



What is Personal Development?

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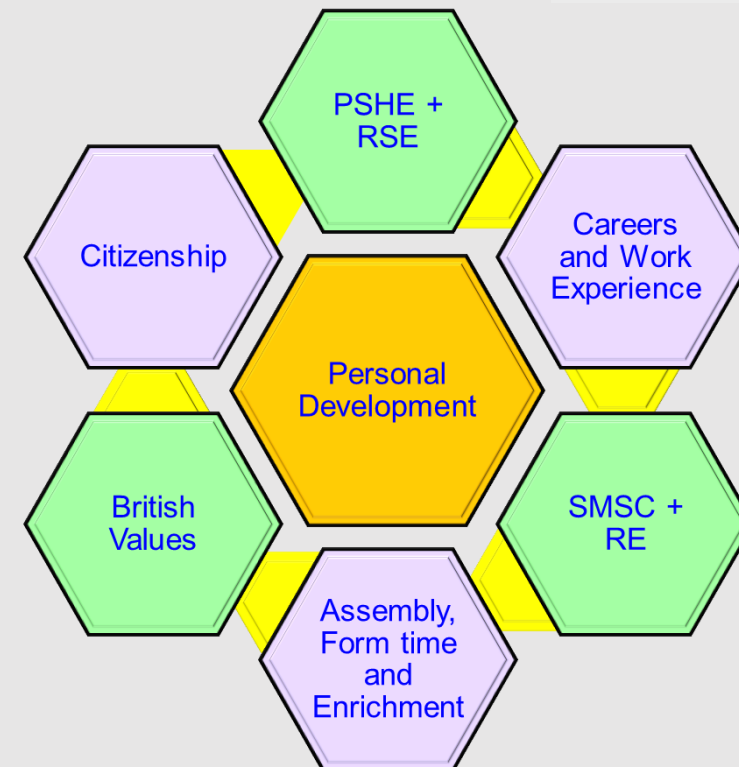
How can I grow and improve? Focusing on Personal Development



You may hear the term 'Personal Development' used in quite a few subjects.

Personal Development is an umbrella term for how we develop our personal qualities and attributes throughout school.

Remember – school isn't just about improving your academic ability; it is about you becoming a well rounded and responsible young adult. It supports your wellbeing; helps you understand the world around you and prepares you for life after Thornden.



What is Personal Development?

Personal Development covers three different topics:

- **Health and Wellbeing**
- **Living in the Wider World**
- **Relationships and Sex Education (RSE)**

These topics are separate but very closely linked together. We will be finding out in more detail exactly what will be covered in these three topics in a fun group task shortly.



Thornden School KS3 Personal Development Programme



Year 7

Year 8

Year 9

- Health and Wellbeing
- Mental health intro
 - Puberty & hygiene
 - Vaping risks
 - Gratitude

- Health and Wellbeing
- Healthy living
 - Eating disorders
 - Knife crime
 - Self-esteem

- Health and Wellbeing
- Anxiety & gratitude
 - First aid
 - Gambling risks

- Relationships
- Friendships & trust
 - Bullying
 - Consent basics
 - Online safety

- Relationships
- Masculinity
 - Consent & contraception
 - Cyberbullying

- Relationships
- Media & stereotypes
 - LGBT+ inclusion
 - Harassment & grief

- Wider World
- Identity & goals
 - Budgeting
 - Protected characteristics

- Wider World
- Careers & CVs
 - Saving & investing
 - Workplace skills

- Wider World
- GCSE planning
 - Digital footprint
 - Volunteering

Personal Development is a very special and unique subject



- We will sometimes cover sensitive subjects, which may make people feel emotional at times.
- Remember – this is personal stuff – but this will prepare us massively to be well-prepared and well-adjusted young adults too.
- Discuss – what might we mean by well-prepared and well-adjusted young adults? We do we need to be?
- With this in mind – we will need to make sure we are all clear on how to speak and interact with each other for our Personal Development lessons, so everyone feels safe, respected and has personal privacy.
- On your mini whiteboards can you to see if you can think of three new and helpful Personal Development classroom rules.



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Class Agreement



Write down our class agreement:

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Study the images on the right. What personal qualities or skills do you think they symbolise?

Why do you think each of these are essential for young people to succeed today?

Discuss: Why do we all need to be resilient in order to succeed in the modern world?



*I think each of the images symbolise...
One reason I think these skills and qualities are essential is because...
The reason we all need to be resilient is ...*

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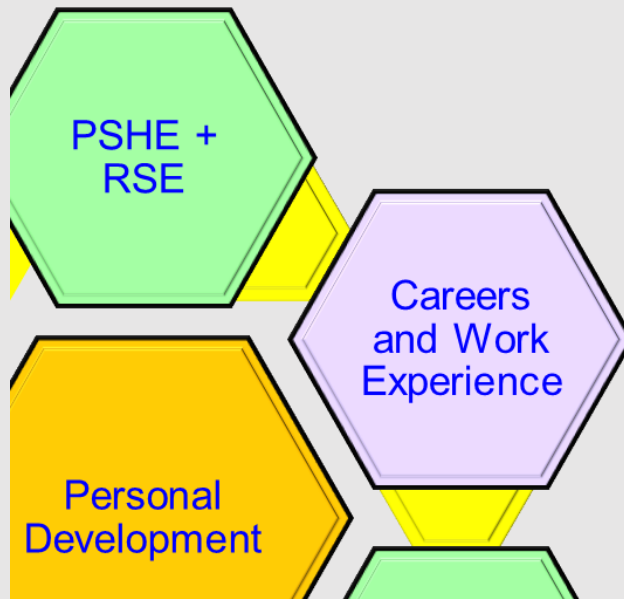
Describe how we can develop our skills and qualities. Begin the plan to develop your own and set personal targets.



Personal Development – The positive development of yourself. This could be working on yourself through your behaviours or your skills, whether they are academic or interpersonal.



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Today when we think about Personal Development, we are going to be thinking about qualities we would like to develop further throughout our time at school (not just in Personal Development).

For example, if you know you are someone that would like to work on your communication and punctuality skills, this will benefit you in all your lessons – not to mention your social life and your future as well.

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In your Personal Development Booklet:

- 1) Highlight in one colour the strengths, and another the weaknesses, of each person's abilities and behaviour.
- 2) Select an area which you believe that person should work on which would benefit them in their employment prospects or in their social lives.
- 3) Explain in detail: why you have chosen this – why is it so important for the person to work on this skill or behaviour?



Chelsea	Jack	Ashraf	Kimmy	YOU
'I'd say I can talk to anyone, I'm a polite person who gets on with most people. I'm not bad with computers, but I can't figure out Excel and oh yeah, my maths is a bit dodgy. I always get my bus fare wrong!'	'Simmmmm not sure. Errrrr don't really know. Simmmmm. I can cook. Errrr. Sorry. I don't like talking to people I don't know. I feel a bit nervous. Errr I can do chatting on social media, just not in real life.'	'If people give me respect they get respect back, you get me? Ain't no one just gettin' my respect. They get to earn it, don't care if you're a cop or the Prime Minister, brovv. I can rap like a G and play pool like a pro!'	I dress sharp. I'm Insta-famous and have 50,000 followers on my make-up blog. Got some money from this but not sure how to make it work for me! Got to get financial, final, how do you spell it? Oh yeah financial advice.'	
They should work on:	They should work on:	They should work on:	They should work on:	I should work on:
This is important because:	This is important because:	This is important because:	This is important because:	This is important because:

1) Highlight in one colour the strengths and another the weaknesses of each person's abilities and behaviour.
Select an area which you believe that person should work on which would benefit them in their future employment prospects or in their social lives. Explain why you have chosen this – why is it so important for the person to work on this skill or behaviour? You can continue in your books if you run out of space.

2) Complete the final box about yourself. Describe yourself in a short paragraph – what are you good at? Where do your weaknesses lie?
3) Select an area which you should work on which would benefit you in your employment prospects or social life. Explain why you have chosen this – why is it so important to work on this skill or behaviour?

Complete the final box about yourself.

What are you good at? Where do your weaknesses lie?
Select an area which you should work on which would benefit you in your employment prospects or social life.
Explain why this is important to you.

Watch the following clip and complete the questions on your answer sheet about SMART targets.

<https://www.youtube.com/watch?v=1-SvuFIQjK8>

1. What does SMART stand for?
2. What is the key to measuring your goals?
3. What does relevant mean?
4. Why is it so important to keep our goals specific?
5. What does actionable mean?
6. What is the 80:20 rule?
7. Why does including an element of time help us in our goals?
8. Why is it important to recognise that goals are on-going?



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1. What does SMART stand for?
Specific, Measurable, Attainable (or Actionable), Relevant, Time-bound(or Time-based)
2. What is the key to measuring your goals?
Making it accurately reflect success
3. What does relevant mean?
It means the goal is appropriate for your personal aims
4. Why is it so important to keep our goals specific?
It's hard to measure success if it's not specific
5. What does actionable mean?
It is possible for you to achieve it – and you know how to achieve it.
6. What is the 80:20 rule?
The 20% of goals that will give you 80% of your success.
7. Why does including an element of time help us in our goals?
It helps us measure success each week
8. Why is it important to recognise that goals are on-going?
We don't want to lower our standards and just say we've achieved it because time has passed.



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Now, revisit your personal target from earlier

In your booklet under the word SMART, write a sentence detailing exactly how you are ensuring each part of SMART acronym is going to be being met for your own personal target.

Want to take a look at an example first?

Check out the next slide.

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My target: To build up the confidence to excel at public speaking (in front of at least the whole class) , without being and sounding nervous by the end of Year 11

Specific – although this can be applied to any subject or situation, the target is very personal to the student.

Attainable – you have a year to do it and plenty of opportunities to practice.

Relevant to PD – this is appropriate for school subjects, social and career skills.

Measurable – at least the whole of the class, by the end of Year 11.

Time-based. It's the start of Year 11 now and the student has given themselves until the end of Year 11

Need Support? You're Not Alone

If anything in today's lesson has affected you, or you want to talk to someone, there is help available.



Mental Health & Low Mood

YoungMinds – <https://www.youngminds.org.uk>

Kooth – <https://www.kooth.com>

Mind – <https://www.mind.org.uk>

Talk to Someone

Your Tutor or Head of Year – We're here to help.

Wellbeing Team and School Nurse

Report a Concern on Satchel

Safeguarding Team with the Purple lanyards

Healthy Lifestyle

NHS Every Mind Matters – <https://www.nhs.uk/every-mind-matters>

Change4Life – <https://www.nhs.uk/change4life>

Apps That Can Help

Calm – For mindfulness and sleep.

Headspace – Meditation and stress relief.

Clear Fear – Manage anxiety (designed for young people).

MeeTwo – Anonymously talk to other teens, moderated by experts.

Eating Concerns

Beat Eating Disorders –

<https://www.beateatingdisorders.org.uk>

NHS Live Well – Eating Disorders –

<https://www.nhs.uk/mental-health/conditions/eating-disorders/>



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