



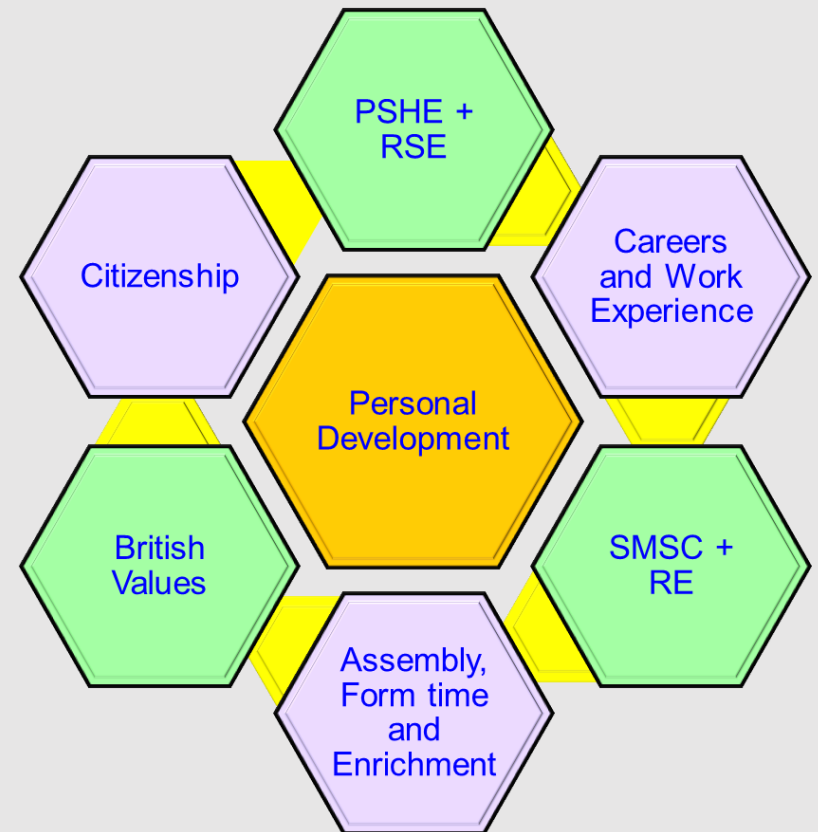
Welcome to: Living in the Wider World

***Personal Development
Thornden School
Safeguarding Curriculum***

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.



Aims of PD at Thornden



To help you understand:

- how to be responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- fundamental British values (democracy, individual liberty, law, respect and tolerance)
- how to develop confidence, resilience and knowledge so that they can keep themselves mentally healthy
- how to keep physically healthy, eat healthily and maintain an active lifestyle
- the importance of healthy relationships through appropriate relationships and sex education

Why are we studying Living in the Wider World?



This half term, we are learning about how to become confident, respectful and responsible young people, both in and out of school. These lessons will help you:

1. Understand Yourself and Grow with Confidence

- You'll explore your *personal strengths*, qualities and interests.
- We'll discuss **self-esteem**—why it matters, how it affects your wellbeing, and how to build it up.

2. Learn the Importance of Respect and Equality

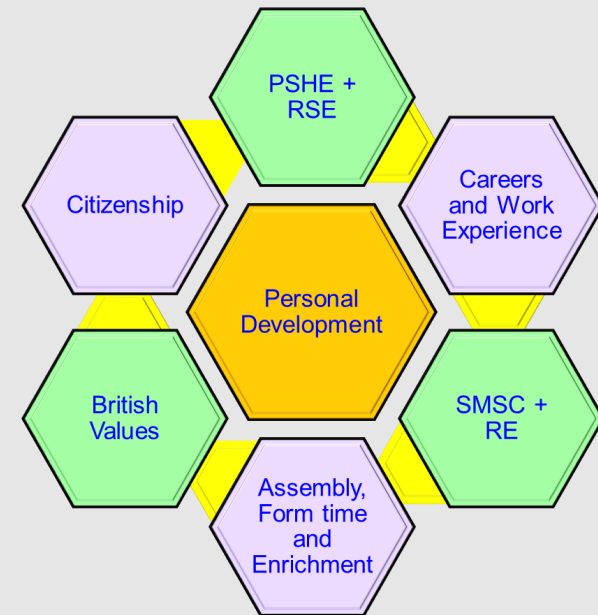
- You'll learn about **stereotyping, racism and discrimination**—why they happen, why they are harmful, and how to challenge them in a respectful and informed way.
- We will look closely at the **Protected Characteristics** in the Equality Act and understand why everyone deserves to be treated fairly, whatever their background.

3. Think Critically About the World Around You

- We'll explore the difference between *needs and wants*, and how to understand our priorities in life.
- You'll learn how **media and online content** can be misleading or biased, and how to spot fake news and harmful messages.
- We'll practise using **critical thinking** to make safer, more informed choices about what we see, hear and believe.

4. Prepare for the Future

- You'll learn how to **identify your skills and values** and see how these link to future jobs and opportunities.
- We'll introduce the basics of **budgeting and managing money**, helping you build good financial habits early on.



■ Knowledge Check – Year 11: Living in the Wider World (Spring 1)

Theme: Online Privacy, Extremism, Safety Abroad, and Post-16 Options

1. On a scale of 1 to 5, how confident do you feel that you can explain what online privacy and data protection mean, and why they matter.
2. On a scale of 1 to 5, how confident do you feel that you can identify personal behaviours and habits that might compromise your online privacy.
3. On a scale of 1 to 5, how confident do you feel that you can describe how cookies, browsing data, and app permissions are used to gather data.
4. On a scale of 1 to 5, how confident do you feel that you can assess the risks and consequences of sharing private information online.
5. On a scale of 1 to 5, how confident do you feel that you can explain what a radical ideology is and how it can be spread online.
6. On a scale of 1 to 5, how confident do you feel that you can spot the difference between a moderate opinion and a harmful or extreme ideology.
7. On a scale of 1 to 5, how confident do you feel that you can recognise online echo chambers and explain how algorithms can influence beliefs.
8. On a scale of 1 to 5, how confident do you feel that you can understand the potential pathways to online radicalisation, including via gaming forums.
9. On a scale of 1 to 5, how confident do you feel that you can explain how to stay safe when travelling or living abroad as a young adult.
10. On a scale of 1 to 5, how confident do you feel that you can identify key travel safety tips and risk factors for young people abroad.
11. On a scale of 1 to 5, how confident do you feel that you can describe your post-16 options (A-levels, BTECs, apprenticeships, etc.) clearly.
12. On a scale of 1 to 5, how confident do you feel that you can reflect on your own interests and ambitions when thinking about your next steps.



Spring 1 - Yr 11 Living in the Wider World Knowledge Check





Do Now

Choosing post-16 options and getting ready for KS5



Tom, 16, is a bright teenager but has never particularly enjoyed studying traditional academic subjects. He's ambitious and wants to work, but he's been told he's supposed to stay in some form of education or training for another two years!

Discuss: Does Tom really need to be concerned about this?



Explain what you think we mean when we talk about 'the KS5 options process.'

I think the KS5 options process is when...

Choosing post-16 options and getting ready for KS5



Learning outcomes:

Understand the options available at the end of Key Stage 4 including where to get further information, advice and support. Begin to decide which options may be a good fit for you.

Options process – In Year 12 and 13, if you stay at school, you will complete your A-Levels. You select the subjects you study in Year 11.

Vocational – a course usually focused on the practical work of a particular profession, often involves higher level of coursework .

DISCUSS: Which subjects are your favourite at the moment and why? Are you likely to select these for your Post-16 Options?

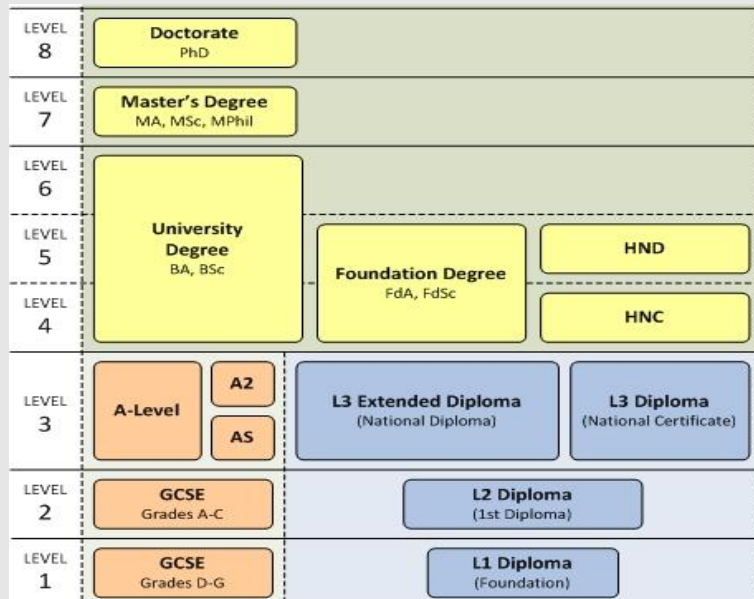
Now, let's examine our options in detail...

A - Levels



1. A-Levels

- **What:** Academic qualifications focused on specific subjects (e.g., Maths, History, Biology).
- **Where:** Offered in sixth forms (attached to schools or colleges).
- **Who:** Ideal for students aiming for university or academic careers.
- **Duration:** Two years, with exams at the end of Year 13.



Quick show of hands if you know you are already interested in this route:

T – Levels (but not for long)



2. T-Levels

- **What:** New vocational qualifications introduced in 2020, focusing on technical skills in specific industries (e.g., Digital, Construction, Healthcare).
- **Where:** Available at colleges and selected sixth forms.
- **Who:** For students who want a mix of classroom learning and practical experience.
- **Duration:** Two years, including a 45-day industry placement.

HOWEVER – there are not many T-Level places left, as they are gradually being phased out – so be quick!



Quick show of hands if you know you are already interested in this route:

Apprenticeships



3. Apprenticeships

- **What:** Paid work combined with on-the-job training and study toward a qualification.
- **Where:** Employers and training providers (colleges or independent institutions).
- **Who:** Suitable for students who want to earn while they learn in a specific trade or profession.
- **Levels:** Vary from intermediate (Level 2, equivalent to GCSEs) to advanced (Level 3, equivalent to A-Levels) and higher/degree apprenticeships.



<https://www.youtube.com/watch?v=kMxfDYaahx8>



Quick show of hands if you know you are already interested in this route:

Vocational or Technical Courses



4. Vocational or Technical Courses

- **What:** Practical, career-focused qualifications (e.g., BTECs, NVQs).
- **Where:** Further Education (FE) colleges and some schools.
- **Who:** For students aiming to enter specific careers or gain skills for further training.
- **Examples:** Hospitality, IT, Engineering, Creative Arts.



Quick show of hands if you know you are already interested in this route:

Traineeships



5. Traineeships

- **What:** Short-term courses with work experience to help young people transition into apprenticeships or employment.
- **Where:** Colleges, training providers, or employers.
- **Who:** Targeted at students who need additional skills or qualifications to secure an apprenticeship or job.
- **Duration:** Up to 6 months.



Quick show of hands if you know you are already interested in this route:

Specialist colleges



6. Specialist Schools or Colleges

- **What:** Institutions focusing on specific skills, such as performing arts, sports, or agriculture.
- **Who:** Students with clear career aspirations in these areas.
- **Examples:** Music conservatoires or sports academies.



Quick show of hands if you know you are already interested in this route:

Employment with training



7. Employment with Training

- **What:** Part-time work combined with part-time study toward qualifications.
- **Where:** Arranged with employers and training providers.
- **Requirement:** Must lead to a recognized qualification (e.g., an NVQ).



Quick show of hands if you know you are already interested in this route:

The armed forces



8. Armed Forces

- **What:** Training and education options within military roles.
- **Where:** Joining military colleges or enrolling in armed forces apprenticeships.
- **Who:** Students interested in a military career.



Quick show of hands if you know you are already interested in this route:



TOP 5 TIPS

for choosing your

KS5 OPTIONS



Watch the clips and complete the mind map in your booklet as you watch, we'll go through this together afterwards and collate our research.

Top Tips for Choosing



Top Tips for Choosing our KS5 Options

*One good piece of
advice to remember is...*

**Don't forget to add any ideas your
classmates picked up that you
missed!**

Choosing post-16 options and getting ready for KS5



Using your info pack (which summarises the options we've been through together), your video notes and your entry requirements sheet (if you're focusing on A-Level), now complete the options planning form. This will help you work your way through the options available to you.

<p>Planning my KS5 Options:</p> <p>My top predicted academic qualifications from school:</p> <p>Interests and hobbies I excel at outside of school:</p> <p>Extra-curricular activities and work experience:</p> <p>How these are relevant to my choice of future career opportunities:</p> <p>Research notes:</p>	<p>My first choice for my Post 16 options would be:</p> <p>This is because:</p> <p>For this I will need to think of what academic requirements you need, open days you may need to attend, websites you need to apply on, work / experience you may need:</p> <p>My second choice for my Post 16 options would be:</p> <p>This is because:</p> <p>For this I will need to think of what academic requirements you need, open days you may need to attend, websites you need to apply on, work / experience you may need:</p>
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Planning my KS5 Options:

My top predicted academic qualifications from school:

Interests and hobbies I excel at outside of school:

Extra-curricular activities and work experience:

How these are relevant to my choice of future career opportunities:



My first choice for my Post 16 options would be:

This is because:

For this I will need to......*(think of what academic requirements you need, open days you may need to attend, websites you need to apply on, work experience you may need):*



My second choice for my Post 16 options would be:

This is because:

For this I will need to......*(think of what academic requirements you need, open days you may need to attend, websites you need to apply on, work experience you may need):*

Choosing your GCSE options and getting ready for KS4



Useful helplines and charities:

[Young Minds](#). Child and adolescent mental health charity for teens struggling with any subject. Call: 0808 802 5544

[Teen Line | Teens Support hotline - Connect, talk, get help!](#) Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

<https://www.ucas.com/> For searching for colleges, universities, requirements, placements, research and much more advice.

<https://nationalcareers.service.gov.uk/> Provides careers information, advice and guidance. Helps you make decisions at all stages in your career.

<https://www.theuniguide.co.uk/> Detailed university advice and guidance site.



Reporting a Concern at Thornden School

- It is important to us that all of you feel safe, happy and belong at Thornden.
- We also know that sometimes it is not as easy as simply telling a member of staff
- It could be:
 - A friend you are worried about
 - Someone being unkind to you
 - Something you have heard and think we should know

How can you report anything you are worried about?

- Speak to a member of staff or parent / carer
- Visit the Well Being Den or Head of Year area
- On Satchel each week you will be sent a link to a form to share any worries you have
- On our school website homepage there is a 'Report a Concern' link.
- In the Student Bulletin there is a 'Report a Concern' link
- On all school desktops there is a 'Report a Concern' logo to click and report anything

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/>