



Personal Development (PD)

Why is Personal Development Important?

In Personal Development students are taught the knowledge, skills and attitudes needed to make healthy choices in their lives today and in the future. This is a vital ability for them to have if they are to enjoy success at school, and to make the most of opportunities in the world beyond Workington Academy.

Personal Development allows students space to explore what it means to be 'healthy' in the broadest meaning of the word. We examine what it takes to develop good physical and mental health, as well as how to build healthy relationships with those around them.

The curriculum also covers how to live in the wider world including how to manage finances, how to apply for jobs, and the knowledge and understanding of British Values.

The Department

The Curriculum Leader for Personal Development is Miss Jenna Alston.

Key Stage 3

At Key Stage 3 students are taught a range of units in which cover health and wellbeing, relationships and sex education and living in the wider world.

In Year 7 students begin with a unit which explores managing change and the transition from primary school to secondary. We have a focus on mental health and managing stress. From here students cover a unit on puberty which explores the changes they will go through, and how to manage this alongside personal hygiene. In the second unit, students study relationships at an age appropriate level with a focus on family, friendship, peer pressure and 'budding' relationships. The focus is for students to be able to recognise what is healthy and unhealthy, who to speak to if they are concerned and how/where they can get support. Finally, students cover a unit on prejudice and discrimination. They will recognise what prejudice and discrimination are, how they go against British Values and look at a variety of issues including gender equality, the LGBTQI+ community and radicalisation so that students can identify a variety of issues, and know how to challenge this behaviour.

In Year 8 the year begins with a unit exploring the importance of romantic relationships ensuring that students understand what constitutes a healthy romantic relationship, consent, sexting and the impact that social media and pornography has on relationships. Students will be able to identify the law on each of these issues, and will recognise how to manage and mitigate risk. Students then engage in an exciting topic focused on building transferrable skills while looking at setting individual goals. Once individual goals have been set, students will create a project in a 'Dragon's Den' style where they have to choose a product to sell, and the rest of the students in the class will become

the dragons where they question the product. This builds a variety of skills including speaking, listening, team work and presenting. Finally, students will cover a unit on health and wellbeing where the focus is on self-esteem, body image, how to keep healthy including the impacts of smoking and additional wider issues such as FGM. The skills developed from this unit will allow students to recognise what can have an impact on their own mental health and wellbeing and the external factors that can have an impact and how to manage these e.g. time spent on social media. Students will be able to identify additional risks to their physical health that can be caused through their own choices or peer pressure from smoking, but the impact of FGM that can be caused through cultural expectations and where support can be sought for this.

Year 9 also start with a relationship and sex education module to ensure that students are prepared for mature relationships now and in the future. This includes looking at contraception, STI's and CSE (Child Sexual Exploitation). This allows students to make informed decisions, and to know how to take care of themselves as these relationships develop. Students will also be able to recognise signs of CSE, who to speak to and how to get support for themselves or others in these situations. In the second unit, students will consider their future aspirations and will look at GCSE options, and careers that link with these to help them to make informed choices about their futures. Students will also study personal safety and will learn important life skills including how to stay safe online, how to perform CPR and how to place an individual into the recovery position. This education is always invaluable to our students and has a significant impact on their lives. Finally, students look at drugs, gangs, county lines, knife crime and Youth Law. This is to ensure that students have an awareness of key issues that are faced in the local area, the impact and legality of carrying a weapon, and the impact this can have on others.

Key Stage 4

Students in KS4 continue to cover units on relationships and sex education, health and wellbeing and living in the wider world.

In year 10 students start by covering a unit on careers that introduces students to the world of work, different industries, employment rights and different types of occupations. Once students have covered this, it allows them to begin to investigate work experience. They will look at the purpose and benefit of work experience, how to contact employers and how to address formal letters and emails. It is the student's responsibility to source their own placement so that they recognise how to do this when they leave school. In unit two, we study human rights, social justice, BLM and extremism. This allows students the opportunity to explore British Values, and ensure that they understand a variety of issues that have faced individuals, that do face individuals, how these issues are approached and who is fighting to make things better/achieve equality. When studying extremism, there is a key focus on not overgeneralising what extremism, terrorism and radicalisation are. This allows students to be well rounded individuals with a clear awareness of a variety of current issues. Students then build on their knowledge from Y8 with a unit on self-esteem, body image, body modification and managing mental health. This ensures that students know where they can seek help if they require it. Students then cover quite a lengthy module on relationships and sex education that covers domestic violence, child marriage, honour-based violence, marriage, pornography, hate crime and intersex. This allows students to see the positives and negatives of relationships, and unfortunately see the reality of what some relationships can be like. Again, this is to raise a culture of being able to express concerns, and knowing where to receive support, knowing how to challenge certain behaviour and how to recognise concerning behaviour. Finally, students

finish year 10 by looking at decision making under the influence, drugs and the impact that drugs can have on families.

In year 11, students start with a reflection on work experience and then look at what their post-16 options are, how to write a CV, how to interview and building the transferrable skills. Students then look at how to identify their own online presence, and how to identify fake news so that they do not mis-share information and the impact this can have on future careers. In unit two, students look at crime, punishment, the purpose of punishment, the effectiveness of punishment including Capital Punishment and then looking at forgiveness. This allows students to identify the rule of law, and consider the issues and advantages of certain punishments while applying these to certain case studies. Students then complete a unit on relationships and sex, where there is a strong focus on sexual assault and sexual harassment and changing the perception of harassment being something that 'just happens'. This is an attempt to allow students to feel like they can have a voice, and that they are respected members of society and looking at ways that the law is changing to protect the members of society that are affected by this. Students then build on their knowledge of safe sexual relationships, and look at parenthood. Students take part in an abortion vs adoption debate to ensure that they are aware of their options in the cases of unwanted pregnancy, but also study the impact of infertility and the options when a person is struggling to conceive. Finally, students finish their PD journey with a short unit on finance to encourage students to manage their money effectively, and so that they know the impacts of overspending and debt.

Key Stage 5

All students study a core non-qualification curriculum which includes Personal Development. Students continue to study the key areas, as identified by the PSHE Association, Health and Well-Being, Relationships and Living in the Wider World.

The aim of these are to support a healthy lifestyle through the challenges of entering adulthood and taking on more personal responsibility. Students will explore issues of physical and mental health, sexual health, risk taking behaviours (including alcohol, drugs, driving, travel, etc.). How to establish positive friendships and relationships, concepts of parenthood and fertility, abusive and coercive relationships, crime and violence. Students will also spend a significant proportion of the course exploring post-18 choices and pathways, employment rights and responsibilities, finance and being media literate as an adult.

Students engage in written activities, discussion and debate about issues to ensure that they are well-prepared to enter in to independent living as a proactive citizen within the community.

The curriculum includes partnership with a wide range of external organisations and agencies ranging from the Police to the Cumberland Building Society. Students are prepared for life beyond Workington Academy through units focussing on the rights and responsibilities of UK Citizens, personal finance, politics, and of course, input from Universities, Colleges and training providers.