



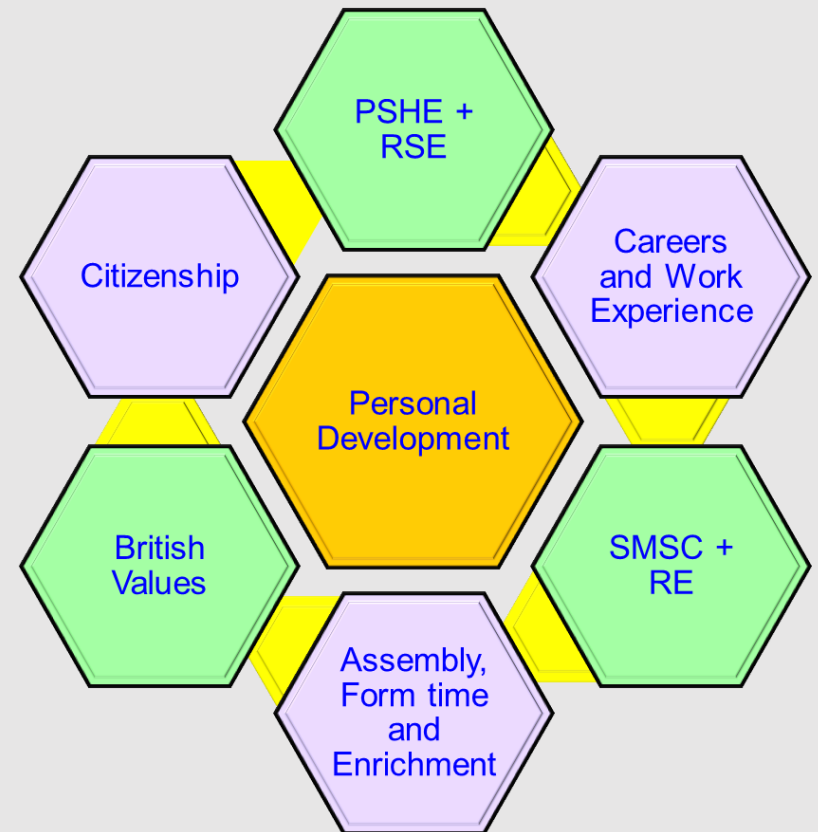
# **Welcome to: Living in the Wider World**

***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

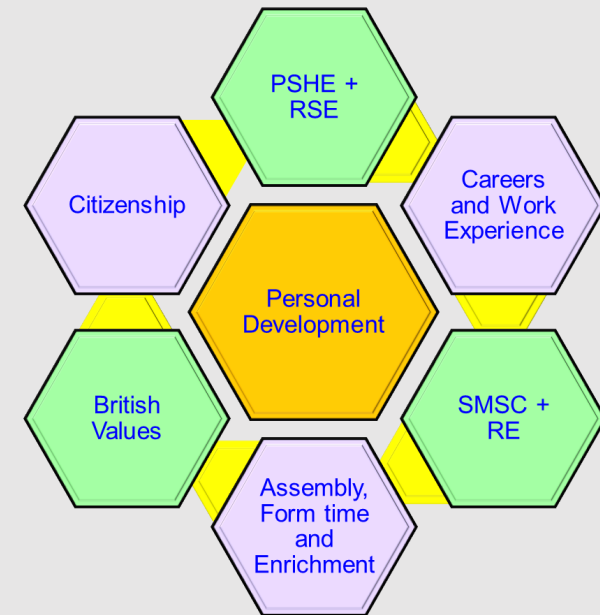
- You'll learn about **stereotyping, racism and discrimination**—why they happen, why they are harmful, and how to challenge them in a respectful and informed way.
- We will look closely at the **Protected Characteristics** in the Equality Act and understand why everyone deserves to be treated fairly,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



## Year 10 Summer 2 Living in the Wider World – Knowledge Check

1. On a scale of 1 to 5, how confident do you feel that you can explain what to expect during a work experience placement and how to prepare effectively.
2. On a scale of 1 to 5, how confident do you feel that you can describe how AI is influencing current and future employment opportunities.
3. On a scale of 1 to 5, how confident do you feel that you can identify ways in which artificial intelligence may support or replace certain job roles.
4. On a scale of 1 to 5, how confident do you feel that you can outline key principles of health and safety in the workplace.
5. On a scale of 1 to 5, how confident do you feel that you can explain your responsibilities and rights regarding safety during employment or work experience.
6. On a scale of 1 to 5, how confident do you feel that you can evaluate how body modifications like tattoos or piercings might impact employment opportunities.
7. On a scale of 1 to 5, how confident do you feel that you can describe how personal choices in appearance may be interpreted by employers in different industries.
8. On a scale of 1 to 5, how confident do you feel that you can define the dark web and cybercrime and their implications for online behaviour.
9. On a scale of 1 to 5, how confident do you feel that you can assess how online actions, including illegal streaming or downloads, can have real-life legal consequences.
10. On a scale of 1 to 5, how confident do you feel that you can recognise how to protect yourself from online risks and use the internet responsibly.



Summer 2 - Yr10 Living in the  
Wider World Knowledge Check





# Making the most of work experience



Ryan's class have been given a selection of work experience placements, or alternatively can arrange their own. There's already a scramble for placements, but Ryan's not bothered. 'I don't know what I want to do as a career anyway,' he says. 'So why does it matter where I go for two weeks?'

**Discuss: Why is Ryan wrong about this? What should he be doing?**



Why do we complete work experience placements whilst at school?

*I think we complete work experience placements whilst at school because...*

# Making the most of work experience



Learning outcomes:  
Explain how we can make the most of our time, ensure our experience is beneficial and our placement successful.



**Work experience** – Your one week placement at the company/business/institution of your choice which will enable you to gain real life experience in your chosen career path.

# Why do we complete work experience placements? What's the benefit?



One reason  
complete work  
experience  
is...

It's great for us to gain a non-academic reference before we enter the workplace, it shows a level of maturity and that we're adaptable to a new environment outside of school. We also pick up numerous new interpersonal skills, improve our confidence levels and we may even make use contacts for our future careers.



**Watch the clips and answer all the questions in your booklet**



<https://www.youtube.com/watch?v=FY-bQcXtlHg>

Why should you take the time to learn your colleague's names and how can you do this?

What does 'sell your skills' mean?

What does 'don't ask don't get' mean and how can you politely use this advice?

Why is not taking things personally important on work experience?

How can your list of names help with networking in future?



**Don't forget to add on any information that you may have missed the first time around.**



Why should you take the time to learn your colleague's names and how can you do this?

***Make a note (in phone or a notebook). It makes you sound professional and will eventually help with networking.***

What does 'sell your skills' mean?

***It helps to remind people how useful you are – it's impressive and shows you're keen.***

What does 'don't ask don't get' mean and how can you politely use this advice?

***If you don't ask for the experience, there's no way you'll get it – be bold and ask!***

Why is not taking things personally important on work experience?

***These things happen to everyone, this is the way many industries work, even with top professionals who have been in the industry for years.***

How can your list of names help with networking in future?

***You can add people on Linked In, or X and you have a useful contact for the future.***

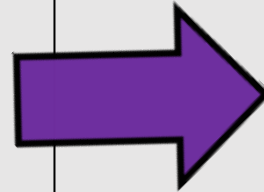
**Read the ex-students' accounts in front of you and complete your challenge questions.**

**1:** What incorrect assumptions did these students make about work experience? What could we add from these accounts to our Dos and Don'ts list?

**2:** Use examples from the accounts to explain the importance of always being professional.

**3:** If Tara, Sarah, Mohammed and Richard could give one piece of advice each, would this be? Explain fully.

**4.** Which of these is most important for work experience, common sense, initiative or professionalism? Analyse.



Ex-students accounts of their Work Experience placements

*'On my first day at Selfridges I thought I'd better dress in all my best and most fashionable clothes, because I wanted to show I like the kind of things they sold at their company. However, after seven hours standing up, greeting customers in 5-inch heels, I realised I'd made a big mistake! I would always advise new workers to think practically about what jobs they're likely to be doing and dress appropriately.'* - Sarah

*'I worked at my uncle's garage and the day before I'd seen his apprentice come back from lunch ten minutes late. I guessed because we were quiet that week that taking a bit of extra time was ok. The next day I took an extra-long lunch. When I got back my uncle went mental at me. It turned out the apprentice had asked permission and the garage owner had turned up to meet me, but I wasn't there.'* - Mohammed

*'My work experience was at a primary school. I really enjoyed it because my mate got a placement too in a different class. We would catch up at break time and have a laugh, but after a while I forgot where we were. I swore in my conversation and a little kid walked past and heard. He ran around shouting 'Miss said --!!' The Primary School's head teacher called my school and asked them to find an alternative placement for me.'* - Tara

*'I went to a company called Industri-tech forging solutions. I couldn't tell you what the company did then, and I couldn't tell you what the company does now. Most boring two weeks of my life. I wish I'd done my research and chosen a placement early like my teacher advised. My mate's seemed to really enjoy all their placements. Mine was completely pointless.'* - Richard

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## 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>

## **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.

## **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

## **Eating Concerns**

Beat Eating Disorders –

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

NHS Live Well – Eating Disorders –

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

## **Healthy Lifestyle**

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

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