

INTENT: A powerful, knowledge-rich curriculum

By the end of their education, a student of Personal Development Studies at Dixons Fazakerley Academy:

- Will know how to be safe and healthy.
- Will know how to manage their academic, personal and social lives in a positive way.
- Will understand the increasingly complex world we live in and the positive and exciting opportunities it offers, but also the challenges and risks it poses.

Our uniting 'sentence' is:

"The PDS curriculum left students prepared to understand, interact and succeed in the modern world, keeping themselves safe and healthy".

In order to deliver a powerful, knowledge-rich curriculum we have selected knowledge by:

- Making decisions about what is most important for our students to know and understand in order to develop as effective members of society.
- Ensuring all elements of the national curriculum for Relationship and Sex Education (RSE), Health Education, Citizenship and the Gatsby Benchmarks for careers education are covered through a spiral curriculum so that concepts are developed and revisited, and knowledge is extended over time.
- Focusing on key topics and then exploring them through discussion, visual stimuli, written texts with real life scenarios so that all students can relate to and understand the information essential to developing themselves as young adults prepared to interact with the world around them in a safe and informed way.

The threshold concepts in our subject are:

- Respectful relationships: the importance of mutual respect with peers, family and in the community; characteristics of healthy friendships, family relationships and intimate relationships; consent, loyalty and trust.
- Being safe including online: learning about risks and dangers and how to avoid them.
- Families – there are different types of committed, stable relationships including marriage; the roles and responsibilities of parents and successful parenting.
- Substance abuse: the facts about legal and illegal drugs, alcohol, tobacco and vapes and their associated risks. The law relating to possession of illegal substances. Links to serious mental health conditions.
- Physical health: the characteristics of a healthy lifestyle; personal hygiene; immunization and vaccination; the link between good quality sleep, weight, mood and ability to learn.
- Mental wellbeing: the benefit of physical exercise, time outdoors and community participation on mental health; talking about emotions; recognising the early signs of mental wellbeing concerns; recognising the positive and negative influence on our mental health from outside factors.
- Puberty and sexual health: key facts about puberty, the changing adolescent body and menstrual wellbeing; the facts about reproductive health including fertility; the facts and choices about pregnancy and contraception; how sexually transmitted infections are transmitted.
- Careers: exploring career paths and vocations; being fully informed about the choices available post 16 and the requirements for different pathways.
- Finance: the functions and uses of money; managing personal finances through budgeting and saving; mortgages, loans, credit cards and finance schemes.
- Citizenship: the knowledge, skills and understanding to prepare students to play a full and active part in society; understanding political and electoral systems including democratic and non- democratic forms of government; mutual respect and understanding of diverse national, regional, religious and ethnic identities in the United Kingdom; human rights and international law.

In order to achieve a true understanding of Personal Development Studies, topics have been intelligently sequenced based on the following rationale:

- The curriculum being delivered is appropriate for the age of students, and the context of the year group.
- The curriculum is responsive to students' needs, keeping the curriculum 'live' ensuring that it can adapt and be changed in line with our ever-changing social and academic environment.
- The content is designed to be remembered in detail and delivered in a spiral fashion. Revisiting topics through the year groups to ensure content is always up to date, and relevant to the age range.

The Personal Development Studies curriculum will address social disadvantage and actively seeks to tell the stories of the marginalised by:

- Developing oracy which can be a key determining factor in a child's future social, and ultimately, professional success. Students from disadvantaged backgrounds do not always have same level of social and cultural competence as their non-disadvantaged peers. As a result, the PDS curriculum prioritises oracy skills. In PDS lessons, students use all four learning modes: polite table groups; quiet partners; respectful whole class; and independent silent study. The facilitation of these learning modes allows students to develop respectful listening, interaction and presentation skills that will allow them to become confident speakers. Student led discussions enable them to explore the content delivered, share views and listen to the views of others. It is a great opportunity to encourage healthy conversations about topics that can sometimes be challenging or difficult to understand.
- addressing wider issues in the curriculum such as individual rights and responsibilities; democracy; British values; careers and employment as these will close gaps for socially disadvantaged students.
- exploring case studies to analyse facts and opinions about real life scenarios.

We fully believe Personal Development Studies can contribute to the personal development of students at Dixons Fazakerley Academy by:

- Supporting the wider work of the Academy in helping foster student wellbeing and developing resilience and character.
- Giving students motivation to stick to tasks that will help them achieve goals, even when the reward may be distant or uncertain and to recover from challenging periods in their lives.
- Helping students develop personal attributes including determination, integrity, respect, kindness, generosity and honesty.

At KS3 and KS4, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- Throughout the PDS curriculum, there are opportunities to link to careers and the world of work. We ensure that students are used to professional language by always modelling and encouraging formal terms in all the topics covered. Expectations for making applications for education and employment are modelled and practiced. When discussing any topic correct terminology is explored and used so students feel confident using this rather than colloquial terms.

We teach beyond the requirements of the National Curriculum by:

- Ensuring that students not only cover each topic at least once in their academic career, but also revisit topics on multiple occasions through each Key Stage employing a spiral curriculum model to ensure students always have the most up to date and age-appropriate information.
- Encouraging students to express their opinions in a safe and respectful environment and listen to the views of others during guided discussion.
- Sessions instilling a much deeper level of understanding of not only the information but allowing students to explore multiple opinions on a topic; and over time develop their own.
- Ensuring that the Relationships and Sex Education (RSE), Health Education, Citizenship and Careers guidance is adhered to, and going above and beyond these requirements and choosing resources that best fit the needs of our context from trusted sources.
- Working together as part the Trust PDS Cross-Cutting team to ensure our content decisions are aligned with those of the Dixons Academies Trust principles.