

# IMPERIAL

## Maths School

# Personal Development Specification

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## Preamble

This specification is designed to structure the Personal Development (PD) course at Imperial College London Mathematics School (ICLMS). It is listed as a set of objectives, in a similar way to the PSHE Association's Programme of Study for PSHE Education.

In contrast to the PSHE Association's Programme of Study, the objectives listed here are based primarily around student action and behaviour, rather than student knowledge. The purpose of this is to create a more stringent set of objectives that prioritises actual impact on students and their lives, and where knowledge objectives exist implicitly.

The difficulties that this introduces are twofold;

- achieving impact on students' behaviour and action is more difficult than achieving impact on students' knowledge, and
- assessing student action and behaviour is more difficult than assessing student knowledge.

With this in mind, the objectives listed here are given as a gold standard; while we will address all the topics listed below through our Personal Development Curriculum, it is unlikely that all students will achieve all the objectives listed here. They exist primarily as a standard by which to judge our progress, review our approaches, and improve.

Our objectives aim to be secular with regard to student thought and opinion; while we will be clear and unambiguous when addressing legal matters, we appreciate that students will have a range of reasonable opinions in different topic areas.

Objectives are listed according to the streams

- wellbeing,
- citizenship, and
- futures,

as per our Personal Development Policy.

For a detailed listing of how these objectives are addressed across the two years that students are with us, see our Personal Development Curriculum and Personal Development Timeline.

## Wellbeing

### Safety

W01	Students will talk to members of the safeguarding team if they feel unsafe at school or in the wider world.
W02	Students will contact emergency services, external services, and charities to safeguard themselves where necessary.
W03	Students will take steps to manage risk in the local community and wider world.
W04	Students will take steps to protect their safety online.

### Physical health

W05	Students will access physical healthcare services as required.
W06	Students will maintain effective habits to support their physical health.
W07	Students will make informed choices around alcohol, tobacco, and drugs, including consideration of
a)	addiction and long-term health risks, and
b)	one-off risks (e.g. drink spiking, personal safety while intoxicated).
W08	Students will make informed choices around sexual health, including consideration of
a)	contraception,
b)	safe sex and STIs, and
c)	personal sexual health (e.g. testicular examination, cervical screening).

### Mental health

W09	Students will access professional mental health support when appropriate.
W10	Students will communicate openly with chosen family and friends about their mental health.
W11	Students will practice a range of techniques to support positive mental health, including
a)	techniques to support self-esteem and positive self-image,
b)	techniques to manage stress and anxiety, and
c)	techniques to build and maintain resilience in the face of challenge or failure.
W12	Students will adopt a healthy approach to time online and social media usage.

## Citizenship

### Moral citizenship

C01	Students will conduct themselves to high personal standards, and hold themselves to account when they fail to meet these.
C02	Students will be inclusive in their own language and behaviour, including with regards to
	a) race,
	b) gender,
	c) sexuality,
	d) mental health and neurodivergence, and
	e) religion.
C03	Students will articulate and explore their personal ethical framework.

### Social citizenship

C04	Students will support those around them, by
	a) reporting crime and medical emergencies, and
	b) performing first aid, where necessary.
C05	Students will take opportunities to volunteer for causes that are important to them.
C06	Students will engage in romantic relationships
	a) consensually, and
	b) healthily.
C07	Students will challenge prejudice and discrimination in school and the wider world.
C08	Students will celebrate sources of difference and uniqueness.
C09	Students will use ideas from a range of academic fields, including history, politics, geography, and economics, when evaluating or forming arguments.

### Political citizenship

C10	Students will discuss and debate respectfully in cases of disagreement, understanding both the importance and limitations of free speech.
C11	Students will challenge extremism, including via referral if necessary.
C12	Students will critically analyse media reports, particularly those circulated via social media.
C13	Students will analyse a range of aspects of UK democracy, including
	a) political structures and parties,
	b) alternative voting systems, and
	c) protest and extra-parliamentary democracy.
C14	Students will participate meaningfully in political elections.
C15	Students will review legal issues around alcohol, tobacco, and drugs.
C16	Students will assert their legal and political rights, and recognise their responsibilities.

## Futures

### Academic development

F01	Students will maintain an intellectual curiosity in a wide range of different areas.
F02	Students will use research and experience to improve the efficacy of their study.
F03	Students will structure their time for study effectively.
F04	Students will conduct public presentations confidently and effectively.

### Life skills

F05	Students will approach life transitions with confidence, and with effective strategies to
a)	get to know new environments, and
b)	form new personal and professional relationships.
F06	Students will approach the skills required for adult life with confidence, including
a)	cooking,
b)	budgeting, and
c)	securing and maintaining housing.

### Post-18 options

F07	Students will evaluate a range of post-18 options, including progression to UK universities, universities abroad, and degree apprenticeships.
F08	Students will attend open days and admissions events to inform their choices.
F09	Students progressing to UK universities will create compelling applications, by
a)	engaging with super-curricular activities and keeping a reflective log of this, and
b)	creating a clear and impactful written application.
F10	Students will thoroughly investigate practical implications of their post-18 choices (e.g. finance).

### Careers

F11	Students will explore a range of possible career options.
F12	Students will evaluate the strength of their transferable skill base, and use this to find areas for personal development.
F13	Students will make strong job applications, by
a)	creating concise and effective CVs, and
b)	conducting well-prepared and effective interviews.