

## OCL Personal Development Curriculum: Statement of Intent

### Purpose

We want our students to develop into rounded young adults who understand their character and play active roles in their communities. The PSHE curriculum has been thoughtfully created to incorporate our Oasis Ethos, Oasis 9 Habits and Character Curriculum to ensure students flourish in a safe school environment. We have met the statutory guidance for RSE, Citizenship and CEIAG as well as providing opportunities for use of the local PHE data to meet the needs of our students. The combination enables students to develop socially, emotionally, culturally, physically, spiritually and eventually having fulfilling lives and careers.

Students will know more about themselves and others; becoming socially literate and emotionally aware and understanding how they are developing, who they are becoming and how to fulfil their potential. With this clear sense of identity, students will understand their place in society and how to achieve their future life ambitions.

Students will then become confident, articulate citizens who are able to effectively debate moral, social, cultural and political issues. We also focus on the fundamental British Values that underpin many other curriculum areas. Crucially, students have a keen awareness of the socio-political landscape and through the exploration of Oasis Hubs locally, nationally and internationally understand the importance of inclusivity, the beauty of diversity and challenge themselves and others to be anti-discriminatory and to be inclusive of all.

**Character:** Engaging all students to express feelings and thoughts around themselves, who they are becoming and why this is important for their wellbeing and development in modern Britain. Students will have many opportunities to learn and discuss knowledge and skills that will support them to have fulfilled lives.

**Competence:** Students will be empowered with knowledge about the community, wider Britain and their own life choices to be able to make informed decisions and be able to make a fulfilling life pathway.

**Community:** Students will discuss and understand their own place within the local, national and global community with particular focus on the Oasis family; understanding the importance of diversity and inclusivity and the rich tapestry that is created through interconnected communities.



## Core Concepts

The PSHE curriculum has been carefully designed to ensure that knowledge topics are age appropriate and develop over time building upon previous understanding and different situational contexts.

Broadly, our core concepts are:

**Love and Relationships (RSE):** Students will develop knowledge and understanding of different types of relationships within our society, understanding the difference between a healthy and unhealthy relationship, the legalities of many actions within and after the end of relationships and how to manage different types of relationships effectively to ensure there are positive relationships. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will ensure that students are able to successfully navigate their own relationships over the course of their lives.

**Citizenship:** Students will develop their knowledge and understanding of the various components of the political landscape, different laws that are pertinent to themselves and others within a society, the purpose of the monarchy, a democracy and voting to be equipped to make informed political decisions. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will ensure students are well informed and engage with political discourse and are able to become active citizens in their own local, national and global communities.

**Self - Care:** Students will gain a knowledge and understanding of how to look after their physical and mental health, they will examine the issues of drugs, alcohol, STDs and contraception, exercise, nutrition, dental health as well as supporting mental health and finding supporting. Additionally, this explores financial literacy, keeping safe in the digital age and managing high stress situations, for example, exams and revision. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will ensure students have the tools to make well informed decisions that lead to healthy lives.

**CEIAG and Employability:** Students will gain a knowledge and understanding of a range of employability skills required to be successful in the workplace as well as examining different pathways Post-16 including apprenticeships, T-Levels, A-Levels and University. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will enable students to consider a range of educational and work related options in the future which will allow them to make informed decisions about their future pathways.

## Aims/Outcomes

Through this curriculum we will achieve the following outcomes:

**To develop students' character and understanding of who they are becoming:**

- Developing students' self-awareness and the importance of a clear sense of identity
- Challenging the issues that may affect identity including peer pressure, bullying, prejudice, radicalisation and extremism
- To become active citizens with the desire and skills to develop their local, national and global communities

**To equip students with knowledge that will promote their physical and mental wellbeing enabling them to flourish:**

- Know the signs and symptoms of different physical and mental health conditions and be able to effectively seek support
- Understanding the dangers of using / misusing drugs, alcohol, smoking and vaping and where to seek support
- Understanding healthy and unhealthy relationships and where to seek support
- Understanding the law in regard to equality, inclusivity, prejudice and discrimination and how these impact on themselves and others

**To equip students with knowledge and skills to make informed decisions that will lead to fulfilling lives and careers:**

- Understanding the different pathways that are available to them and which will enable them to be successful
- Understanding and developing the different employability skills that will support with success in education and the workplace
- Understanding the political landscape to enable informed political decisions based on evidence and knowledge of politics
- Understanding how and why managing online identities are important and the potential consequences

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. 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 7 | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|--------|--|--|--|---|--|--|
| Title  | Relationships  | Citizenship I  | Self-Care I<br>(Physical and Mental)   | Self-Care II<br>(Physical and E-Safety)   | Employable Me  | Citizenship II   |
|        | <ul style="list-style-type: none"> <li>Understand the impact of change on emotions and develop strategies to manage change.</li> <li>Understanding friendships and good relationships.</li> <li>Develop the skills of active listening, clear communication, negotiation and compromise.</li> <li>Develop conflict management skills and strategies to reconcile after disagreements.</li> </ul> | <ul style="list-style-type: none"> <li>Introduction to what the government is, the role of parliament, government and Monarch.</li> <li>The operation of Parliament, including voting and elections, and the role of political parties</li> <li>Understanding the role of MPs.</li> <li>Alternative ways to participate in democracy including e-petitions and pressure groups.</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>Describing what it means to have good mental health and what poor mental health may look like</li> <li>Managing loss, separation, divorce and bereavement and how to manage these emotions</li> <li>Strategies for managing these and accessing support.</li> <li>Understanding where to seek support in school and wider society for mental health</li> </ul> | <ul style="list-style-type: none"> <li>Strategies for keeping safe in the local environment or unfamiliar places including road safety.</li> <li>How to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR)</li> <li>Identifying what alcohol is and explaining an unhealthy relationship with alcohol is</li> <li>Information about alcohol, nicotine, vaping and other legal substances.</li> <li>How to identify risk and manage personal safety in increasingly independent situations, including online i.e Grooming</li> </ul> | <p>Some topics will be delivered by the University of Surrey.</p> <ul style="list-style-type: none"> <li>Be able to set realistic yet ambitious targets and goals.</li> <li>Exploring the influence of role models</li> <li>To review their strengths, interests, skills, qualities and values and how to develop them.</li> <li>Develop skills and attributes that employers value including organisation, time management and teamwork.</li> </ul> | <ul style="list-style-type: none"> <li>Understanding of Human Rights</li> <li>Introduction to The United Nations Convention on the Rights of the Child</li> <li>Relative and absolute poverty.</li> <li>Examining different Oasis communities locally, nationally and internationally</li> <li>Providing students to participate in Active Citizenship.</li> </ul> |

## OCL Personal Development Curriculum: Long Term Plan Year 8

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 (alcohol and legal highs) and the effect on mental health. In accordance with the Gatsby Benchmarks, students will build on the year 7 employability skills and begin 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   | Self-Care I   | Citizenship   | Love and Relationships  | Self-Care II   | Employable Me   |
|        | <ul style="list-style-type: none"> <li>● <i>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</i></li> <li>● <i>Students should be able to describe inequalities in society and how the Equalities Act 2021 is in place to prevent damaging in modern Britain</i></li> <li>● <i>Students should be able to describe where they can seek support in school and wider society where they believe that there are inequalities</i></li> <li>● <i>Students should examine elements within politics that try to create a fairer society evaluating how effectively these create a fairer society</i></li> </ul> | <ul style="list-style-type: none"> <li>● <i>To understand how we are all unique;</i></li> <li>● <i>Strategies to build self-confidence and self-esteem.</i></li> <li>● <i>Understanding how the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health including body dysmorphia in men and women and where to seek support</i></li> <li>● <i>Identifying the difference legal and illegal drugs</i></li> <li>● <i>Identification of the problems of legal highs and prescription substances</i></li> <li>● <i>The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to</i></li> </ul> | <ul style="list-style-type: none"> <li>● <i>What is identity? Being able to discuss personal identity and what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</i></li> <li>● <i>The similarities, differences and diversity among people of different race, culture, ability, sex, gender identity including the difference between biological sex, gender identity and sexual orientation and age</i></li> <li>● <i>What is a community? Why are these important?</i></li> <li>● <i>What does it mean to be British in the 21st Century?</i></li> <li>● <i>Understanding radicalisation, extremism and fundamentalism and identifying what features may be linked and contact online</i></li> </ul> | <ul style="list-style-type: none"> <li>● <i>Understanding how everyday things affect feelings and the importance of expressing feelings</i></li> <li>● <i>Providing students with a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</i></li> <li>● <i>Setting personal boundaries within friendships and wider relationships (including online)</i></li> <li>● <i>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</i></li> <li>● <i>Identifying emotions in a relationship and post-break up effectively and explaining the difficulty in a digital era</i></li> </ul> | <ul style="list-style-type: none"> <li>● <i>How to protect my identity online including being able to distinguish between content which is publicly and privately shared</i></li> <li>● <i>Gambling hooks linked to online gaming i.e ' Too much screen time?'</i></li> <li>● <i>The importance of sleep and strategies to maintain good quality sleep linked to Mental Health.</i></li> <li>● <i>E-Safety: Staying safe online including where to get support.</i></li> <li>● <i>How to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</i></li> </ul> | <ul style="list-style-type: none"> <li>● <i>Describing stereotypical expectations and explaining how to respectfully challenging them</i></li> <li>● <i>Explore different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</i></li> <li>● <i>Exploring different work roles and career pathways, including clarifying their own early aspirations</i></li> <li>● <i>Developing the skills and qualities required to engage in enterprise</i></li> </ul> |



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|  |  | <i>seek help for themselves or others as soon as possible</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 consent. In Citizenship students explore how the criminal justice system works within the UK. In other areas, it examines themes in different circumstances, for example, mental health in relation to money management. 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  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
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| 9     |  |  |   |  |  |   |
| Title | Self-Care<br>(money management)  | Citizenship  | Self-Care<br>(Physical)   | Employable Me  | Self-Care  | Employable Me   |
|       | <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>Understanding payday loans</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</li> </ul> | <ul style="list-style-type: none"> <li>Exploring why people commit crime?</li> <li>Understanding the criminal justice system</li> <li>Exploring whether youth crime is as serious as the media suggests.</li> <li>Understanding the role of the police in the criminal justice system including Stop and Search</li> <li>How does a criminal court work?</li> <li>To be able to critically analyse whether prison works</li> </ul> | <ul style="list-style-type: none"> <li>The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</li> <li>Understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</li> <li>Sources of support and reassurance and how to access them</li> <li>Understanding that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</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 an explain the benefits of T Levels for different career pathways</li> <li>Explain how to access and use career pilot effectively to</li> </ul> | <ul style="list-style-type: none"> <li>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</li> <li>Understanding the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours including knife crime, sexual exploitation and county lines</li> <li>Strategies to manage pressure to</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> </ul> |

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|  | <p><i>discussing support and strategies</i></p> |  | <ul style="list-style-type: none"> <li>● <i>What is consent? What is the law around consent?</i></li> <li>● <i>Understand the reasons for delaying sexual activity</i></li> <li>● <i>Understanding how sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</i></li> <li>● <i>Information about specific STIs, their treatment and how to reduce the risk of transmission</i></li> <li>● <i>the facts about the full range of contraceptive choices, efficacy and options available.</i></li> </ul> | <p><i>support with identifying careers and qualifications</i></p> | <p><i>join a gang, exit strategies and how to access appropriate support</i></p> <ul style="list-style-type: none"> <li>● <i>Refresh on First Aid including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</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 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.

| <b>YEAR 10</b> | <b>Autumn 1</b>                 | <b>Autumn 2</b>                         | <b>Spring 1</b>                  | <b>Autumn 2</b>        | <b>Spring 1</b>    | <b>Summer 1</b>         |
|----------------|---------------------------------|---|----------------------------------|------------------------|--------------------|-------------------------|
| <b>Title</b>   | <b>Love and Relationships I</b> | <b>Self-Care<br/>(Money Management)</b> | <b>Love and Relationships II</b> | <b>Employable Me I</b> | <b>Citizenship</b> | <b>Employable Me II</b> |

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|  | <ul style="list-style-type: none"> <li>● Be able to identify different types of Peer on Peer abuse including sexual harassment, sexual assault and racism.</li> <li>● 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</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, stalking, up skirting and 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 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>● Understanding Student Finance.</li> <li>● Understanding the risks associated with gambling</li> </ul> | <ul style="list-style-type: none"> <li>● Explaining how to deal sensibly with the digital aspect of relationships making reference to revenge porn or imagery without consent and defamation.</li> <li>● Describe informed consent specifically considering issues of alcohol and drugs in relation to sexual consent</li> <li>● Choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</li> <li>● Identify how stress affects the body and impact on lives linking to examinations</li> <li>● The importance of taking increased responsibility for their own physical health including self-examination Breast and testicular self-examination.</li> </ul> | <ul style="list-style-type: none"> <li>● Preparation for work experience to ensure students can take full advantage of work experience.</li> <li>● Explain what Post-16/18 pathways exist and identifying how these fit with their career plans using Career Pilot</li> </ul> <p>The University of Surrey will deliver workshops to Year 10 linked to university.</p> <ul style="list-style-type: none"> <li>● Identify the differences between school, college and university in ways that studying take place,</li> <li>● Describe the different types of university e.g. Redbrick, Russell Group</li> <li>● Explain what factors should be taken into consideration for university choices e.g. finance, distance, types of courses</li> </ul> | <ul style="list-style-type: none"> <li>● Choosing an issue. What issues affect me and my local community?</li> <li>● Carrying out research on social action issues.</li> <li>● What type of action can I take?</li> <li>● How to create a social action action plan.</li> <li>● Carrying out the social action plan.</li> <li>● Social Action project evaluation of soft skills and impact.</li> </ul> | <ul style="list-style-type: none"> <li>● 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</li> <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>● Strategies to manage their online presence and its impact on career opportunities including LinkedIn</li> <li>● Young people's employment rights and responsibilities</li> </ul> |
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