

## PDS

### Curriculum Principles

**By the end of their all-through education, a student of Personal Development Studies at Dixons Trinity Chapeltown will:**

- know how to be safe and healthy
- know how to manage their academic, personal and social lives in a positive way
- understand the increasingly complex world and the positive and exciting opportunities it offers, but also the challenges and risks

**Our uniting ‘sentence’ is “the PDS curriculum left pupils prepared to understand, interact and succeed in the modern world, both online and offline”.**

**In order to achieve a true understanding of Personal Development Studies topics have been intelligently sequenced based on the following rationale:**

- the curriculum being delivered is appropriate for the age of pupils, and the context of the year group.
- the curriculum is responsive to pupils needs, keeping the curriculum 'live' ensuring that it can adapt and be changed in line with our ever changing social and academic environment. E.g. adapting to the national pandemic, including additional lessons and remote learning during school closure.
- the content is designed to be remembered in detail and delivered in a spiral fashion. Revisiting topics through the year groups to ensure content is always up to date, and relevant to the age range.

**The Personal Development Studies curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- oracy can be a key determining factor in a child's future social and, ultimately, professional success. Unfortunately, students from disadvantaged backgrounds - and particularly with the cohort of students we serve - do not always have same level of social and cultural competence as their non-disadvantaged peers. As a result, the PDS curriculum prioritises oracy skills in secondary and primary. In Middle Peak pupils spend half of all PDS time in 'seminars', which are pupil led discussions, that enable them to explore content that was delivered in previous lessons. It is a great opportunity to encourage healthy conversations about topics that can sometimes be challenging or difficult to understand.
- In primary oracy is the focus in all lessons, however in PDS, circle time is incorporated to encourage pupils to discuss themselves, and their feelings in a safe and controlled environment.
- Where necessary students with special educational needs benefit from having higher staffing ratios in PDS, the extra staff all being specialist teachers benefits not only those who may require extra assistance, but all our pupils.

**We fully believe Personal Development Studies can contribute to the personal development of students at DTC:**

- supporting the wider work of the academy in helping foster pupil wellbeing and developing resilience and character.
- giving pupils motivation to stick to tasks that will help them achieve goals, even when the reward may be distant or uncertain; and to recover from set backs and challenging periods in their lives.
- help pupils develop personal attributes including kindness, integrity, generosity and honesty.

**At Lower Peak, Middle Peak and Upper Peak, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- throughout the PDS curriculum there are opportunities to link to careers and the world of work. We ensure that pupils are used to professional language by always modelling and encouraging formal terms in all the topics covered. Examples of which would include when discussing mental health, we will always explain the meaning of the correct medical terminology, so pupils feel confident using this rather than colloquial terms.



**A true love of Personal Development Studies involves learning about various cultural domains. We teach beyond the statutory requirements.**

- the PDS curriculum requires pupils cover each topic at least once in their academic career, however we revisit topics on multiple occasions thought all phases to ensure pupils always have the most up to date and age-appropriate information.
- through PDS seminars, pupils are encouraged to express their opinions in a safe and respectful environment in advisories. These sessions instil a much deeper level of understanding of not only the information but allow pupils to explore multiple opinions on a topic; and over time develop their own.
- whilst we take direction from the Relationships and Sex Education (RSE) and Health Education guidance, and the Leeds PSHCE and Me scheme in Primary, we go above and beyond these requirements and choose resources that best fit the needs of our context.
- our overview and content decisions are aligned with those of the Dixons Academies Trust principles.



## Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
<b>EYFS</b>	<b>Know and remember</b>	<b>Being me in my world</b> Identifying similarities and differences; recognise and manage my feelings; our right to learn at school; kind words and gentle hands; working well with others; being responsible <b>Celebrating differences</b> Things I am good at; celebrating what others are good at; anti-bullying; being a kind friend; using kind words; giving and accepting compliments	<b>Dreams and goals</b> Challenges; perseverance; setting goals; words of encouragement; recognising feeling proud; jobs and aspirations <b>Healthy me</b> Importance of exercise; balanced diet; sleep and hand hygiene; stranger danger	<b>Relationships</b> Friendships; making friends; being a good friend; having good manners; loneliness; solving friendship problems; the impact of saying unkind words; how to calm down <b>Changing me</b> Labelling the body; different foods that help my body grow; noticing changes from being a baby to now; celebrating the year, worries about Year 1
	<b>Vertical and horizontal interleaving</b>			
<b>YEAR 1</b>	<b>Know and remember</b>	<b>Being me in my world</b> Being part of my class; responsibilities in my class; ensuring we can all learn; being proud of my own and others' achievements; understanding consequences <b>Celebrating differences</b> Similarities and differences between me and my friends; what to do if someone is being bullied; how to support someone who has been bullied; how I am unique	<b>Dreams and goals</b> Feelings associated with facing a challenge; celebrating success; overcoming obstacles; persevere when things get difficult; following step by step process to complete a challenge <b>Healthy me</b> Healthy choices; healthy diet; germs and diseases; medicines; medicine safety; road safety	<b>Relationships</b> Families; belonging to a family; personal space; greeting people (appropriate physical contact); people who help me; how to praise myself; expressing my feelings <b>Changing me</b> Life stages of animals and humans (young to old); how humans have changed since birth; the importance of keeping my private parts private (NSPCC 'pants' talk); male and female animals; worries about Year 2
	<b>Vertical and horizontal interleaving</b>	YEFS – managing feelings and behaviour  Belonging to a community (RE Y1 C1)		
<b>YEAR 2</b>	<b>Know and remember</b>	<b>Being me in my world</b> Hopes for the year ahead; addressing worries; being responsible in Year 2; rewards and consequences; working well with others <b>Celebrating differences</b> An introduction to gender stereotypes; boys and girls can like the same activities (e.g. football); anti-bullying; standing up for others; giving and receiving compliments	<b>Dreams and goals</b> Choosing realistic goals to success; identifying how to achieve that goal including outlining steps to achieve goals; working in a group; sharing success with others <b>Healthy me</b> Keeping my body healthy; continuum of relaxed to angry feelings; healthy diet; healthy snacks; nutritious meals	<b>Relationships</b> Family relationships; cooperating with my family; exploring physical contact within a family; good and bad secrets; how to express appreciation <b>Changing me</b> Life cycle of a human; how humans change from babies to grownups (independence, money, driving); acceptable and unacceptable touch including being assertive; naming male and female body parts (penis and vagina); worries about Year 3
	<b>Vertical and horizontal interleaving</b>	Science – how to compare similarities and differences scientifically (YR C3)	Science – Carnivores, omnivores, herbivores (Y1 C1) Healthy eating (Y2 C2)	People who help us (EYFS)



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 3	Know and remember	<p><b>Being me in my world</b></p> <p>Valuing myself; making others feel valued; recognising emotions in myself and others; behaviours have consequences; cooperation; how rules relate to rights and responsibilities</p> <p><b>Celebrating differences</b></p> <p>Different family types; understanding family conflict; what is a witness? words that harm (e.g. fat, gay); that using harmful words has consequences</p>	<p><b>Dreams and goals</b></p> <p>Studying people who have overcome obstacles to achieve their goals (e.g. disability); dreams can come true (Jane Goodall study); inspirational people;</p> <p><b>Healthy me</b></p> <p>Setting fitness challenges; calories; feeling anxious or scared and what to do; respecting my body; that there are useful drugs and bad drugs; importance of medicine safety</p>	<p><b>Relationships</b></p> <p>Family roles and responsibilities; negotiating conflict with my friends; keeping safe online; being a good citizen; needs and rights of children around the world; lives of children around the world</p> <p><b>Changing me</b></p> <p>Life stages of humans (children can't have babies, adults can); changes you can and can't control (hair growing under arms); how animals birth babies (lay eggs or grow in womb); challenging family gender stereotypes (e.g. parent roles, cooking/cleaning); worries about Year 4</p>
	Vertical and horizontal interleaving			Computing – Cyber bullying; e-safety (Y3)
YEAR 4	Know and remember	<p><b>Being me in my world</b></p> <p>Teamwork; my attitudes and actions; impact of excluding others; understanding democracy; empathising with other people's feelings; working together to make decisions</p> <p><b>Celebrating differences</b></p> <p>Not judging by appearances; understanding influences; understanding bullying; witnesses roles; being kind to myself about my appearance; accepting people for who they are</p>	<p><b>Dreams and goals</b></p> <p>Explaining my hopes and dreams; understanding disappointment; how to deal with disappointment healthily; revising goals; working on class / team goals together</p> <p><b>Healthy me</b></p> <p>Friendship groups; group dynamics; effects of smoking on health; how alcohol affects the liver; peer pressure; how to stand up for what you believe in</p>	<p><b>Relationships</b></p> <p>Understanding the feeling of jealousy; understanding love and loss; remembering people we no longer see; getting on and falling out with friends; how to show love and appreciation to people and animals (e.g. family and pets) who are special to me</p> <p><b>Changing me</b></p> <p>Why I am unique and may resemble my mother and father (sperm and egg join together); internal and external human reproductive organs and their function in developing life; some changes that happen during puberty; accepting body changes outside of our control; worries about Year 5</p>
	Vertical and horizontal interleaving		Science – Digestive system (Y4 C1)	Science – Life cycles (Y2, C2)
YEAR 5	Know and remember	<p><b>Being me in my world</b></p> <p>Hopes for the school year; my rights and responsibilities of a British Citizen; rewards and consequences; how actions affect myself and others; contributing to an effective group; democracy and student voice</p> <p><b>Celebrating differences</b></p> <p>That there are different cultures that have different beliefs and that everyone should be respectful of others beliefs; understanding what racism is; understanding rumour-spreading and name-calling; comparing life in Britain with that in the developing world</p>	<p><b>Dreams and goals</b></p> <p>My dream lifestyle; jobs and careers; my dream job; dreams and goals of children in other cultures; communication skills; raising money for charity</p> <p><b>Healthy me</b></p> <p>Risks of smoking and alcohol on the body; emergency first aid procedures; positive self-image (in relation to social media); my relationship with food; being motivated to stay healthy</p>	<p><b>Relationships</b></p> <p>How to build my self-esteem; safety with online communities; how to act responsibly online; my relationship with technology (healthy screen time); how to communicate to my friends online; resisting online pressure</p> <p><b>Changing me</b></p> <p>Self and body image (including looking at social media perceptions); puberty in boys and girls; menstruation; changing how to keep clean; pregnancy and developing babies in the womb; worries about Year 6</p>



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
	Vertical and horizontal interleaving	RE – beliefs of different religions (Islam, Christianity, Sikhism, Judaism) Geography – location comparison (Y2 C2)	Science – staying healthy (Y2 C2; Y4, C3)	
YEAR 6	Know and remember	<p><b>Being me in my world</b></p> <p>My year ahead; how to express fears and worries for the year ahead; universal rights for children in the UK and other countries; empathising with others; understanding and controlling my own behaviour; democracy</p> <p><b>Celebrating differences</b></p> <p>Perceptions of 'normal'; celebrating differences; challenging stereotypes; power struggles - being treated badly; why people bully; tackling bullying; how individuals can be celebrated (e.g. Paralympians)</p>	<p><b>Dreams and goals</b></p> <p>Understanding strengths and setting realistic goals; understanding steps to success; world problems; helping to make a difference; recognising the achievements of others</p> <p><b>Healthy me</b></p> <p>Being motivated to care for my physical health; exploitation (e.g. modern slavery); why people join gangs and the risks involved; emotional and mental health; managing stress and pressure</p>	<p><b>Relationships</b></p> <p>Taking care of my mental health; what to do if you are worried about your own or someone else's mental health; love: marriage (as a lifelong commitment between two people); loss: dealing with grief; power and control: standing up for yourself; online safety (what is real / fake?); using technology safely</p> <p><b>Changing Me</b></p> <p>Self and body image; developing self esteem; conception; physical, emotional, behavioural and social changes in puberty and where to go for help; gender influences in society; naming internal and external body parts associated with conception and pregnancy; transition to secondary</p>
	Vertical and horizontal interleaving	Y2 C1 Stereotypes and rights of children		
YEAR 7	Know and remember	<ul style="list-style-type: none"> <li>Social norms in School and in the community. Safe conduct in the community including road safety</li> <li>What is a good friendship?</li> <li>Mental wellbeing, signs and types of mental health issues and how to get support</li> <li>Bullying: cyber bullying, online safety, using internet positively</li> <li>Grooming: sex online</li> </ul>	<ul style="list-style-type: none"> <li>Healthy lifestyles: weight, heart health and cancer risks</li> <li>Personal hygiene, spread of infection</li> <li>Gender stereotypes, sexual orientation discrimination</li> <li>Race and religion discrimination</li> <li>Abusive relationships (friendships)</li> <li>How physical actions and volunteering outdoors impacts mental health</li> </ul>	<ul style="list-style-type: none"> <li>Equality</li> <li>Legality of indecent images of children (youth produced sexual imagery)</li> <li>Consent</li> <li>Healthy body image</li> <li>Types of family</li> <li>What is a marriage?</li> </ul>
	Vertical and horizontal interleaving	<p><b>RE: What are my beliefs and values?</b></p> <ul style="list-style-type: none"> <li>How do religious beliefs influence people?</li> <li>How do religious beliefs influence people?</li> <li>How do religious beliefs and values link to our Academy values and drivers?</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Household chemical safety</li> <li>Working effectively in a team for science investigations</li> </ul> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>E-Safety including phishing</li> <li>Fake news</li> <li>Digital footprint</li> </ul>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Puberty, menstrual cycle and menopause</li> <li>Sexual intercourse</li> <li>Pregnancy and childbirth</li> </ul>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Science of teeth brushing (acidity/neutralisation)</li> </ul>
YEAR 8	Know and remember	<ul style="list-style-type: none"> <li>School community, race and religion</li> <li>What is a good friendship?</li> </ul>	<ul style="list-style-type: none"> <li>Healthy lifestyles: weight, heart health and cancer risks</li> <li>Personal hygiene, spread of infection</li> </ul>	<ul style="list-style-type: none"> <li>Abusive relationships (friendships)</li> <li>Grooming: gangs (county lines)</li> </ul>



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 8	Vertical and horizontal interleaving	<ul style="list-style-type: none"> <li>Mental wellbeing, signs and types</li> <li>Bullying: cyber bullying</li> <li>Grooming: sex online</li> <li>How physical actions and volunteering outdoors impacts mental health</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Food groups, nutrition and balanced diet</li> <li>Effects of exercise on the circulatory and respiratory system</li> <li>Causes and spread of disease, personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Gender stereotypes, sexual orientation discrimination</li> <li>Illegal drugs and risks</li> <li>Risks of alcohol consumption</li> <li>Healthy eating</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Treatment of disease (antibiotics and painkillers), vaccinations</li> <li>Risks of smoking, drugs and alcohol, ethics of organ donation</li> <li>Health impacts of poor diet, energy requirements, reading nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Legality of indecent images of children (sexting)</li> <li>Consent</li> <li>Immunisation and vaccination</li> <li>Types of family</li> <li>What is marriage?</li> </ul>
YEAR 9	Know and remember	<ul style="list-style-type: none"> <li>Gender stereotypes, sexual orientation discrimination</li> <li>Race and religion discrimination</li> <li>Disabilities discrimination</li> <li>Bullying</li> <li>Abusive relationships</li> <li>Sexual harassment and violence</li> </ul>	<ul style="list-style-type: none"> <li>Sharing material online and the risks associated with this</li> <li>Impact of viewing sexually explicit materials</li> <li>Legality of indecent images of children (youth produced sexual imagery)</li> <li>Consent</li> <li>Grooming: gangs and sexual</li> </ul>	<ul style="list-style-type: none"> <li>How sexual relationships impact our health</li> <li>How to manage sexual pressure</li> <li>How physical actions and volunteering outdoors impacts mental health</li> <li>Mental well-being, signs and types and where to get support</li> <li>Illegal drugs – impact and risks</li> <li>Effects of smoking and alcohol</li> <li>Immunisation and vaccination</li> </ul>
YEAR 9	Vertical and horizontal interleaving	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Stem cell therapy (including moral and ethical issues)</li> </ul>	<p><b>RE:</b></p> <ul style="list-style-type: none"> <li>Abortion</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Heart disease – causes and treatment</li> <li>Relationship between physical and mental health and interaction of diseases</li> <li>Effect of lifestyle (diet, exercise etc.) on non-communicable diseases (e.g. Type 2 diabetes &amp; lung disease)</li> </ul>	<p><b>RE:</b></p> <ul style="list-style-type: none"> <li>Families – nature and purpose</li> <li>Gender equality</li> <li>The nature and purpose of marriage</li> <li>Homosexual relationships</li> <li>Contraception</li> <li>What Is a crime and why do people commit them? (reference to hate crime)</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Cause and spread / prevention of disease (including STIs)</li> <li>Treatment of disease, antibiotic resistance, vaccinations</li> </ul>
YEAR 10	Know and remember	<ul style="list-style-type: none"> <li>Gender stereotypes, sexual orientation and discrimination</li> <li>Race and religious discrimination</li> <li>Disabilities discrimination</li> <li>Bullying</li> <li>Abusive relationships</li> <li>Sexual harassment and violence</li> <li>Equality</li> </ul>	<ul style="list-style-type: none"> <li>Sharing material online and the risks involved</li> <li>Impact of viewing sexually explicit materials</li> <li>Legality of indecent images of children (sexting)</li> <li>Consent</li> <li>Grooming: gangs and sexual</li> <li>Benefits of sleep quantity and quality necessary</li> <li>Donation of blood organs and STEM cells</li> </ul>	<ul style="list-style-type: none"> <li>How sexual relationships impact our health</li> <li>How to manage sexual pressure</li> <li>How physical actions and volunteering outdoors impacts mental health</li> <li>Mental well-being, signs and types</li> <li>Illegal drugs risks</li> <li>Effects of smoking and alcohol</li> <li>Immunisation and vaccination</li> <li>Dental health</li> <li>Roles and responsibilities of parents, what is good parenting</li> </ul>



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 11	Vertical and horizontal interleaving	<b>Science:</b> <ul style="list-style-type: none"> <li>Effect of exercise on health and circulatory / respiratory system</li> </ul> <b>Know and remember</b> <ul style="list-style-type: none"> <li>Gender stereotypes, sexual orientation discrimination</li> <li>Race and religion discrimination</li> <li>Disabilities discrimination</li> <li>Abusive relationships</li> <li>Sexual harassment and violence</li> <li>Equality</li> <li>Effects of smoking and alcohol</li> </ul>	<b>Science:</b> <ul style="list-style-type: none"> <li>Menstrual cycle and hormones</li> <li>Fertility, menopause, contraception choices and efficacy, IVF</li> </ul> <ul style="list-style-type: none"> <li>Sharing material online: risks</li> <li>Impact of viewing sexually explicit materials</li> <li>Legality of indecent images of children (sexting)</li> <li>Consent</li> <li>Grooming: gangs and sexual</li> <li>Forced marriage: Honour based violence</li> <li>Female genital mutilation</li> </ul>	<b>Science:</b> <ul style="list-style-type: none"> <li>Dangers of ionising radiation (UV rays and skin cancer)</li> </ul> <ul style="list-style-type: none"> <li>Mental well-being, signs and types</li> <li>Illegal drugs risks</li> <li>Immunisation and vaccination</li> <li>Dental health</li> <li>Roles and responsibilities of parents – what is good parenting?</li> <li>Benefits of regular self-examination</li> <li>Pregnancy (choices)</li> <li>How drugs / alcohol can impact sexual behaviour – where to seek advice</li> <li>Healthy sexual relationships impact on health handling sexual pressure</li> </ul>
	Vertical and horizontal interleaving	<b>RE:</b> <ul style="list-style-type: none"> <li>Terrorism</li> </ul>		
	Vertical and horizontal interleaving			

\*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum



