p>	<p><b>Year 11</b>  <b>Topic 2</b></p>

<p><b>SECONDARY KNOWLEDGE.</b></p> <ul style="list-style-type: none"> <li>-Rights and responsibilities online, including the expectations that behaviour should be the same in all circumstances.</li> <li>-There is difficulty in removing data from online and therefore it is important to consider the long-term effects of "posting".</li> <li>-The impact and effects on personal wellbeing and relationships when viewing harmful images/pornography.</li> <li>-Sharing indecent images of children (children sharing images of each other too) is a criminal offence.</li> <li>-The role of sex in the media and how it can affect views of / lead to misconceptions of consent, negotiation, boundaries, respect, gender norms, sexual norms, trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism.</li> <li>-The concept, benefits and problems that come with having a personal "brand".</li> </ul>	<p><b>Year 8 Topic 3</b></p>	<p><b>SECONDARY KNOWLEDGE.</b></p> <ul style="list-style-type: none"> <li>-Positive associations between physical activity and promotion of mental wellbeing.</li> <li>-Physical ways to combat stress and the physiology of combating stress.</li> <li>-Links between an inactive lifestyle and a range of diseases including cancer and cardiovascular problems.</li> </ul>	
<p><b>Being safe.</b></p> <p><b>FOUNDATION KNOWLEDGE.</b></p> <ul style="list-style-type: none"> <li>-Appropriate boundaries in building friendships with peers and others (including in a digital context)</li> <li>-When to respect confidentiality and when it is not safe to keep secrets.</li> <li>-How to recognise genuine feelings about being unsafe.</li> <li>-How to report concerns and what is the vocabulary you need to use when doing so.</li> <li>-Where to get advice about being safe.</li> </ul> <p><b>SECONDARY KNOWLEDGE.</b></p> <ul style="list-style-type: none"> <li>-As you get older, the importance in being responsible and safe with more independence.</li> <li>-The concepts of and law 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.</li> <li>-How people actively communicate and recognise consent from others, including sexual consent - in all contexts, including online.</li> </ul>	<p><b>Year 7 Topic 2</b></p>	<p><b>Healthy eating.</b></p> <p><b>FOUNDATION KNOWLEDGE.</b></p> <ul style="list-style-type: none"> <li>-What is meant by a healthy diet.</li> <li>-The principles of planning a range of healthy meals.</li> <li>-The characteristics of poor diet and the risks associated with this.</li> </ul> <p><b>SECONDARY KNOWLEDGE.</b></p> <ul style="list-style-type: none"> <li>-What might influence decisions about maintaining a healthy diet.</li> </ul>	<p><b>Year 11 Topic 1/2</b></p>
<p><b>Intimate and sexual relationships, including sexual health.</b></p> <p><b>FOUNDATION KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>-Names of the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</li> </ul> <p><b>SECONDARY KNOWLEDGE.</b></p> <ul style="list-style-type: none"> <li>-"protected characteristics" as outlined in the 2010 Equality Act.</li> <li>-mutual self respect and features of different levels of intimacy and their consequences including loyalty, trust, shared interests, sex and friendship.</li> </ul>	<p><b>Year 9 Topic 3 and Year 10 Topic 2</b></p>	<p><b>Drugs and alcohol.</b></p> <p><b>FOUNDATION KNOWLEDGE.</b></p> <ul style="list-style-type: none"> <li>-The facts about what a legal substance and an illegal substance is; associated risks including smoking, alcohol abuse and drug-taking.</li> </ul> <p><b>SECONDARY KNOWLEDGE.</b></p> <ul style="list-style-type: none"> <li>-Links between drug use and serious mental health conditions.</li> <li>-The law relating to supply and possession of illegal drugs.</li> <li>-Physical and psychological risks associated with alcohol consumption and what is</li> </ul>	<p><b>Year 10 Topic 2</b></p>

<ul style="list-style-type: none"> <li>-All aspects of health can be affected by choices made in sex and relationships - e.g. physical, mental, sexual, and reproductive health and wellbeing.</li> <li>-The facts about reproductive health including fertility and the potential impact of lifestyle on fertility for men and women (including how this can be damaged by STIs and that fertility can decrease with age).</li> <li>-There are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</li> <li>-People can choose to delay sex or enjoy intimacy with someone without sex.</li> <li>-The facts about contraception, including condoms, pills and how to develop communication and negotiation skills necessary for contraceptive use in healthy relationships.</li> <li>-The facts around pregnancy including miscarriage. There are choices in relation to pregnancy (with medically and legally impartial information on all options including keeping the baby, adoption, abortion and where to get further help.) Must include the current laws surrounding abortion.</li> <li>-How different STIs are transmitted, how risk can be reduced through safer sex and importance of facts about testing.</li> <li>-Prevalence of particular STIs and the impact they can have and key facts about treatment.</li> <li>-How and why alcohol and drugs leads to riskier behaviour.</li> <li>-How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>		<p>meant by low risk consumption when adults.</p> <ul style="list-style-type: none"> <li>-Physical and psychological consequences of addiction, including alcohol dependency.</li> <li>-Awareness of the dangers of drugs when prescribed, but still can lead to health problems if used incorrectly.</li> <li>-The facts about harms from smoking tobacco - links to lung cancer - and the benefits of quitting smoking.</li> </ul>	
		<p><b>Health and prevention.</b>  <b>FOUNDATION KNOWLEDGE.</b></p> <ul style="list-style-type: none"> <li>-How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.</li> <li>-Unsafe exposure to the sun.</li> <li>-What good quality sleep does for health and how health can be impacted by poor sleep / why people sleep poorly.</li> <li>-Dental health and what it is to be hygienic.</li> <li>-Personal hygiene, bacteria and viruses.</li> <li>-Scientific facts linked to vaccination and immunisation. How some diseases don't spread through basic personal responsibility.</li> </ul> <p><b>SECONDARY KNOWLEDGE.</b></p>	<p><b>Year 9 Topic 3</b></p>
		<p><b>Basic first aid.</b>  <b>FOUNDATION KNOWLEDGE.</b></p> <ul style="list-style-type: none"> <li>-How to call an emergency service if necessary.</li> <li>-How to deal with common injuries / head injuries - how common injury can be avoided.</li> </ul>	<p><b>Year 10 Topic 4</b></p>

		<b>SECONDARY KNOWLEDGE.</b> -Basic treatment for common injuries. -Life-saving skills, including how to administer CPR. -The purpose of defibrillators and when one might be needed.	
		<b>Changing adolescents bodies.</b> <b>FOUNDATION KNOWLEDGE.</b> -Key facts about puberty and the changing adolescent body. - Changes from 9 to 11 and 11 to 18. -Information about the menstrual cycle, facts linked to this and menstrual wellbeing. -How body change and cycles can impact on puberty.  <b>SECONDARY KNOWLEDGE.</b> -Key facts about puberty, the changing adolescent body and menstrual wellbeing. -The main changes which take place in males and females and the implications for emotional and physical health.	<b>Year 7 Topic 3</b>