

Personal Development Studies

(Personal Social and Health Education and Relationships and Sex Education)

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
- understand their rights and duties in a fair and equal society

Our unifying 'sentence' is "the PDS curriculum ensured that pupils understood their rights and duties in a fair and productive society, could manage healthy relationships and keep themselves safe and healthy".

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.
- the content is designed to be remembered in detail and delivered in a spiralling fashion. We revisit content to ensure it fits the age-specific needs of our students

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. 'Seminars' have been built into the PDS curriculum so that students can engage with topics, share their opinions, learn the art of debate with their peers and learn to be open-minded to others' views and the possibility of changing their own opinions
- students will learn their rights and how to self-advocate in the professional world

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 nocks and challenging periods in their lives.
- help pupils develop personal attributes including kindness, integrity, generosity and honesty.

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 – this involves looking at representative role models in a variety of fields, understanding the "glass ceiling" theory and being exposed to external speakers who can share advice
- We ensure that pupils are used to professional language by always modelling and encouraging formal terms in all the topics covered
- students will understand a variety of pathways towards professional and academic success
- students will forge links with education providers in the local area through networking events

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

- the PDS curriculum empowers students to learn the wider, historical context of issues that affect them today
- the curriculum is representative of the cohort
- the PDS curriculum requires pupils cover each topic at least once in their academic career, however we revisit topics on multiple occasions throughout 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
EYFS	Know and remember	<p>Being me in my world</p> <p>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</p> <p>Celebrating differences</p> <p>Things I am good at; celebrating what others are good at; being a kind friend; using kind words; giving and accepting compliments</p>	<p>Dreams and goals</p> <p>Challenges; perseverance; setting goals; words of encouragement; recognising feeling proud; jobs and aspirations</p> <p>Healthy me</p> <p>Importance of exercise; balanced diet; sleep and hand hygiene; stranger danger</p>	<p>Relationships</p> <p>Friendships; making friends; being a good friend; having good manners; loneliness; solving friendship problems; the impact of saying unkind words; how to calm down</p> <p>Changing me</p> <p>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</p>
	Know and remember	<p>Being me in my world</p> <p>Being part of my class; responsibilities in my class; ensuring we can all learn; being proud of my own and others' achievements; understanding consequences</p> <p>Celebrating differences</p> <p>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</p>	<p>Dreams and goals</p> <p>Feelings associated with facing a challenge; celebrating success; overcoming obstacles; persevere when things get difficult; following step by step process to complete a challenge</p> <p>Healthy me</p> <p>Healthy choices; healthy diet; germs and diseases; medicines; medicine safety; road safety</p>	<p>Relationships</p> <p>Families; belonging to a family; personal space; greeting people (appropriate physical contact); people who help me; how to praise myself; expressing my feelings</p> <p>Changing me</p> <p>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</p>
	Vertical and horizontal interleaving	<p>EYFS – managing feelings and behaviour</p> <p>Belonging to a community (RE Y1 C1)</p>		



Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
YEAR 2	Know and remember	<p>Being me in my world</p> <p>Hopes for the year ahead; addressing worries; being responsible in Year 2; rewards and consequences; working well with others</p> <p>Celebrating differences</p> <p>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</p>	<p>Dreams and goals</p> <p>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</p> <p>Healthy me</p> <p>Keeping my body healthy; continuum of relaxed to angry feelings; healthy diet; healthy snacks; nutritious meals</p>	<p>Relationships</p> <p>Family relationships; cooperating with my family; exploring physical contact within a family; good and bad secrets; how to express appreciation</p> <p>Changing me</p> <p>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</p>
	Vertical and horizontal interleaving	<p>Science – how to compare similarities and differences scientifically (YR C3)</p> <p>Y1 C1 Types of Bullying</p>	<p>Science – Carnivores, omnivores, herbivores (Y1 C1) Healthy eating (Y2 C2)</p>	<p>People who help us (EYFS)</p>
YEAR 3	Know and remember	<p>Being me in my world</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>Celebrating differences</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>Dreams and goals</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>Healthy me</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>Relationships</p> <p>Family roles and responsibilities (challenging family stereotypes); negotiating conflict with my friends; keeping safe online (emails and advertisements); being a good citizen; needs and rights of children around the world; Fair Trade</p> <p>Changing me</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); worries about Year 4</p>
	Vertical and horizontal			<p>Computing – Cyber bullying; e-safety (Y3)</p>



Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
interleaving				
YEAR 4	Know and remember	<p>Being me in my world</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>Celebrating differences</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>Dreams and goals</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>Healthy me</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>Relationships</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>Changing me</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>Being me in my world</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>Celebrating differences</p> <p>That there are different cultures that have different beliefs and that everyone should be respectful of others beliefs; understanding what</p>	<p>Dreams and goals</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>Healthy me</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</p>	<p>Relationships</p> <p>Mental Health and technology (healthy screen time and online pressure); safety with online communities (age restrictions); recognising stranger danger online; how to communicate to my friends online, including cyber bullying; boyfriends and girlfriends</p> <p>Changing me</p> <p>Self and body image (including looking at social media perceptions);</p>



Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
		racism is; understanding rumour-spreading and name-calling; comparing life in Britain with that in the developing world	motivated to stay healthy	puberty in boys and girls; menstruation; changing how to keep clean; pregnancy and developing babies in the womb; worries about Year 6
	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)	Y2 C1 PDS Types of Bullying Y3 C3 online advertising pressure
YEAR 6	Know and remember	<p>Being me in my world</p> <p>How to express and control fears and worries and how this affects my behaviour; empathy; debating rights for children in other countries; empathising with others; Maslow's Theory of wants and needs</p> <p>Celebrating differences</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>Dreams and goals</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>Healthy me</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>Relationships</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>Changing Me</p> <p>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		Y5 C3 mental health online
YEAR 7	Know and remember	<ul style="list-style-type: none"> • Social norms in School and in the community. Safe conduct in the community including road safety • What is a good friendship? • Mental wellbeing, signs and types of mental health issues and how to 	<ul style="list-style-type: none"> • Healthy lifestyles: weight, heart health and cancer risks • Personal hygiene, spread of infection • Gender stereotypes, sexual 	<ul style="list-style-type: none"> • Equality • Legality of indecent images of children (youth produced sexual imagery) • Consent



Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
		get support <ul style="list-style-type: none"> • Bullying: cyber bullying, online safety, using internet positively • Grooming: sex online 	orientation discrimination <ul style="list-style-type: none"> • Race and religion discrimination • Abusive relationships (friendships) • How physical actions and volunteering outdoors impacts mental health 	<ul style="list-style-type: none"> • Healthy body image • Types of family • What is a marriage?
Vertical and horizontal interleaving	RE: What are my beliefs and values? <ul style="list-style-type: none"> • How do religious beliefs influence people? • How do religious beliefs influence people? • How do religious beliefs and values link to our Academy values and drivers? Science: <ul style="list-style-type: none"> • Household chemical safety • Working effectively in a team for science investigations Computing: <ul style="list-style-type: none"> • E-Safety including phishing • Fake news • Digital footprint 	Science: <ul style="list-style-type: none"> • Puberty, menstrual cycle and menopause • Sexual intercourse • Pregnancy and childbirth 	Science: <ul style="list-style-type: none"> • Science of teeth brushing (acidity/neutralisation) 	
YEAR 8	Know and remember	<ul style="list-style-type: none"> • School community, race and religion • What is a good friendship? • Mental wellbeing, signs and types • Bullying: cyber bullying • Grooming: sex online • How physical actions and volunteering outdoors impacts mental health 	<ul style="list-style-type: none"> • Healthy lifestyles: weight, heart health and cancer risks • Personal hygiene, spread of infection • Gender stereotypes, sexual orientation discrimination • Illegal drugs and risks • Risks of alcohol consumption • Healthy eating 	<ul style="list-style-type: none"> • Abusive relationships (friendships) • Grooming: gangs (county lines) • Legality of indecent images of children (sexting) • Consent • Immunisation and vaccination • Types of family • What is marriage?



Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
YEAR 8	Vertical and horizontal interleaving	Science: <ul style="list-style-type: none"> • Food groups, nutrition and balanced diet • Effects of exercise on the circulatory and respiratory system • Causes and spread of disease, personal hygiene 	Science: <ul style="list-style-type: none"> • Treatment of disease (antibiotics and painkillers), vaccinations • Risks of smoking, drugs and alcohol, ethics of organ donation • Health impacts of poor diet, energy requirements, reading nutrition 	
	Know and remember	<ul style="list-style-type: none"> • Gender stereotypes, sexual orientation discrimination • Race and religion discrimination • Disabilities discrimination • Bullying • Abusive relationships • Sexual harassment and violence 	<ul style="list-style-type: none"> • Sharing material online and the risks associated with this • Impact of viewing sexually explicit materials • Legality of indecent images of children (youth produced sexual imagery) • Consent • Grooming: gangs and sexual 	<ul style="list-style-type: none"> • How sexual relationships impact our health • How to manage sexual pressure • How physical actions and volunteering outdoors impacts mental health • Mental well-being, signs and types and where to get support • Illegal drugs – impact and risks • Effects of smoking and alcohol • Immunisation and vaccination
YEAR 9	Vertical and horizontal interleaving	Science: <ul style="list-style-type: none"> • Stem cell therapy (including moral and ethical issues) 	RE: <ul style="list-style-type: none"> • Abortion Science: <ul style="list-style-type: none"> • Heart disease – causes and treatment • Relationship between physical and mental health and interaction of diseases • Effect of lifestyle (diet, exercise etc.) on non-communicable diseases (e.g. Type 2 diabetes & lung disease) 	RE: <ul style="list-style-type: none"> • Families – nature and purpose • Gender equality • The nature and purpose of marriage • Homosexual relationships • Contraception • What is a crime and why do people commit them? (reference to hate crime) Science: <ul style="list-style-type: none"> • Cause and spread / prevention of disease (including STIs) • Treatment of disease, antibiotic resistance, vaccinations



Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
YEAR 10	Know and remember	<ul style="list-style-type: none"> • Gender stereotypes, sexual orientation and discrimination • Race and religious discrimination • Disabilities discrimination • Bullying • Abusive relationships • Sexual harassment and violence • Equality 	<ul style="list-style-type: none"> • Sharing material online and the risks involved • Impact of viewing sexually explicit materials • Legality of indecent images of children (sexting) • Consent • Grooming: gangs and sexual • Benefits of sleep quantity and quality necessary • Donation of blood organs and STEM cells 	<ul style="list-style-type: none"> • How sexual relationships impact our health • How to manage sexual pressure • How physical actions and volunteering outdoors impacts mental health • Mental well-being, signs and types • Illegal drugs risks • Effects of smoking and alcohol • Immunisation and vaccination • Dental health • Roles and responsibilities of parents, what is good parenting
	Vertical and horizontal interleaving	<p>Science:</p> <ul style="list-style-type: none"> • Effect of exercise on health and circulatory / respiratory system 	<p>Science:</p> <ul style="list-style-type: none"> • Menstrual cycle and hormones • Fertility, menopause, contraception choices and efficacy, IVF 	<p>Science:</p> <ul style="list-style-type: none"> • Dangers of ionising radiation (UV rays and skin cancer)
YEAR 11	Know and remember	<ul style="list-style-type: none"> • Gender stereotypes, sexual orientation discrimination • Race and religion discrimination • Disabilities discrimination • Abusive relationships • Sexual harassment and violence • Equality • Effects of smoking and alcohol 	<ul style="list-style-type: none"> • Sharing material online: risks • Impact of viewing sexually explicit materials • Legality of indecent images of children (sexting) • Consent • Grooming: gangs and sexual • Forced marriage: Honour based violence • Female genital mutilation 	<ul style="list-style-type: none"> • Mental well-being, signs and types • Illegal drugs risks • Immunisation and vaccination • Dental health • Roles and responsibilities of parents – what is good parenting? • Benefits of regular self-examination • Pregnancy (choices) • How drugs / alcohol can impact sexual behaviour – where to seek advice • Healthy sexual relationships impact on health handling sexual pressure



Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
Vertical and horizontal interleaving	RE: <ul style="list-style-type: none"> • Terrorism 			

*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.

