

Personal Development Intent



Academy Values & Ethos

Every child deserves an education. Our primary aim is to support and re-engage young people, enabling them to think positively about their future pathway, and life after our academy, whether that be re-integration into mainstream, Further Education or employment. Our Vision is "Inspire, Achieve, Exceed".

Our pupils will:

- Feel safe, valued and trusted
- Recognise and achieve their full potential
- Take responsibility for their behaviour, and make healthy lifestyle choices
- Be positive about themselves and their future
- Be tolerant of others, and of the beliefs and views of others
- Be successful learners, both independently and when working with others
- Be self-motivated and have high expectations

We will achieve this by:

- Creating a safe learning environment, free of stigma and negativity
- Celebrating the success and achievements of every member of the learning community
- Establishing nurturing and supportive relationships between staff and pupils
- Setting high expectations for behaviour and academic success
- Providing a broad, balanced and relevant curriculum that provides the skills, confidence and qualifications to access opportunities in life
- Innovating learning, to engage and inspire
- Promoting tolerance and mutual respect
- Providing opportunities for pupils, parents and carers to voice opinions which form part of the decision-making process
- Providing an inclusive programme of learning opportunities and experiences that promote engagement.

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Intent of the Curriculum

Our academy places personal development at the core of our offer and this is supported in a number of other ways across the academy. PSHRE, Citizenship and Futures (combining Digital Skills, Careers & Finance education) are taught as 3 separate subjects, each planned for individually. These 3 subjects are treated as a package supporting that offer. In addition to these curriculum areas, there are Active Personal Development sessions so that pupils have the opportunity for physical activity. Pupils also benefit from behaviour and resilience mentoring sessions weekly through the commissioning of "Think For The Future" mentors.

Pupils on roll with our academy may have poor social, emotional and/or behavioural difficulties. Many pupils will display challenging behaviour, have substance misuse issues and engage in risk taking behaviours. Pupils often have a lack of aspirations or support from parents. PSHRE, Citizenship and Futures education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

Our aim is to provide pupils with opportunities where they can identify risk and develop strategies to keep themselves safe. We aim for pupils to recognise the long-term purpose of being healthy, both physically and emotionally. The intention of the PSHRE, Citizenship and Futures curriculums are to ensure that pupils are given the opportunity to develop a broad range of skills and knowledge that will enable them to actively participate and be safe in the world in which they live. We provide a curriculum that supports pupils to make informed choices about their health, relationships and future careers.

Pupils will be taught how to manage their money, be resilient, understand the law, and identify healthy and unhealthy relationships so that they can experience success in the adult world. We provide a curriculum that will enable pupils to become confident individuals that are capable of managing their lives now and in the future. Citizenship also equips pupils with the skills and knowledge to explore political and social issues critically.

Our curriculum ensures that pupils are ready for their future education, whether this is to return to mainstream, to study qualifications at our academy, to access Further Education or employment. We aim for pupils to have the necessary personal and social skills that they will need in their lives beyond our academy.

Our personal development curriculum enables pupils to:

- Develop strategies to build their resilience, independence and confidence;
- Know the importance of being physically and mentally healthy;
- Be able to recognise healthy and unhealthy relationships;
- Be able to keep themselves safe in sexual relationships;

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- Develop knowledge and understanding of what it means to be a good citizen;
- Learn about their rights and responsibilities in the wider world;
- Be aware of the variety of future career opportunities;
- Prepare for their futures beyond our academy.

Implementation of the Curriculum

The personal development offer consists of a combination of:

- Citizenship curriculum lessons
- Futures (careers and finance) curriculum lessons
- PSHRE curriculum lessons
- Active personal development opportunities
- Duke of Edinburgh Bronze Award for KS3
- Commissioning of “Think For The Future” behaviour and resilience sessions
- Commissioned vocational AP at off site venues to offer for example motor vehicle studies
- Work experience opportunities

Long Term Plans are divided into 6 Half Terms. Curriculum content is taken from elements of the National Curriculum. At Key Stage 3 we offer a cyclical pattern of Blue Year, Green Year. The sequence of learning is constructed to develop pupil’s personal and social skills and is planned to take account for the transient nature of our academy population. There is a repetition of skills during each cycle. We use the Unit Themes of the ASDAN Short Course in PSHE, Citizenship and Careers to give a structure to the curriculum, alongside delivery of all statutory requirements for PSHRE education. In Y11 the application process for Further Education, Apprenticeships and employment provides a framework for the delivery of careers education, for example, supporting pupils with research, visits, applications, interviews and support to accept offers at the end of the process. All pupils have 1 lesson per week of each of these 3 subjects as our core offer and also have active personal development within their timetable to engage in physical activity. KS3 pupils experience TFTF behaviour and resilience mentoring lessons. Where it is identified for KS4 individual pupils, they can have 1:1 TFTF mentoring sessions to address specific personal developments over time.

Commissioned vocational APs are available for our pupils to provide bespoke timetables to meet pupil’s personal interests. This enables pupils to develop vocational skills and provides a wider experience which may aid in the development of their future career pathway. Work experience is also on offer to provide an opportunity to develop employability skills and increase chances of future success in the world of work.

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Outcomes

Pupils are able to experience progress in a short time period through completion of the ASDAN Short Course units and bespoke support strategies implemented. The mission of the Duke of Edinburgh's Award is to "empower young people; to support them as they learn new skills, overcome obstacles, and build confidence and resilience", our KS3 pupils are able to experience new skills and experiences they would not otherwise have the opportunity to taste. We aim for all pupils to experience individual success in the 3 core subjects through individual target setting and use of high expectations.

- Regular assessment using Reflection Time Marking Sheets (bespoke to each of PSHRE, Citizenship and Futures)
- Reintegration to mainstream education
- Progress against the 14 Steps assessment framework for each subject (KS3)
- ASDAN Short Course Certification in PSHE, Citizenship and Careers & Experiencing Work
- Work towards the Duke of Edinburgh's Award components of Volunteering, Physical, Skills and Expedition
- Vocational AP qualifications for those pupils that have this included in their bespoke timetable
- Development of employability skills throughout work experience placements
- Positive Post-16 destinations

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Subjects outside of PSHRE, Citizenship and Futures all have a careers focus for each half term which links the topic to the world of work. Pupils are encouraged to be aspirational and are exposed to a wide variety of careers.

Our Duke of Edinburgh's Award programme comprises of six modules over the six Half Terms of the school year: First Aid & Safety (a Blue unit and a Green unit), Canoeing / Rock Climbing & Bouldering on rotation / Sports & Fitness (a Blue unit and a Green unit) / ASDAN Roadwise (a Blue unit and a Green unit) / Outdoor Adventure: Orienteering plus an Option; Forest Skills plus Option.

PSHRE, Citizenship, Futures and DofE Medium Term Plans create explicit opportunities for the promotion of fundamental British Values. Examples include:

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British Value	PSHRE Scheme of Learning: Lesson Content	Citizenship Scheme of Learning: Lesson Content	Futures Scheme of Learning: Lesson Content	Duke of Edinburgh's Award
Democracy	<ul style="list-style-type: none"> - KS3 Discussing the choices available in situations concerned with mental health - Y10 Discussing the relationship between making choices and our mental health - Y11 Discuss a wide range of career inspiration and foster confidence in learners to understand they have choices. - KS3 Discussing the choices available in situations concerned with sexuality, contraception and pregnancy - Y10 – Discussing contraception and sexual health to promote informed individual choices - Y11 – Discussing alcohol to promote informed individual choices. - KS3 – Discussing our choices in terms of who we choose to have relationships with. - Y10 - Discussing alcohol to promote informed individual choices - Y11 Discuss our right to make choices within healthy and respectful relationships. - KS3 - Making informed choices about recreational drug use 	<ul style="list-style-type: none"> - KS3 Understanding that democratic policing is when they act as authorised by law and they respect processes such as freedom of speech. - Y10 Understanding how laws are made in a democracy like the United Kingdom. - Y11 – Living in a country where we have the right to vote and an understanding of the history of voting in the UK. - KS3 Discuss democracy as a key element of British Values and being British. - Y10 Choosing organisations which can be joined to volunteer time and the potential benefits of this for all involved. - Y11 Understanding that we elect political parties through a fair system of voting and part of that process is accepting their policies on things such as tax. - KS3 -Individual rights we have in a democratic country. - Y10 Understanding the difference in democratic and undemocratic countries. 	<ul style="list-style-type: none"> - KS3 understanding we are free to choose our careers and become entrepreneurs - Y10 in democratic country you can choose you a career best for you. - Y11 ability to choose an apprenticeship best suited for the person - Y10 choosing work experience best suited for possible careers - Y11 choice of choosing a higher education placement 	<p>KS3 Discussing health and health problems and the role of a first aider in public.</p> <p>Making informed lifestyle choices and discussing the benefits of making healthy choices</p>

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	<ul style="list-style-type: none"> - Y10 - Discussing the effects of smoking and vaping to promote informed individual choices - Y11 – Discuss that we live in a society where we have free choices about the type of family unit we choose to live in, - KS3 – Making informed lifestyle choices and discussing the benefits of making healthy choices - Y10 – Making safe and healthy lifestyle choices - KS3 – Discussing our choices as a digital citizen - Y10 – Making safe and healthy choices as a digital citizen. 	<ul style="list-style-type: none"> - Y11 Being able to choose if and how you can volunteer your time. - KS3 – Discussing non democratic countries and comparing to our democracy in the UK. - Y10 Understand there are different political parties in a democracy and develop an awareness of local MPs. - Y11 The ability to be able to choose how you help your community. - KS3 Understand democratic features such as voting. - Y10 To be able to decide how to spend and save your own money in a way you choose and the factors that may influence that. - KS3 Know about British institutions and their purpose in a democratic society - Y10 How choices can be affected by global events such as the forced choices people make when they embark on trying to seek asylum in another country such as the UK. 		
British Value	PSHRE Scheme of Learning: Lesson Content	Citizenship Scheme of Learning: Lesson Content	Futures Scheme of Learning: Lesson Content	Duke of Edinburgh's Award
Rule of law	<ul style="list-style-type: none"> - KS3 – Discussing laws that can be used to protect those with severe 	<ul style="list-style-type: none"> - KS3 Debating and understanding the law and young people. 	<ul style="list-style-type: none"> - KS3 – awareness of the laws and 	KS3 Understanding the importance of rules

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	<p>mental health problems and to protect those in mental health crisis</p> <ul style="list-style-type: none"> - Y10 - Discussing laws that can be used to protect those with severe mental health problems and to protect those in mental health crisis. - Y11 – Discuss employment law relevant to age, protected characteristics and pay and conditions. - KS3 – Discussing laws relating to sexual activity and consent - Y10 Identify the laws around sexual activity and consent - Y11 – Review law related to alcohol and discuss scenarios. - KS3 Understanding that some relationships are a legal contract. - Y10 Know the law around alcohol consumption and possible consequences of breaking these laws. - Y11 Understand the laws around behaviour in unhealthy relationships. - KS3 – Understanding drug laws around classification, possession and supply - Y10 Understanding drug laws around classification, possession and supply - Y11- Discuss laws that are designed to protect vulnerable or young 	<ul style="list-style-type: none"> - Y10 Discussion and understanding about human rights and child rights and laws in place to protect these. - Y11 Higher order discussions about law within British values and British society. - KS3 Have an understanding of the laws regarding being a British Citizen - Y10 – Laws in place to protect volunteers and those people they volunteer with. - Y11 – Understanding the laws that require us to pay tax and national insurance and what the government then does with that money. - KS3 Understanding the rights of animals, human rights and child rights. - Y10 Understanding laws in a democratic country and discussion around how these may be different to an undemocratic country. To know about the voting eligibility and restrictions. - Y11 Laws that govern the activity of interest groups and charities that we may want to get involved with - KS3 Discuss conflict and war crime in a present day context - Y10 Compare civil and criminal law - Y11 Discuss the laws around voting eligibility and contrast to other democracies. 	<p>rules around gambling</p> <ul style="list-style-type: none"> - Y10 some career paths have a legal element such as doctors – duty of care - Y11 understanding of equality aspect on college application forms - KS3 – awareness of the laws and rules around gambling - Y10 some career paths have a legal element such as doctors – duty of care - Y11 understanding of equality aspect on college application forms 	<p>and safety in adventure activities.</p> <p>Discussions about ‘leaving no trace’ laws when in the natural environment.</p> <p>Understanding the rights of animals, human rights and child rights.</p>
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	<p>people within their families including unborn babies.</p> <ul style="list-style-type: none"> - KS3 – Understanding the law around consent, coercion and control and female genital mutilation - Y10 – Discussing laws that are in place to help promote health and wellbeing. - Y11 Exam period - KS3 – Discussing the laws around online behaviours including grooming and stalking - Y10 – Discussing the laws around online behaviours including grooming and stalking 	<ul style="list-style-type: none"> - KS3 Understand laws that support rights and responsibilities. - Y10 Insight into the legality of finance and managing money. - KS3 Build understanding of British institutions in a democratic British society. - Y10 Understand some of the laws regarding importing and exporting 		
British Value	PSHRE Scheme of Learning: Lesson Content	Citizenship Scheme of Learning: Lesson Content	Futures Scheme of Learning: Lesson Content	Duke of Edinburgh's Award
Individual liberty	<ul style="list-style-type: none"> - KS3 - Discuss the balance of individual liberty against making healthy and positive life choices - Y10 – Debate issues of how our individual liberty can impact on our mental health and wellbeing both positively and negatively. - Y11 – Discuss the idea that we are free to make choices about how we make our living and promote positive choices. 	<ul style="list-style-type: none"> - KS3 – Everyone is a citizen with the right to individual liberty and has the right to feel safe and supported by the law. - Y10 Know about the rights we have as citizens and the subsequent responsibilities we have to respect the liberties of others. - Y11 Understand that Britain has British Values which is enshrined in all aspects of the United Kingdom. Individual liberty being one of them. 	<ul style="list-style-type: none"> - Y10 viewing their own skills and reflecting on the different skills found in society. - KS3 understanding we are free to choose our careers and 	<p>KS3 Taking responsibility for their actions.</p> <p>To individually take part in a prestigious course which incorporates british values at its core.</p>

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	<ul style="list-style-type: none"> - KS3 – Discuss the balance of individual liberty against healthy and positive sexual choices - Y10 – Discuss our right to individual liberty when making sexual choices and reflect on these choices being positive or negative - Y11 – Discuss how we are free to consume alcohol within the law and debate positive and negative aspects of this to promote healthy choices. - KS3 – Discuss the right to individual liberty and respecting the liberty of others with regards to relationships - Y10 - Discuss our right to individual liberty when making lifestyle choices such as consuming alcohol and reflect on these choices being positive or negative - Y11 – Discuss our individual liberty to choose the relationships we wish to invest in. - KS3 – Discuss the issues around individual liberty and making positive and healthy choices around drugs - Y10 Discuss our right to individual liberty when making lifestyle choices such as taking drugs or smoking and reflect on these choices being positive or negative 	<ul style="list-style-type: none"> - KS3 Know as a citizenship we all have individual liberty - Y10 People belong to communities, and have individual liberties within that. Develop an awareness of how our own liberties can impact other people. - Y11 Discuss that we have the freedom to save, spend and invest our money however we choose within UK laws. - KS3 Humans have rights including protected characteristics. - Y10 Discussion around the choice to vote for a party in a general election or not to vote. - Y11 Understanding the individuals choice to volunteer and how to volunteer with your time. - KS3 – In a democratic society we have the freedom to vote and the freedom of speech. - Y10 The ability to make choices with our political views and how we vote in a general election of referendum. - Y11 – Develop knowledge around countries where some people do not have the individual liberty that would be afforded to them if they lived in the UK. - KS3 Foster the ability to form opinions about politics. - Y10 The choice of how to spend and save your money 	<p>become entrepreneurs.</p> <ul style="list-style-type: none"> - Y10S - self-development - Personal skills and abilities - Career skills and abilities - Personal interests and careers - Y11 - Reflecting on stereotyping and our right to choose what is right for us regardless of protected characteristics - Y11 – Breaking gender stereotyping in career choices 	<p>To make choices and share opinions about the type of volunteering that they can do in the local and school community.</p>
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	<ul style="list-style-type: none"> - Y11 Discuss our freedom to choose the family arrangement we wish to live in. - KS3 - Discuss the issues around individual liberty and making positive and healthy choices around diet. - Y10 Discuss how our right to individual liberty can impact our happiness and wellbeing. - KS3 - Discuss the issues around individual liberty and making positive and healthy choices as an online citizen. - Y10 – Discuss how our individual liberty impacts our digital lives 	<ul style="list-style-type: none"> - Y11 Exam period - KS3 Making choices about how to become involved in society. - Y10 Discuss being a global citizen and how individual liberty may differ in other countries. 		
British Value	PSHRE Scheme of Learning: Lesson Content	Citizenship Scheme of Learning: Lesson Content	Futures Scheme of Learning: Lesson Content	Duke of Edinburgh's Award
Mutual respect	<ul style="list-style-type: none"> - KS3 – Discuss the impact that mutual respect can have on positive mental health and wellbeing - Y10 Discuss how mutual respect can impact mental health - Y11 – Discuss routes into employment and respect for the wide range of jobs people choose to do. - KS3 – Identify the benefits of mutual respect within relationships with regards to contraceptive choices 	<ul style="list-style-type: none"> - KS3 –Respect for the law and why we need laws to protect others - Y10 Mutual respect for human rights. - Y11 Mutual respect as a British value in our society, - KS3 – Mutual respect for others identity and their ethnicity. - Y10 Mutual respect and understanding of those from different communities. - Y11 Respecting how other people choose to use their money. Developing 	<ul style="list-style-type: none"> - Y10 exploring the difference in career aspirations and the different views about other's career interests. - KS3 – Discuss cost of living and develop empathy for 	<p>KS3</p> <p>Discussions about respecting the culture and beliefs of others with links to giving first aid.</p> <p>Respect the views of others in the classroom and local community when</p>

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	<ul style="list-style-type: none"> - Y10 The importance of mutual respect for healthy and safe relationships. - Y11 – Discuss peer pressure and respecting people’s choice about alcohol intake. - KS3 Respecting different types of relationship including same sex civil partnership. Marriage is mutual and it is illegal to be forced into marriage in the UK. - Y10 Understand peer pressure in drinking and to respect others not wishing to partake. - Y11 Understanding mutual respect for each other in a relationship including readiness for sex and consent. - KS3 – Discuss the impact on mutual respect when addictive or illegal substances are being consumed. - Y10 Understand peer pressure in drug taking and to respect others not wishing to partake. - Y11 – Develop an understanding of mutual respect within family relationships. - KS3 – Discuss situations where mutual respect can be compromised such as within gangs 	<p>awareness of how people can coerce others and control their money.</p> <ul style="list-style-type: none"> - KS3 Understand all living things are different and have protected rights. - Y10 Mutually respectful discussion around other’s political views. - Y11 Respect for those choosing to volunteer and with their choice of organisation. - KS3 – Debate the idea of mutual respect through times of war and conflict. - Y10 Awareness and mutual respect for those that have different political views. - Y11 Mutual respect for others from different communities. - KS3 – Developing the skill of debating as a form of expressing own opinions whilst respecting the views of others. - Y10 Respect for laws and police and discuss events that have questioned that mutual respect. - KS3 Understanding that mutual respect forms the basis of institutions found in the United Kingdom. - Y10 Understanding that mutual appreciation and mutual respect underpins charitable work. 	<p>others situations</p> <ul style="list-style-type: none"> - KS3 – Discussing ethical financial decisions - KS3 – Consider the variety of options for money management - KS3 Consider the variety of options for Saving and investing 	<p>engaging adventure activities and volunteering.</p> <p>Respecting the facilities and equipment at external sites.</p>
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	<ul style="list-style-type: none"> - Y10 Discuss healthy diets and life styles to enable informed choices to be made and respect others choices. - KS3 – Discuss mutual respect as a digital citizen and how it influences online behaviours and expectations - Y10 - Discuss mutual respect as a digital citizen and how it influences online behaviours and expectations 			
British Value	PSHRE Scheme of Learning: Lesson Content	Citizenship Scheme of Learning: Lesson Content	Futures Scheme of Learning: Lesson Content	Duke of Edinburgh's Award
Tolerance	<ul style="list-style-type: none"> - KS3 – Discuss how tolerance and understanding of other people's situations can impact people's mental health - Y10 – Identify how tolerance and lack of tolerance can impact on your own and others mental health. - Y11 – Discuss the employability skills relating to tolerance and why they are important in a work setting or job role. - KS3 – Discuss tolerance and understanding in terms of the individual liberty to express gender and sexuality freely. 	<ul style="list-style-type: none"> - KS3 –Appreciation for the need of laws that enforce the notion of tolerance and criminalise hate crimes. - Y10 Being a positive citizen needs tolerance of diversity. - Y11 Tolerance of those who do not agree with our opinions such as who we vote for, - KS3 Tolerance and the celebration of the diverse UK - Y10 Volunteering in a community is based on tolerance and understanding and the celebration of diversity. - Y11 – Understanding that some people will develop debts and demonstrating 	<ul style="list-style-type: none"> - Y10 Some careers are viewed differently by others. - KS3 Relationship between tolerance and workplace behaviour - Y10 – Work experience, customer facing roles - Y10 – Employability 	<p>KS3 Identify the need for tolerance within relationships including working in teams</p> <p>To demonstrate how they can help others to achieve their goals or through first aid.</p> <p>To be open minded about the beliefs and cultures of others in</p>

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	<ul style="list-style-type: none"> - Y10 - Discuss tolerance and understanding in terms of the individual liberty to express gender and sexuality freely. - Y11 - Debate tolerance and understanding in terms of people's alcohol consumption and related behaviours. - KS3 – Identify the need for tolerance within relationships - Y10 – Debate tolerance and understanding in terms of people's alcohol consumption and related behaviours. - Y11 – Debate tolerance and understanding in terms of the individual liberty to express gender and sexuality freely and to make choices based on culture or faith. - KS3 – Discuss tolerance around issues to do with drug use. - Y10 - Debate tolerance and understanding in terms of people's drug consumption and related behaviours. - Y11 – Reflect on tolerance within families based on protected characteristics. - KS3 – Discuss tolerance when you don't agree with another persons life choices 	<p>tolerance and understanding rather than judgement about their situations,</p> <ul style="list-style-type: none"> - KS3 – Tolerance and protecting the rights of people, animals and the global environment. - Y10 – Tolerance and understanding towards those seeking asylum in the UK when fleeing conflict and undemocratic countries that put them at risk. - Y11 – Tolerance of the choices people make to be part of an interest group, organisation or charity. - KS3 – Discuss tolerance and understanding at times of war, times of conflict and times of natural disaster. - Y10 - Demonstrating the understanding that individuals should show tolerance towards those who have committed crimes and should show respect for the law and courts to deliver sentences and “punishment” rather than taking it into our own hands. - Y11 Tolerance of those people seeking asylum in our country due to escaping undemocratic societies, war, conflict or persecution. - KS3 – Using debate from individual level, to media level to government level as a way of challenging and questioning a lack of tolerance 	<p>skills, roles that rely heavily on tolerance towards others ideas and opinions</p>	<p>the school and local community.</p>
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	<ul style="list-style-type: none"> - Y10 Debate how tolerance and expressions of intolerance can impact happiness and wellbeing. - KS3 – Identify when tolerance of others beliefs is appropriate and how to identify extreme views and radicalisation - Y10 – Discuss tolerance of different faiths, sexuality, cultures, lifestyle choices as a digital citizen. 	<ul style="list-style-type: none"> - Y10 – There is a range of wealth in our society and encouraging respectful debate about this as opposed to judgement. - KS3 – Making a difference in society through modelling tolerance to our children, our friends and our neighbours. - Y10 - Discussing current affairs and promoting tolerance of those seeking asylum from other countries. 		
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PSHRE, Citizenship and Futures Medium Term Plans create explicit opportunities for the promotion of SMSC. Examples include:

SMSC	PSHRE Scheme of Learning: Lesson Content	Citizenship Scheme of Learning: Lesson Content	Futures Scheme of Learning: Lesson Content	Duke of Edinburgh's Award
Social	<ul style="list-style-type: none"> - The individual and the society in which they live. - Societal influences on us as individuals and the impact our choices have on society. - No one lives in isolation from society. 	<ul style="list-style-type: none"> - Living in a democracy as a basis for our society - Living in a society that has laws and policing and what a lawless society would be like - Being a global citizen and the impact this has on seeking asylum, migration and immigration. - How our actions impact others. 	<ul style="list-style-type: none"> - Consider a wide range of job roles and the social skills required to fulfil the role effectively - Consider roles that work with different sections of society - Consider societal views on some career choices and how you feel about that. - Reflect on how a changing society brings about change in the types of job opportunities there are now 	<ul style="list-style-type: none"> - Living in and also taking part in a society that has laws and moral expectations. - Taking part in community and volunteering work within the school and local community.

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			particularly with the development of technology and digital lives	
Moral	<ul style="list-style-type: none"> - Consider the moral impact of decision making and actions. - Topics involve reflection of the difference between moral issues and lawful issues. 	<ul style="list-style-type: none"> - Consider the moral impact of voting in a political party and the priorities they have. - Explore the moral element decision making and how our moral decisions sit alongside other people's moral decisions - Morals are influenced by society and experiences and education and faith and are different for each of us 	<ul style="list-style-type: none"> - Consider ways of earning a living and the morality of career choices - Reflect on how your own morals may influence your ability to do a job effectively. - Consider the relationship between morals and money making 	<ul style="list-style-type: none"> - Being open-minded to differing cultures and how that can affect a person's morals. - Coping with and understanding peer pressure and using it in positive ways to encourage others in new or challenging activities. - Learning about first aid and the moral responsibility of helping those in need.
Spiritual	<ul style="list-style-type: none"> - Topics will consider spiritual influences on the decisions we make - to include faiths and religions. - Topics give opportunity to compare spirituality to morality and culture. 	<ul style="list-style-type: none"> - Consideration of diversity in terms of spirituality - Being a global citizen and considering the spirituality of different people around the world - Topics give opportunity to compare spirituality to morality and culture. 	<ul style="list-style-type: none"> - Consider roles that are directly linked to spirituality - Consider how your own spirituality may influence your personality and skills set making you more / less suitable to certain job types 	<ul style="list-style-type: none"> - Being open-minded to differing cultures and how that can affect a person's beliefs. - Having respect of the environment and natural world. - Seeing how faith and history has shaped our current culture and having respect for that history.
Cultural	<ul style="list-style-type: none"> - Culture and diversity of culture is celebrated to reflect our diverse world. 	<ul style="list-style-type: none"> - Global citizenship brings diversity of culture - Migration can be an opportunity to grow and develop fusions of cultures 	<ul style="list-style-type: none"> - Breaking cultural stereotyping within employment - Finding employment that is explicitly linked to your own 	<ul style="list-style-type: none"> - Taking part in the volunteering units of DofE and PSHRE to engage in the school and local community.

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		<ul style="list-style-type: none">- Tolerance and appreciation of different cultures	<p>cultural beliefs and practices</p> <ul style="list-style-type: none">- Tolerance and understanding of diverse cultures within the workplace	<ul style="list-style-type: none">- Sharing our own cultural background whilst also being open and respectful of new cultures.- Appreciate the bigger picture of how completing the DofE can improve one's own skills and understanding but also the wider community. (Consider taking DofE to silver or gold level).
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Related Documents in the Teacher's Subject Folder

- Long Term Plans
- Medium Term Plans
- Subject marking expectations
- Pupil progress data