

Programme Overview
insync

Year 8



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Rationale for Personal Development (PD)

Personal Development is about the holistic development of individuals. There is now clear evidence that highlights the importance of promoting the development of emotional intelligence (EI) in young people alongside other aspects of health promotion. EI refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions in us and in our relationships. In the school context, this involves providing learning opportunities to develop values, attitudes and skills as well as the acquisition of knowledge. PD can help promote genuine relationships within the school community and enable young people to:

- work towards achieving their potential;
- become confident, interdependent and participative citizens;
- make informed and responsible choices and decisions throughout their lives.

Context for the 'In Sync' PD programme

This programme has been developed to help schools interpret the statutory statements of requirement for the KS3 strand of Personal Development (PD). It offers a process for PD that is both holistic and flexible in order to facilitate discrete delivery or an integrated approach as part of a connected learning framework.

How to Use the 'In Sync' Programme

The title of this programme, 'In Sync', refers to the need to find balance and be synchronised in the agreed categories that define an individual in terms of their health (Social, Physical, Emotional, Cognitive and Spiritual). These areas will be touched on in varying degrees throughout many Areas of Learning and through the Pastoral Curriculum in schools.

However, with the provision of a defined, statutory curriculum, the opportunity exists to ensure that all pupils have access to a comprehensive programme that addresses all aspects of Personal Development.

Schools should also ensure that at all times the content of the materials they use to deliver Personal Development, reflects and supports the school's ethos, pastoral care policy and programme.

'In Sync' has been developed around ten themes which reflect the development of the whole person, and which address the statements of minimum requirement for PD.

The ten themes in the PD programme are:

- 1 Health and the Whole Person
- 2 Feelings and Emotions
- 3 Managing Influences and Making Decisions
- 4 Self Concept
- 5 Managing Change
- 6 Morals, Values and Beliefs
- 7 Learning about Learning
- 8 Safety and Managing Risk
- 9 Relationships and Sexuality
- 10 Drugs Awareness

The programme maps the key concepts and statements of minimum requirement against the themes identified in the programme (see Appendix). These themes are then broken down into sub-themes and mapped across Year 8, 9 and 10 to ensure clear and appropriate links and progression throughout

Key Stage 3. Each sub-theme is explored through a range of suggested activities, exemplifying the integration of skills and capabilities, from which teaching materials and resources are developed.

Individual schools may decide the order in which to explore these themes, however, it is recommended that 'Health and the Whole Person' is delivered early in the programme.

Note: The resources and presentations can also be found on the accompanying CD.

The 'In Sync' programme is part of an overall package of guidance and support that will be available to schools for implementing the statements of requirement for PD as part of Learning for Life and Work (LLW).

Additional resource and support materials include:

- CPD units which include specific units for the implementation of Personal Development;
- Thematic Units showing how elements of PD can be supported and delivered in the context of other Areas of Learning. Those units written for PD can be used as stand-alone units of work and will be another resource available to schools;
- Bespoke textbooks being developed by commercial publishers, that are written to support the Revised Curriculum.

Additionally schools are encouraged to use:

- Existing resources already being used to deliver PD programmes in schools. Much of this material can continue to be used, amended and/or supplemented to create a more holistic approach to PD;
- External organisations, whose work is related to aspects of PD. Schools need to ensure that the information provided by external organisations reflects the school's ethos and values;
- Other school initiatives that will, in part, help support the personal development of their pupils and staff for example, Healthy Schools initiative, peer mentoring, counselling etc. These initiatives should be taken into consideration during any audit of provision.



Health and the Whole Person

Aim

To explore the concepts of health, well-being, wholeness and the constituent parts that make up a healthy person (social, physical, emotional, cognitive and spiritual (SPECES)).

Sub-theme 1

Define Health and Wholeness

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none">- To understand the concept of a healthy person.	Teaching Activity 1 <ul style="list-style-type: none">- Discuss the diagram of the ten themes of Personal Development and outline, through questioning, how each contributes to a healthy person.	
<ul style="list-style-type: none">- To identify the constituent parts of a healthy person - social, physical, emotional, cognitive and spiritual (SPECES).	<ul style="list-style-type: none">- Ask pupils to think about a car. Brainstorm as many of the parts they know and what these parts do to help the car function safely and effectively.- Compare the complexity of the human body and mind with that of a car. Each part (including the mind and emotions) has a different function and all parts must work in harmony to be effective and avoid 'wear and tear'.	Communication

- To use a range of methods for collating, recording and representing information by making a collage for the elements of a healthy/unhealthy person.

- Use stimulus materials of images of people from newspapers/magazines to begin a discussion.
- Make a collage about what makes a healthy/unhealthy person.

Managing Information

- To develop a broader understanding of each of the following elements:
 - Social
 - Physical
 - Emotional
 - Cognitive
 - Spiritual;
- To understand the need for balance between the constituent parts of a healthy person;
- To select, classify compare and evaluate information by grouping cards;
- To classify and make comparisons through sorting cards into groups.

- Teaching Activity 2**
- Divide class into five groups. Give each group a set of 20 cards (4 from each of the elements).
 - Carousel the flip chart five headed sheets and students decide which card belongs in which section.
 - Feedback and discussion.
- OR**
- Ask pupils to write a number of individual ideas about what a healthy person is on sticky notelets.
 - As a class, group these into the 5 areas and display.
 - Are there enough contributions for each area? If not ask pupils to come up with further examples in those areas with a few definitions.
 - Recipe for a healthy person:
Pupils should discuss what makes a healthy 'Year 8 pupil'. Make the concept personal/relevant to them. This can then be represented as a recipe emphasising the idea of balance between the ingredients.

Communication

Managing Information
Thinking,
Problem Solving and
Decision Making



Health and the Whole Person

Aim

To explore the concepts of health, well-being, wholeness and the constituent parts that make up a healthy person (social, physical, emotional, cognitive and spiritual (SPECS)).

Sub-theme 2 Personal Audit

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none">- To be aware of personal strengths, limitations and interests, recognising areas for development through self reflection, a quiz and personal audit work;- To set personal targets and review them by completing a personal audit;- To identify and understand what helps/hinders us in reaching our goals.	<p>Teaching Activity 3</p> <ul style="list-style-type: none">- Complete the 'Knowing Yourself Quiz' (Resource 3a) to introduce self-reflection on all aspects of health.- Progress to the 'Personal Audit Sheet' (Resource 3b) to recognise strengths and areas for development.- In pairs, students share and discuss their areas for improvement/targets, reflecting on what helps and hinders them. They can use the support sheet to help with this.- Whole class reflective discussion on how they feel after today's activities.- Copies of Resource 3a-b should be retained as they form the starting point for this theme in year 9.	Self Management Communication



2 Feeling and Emotions

Aim

To identify, express and manage feelings appropriately.

Sub-theme 1

Identify and Articulate Feelings and their Intensity in Self and Others

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To develop an awareness of a variety of feelings and the vocabulary used to describe them; - To articulate feelings and their intensity more clearly recognising that others also experience the same/different feelings; - To develop a routine of turn taking, respecting the views and opinions of others, when discussing the individual interpretation of different feeling words. 	<p>Teaching Activity 1</p> <ul style="list-style-type: none"> - Individual pupil activity - give pupils a copy of 'How I feel today' (Resource 3). - In groups of 2 or 3, discuss 'Saying How I Feel (A Checklist of Emotions)' (Resource 2), then move on to personal events. - Brainstorm feeling words - play 'Taboo' to encourage explanation of feeling words. - Group work around scenarios and feelings involved at each stage. - Categorise the intensity or degree of feelings (eg anger - annoyed to irate) through scenarios. 	<p>Communication Working With Others</p>
<ul style="list-style-type: none"> - To understand where feelings come from; - To recognise negative feelings and the concept of positive thinking; - To make links between cause and effect when considering how thinking influences feelings. 	<p>Teaching Activity 2</p> <ul style="list-style-type: none"> - Class discussion on where feelings come from: event - thinking - feeling. - Types of unhelpful thinking exemplified with everyday situations and support of resource. - Quiz to help identify discussed unhelpful thinking types. - Class discussion on how we can introduce positive thinking. (Circle time activity). - Personal reflection in journal. 	<p>Thinking, Problem Solving and Decision Making Communication</p>

2 Feeling and Emotions

Aim

To identify, express and manage feelings appropriately.

Sub-theme 2

Importance of Mutual Respect and Understanding Towards the Feelings of Others

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none">- To express feelings appropriately and with clarity;- To recognise that others also experience the same/different feelings;- To take personal responsibility for working with others by showing respect and listening carefully when people are talking about their emotions;- To manage emotions and behaviour in a range of situations, such as when discussing feelings.	<p>Teaching Activity 3</p> <ul style="list-style-type: none">- Feelings Card Game played in groups to encourage expression of feelings and an opportunity to reflect on how others feel in different situations. <p>or</p> <ul style="list-style-type: none">- Walking debate to feeling signs pinned around the room in reaction to scenarios read aloud by the teacher. Students compare and contrast their similar/varying reactions to an identical situation.- Compare and contrast feelings in whole class discussion.- Individual reflection on being aware of feelings and how you express them.	<p>Communication</p> <p>Working With Others</p> <p>Self Management</p>



3 Managing Influences and Making Decisions

Aim

To explore and understand the impact of internal and external influences on our behaviour and decision making process.

Sub-theme 1 Internal and External Influences

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To understand that decisions are not made in a vacuum; - To make links between cause and effect when exploring what influences their choice. 	<p>Teaching Activity 1</p> <ul style="list-style-type: none"> - Brainstorm how decisions are made. Pose the question: you are going to the cinema with your mates, what will you wear? Reflect on the answers and discuss the reasons. Teacher groups the responses on flipchart: <ul style="list-style-type: none"> - Internal influence, eg, comfort - External influence, eg, look good. - Group work activity. Why do we make the choices we do? Develop this into choices around cigarettes, relationships, the food we eat etc. Feedback on influences in decision making, eg, peers, friends, family, teachers, media, music, personal values and self-esteem. Link to feelings and emotions. 	<p>Thinking, Problem Solving and Decision Making</p> <p>Communication</p>
<ul style="list-style-type: none"> - To understand the influence of peers in the decisions that we make. 	<ul style="list-style-type: none"> - The Smarties Game’ - a closer look at peer influence and pressure. Give each pupil a smartie and an instruction which they must follow in relation to the rest of the group. - Class discussion around group dynamics, decisions, gender differences etc. Link to feelings and emotions. 	



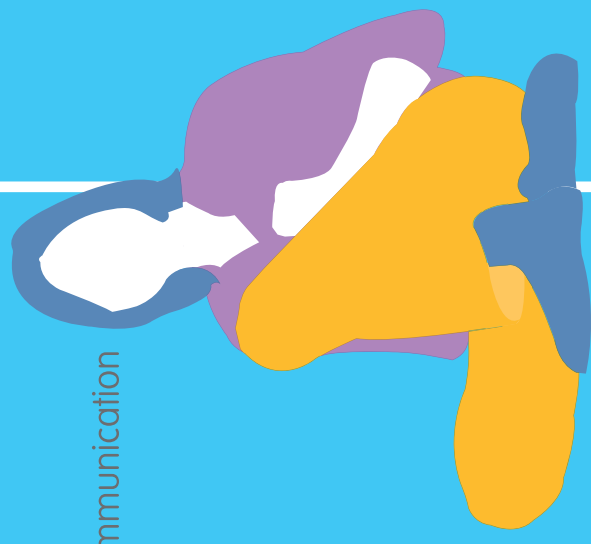
3 Managing Influences and Making Decisions

Aim

To explore and understand the impact of internal and external influences on our behaviour and decision making process.

Sub-theme 2 Managing the Decision Making Process

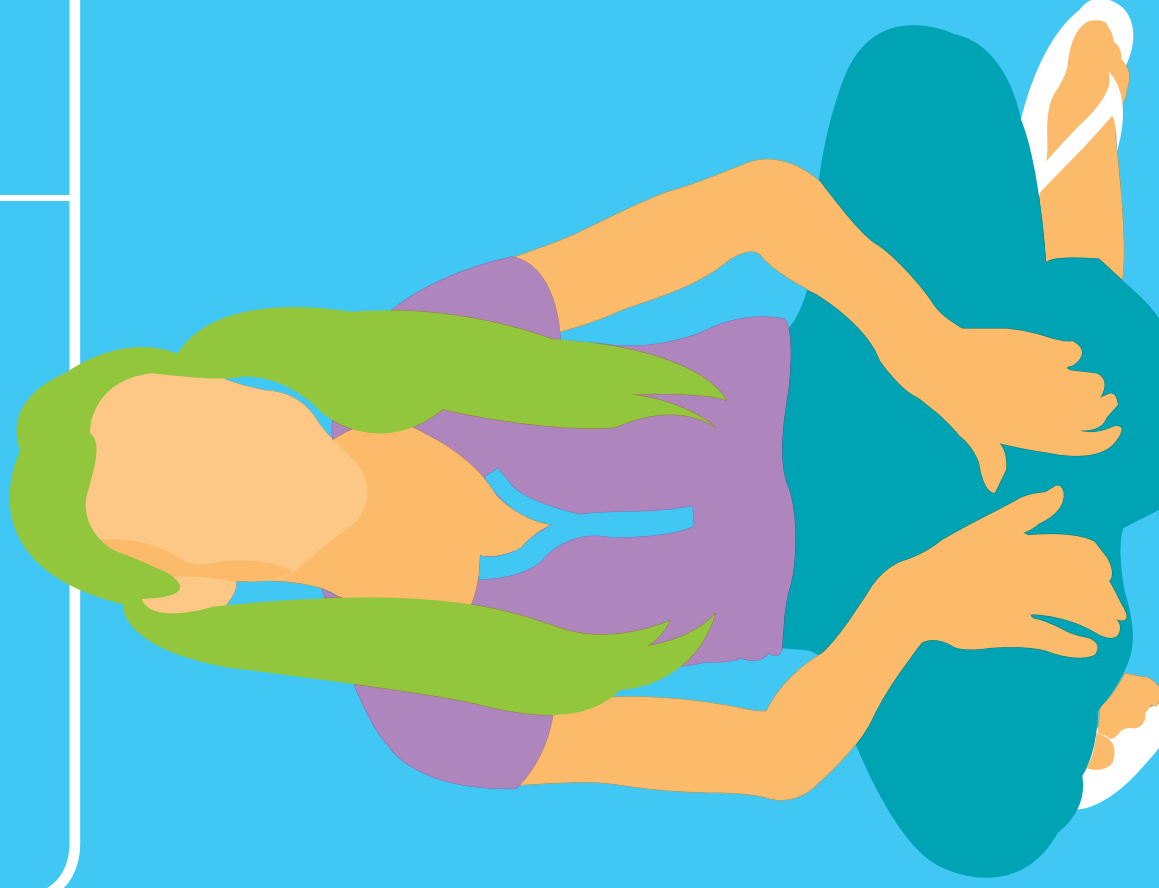
Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To develop and use a framework to assist in the decision making process; - To make ideas real by experimenting with different actions and outcomes through consideration of alternative endings to scenarios. 	<p>Teaching Activity 2</p> <ul style="list-style-type: none"> - In pairs, talk about a difficult decision they have had to make. How did you reach that decision? (Consider the steps you took when making a decision.) <p>Feedback how the decision was reached in the form of steps on a flipchart. Introduce an existing framework and discuss similarities between the two.</p> <ul style="list-style-type: none"> - Group work activity or role play - applying the framework to a scenario which requires a decision, for example: <ul style="list-style-type: none"> - you are at a friend's house with your mates, one brings some cans of beer and asks if you would like one; - you are at a friend's house and it is getting late, you need to be home soon but a good film has just started. 	<p>Being Creative</p> <p>Communication</p>



- To understand that decisions have consequences, both good and bad;
- To review learning and some aspect that might be improved through self reflection in Personal Journal.

- Consider the previous scenarios and examine the positive and negative consequences of the decisions made.
- Self Reflection. Applying the framework. Would your decisions have been different next time, and why?

Self Management



4 Self Concept

Aim

To explore accurate self-awareness and effective self-development.

Sub-theme 1

What Kind of a Person Am I?

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To develop a fuller picture of their whole selves; - To be aware of personal strengths, limitations and interests by completing the worksheet related to self-reflection. 	<p>Teaching Activity 1</p> <ul style="list-style-type: none"> - Circle 'change seats' activity to highlight similarity and difference regarding various constituents of personal identity. - Individual reflection on 'Who Am I?' (Resource 1). Class discussion on reflection. 	Self Management
<ul style="list-style-type: none"> - To recognise and value that they are unique. 	<ul style="list-style-type: none"> - Create a body map/silhouette. Pupils write name on one side and unique fact about themselves on the other side, then stick these to the body with name hidden. Pupils take turns to remove cards and guess who the person is. 	Communication



Sub-theme 2

What Has Brought Me to This Point?

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To value other peoples ideas to stimulate own thinking by listening to and reflecting on the impact of life events on famous people; - To explore how my personality, family, school, community have shaped me in becoming who I am. 	<p>Teaching Activity 2</p> <ul style="list-style-type: none"> - Teacher tells famous life story highlighting where influences came from. - Complete 'My life journey' (Resource 3) in preparation for independent project. 	<p>Being Creative Communication Using ICT</p>
<ul style="list-style-type: none"> - To use a range of methods for collating recording and representing information when doing independent 'Life Journey' work. 	<ul style="list-style-type: none"> - Individual exercise around life's journey to date using the areas of personality, family, school and community. This could be in the form of a road map, building blocks, film strip, crest etc. Pupils choose the most appropriate format for them. Pupils can volunteer to share their work with the class. 	<p>Managing Information Using ICT</p>



4 Self Concept

Aim

To explore accurate self-awareness and effective self-development.

Sub-theme 3

Where am I Going? Hopes and Aspirations for the Future

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none">- To identify some hopes and aspirations for the future and how they might be achieved.- To understand that sometimes, plans and ambitions need to be re-evaluated;- To set personal targets and review them through evaluation of previous personal goals.	<p>Teaching Activity 3</p> <ul style="list-style-type: none">- Group Hope wall to which every pupil contributes.- Visualisation teacher led - 'Imagine that you are ...' exercise to highlight the need to set targets to achieve your hopes and aspirations.- Self reflection on personal hopes.- Revisiting target setting from last lesson, pupils brainstorm in small groups obstacles and barriers that may present themselves.- Discuss/role play scenarios on subject of coping with disappointment and adjusting to change and unforeseen circumstances. Highlights influences of attitude as well as facts on how we deal with difficulties.- Continuing personal reflection on strategies to overcome obstacles to achieving their hopes.	<p>Self Management</p> <p>Communication</p>



Sub-theme 4

What Develops and Influences Self-esteem, Security, Significance and Self-Worth

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To recognise how external influences affect their self-worth; - To manage emotions and behaviour by exploring what impacts on their feeling of self-worth. 	<p>Teaching Activity 4</p> <ul style="list-style-type: none"> - Paired and/or group work: What will increase my self-worth/self-confidence? Read through 'Self-Esteem Cards' (Resource 7), deciding whether they would help, hinder or make no difference to their self-worth. 	Self Management
<ul style="list-style-type: none"> - To make links between cause and effect when reflecting on influences on behaviour. 	<ul style="list-style-type: none"> - Tug-O-War pupil in middle pulled by other pupils representing negative influences on self-esteem, counterbalanced by pupils representing positive influences. - Whole class discussion to reflect on responses and reasons for their choices. - Read 'A Day in the Life of Jo' (Resource 8) in conjunction with the 'Self-Esteem Thermometer' (Resource 9), to highlight incidents that affect us during a normal day. - Individual self-reflection on past day/week and how self-worth has fluctuated, using 'Self-Esteem Thermometer'. 	Thinking, Problem Solving and Decision Making Communication

5 Managing Change

Aim

To encourage pupils to take personal responsibility for the changes in their lives, and to develop positive attitudes such as self-belief, flexibility and respect in order to embrace the opportunities and challenges change presents.

Sub-theme 1

Identify, Understand and Manage Transitions in Life and Their Significance

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none">- To identify change as an inevitable part of everyday life, both positive and negative;- To recognise the degrees and levels of change and their significance;- To make links between cause and effect through self reflection on changes in life;- To listen actively and share opinions through pair and class discussion.	<p>Teaching Activity 1</p> <ul style="list-style-type: none">- Class brainstorm the changes that have happened to them to date. Snowballing activity; (individual writes down their thoughts, shares them with another person, two pairs then join up and share their thoughts and so on).- Identify changes in life to date and elaborate using the following framework:<ul style="list-style-type: none">- description of the change that took place;- the level of impact on me;- how the change made me feel;- how I coped with the change.- Take feedback and explore attitudes to change.	Thinking, Problem Solving and Decision Making Working With Others Communication



- To learn from experience in order to develop strategies to manage change;
- To learn and build on others experiences, and value other people's ideas to stimulate their own thinking, through application of a decision making framework.

Teaching Activity 2

- Developing a 4 step framework to managing change:
 - 1 Facing the fact that the change has happened.
 - 2 To admit and explore my feelings about change.
 - 3 To identify the opportunities and problems created by the change.
 - 4 To adjust my life to make the most of the changes.
- **Scenarios/Role play:**
Use scenarios to apply the process, using examples that could have a small, medium and large impact in terms of change. Students role-play the scenarios to explore the application of the 4 step process for managing change.

Being Creative

Communication

Sub-theme 2

School Transition

Suggested Learning Intentions
Pupils are Learning:

- That changing school is challenging and exciting;
- To select, classify, compare and evaluate information by analysis of changes when moving school;
- To seek advice when necessary by increasing knowledge of support systems available;
- To ask for help and support when needed.

Development of Skills and Capabilities

Managing Information

Communication
Self Management

Outline of Activities/Resources

Teaching Activity 3

- Describe what it was like in primary school compared to my new school.
- Sort, under plusses, minuses and interesting, words about our new school.
- Take feedback.
- Draw out the key differences involved in being a member of your new school.
- Teacher to ensure pupils know about the help in school such as form teachers, peer/buddy schemes etc.

6 Morals Values and Beliefs

Aim

To explore and develop a values and moral framework as a basis to live life.

Sub-theme 1

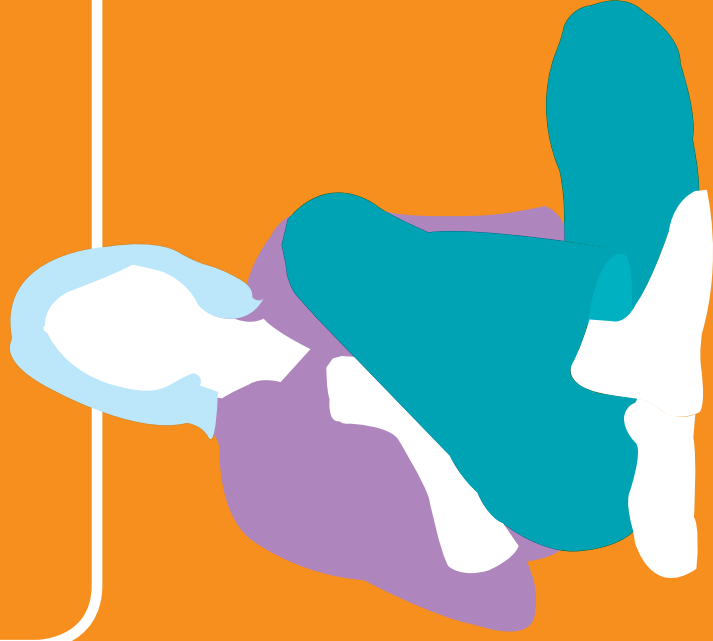
Understanding Where Behaviour Comes From

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - That behaviour is shaped by values, attitudes and beliefs through a range of influences including parents and society. 	<p>Teaching Activity 1</p> <ul style="list-style-type: none"> - Explain the picture of an iceberg (one tenth above the surface, nine tenths below). Observable behaviour is the one tenth above. But there is much going on beneath the surface that drives or generates our observable behaviour. 	
<ul style="list-style-type: none"> - To explore the role of values, attitudes and beliefs in shaping their actions; - To give and respond to feedback, reaching agreement, negotiating and compromise through classification of influences on us into groups. 	<ul style="list-style-type: none"> - Students work in groups of 3 or 4, discussing their opinions using the 'What Do You Think?' cards (Resource 1). Students need to explain their opinions to start the process of placing where their values may have originated. - Conclusion: Personal Journal. Make a list of the sorts of things that influence behaviour, from what you have discovered or from your own experience. 	<p>Communication</p> <p>Working With Others</p>

Sub-theme 2

Clarifying and Challenging Values

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To define a value and clarify some of their own; - To examine options, weigh up pros and cons when deciding on most important values during a self-assessment quiz; - To give and respond to feedback, reaching agreement, negotiating and compromise through group work to produce a definition of a value. 	<p>Teaching Activity 2</p> <ul style="list-style-type: none"> - Students complete 'What I Value Most...' (Resource 3) individually. As a result, pupils should be able to identify their own values. - Group/class activity to elicit and discuss top 5 values in the class. - Activity to decide on a definition for a value (differentiate between a value and what is valuable). Come to a group definition (allow more than one). - Personal Journal. 	<p>Thinking, Problem Solving and Decision Making Communication Working With Others</p>



7 Learning about Learning

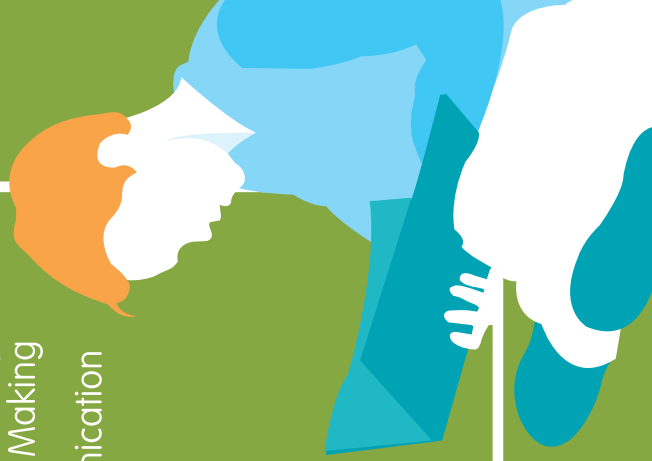
Aim

To encourage positive attitudes and motivation towards learning, and identify strategies and skills to facilitate life-long learning.

Sub-theme 1

Define Learning: Understand the Context of School and Beyond

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To acknowledge different ways of learning; - To make connections between learning in different contexts through carousel activity of different learning opportunities; - To use different types of questions through carousel activity of different learning opportunities. 	<p>Teaching Activity 1</p> <ul style="list-style-type: none"> - Class brainstorm activity. - <u>'What new things have you learnt since coming to this school?'</u> - Carousel activity - pupils in 4 groups with a sheet of paper. Each sheet has one of the statements on it. In a set time they write down their thoughts. Each group moves to the next sheet and does the same as before. They continue round until they get back to their original sheet. - <u>'What makes learning fun?'</u> - <u>'Where else, apart from school, does learning happen?'</u> - <u>'How do you know learning has happened?'</u> - <u>'Why do we need to learn?'</u> - Feedback discussion. 	<p>Thinking, Problem Solving and Decision Making Communication</p>



Sub-theme 2

Explore Attitudes and Motivation Towards Learning

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To identify personal learning preferences; - To experiment with ideas and questions through a problem-solving approach to building pictures from shapes; - To make ideas real by experimenting with different designs, actions and outcomes through building pictures from shapes. 	<p>Teaching Activity 2</p> <ul style="list-style-type: none"> - Practical learning styles activity: Building a shape picture using different styles of instruction to reflect alternative learning approaches (pictures only, written instructions only, verbal instructions only, demonstration, no instruction at all). - Students identify what way was easiest for them to do the activity. - Class discussion. - Extension to write a report to a flat pack company on the preferred way to provide instructions. 	<p>Using Mathematics</p> <p>Communication</p>
<ul style="list-style-type: none"> - To identify personal learning styles; - To challenge the routine method using a questionnaire to discover preferred learning style; - To be aware of personal strengths, limitations and interests through consideration of personal learning style. 	<p>Teaching Activity 3</p> <ul style="list-style-type: none"> - Use of appropriate questionnaire to identify pupils' preferred learning styles. - Reflect with class, using information sheet, on strategies for identifying and adapting to suit one's personal learning style. - Feedback discussion. 	<p>Using Mathematics</p> <p>Self Management</p> <p>Communication</p>
<ul style="list-style-type: none"> - How to apply personal learning styles to enhance their learning; - To generate possible solutions, try out alternative approaches, evaluate outcomes when designing a lesson plan; - To organise and plan how to go about a task when designing a lesson plan. 	<p>Teaching Activity 4</p> <ul style="list-style-type: none"> - Reflect on personal experience of lessons in school to highlight preferred ways of learning through use of a structured question sheet. - Design a lesson to be taught in school, based on what they have learnt about how people prefer to learn. 	<p>Communication</p> <p>Thinking,</p> <p>Problem Solving and</p> <p>Decision Making</p> <p>Self Management</p> <p>Using ICT</p>

🌐 Safety and Managing Risk

Aim

To understand and manage the balance between risk and safety in relation to physical and emotional well-being.

Sub-theme 1 Examining Why We Have Rules

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To develop an understanding for the need to have rules and the authority that makes them; - To experiment with ideas and questions by considering the rationale behind rules in various life situations. 	<p>Teaching Activity 1</p> <ul style="list-style-type: none"> - Use 'Why Have Rules?' (Resource 1) to encourage discussion of the need and rationale behind rules. - Different groups examine the need for rules and their acceptance in a range of contexts, eg, highway code, football, the home, etc. Plenary session discussing issues arising. 	<p>Communication</p> <p>Being Creative</p>
<ul style="list-style-type: none"> - To explore the application of rules in a variety of contexts. For example, highway code, sport, school, families, religion, etc.; - To respect the views and opinions of others, reaching agreement using negotiation and compromise when categorising rules in relation to type and importance during a 'desert island' activity. 	<ul style="list-style-type: none"> - Create an imaginary society and agree certain rules for the welfare of the whole group. What did we learn from this activity? Identify the need for authorities to make rules, and for people to accept them. 	<p>Communication</p> <p>Working With Others</p>

Sub-theme 2

Personal Boundaries in the School Context

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To develop an understanding of the need for school rules. 	<p>Teaching Activity 2</p> <ul style="list-style-type: none"> - In groups, establish an agreed set of classroom rules and compare them. 	
<ul style="list-style-type: none"> - To sequence, order, classify and make comparisons by ranking school rules; - That school rules are based on protecting rights and producing responsibilities for each individual and that all members of the school need to buy into school rules; - To make new connections between ideas/information, and between learning in different contexts, by linking rules with human rights covered in Citizenship Curriculum. 	<ul style="list-style-type: none"> - Look at the school rules. Ask pupils to individually prioritise the type of rules we should obey using the sheet provided. Compare these in groups & prioritise the reasons. - Compare school rules to basic human rights list. Do the school rules protect the rights of individuals and produce responsibilities in individuals? Discuss the cyclical nature of the rights and responsibilities between the whole and the individual. - What does this mean to each person? Design personal motto in relation to this. 	<p>Thinking, Problem Solving and Decision Making Communication Thinking, Problem Solving and Decision Making Being Creative</p>



🌐 Safety and Managing Risk

Aim

To understand and manage the balance between risk and safety in relation to physical and emotional well-being.

Sub-theme 3 Personal Reflection on Risk Taking

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To understand the meaning of the word risk. - To develop the skill of risk assessment and understand their own capacity for risk-taking; - To compare their approach with others and in different contexts by discussing attitudes to real life situations in groups. - To examine options and weigh up pros and cons through reflection of different types of outcomes to real life events. 	<p>Teaching Activity 3</p> <ul style="list-style-type: none"> - Individually use 'How Much Risk is Involved?' (Resource 3) to assess whether they are high, medium or low risk activities. Group/class discussion on collective agreement about assessing risk. - Complete 'Personal Reflection on Risk Taking' (Resource 4) to help determine their attitude to taking risks at the moment. - Personal reflection: am I happy with my ability to deal with risk in my life at the moment? 	<p>Self Management Communication</p>
		<p>Thinking, Problem Solving and Decision Making</p>

📍 Relationships and Sexuality

Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 1

Gender and Identity

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none">- To identify the differences between boys' and girls' self images;- About the misconceptions that each may have of the other;- To respect the views and opinions of others when discussing assumptions about typical gender behaviour. 	<p>Teaching Activity 1</p> <ul style="list-style-type: none">- Divide class into single gender groups. Using 'Gender Issues' (Resource 1) as a prompt, each group completes statements in reference to their own and the opposite gender on large sheets of paper which are then displayed around the room.- In single sex schools a female teacher could take the role of girls and a male teacher could take the role of the boys. Alternatively girls and boys could interview siblings and friends of the opposite sex regarding their perceptions of the other before the class.- Whole class activity: Boys and girls then discuss the assumptions/perceptions/misconceptions that each may have of the other.- In Pairs: share with a partner a belief they had about the opposite sex that has been challenged or clarified and identify how this might change their attitudes towards the opposite sex in future.- Each group feedbacks to the class on one particular attitude change through description, pictures or a brief role-play. Students could also complete their personal journal.	Communication Working With Others

📍 Relationships and Sexuality

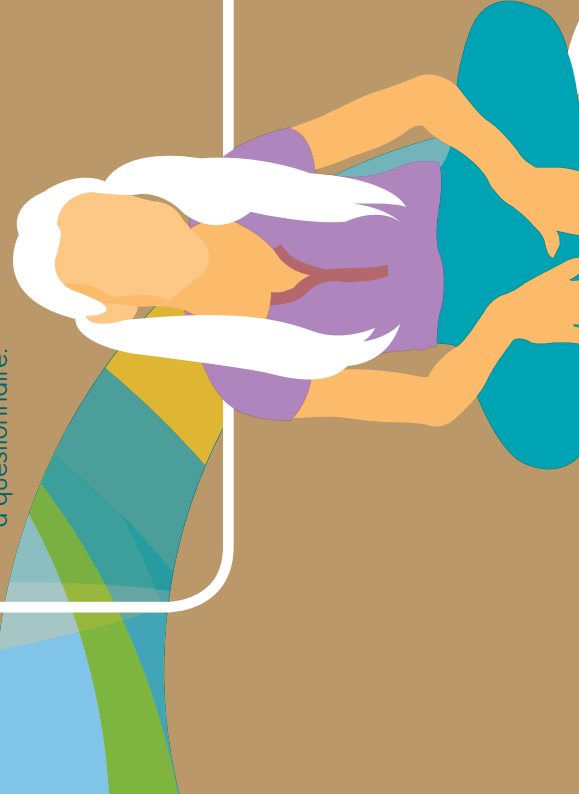
Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 1 - continued

Gender and Identity

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To understand that adults can have different expectations of boys and girls. - To understand gender prejudice. - To organise and plan how to go about a task, seeking advice when necessary, when designing a questionnaire. 	<p>Teaching Activity 2</p> <ul style="list-style-type: none"> - In small mixed groups pupils should discuss whether boys and girls are still treated differently by parents, teachers, the media and their peers etc. - Each group is given 'What Do They Think?' (Resource 2) and allocated a specific group to consider for one minute. Rotate sheets amongst groups to gain ideas on all areas from all groups. Alternatively do a spider diagram. - Whole class feedback and discussion of realisations of gender prejudice. Students could complete their personal journal. - Class/individual activity to make a parent questionnaire. 	<p>Communication</p> <p>Self Management</p>





Sub-theme 2

Types of Relationships

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To develop an understanding of the range of relationships experienced by young people, (including friendships). 	<p>Teaching Activity 3</p> <ul style="list-style-type: none"> - Read 'A Day in the Life of Catherine' (Resource 4) which follows a Year 8 pupil through a typical day in which she encounters a number of people with whom she has relationships/friendships. Brainstorm and list on one side of the board identified relationships. - Students volunteer to write on the board names of individuals identified and their closeness to Catherine (written in the middle of the board) by the distance they place the person from her. Encourage discussion of differing opinions. 	Communication
<ul style="list-style-type: none"> - To identify their own web of relationships. 	<ul style="list-style-type: none"> - Pupils repeat the exercise for themselves, or use 'Who Do I Feel Close To?' (Resource 6) or 'Relationships I Have' (Resource 5) for more structure. 	Being Creative
<ul style="list-style-type: none"> - To take risks for learning by considering who is important in a pupil's world. - To explore the significance of roles, responsibilities and relationships within the family; - To seek out questions to explore and problems to solve by designing and discussing role plays based on own ideas; - To generate possible solutions, try out alternative approaches, and evaluate outcomes by performing role-plays and discussing the situation afterwards. 	<p>Teaching Activity 4</p> <ul style="list-style-type: none"> - In groups take on the roles of family members, and either create their own role plays of conflict situations, or use 'Relationships' (Resource 7a-c). - Whole class discussion to identify how the parents or young person could adapt their behaviour to help solve the dispute. 	Being Creative Communication Being Creative Thinking, Problem Solving and Decision Making

📍 Relationships and Sexuality

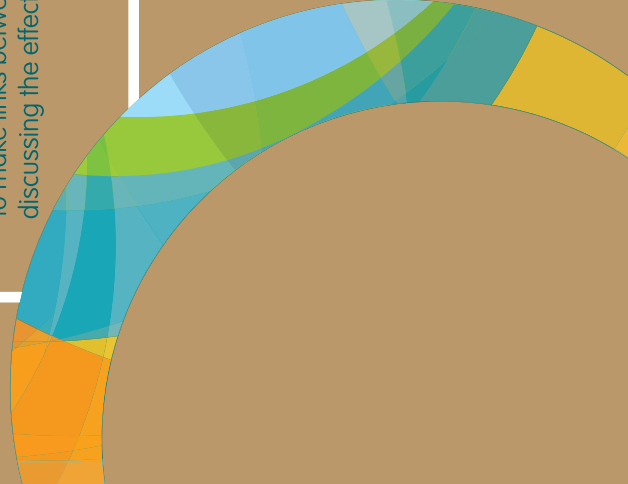
Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 3

Qualities of Friendship

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To explore the qualities of a good friendship; - To sequence, order, classify, make comparisons by analysing influences on friendship cards; - To make links between cause and effect by discussing the effects of behaviour on friendship. 	<p>Teaching Activity 5</p> <ul style="list-style-type: none"> - Use 'Friendships' cards (Resource 8a-c). Sort cards into two groups (Helpful to a Friendship and Not Helpful), adding additional examples if necessary. - Rank the 'Helpful' cards in terms of importance using Diamond 9 and group/whole class discussion. 	<p>Thinking, Problem Solving and Decision Making Communication</p>



Sub-theme 4

Managing Difficulties and Conflict Within Relationships, Including Friendships

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To understand that conflict can arise within relationships, including friendships, when certain qualities are not present; - To communicate with a sense of audience and purpose through role play performance and explaining context of scenarios. 	<p>Teaching Activity 6</p> <ul style="list-style-type: none"> - Review ideas of what hinders a friendship, from the previous activity, encouraging tolerance of differing perspectives. In pairs, students group these ideas into 4 areas: Lack of listening, respect, empathy or trust, discussing those which overlap/don't fit. - Small groups develop a scenario demonstrating one of these main areas to show the rest of the group. After each role play, identify why the problem arose. Use 'The Dog Kennel' (Resource 10). 	<p>Communication</p> <p>Managing Information</p>
<ul style="list-style-type: none"> - To develop strategies to avoid and resolve conflict; - To see opportunities in mistakes and failures by restructuring role plays to give more positive outcomes. 	<ul style="list-style-type: none"> - Students replay the role-plays with more positive interactions, using 'Tips for Conflict resolution' (Resource 9) for reference. Alternatively, new scenarios from 'Activity Cards' (Resource 11) can be used. This can be done for the whole class or in small groups with an observer giving feedback on skills used. - Personal reflection in Journal of situations in their life where conflict arises and what part they may be able to have in resolving these conflicts. 	<p>Communication</p> <p>Being Creative</p>

📍 Relationships and Sexuality

Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 5

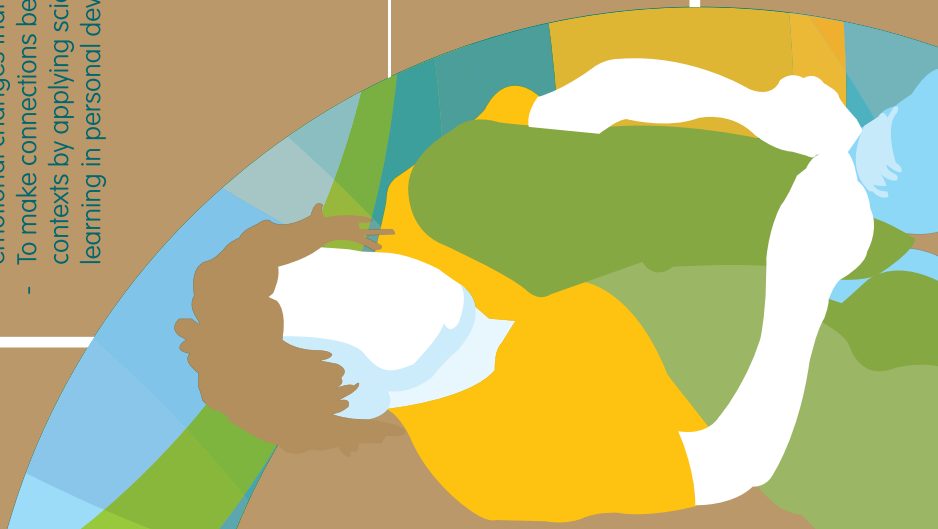
Challenging Relationships

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To use a range of methods for collating, recording and representing information by analysing newspaper articles to find specific information. - To develop skills and knowledge to promote personal safety and be aware of various sources of support. - To seek advice when necessary by reading and listening to information regarding sources of support. 	<p>Teaching Activity 7</p> <ul style="list-style-type: none"> - Complete 'Can you Identify the Risks Involves' (Resource 12) and review 'Brainstorming Exercise' (Resource 13). - Examine a range of age appropriate personal stories or media resources, which detail young people whose personal safety has been threatened in the context of relationships with adults and peers. Teachers use their professional judgement in the choice of articles, and provide a framework for pupils to use to gather evidence. - Alternatively, ask pupils to volunteer stories from the news/ their own knowledge or experience. - Review 'Guidelines for Personal Safety' (Resource 14) say how the situation could have been avoided or dealt with at an earlier stage. - Use 'What to Do' (Resource 15), to outline what to do/where to go for help and the importance of respecting these sources of support. This could be used in conjunction with a visit from a support organisation to the school or class. 	<p>Managing Information Using ICT</p> <p>Communication</p> <p>Self Management</p>

Sub-theme 6

Sexual Maturation

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To explore and understand the main physical and emotional changes that take place in puberty; - To make connections between learning in different contexts by applying scientific knowledge to learning in personal development. 	<p>Teaching Activity 8 Note: It would be useful to liaise with the Science Department regarding the timing of these lessons so that they coincide with related topics.</p> <ul style="list-style-type: none"> - Students use a Venn Diagram to illustrate what happens during puberty to boys, girls and what is common to both. 'The Physical Changes That Take Place During Puberty' (Resource 18) can be used for clarification. - Brainstorm some other types of changes, such as emotional changes, that happen during puberty. Use 'Looking After My Body: Things I Need To Do' (Resource 17) to encourage empathy towards themselves. 	<p>Using Mathematics Thinking, Problem Solving, Decision Making</p>
<ul style="list-style-type: none"> - To be aware of the importance of personal hygiene issues during and after puberty. 	<ul style="list-style-type: none"> - In pairs/small groups, students try the 'Personal Hygiene Quiz' (Resource 16a-b), followed by discussion for clarification of facts. 'Hygiene Habits, Guidance for Girls/Boys' (Resource 19/20) can be referred to for more information. - An option is to discuss how someone could raise the subject sensitively to help a friend who may not realise that they have a problem with personal hygiene. Sensitivity is needed here. 	<p>Communication</p>



10 Drugs Awareness

Aim

To investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.

Sub-theme 1

Define What a Drug is and Clarify Existing Knowledge of and Attitudes to Drugs Use/Misuse

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none">- To define what a drug is;- To evaluate what they already know about drug use/misuse and explore their personal attitudes to drugs;- To respect the views and opinions of others regarding attitudes to drugs and drug users.	Teaching Activity 1 <ul style="list-style-type: none">- Brainstorm 'DRUGS'. Teacher led grouping of ideas into names, descriptions and opinions. Small groups work on a definition, feedback to class with 'official' definition included. Discussion based on the knowledge and opinions voiced.- Individually complete 'Drug Quiz' (Resource 1a), then answers given for self evaluation.- Individually complete 'Attitudes' quiz (Resource 2) with paired discussion. There is more about attitudes in the last lesson.	Communication Working With Others



Sub-theme 2

Different Categories of Drugs and Their Effects on the Body

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none">- About different drug categories and their effects on the body;- About the possible negative consequences of drug taking;- To make links between cause and effect through demonstrations and presentations.	<p>Teaching Activity 2</p> <ul style="list-style-type: none">- Power point presentation of drug categories, with analogy to a car.- Students discuss and complete 'Drugs and Their Effects' (Resource 4a).- Students complete 'Drug Facts Quiz' (Resource 5) in small groups, followed by discussion of answers.- Teacher practical demonstration 'Size Does Matter' (Resource 6) to emphasise how drugs have a bigger effect on smaller people.- Teacher led 'Egg Roulette' game to demonstrate the risks involved in not knowing the contents of street drugs.	Thinking, Problem Solving and Decision Making Communication

10 Drugs Awareness

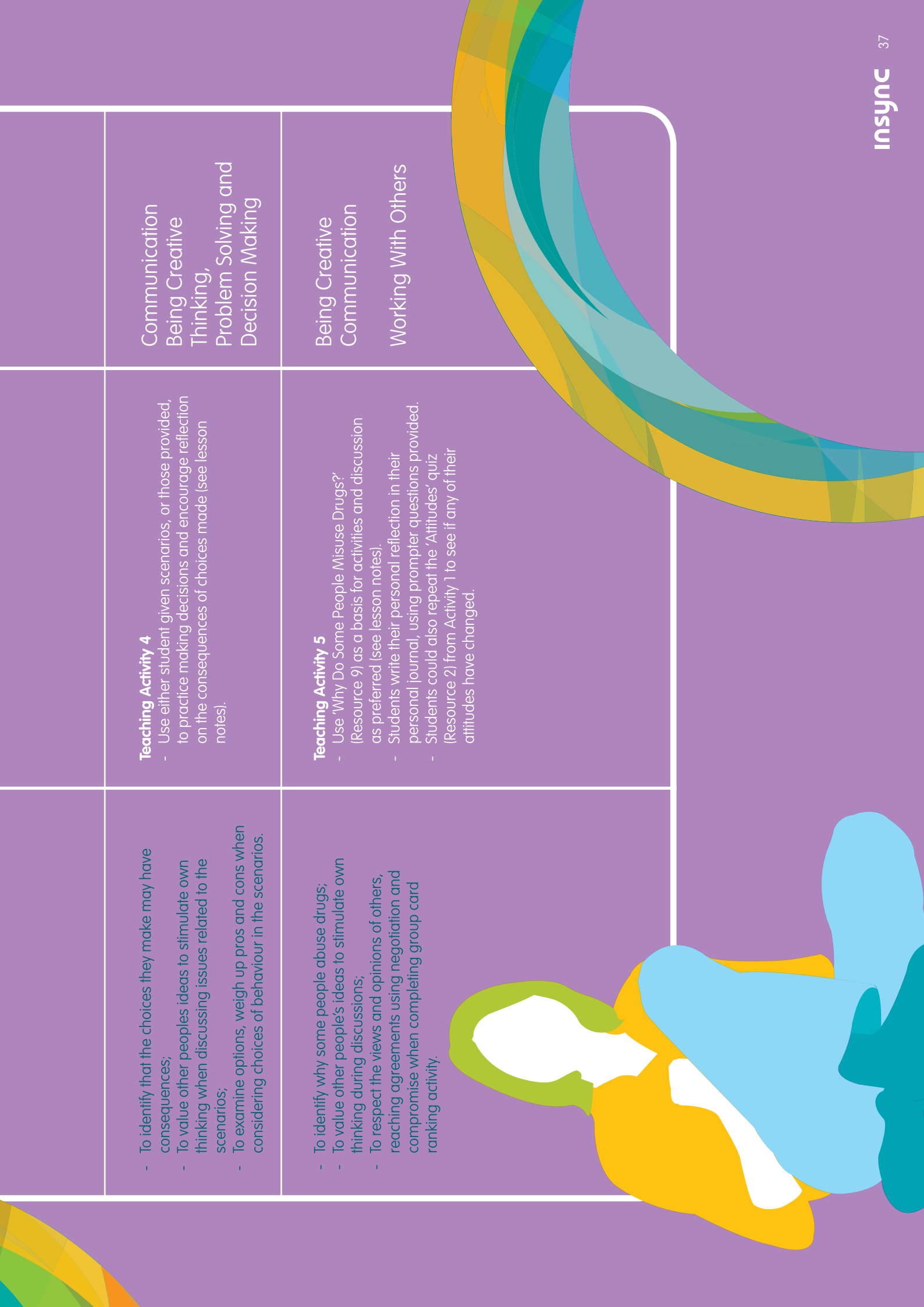
Aim

To investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.

Sub-theme 3

What Motivates People to Take Drugs?

Suggested Learning Intentions Pupils are Learning:	Outline of Activities/Resources	Development of Skills and Capabilities
<ul style="list-style-type: none"> - To identify how family, friends and media influence them; - To learn and build on others experiences when considering feedback from volunteers under pressure when being persuaded. 	<p>Teaching Activity 3</p> <ul style="list-style-type: none"> - The 'Trust Game' demonstration to highlight how much someone trusts their friends. - Research the influence of media through analysis of newspaper articles/advertising in groups allocated specific areas - project work. - Alternatively use 'Influences On Me' (Resource 7) to reflect on media influences. 	<p>Being Creative Communication</p>
<ul style="list-style-type: none"> - To listen actively and share opinions during group discussions. 	<ul style="list-style-type: none"> - Students complete personal journal concerning the influences they feel upon them to act in ways that they do not want to. 	<p>Working With Others</p>



Introduction to Conceptual Themes Key Stage 3

Conceptual themes are the suggested vehicle through which the key concepts and statements of requirement are taught. The themes shown in bold highlight those which are most relevant to each key concept area, although it should be recognised that there is considerable cross over throughout.



Key Concept	Minimum Requirement Statement	Conceptual Themes
Self Awareness	<ul style="list-style-type: none"> - Explore and express a sense of self; - Explore personal morals, values and beliefs; - Investigate the influences on a young person; - Explore the different ways to achieve self-esteem; - Develop skills and strategies to improve own learning. 	<ul style="list-style-type: none"> - Self Concept; - Feelings and Emotions; - Learning About Learning; - Morals Values and Beliefs; - Managing Influences and Making Decisions; - Managing Change; - Safety and Managing Risk; - Relationships and Sexuality.

Personal Health

- Explore the concept of Health as the development of a whole person;
- Investigate the influences on physical and mental health;
- Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour;
- Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse;
- Develop preventative strategies in relation to accidents in the home, school and on the road;
- Develop strategies to promote personal safety.

- **Health and the Whole Person;**
- **Managing Change;**
- **Safety and Managing Risk;**
- **Drugs Awareness;**
- Feelings and Emotions;
- Relationships and Sexuality.

Relationships

- Explore the qualities of relationships including friendship;
- Explore the qualities of a loving, respectful relationship;
- Develop coping strategies to deal with challenging relationship scenarios;
- Develop strategies to avoid and resolve conflict;
- Explore the implications of sexual maturation;
- Explore the emotional, social and moral implications of early sexual activity.

- **Relationships and Sexuality;**
- **Morals Values and Beliefs;**
- **Managing Change;**
- **Safety and Managing Risk.**



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Key Stage 3
Personal Development

Year 8

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