

PSD SYLLABUS FOR SECONDARY SCHOOLS

PSD SECTION – CURRICULUM DEPARTMENT

Please note that
as from September 2011
the Form 1 Syllabus as shown below
has been replaced by a new curriculum
which can be accessed on http://www.curriculum.gov.mt/curriculum_form1.htm

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Personal and Social Development

Mission Statement

“Personal and Social Development aims at empowering individuals to develop skills that enhance their well being, by identifying and developing their potential, thus enabling them to participate effectively in their social environment.”¹

Rationale

In no order of things is adolescence the simple time of life.

- Jean Erskine Stewart.

Adolescence is a period of major changes, which are not only physical but also cognitive, emotional and moral. These are all very important aspects, that have been taken into consideration when working on the development of the Secondary PSD Syllabus. A clear identification of all this can be seen, both through the specific topics chosen for each year, as well as, through such topics as, communication. This topic which is dealt with throughout all the secondary years, by applying different objectives, which cater for the specific needs of each particular stage of development reached by students.

Physical changes are the most obvious changes that take place during adolescent years (Santrock, 1996). These

¹ Abela, G., Azzopardi, A., Camilleri, K., Ciantar, M., Zammit Pulo, S., & Vancell, J. (2001). *Developmental Programme for P.S.D. Teachers*. Unpublished: Malta

changes, many times, tend to influence, the young adult's perception of him/herself, more than any other. This is because these changes are concrete and more easily perceived by young adults. Coupled with these stressors, are also social influences and perceptions (Sprinthall, 1995). In view of all this, and to overcome any fears and worries that these transitions may bring about, specific topics are tackled. In Form 1, 2 and 3 importance is given to students' stage of physical development vis-à-vis same gender and opposite gender. In Form 4 and 5 lessons focus on sexuality related issues. However, in light of the great emotional and mood changes which come about during this period, Growing-Up topics not only consider physical changes but also emotional skills. To cater for the social issues related to physical development, Gender Issues and Media are also tackled.

Apart from physical development, throughout secondary school, the adolescent would be going through great cognitive changes. Consequently becoming more and more of an abstract thinker, reaching what Piaget termed as the *Formal Operational* stage (Inhelder & Piaget, 1958). However this does not come about overnight as some might think. This change is gradual. It is also very important to keep in mind that there are still limitations to adolescent thought, which is expressed through what Elkind (1978) termed as adolescent egocentrism. In light of all this, topics such as *Decision Making*, have been addressed during different years and at different levels. For instance *Decision Making* in Form 2 is applied in relation to the awareness of decisions one taken and how they are taken. On the other hand, in Form 4 this is done via *Responsible Decision Making*, with special reference to consequences. These are then discussed with the rest of the group by means of *Processing*. This technique helps the student to go back to their cognitive drawing board, refreshing their thought in ways that bring it closer to reality. It is this growing ability to think abstractly, that gives way to the adolescent to restructure one's concepts in this way. Moreover, Vygotsky (1978) indicates social relationships and interactions, as the central context for the development of cognitive abilities. Lessons focusing on *Friendship, Group and*

Family (Form 2), *Intercultural Awareness* (Form 3); *Expressing Oneself* (Form 4); *Interpersonal Skills* (Form 4) and *Aspects in Relationships* (Form 5) take all this into consideration. Teamwork and co-operation give students the opportunity to be directly involved in group work and activities of peer interaction, which, according to Tharp & Gallimore (1988), foster cognitive growth and increase critical reflection. Other topics and objectives conducive to this are, *Media* (Form 1) and *Rights and Obligations as Consumers* (Form 4).

Another aspect of the individual which goes through major changes during adolescence, is the self. The young person strives very hard to develop his/her personal identity, termed by Erikson (1959), as Identity Formation. It is only through great support, and strong awareness of personal feelings that adolescents reach this state. Keeping this in mind, so helping students achieve this need, specific modules related to Self Confidence have been included throughout the five years. These are, *Myself* (Form 1), *Self Awareness* (Form 2); *Self-Expression* (Form 3) and *Expressing Oneself* (Form 4).

One must keep in mind that these developmental domains are not distinct aspects but that changes are taking place simultaneously in all spheres. Active exploration of identity, coupled with changes in the cognitive domain, helps the young adult advance in moral reasoning. With adolescence, young people no longer believe that moral rules are absolute. They realise that people have different perspectives on moral matters. To help students reach this level of moral development, topics such as *Values and Diversity*, personal values in relation to sexual behaviour in Form 3, together with *Tolerance of Ideas*, have been emphasised. This being the case with the whole of this syllabus. By providing them with challenging ideas, students are helped to progress from the conforming attitude to please others, Kohlberg's (1979) 'good boy-good girl' orientation, to a more mature attitude which is of a more universal nature. Kohlberg maintains that higher education has a positive effect on moral development. Here young people are placed in contact with moral issues that go beyond personal relationships, these issues which are discussed during Form 5.

Together with the developmental phases faced by students, considerable attention throughout this syllabus, has also been given to the time of year, transitions encountered by these young adults, and the importance of healthy living. At the beginning of each year a number of lessons has been allotted to help students not only get acquainted with the subject and its content but also to getting to know each other in *Back to School*. Although through their adolescent years students start to develop a sense of *Personal Identity* and *Independence* (Erikson 1968), according to Maslow (1970) individuals need to achieve affectionate relations with others – *belongingness* and *love needs*. It is through the development of these lessons and skills such as *Ground Rules*, and *Team-work and Co-operation*; that students will be given the opportunity, in a controlled and safe atmosphere, to develop this sense of Belonging.

Throughout the secondary years students go through a number of transitions, which obviously have an impact on them life and psychological well being. It is due to these changes, that the first module in Form 1, emphasises those skills which students require during this period. The aim of these skills is to help students adjust to the new school environment new classmates, teachers and school rules.

Another transitional stage met during these secondary years comes along when students are faced with the choice of which subjects to opt for. Here skills such as decision making and the application of Thinking Tools, are tackled in order to help students go through this phase in a successful manner. The last major transition during the secondary years comes during Form 5. Here students start preparing themselves either for the world of work or else for tertiary education. Due to this, the main focus is to reinforce the major skills tackled throughout the secondary years together with social skills and issues which will help students socialise and deal with situations they might encounter once they leave school.

At the end of each year a number of lessons is dedicated solely to closure. This is vital for this syllabus to fulfil completely the need of our students. As with any other life situation all things come to an end. However, as in any life

experience positive endings depend on the attention and considerable investment dedicated to these moments. Students are thus given the opportunity to reflect and evaluate their year's experience in such a way as to deal with any unfinished business in the group and to allow for a safe parting atmosphere. As pointed out by Nelson-Jones (1991) the quality and effectiveness of the content of any lifeskills sessions depends on its closure.

What is formed for long duration arrives slowly to its maturity.

- Samuel Johnson (1750)

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General Aims Form 1

The harmonious interaction between group members of a PSD lesson is considered to be paramount to the eventual effectiveness of those lessons. Consequently, the first three modules of Form 1 will focus on the Personal Skills necessary to establish a functional group. This in turn will facilitate the tackling of more significant issues at a later stage.

Initially, the emphasis is on the individual since it is recognised that Self-Awareness and having a positive Self-Esteem are essential in building healthy relationships. This concept is all the more important considering the great social transition the students are experiencing, with the change from a primary school environment to that of a secondary school environment. This process starts off by focusing on how the above mentioned transition is affecting them and how they are to proceed to assess themselves in relation to others.

Throughout the year, the P.S.D. facilitator will continue to build on these skills and evaluate the students' experience of different contexts. Particular attention is given to concepts such as uniqueness, feelings, and emotions. During the second term the students proceed by considering their reactions to practical life situations and assimilating the necessary lifeskills. The PSD specialist will continue to build on these skills in the third and final term. Furthermore, various aspects of safety in relation to the individual are examined before tackling other issues such as that of the individual in society.

General Aims Form 2

The student's interaction and relationship with immediate others has a profound impact on the identity formation of that individual. After a proper review of the Intrapersonal Skills tackled in Form 1 the PSD specialist shifts the emphasis from the Self to Others. Particular attention is be dedicated to the central concepts of responsibility and responsible decision making.

Throughout the first term the students are exposed to a build up of necessary Interpersonal skills that enable individuals to establish more meaningful relationships. The PSD specialist will continue to expand on the work done in the preceding year and focus on the concepts of Self-Awareness and understanding their role in the various relationships that characterise the student's life. This process is important since no individual can really understand and empathise with immediate others if s/he is not in touch with him/herself.

Subsequently, the PSD teacher will shift the emphasis to the theme of responsible behaviour. This is achieved by focusing on the concept of responsibility in specific situations, such as Studying and Health issues. Towards the end of the second term different aspects of Physical Development is dealt with, the aim of which is to appreciate and understand the changes students are experiencing at this developmental stage.

As in the previous years, the third term will focus on wider issues, in particular Drug Education and adopting a healthy lifestyle. These lessons are aimed at understanding the importance of taking responsibility for their actions together with the absorption of critical Lifeskills, such as Assertiveness, in turn allowing the individual to deal effectively with these situations.

General Aims Form 3

During Form 3, there is a natural progression from Intrapersonal Skills Form 1, and Social Development Skills Form 2, to a specific focus on sexual relationships. It is only after gaining sound knowledge of one's self, that individuals are able to establish healthier and more lasting relationships with those around them. Various forms of relationships are tackled throughout Form 3. Furthermore, this year also sees a consolidation of the theme of responsibility initiated in Form 2.

For a healthy development of these relationships the students need to be equipped with various vital skills. At the same time students need to get in touch with their inner feelings in order to be able to build functional relationships. The first part of this year is dedicated to the acquisition of these skills, namely self-awareness and self-expression, feedback and empathy and other aspects of communication initiated in previous years. The awareness of the different roles in a group together with the concept of assertiveness and conflict management are tackled during the first term.

Subsequently, in the second term, the focus shifts towards values and decision-making. Throughout this term the themes of responsibility and accountability are given particular emphasis. Students are encouraged to explore different coping and organisational methods that enable them to deal more creatively with negative emotions and stress. Prior to the Easter recess a revision of the theme of physical development is to be undertaken together with other issues aimed at increasing the student's awareness of responsible dating.

The third term continues to build on the theme of sexuality initiated previously but will concentrate on the issues and consequences of sexual relationships. Finally the PSD specialist deals with various issues in Democracy that will lead to the Evaluation and Closure.

General Aims Form 4

By this year many of the students have reached a level of cognitive maturity that enables them to view issues from a broader perspective. Although they are still somewhat constrained by egocentrism they are better able to comprehend the different perspectives and needs of others. Hence, this year concentrates on values, relationships, health, and other issues.

Initially the focus is on reviewing certain critical lifeskills such as Self-Awareness and Self-Expression. Immediately after that, in the third module, the theme of relationships, particularly with regard to intimate relationships is tackled. Special emphasis is placed on respect, responsibility, and assertiveness in these relationships.

The second term of Form 4 departs from the format used in the preceding three years and deals directly with important Social Issues. In this term the PSD specialist will aim to foster in the students an understanding of the duties and obligations they have towards others and society. This goal is achieved by examining a wide range of debatable situations including, *Teenage Pregnancies*, *Sexually Transmitted Infections*, and *Complicity* in crime.

In the final term one the student's role in society is considered, so as to allow them to function effectively as responsible citizens of that society. During Form 4 the PSD specialist starts to prepare the students for the upcoming year, which is considered to be a critical transition period in their social development.

General Aims Form 5

Form 5 marks the end of compulsory education and is a very important transitional phase in the adolescent's social development. Consequently the main emphasis of this year is on social growth and the preparation students for the work environment. The structure of this year's programme differs from that of previous years and only six modules are tackled allowing the PSD specialists the space to reinforce topics that are of importance to the students.

Initially the focus is on co-operation and team building. Following this the emphasis shifts towards relationships. Particularly challenging topics such as Values, Gender Equality, and Violence in Relationships are also dealt with in the first term. Moreover, the concept of Social Obligations is tackled in this term through themes such as Organ Donation.

The second term continues to deal with important social issues that concern the students, particularly with regards to Topics in Sexuality. The students' growing concern for the future is addressed by attempting to equip them with the necessary skills to cope more effectively with future problems.

The final term is restricted to the revision of topics covered during the previous years but with a different perspective and specific to the needs of the students-reinforcing transitions.

Learning outcomes for *Personal And Social Development*

Form 1

1.1 Introduction

Learning Outcomes	Notes
1.1.1. Getting to Know Each Other	<ul style="list-style-type: none">• To get to know other students in class• To get acquainted with their teachers• To assess their expectations and introduce PSD in the secondary school.
1.1.2 My School Environment	<ul style="list-style-type: none">• To foster a sense of belonging to the school.• To increase student's awareness of the importance of taking care of their school environment.• To help students develop skills on how to maintain a healthy school and class environment.
1.1.3 Ground Rules	<ul style="list-style-type: none">• To discuss school rules including use of diary, timetabling, and homework habits.• To establish ground rules for a positive working environment in PSD:

1.2 Myself

Learning Outcomes	Notes
1.2.1. This is Me	<ul style="list-style-type: none">• To help students consider their likes/ dislikes and personal abilities and talents.• To help them appreciate others.
1.2.2 How I feel	<ul style="list-style-type: none">• To help students identify their feelings in various situations.• To acknowledge that different people create different feelings.• To consider how to deal with different feelings.
1.2.3 It's Good to Be Me	<ul style="list-style-type: none">• To have students focus on and express themselves as being unique and special.• To identify and celebrate achievements so far.• To learn to appreciate the uniqueness of others.

1.3 Working With Others

Learning Outcomes	Notes
1.3.1. Communication	<ul style="list-style-type: none">• To review what students know about communication.• To identify what non-verbal and verbal communication is.• To recognise the importance of listening skills.• To practice these skills.
1.3.2 Friendships	<ul style="list-style-type: none">• To explore the students understanding of friendship.• To consider the importance of friendship.• To establish the qualities that make a good friend.• To recognise that friends should generate good feelings.
1.3.Bullying	<ul style="list-style-type: none">• To create awareness of bullying and what it is.• To identify who can be a bully and who can be a victim.• To begin to explore the skills needed to deal with bullying.

1.4 Study Skills

Learning Outcomes	Notes
1.4.1. Study Skills	<ul style="list-style-type: none"> • To instil skills of time management. • To re-evaluate how learning style reflects students' studying methods. • To develop skills of adjusting the students' learning patterns as needed.
1.4.2 Stress Management	<ul style="list-style-type: none"> • To consider what personal stressors are. • To develop ways of coping with stressors.

1.5 Health

Learning Outcomes	Notes
1.5.1. Nutrition	<ul style="list-style-type: none"> • To acknowledge responsibility for maintaining health and well-being. (e.g. home cooking vs. fast foods) • To acknowledge the function of food as satisfying physical, social, emotional and health needs. • To evaluate personal eating habits (e.g. Food labelling).
1.5.2 Personal Hygiene	<ul style="list-style-type: none"> • To emphasise changes taking place in the body. • To consider personal hygiene in the light of these changes. • To consider that dental hygiene is part of personal hygiene.
1.5.3 Smoking	<ul style="list-style-type: none"> • To identify the negative implications of smoking. • To develop assertiveness in choices regarding health and smoking.

1.6 Growing Up

Learning Outcomes	Notes
1.6.1. Physical Changes	<ul style="list-style-type: none">• To review students knowledge about development.• To focus on same gender physical development• To identify the different physical developmental stages each individual goes through.
1.6.2 Sexual Changes	<ul style="list-style-type: none">• To focus on same gender sexual development• To identify the different sexual developmental stages each individual goes through.• To consider any misinformation students may have.
1.6.3 Emotional Changes	<ul style="list-style-type: none">• To focus on same gender emotional development.• To identify the different emotional developmental stages each individual goes through.• To consider how their physical changes are effecting the way students feel about themselves.

1.7 Safety

Learning Outcomes	Notes
1.7.1. Personal Safety	<ul style="list-style-type: none">• To review the students' capacity to identify safe situations.• To make students aware of the possibility of abuse.• To introduce agencies which offer help.
1.7.2 Home Safety	<ul style="list-style-type: none">• To increase awareness of dangers encountered in the home.• To make students aware of basic telephone skills when phoning for emergency services.• To learn basic first aid skills related to minor injuries e.g.. Superficial cuts scrapes, burns, and nosebleeds.
1.7.3 Leisure Safety	<ul style="list-style-type: none">• To increase awareness of dangers encountered at places of leisure.• To distinguish the needs for staying safe in the sun.• To gain skills related to protecting themselves at places of leisure.

1.8 Society

Learning Outcomes	Notes
2.1.1. Media	<ul style="list-style-type: none">• To become aware of the techniques of advertising.• To increase the awareness advertising has on the individuals.• To identify the role gender has in advertising.
1.8.2 Gender	<ul style="list-style-type: none">• To increase awareness on issues related to gender.• To identify how gender influences roles in the home.
1.8.3 Environment	<ul style="list-style-type: none">• To increase appreciation of environmental issues already dealt with in previous years.• To learn to apply recycling techniques to the home.• To recognise the importance of purchasing environmental friendly products.

1.9 Closure

Learning Outcomes	Notes
1.9.1. Evaluation	<ul style="list-style-type: none">• To consider the changes undergone throughout the year.• To allow students to express their feelings about this year.• To allow students to express their feelings about moving on to the next year.
1.9.2 Closure	<ul style="list-style-type: none">• To plan how students are is going to plan the holidays• To wrap up the year and create a healthy parting atmosphere.

Form 2

2.1 Back to School

Learning Outcomes	Notes
2.1.1. Getting to Know Each Other	<ul style="list-style-type: none">• To re-establish contact after the summer months.• To get to know other students in the class.• To get acquainted with their teacher.
2.1.2 Teamwork and Co-operation	<ul style="list-style-type: none">• To assess their expectations for the up-coming year.• To become aware of the importance of teamwork and co-operation.• To explore the importance of trust among group members.
2.1.3 Ground Rules	<ul style="list-style-type: none">• To introduce the need of rules in teamwork.• To establish ground rules for a positive working environment in PSD.

2.2 Self-Awareness

Learning Outcomes	Notes
2.2.1. Self Confidence	<ul style="list-style-type: none"> • To identify personal qualities. • To appreciate and share these qualities with others. • To build confidence in oneself.
2.2.2 Communication	<ul style="list-style-type: none"> • To identify how others feel through their non-verbals. • To introduce giving feedback. • To help students understand each others feelings (e.g. Empathy)
2.2.3 Values and Diversity	<ul style="list-style-type: none"> • To help students identify the values they own. • To identify that different people have different values. • To understand the importance of tolerance and diversity.

2.3 Relationships with Others

Learning Outcomes	Notes
2.1.1 Groups and Family	<ul style="list-style-type: none"> • To create an awareness of the roles students take on in a group. • To identify one's place or role in the family.
2.3.2 Peer Pressure and Bullying	<ul style="list-style-type: none"> • To build on skills against teasing and bullying. • To link skills for dealing with bullying to conflict management. • To explore the role students have in supporting peers in everyday situations.

2.4 Responsibility for Learning

Learning Outcomes	Notes
2.4.1. Strengths and Skills	<ul style="list-style-type: none">• To recognise students strengths and weaknesses.• To identify which skills are linked to those strengths.• To explore which skills will help to improve their weaknesses.
2.4.2 Learning Patterns	<ul style="list-style-type: none">• To use the Let Me Learn process to identify one's learning pattern.
2.4.3 Decision-Making	<ul style="list-style-type: none">• To link values to decision-making.• To create awareness of the decisions taken and how they are taken.

2.5 Health

Learning Outcomes	Notes
2.5.1. Hair and Skin	<ul style="list-style-type: none">• To identify the diverse types of hair and skin.• To help students build pride in their appearance.• To become aware of how some cosmetics may effect us adversely.
2.5.2 Body Image	<ul style="list-style-type: none">• To review the importance of having a healthy balanced diet.• To recognise the importance of positive body images.• To identify eating disorders.

2.6 Physical Development

Learning Outcomes	Notes
2.6.1. Revision	<ul style="list-style-type: none"> • To revise same gender physical development. • To revise same gender sexual development • To revise same gender emotional development.
2.6.2 Opposite Sex	<ul style="list-style-type: none"> • To focus on opposite gender physical development. • To learn about the opposite gender's sexual development. • To identify the opposite gender's emotional development
2.6.3 Safe People Safe Places	<ul style="list-style-type: none"> • To help students identify abusive situations. • To learn practical skills if confronted with these situations.

2.7 Back to School

Learning Outcomes	Notes
2.7.1 Alcohol	<ul style="list-style-type: none"> • To become familiar with the concepts of dependency, tolerance and addiction. • To identify the effects of alcohol.
2.7.2 Drugs	<ul style="list-style-type: none"> • To identify the different drugs • To become aware of the various reasons why people abuse drugs (i.e. Peer Pressure).

2.7.Skills for saying No	<ul style="list-style-type: none"> • To develop assertiveness in choices regarding alcohol and drugs.
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2.8 Leisure and Recreation

Learning Outcomes	Notes
2.8.1. Time and Leisure	<ul style="list-style-type: none"> • To find a balance between work and leisure. • To find a balance between those things students enjoy doing and those things they are responsible for doing (e.g. time spent on internet/ sports versus studying).
2.8.2 Hobbies	<ul style="list-style-type: none"> • To become aware of the importance of using ones time constructively during the summer. • To identify various hobbies and to provide students with the opportunity of sharing their hobbies with the group.
2.8.3 Voluntary Work	<ul style="list-style-type: none"> • To identify various volunteer organisations. • To link volunteer work with one's interests. • To make students aware of consumer associations.

2.9 Closure

Learning Outcomes	Notes
2.9.1. Evaluation	<ul style="list-style-type: none">• To consider the changes undergone throughout the year.• To allow students to express their feelings about this year.• To allow students to express their feelings about moving on to the next year.
2.9.2 Closure	<ul style="list-style-type: none">• To plan they are is going to plan the holidays• To wrap up the year and create a healthy parting atmosphere.

Form 3

3.1 Back to School

Learning Outcomes	Notes
3.1.1. Getting to Know Each Other	<ul style="list-style-type: none">• To re-establish contact after the summer months.• To get to know other students in the class.• To get acquainted with their teacher.
3.1.2 Teamwork and Co-operation	<ul style="list-style-type: none">• To assess their expectations for the up-coming year.• To become aware of the importance of teamwork and co-operation.• To explore the importance of trust among group members.
3.1.3 Ground Rules	<ul style="list-style-type: none">• To introduce the need of rules in teamwork.• To establish ground rules for a positive working environment in PSD.

3.2 Self Expression

Learning Outcomes	Notes
3.2.1. Self-Confidence	<ul style="list-style-type: none"> • To realise that relationships will have an effect on our self-confidence. • To stress the importance of self-confidence in building healthy relationships.
3.2.2 Expressing One's Emotions	<ul style="list-style-type: none"> • To identify the importance of communicating one's emotions, verbally and non verbally. • To stress the importance that what we are communicating is being understood exactly as we mean it. • To identify how communication affects relationships.

3.3 Relationships

Learning Outcomes	Notes
3.3.1. Dealing With Conflicts	<ul style="list-style-type: none"> • To identify conflict management skills. • To help students practice conflict management skills. • To link conflict management skills to students dating relationships
3.3.2 Assertiveness	<ul style="list-style-type: none"> • To define what is meant by an assertive attitude • To help students practice assertiveness skills. • To link being assertive to students dating relationships
3.3.3 Dating	<ul style="list-style-type: none"> • To identify the difference between love and infatuation. • To practice applying relationship skills in dating relationships.

3.4 Organizational Skills

Learning Outcomes	Notes
3.4.1. Study Management Skills	<ul style="list-style-type: none"> • To learn to utilise time more effectively in relation to study. • To share study patterns and identify different perspectives.
3.4.2 Dealing with Stress	<ul style="list-style-type: none"> • To become aware of how others may cause us stress. • To become aware of the effects of stress on the person. • To identify different ways of handling stress in relationships.

3.5 Responsible Decisions

Learning Outcomes	Notes
3.5.1. Gender Stereotypes	<ul style="list-style-type: none"> • To help students explore the gender stereotypes regarding relationships they encounter through film and media. • To understand how these stereotypes effect their personal dating relationships.
3.5.2 Responsible Decision Making	<ul style="list-style-type: none"> • To become aware of the consequences of the decision taken. • To learn the importance of owning one's decisions.
3.5. Issues in Decision Making	<ul style="list-style-type: none"> • To focus on how our values influence our decisions in dating relationships. • To become aware of our personal values in relation to sexual behaviour.

3.6 Sexual Awareness

Learning Outcomes	Notes
3.6.1 Physical Development	<ul style="list-style-type: none"> • To consolidate their knowledge of development on previous years. • To review the physical changes associated with sexual development. • To clarify any misconceptions related to sexual development.
3.6.2 Emotional Development	<ul style="list-style-type: none"> • To give importance to the emotional aspect of sexual relationships. • To identify the different levels of emotions related to the different stages of the relationship. • To establish the importance of respecting each other's emotions in dating relationships.
3.6.3 Issues in Dating Relationships	<ul style="list-style-type: none"> • To identify those elements that could cause pressure in a relationship. • To acknowledge that there are several situations that pressure us into making decisions about relationships. (Material pressure, social, emotional and peer pressure). • To explore the issue of zero tolerance of violence in a dating relationship.

3.7 Responsible Behaviour in Sexuality

Learning Outcomes	Notes
3.7.1. Consequences of Behaviour	<ul style="list-style-type: none">• To establish personal limits for intimacy.• To become aware of the repercussion of irresponsible sexual behaviour.
3.7.2 Contraception	<ul style="list-style-type: none">• To identify ways of how to protect oneself (abstinence, condoms, pills, etc).• To establish the importance of communicating with a partner about contraception.
3.7.3 Issues in Sexuality	<ul style="list-style-type: none">• To tackle topics of sexuality that the students need to tackle (e.g. rape, internet chatting, sexual harassment, paedophilia, and exhibitionism).

3.8 Democracy

Learning Outcomes	Notes
3.8.1. Rights as a Citizen	<ul style="list-style-type: none"> • To define the meaning of living in a democratic society. • To identify rights and obligation as free and independent persons within our country.
3.8.2 Tolerance of Ideas	<ul style="list-style-type: none"> • To consider the role of tolerance in being a responsible citizen. • To recognise stereotypes and prejudices in relation to other cultures.
3.8.3 Intercultural Awareness	<ul style="list-style-type: none"> • To identify different rights and obligations in other cultures. • To establish constructive and non-oppressive relationships with people from other cultures. • To identify methods on how to be more interdependent between cultures.

3.9 Back to School

Learning Outcomes	Notes
3.9.1 Evaluation	<ul style="list-style-type: none"> • To consider the changes undergone throughout the year. • To allow students to express their feelings about this year. • To allow students to express their feelings about moving on to the next year.
3.9.2 Closure	<ul style="list-style-type: none"> • To plan how students are going to spend their holidays • To wrap up the year and create a healthy parting atmosphere.

Form 4

4.1 Back to School

Learning Outcomes	Notes
4.1.1. Getting to Know Each Other	<ul style="list-style-type: none">• To re-establish contact after the summer months.• To get to know other students in the class.• To get acquainted with their teacher.
4.1.2 Teamwork and Co-operation	<ul style="list-style-type: none">• To assess their expectations for the up-coming year.• To become aware of the importance of teamwork and co-operation.• To explore the importance of trust among group members.
4.1.3 Ground Rules	<ul style="list-style-type: none">• To introduce the need of rules in teamwork.• To establish ground rules for a positive working environment in PSD.

4.2 Expressing Oneself

Learning Outcomes	Notes
4.2.1 Knowing One Self	<ul style="list-style-type: none">• To identify how students communicate differently in different environments.• To explore the advantages of communicating differently in different situations.• To emphasise the importance of clear self-expression.
4.2.2 f Expressing One's Self Clearly	<ul style="list-style-type: none">• To identify the skills of public speaking.• To practice the skills of public speaking.

4.3 Interpersonal Relationships

Learning Outcomes	Notes
4.3.1 Maintaining Relationships	<ul style="list-style-type: none">• To identify those qualities that students contribute to maintaining a healthy relationship.• To explore the role of empathy in relationships.
4.3.2 Responsibility in Relationships	<ul style="list-style-type: none">• To establish the importance of being responsible when in a relationship.• To explore the role of respect in relationships.• To recognise the need for assertiveness and the ability to say “No.”
4.3.3 Ending Relationships	<ul style="list-style-type: none">• To clarify the reasons why relationships end.• To identify different behaviours which strain a relationship.• To consider skills needed for coping with ending relationships.

4.4 Child Development

Learning Outcomes	Notes
4.4.1 Conception and Pregnancy	<ul style="list-style-type: none">• To review the students' knowledge of conception.• To identify the signs of pregnancy.• To discuss the developmental stages of pregnancy.
4.4.2 Birth and Bonding	<ul style="list-style-type: none">• To learn how a baby is born.• To acknowledge that adults become parents in different ways.• To identify the role and responsibility of parenthood.
4.4.3 Teenage Pregnancy	<ul style="list-style-type: none">• To explore feelings in relation to teenage pregnancy.• To identify the consequences of teenage pregnancy.• To have students consider the options available if teenage pregnancy occurs (marriage, single parenthood, and adoption).

4.5 Health and Sexuality

Learning Outcomes	Notes
4.5.1 HIV and AIDS	<ul style="list-style-type: none"> • To become aware of the difference between HIV and AIDS • To identify ways of transmission. • To consider misconceptions related to HIV and AIDS. • To explore personal feelings related to this issue.
4.5.2 Sexually Transmitted Infections	<ul style="list-style-type: none"> • To become aware of the main STI's (i.e., chlamydia, gonorrhoea, hepatitis, herpes, syphilis) and how they are transmitted. • To explore personal feelings related to this issue.
4.5.3 Avoiding STIs	<ul style="list-style-type: none"> • To review what students already know about contraceptives. • To identify which contraceptives can be used as protection against transmission of STI's.

4.6 Social Obligations

Learning Outcomes	Notes
4.6.1 Deviant Behaviour	<ul style="list-style-type: none">• To define crime and deviant behaviour and their consequences.• To discuss how students feel in relation to crime.• To explore how crime and deviant behaviour can be prevented.
4.6.2 Complicity	<ul style="list-style-type: none">• To recognise that not knowing the law does not exonerate them from guilt.• To examine the possibilities of how they can be an accomplice in a crime. (e.g. buying stolen goods, and consenting to sex at their age).

4.7 Citizenship Education

Learning Outcomes	Notes
4.7.1. Democratic Citizenship	<ul style="list-style-type: none">• To recognise the importance of being aware of what is going around you.• To create an interest in social and political affairs.• To recognise feelings towards national identity.
4.7.2 Protecting the Environment	<ul style="list-style-type: none">• To acknowledge responsibility in protecting the environment.• To recognise that actions effect others (e.g. tourism and the environment).• To identify what steps can be taken on a personal level to maintain a healthy environment.
4.7.3 The Rights and Duties of Workers	<ul style="list-style-type: none">• To explore why work is considered a right.• To identify why people work.• To explore the rights and responsibilities of employees and/or employers.

4.8 Management Skills

Learning Outcomes	Notes
4.8.1 Planning One's Studies	<ul style="list-style-type: none"> • To note the importance of long term planning in relation to their studies. • To tackle students' concern about their academic future. • To explore the importance of life-long learning.
4.8.2 Budgeting	<ul style="list-style-type: none"> • To consider why keeping to a fixed budget is indispensable. • To identify ways of the management of pocket money. • To explore the role of banking institutions and the services they offer.
4.8.3 Rights And Obligations Of Consumers	<ul style="list-style-type: none"> • To become aware of the rights and obligations as a consumer. • To identify the different messages in advertising and on labels. • To become aware of procedures to be followed on making a complaint.

4.9 Closure

Learning Outcomes	Notes
4.9.1 Evaluation	<ul style="list-style-type: none"> • To consider the changes undergone throughout the year. • To allow students to express their feelings about this year. • To allow students to express their feelings about moving on to the next year.
4.9.2 Closure	<ul style="list-style-type: none"> • To plan how students are going to spend the holidays • To wrap up the year and create a healthy parting atmosphere.

Form 5

5.1 Back to School

Learning Outcomes	Notes
5.1.1. Getting to Know Each Other	<ul style="list-style-type: none">• To re-establish contact after the summer months.• To get to know better the other students in the class.• To get acquainted with the teacher.• To establish ground rules for a positive working environment in PSD.
5.1.2 Teamwork and Co-operation	<ul style="list-style-type: none">• To assess expectations for the up-coming year.• To become aware of the importance of teamwork and co-operation.• To explore the importance of trust among group members.

5.2 Aspects of Relationships

Learning Outcomes	Notes
5.2.1 Values and Decision Making	<ul style="list-style-type: none"> • To create awareness of common values. • To recognise the effect these values have on one's life and the lives of others. • To review the skills of decision-making in the light of their future of the students'.
5.2.2 Gender Equalities	<ul style="list-style-type: none"> • To recognise that gender role influences the various roles taken on in life. • To identify that gender behaviour could influence their work related behaviour.
5.2.3 Affective Relationships	<ul style="list-style-type: none"> • To consider the various important relationships in the students' lives. • To consider how close relationships can effect a students' relationship with the family. • To identify the skills needed to cater for the different emotional needs arising due to different relationship situations.
5.2.4 Violence In Relationships	<ul style="list-style-type: none"> • To increase awareness regarding possible forms of violence in relationships. • To provide basic skills needed for self-protection.

5.3 Social Health Issues

Learning Outcomes	Notes
5.3.1 Health Responsibility	<ul style="list-style-type: none">• To identify health problems that people may have (e.g. diabetes, asthma, allergies etc)• To increase the awareness on the prevention of diseases.• To explore the feelings we associate with these conditions.
5.3.2 Organ Donation	<ul style="list-style-type: none">• To identify the need for organ donation.• To explore the issues relating to organ donation.• To consider our feelings in decisions relating to organ donation.

5.4 Sexual Issues

Learning Outcomes	Notes
5.4.1 Sexuality Vs. Sex	<ul style="list-style-type: none">• To clarify the differences between sexuality and sex.
5.4.2 Issues of Adoption	<ul style="list-style-type: none">• To explore students' opinions and knowledge of adoption.• To explore students feelings in relation to adoption.
5.4.3 Issues of Abortion	<ul style="list-style-type: none">• To explore students' opinions and knowledge of abortion.• To explore students feelings in relation to abortion.

5.4.4 Sexual Orientation	<ul style="list-style-type: none"> • To clarify students understanding of sexual orientations (homosexuality, bi-sexuality, trans-sexuality). • To discuss student's feelings and opinions about different sexual orientations.
5.4.5 Sexual Deviance	<ul style="list-style-type: none"> • To identify students knowledge of sexual deviant behaviours such as prostitution, pornography, fetishes. • To explore students feelings and opinions.

5.5 Transitions & Closure	
Learning Outcomes	Notes
5.5.1 Dealing with change	<ul style="list-style-type: none"> • To consider the changes undergone during the scholastic years. • To explore feelings in relation to these changes.
5.5.2 Transitions	<ul style="list-style-type: none"> • To explore the positives and negatives of change and transition • To prepare for the changes which will be faced in the future. • To identify the skills required for this transition.
5.5.3 Closure	<ul style="list-style-type: none"> • To create a safe parting atmosphere while evaluating the students' school experience.

Term 3:

Module 7: Review	
Lesson Title	Form 5
Review of Needs	<ul style="list-style-type: none">• To go through any skills/topics tackled throughout the past years, which are that reviewing is needed.