



Fulbrook

Personal Development Policy

**Including the school's written
statement of RSE (Relationships
and Sex Education) Policy**

Issue No.	Author/ Reviewer	Date Written/ Reviewed	Approved by PEAP	Approved by LGB	Review Date
V5	PD Subject Lead	March 2025 – no amendments required	March 2025	March 2025	March 2026

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a Personal Development (PD) curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

N.B. Personal Development (PD) is also known as Personal, Social, Health and Economic (PSHE) education. At Fulbrook, we refer to this element of the curriculum as PD.

Personal Development

At Fulbrook, we teach Personal Development as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

We provide a programme which offers a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

Statutory RSE and Health Education – Regulatory Framework

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (Personal Development) continues to be compulsory in independent schools."
DfE Guidance p.8.

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing

and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword, DfE Guidance 2019 p.4-5.

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships and Sex Education.”

DfE Guidance p.11.

Statutory RSE and Health Education – at Fulbrook

Here, at Fulbrook, we value PD as a way to support students’ development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships, Sex and Health Education within our whole-school PD Programme.

To ensure progression and individualisation, we tailor the curriculum to our students’ needs. The mapping document shows exactly how our school meets the statutory RSE and Health Education requirements.

Our PD policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils’ spiritual, moral, social and cultural development).

Our program is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on request) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children’s Bureau, April 2020).

What do we teach and when?

Whole-school approach

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 *	Summer 2 *
Year 5	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 6	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 8	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 9	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 10	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 11	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	

*** Please refer to notes on page 7 regarding parents' right to request their child be withdrawn from Sex Education**

N.B. to see differentiation in each topic between year groups, see curriculum overviews in the appendices

At Fulbrook, we allocate at least one lesson (of one hour duration) of PE each fortnight, in order to teach the necessary knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- assemblies and collective worship,
- praise and reward system,
- through relationships: student to student, adult to student and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- It is predominantly Form Tutors who deliver the weekly lessons.
- Each lesson has a one-hour timetabled slot.
- We are a values-based school and use our school values to underpin all we do.

Assessment

Designed as a whole-school approach, Jigsaw PSHE / Health and Well-being provides a detailed and comprehensive scheme of learning for ages 3-16. Jigsaw provides well-structured, progressive lesson plans with all teaching resources included.

Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children and young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world. *Please see appendix 3 for an example of Jigsaw assessment.*

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. The school will initially assess this pastorally through observation of interactions and children's adoption of a common language. Staff will discuss the effectiveness of Jigsaw and feedback to the appropriate member of staff, who will carry out pupil conferencing, with a sample of children, to gauge the children's opinions on the impact of the programme. As the programme becomes more embedded within Fulbrook, we may consider the value of adopting a more formal approach of assessment, if deemed useful and appropriate.

Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each 'puzzle' (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each puzzle.

Reporting to Parents/Carers

Each puzzle's assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to give as feedback/when writing reports.

The Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are not nationally-recognised. There are no national level descriptors for PD/PSHE. The Jigsaw philosophy is that children are praised and their achievements celebrated in every

piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Relationships and Sex Education

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships...

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE should provide clear progression from what is taught in primary school in Relationships Education.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect.” *DfE Guidance page 25*

“In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

We expect all pupils to have been taught LGBT (Lesbian, Gay, Bisexual and Transgender) content at a timely point as part of this area of the curriculum.” *DfE Guidance page 15*

The Sex Education Forum (a London-based charity - ‘Working together for quality relationships and sex education’) offers the following definitions:

“Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.”

“Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.”

Sex Education Forum, 2020

What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?

RSE in secondary schools will cover ‘Families’, ‘Respectful relationships including friendships’, ‘Online and media’, ‘Being safe’ and ‘Intimate sexual relationships, including sexual health’.

Health Education

“It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.”

DfE Guidance page 35.

What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?

Health Education in secondary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

Sex Education

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice...
- consent and the law

DfE Guidance page29.

At Fulbrook we agree with the Sex Education Forum definition of Sex Education (as above).

Our PD programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents and carers in relation to their right to request to withdraw their children from Sex Education.

Parents' right to request their child be withdrawn from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE...

... except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms".

DfE Guidance pages 17/18.

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to complete the form at Appendix 1.

Monitoring and Review

The PEA&P Committee of the governing body monitors this policy every two years (or earlier if DfE guidance recommends, or the school deems it necessary). This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PD (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Inclusion and SEND

At Fulbrook, we pride ourselves on our inclusive policy and on how we make provision for all students' needs.

PD is differentiated by the use of additional adults to support or work in smaller groups in areas where children may benefit from a more personalised approach.

Equality

This policy will inform the school's Equalities Policy

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Fulbrook, we promote respect for all and value every individual student. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 2: Curriculum overviews for each year group

Y5 Autumn Term						Celebrating Difference						
Being Me in My World												
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	2 days
Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating						Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures						

Y5 Spring Term					Healthy Me						
Dreams and Goals											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation					Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour						

Y5 Summer Term						Changing Me					
Relationships											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules						Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition					

Y6 Autumn Term		Being Me in My World				Celebrating Difference						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	2 days
Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling						Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy						

Y6 Spring Term		Dreams and Goals				Healthy Me					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments					Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress						

Y6 Summer Term		Relationships				Changing Me					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Self-Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use						Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition					

Y7 Autumn Term Being Me in My World						Celebrating Difference						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	2 days
Unique me Differences & conflict My influences Peer pressure Online safety Sexting Consequences Online legislation						Bullying Prejudice & discrimination Equality Act Bystanders Stereotyping Challenging negative behaviour and attitudes						

Y7 Spring Term Dreams and Goals					Healthy Me					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Celebrating success Identifying goals Employment Learning from mistakes Overcoming challenges Planning skills Safe & unsafe choices Substances Gangs Exploitation / Emergency first aid					Stress and anxiety Managing mental health Physical activity and mental health Effects of substances Nutrition, sleep Vaccination and immunisation Importance of information on making health choices					

Y7 Summer Term Relationships						Changing Me					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Characteristics of healthy relationships Healthy romantic relationships Consent Relationships and change Emotions within friendships Being discerning Assertiveness Sexting						Puberty changes Female Genital Mutilation (FGM) and breast flattening/ironing Responsibilities of parenthood Types of committed relationships Happiness and intimate relationships Media and self-esteem / Self-image Brain changes in puberty / Sources of help and support					

Y8 Autumn Term Being Me in My World						Celebrating Difference						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	2 days
Self-identity Family and identity Stereotypes Personal beliefs and judgements Managing expectations First impressions Respect for the beliefs of others Active listening						Positive change made by others How positive behaviour affects feelings of wellbeing Social injustice Inequality Community cohesion and support Multi-culturalism Race and religion Prejudice LGBT+ bullying						

Y8 Spring Term Dreams and Goals					Healthy Me						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Long-term goals Skills, qualifications Careers Money and happiness Ethics and mental wellbeing Budgeting Variation in income Positive and negative impact of money Online legal responsibilities Gambling issues					Long-term physical health Responsibility for own health Dental health Stress triggers Substances and mood Legislation associated with substances Exploitation and substances Medicine Vaccinations Immunisation Blood donation						

Y8 Summer Term Relationships						Changing Me					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Positive relationship with self Social media and relationship with self Negative self-talk Managing a range of relationships Personal space Online etiquette Online privacy and personal safety Coercion Unhealthy balance of power in relationships / Sources of support						Types of close intimate relationships Physical attraction Legal status of relationships Behaviours in healthy and unhealthy romantic relationships Pornography Sexuality Alcohol and risky behaviour					

Y9 Autumn Term

Being Me in My World

Celebrating Difference

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	2 days
<p>Expectations and perceptions of relationships Peer approval Risks Being me in a group Consent</p>						<p>Equality Understanding difference The power of positive language Bullying Discrimination</p>						

Y9 Spring Term

Dreams and Goals

Healthy Me

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<p>My personal strengths The power of planning My dreams for my life Mental health and illness Media Manipulation and mental health</p>					<p>Making healthier choices Alcohol Using substances (including smoking) Life-saving skills Effects of substances</p>					

Y9 Summer Term

Relationships

Changing Me

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Power in relationships Assertiveness and saying no Porn – is it real? Contraception Consequences of unprotected sex</p>						<p>Mental health Change and our emotions Better sleep Resilience</p>					

Y10 Autumn Term

Being Me in My World

Celebrating Difference

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	2 days
Liberty and safety in my world How I feel when things end How social media affects me, my identity and culture Rated! Risk						Equality: what does it mean to me in the UK Equality in the workspace Multicultural society Power in relationships Challenging inequality						

Y10 Spring Term

Dreams and Goals

Healthy Me

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Relationships and goals Me, my goals and my health Work/life balance A healthy balance					My health MOT What protects my health? Extraordinary bodies Extraordinary minds Diseases, treatments and lifestyle choices					

Y10 Summer Term

Relationships

Changing Me

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Healthy, long-term relationships Love and loss Healthy connections Relationships – Don't believe what you see! Better together?						Changing Society and me Managing change and decision making Gender and sexual identity Gender stereotypes and sexual identity Physical and emotional changes					

Y11 Autumn Term

Being Me in My World

Dreams and Goals

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	2 days
<p>Becoming and adult Relationships and the law The law and you Me, the internet and the law Emergency situation</p>						<p>Managing anxiety and overwhelm Money and debt Dream jobs and skill set My future relationships What to do when things go wrong</p>						

Y11 Spring Term

Healthy Me

Relationships

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<p>Relaxation and managing stress Hygiene and health Under pressure Pregnancy and choice Staying safe in Sexual relationships</p>					<p>Intimate romantic relationships Gender diversity and sexuality Coming out as LGBT+ Who holds all the cards? The last Taboos</p>					

Appendix 3: Jigsaw example assessment



Dreams and Goals - Ages 11-12 - Piece 6 - End of Puzzle (unit) assessment

Name	Form/Tutor group	Date

Assessment criteria:

- I can identify some of my dreams and goals
- I can explain how responsible choices enable me to move towards my dreams and goals
- I can give an example where an irresponsible or unsafe choice could affect a person's dreams and goals
- I can demonstrate how to respond in a situation requiring first aid

Part 1: Three, Two, One Activity

From the work you have been doing this term, please list:

THREE things you didn't know before:

- 1.
- 2.
- 3.

TWO things that surprised you:

- 1.
- 2.

ONE thing you are going to do differently as a result of what you've been learning this term:

- 1.



Dreams and Goals - Ages 11-12 - Piece 6 - End of Puzzle (unit) assessment

Part 2 – Complete the activity below:

a) Dani's story

Dani is a talented singer and rapper. She wants to make a demo track to send to a recording company, but it costs more than she can afford. One of Dani's friends is in a local gang and has said that Dani can earn good money if she joins. Dani knows the gang is involved in dealing cannabis/weed, and that's how they make their cash. Even though Dani knows the risks she decides to join with the intention of leaving the gang as soon as she has earned enough money. Within a few days Dani realises that her life on the streets is dangerous. She regularly gets threatened by a rival gang who carry knives. She asks to leave her gang but they threaten to hurt her and her family if she tries to quit. A few days later Dani is walking to school with her friend. They are spotted by the rival gang and Dani's friend gets stabbed in the arm. The gang runs off and Dani is left with her injured friend.

This is an emergency situation. If you were Dani what would you do to help your friend?

If you could offer advice to Dani when she was thinking about joining the gang, what would you say? Is joining the gang helping Dani to achieve her dream?

Dani had a dream to be a recording artist. What are some of your dreams and goals?



Dreams and Goals - Ages 11-12 - Piece 6 - End of Puzzle (unit) assessment

Part 2 – Complete the activity below:
b) Choices and consequences

Choices	Is this a positive or negative choice?	A possible consequence for the person's/ people's future	A possible consequence for the person's/ people's relationships	A possible consequence for the person's/ people's health
Clare bullies a classmate on Instagram by taking unwanted pictures and adding filters to the images.				
Tom and his girlfriend decide that it's best they break up as they just don't get along any more.				
Zara takes some drugs at a party. She is told by a friend that it contains a mixture of substances and that it will make her feel good.				



Dreams and Goals - Ages 11-12 - Piece 6 - End of Puzzle (unit) assessment

Part 3 - Use this space to include other work you have completed during this Puzzle (unit).
Add additional pages as required.