



## Personal Development Curriculum Overview



### Curriculum Intent:

*At Wednesfield we believe academic success is important, but we know that our job is wider than that. We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities. Our Personal Development curriculum is intended to allow pupils to learn for life, equipping them with knowledge of the world, essential skills and a strong character.*

### Curriculum Rationale:

Each year, pupils will study a progressive programme which builds on previous experiences. The Personal Development curriculum is organised into 5 parts:

- 1. Timetabled Lessons – 2 40-minute lessons per week in which students experience a comprehensive and progressive Personal Development Curriculum including statutory aspects, such as – PSHE, RHSE, Character, Careers and British Values.*
- 2. Assemblies – in keeping with the weekly theme.*
- 3. Subject Links – when and where appropriate students develop personal and social skills within normal timetabled lessons.*
- 4. Special Days - Through Years 7 to 13, pupils will study and take part in a range of days including visits, courses, events and activities alongside their timetabled lessons.*
- 5. Enrichment – all pupils will have access to a broad and varied enrichment calendar which includes:*
  - a. After School Enrichment Programs*
  - b. School and Community Events*
  - c. Turing Program*
  - d. Cadets*

### Impact

By completing our Personal Development programme, pupils will leave Wednesfield with essential life and employability skills. Our pupils will be able to make informed choices in both their personal and work lives. In addition, pupils will have the mental strength and strong characters, which will enable them to lead secure successful futures, giving them a distinct advantage over other pupils their age.

## PART 1 & 2 – Timetable Lessons & Assemblies

Autumn 1	WC 11.09.23	W/C 18.09.23	W/C 25.09.23	W/C 02.10.23	W/C 09.10.23	W/C 16.10.23	W/C 23.10.23
Theme of the week	Values	Health and Wellbeing	Relationships	Living in the wider world	Health and wellbeing	Relationships	British values
Subtopic		Self-concept	Positive relationships	Choices and pathways	Mental health and emotional wellbeing	Bullying, abuse and discrimination	Democracy
Assembly	JPH / SBI School values	EH2 – A well mind – extracurricular activity	NAN – preparing for Black history month	HRE – Planning for the future	SER – World mental health day	SBI – Show racism the red card	House assemblies – Half term rewards
Year 7	What are the Wednesfield values What are the British values	Who am I – A review of year 6 / a mind map about me and a paired questionnaire	R1. What different types of relationships are there? What can affect these relationships?	L3. To set realistic yet ambitious targets and goals	H6. How am I feeling today? What are the different ways I articulate this to people?	R3 What is discrimination? R40. Who could be discriminated against?	What is a democracy? Which countries have a democratic system?
Year 8	What are the Wednesfield values? What are the British values	Who am I – 1 - What did I do well in year 7, 2 - what could I do better in year 8	R1. What are the characteristics of strong positive relationships? Look at support, trust, respect and equality	L4. The skills and values that employer's value	H6. How can I articulate how I feel? H5. How could my actions effect someone else's mental and emotional health?	R39. Why is discrimination unacceptable? R40. What are the protected characteristics and what does this mean?	Can you define democracy? What are the pros and cons of a democracy?
Year 9	What are the Wednesfield values What are the British values	Who am I 1 – Strengths from year 8 and things I need to improve 2 - Goals for Year 9	R9. What are my personal values in a relationship? R42. How can my peers effect my decision making? How can I manage this?	L2. to review their strengths, interests, skills, qualities and values and how to develop them	H5. How could my actions effect someone else's mental and emotional health? H7. What are the characteristics of mental and emotional health? H9. Pre-empting triggers	R40. What are the protected characteristics and what does this mean? Why are these characteristics protected?	What do you know about democracy? Can you name countries who have a democracy? How do we demonstrate democracy in school?
Year 10	What are the Wednesfield values – define these What are the British values – define these	Who am I 1 – Strengths about me (employability skills) 2 – Goals for year 10	R9. How do my own relationship values challenge my decisions, goals and behaviours? R7. How does the media portray relationships?	L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting	H7. What are the characteristics of mental and emotional health? H7. Cognitive and practical strategies for promoting emotional wellbeing	R40. What are the protected characteristics and what does this mean? R5. What are the key points of the equality act?	Can you name countries who have a democracy? How do we demonstrate democracy in school? What are the alternatives to a democracy?
Year 11	What are the Wednesfield values – define these What are the British values – define these	Who am I 1 – my top 5 priorities this year 2 – How will I achieve these	R7. How does the media portray relationships? What impact does this have on people's expectations of relationships?	L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability	H7. Strategies for promoting emotional wellbeing H8. Challenging stigma and seeking help with mental health concerns	R40. What are the protected characteristics and what does this mean? R5. What are the key points of the equality act? R41. How can I challenge discrimination?	What is the role of an MP? Look at the roles within a democracy. How can citizens contribute to parliamentary democracy?
Post 16	What are the Wednesfield values – define these. How can I use these to reach my goals What are the British values – define these. How can I use these to reach my goals	Who am I 1 – My top 5 priorities this year and how I will achieve these 2 – Opportunities I am looking for this year	R4. What is the difference between biological sex, gender identity and sexual orientation? R5. What is the difference between sexual attraction and sexuality?	L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills	H9. Strategies to understand and build resilience. Understanding how to respond to disappointments and setbacks H12. Recognising when others need help with their mental health H10. Basic strategies for helping others	R40. What are the protected characteristics and what does this mean? R5. What are the key points of the equality act? How can I challenge discrimination? R41. How can I actively promote inclusion to other pupils?	How does parliamentary democracy operate with constituent parts of the UK? Explain the difference between a democratic and a non-democratic system.
Wider events			Macmillan coffee morning		World mental health day 10.10.23	Show racism the red card 20.10.23	

