



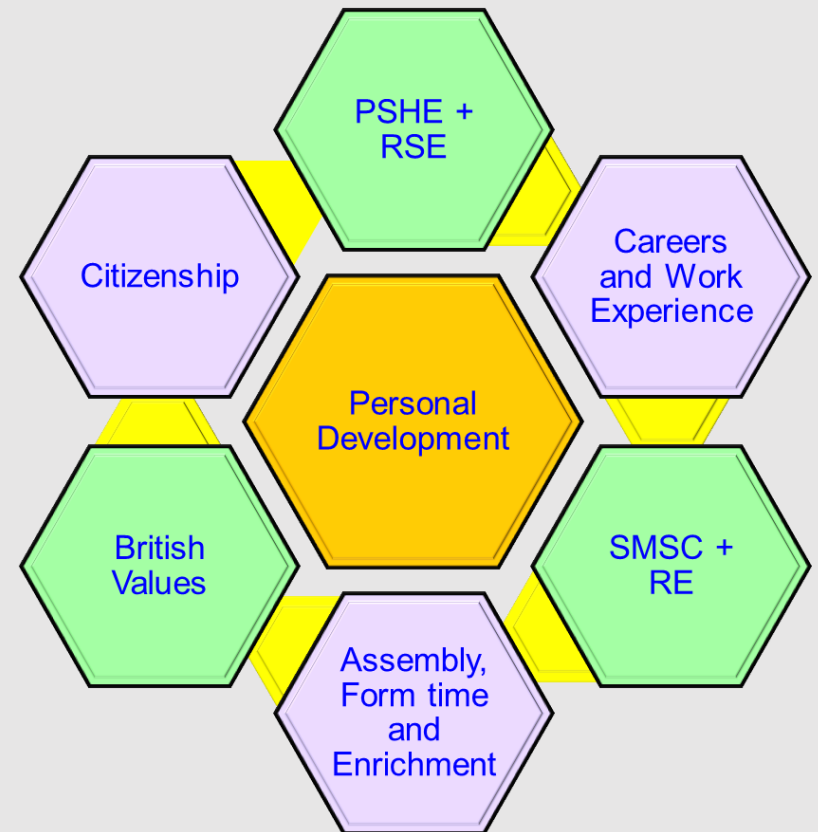
Welcome to: Living in the Wider World

***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

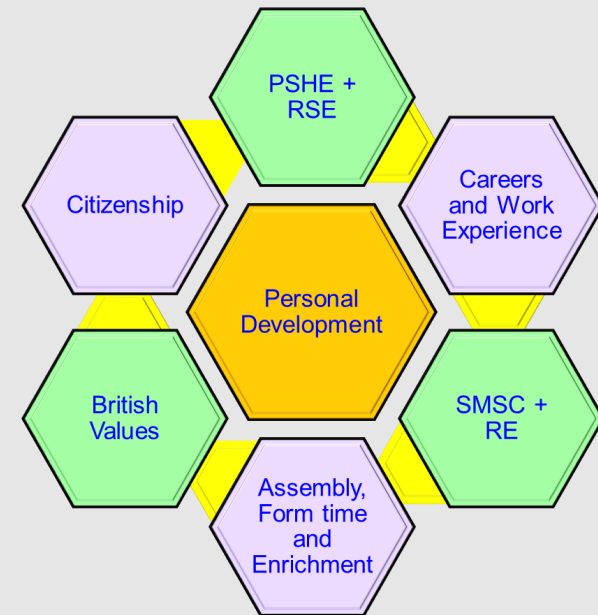
- You'll learn about **stereotyping, racism and discrimination**—why they happen, why they are harmful, and how to challenge them in a respectful and informed way.
- We will look closely at the **Protected Characteristics** in the Equality Act and understand why everyone deserves to be treated fairly, 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 9 Spring 2 Knowledge Check – Living in the Wider World

Confidence Scale:

1 = Not confident at all | 5 = Very confident

1. On a scale of 1 to 5, how confident do you feel that you can describe what factors you should consider when choosing GCSE options?
2. On a scale of 1 to 5, how confident do you feel that you can explain how your GCSE choices can impact future education and career opportunities?
3. On a scale of 1 to 5, how confident do you feel that you can explain what the economy is and how it affects people and families differently?
4. On a scale of 1 to 5, how confident do you feel that you can give examples of how global or national events (like inflation or recession) might affect personal choices?
5. On a scale of 1 to 5, how confident do you feel that you can describe how to manage a personal budget and avoid getting into debt?
6. On a scale of 1 to 5, how confident do you feel that you can explain the risks of borrowing money, including loans, overdrafts, and credit cards?
7. On a scale of 1 to 5, how confident do you feel that you can identify different types of financial exploitation and scams online?
8. On a scale of 1 to 5, how confident do you feel that you can explain how to spot and avoid phishing, fake adverts, and fraudulent websites?
9. On a scale of 1 to 5, how confident do you feel that you can describe how criminals use people (including young people) to carry out money laundering?
10. On a scale of 1 to 5, how confident do you feel that you can explain where to go for help or advice if someone is worried about money or being exploited online?



This is your Home Learning. It has been shared with you on Satchel. Please make sure it is completed by next week



Do Now

Choosing your GCSE options and getting ready for KS4



Samiya has been given a packet of information by her school. It has deadlines, grids, and information sheets to read. There is information about “academic”, “vocational” “EBACC”; words and phrases she has never really thought about before.

“I have to make decisions about the rest of my life, and I don’t even know where to start!”
Samiya thinks aloud.

Discuss: What process is Samiya going through at school? What emotions do you think she is feeling about it?



Explain what you think we mean when we talk about ‘the options process.’

I think the options process is when....

Choosing your GCSE options and getting ready for KS4



Learning outcomes:

Understand the options available at the end of key stage 3 including where to get further information, advice and support.

Describe the skills needed to manage this decision-making process including how to cope with family expectations.

Options process – In Year 10 and 11 you complete your, GCSEs. You select the subjects you study in Year 9 (sometimes Year 8). Most schools refer to this as the options process.

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

EBacc – A specific set of subjects at GCSE including English Language, English Literature, Maths, Sciences, a humanities and a language.

Before we get into the detail, let's cover some of the basics in this process.

1. **Some subjects are compulsory**, meaning you must study them, these include English, Maths and Science, your school may have additional subjects
2. There may be subjects you can select that you have **never come across before**, for example Child Development, Business studies and Enterprise
3. Even practical or vocational subjects will **have writing, assessments and academic** language. What ever you select you need to be ready to work hard
4. There may be **subject combinations** that you are not able to do because of the timetable, you should have back up choices just in case.

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

The golden rules of options

https://www.youtube.com/watch?v=F0B_YF6skqA&t=2s

1. What are your core compulsory subjects?
2. Why do you need your compulsory subjects?
3. Which subject do you have to take now in order to take it later at A-level for example?
4. Which subjects might you need at GCSE in order to study later?
5. Which subjects can you take later but you need to review the basics that you have missed by not studying them at GCSE?
6. What are you building up for the future by making your options choices?



Watch the clips and complete your questions. We will then go through the answers together so you can fill in any you've missed.

The golden rules of options



CCEED

1. What are your core compulsory subjects?

Maths, English, Science

2. Why do you need your compulsory subjects

They are your foundation for all learning. You need maths for all jobs, English gives you the literacy skills employers will require, science helps you understand how the world works.

3. Which subject do you have to take now in order to take it later at A-level for example?

MFL

4. Which subjects might you need at GCSE in order to study later?

Geography and history

5. Which subjects can you take later but you need to review the basics that you have missed by not studying them at GCSE?

Art, music, drama

6. What are you building up for the future by making your options choices?

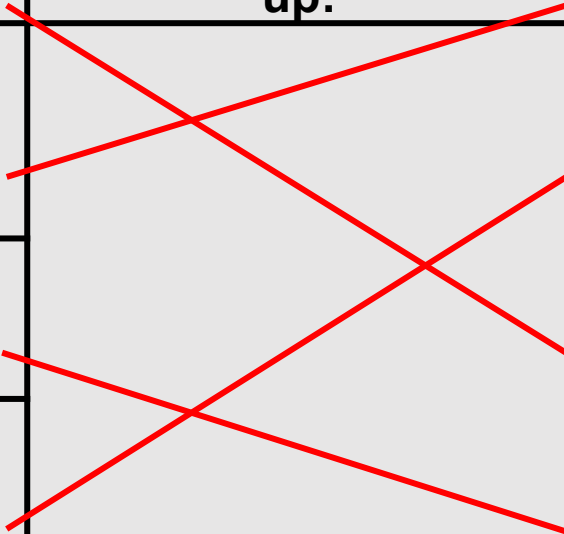
Skills

Review the answers so you can fill in any you've missed.

In pairs, match up the new terminology you may be coming across during the options process. We'll go through the answers together shortly.



New key term	Draw a line to match up:	Definition/meaning
Vocational		A level 2 qualification in a specific subject typically taken by students aged 14–16. Stands for General Certificate of Secondary Education and is graded 1-9.
GCSE		The compulsory subjects you must take qualifications in, they are considered your foundational learning blocks.
Ebacc		a course usually focused on the practical work of a particular profession, often involves higher level of coursework
Core subjects		A specific set of subjects at GCSE including English Language, English Literature, Maths, Sciences, a humanities and a language

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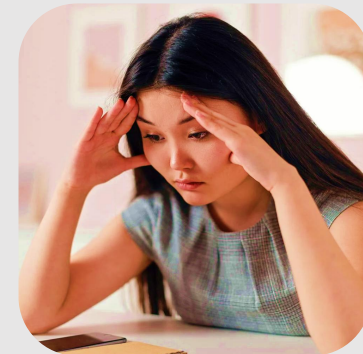
Choosing your GCSE options and getting ready for KS4



You have been given a selection of case studies. Each person is in Year 9 and going through the options process. Read their scenario and decide on the issue they are facing, the emotions they will be experiencing and the advice you would give them to help move forward.

These case studies may feel familiar as they may be things you and your friends are thinking or feeling yourselves.

Case study	What issue are they facing and what emotions are they experiencing?	What advice could you give for what they should do next?
<p>Josie has selected her options, she has known for a while that she wants to do something with coding as a career, she has completed courses outside of school and loves working with computers. Her tutor has just informed her that due to low numbers computer science cannot run next year and she has to select something different. She can choose from: triple science, business studies or geography.</p>		
<p>Shane's family don't really value school. His parents have successful businesses, but left school with few qualifications and have always told him education is "something you have to get through". Shane actually loves school; he would like to go to university and one day be a science teacher. He has even looked at the degree he would like to do, he needs triple science to get there but the spaces are limited. He wants his parents to understand how important a decision this is for him and for them to help him get a place on the course.</p>		
<p>Adie is expected to be a doctor, their parents have chosen options for them. They are all extremely academic and involve lots of exams. Adie hates exams and finds them really stressful, they much prefer coursework based assessments. Adie also would love to be an engineer, they have found a vocational course that they can do after year 11, you can eventually work towards a degree, which is exciting. Adie doesn't know which subjects would be needed to secure a place on that course after Year 11, they don't feel like they can ask their parents.</p>		
<p>Jacob doesn't know what to study for options next year, he isn't sure what he wants to do as a career. He knows he likes taking care of people, he has grandparents and younger siblings who enjoys helping. He also really likes animals and is quite creative. He has subjects that he really enjoys like music, drama and art but they can't all be studied together because they are in the same option block. He really isn't sure what to do for the best, his Grandad has advised him to "keep his options open" but he isn't really sure what that means.</p>		



Choosing your GCSE options and getting ready for KS4



<i>Case study</i>	What issue are they facing and what emotions are they experiencing?	What advice could you give for what they should do next?
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For each of these emotions working in pairs either discuss or add to your mind map:

1. Why these emotions may occur
2. How students can manage/cope with these emotions



Stress



Excitement



What emotions do you think students experience during the options process?

Disappointment



Confusion



For each of these emotions working in pairs either discuss or add to your mind map:

- 1. Why these emotions may occur**
- 2. How students can manage/cope with these emotions**



Stress because you may have clear goals and ambitions that makes this decision feel overwhelming. Speak to other people, including mentors in the year above and the career advisor.



Excitement because you are about to start a course you really enjoy. You may need to manage this emotion when faced with aspects of the course you do not enjoy as much.



What emotions do you think students experience during the options process?

Confusion because you may not know what you want to do in the future. You should speak with people who can give advice and take subjects that give you a range of skills.



Disappointment because the course you want may not be available. You may need to think about the positives that other options afford you and be open to new ideas.



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/>