

Identity Curriculum: Statement of Intent

Purpose of study:

The Oasis Personal Development curriculum has been developed to incorporate our Oasis Ethos, Oasis 9 Habits, and Character Curriculum to ensure students flourish in a safe and well-structured environment. We meet the statutory guidance for RSE, Citizenship and CEIAG as well as using local PHE data to meet the needs of our students. This combination enables students to develop socially, emotionally, culturally, physically, spiritually, and will ensure that they leave us prepared to have fulfilling lives and careers. We want our students to develop into rounded young adults who understand their character and play active roles in their communities.

Students will know more about themselves and others; becoming socially literate and emotionally aware and understanding how they are developing, who they are becoming and how to fulfil their potential. With this clear sense of identity, students will understand their place in society and how to achieve their future life ambitions.

Students will then become confident, articulate citizens who are able to effectively debate moral, social, cultural, and political issues. We also focus on the fundamental British Values that underpin many other curriculum areas. Students have a keen awareness of the socio-political landscape and through the exploration of Oasis Hubs locally, nationally, and internationally understand the importance of inclusivity, the beauty of diversity and challenge themselves and others to be anti-discriminatory and to be inclusive of all.

Character: The OCL Personal Development curriculum develops our students' character by engaging them and enabling them to express their feelings and thoughts around themselves, who they are becoming and why this is important for their wellbeing and development in modern Britain. Personal Development is a safe space for them to discuss their opinions on a variety of topics, to develop a greater understanding of opposing opinions and how to live alongside others whose opinions differ to theirs. Students will have many opportunities to learn and discuss knowledge and skills that will support them to have fulfilled lives.

Competence: We empower our students with knowledge about the community, wider Britain, and their own life choices to be able to make informed decisions and be able to make a fulfilling life pathway. Our curriculum is structured so that our students build on our core concepts gradually through being exposed to them in a range of contexts.

Community: Students will discuss and understand their own place within the local, national, and global community with particular focus on the Oasis family; understanding the importance of diversity and inclusivity and the rich tapestry that is created through interconnected communities. All lessons link to the 9 Habits, and we encourage our students to focus on different habits which relate to the topics being covered in that lesson or that unit.



Core Concepts

The Personal Development curriculum has been carefully designed to ensure that knowledge topics are age appropriate and develop over time building upon previous understanding and different situational contexts. Students learn and progress by learning and retaining a growing body of knowledge all based on the 4 core concepts.

Our core concepts are:

Love and Relationships (RSE): Students will develop knowledge and understanding of different types of relationships within our society, understanding the difference between a healthy and unhealthy relationship, the legalities of many actions within and after the end of relationships and how to manage different types of relationships effectively to ensure there are positive. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will ensure that students are able to successfully navigate their own relationships over the course of their lives.

Citizenship: Students will develop their knowledge and understanding of the various components of the political landscape, different laws that are pertinent to themselves and others within a society, the purpose of the monarchy, a democracy and voting to be equipped to make informed political decisions. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will ensure students are well informed and engage with political discourse and are able to become active citizens in their own local, national and global communities.

Self - Care: Students will gain a knowledge and understanding of how to look after their physical and mental health, they will examine the issues of drugs, alcohol, STDs and contraception, exercise, nutrition, dental health as well as supporting mental health, finding support and strategies available. Additionally, this explores financial literacy, keeping safe in the digital age and managing high stress situations, for example, exams and revision. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will ensure students have the tools to make well informed decisions that lead to healthy lives.

CEIAG and Employability: Students will gain a knowledge and understanding of a range of employability skills required to be successful in the workplace as well as examining different pathways Post-16 including apprenticeships, T-Levels, A-Levels and University. They will have various opportunities to apply their knowledge to real-life situations and scenarios. This will enable students to consider a range of educational and work-related options in the future which will allow them to make informed decisions about their future pathways.

Students have opportunities to progress in each of the 4 core concepts and build on knowledge learnt in prior units.

End points

Love and Relationships (RSE):

- Students will have a sound knowledge of consent as well as sexual and reproductive health and they will know how to seek support and how to support others in gaining support.
- Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship and will be able to recognise the signs of unhealthy relationships, coercive control and know where to seek support.
- Students will understand the challenges that different relationships face and know the options available for contraception and unplanned pregnancy.
- Students will understand how adverse childhood experiences can have an influence on people's lives and futures and where to seek support.

Citizenship:

- Students will have a clear understanding of what it means to be part of a community.
- Students will understand about voting and elections and will have developed a sound understanding of how this works.
- Students will know about taxes and how these are spent.
- Students will know about different types of government and the monarchy.
- Students will understand about equalities in society.
- Students will know about the laws in Britain and the potential sanctions for disobeying these laws.
- Students will understand the methods someone may use to coerce them into joining a gang or carrying out an illegal activity and how to spot the signs.

Self - Care:

- Students will be prepared for life after school and will have a clear understanding of how to open a bank account, pay bills and know how to access different services.
- Students will understand the importance of a healthy lifestyle, diet, exercise, and sleep and will understand how a person's mental health can have an impact on their day to day lives and where to seek support.
- Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day.
- Students will know how to use the NHS and seek support for addiction.

CEIAG and Employability:

- Students will know the options that they have post 16, they will understand how to look for and apply for jobs, including CV writing and how to conduct themselves in an interview.
- Students will know the different qualifications that they have available to them and an understanding of what it is like to choose different pathways, for example, what does an apprenticeship look like or what is life like at university?
- Students will have developed revision strategies that suit their learning style and will be prepared for their post 16 education.