Programme Overview

INSYNC

Year 10

InSync
Key Stage 3
Personal Development

Contents

InSync

Acknowledgements

The InSync programme has been produced in a partnership between CCEA and the five Education and Library Boards. We would like to take this opportunity to acknowledge the time and effort given to this project by the Personal Development Advisors and their officers without whom this resource would not have been developed. In particular, we wish to acknowledge the use of their existing materials that have been incorporated into this pack, including the various contributors to the Chrysalis resource pack.

We would also like to acknowledge the significant work of Clare McFadden in the writing and editing process of these materials.

Finally, we would like to thank the schools, including the regional pilot schools, who were involved in the consultation process that facilitated the development of these support materials.

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 recognising our own feelings and those of others, for motivating ourselves, and for managing emotions in ourselves 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 InSync 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 InSync Programme

The title of this programme, InSync, 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, schools should 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.

InSync 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 InSync 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 can also be found on the accompanying CD.

The exemplar 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 for the implementation of Personal Development. These are available in your Curriculum Support and Implementation box and can be downloaded from www.nicurriculum.org.uk;
-   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 can be downloaded from www.nicurriculum.org.uk;
-   Bespoke textbooks being developed by commercial publishers, written to support the Northern Ireland 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.

Framework for the Teaching Activities and Resources

The activity sheets have been designed to incorporate as many aspects of the Northern Ireland Curriculum 'Big Picture' as possible.

- Each activity sheet has a theme, aim and sub-theme clearly displayed to facilitate mapping to the programme overview.
- Several learning intentions have been identified for each activity, one of which is linked to the Thinking Skills and Personal Capabilities framework. Occasionally, additional skills based learning intentions are identified.
- The learning experiences, attitudes and dispositions that could potentially be developed through the activities are indicated along with identification of the skills and capabilities that can be assessed.
- Opportunities for teachers to apply Assessment for Learning strategies are identified throughout the activities.
- At the start of each activity the resources you need and methodologies used are displayed.
- Where possible, resources are included in this pack to support the activities.

Many of the activities and resources have been developed to support each theme in the programme offering a wide range of choice to teachers and coordinators responsible for planning the school's provision for PD.

Using the Teaching Activities and Resources

Many schools already have comprehensive PD programmes in place. By carrying out an audit against the statutory statements for PD, any gaps in provision can be identified. Appropriate activities from InSync could then be integrated into existing programmes to ensure the provision of a holistic programme of PD for pupils.

Alternatively, schools may wish to develop their PD provision around the concept of the ten themes of InSync. In this case, coordinators will need to select and adapt activities that are age appropriate and support the specific needs of the pupils in their school.

During the planning process, coordinators may need to give consideration to issues such as:

- allocated time for discrete provision;
- level of integrated provision through other subjects;
- confidence and competence of teaching personnel with PD.

1 Health and the Whole Person

Recommendation: this is the first theme to be delivered in each year group and subsequent themes will reinforce and support the development of a healthy 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)).

Understanding Health and Wholeness

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to review the aspects of health – social, physical, emotional, cognitive and spiritual; - to understand the concept of a healthy person; - to be aware of personal strengths, limitations and interests.	**Activity 1: The Whole Person** - Review aspects of health and consider what is healthy and unhealthy in each of the five areas of health. - Pupil quiz to reflect how 'healthy' they are.	Self Management Communication

Future Life Planning for Health and Wholeness

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to understand the need for balance between the elements of health; - to project themselves into the future and create a picture of themselves as a healthy person; - to respect the views and opinions of others, reaching agreements using negotiation and compromise; - to challenge the routine method; - to value the unexpected or surprising.	**Activity 2: Keeping Healthy** - Visualisation of how they will have changed in five years. - Make a mobile or collage to display balance of the five aspects of health. - Guided visualisation to explore hopes and dreams for the future.	Communication Being Creative Working with Others Using ICT

2 Feelings and Emotions

Aim
To identify, express and manage feelings appropriately.

Understanding Feelings, Thinking and Behaviour

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to understand the thought processes which lead to feeling; - to make links between cause and effect; - to manage emotions and behaviour in a range of situations.	**Activity 1: Facts vs Judgements** - Pupils consider the consequences of thinking negatively and/or positively in a range of scenarios. - Discussion of the importance of attitude when dealing with difficult situations.	Self Management Thinking, Problem Solving, Decision Making Communication
- to understand what happens when feelings get out of control; - to learn from and build on others' experiences; - to listen actively and share opinions.	**Activity 2: Losing It!** - Self-reflection exercise on losing control of our feelings. - Card matching activity looking at different coping strategies for difficult situations.	Working with Others Being Creative Communication

Managing Feelings, Thinking and Behaviour

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to express feelings in a constructive way; - to understand 'I' statements; - to take personal responsibility for work with others; - to examine options, weigh up pros and cons.	**Activity 3: Name, Don't Blame** - Role-play conflict situations using 'I' statements.	Working with Others Communication Thinking, Problem Solving and Decision Making

2 Feelings and Emotions

Aim
To identify, express and manage feelings appropriately.

Coping with Feelings

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to explore a range of ways of coping with feelings; - to compare their approach with others and in different contexts; - to experiment with ideas and questions.	**Activity 4: Let's Go!** - Brainstorm strategies for coping with difficult feelings/situations. - Practise relaxation/self-calming techniques.	Self Management Being Creative Communication

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.

Influences on Decision Making

Suggested Learning Intentions Pupils are learning:	**Outline of Activities**	**Development of Skills and Capabilities**
- to review internal and external influences on behaviour; - to understand the impact of societal norms on decision making; - a range of methods for collating, recording and presenting information; - to communicate with a sense of audience and purpose.	**Activity 1: All That Pressure!** - Review internal and external influences on behaviour. - Presentation on how societal norms and the role of society and the media influence our decisions and behaviour.	Managing Information Using ICT Communication

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.

Creative and Critical Thinking in Decision Making

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- that thinking is an important part of decision-making; - to manage emotions and behaviour in a range of situations; - to make new connections between ideas/information.	**Activity 2: Am I Impulsive?** - Consider consequences of acting on impulse, in comparison with taking time to think about a decision. - Small groups consider scenarios on a worksheet. This is followed by class discussion.	Self Management Being Creative Communication
- to become aware of different decision making styles and consider their appropriateness in a variety of situations; - to compare their approach with others and in different contexts; - to give and respond to feedback.	**Activity 3: How Do I Make Decisions?** - Consider different approaches to decision making through a walking debate. - Discuss the benefits and disadvantages of different decision-making styles and reflect on personal decision-making style.	Self Management Working with Others Communication
- about the importance of critical and creative thinking in making decisions; - to select, classify, compare and evaluate information; - to focus, sustain attention and persist with tasks.	**Activity 4: How Do I Think?** - Card match activity on critical and creative thinking. - Practical creative and critical thinking exercises.	Communication Managing Information Self Management

4 Self Concept

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

Personal Responsibility and Self Management

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to recognise that they act differently in different situations with different people; - to understand how they act differently and how this makes them feel; - to manage emotions and behaviour in a range of situations.	**Activity 1: Wanting Control** - Discussion about what we do and don't have control over in our lives. - Personal reflection on strategies to deal with difficulties arising from a lack of control - Writing and reflection exercise on the Serenity Prayer.	Self Management Communication Being Creative
- acknowledge their personal responsibility to self; - reflect on the benefits of positive self management; - sequence, order, classify, make comparisons; - set personal targets and review them.	**Activity 2: Personal Responsibility** - Pupils consider who is responsible in different life situations. - Card sort activity drawing out qualities related to being responsible. - Create Personal Charter on working towards a personal hope or aspiration.	Thinking, Problem Solving, Decision Making Self Management Communication

4 **Self Concept**

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

Coping Under Pressure

Suggested Learning Intentions Pupils are learning:	**Outline of Activities**	**Development of Skills and Capabilities**
- identify situations in which they feel under pressure, how they presently cope with these situations, and the appropriateness of responses they use; - explore and share alternative responses to stressful situations; - learn from and build on others' experiences; - adapt behaviour and language to suit different people and situations.	**Activity 3: Finding Another Way...** - Discuss experiences of feeling under pressure. - Analyse coping strategies in a range of scenarios. - Pupils reflect on personal coping strategies.	Being Creative Working with Others Communication

5 Managing Change

Aim

To encourage pupils to take personal responsibility for managing 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.

Identify, Understand and Manage Change in Adolescence

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- that adolescence is one of the milestones of their development; - to make new connections between ideas and information; - to make links between cause and effect.	**Activity 1: Then And Now** - Consider the changes they have gone through in adolescence.	Communication Being Creative Thinking, Problem Solving, Decision Making
- to consider the personal implications of change during adolescence; - to develop strategies to manage change; - to communicate with a sense of audience and purpose; - to respect the views and opinions of others, reaching agreements using negotiation and compromise.	**Activity 2: How's Adolescence For You?** - Carousel sheets amongst groups to consider benefits, downsides and interesting points of adolescence. Sheets are then displayed to share information - Consider specific difficult situations in groups, deciding on strategies to cope. Each group feeds back to the rest of the class.	Managing Information Working with Others Communication

6 Morals Values and Beliefs

Aim
To explore and develop a values and morals framework as a foundation for life.

Becoming a Person of Integrity

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- what a person of integrity is; - how values, morals and beliefs define their integrity; - to seek out questions to explore and problems to solve; - to listen actively and share opinions.	**Activity 1: What Is Integrity?** - Review meanings of 'values' and 'morals' followed by group definitions of 'integrity'. - Card sort of scenarios to show examples of behaving with integrity.	Communication Being Creative Working with Others
- what the barriers and challenges are in developing their integrity; - to develop strategies to promote integrity; - to justify methods, opinions and conclusions; - to value other people's ideas to stimulate own thinking.	**Activity 2: Doing The Right Thing** - Group work on identifying and combating the barriers and challenges that stop people behaving with integrity. - Consideration of individual integrity.	Communication Thinking, Problem Solving, Decision Making Being Creative

Exploring Spirituality

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to understand that life is more than physical; - to understand the meaning of spirituality; - to understand how spirituality affects behaviour; - to experiment with ideas and questions; - to develop routines of turn-taking, sharing and cooperating.	**Activity 3: Exploring Spirituality** - Discussion on what we need to live - both physical and non-physical needs, and the links with spirituality. - Pupils decide on their own definition of spirituality	Communication Being Creative Working with Others

7 Learning About Learning

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

Setting Goals and Strategies to Build Skills that Facilitate Learning

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to plan and set goals, and break tasks into sub-tasks, in order to set and review personal targets; - to put in place strategies to improve study skills; - to organise and plan how to go about a task; - to manage own time.	**Activity 1: Ways To Study** - Create action plans for revision for an imminent test or exam. - Review learning styles and how they learn best. - Discussion on ways to study effectively.	Communication Self Management

Examining Barriers to Learning

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to identify barriers to learning; - to develop strategies to overcome barriers; - to review learning and some aspect that might be improved; - to compare their approach with others and in different contexts.	**Activity 2: How Am I, When I Need To Study?** - Review the effectiveness of their action plan. - Take quiz on personal barriers to learning. - Brainstorm strategies to combat barriers to learning.	Communication Self Management

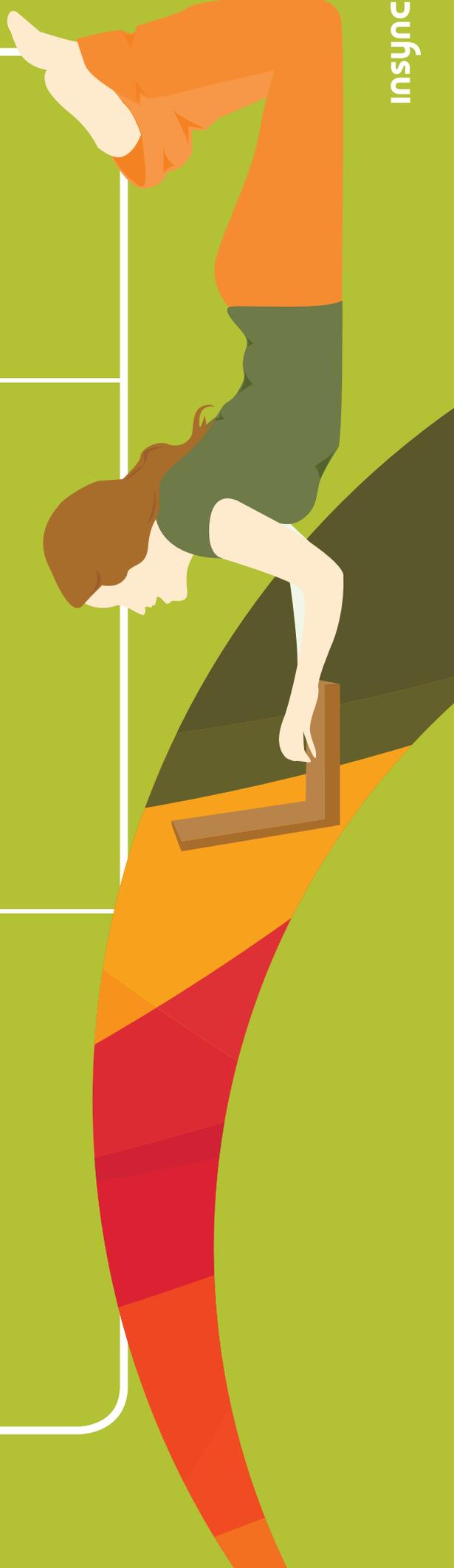# 8 Safety and Managing Risk

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

Emotional Safety

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to understand that people are emotional beings; - to make the link between emotions and risk taking behaviour; - to make ideas real by experimenting with different designs, actions, outcomes; - to adapt language and behaviour to suit different people and situations.	**Activity 1: What Pushes My Buttons?** - Brainstorm feeling words, splitting them into six groups - Create collage poster about human behaviour and emotions. - Circle time discussion on what they have learned in this activity.	Being Creative Working with Others Communication
- to identify risks to their emotional health and well being; - to apply a risk assessment process to a range of emotional contexts; - to develop routines of turn-taking, sharing and cooperating; - to generate possible solutions, try out alternative approaches and evaluate outcomes.	**Activity 2: Looking After Myself** - Review the framework for assessing and managing risk - Apply the framework to various scenarios. - Consider strategies and skills to avoid inappropriate risk-taking behaviour.	Working with Others Thinking, Problem Solving, Decision Making Communication

Personal Boundaries in Relation to Law

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to understand that all societies need laws and there are consequences if they are disobeyed; - to explore how they view laws in terms of their own value judgements; - to understand how actions and words affect others; - to justify methods, opinions and conclusions.	**Activity 3: My Attitude To Laws** - Quiz to examine attitude to laws. - Group debate on the 'fairness' of a number of laws. - Class discussion on attitudes to laws, using support sheet provided.	Communication Working with Others Thinking, Problem Solving, Decision Making

⑧ Safety and Managing Risk

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

Abuse, Bullying and Physical Violence

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to understand the meaning of physical, emotional and sexual abuse, neglect and bullying; - to suggest strategies to deal with unsafe situations; - to manage emotions and behaviour in a range of situations; - to examine options and weigh up pros and cons.	**Activity 4: Different Forms Of Abuse** - Discussion on finding a definition of 'abuse'. - Card match activity on different types of abuse. - Consider strategies to deal with different types of abuse.	Self Management Thinking, Problem Solving, Decision Making Communication

⑨ Relationships and Sexuality

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

Establishing Boundaries

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to understand the concept of physical and emotional boundaries; - to identify and set appropriate boundaries for different relationships; - to seek advice when necessary; - to make new connections between ideas/information.	**Activity 1: Is This Okay For Me?** - Practical activity on the concept of 'personal space'. - Consider what is acceptable behaviour in different relationships. - Class discussion on 'good touch', 'bad touch' and personal boundaries	Self Management Being Creative Communication
- to explore their attitudes and beliefs regarding dating; - to reflect on risks and dangers linked to dating; - to seek out questions to explore and problems to solve; - to use a range of methods for collating, recording and representing information.	**Activity 2: Dating** - Reflect on reasons to have a boy/girl friend. - Class discussion on risks associated with dating. - Create 'agony aunt' letters in response to various scenarios.	Being Creative Managing Information Communication Using ICT

9 Relationships and Sexuality

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

Establishing Boundaries

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to develop coping strategies for challenging relationships; - to practise assertiveness skills to reinforce boundaries; - to see opportunities in mistakes and failures; - to develop routines of turn-taking, sharing and cooperating.	**Activity 3: How Should I Deal With It?** - Consider aggressive, passive and assertive behaviour, using information sheets and examples.	Being Creative Working with Others Communication

Sexual Relationships – Considering Consequences

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to explore the emotional, social and moral implications of early sexual intercourse/relationships within both committed and casual relationships; - to select the most appropriate information for a task; - to compare their approach with others and in different contexts.	**Activity 4: Should I Or Shouldn't I?** - Brainstorm reasons teenagers say 'yes' or 'no' to sex. Categorise reasons into 'emotional', 'social expectations' and 'moral' reasons. - Discussion on the issues raised. - Watch video sequence, and discuss the consequences of saying 'yes' or 'no' to sex.	Communication Managing Information Self Management
- to be aware of the incidence, types, transmission and consequences of Sexually Transmitted Infections (STIs); - to consider the issues regarding early sexual intercourse/relationships; - to make predictions, examine evidence and distinguish fact from opinion; - to make ideas real by experimenting with different designs, actions and outcomes.	**Activity 5: Safe Sex** - Quiz on Safe Sex and STIs. - Video sequence, followed by class discussion. - Card match activity to clarify knowledge and understanding of STIs. - Consider 'problem page' scenarios about sex.	Thinking, Problem Solving, Decision Making Being Creative Communication

9 Relationships and Sexuality

Aim

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

Implications of Teenage Pregnancy and Parenthood

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to understand that pregnancy is a real consequence of sexual activity; - to be aware of the consequences of teenage pregnancy; - to sequence, order, classify and make comparisons; - to respect the views and opinions of others, reaching agreements using negotiation and compromise.	**Activity 6: Teenage Pregnancy** - Quiz to clarify misunderstandings around conception and contraception. - Video and scenario analysis to reflect on the implications of teenage pregnancy.	Thinking, Problem Solving, Decision Making Working with Others Communication
- factual information about abortion; - to explore their attitudes concerning abortion; - to value other people's ideas to stimulate thinking; - to be aware of personal strengths, limitations and interests.	**Activity 7: Abortion** - Information sheet and questions stimulate discussion about abortion. - Consider reasons why people might have an abortion. - Discussion on how pupils feel about abortion.	Being Creative Self Management Communication Using Mathematics

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to understand the role and responsibilities of being a parent; - to learn from and build on others' experiences; - to make new connections between ideas/information.	**Activity 8: Parenthood** - Invite guest speaker, or use 'real life stories' to give first hand experience of being a teenage parent - Brainstorm the things needed to rear a child. - Reflection on how life would change when you become a parent.	Being Creative Communication

Dealing with Rejection and Loss

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to recognise, and manage, their emotions around rejection; - to understand ways of ending relationships in a sensitive way and coping with broken relationships; - to focus, sustain and persist with tasks; - to review learning and some aspect that might be improved.	**Activity 9: Rejection** - Consider feelings related to rejection - Apply the 'Steps for Working with Emotions' framework to a school week. - Discuss video sequence on ending relationships. - Work on strategies to end relationships maturely and sensitively. - Reflection on managing personal rejection.	Communication Self Management

10 Drugs Awareness

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

Understanding Drugs and Addiction

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to understand a range of drug-related terms; - to be aware of how drugs work on the body to create addiction; - to sequence, order, classify, make comparisons; - to use all the senses to stimulate and contribute to ideas.	**Activity 1: The Craving For Drugs** - Review the four main categories of drugs - Match drugs to each category and consider how dangerous each drug is. - Practical demonstration of how drugs work on the brain.	Thinking, Problem Solving, Decision Making Being Creative Communication

Impact of Drug Misuse on Emotions

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to identify the wider social and emotional consequences of drug misuse; - to select the most appropriate info for task; - to make links between cause and effect.	**Activity 2: Counting The Cost** - Create 'expert' groups on the impact of alcohol, nicotine and cannabis on the individual, family and community.	Managing Information Thinking, Problem Solving, Decision Making Communication

Exploring Consequences on Self and Others

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- to consider the implications of drugs misuse for self and others; - to learn and build on other's experiences; - to use a range of methods for collating, recording and representing information.	**Activity 3: What Could Happen To Me?** - Consider and discuss real life stories. - Explore reasons why people drink alcohol. - Discussion of alternative coping strategies for difficult situations in life.	Communication Being Creative Managing Information

Understanding Rights and Responsibilities

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
- about the law and drugs; - to communicate with a sense of audience and purpose; - to organise and plan how to go about a task.	**Activity 4: The Law And Drugs** - Invite guest speaker to talk about drugs legislation, or show presentation on drugs legislation. - Formal class debate about legalisation of cannabis.	Managing Information Self Management Communication

insync
Key Stage 3
Personal Development

Introduction to Conceptual Themes in 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	– 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.	– **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
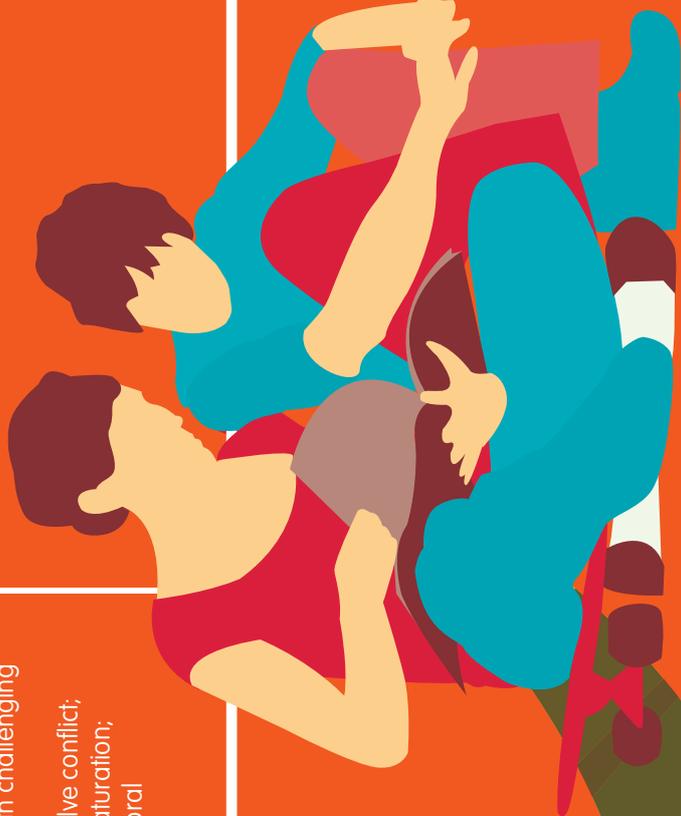
Ground Rules for Year 10

It is important to establish Ground Rules with each group of pupils to ensure a safe, non-threatening environment. The aim is to have an agreed list of rules about how to work together. If a class comes up with their own Ground Rules, in their own words, it gives a greater sense of ownership, and they are more likely to abide by them and respect them. As in everyday life, some compromises may have to be made to reach an agreed list. Everyone has to feel that they can abide by these rules, even if they may not completely agree with some of them.

Ideally, the class Ground Rules should be displayed on a wall during every lesson. They can be referred to when necessary, encouraging positive behaviour and a sense of security for the pupils. If a particular Ground Rule is not being adhered to, the teacher could highlight this point, and offer the opportunity for the class to change the Ground Rule. The group may find that they want to adjust the emphasis of a Rule,

or add more Rules once they start working together. Alternatively, it gives the pupils an opportunity to confirm how important they think the Rule is. Those pupils having problems adhering to the Rules will then appreciate how important they are to the rest of the group.

The idea of confidentiality, and respecting each other's viewpoint when working as a group, is important. Pupils should feel comfortable airing their views, secure in the knowledge that it will not be repeated outside the room. Point out at this stage that if a pupil discloses specific information indicating they are, or could potentially be, at risk, this information cannot remain confidential and must be passed on. The teacher needs to know which support systems their school has in place so that they can pass on information quickly and smoothly. This is also important for the teacher's own sense of safety and security.

To establish Ground Rules:

1   Brainstorm ideas on how people work together as a group. This can be done through asking the pupils to think of a secret. If they were to tell this secret, how would they want the rest of the class to react? Think also of other ways groups work well together, e.g. a football team.

2   In small groups pupils agree, 'What's in?' and 'What's out?' to establish rules on a piece of paper.

3   Their list of rules are then passed onto another group. Each group reads the list they receive, putting a tick or a cross next to each rule to show whether they agree or not.

4   The sheets are passed on again and the process is repeated until each group has an opportunity to read all the other group's rules, and give their feedback.

5   When each group receives their original list of rules back, they review the feedback given, and decide whether they want to adjust any of their rules.

6   Each group then takes turns to suggest a rule to the teacher, and writes them up on the board. Lead a class discussion to see if any rule needs to be changed or adapted so that everyone finds them satisfactory. Examples could be:

What's In?

-   Everyone has the right to their own opinion
-   Often there is not a right or wrong answer
-   One person speaks at a time
-   Respect each other
-   Challenge the idea, not the person
-   What is said, stays in the room

What's Out?

-   No put downs
-   No personal questions
-   No interruptions
-   Do not volunteer others to speak
-   No name calling

INsync

Key Stage 3
Personal Development

Year 10