

**Shirebrook Academy**  
**Personal Development Scheme of Work 2020-21**  
**Key Stage 3**

**Rationale**

The personal development curriculum at Shirebrook Academy includes PSHE, Careers Education and financial capability, and Citizenship. Enterprise skills are also incorporated into the personal development curriculum wherever possible, along with whole school initiatives to develop resilience and growth mindset.

The overall aim of the personal development curriculum is to help students to develop the skills, knowledge and understanding to participate fully in school life and to make informed, confident choices as they progress into adulthood. Certain themes run throughout teaching of PD topics and links are made explicit wherever possible:

- Aspiration – encouraging all students to achieve at school and be ambitious for their futures
- Equality – to show students that gender, race, sexuality or any other characteristic should not be a barrier to participation in any aspect of life
- Support – students learn that all have different emotional and learning needs and a culture of empathy and mutual support should be promoted in all lessons.
- Lifelong learning – through PD teaching students develop skills to reflect, consider options and deal with change and transitions throughout life, not just in school

The programme is planned as a coherent series of activities which build students knowledge and skills from Y7 to Y11. Each topic broadly links to one of 4 areas of skill development – skills to be Safe and Healthy, Skills to be a Better Learner, Skills to be Employable, and Skills to be a good Citizen.

**Planning principles**

At KS3 and KS4 the personal development curriculum is delivered through the following:

- A series of Personal Development Days, where the normal timetable is suspended and students spend the day working on a personal development theme. The days are normally delivered by form tutors with support from the personal development co-ordinator and speakers from outside organisations (including the police, fire service, health promotion services, careers advisers, and local colleges).
- Personal Development Lessons for Y7-Y10 – 1 lesson per week timetabled with form tutors. Planned to extend Personal Development Day topics and provide opportunities for students to develop skills for effective learning.
- Through other subjects, for example RE, Science, Humanities – a cross-curricular audit in April 2020 has identified where PD themes are covered
- Through a planned programme of tutor time activities and assemblies

Some aspects of the PD curriculum involve students producing written work, however for much of PD delivery there is an emphasis on discussion and practical activity, simulating real life situations as far as possible. Students are encouraged to work on tasks in mixed ability groups and develop skills of peer support and collaboration.

The programme is planned to complement other opportunities for delivery of personal development themes, either through the core curriculum or through other activities such as voting for youth council, school council, fundraising events. Careful consideration is given annually to the content so that it matches the needs of each year groups specifically, and responds to local and national trends or concerns (for example labour market trends, health or crime issues).

## **Assessment**

Personal Development themes have been used to develop an assessment framework for Personal Development Lessons and Personal Development Days which matches the Shirebrook Academy approach to assessment – identifying criteria for ‘Expected’ and ‘Challenge’ learning. Tutor assessment and student self assessment will be used to identify student levels and record progress over KS3.

Y7 – no formal assessment. Students to complete reflective account of PD activities, GRIT and other aspects of their week, in Journals. Final topic in Y7 will be to reflect on the year and produce a piece of work outlining progress made, challenges overcome, and learning from PD lessons/days.

Y10/11 – no formal assessment. Students start to record achievements and competencies in RoA and online, for example KUDOS CV builder

## **Staff**

Personal Development days are planned by the personal development co-ordinator with heads of year and tutor teams, and delivered by form tutors and a range of speakers from outside agencies. Subject specialist staff may also support Personal Development days where appropriate. Teaching assistants are available where appropriate to support students on Personal Development days, and the personal development co-ordinator liaises with the SENCO to ensure that all students are able to access the programme.

Outside agencies include the school nurse, local police officers, Connexions advisers, staff from local colleges and training providers, theatre groups, and other professionals from the health service.

## **Resources**

The personal development co-ordinator is responsible for managing the budget for personal development, which covers paper resources, teaching materials, costs associated with organisations visiting school to deliver some parts of the programme and off-site visits.

## Links to National Frameworks

The scheme of work links each Personal Development day and PD lesson topics to the key concepts, key processes, and range and content of each national curriculum framework relating to personal development.

PSHE content has been mapped against the PSHE Association Programme of Study Jan 2020. In June 2019, the Department for Education launched the final statutory guidance to accompany introduction of compulsory health education, relationships education and relationships and sex education (RSE) which is compulsory from September 2020. The PSHE Association programme of study covers all aspects of this statutory guidance, with some additionality.

[https://www.pshe-](https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020_0.pdf)

[association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020\\_0.pdf](https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020_0.pdf)

Citizenship content has been mapped against DfE programmes of study for Citizenship (2014)

<https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study/national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4>

Careers Education content is mapped against the CDI Framework for Careers Education (2020), which in turn has been mapped against the Gatsby Benchmarks. This ensures the programme meets the new statutory guidance for schools and colleges on careers guidance and access for education and training providers (January 2018). <https://www.the CDI.net/write/CDI-Framework-Jan2020-web.pdf>

## Personal Development Scheme of Work – Y7 topic overview

Timing	PD lessons	PD Day	Assessment
<b>Term 1-2</b> <b>Sept-Dec</b>  <b>(Better learner, Safe and healthy)</b>	<b>Managing change/Transition</b> <b>14 weeks</b> <b>MI to plan first half term, AMA to plan second half term</b>	<b>October</b> Day of Team challenges  <b>December</b> Health day	
<b>Term 3</b> <b>Jan-Feb</b>  <b>(Safe and healthy)</b>	<b>Digital Literacy</b> <b>6 weeks</b> <b>RJ to plan</b>		
<b>Term 4</b> <b>Feb-March</b>  <b>(Active citizen, Employable)</b>	<b>Introduction to Citizenship</b> <b>6 weeks</b> <b>EL to plan</b>	<b>March</b> Careers – Your Town	
<b>Term 5</b> <b>April-May</b>  <b>(Safe and healthy)</b>	<b>Drug Awareness</b> <b>6 weeks</b> <b>CS to plan</b>		
<b>Term 6</b> <b>June-July</b>  <b>(Better learner, safe and healthy)</b>	<b>Reflection on Y7</b> <b>7 weeks</b> <b>JD to plan</b>	<b>June</b> Lifewise Preparation  <b>July</b> Lifewise trip – personal safety	

Year 7, Term 1-2    Managing Change/Transition    PD lessons and PD day October	
<p><b>Aims:</b> Students to develop skills to manage challenges of moving to secondary school – to become more confident in their learning, friendships, and managing emotions</p>	
<p><b>National Framework outcomes:</b>  PSHE Association Framework KS3 – H1, H2, H14, H16, H17, H30, H33, R3, R14, R15, R16, L1, L2</p> <p>Citizenship KS3 –</p> <ul style="list-style-type: none"> <li>• The functions and uses of money, importance and practice of budgeting and managing risk</li> </ul> <p>Careers Education CDI Framework KS3</p> <ul style="list-style-type: none"> <li>• Describe yourself, your strengths and preferences</li> <li>• Be able to focus on positive aspects of your wellbeing, progress and achievement</li> <li>• Show that you can manage a personal budget</li> </ul>	
Learning Experience/Framework links	Resources
<p><b>GRIT includes some mindset and skills for learning in day 1</b></p> <ul style="list-style-type: none"> <li>• Managing transition from primary – new routines, learning styles</li> <li>• Personal Organisation</li> <li>• Week 4 – time to prepare for Settling in Evening – students will be sharing their work so far with parents</li> <li>• Friendship</li> <li>• Peer pressure/group behaviours</li> <li>• Bullying</li> <li>• Disability Awareness (promoting understanding and positive behaviour re Stubbin Wood and Academy students with SEN) ‘Im with Sam’ resource</li> <li>• Personal support networks – invite own parents to Parent Workshop in December – letter/poster/flier</li> <li>• Self esteem and wellbeing</li> </ul>	<p><i>Diana Award bullying resources</i></p> <p><i>Rise Above resources -</i>  <a href="https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17">https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17</a></p> <p>I’m with Sam resource - <a href="https://www.dimensions-uk.org/get-involved/campaigns/say-no-autism-learning-disability-hate-crime-imwithsam/i-am-a-teacher/">https://www.dimensions-uk.org/get-involved/campaigns/say-no-autism-learning-disability-hate-crime-imwithsam/i-am-a-teacher/</a></p>

- Healthy eating
- New for 2020-21 Physical activity – importance of, how to make positive physical activity choices outside school
- Money e.g. money safety, basic budgeting, context of Y7 experience of handling money (Citizenship)
- Each half term – 1 lesson for discussion of current affairs – news sources, key current events. Led by student interest
- End of term review – positives and negatives about transition, reflection on own strengths/weaknesses in secondary school, goal setting for overcoming negatives

**PD Day** – range of fun teambuilding activities to illustrate concepts covered in PD lessons – link to BLP learning habits

GRIT curriculum to cover:

Learning to Learn, skills for learning inc teamwork, research, presentation

Mindset

**Key Vocabulary:**

Organised  
 Healthy  
 Bullying  
 Self Esteem  
 Friendship  
 Budget  
 Relationships  
 Qualities  
 Peer Pressure

Year 7, Term 3	Digital Literacy	PD lessons
<b>Aims:</b> Students to begin to develop skills to navigate their digital world safely and critically		
<b>National Framework outcomes:</b> PSHE Association Framework KS3 - H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27		
Learning Experience/Framework links	Resources	
<p>PD lessons –</p> <ul style="list-style-type: none"> <li>• Importance of sleep</li> <li>• Definition of ‘Privacy’ – what does it mean to students in context of online?</li> <li>• Use of internet – critical thinking e.g. using search engines, personalisation, and protocols for effective use</li> <li>• Media and Young people e.g. advertising</li> <li>• Social media – purpose, pros/cons</li> <li>• Privacy Settings – see T Drive Online Safety resources</li> <li>• Addiction to games/social media – reasons, risks, strategies to manage temptation.</li> <li>• Online sexual exploitation – Kayleighs Love Story</li> <li>• Current events – linked to social media, e.g. Facebook privacy story</li> </ul> <p>Focus on behavioural aspects – addictive nature, negativity online, balance of screen time. Use current news stories, students to set themselves personal goals re behaviour online. E.g. Task to monitor screen time and activity over the weeks of the topic, task to check social media privacy and location settings.</p> <p>Also to add – what to do, where to get help to report online issues</p>	<p>Jubilee Centre for Character Education            Anti-bullying Pro- Be Strong Online materials            Kayleighs Love Story film</p> <p>T:\All Staff\Online safety\The Key - Online safety factsheet bundle</p> <p>Childnet – Crossing the Line <a href="https://www.childnet.com">https://www.childnet.com</a></p> <p><a href="https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/taking-care-your-digital-footprint/">https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/taking-care-your-digital-footprint/</a></p> <p><a href="https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/teaching-resources/social-media-checklists">https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/teaching-resources/social-media-checklists</a></p> <p>Rise Above mental health resource about sleep, FOMO, online stress  <a href="https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17">https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17</a></p> <p><b>Key Vocabulary:</b>            Media            Addiction            Privacy            Exploitation</p>	

<b>Year 7, Term 3</b>	<b>Health – Growing up</b>	<b>PD Day Jan</b>
<b>Aims:</b> To understand and develop skills to deal with physical and emotional changes associated with puberty		
<b>National Framework outcomes:</b> PSHE Association Framework KS3 – H1, H3, H4, H17, H19, H20, H21, H34, R3, R7, R39, R40, L18		
<b>Learning Experience/Framework links</b>	<b>Resources</b>	
Puberty (double lesson, single sex groups) Unwritten Rules (gender stereotyping) Dental Health – with support from science technicians Price of Health – health products and factors influencing purchase Summary inc Personal Hygiene – action plans to take responsibility for own health	Rise Above – Puberty and Sleep resources <a href="https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17">https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17</a>  <b>Media Smart – resource for boys on body image -</b> <a href="https://mediasmart.uk.com/body-image-advertising-11-14yrs/">https://mediasmart.uk.com/body-image-advertising-11-14yrs/</a>	

Year 7, Term 4	Introduction to Citizenship	PD lessons
<p><b>Aims:</b> to introduce the principles underpinning Citizenship education and British Values – community, participation, rule of law, respect</p>		
<p><b>National Framework outcomes:</b></p> <p>Citizenship KS3:</p> <ul style="list-style-type: none"> <li>• The development of the political system of democratic government in the UK</li> <li>• The precious liberties enjoyed by the citizens of the UK</li> <li>• The nature of rules and laws and the justice system</li> <li>• The roles played by public institutions.. the ways in which citizens work together to improve communities.</li> </ul>		
<p><b>Learning Experience/Framework links</b></p>	<p><b>Resources</b></p>	
<p>Taken from Citizenship PD day:</p> <ul style="list-style-type: none"> <li>• Community, importance of rules, leadership – desert island activity</li> <li>• Rights and responsibilities – continuation of desert island activity</li> <li>• Introduction to government and politics – how UK is run</li> <li>• Introduction to laws/justice system – based on laws relevant to young people</li> <li>• Play ‘Trouble’ board game – rotate round forms</li> <li>• Comparisons around the world of teenage lives, how far rights and responsibilities differ in different countries</li> <li>• What makes a ‘good citizen’? project based task to look at how students could contribute to their community – in school, at home etc</li> <li>• Current affairs – look at current news stories to develop understanding/context</li> </ul>	<p>UNHCR – rights of the child</p> <p><b>Key Vocabulary:</b>  Community  Rights  Responsibilities  Leadership  Government  Citizen  Law</p>	

Year 7, Term 4	Careers – Your Town	PD Day March
<p><b>Aims:</b> Students learn about the employment opportunities in their local community, and how these may link with the wider world.</p>		
<p><b>National Framework outcomes:</b>            PSHE Association Framework KS3 – L4, L7, L8, L11, L12</p> <p>Citizenship KS3 :</p> <ul style="list-style-type: none"> <li>• The roles played by public institutions. the ways in which citizens work together to improve communities.</li> </ul> <p>Careers Education CDI Framework KS3: 4,5,6,7</p>		
<p><b>Learning Experience/Framework links</b></p>		<p><b>Resources</b></p>
<p>2 lessons – local Labour Market exploration            Use ‘Outside In’ film with stop and discuss tasks focusing on terminology, growth areas            Students in teams, mapping activity to explore the range of employers/organisations in the Shirebrook area.            Use Geography categories. Link to national LMI to compare types of industry/job role</p> <p>2 lessons – virtual employer visit – to learn about one of the larger local employers. Each team visits a different employer and gathers information, to report back to their forms later in the day. Employers to include:</p> <ul style="list-style-type: none"> <li>• Kings Mill Hospital</li> <li>• Sports Direct</li> <li>• Paragon Customer Communication</li> <li>• Greencore/Premier Foods</li> <li>• Bolsover District Council</li> <li>• Woodhead construction</li> </ul> <p>Visiting speaker? Online research to find out about what the organisation does, range of job roles, customers, skills needed</p> <p>1 lesson – back in forms, share information            1 lesson – personal reflection, start to think about own interests and skills. Introduce employability passport</p>		<p>Maps/Geography resources</p> <p>Visiting speakers/online business information</p>

Year 7, Term 5	Drug Awareness	PD lessons
<p><b>Aims:</b> Students to develop knowledge of drugs such as alcohol, tobacco, prescription medicines, and develop understanding of the reasons for their use.</p>		
<p><b>National Framework outcomes:</b>            PSHE Association Framework KS3 – H23, H24, H25, H26, H27, H29, H31, H5, R42, R44</p> <p>Citizenship KS3</p> <ul style="list-style-type: none"> <li>The nature of rules and laws</li> </ul>		
<p><b>Learning Experience/Framework links</b></p>	<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>Introduction to drugs – definitions, images. Focus on norms/trends</li> <li>Smoking (inc vaping) - health effects, laws relating to sale</li> <li>Alcohol – health effects</li> <li>Legal substances – energy drinks, Prescription medicines</li> <li>Attitudes to risk</li> <li>Drugs in the news, challenging stereotypes</li> </ul>	<p><a href="https://digital.nhs.uk/data-and-information/publications/statistical/smoking-drinking-and-drug-use-among-young-people-in-england/2016#key-facts">https://digital.nhs.uk/data-and-information/publications/statistical/smoking-drinking-and-drug-use-among-young-people-in-england/2016#key-facts</a> – Page 8 of report, graph showing trend in smoking, Page 30 trend in e-cigarette use,- p51, attitudes towards yp drinking,</p> <p><a href="http://mentor-adepis.org/wp-content/uploads/2016/03/Mentor-Teacher-Handbook-pages-2.pdf">http://mentor-adepis.org/wp-content/uploads/2016/03/Mentor-Teacher-Handbook-pages-2.pdf</a> - active lessons to consider alcohol, smoking, risk/resisting pressure</p> <p>Frank website</p> <p>Talk about Alcohol <a href="https://www.talkaboutalcohol.com/">https://www.talkaboutalcohol.com/</a></p> <p>Rise Above Smoking lesson – peer pressure interactive video  <a href="https://campaignresources.phe.gov.uk/schools/resources/smoking-lesson-plan-pack">https://campaignresources.phe.gov.uk/schools/resources/smoking-lesson-plan-pack</a></p> <p>The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>	

	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"><li>Drug</li><li>E-Cigarette</li><li>Prescription</li><li>Risk</li><li>Stereotype</li><li>Alcohol</li><li>Consequences</li></ul>
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Year 7, Term 6	Reflection on Y7	PD lessons
<b>Aims:</b> Students to reflect on their learning, relationships, and management of challenges in Y7		
<b>National Framework outcomes:</b>  PSHE Association Framework KS3 – L2, L3, H1, H12, H19, R15, R16  Careers Education CDI Framework KS3: 1,2,3		
<b>Learning Experience/Framework links</b>	<b>Resources</b>	
Over the half term - Use journal to reflect on successes and challenges of Y7, advice to give to their younger self. Produce short films to use in Y6 induction	<b>Key Vocabulary:</b> Positive Achievement Employability Strengths	

Year 7, Term 6	Health Day 2	PD Day June
<p><b>Aims:</b> to consider anti-social behaviour scenarios to prepare for Lifewise centre. To participate in active session</p>		
<p><b>National Framework outcomes:</b>            PSHE Association Framework KS3 – H1, H3, H4, H17, H18, H33, R38</p> <p>Citizenship KS3</p> <ul style="list-style-type: none"> <li>The ways in which citizens work together to improve their communities</li> </ul>		
<p><b>Learning Experience/Framework links</b></p>	<p><b>Resources</b></p>	
<p>Double lesson - Healthy eating roadshow – Good Food Showdown plus short classroom activity            Double lesson - Preparation for Lifewise visit            Body Image (Chesterfield College engagement team)            First Aid</p>	<p>Red Cross/St Johns Ambulance resources            British Heart Foundation resources?</p> <p>Visiting speakers:</p> <p><b>Chesterfield College engagement team – body image lesson</b></p> <p><b>Good Food showdown</b></p>	

Year 7, Term 6	Lifewise visit	PD Day July
<b>Aims:</b> Students to develop awareness of health and safety risks and strategies for dealing with emergency scenarios		
<p><b>National Framework outcomes:</b>  PSHE Association Framework KS3 – H26, H28, H29, H30, H31, H33, R37, R38</p> <p>Citizenship KS3</p> <ul style="list-style-type: none"> <li>• The nature of rules and laws and the justice system</li> <li>• the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</li> </ul> <p>Careers Education CDI framework KS3 - 9</p>		
<b>Learning Experience/Framework links</b>	<b>Resources</b>	
Full day visit to Lifewise centre – sessions to include: <ul style="list-style-type: none"> <li>• Fire safety</li> <li>• Courtroom scene/Police station (Citizenship)</li> <li>• Alcohol awareness – harm reduction activity and underage purchase</li> <li>• Internet safety</li> <li>• Road safety</li> <li>• Anti-social behaviour scenarios (Citizenship)</li> <li>• First Aid – Red Cross</li> </ul>	Lifewise staff and Derbyshire agencies – Fire Service Magistrates Drug support agency (CDL, Luci Hamner) Red Cross Road Safety team REMEDI Victim Support service	

## Personal Development Scheme of Work – Y8 topic overview

Timing	PD lessons	PD Day	Assessment
<b>Term 1</b> <b>Sept-Oct</b>  <b>(Better learner)</b>	<b>Learning to learn – Mindset and BLP</b> <b>7 weeks</b> <b>DSU to plan</b>	<b>October - Relationships</b>	Assessment framework – students self assess for different skill areas at the end of each topic
<b>Term 2</b> <b>Nov-Dec</b>  <b>(Safe and Healthy)</b>	<b>Develop relationships theme – project</b> <b>7 weeks</b> <b>DG/TH to plan</b>		
<b>Term 3</b> <b>Jan-Feb</b>  <b>(Good Citizen)</b>	<b>Real Game - Careers</b> <b>6 weeks</b> <b>TH/ABentley to plan</b>	<b>January – Real Game</b>	
<b>Term 4</b> <b>Feb-March</b>  <b>(Employable)</b>	<b>Debate – current affairs</b> <b>6 weeks</b> <b>DR to plan</b>	<b>March – Prison Me? No Way!</b>	
<b>Term 5</b> <b>April-May</b>  <b>(Safe and Healthy)</b>	<b>Looking after yourself</b> <b>6 weeks</b> <b>BG to plan</b>		
<b>Term 6</b> <b>June-July</b>  <b>(Safe and Healthy)</b>	<b>Drugs/Alcohol</b> <b>7 weeks</b> <b>RW to plan</b>	<b>June – Healthy living day</b>  <b>July – ‘Family’</b>	

Year 8 Term 1	Learning to Learn	PD lessons
<b>Aims:</b> Students to reflect on and develop skills to maximise their own learning - skills which can be applied across the curriculum		
<b>National Framework outcomes:</b> PSHE Association Framework KS3 – H1, H2, H4, L1, L2, L3, L6		
<b>Learning Experience/Framework links</b>	<b>Resources</b>	
<ul style="list-style-type: none"> <li>• Mindset and Resilience</li> <li>• Research Skills</li> <li>• Structuring writing</li> <li>• Presentation skills (based on writing task)</li> <li>• Portfolio building/personal organisation, use of RoA (for each topic, set a task to allow a model of try, critique, improve. Could build in current affairs discussions to tasks)</li> <li>• Assessment lesson</li> </ul>	Jubilee Centre for Character Education BLP Carol Dweck, Mindset  <b>Key Vocabulary:</b> Mindset Resilience Research Presentation Objective Communication	

Year 8 Term 2	Relationships	PD lessons plus October PD Day
<p><b>Aims:</b> to reflect on relationships in their lives and develop strategies to deal with conflict – with family, friendships, and romantic relationships</p>		
<p><b>National Framework outcomes:</b> PSHE Association Framework KS3 – R1, R2, R3, R4, R7, R9, R10, R13, R14, R15, R16, R17, R19, R21, R22, R23, R37, R38, R39, R40</p>		
<p><b>Learning Experience/Framework links</b></p>	<p><b>Resources</b></p>	
<p>Explore a wide range of relationships – family, friendships and emerging romantic relationships. Students can focus on whichever relevant to them at this point in Y8.</p> <p>PD Day:</p> <ol style="list-style-type: none"> <li>1. Circle of Relationships task – to introduce areas of conflict, discuss friend vs partner to define different types of relationship</li> <li>2. Use of 'Face-up' resource – to prompt discussion about signs of abuse in relationships. Include discussion about respect, acceptable behaviour/touching</li> <li>3. Barnardos resource on Sexual Exploitation – grooming line</li> <li>4. lesson on Diversity – sexuality, gender</li> <li>5. Students start to develop a scenario they will work on during PD lessons</li> <li>6. Market-Place of local agencies that can help</li> <li>7. Use of IT facilities to look at websites that can give support and advice</li> </ol> <p>To follow up the day – PD lessons task to produce a magazine article about the scenario they have generated and researched. Use strategies from Term 1 to give feedback and develop work, (BLP)</p> <p>Assessment lesson</p>	<p>Face Up film clips/activities</p> <p>Barnardos Sexual Exploitation materials</p> <p>Local agencies – Sophie Tipple (CAMHS), Andrea French (Mansfield Mediation), School nurse, Action for children, Derbyshire LGBT, Sharon Ryan?, ELM, SV2, Young Carers, Kooth, James Land (Digital PCSO) school pastoral team</p> <p><a href="https://www.bbc.co.uk/iplayer/episode/p057nfy7/ad/olly-alexander-growing-up-gay">https://www.bbc.co.uk/iplayer/episode/p057nfy7/ad/olly-alexander-growing-up-gay</a></p> <p><u>SEN specific resource on relationships:</u> <a href="https://learning.nspcc.org.uk/research-resources/schools/love-life">https://learning.nspcc.org.uk/research-resources/schools/love-life</a></p>	

Final 1/2 weeks of term - Christmas charity fundraising e.g. more background learning about shoebox or hamper campaigns

**Key Vocabulary:**

Relationship

Conflict

Abuse

Control

Grooming

Sexuality

Trust

Emotions

Support

Year 8 Term 3	Real Game	PD lessons and PD Day January
<p><b>Aims:</b> students to learn about the world of work and explore their own values in relation to work/life balance through a simulation of real life</p>		
<p><b>National Framework outcomes:</b>            PSHE Association Framework KS3 – L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L14, L16, L17, L18            Citizenship KS3 :            The functions and uses of money, the importance and practice of budgeting and managing risk             Careers Education CDI Framework KS3: 1, 4, 5, 7, 8, 11, 13</p>		
Learning Experience/Framework links	Resources	
<p>Amend to reflect timing of PD day and lessons            PD lessons prior to PD Day:            1. Dream Cloud            2. Distribute Job roles</p> <p>PD Day –            Budgeting task linked to job roles and Dream Cloud            Input from University students, and Q and A session with visitors from different professions</p> <p>PD lessons after day:            3. Unemployment – introduce CV            4. Individual CV creation (try, critique, repeat)            Assessment lesson</p>	<p><b>Prospects resource – Real Game</b></p> <p><b>Nottingham Trent University – student life</b></p> <p><b>Employer visitors for speed networking</b></p> <p><b>Key Vocabulary:</b>            Employability      Curriculum Vitae            Qualification            Skills            Qualities            Budget            Income Tax            Unemployment</p>	

Year 8 Term 4	Debate	PD lessons
<p><b>Aims:</b> To develop skills for learning through preparing and taking part in formal debate, using current affairs topics as stimulus material</p>		
<p><b>National Framework outcomes:</b> PSHE Association Framework KS3 – L1, L22, L23, L26</p> <p>Citizenship KS3 :</p> <ul style="list-style-type: none"> <li>• The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</li> <li>• The operation of Parliament, including voting and elections, and the role of political parties</li> <li>• The nature of rules and laws.</li> </ul> <p>‘Pupils should use and apply their knowledge whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments’</p>		
<p><b>Learning Experience/Framework links</b></p>	<p><b>Resources</b></p>	
<p>Linked with current affairs</p> <ol style="list-style-type: none"> <li>1. Principles of debate – using parliamentary debate as background learning</li> <li>2. Prepare one side of the argument – on a topical issue</li> <li>3. Formal Class debate</li> <li>4. Reflection on skills used/preparation for Big Debate</li> <li>5. Year group ‘Big Debate’ – selected students from each form. Give topic in advance e.g. Gun laws</li> <li>6. Assessment lesson/ show debate in the news</li> </ol>	<p><b>Key Vocabulary:</b> Debate Co-operation Argument Listening Viewpoint Evaluate</p>	

Year 8 Term 4	Prison Me? No Way!	PD day March
<p><b>Aims:</b> To learn about the criminal justice system, causes and consequences of criminal behaviour</p>		
<p><b>National Framework outcomes:</b>            PSHE Association Framework KS3 – H2, H25, H26, H27, H28, H29, H30, H33, R14, R37, R42, R43, R44, R45, R46, R47</p> <p>Citizenship KS3 :            The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</p>		
<p><b>Learning Experience/Framework links</b></p>	<p><b>Resources</b></p>	
<p>Rotation of workshops planned and delivered by Prison Service staff and colleagues from other agencies. To include –            Prison Life, Cell Van and Q and A sessions            Anti Social Behaviour            Gangs/knife crime            County Lines            First Aid            Fire service/Arson</p> <p>Timetable planned by PMNW to include loss of liberty at breaktimes, simulation of prison routines.</p> <p>Assembly at the start of the day and prize-giving at the end to reward good behaviour</p>	<p><b>PMNW day - £2000 booking fee</b></p>	

<b>Year 8 Term 5</b>	<b>Looking after yourself</b>	<b>PD lessons</b>
<b>Aims:</b> Students to learn about mental and emotional difficulties and develop strategies to manage their own wellbeing		
<b>National Framework outcomes:</b> PSHE Association Framework KS3 – H1, H2, H3, H4, H5, H6, H7, H10, H12, H13, H15, L24		
<b>Learning Experience/Framework links</b>	<b>Resources</b>	
<ul style="list-style-type: none"> <li>· Body Image</li> <li>· Mental Health</li> <li>· Stress</li> <li>· Using Technology wisely</li> <li>· Current affairs - topics linked to health and wellbeing</li> </ul> Assessment lesson	<a href="https://www.annafreud.org/wahmhtoolkit/#Accept">https://www.annafreud.org/wahmhtoolkit/#Accept</a>  ‘My sense of Self’ body image resource - <a href="https://www.antibullyingpro.com/asos-sign-up/">https://www.antibullyingpro.com/asos-sign-up/</a>  Rise Above Body image and stress lessons - <a href="https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17">https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17</a>	
	<b>Key Vocabulary:</b> Body Image Media Self Esteem Stress Mental health Coping strategy	

Year 8 Term 6	Drugs/Alcohol	6 PD lessons
<p><b>Aims:</b> To learn about legal and illegal drugs – legal frameworks around drug use, causes and consequences of drug use (including health and legal consequences)</p>		
<p><b>National Framework outcomes:</b>            PSHE Association Framework KS3 – H25, H26, H27, H28, H29</p> <p>Citizenship KS3 :            The nature of rules and laws and the justice system, including the role of police and the operation of courts</p>		
Learning Experience/Framework links	Resources	
<ul style="list-style-type: none"> <li>• Alcohol - short and long term consequences <i>check to ensure different to Y7 Alcohol lesson</i></li> <li>• Illegal drugs – classification, use of drugs box, research task to look at health effects for most well-known illegal drugs</li> <li>• ‘White powders’ – unknown substances – use language around NPS</li> <li>• Academy policy</li> <li>• Research task – 2 weeks</li> </ul> <p>Peer pressure activity – students in pairs, all have a sweet, one of the pair is told to be ready to eat theirs and persuade their partner to do the same. The other student is told not to eat their sweet, and to persuade their partner also not to eat theirs. Follow up discussion – what persuasive strategies did you use? What worked? How did it feel? What body language do you notice from persuaders?</p> <p>Assessment lesson</p>	<p>New resources coming from PSHE Association, summer 2020</p> <p>Alcohol teaching pack – See TH  <a href="https://resources.drinkaware.co.uk/Education">https://resources.drinkaware.co.uk/Education</a>  <a href="http://www.healthtalk.org/">http://www.healthtalk.org/</a>  <a href="http://www.talktofrank.com/">http://www.talktofrank.com/</a></p> <p><a href="https://digital.nhs.uk/data-and-information/publications/statistical/smoking-drinking-and-drug-use-among-young-people-in-england/2016#key-facts">https://digital.nhs.uk/data-and-information/publications/statistical/smoking-drinking-and-drug-use-among-young-people-in-england/2016#key-facts</a>            P59 drug use among Young people</p> <p>NPS – change focus of white powders lesson to ensure students understand NPS vocab/laws. Home Office NPS resource pack – P6 summary of NPS</p> <p><a href="https://www.drugwise.org.uk/factsheets-and-infographics/">https://www.drugwise.org.uk/factsheets-and-infographics/</a></p>	

**Key Vocabulary:**

Consequences

Classification

New Psychoactive Substances

Nitrous Oxide

Cannabis

Peer Pressure

Risk

Dependence

Year 8 Term 6	STEM Challenge	PD Day June
<b>Aims:</b> To put into practice earlier discussions about healthy lifestyle, appropriate use of ICT, positive relationships		
<b>National Framework outcomes:</b> PSHE Association Framework KS3 – L1, L2, L4, L8, L9, L10, L11, L12,  Careers Education CDI Framework KS3: 5, 7, 11, 12,		
Learning Experience/Framework links	Resources	
STEM Challenge – students work in groups to: Learn about science principles and their application to real life problems Develop ideas relating to this learning – respond to a specific task/challenge Present ideas to judging panels including STEM ambassadors  Skills, knowledge relating to PD: Skills of teamwork, collaboration, communication, presentation Understanding of the application of STEM subjects to employment Understanding of new technologies and their impact on daily life and career opportunities Learning about industries from STEM ambassadors	<b>Learn by Design – Energy Quest workshop (half day)</b>	

Year 8 Term 6	'Family'	PD Day July
<b>Aims:</b> To reflect on diversity in family life in the UK – traditional roles and expectations, and how these are changing in modern society		
<b>National Framework outcomes:</b> PSHE Association Framework KS3 – R1, R2, R3, R4, R6, R9, R14, R21, R22, R23, R35, R36, R37, R39, R40, R41  Careers Education CDI Framework KS3:		
Learning Experience/Framework links	Resources	
6 lessons on rotation covering the following: <ol style="list-style-type: none"> <li>1. Changes in family over time and how these can affect emotions</li> <li>2. Marriage in the UK and alternative lifestyle choices</li> <li>3. Parenthood – roles and responsibilities of parents from birth to adolescence of children – use virtual babies</li> <li>4. Old age – Delivered by Dementia Friends, raising awareness of Dementia</li> <li>5. Domestic violence – definitions and sources of support – with Elm Foundation.</li> <li>6. Equality Street – imaginary row of houses, imaginary characters – students to mix them into different family groups and give them back stories. To illustrate diversity in family life</li> </ol>	<b>Speakers – Elm Foundation, Dementia Friends</b>  <b>'Fit' DVD</b>  <b>Virtual babies</b>	

## Personal Development Scheme of Work – Y9 topic overview

Timing	PD lessons	PD Day	Assessment
<b>Term 1</b> <b>Sept-Oct</b>  <b>(Safe and Healthy, Good Citizen)</b>	Financial Capability 7 weeks NH to plan	October – Enterprise challenge	Assessment framework – students self-assess against levels for different skill areas at the end of each topic
<b>Term 2</b> <b>Nov-Dec</b>  <b>(Safe and Healthy)</b>	Health/Relationships leading into PD Day 7 weeks MY to plan	December –Life Choices (health/relationships)	
<b>Term 3/4</b> <b>Jan-March</b>  <b>(Employable)</b>	Exam preparation skills 2 weeks, AE to plan Careers and Employability skills – 10 weeks, TH/GH to plan	March – Careers day	
<b>Term 5</b> <b>April-May</b>  <b>(Good Citizen)</b>	Citizenship – Government and Democracy 6 weeks NF to plan		
<b>Term 6</b> <b>June-July</b>  <b>(Good citizen, Employable)</b>	Life skills and wellbeing 7 weeks NSM to plan	June – British Values  July – Industry Day	

Year 9 Term 1	Financial Capability	PD lessons
<b>Aims:</b> To learn about different aspects of managing money as an adult		
<b>National Framework outcomes:</b> PSHE Association Framework KS3 – L15, L16, L17, L18, L19  Citizenship KS3 : The functions and uses of money, the importance and practice of budgeting, and managing risk  Careers Education CDI Framework KS3: 13, 15,		
<b>Learning Experience/Framework links</b>	<b>Resources</b>	
Focus on a different aspect of money each week: 1. Earn it – (hourly rates e.g. minimum wage, tax, NI) 2. Save it (interest, compare junior accounts) 3. Live on it (cost of living, bills, budgeting) 4. Borrow it (credit, debt including mortgages) – delivered by Mortgage First 5. Spend it (methods of payment, online transactions and scams, consumer rights) <a href="https://www.youtube.com/watch?v=sq-0tjv4_BA">https://www.youtube.com/watch?v=sq-0tjv4_BA</a> 6. Donate it (impact on charities) Incorporate current news items, and practice learning skills through this topic e.g. effective research  Assessment lesson  (in Y10/11 – finance at work e.g. payslips, and finance for post-16 inc benefits, part time work, bank accounts)	Visiting speaker – Mortgage First  Barclays Life Skills <a href="https://www.barclayslifeskills.com/teachers/lessons/">https://www.barclayslifeskills.com/teachers/lessons/</a>  Nat West Moneysense <a href="https://mymoneysense.com/students/kids-12-16">https://mymoneysense.com/students/kids-12-16</a>  <a href="https://www.moneyadvice.service.org.uk">https://www.moneyadvice.service.org.uk</a> (includes the 'wishfund' app to encourage good saving behaviours <a href="http://www.citizenshipfoundation.org.uk/main/page.php?353">http://www.citizenshipfoundation.org.uk/main/page.php?353</a>  Bank of England – EconoME resource  Cifas – anti fraud education <a href="https://www.cifas.org.uk/insight/public-affairs-policy/anti-fraud-lesson-plans">https://www.cifas.org.uk/insight/public-affairs-policy/anti-fraud-lesson-plans</a> National Crime Agency – exploring cybercrime  TACADE gambling resources <a href="http://www.pfeg.org">www.pfeg.org</a> - personal finance education group  Monopoly sets	

	<p>Key Vocabulary:</p> <ul style="list-style-type: none"><li>Credit</li><li>Debit</li><li>Interest</li><li>Mortgage</li><li>Pension</li><li>Budget</li><li>Account</li></ul>

Year 9 Term 1	Enterprise	PD day October
<p><b>Aims:</b> to encourage students to recognise the importance of enterprise skills in progressing successfully through education and work, and the role of enterprise in regenerating communities. To give students the opportunity to practice these skills and review their own learning</p>		
<p><b>National Framework outcomes:</b> Careers Education CDI Framework KS3: 1,3,5, 6, 7, 11, 12</p>		
<p><b>Learning Experience/Framework links</b></p>	<p><b>Resources</b></p>	
<p>Full day enterprise challenge based on a ‘real’ outcome, to change each year depending on local issues at the time.</p> <p>For example Nat West challenge, or West Notts College challenge</p> <p>Challenge to comprise the following stages:</p> <ul style="list-style-type: none"> <li>• Identification of the need, background information</li> <li>• Students form teams and business roles – leadership, finance, marketing</li> <li>• Tasks to include design to meet the brief given, costings analysis, presentation of ideas</li> <li>• Students present to each other – panel of judges to agree winner</li> </ul> <p>Visitors from relevant industries to be invited to support students with tasks or judge final presentations – to help students link learning in school with real world employability issues</p>	<p>Provider to deliver challenge – West Notts College? Bassit Saddiqui (DANCOP)</p> <p>Visitors from local businesses</p>	

Year 9 Term 2	Life Choices – Health and Relationships	PD lessons plus PD day Jan
<b>Aims:</b> To learn facts and reflect on values linked to romantic relationships – healthy/unhealthy, becoming sexually active, contraception		
<b>National Framework outcomes:</b> PSHE Association Framework KS3 – H2, H7, H8, H21, H35, H36, R1, R2, R3-5, R8, R9-12, R13-18, R23, R24-31, R32, R33, R34		
Learning Experience/Framework links	Resources	
PD lessons October-December: <ul style="list-style-type: none"> <li>• Friendship vs romantic relationships – love</li> <li>• Sexuality – draw body, label (Julie Hurst activity), personalise – to set up subsequent lessons</li> <li>• Developing relationships – becoming sexually active. Reasons why people have sex</li> <li>• Negotiation in relationships – use Screwball film</li> <li>• Contraception – introduction to all types</li> <li>• Healthy/Unhealthy relationships</li> <li>• Influences on behaviour - Media images of sex, Peer pressure</li> <li>• identifying and managing pressure</li> </ul> Health PD Day, Jan. To include inputs from visiting speakers and tutor led sessions: Contraception – input from School nurse – split girl/boy groups? Mental Health – Charlie Waller Trust? Mental Health (psychosis) – NHS Mental Health team Sexual health Health - Self examination	<b>Visiting speakers for PD day –</b> school nurse or sexual health service (contraception) SV2 (consent) Charlie Waller Trust, NHS Mental health team (Andrea Millward), Angie Melluish Victim support team - Sexting  <b>Screwball film – Youtube</b>  Medway Relationships and Sex Education (file on T Drive in topic folder)  NSPCC – making sense of relationships  Gov ‘Disrespect Nobody’ campaign	

<p>Consent, SV2 to deliver Sexting – Angie Melluish ‘Got your Back’?</p> <p>Set up question box for day and lessons</p> <p>Assessment lesson</p> <p><b>For 2020-21 – SV2 can deliver a SEND version of some of these lessons – as a small targeted group to be taken aside during this topic</b></p>	<p><b>Key Vocabulary:</b></p> <p>Sexuality Contraception Consent Negotiation Pornography Sexting Consequences Mental Health</p>
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Year 9 Term 3, 4	Careers and Employability	PD lessons and PD day March
<p><b>Aims:</b> Students develop understanding of the labour market – opportunities available and employer requirements, and develop skills to research and make decisions for themselves.</p>		
<p><b>National Framework outcomes:</b>            PSHE Association Framework KS3 –L1-12</p> <p>Careers Education CDI Framework KS3: 1, 2, 3, 4, 5, 7, 10, 14, 17</p>		
Learning Experience/Framework links	Resources	
<p>PD lessons:</p> <ul style="list-style-type: none"> <li>• 2 lessons – Exam preparation skills</li> <li>• Labour market information</li> <li>• Decision-making game</li> <li>• 2 lessons – careers research. Create a guide to a career of your choice</li> <li>• Options at KS4</li> <li>• Employability skills</li> <li>• 1 lesson delivered by University of Derby</li> <li>• 1 lesson delivered by DANCOP (Laura Cope) or West Notts College – Hidden Jobs</li> <li>• Assessment lesson</li> </ul> <p>March PD Day – Talk the Talk</p>	<p>Visiting speakers PD day:  <b>WNC Hidden Jobs</b>  <b>Derby University – progression pathways</b>  <b>DANCOP session?</b></p> <hr/> <p><b>Key Vocabulary:</b>            Labour Market            Career            Qualifications            Competencies            Skills            University            College            Apprenticeship</p>	

Year 9 Term 5	Government and Democracy	PD lessons
<b>Aims:</b> To learn about the UK system of government, and how individual citizens participate in democratic processes		
<b>National Framework outcomes:</b>  PSHE Association Framework KS3: L23, L26  Citizenship KS3: Development of the political system of democratic government in the UK The operation of parliament, including voting and elections and the roles of political parties The roles played by public institutions and voluntary groups, and the ways in which citizens work together to improve their communities		
<b>Learning Experience/Framework links</b>	<b>Resources</b>	
Learning through current events throughout the topic: <ol style="list-style-type: none"> <li>1. Different forms of government</li> <li>2. House of Commons</li> <li>3. MPs/Political parties</li> <li>4. Elections</li> <li>5. How laws are made</li> <li>6. Assessment lesson</li> </ol>	<b>Key Vocabulary:</b> Member of Parliament Democracy Dictatorship House of Commons General Election Labour Conservative	

Year 9	Term 6	Life Skills and Wellbeing	PD lessons
<b>Aims:</b> To develop skills to manage increasing independence in KS4 (socially and academically)			
<b>National Framework outcomes:</b> PSHE Association Framework KS3 – H4, H6, H8, H9, H10, H11, H12, H24-27, H30, H31, H33, R20			
<b>Learning Experience/Framework links</b>		<b>Resources</b>	
<ol style="list-style-type: none"> <li>1. Resilience</li> <li>2. Managing feelings – peer pressure, anger, stress. (Students could generate own concerns and help each other develop strategies)</li> <li>3. Mental Health and associated issues e.g. addiction</li> <li>4. Parklife game – peer pressure in social situations, including County Lines</li> <li>5. First Aid – (context of alcohol/drug scenarios) Callies Story</li> <li>6. Assessment lesson - Portfolio review and completion – update RoA</li> </ol>		<p>Add volatile substances – risks, consequences – could link with Callies Story  <a href="https://www.re-solv.org/wp-content/uploads/2017/11/Solvent-Abuse-Leaflet.pdf">https://www.re-solv.org/wp-content/uploads/2017/11/Solvent-Abuse-Leaflet.pdf</a>  <a href="https://www.re-solv.org/healthy/#1453218621705-1abae19a-5124">https://www.re-solv.org/healthy/#1453218621705-1abae19a-5124</a></p> <p>Add County Lines: <a href="https://www.youthandpolicing.co.uk/plans/county-lines/">https://www.youthandpolicing.co.uk/plans/county-lines/</a></p> <p>Rise Above – Dealing with change, online stress  <a href="https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools">https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools</a> PSHEA EdComs Resource listing Sep17</p>	
		<b>Key Vocabulary:</b> Stress Peer Pressure Coping strategies Consequences County Lines	

Year 9	Term 6	British Values	PD Day June
<b>Aims:</b> To explore British Values themes of tolerance, liberty, rule of law, democracy through research tasks and sessions with outside speakers			
<b>National Framework outcomes:</b> PSHE Association Framework KS3 – R38, 39, 40, 41, R42,  Citizenship KS3 : The precious liberties enjoyed by the citizens of the UK The nature of rules and laws and the justice system, including the role of the police			
<b>Learning Experience/Framework links</b>			<b>Resources</b>
<ol style="list-style-type: none"> <li>1. Our vision-Our future – hate crime session, covering issues about representation of different groups in society, and actions that can be taken on a local level to address problems.</li> <li>2. Police and Crime commission – Got Your Back (victim support)</li> <li>3. Hope not Hate workshop</li> </ol> <p>3 If available, speaker from Parliament Education service – House of Commons</p> <p>4. Remainder of the day – students work in groups on different tasks relating to British Values case studies for Tolerance (Sophie Lancaster), Liberty (Covid 19 change in freedoms), Rule of Law (create a new law), Democracy (recent events in national or local government) – research the topic, prepare a presentation to the class, peer learning</p>			<p><b>Our vision Our Future</b>  <b>Got Your Back</b>  <b>Parliament education service</b></p> <p><b>Hope not Hate workshop</b></p>

Year 9 Term 6	Industry Day	PD Day July
<p><b>Aims:</b> To experience a range of occupations through hands-on tasters run by local employers, training providers, colleges</p>		
<p><b>National Framework outcomes:</b>            PSHE Association Framework KS3: L4, L8, L12,             Careers Education CDI Framework KS3: 4, 5, 11, 16</p>		
<p><b>Learning Experience/Framework links</b></p>	<p><b>Resources</b></p>	
<p>Students work in small groups and rotate round 4 different activities during the morning.</p> <p>Activities delivered by outside speakers from local colleges, training providers and employers. Each activity is hands-on and allows students to experience a task associated with an occupation or occupational area. Through undertaking the tasks students will appreciate the key skills which are common to all jobs and other skills which are needed for particular occupations.</p> <p>Afternoon session – students opt for sessions which give them a longer task to work on in teams, linking industry and enterprise to curriculum areas.</p> <p>Follow up work – students to share their experiences of different occupations, and record the skills they have seen and used.</p>	<p><b>Visiting providers</b></p>	