



# KING EDWARD VI SCHOOL

SHAKESPEARE'S SCHOOL

## Personal Development Curriculum

### 'Pillars' of Personal Development

Knowing Yourself and Others

UK in the Wider World

Global Citizenship

Learning to Learn

Life after K.E.S.

Financial and Political Awareness

### Delivered via

#### Whole School

- Assembly Themes of the Week (incl. Equity, Diversity and Inclusion)
- Tutor Engagement Activities

#### Taught Lessons

- **Year 7-11 Personal Development** (one hour lesson per fortnight) [**Appendix A**]
- **Sixth Form Personal Development** (Six lessons per term) [**Appendix B**]
- **Year 7 Transition** (one hour lesson per fortnight) [**Appendix C**]
- **Cross-curricular links**

#### Presentations/Workshops

- External providers (Incl. Year 7-11 Relationship and Sex Education) [**Appendix A**]
- External Providers (Incl. Sixth Form Relationship and Sex Education) [**Appendix B**]

## Appendix A: Year 7 – 11 Personal Development Curriculum

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Knowing Yourself and Others</b>	<ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Conflict resolution/Saying sorry</li> <li>• Self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Online safety</li> <li>• Healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>• Social media</li> <li>• Racism</li> <li>• Misogyny</li> <li>• Radicalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Wellbeing</li> <li>• Mindfulness</li> <li>• Drugs and alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• Sleep science</li> <li>• County lines and gangs and online grooming</li> <li>• Coping with stress</li> <li>• Bereavement</li> </ul>
<b>UK in the Wider World</b>	<ul style="list-style-type: none"> <li>• Equality Act</li> <li>• Rule of Law</li> <li>• Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Criminal justice system</li> <li>• Devolution in the UK</li> <li>• Poverty in the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity and inclusion, incl. LGBTQ+</li> <li>• British Empire and Commonwealth</li> <li>• The UK in Europe (EU)</li> <li>• Different faiths</li> </ul>	<ul style="list-style-type: none"> <li>• Politics and Parliament</li> <li>• Windrush generation and immigration</li> <li>• Trade unions</li> </ul>	<ul style="list-style-type: none"> <li>• The contribution of the arts to life in the UK</li> <li>• Climate crisis</li> </ul>
<b>Global Citizenship</b>	<ul style="list-style-type: none"> <li>• Human Rights</li> <li>• Free media and free speech</li> <li>• UN Sustainability Goals</li> </ul>	<ul style="list-style-type: none"> <li>• Discrimination and how to tackle it</li> <li>• Families</li> <li>• Women's rights</li> <li>• LGBTQ+ rights</li> </ul>	<ul style="list-style-type: none"> <li>• Refugees/asylum seekers</li> <li>• International Law and the role of the UN</li> <li>• Global charities and their work e.g. UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental sustainability</li> <li>• Responsible consumption</li> </ul>	<ul style="list-style-type: none"> <li>• Globalisation</li> <li>• Cultural differences in Europe and Asia</li> <li>• World Bank and IMF</li> </ul>

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Learning to Learn</b>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Debate and argument</li> <li>• Time management</li> </ul>	<ul style="list-style-type: none"> <li>• Researching and referencing/Using AI tools</li> <li>• Note taking/Skiming and scanning</li> <li>• Memory</li> <li>• Practical skills</li> <li>• Active Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Managing workload</li> <li>• Chunking</li> <li>• Mind maps</li> <li>• Time management</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• How to revise effectively</li> <li>• Overlearning and spaced repetition</li> <li>• Interleaving</li> <li>• Target setting</li> <li>• Study skills</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience and resourcefulness</li> <li>• Time management</li> </ul>
<b>Life after K.E.S.</b>	<ul style="list-style-type: none"> <li>• History of the School</li> <li>• School Archive</li> <li>• Guildhall &amp; Shakespeare's Schoolroom</li> </ul>	<ul style="list-style-type: none"> <li>• Different careers</li> <li>• Communication</li> <li>• Applying for jobs – CVs, letters</li> </ul>	<ul style="list-style-type: none"> <li>• Working with others</li> <li>• Preparing for work experience</li> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Speaking in public</li> <li>• Small talk</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• The Labour Market</li> <li>• Volunteering</li> </ul>
<b>Financial and Political Awareness</b>	<ul style="list-style-type: none"> <li>• Democracy and electoral systems</li> <li>• Patriotism, nationalism and populism</li> <li>• British dialects</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Banking</li> <li>• Budgeting</li> <li>• Saving and spending</li> </ul>	<ul style="list-style-type: none"> <li>• Budgeting</li> <li>• Debt and credit</li> <li>• Keeping finances secure</li> </ul>	<ul style="list-style-type: none"> <li>• Stock Market</li> <li>• Taxes</li> <li>• How the economy works</li> </ul>	<ul style="list-style-type: none"> <li>• Insurance</li> <li>• Pensions</li> <li>• Enterprise and entrepreneurship</li> </ul>

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Additional presentations and workshops by external providers (incl. Relationship and Sex Education)</b>	<ul style="list-style-type: none"> <li>Relationship and Sex Education <b>(Brook)</b></li> <li>Workshops on a) mental wellbeing and b) bullying <b>(Loudmouth)</b></li> <li>Confidence building workshop <b>(Vamos Theatre)</b></li> </ul>	<ul style="list-style-type: none"> <li>Relationship and Sex Education <b>(Brook)</b></li> <li>Workshops on a) child exploitation (CE), sexual exploitation (CSE) county lines, grooming and b) teenage relationships, consent and power and control in relationships <b>(Loudmouth)</b></li> <li>What makes a man? <b>(Andrew Bernard)</b></li> </ul>	<ul style="list-style-type: none"> <li>Relationship and Sex Education <b>(Brook)</b></li> <li>Relationship and Sex Education <b>(The Sex, Lies &amp; Love Project)</b></li> <li>What makes a man? <b>(Andrew Bernard)</b></li> <li>Study skills for Year 9 <b>(Maximise Your Potential)</b></li> </ul>	<ul style="list-style-type: none"> <li>Relationship and Sex Education <b>(Brook)</b></li> <li>Relationship and Sex Education <b>(The Sex, Lies &amp; Love Project)</b></li> <li>Wellbeing and perfectionism <b>(Charlie Waller Trust)</b></li> <li>Testicular cancer <b>(Andrew Bernard)</b></li> <li>First aid training <b>(AC First Aid)</b></li> </ul>	<ul style="list-style-type: none"> <li>Relationship and Sex Education <b>(Brook)</b></li> <li>Domestic Violence <b>(Andrew Bernard)</b></li> <li>Revision and exam preparation workshop <b>(Exam Study Expert)</b></li> </ul>

## Appendix B: Sixth Form Personal Development Curriculum

Year 12		Year 13	
Personal Development Lessons	Personal Development Presentations/Workshops	Personal Development Lessons	Personal Development Presentations/Workshops
<ul style="list-style-type: none"> <li>• The skills and practices associated with organisational leadership</li> <li>• Practical advice about how to deal with a health emergency</li> <li>• e Safety and how to use online systems</li> <li>• Learning to drive and basic car maintenance</li> <li>• Building positive, healthy and safe relationships 1</li> <li>• Diversity and social justice</li> <li>• Consumer Rights and how to seek help and communicate effectively with businesses</li> <li>• Identifying personal strengths and marketing these effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Team Building (<b>H5 Adventure</b>)</li> <li>• Study Skills (<b>A Level Mindset</b>)</li> <li>• Work Experience, Volunteering and Networking</li> <li>• Sexual Consent (<b>Schools Consent Project</b>)</li> <li>• Drugs Awareness (<b>Drug Sense UK</b>)</li> <li>• Personal Safety (<b>Streetwise 365</b>)</li> <li>• Yoga and Relaxation</li> <li>• Young Drivers (<b>Road Safety Secondary, WCC</b>)</li> <li>• Making a competitive UCAS application (<b>University Admissions Tutor</b>)</li> <li>• Apprenticeships as a Post-18 Option</li> <li>• CPR and Defibrillator Training</li> </ul>	<ul style="list-style-type: none"> <li>• Shopping and eating in an economical and healthy way after leaving School</li> <li>• Managing finances after leaving home</li> <li>• Democracy and the rule of law</li> <li>• Preparing to leave home</li> <li>• Building positive, healthy and safe relationships 2</li> <li>• Navigating friendships, peer pressure, banter, showing empathy and understanding</li> <li>• Basic First Aid and dealing with illness and injury after leaving home</li> <li>• Democracy, voting and elections</li> </ul>	<ul style="list-style-type: none"> <li>• University/College Day</li> <li>• Study Skills (<b>A Level Mindset</b>)</li> <li>• Emotional Wellbeing (<b>Samaritans</b>)</li> <li>• Interviews and Assessment Centres</li> <li>• Looking after your physical and mental health (<b>GP</b>)</li> </ul>

(\*) External Provider

Note: In addition Sixth Form attend the fortnightly Sixth Form Lecture series given by a range of guest speakers.

## Appendix C: Year 7 'Transition' Curriculum

<b>Michaelmas Term</b>		<b>Lent Term</b>	
Transitioning to secondary school	<ul style="list-style-type: none"> <li>• School rules and people who can help with transition and managing change.</li> <li>• Demonstrating respect in the school community</li> </ul>	A world of difference	<ul style="list-style-type: none"> <li>• Negative stereotypes of visible difference are how they are used in film and TV</li> <li>• Effects of stereotypical depictions on societal opinion and behaviors</li> </ul>
Establishing and managing relationships	<ul style="list-style-type: none"> <li>• Qualities of healthy and unhealthy friendships</li> <li>• Strategies for dealing with challenges in friendship and how to support a friend</li> </ul>	Bullying and cyberbullying	<ul style="list-style-type: none"> <li>• Defining and describing bullying and cyberbullying</li> <li>• How to respond appropriately to bullying and cyberbullying and where to seek support.</li> </ul>
Independent travel	<ul style="list-style-type: none"> <li>• Potential hazards when travelling independently</li> <li>• How to reduce risk to personal safety</li> </ul>	Sleep and healthy lifestyles	<ul style="list-style-type: none"> <li>• Impact of sleep on health and wellbeing</li> <li>• Healthy routines and identifying factors that can reduce sleep quality</li> </ul>
Rights and responsibilities	<ul style="list-style-type: none"> <li>• The differences between rights and responsibilities</li> <li>• Reflecting on worldwide challenges to universal rights</li> </ul>	Making healthy choices	<ul style="list-style-type: none"> <li>• Identifying influences on decisions regarding diet and exercise</li> <li>• Evaluating strategies to manage negative of less reliable influences</li> </ul>
Being the same, being different	<ul style="list-style-type: none"> <li>• Stereotypes, prejudice and discrimination</li> <li>• Similarities and differences among people of different groups (ethnicity, culture, ability, sex, gender, identity, age and sexual orientation)</li> </ul>	Managing pressures	<ul style="list-style-type: none"> <li>• The effects of caffeine consumption</li> <li>• Risks related to tobacco and e-cigarette use</li> <li>• Potential influences on young people to smoke</li> </ul>
<b>Summer term</b>			
The 'Real Game' project	<ul style="list-style-type: none"> <li>• What adults put their wages towards</li> <li>• Key terms: job, occupation, career, gross income, self-employment, seasonal work, transferable skills</li> <li>• Identifying ideal accommodation, form of transport, leisure items and activities</li> <li>• Budgeting and prioritising income and expenditure</li> <li>• The importance of saving money for future events</li> </ul>		