

## OCL Personal Development Curriculum: Long Term Plan Year 7

In Year 7, the Personal Development curriculum is foundational and primarily focused on the knowledge and skills students will need to successfully transition between primary and secondary school. It also provides the basis for exploration of topics in more detail in later year groups. Students are initially introduced to the Oasis Ethos and Oasis 9 Habits to support with the understanding of the key ideals that are held across the Oasis trust. This is built upon to cover key transitional issues including making friends and recognising positive friendships, peer pressure and bullying as well as identifying positive and negative mental health and how to maintain positive mental health. Additionally, it examines physical health transitions and recaps RSE from KS2 as well as expanding to include other areas of importance such as dental hygiene. These are key areas of focus in a post-covid world due to emerging PHE data. Other key themes that become more pressing in secondary particularly due to the Oasis Horizons project is to embed knowledge and understanding of staying safe online and beginning to understand how their rights and responsibilities will begin to change as they transition into adulthood.

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title</b>	<b>Relationships</b>	<b>Citizenship I</b>	<b>Citizenship II</b>	<b>Self-Care I (E-safety)</b>	<b>Self-Care II (Physical)</b>	<b>Self-Care III (Mental)</b>
	<ul style="list-style-type: none"> <li>• Introduction to Oasis Ethos and 9 Habits</li> <li>• Friendships and good relationships, bullying and peer pressure</li> <li>• Introducing and signposting key support for mental health</li> <li>• Developing our identities and identity online and protecting them</li> <li>• Online relationships and E-safety</li> </ul>	<ul style="list-style-type: none"> <li>• Describing prejudice and discrimination and the formation of Human Rights</li> <li>• Link to prior understanding on relationships, bullying and peer pressure</li> <li>• The protections afforded to children and others</li> </ul>	<ul style="list-style-type: none"> <li>• Link to prior understanding of Human Rights students examine laws in the UK</li> <li>• Introduction to what the government is, the role of citizens, parliament, government and the role of the police</li> <li>• Linking to the Oasis Ethos and 9 Habits to explore what it means to be a good citizen</li> <li>• Communities and examining different Oasis communities locally, nationally and internationally</li> </ul>	<ul style="list-style-type: none"> <li>• Link to relationships and protecting online privacy</li> <li>• Understanding radicalisation, extremism and fundamentalism and identifying what features may be linked and contact online</li> <li>• Being able to recognise credible news and media sources and identifying markers which may make it suspicious</li> <li>• Describing how information and data is generated shared and used online</li> <li>• Where to seek support</li> </ul>	<ul style="list-style-type: none"> <li>• Important of physical hygiene e.g. washing daily and regular hand washing, dental hygiene</li> <li>• Menstruation and health menstruation</li> <li>• Dangers and impact of smoking and vaping</li> </ul>	<ul style="list-style-type: none"> <li>• Describing what it means to have good mental health and what poor mental health may look like</li> <li>• Being able to describe how happiness looks for different people</li> <li>• Understanding where to seek support in school and wider society for mental health</li> </ul>

In Year 8, the Personal Development curriculum builds upon the prior knowledge from Year 7 particularly in regard to students understanding of inclusivity and equality. Students are introduced to elements of citizenship which build upon prior topics and examine extremism, radicalisation and exploring the criminal justice system. Love and relationships is reintroduced with a more mature focus of family and personal relationships. Students are introduced to key issues surrounding legal substances (caffeine, sugar, alcohol and legal highs) and the effect on mental health. In accordance with the Gatsby Benchmarks, students are introduced to the careers curriculum through ‘employable me’ which begins to examine the different skills that they have and need to develop in order to be successful in later academic years and especially in the workplace.

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Relationships	Citizenship	Love and Relationships	Love and Relationships	Employable Me	Self – Care (Drugs)
	<ul style="list-style-type: none"> <li>• <b>Linking to Year 7 and the Oasis Ethos to be able to describe what respect is and how we can be respectful in all types of situations including when we disagree with others</b></li> <li>• Students should be able to describe inequalities in society and what laws are in place to prevent damaging in modern Britain</li> <li>• Students should be able to describe where they can seek support in school and wider society where they believe that there are inequalities</li> <li>• Students should examine elements within politics that try to create a fairer society evaluating how</li> </ul>	<ul style="list-style-type: none"> <li>• Linking to Year 7 and respect students examine how to manage conflict in a safe and respectful way. Focus on cyber bullying.</li> <li>• Linking to Year 7 and extremism, radicalism and peer pressure to discuss the issues of gangs</li> <li>• Using this example, exploring the criminal justice system and the nature of prisons and the purpose of punishment in prisons</li> <li>• Describing other forms of punishment that exist and the consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the different types of stable relationships e.g. hetero/homo/reconstituted /blended and discussing the importance for raising children and emotional and domestic labour</li> <li>• Legalities and rights associated with marriage, separation, divorce and cohabitation</li> <li>• Identifying feelings associated with familial changes including loss, separation, divorce and bereavement and how to manage these emotions</li> <li>• Describing a single parent family and reasons for single parent families and ‘myths’</li> <li>• Describing ‘modern families’ and emotions and</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the qualities of health and unhealthy relationships with friends, family and work</li> <li>• Describing consent in a familial and friendship context. Rights and responsibilities associated with this.</li> <li>• Describing how to manage romantic relationships safely, in particular online, e.g. sexting and imagery</li> <li>• Identifying emotions in a relationship and post-break up effectively and explaining the difficulty in a digital era</li> <li>• Explaining how to deal sensibly with the digital aspect of relationships making reference to revenge porn or imagery without</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the different types of study, organisational and research skills and what is suited to different types of work/study</li> <li>• Identifying own skills and strengths through online questionnaire of skills and identifying strengths and weaknesses and how these could be used in the workplace</li> <li>• Describing the difference between an achievable and an unobtainable goal and how to set ambitious goals</li> <li>• Describing stereotypical expectations and explaining how to</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying what drugs are and explaining why drugs are taken</li> <li>• Identifying the difference legal and illegal drugs</li> <li>• Identification of the problems of legal highs and prescription substances</li> <li>• Explain the effects of drugs on the body, in particular, sugar, caffeine and illegal substances</li> <li>• Identifying what alcohol is and explaining an unhealthy relationship with alcohol is</li> <li>• Explaining the impact of the misuse of alcohol</li> </ul>

	<i>effectively these create a fairer society</i>		<i>associated with navigating new roles</i>	<i>consent and defamation.</i>	<i>respectfully challenging them</i>	<i>and drugs on mental and physical health</i>
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## OCL Personal Development Curriculum: Long Term Plan Year 9

In Year 9, the Personal Development focuses on CEIAG and employability as Year 9 is a key transition point into GCSEs and further education. This is a crucial opportunity to explore their options thoroughly at GCSE and Post-16 to enable students to make informed decisions during their GCSE options process. The curriculum continues to build upon the prior knowledge of Years 7 and 8 providing more depth in relation to physical health, for example, further detail on issues of alcohol but also introducing new aspects of physical health including STIs and body image. Students are reintroduced to citizenship focusing on the political system and how it works within the UK. In other areas, it examines themes in different circumstances, for example, mental health in relation to money management or mental health in relation to body issues. The curriculum introduces money management as a stand-alone unit which seeks to provide an introduction to the basics of looking after finances but complements the employable me unit as well as providing vital life skills required for adulthood.

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title</b>	<b>Self-Care (money management)</b>	<b>Self-Care (Physical)</b>	<b>Self-Care (Physical)</b>	<b>Employable Me</b>	<b>Employable Me</b>	<b>Citizenship</b>
	<ul style="list-style-type: none"> <li>Describing what a budget is and explain the importance of managing money effectively</li> <li>Describing the difference between debit and credit cards, borrowing and 'good and bad' debt</li> <li>Describing what tax and National Insurance is and the benefit for the country and for citizens</li> <li>Describing the impact money may have on mental health and discussing support and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Describe food groups and the importance of balanced grouping</li> <li>Describe the benefit of exercise on physical and mental wellbeing</li> <li>Describe the media implications for 'acceptable' or 'normative' bodies</li> <li>Identifying the symptoms of body dysmorphia in men and women and where to seek support</li> <li>Describing STIs, transmission and effect on physical health</li> <li>Describing self-harm and the impact on physical and mental health</li> </ul>	<ul style="list-style-type: none"> <li>Describe what vaccinations, blood and organ donations are and their purpose</li> <li>Describe how to self-check for lumps and bumps, particularly skin</li> <li>Identify and describe reproductive changes of concern and where to seek support</li> <li>Recap alcohol abuse and explain responsible drinking including use of units and impact on health</li> <li>Identify how stress affects the body and impact on lives</li> </ul>	<ul style="list-style-type: none"> <li>Describe the importance of informed options at GCSE and impact on future educational decisions</li> <li>Describe the difference between academic and vocational qualifications</li> <li>Describe what an apprenticeship is and the levels of apprenticeships explaining the skills and industries that are available</li> <li>Describe and know where to research good quality apprenticeships and how to effectively apply</li> <li>Describe what a T Level is and explain the benefits of T Levels for</li> </ul>	<ul style="list-style-type: none"> <li>Recap the skills and qualities questionnaire from Year 8 and consider the consequences of a weak skill set</li> <li>Discuss and decide the purpose of a career e.g. making lots of money, job satisfaction</li> <li>Describe and explain careers becoming 'portfolio'</li> <li>Describe myths within the workplace and problems of stereotypical ideals of people in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Describe what a democracy is and compare democracies across the world evaluating the effectiveness</li> <li>Describe the political spectrum and identify political parties and the values/ideas/policies</li> <li>Describe how parliament, elections and the voting systems in the UK</li> <li>Students describe what the monarchy is and the role of the monarchy in the UK today</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• <i>Describing the dangers of smoking and vaping and dangers for others</i></li></ul> |  | <p><i>different career pathways</i></p> <ul style="list-style-type: none"><li>• <i>Explain how to access and use career pilot effectively to support with identifying careers and qualifications</i></li></ul> |  |  |
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## OCL Personal Development Curriculum: Long Term Plan Year 10

In Year 10, the Personal Development focuses on three of the core concepts; love and relationships, employable me and mental wealth. These are crucial elements within KS4 that will support with their movement into young adulthood. Mental wealth is a unit of focus moving into KS4 where the step up in curriculum and commitment to GCSEs can be a source of anxiety and stress. In ensuring that this is early in the academic year, it provides ample opportunity to continue to explore these themes through pastoral conversations, assemblies and parents' evenings. Employable me units are also early in the academic year to encourage students to start researching their further and higher education and provide the motivation to see the importance of their GCSEs and to make connections to the next phase of their education.

YEAR 10	Autumn 1	Autumn 2	Spring 1	Autumn 2	Spring 1	Summer 1
Title	Love and Relationships I	Love and Relationships II	Self-Care (mental Health)	Employable Me I	Employable Me II	Citizenship
	<ul style="list-style-type: none"> <li>Describe the qualities that make a healthy relationship as well as rights and responsibilities that individuals have in a relationship</li> <li>Identify coercive and qualities in an abusive relationship and where support can be sought</li> <li>describe what FGM, honour violence, forced marriage, harassment, up skirting and grooming are, the law and illegalities of these actions and where to find support</li> <li>Describe different forms of abuse in relationships</li> </ul>	<ul style="list-style-type: none"> <li>Describe different perspectives on the right time for individuals to take part in sex including abstinence until marriage and abstinence until the right relationship</li> <li>Describe informed consent specifically relating to romantic relationships and how someone appropriately ascertains whether informed consent has been provided</li> <li>Identify and describe different forms of</li> </ul>	<ul style="list-style-type: none"> <li>Describe what mindfulness is, where they can seek support including charities, self-help, therapy, friends, GP and from the school</li> <li>Explain how the internet can be beneficial and also negatively impact on mental wealth and being able to identify where mental health is affected by poorly by internet usage</li> <li>Mental wealth and body image can be impacted by poor mental health and vice versa</li> </ul>	<ul style="list-style-type: none"> <li>Describe the nature of portfolio work and how careers will continually change</li> <li>Explain what Post-16/18 pathways exist and identifying how these fit with their career plans using Career Pilot</li> <li>Identify the differences between school, college and university in ways that studying take place, campuses and courses</li> </ul>	<ul style="list-style-type: none"> <li>Describe and be able to independently write a personal statement and CV that can be adapted over time</li> <li>Describe behaviours and qualities that will support in preparing and taking part in an interview.</li> <li>Describe how jobs can be found including using online forums, university and college careers guidance</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the government works.</li> <li>Describe what the devolved governments are and how they can make decisions that are separate for the UK government</li> <li>Describe the role of the local and regional governance examining the role in a local context</li> <li>Identify areas of life that are affected by politics and how to make an informed decision</li> <li>Describe the history of voting and how being informed about political parties and</li> </ul>

		<p><i>contraception that are available for men and women and where contraception can be accessed including information about local services</i></p>	<ul style="list-style-type: none"> <li><i>Impact of drugs from prescription to Class As and the impact these can have on mental health including drugs that seek to control poor mental health</i></li> </ul> <p><i>Discuss whether sadness is a legitimate feeling and whether there are times and opportunities in which we need to be sad</i></p>	<ul style="list-style-type: none"> <li><i>Describe the different types of university e.g. Redbrick, Russell Group</i></li> <li><i>Explain what factors should be taken into consideration for university choices e.g. finance, distance, types of courses</i></li> <li><i>Identify where to find and describe what the local and national trends of the labour market are and how these may impact on qualifications and career pathways</i></li> </ul>		<p><i>policies can inform voting behaviour</i></p> <ul style="list-style-type: none"> <li></li> </ul>
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## OCL Personal Development Curriculum: Long Term Plan Year 11

In Year 11, the Personal Development focuses preparing students for leaving school and moving into the next phase of education. The curriculum focuses on the core concepts of physical and mental health and love and relationships. In Year 11, students who are three terms from turning 16 are able to give consent to withdraw from sex education. As such, key statutory RSE themes have been reintroduced (e.g. consent) but have been reconsidered to include other elements previously studied e.g. alcohol and drugs. Newer concepts such as pornography, young parenthood and infertility have also been included as these typically become highlighted areas at the age of 15-16. Students have financial education recapped as well as basic life skills and knowledge to help students succeed. This is to ensure that if students leave school and enter apprenticeships or traineeships at the age of 16 (where they would not be receiving further Personal Development) they will have had this information.

YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Title	Love and Relationships I	Love and Relationships II	Self-Care (Life for Beginners I)	Self-Care (Life for Beginners II)	Self-Care (The End Game)
	<ul style="list-style-type: none"> <li>Describe informed consent specifically considering issues of alcohol and drugs in relation to sexual consent</li> <li>Describe a healthy, romantic sexual with boundaries that are respected and what unhealthy romantic sexual relationships are ensuring that information around support is provided</li> <li>Describe myths around sexual relationships as a teenager including the frequency at which</li> </ul>	<ul style="list-style-type: none"> <li>Describe STDs and be able to explain the effects on physical health and implications for sexual relationships including the importance of honesty around infections.</li> <li>Describe where to go for regular checks as well as seeking support if they suspect they do have an STI</li> <li>Describe the nature of infertility and diseases including STIs that can cause infertility.</li> <li>Explain the effects these have on physical and mental health as</li> </ul>	<ul style="list-style-type: none"> <li>Describe basic living standards including recapping budgeting, debit and credit cards but also how to open different types of accounts, setting up different types of financial services e.g. SO and DDs. renting and buying properties, accessing services such as gas, electricity and water, broadband, TV and mobile</li> <li>Describe the importance of E-</li> </ul>	<ul style="list-style-type: none"> <li>Explain how to manage their own health including how to sign up for medical care, knowing and understanding appropriate numbers to call in different medical situations.</li> <li>Know and understand how to self-check and screen with particular focus on skin and mole checks but additionally, lumps and bumps.</li> <li>Describe the symptoms of</li> </ul>	<ul style="list-style-type: none"> <li>Describe the basics of ensuring good mental health including sleep, diet and balanced lives in relation to transition and exams</li> <li>Describe strategies to cope with stressful situations e.g. exams and transitions and explain which are most effective to supporting good mental wellbeing</li> </ul>

	<p><i>sex is being had and is 'acceptable</i></p> <ul style="list-style-type: none"> <li><i>Describe different gender and sexual orientations and respecting orientations</i></li> <li><i>Describe what pornography is and the potential problems that can be caused by pornography including unhealthy ideas of bodies, types of sex, boundaries, consent or lack thereof and addiction</i></li> </ul>	<p><i>well as the emotional implications of infertility.</i></p>	<p><i>safety online particularly in relation to protecting identity and future employment</i></p>	<p><i>addition to drugs, alcohol and sugar being able to identify unhealthy relationships and where they need to seek advice and support for addiction.</i></p> <ul style="list-style-type: none"> <li><i>Describe and understand the different forms of domestic violence, they will be able to identify situations that are abusive and understand where to seek support.</i></li> </ul>	
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