

# PERSONAL DEVELOPMENT: Year 10 Curriculum Intent

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	RSHE 1: Social Behaviours	CA 1: Preparing for the Workplace	LITWW 1: Online Security and Fraud	RSHE 2: Managing Change	CA 2: Making an Application	LITWW 2: Risk and Reward
Knowledge & Understanding <i>(National Curriculum)</i>	<ul style="list-style-type: none"> <li>- Exploring the influence of role models</li> <li>- British values, human rights and community cohesion</li> <li>- Challenging extremism and radicalisation</li> <li>- Evaluating the social and emotional risks of drug use</li> <li>- Taking responsibility for healthy choices</li> <li>- Health and safety in independent contexts</li> <li>- Mental health &amp; tackling stigma</li> <li>- Develop understanding of the Equality Act, diversity and values</li> <li>- Deepen understanding that social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>- Use religious</li> </ul>	<ul style="list-style-type: none"> <li>- Progression routes</li> <li>- Applying for a work experience placement</li> <li>- Tackling discrimination in the work place</li> <li>- Health &amp; safety at work</li> <li>- Breaking the glass ceiling - equal opportunities</li> <li>- Preparation for work experience</li> <li>- Deepen understanding about opportunities in learning and work</li> <li>- Deepen understanding of responsibilities in the workplace</li> <li>- Manage practical problems and health and safety</li> <li>- Organise and apply for a work experience placement (letter writing, email writing, phone calls)</li> <li>- Challenge stereotypes and discrimination in the</li> </ul>	<ul style="list-style-type: none"> <li>- Managing your 'personal brand' online</li> <li>- Accessing support for concerns relating to life online: identity theft, fake emails, online fraud, how to protect yourself financially, money mules, online security, GDPR</li> <li>- Manage their 'personal brand' online including the use of social media related to its impact on future applications and employment.</li> <li>- Identify and access support for concerns relating to life online</li> <li>- Deepen their understanding about different forms of identity theft (physical: bank card skimming/ scanning, bin raiding, changing address; digital: hacking and malware; and social: phishing, vishing/</li> </ul>	<ul style="list-style-type: none"> <li>- Tackling relationship myths and expectations</li> <li>- Personal values and assertive communication in relationships</li> <li>- Managing romantic relationship challenges including break-ups</li> <li>- Tackling domestic abuse and forced marriage</li> <li>- Managing change, grief and bereavement</li> <li>- Understanding different families and learning parental skills--</li> <li>- Deepen understanding of relationship values and the role of pleasure in relationships</li> <li>- Recognise myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>- Recognise</li> </ul>	<ul style="list-style-type: none"> <li>- Personal skills analysis</li> <li>- Personal statements and CV writing</li> <li>- Interview skills and mock interviews</li> <li>- Admissions tests</li> <li>- Creative questions &amp; answers</li> <li>- Post-16 progression routes and applying for post-16 education or training</li> <li>- Evaluate strengths and interests in relation to career development</li> <li>- Use strategies for overcoming challenges or adversity</li> <li>- Use feedback constructively when planning for the future</li> <li>- Deepen understanding of application processes, including writing CVs, personal statements and interview</li> </ul>	<ul style="list-style-type: none"> <li>- Risk and Reward: attitudes to risk, assessing risk, investments, gambling, protecting yourself, insurance, statutory rights, industry regulators</li> <li>- Assess and manage risks in relation to gambling and chance-based transactions</li> <li>- Identify how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling</li> <li>- Use strategies for managing influences related to gambling, including online</li> <li>- Develop understanding of the relationship between gambling and debt</li> <li>- Assess and manage risk and safety in new independent situations (e.g. personal safety in</li> </ul>

	<p>traditions to discuss the ethical idea of “harming no living thing”</p> <ul style="list-style-type: none"> <li>- Critically respond to “how the media portrays religion”</li> <li>- Have respect and tolerance for all faiths and beliefs</li> <li>- Discuss the religious and philosophical ideas that make us human</li> <li>- Explore the importance of ritual</li> <li>- Maintain daily wellbeing</li> <li>- Manage emotions</li> <li>- Recognise unhealthy coping strategies (e.g. self-harm and eating disorders and self-medicating with drugs or alcohol)</li> <li>- Develop healthy coping strategies</li> <li>- Reframe negative thinking</li> <li>- Access support and treatment</li> <li>- Challenge stigma, stereotypes and misinformation explore attitudes towards mental health</li> <li>- Challenge myths and stigma</li> <li>- Recognise the portrayal of mental</li> </ul>	<p>workplace</p> <ul style="list-style-type: none"> <li>- Evaluate and build on the learning from work experience</li> <li>- Deepen understanding of young people's employment rights and responsibilities</li> </ul>	<p>phone scams, smishing), and different types of fraud that exist.</p> <ul style="list-style-type: none"> <li>- Use methods to identify fake emails from the contents and email addresses</li> <li>- Manage a situation if they are the victim of identity theft and where to get support in these situations</li> <li>- Ensure that passwords are secure and deepen understanding of the different types of authentication.</li> <li>- Gain an understanding of what a money mule is and what this involves</li> <li>- Develop an understanding of the importance of GDPR and why it is needed</li> </ul>	<p>opportunities and risks of forming and conducting relationships online</p> <ul style="list-style-type: none"> <li>- Manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>- Deepen understanding about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>- Recognise and challenge victim blaming</li> <li>- Deepen understanding about asexuality, abstinence and celibacy</li> <li>- Identify core values and emotions</li> <li>- Deepen understanding gender identity, gender expression and sexual orientation</li> <li>- Communicate assertively</li> <li>- Communicate wants and needs</li> <li>- Handle unwanted attention, including online</li> <li>- Challenge harassment and stalking, including online</li> </ul>	<p>techniques</p> <ul style="list-style-type: none"> <li>- Deepen understanding of different types of admissions tests that education providers and employers use in recruitment</li> <li>- Deepen understanding of the difference between person specification and job description</li> <li>- Deepen understanding of post-16, post-18 options and career pathways, including Apprenticeships, A levels, T levels and vocational courses (including training providers)</li> </ul>	<p>social situations and on the roads)</p> <ul style="list-style-type: none"> <li>- Manage influences and risks relating to cosmetic and aesthetic body alterations (including tattoos).</li> <li>- Identify the difference between a good investment and a bad investment</li> <li>- Deepen understanding of why it is important to have insurance (e.g. home insurance, car insurance, travel insurance, life insurance)</li> <li>- Deepen understanding of industry regulators and trade unions</li> </ul>
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	<p>health in the media</p> <ul style="list-style-type: none"> <li>- Deepen understanding of how our human rights may be affected by modern day slavery</li> </ul>			<ul style="list-style-type: none"> <li>- Recognise various forms of relationship abuse</li> <li>- Recognise unhealthy, exploitative and abusive relationships</li> <li>- Access support in abusive relationships and how to overcome challenges in seeking support</li> <li>- Develop understanding of 'honour based' violence and forced marriage and how to safely access support</li> </ul>		
<b>Assessment</b>	<p>End of unit reflection completing a confidence checker for this half term recognising skills and knowledge.</p>	<p>Teacher assessment (ATL &amp; progress) of students' application and research for work experience placement.</p>	<p>End of unit reflection writing down 5 new concepts that students have learned and to describe their most important Personal Development lesson this term. Students will choose a debate linking to various issues from within this topic and provide a for and against argument as well as their own opinion.</p>	<p>End of unit reflection completing a confidence checker and star analysis for this half term recognising skills and knowledge, reflective thoughts, advice and top tips and risks and warnings. Students will complete a debate task showing their understanding of both sides of an argument.</p>	<p>Teacher assessment (ATL &amp; progress) of students CV produced using knowledge and understanding of CV writing to create their own CV and personal profile.</p>	<p>Teacher assessment of debate paragraphs to check knowledge and understanding of values and impacts.</p>
<b>Why this? Why now?</b>	<p>As students move into year 10, they will begin to encounter more stress and pressures than in previous years and have more responsibility</p>	<p>At this stage in Year 10 it is important for students to think carefully about their post-16 pathways. They have already</p>	<p>It is extremely important that students have an understanding, as they prepare for their future pathways, in</p>	<p>As students move further into adolescence, students will be able to explore in more detail types of relationships and how</p>	<p>During this topic, students will have the chance to reflect on their current skills and qualities and how these compare to other students and the</p>	<p>As students start to develop their independence, there is a greater need for reflecting on the risks and rewards that are</p>

	<p>over their lifestyle choices. This topic will give them the chance to learn how to stay safe and make healthy lifestyle choices and access support for themselves and others. It directly builds on the exploratory work in KS3 (following the introduction in KS2) and explores the RSHE topics in more detail at this appropriate stage in the development of students into young adults.</p>	<p>looked briefly at the options in Year 9 when thinking about their KS4 option choices; however, this unit will allow students to go into more detail about the possibilities available to them. This topic will give them the opportunity to investigate a range of careers in the local community, alongside helping them to apply for and gain practical experience in that field to educate them further on the skills and requirements for that career.</p>	<p>how to ensure that their online presence, including personal brand and reputation is appropriate. As the majority of students spend a considerable amount of time online, they need to be reminded and updated of how to use the internet safely, in particular when researching KS4 courses, including how to avoid different types of online tricks and fraud.</p>	<p>to cope and negative situations associated with relationships. As students are becoming more aware of the world around them, this unit will give students the opportunity to make decisions based on healthy choices and support available to them. They will also have the chance to consider and prepare for upcoming changes to ensure they are mentally prepared.</p>	<p>jobs/courses/future prospects they are considering. It will provide students with a bigger picture of their academic and personal qualities and how they can use these to apply for and secure positions in post 16, careers and work experience. This is particularly important now as students may wish to take up opportunities already available to them in school or the wider community to expand their CV and enhance their chances as candidates for different positions.</p>	<p>embedded in the financial world. Students need to be aware of their rights and responsibilities, particularly with regards to living a safe life and avoiding difficult situations. This unit gives students an opportunity to become more aware of the world around them and decisions that are being made which have an impact on their own lifestyles.</p>
<p><b>Skills &amp; Characteristics</b></p>	<p>Stayin positive- adapting to future situations and developing skills to aim high and stay positive. Speaking – challenging stigma and stereotypes, extremism and radicalisation. Problem Solving- how to access support for themselves and others.</p>	<p>Aiming high- applying for places for work experience Listening- getting advice and information from a range of sources of available work places, careers and pathways to explore Teamwork- working with various professionals within and beyond school.</p>	<p>Speaking- debating whether different scenarios are scams and sharing personal experience Creativity- generating ideas to spot and stop fraud Listening- to information given from financial advisors and companies on fraud.</p>	<p>Problem solving- how to access support for themselves and others. Staying positive- being resilience and proactive when facing change.</p>	<p>Leadership- taking charge of CV creating and taking part in opportunities to enhance this life decisions and chances to partake in various opportunities Teamwork- working with various professionals within and beyond school to create CV. Creativity- being creative with display and content of CV to make it stand out.</p>	<p>Problem Solving- understand the impact gambling can have on life, including career, family and home life and how to avoid financial debt Leadership- taking charge in group work to assess risks of different scenarios</p>

<p><b>Aspirations &amp; Careers</b></p>	<p>Raising Aspirations: opportunity to explore KS4 pathways to ensure that students make the correct choices. There will be opportunities to hear from subject specialists in assembly time to reflect on decision making process.          CDI: Manage Career-building their confidence and optimism about their future, thinking about how they deal with and learn from challenges and setbacks. Create Opportunities- being willing to speak up for themselves and others, being able to discuss roles models and reflect on leadership. Balance Life And Work- reflecting on their physical and mental wellbeing and considering how they can improve these, identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces.</p>	<p>Raising Aspirations is an important feature of this concept, particularly with the introduction of the 8 key employability and transferable skills. Students will be preparing for employability looking at the skills and experience they need.          CDI: Growth Throughout Life- considering what learning pathway they should pursue next. Explore Possibilities- considering what jobs and roles are interesting, researching the learning and qualification requirements for jobs and careers that they are interested in. Manage Career- making plans and developing a pathway into their future. Create Opportunities- developing friendships and relationships and reflecting on their relationship to their career, starting to take responsibility for making things happen in their career,</p>	<p>Cultural capital: Extracurricular activities, including Peer2Peer mentoring, Young Health Champions, Mental Health Team. Opportunity to take part in external trips and to learn how to make choices which will impact their future plans.          CDI: Growth Throughout Life- reflecting on their heritage, identity and values. Manage Career- thinking about how they deal with and learn from challenges and setbacks. Create Opportunities- being willing to speak up for themselves and others. The Big Picture- evaluating different media, information sources and viewpoints.</p>	<p>Raising Aspiration: students will have opportunity to explore what it means to study in Higher Education and to recognise that everyone is able to go on to Higher Education.          CDI: Growth Throughout Life- responding positively to help, support and feedback. Manage Career- recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it, thinking about how they deal with and learn from challenges and setbacks. Create Opportunities- being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them. Balance Life And Work- reflecting on their physical and mental wellbeing and considering how they can improve these, considering how they want to move through different life stages</p>	<p>Raising aspirations: Student will learn how to use and improve their skills in a CV to enhance opportunities in the future          CDI: Grow Throughout Life- recognising the value of challenging themselves and trying new things, reflecting on and recording achievements, experiences and learning, responding positively to help, support and feedback. Explore Possibilities- researching the learning and qualification requirements for jobs and careers that they are interested in, researching how recruitment and selection processes work and what they need to do to succeed in them. Manage Career- building their confidence and optimism about their future, making plans and developing a pathway into their future.</p>	<p>Extracurricular activities, including Peer2Peer mentoring, Young Health Champions, Mental Health Team. Opportunity to take part in external trips and to learn how to make choices which will impact their future plans.          CDI: Grow Throughout Life- positively engaging in learning and taking action to achieve good outcomes, reflecting on their heritage, identity and values. Manage Career- recognising the different ways in which people talk about career and reflecting on its meaning to them, building their confidence and optimism about their future, making plans and developing a pathway into their future considering the risks and rewards associated with different pathways and careers, thinking about how they deal with and learn from challenges and setbacks. Create</p>
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		<p>researching entrepreneurialism and selfemployment. Balance Life And Work- recognising the role that money and finances will play, in the decisions that they make and, in their life and career, developing knowledge of rights and responsibilities in the workplace and in society. The Big Picture- exploring local and national labour market trends, exploring trends in technology and science, exploring the relationship between career and the environment.</p>		<p>and manage different life roles. The Big Picture- exploring the relationship between career, politics and the economy.</p>		<p>Opportunities- being willing to speak up for themselves and others, being able to discuss roles models and reflect on leadership. Balance Life and Work- reflecting on the different ways in which people balance their work and life, reflecting on their physical and mental wellbeing and considering how they can improve these, recognising the role that money and finances will play, in the decisions that they make and, in their life and career. The Big Picture- exploring the relationship between career, politics and the economy, evaluating different media, information sources and viewpoints.</p>
End Points	<p><b>Basic</b> <i>(End points for LOWER ability pupils)</i></p>	<p><b>Clear</b> <i>(End points for MIDDLE ability pupils)</i></p>		<p><b>Detailed</b> <i>(End points for HIGHER ability pupils)</i></p>		
	<p>To be able to define the term self-esteem and how this impacts on an individual.</p> <p>To understand the healthy and unhealthy decisions and choices in life and how this might have an impact on mental health and wellbeing.</p> <p>To understand what British Values are and why it</p>	<p>To understand why people respond in different ways to similar situations and that people can express their feelings in many different ways.</p> <p>To describe and explain healthy and unhealthy decisions and choices in life and how this might have an impact on mental health and wellbeing.</p>		<p>To understand how to support young people in different ways and how individual support may be different depending on the circumstances and the person.</p> <p>Using examples to describe and explain healthy and unhealthy decisions and choices in life and how this might have an impact on mental health</p>		

	<p>is important to live by these values in a modern society.</p> <p>To understand what is meant by the term 'human rights' and to understand how conflicts arise which affect these human rights.</p> <p>To be able to define the term 'radicalisation' and the methods that young people can use when they are susceptible to radicalisation.</p> <p>To understand the impact lifestyle can have on our mental health and how to improve it.</p> <p>To understand the different levels of drug use and realise the consequences of drug use on wider society.</p> <p>To understand how to recognise modern day slavery</p> <p>To understand possible post-16 progression routes and to understand which routes are the most suitable.</p> <p>To be able to prepare for post-16 applications.</p> <p>To understand relevant behaviours in the workplace, particularly with regards to health &amp; safety and discrimination.</p> <p>Understand how it is important to ensure that your personal brand is appropriate and how it will affect your future pathways.</p> <p>Understand what is meant by the term personal identity and why it is important to keep personal online data safe. Understand what the different forms of identity theft are.</p>	<p>To understand what British Values are, how they protect citizens of the UK and how they are challenged. Be able to communicate both arguments within debates surrounding British values.</p> <p>To understand our 'human rights', what they mean for us in daily live and when we may be deprived of these and why.</p> <p>To able to describe the different methods used by extremist groups to spread their ideologies and to understand how young people can become susceptible to radicalisation and what to do if you suspect someone from being influenced.</p> <p>To understand the how mental health and physical health and interlinked and methods to adopt to recognise and improve weaknesses in our mental health.</p> <p>To understand the different types of drug use and how this can develop into dependency. To assess the impact of addiction on communities and the NHS.</p> <p>To understand how human trafficking links to modern day slavery</p> <p>To explain in detail the different post-16 progression routes and to be able to make informed choices, balancing arguments, as to the most appropriate post-16 route for themselves.</p> <p>To understand why it is important to prepare for interviews and the importance of making good applications.</p>	<p>and wellbeing.</p> <p>To understand what British Values are, how they protect citizens of the UK and how they are challenged. Be able to communicate both arguments within debates surrounding British values.</p> <p>To understand our 'human rights'. To discuss aspects of conflict that may infringe on our human rights and the legislation behind them.</p> <p>To recognise methods adopted by extremist groups to recruit and how their ideologies are inflicted upon vulnerable individuals. To understand campaigns and support available to prevent this and to spot signs of radicalisation as well as how to reduce extremist attacks.</p> <p>To identify signs of poor mental health for early intervention, and the importance of social support to help overcome problems with mental health. To be aware of the range of self help and professional support available for mental health.</p> <p>To discuss the impact of drug use, dependency and addiction on the labour market, health services and social care services. To understand campaigns created to tackle drug use the impact legislation and policing have on this.</p> <p>To understand which Human Rights are being abused due to modern day slavery, how slavery has evolved and the types of slavery that occur today.</p> <p>To explain and evaluate the different post-16 progression routes and to understand how to research routes in further detail which are most</p>
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<p>Know how to typically identify a fake email and be aware of the tricks and scams that are used to avoid online fraud.</p> <p>Understand the term GDPR and explain why it is needed.</p> <p>Describe the qualities of a healthy relationship and to spot the signs of abuse. Know what help is available to anyone in a dangerous situation.</p> <p>Identify coping strategies to help manage change during difficult times such as loss, change, grief and relationship break ups.</p> <p>Explain different family dynamics and highlight the qualities of a good parent.</p> <p>Describe what the terms debt, interest and loans mean.</p> <p>Understand what the term gambling means and explain the dangers of this.</p> <p>Describe what the term inflation means.</p>	<p>To explain in detail issues regarding health and safety in the workplace and how to tackle discrimination.</p> <p>Understand how it is important to ensure that your personal brand is appropriate and how it will affect your future pathways.</p> <p>Understand what is meant by the term personal identity and why it is important to keep personal online data safe. Understand what the different forms of identity theft are.</p> <p>Know how to typically identify a fake email and be aware of the tricks and scams that are used to avoid online fraud.</p> <p>Understand the term GDPR and explain why it is needed.</p> <p>Describe and explain the qualities of a healthy relationship and to spot the signs of abuse. Know what help is available to anyone in a dangerous situation.</p> <p>Identify coping strategies to help manage change during difficult times such as loss and relationship break up's.</p> <p>Explain different family dynamics and highlight the qualities of a good parent.</p> <p>Describe and explain what the various types of debt, interest and loans and some of the impacts poor management of these might have.</p> <p>Explain the various ways that someone might gamble and explain the dangers of this.</p>	<p>particular to themselves to ensure that they are well-informed and can make the most appropriate choices.</p> <p>To understand how to complete admissions tests and to be able to reflect upon their own strengths and weaknesses when taking part in an interview.</p> <p>Understand how it is important to ensure that your personal brand is appropriate and how it will affect your future pathways.</p> <p>Understand what is meant by the term personal identity and why it is important to keep personal online data safe. Understand what the different forms of identity theft are.</p> <p>Know how to typically identify a fake email and be aware of the tricks and scams that are used to avoid online fraud.</p> <p>Understand the term GDPR and explain why it is needed.</p> <p>Evaluate the qualities of a healthy relationship and to spot the signs of abuse. Be able to make judgements of healthy relationships using scenarios and know what help is available to anyone in a dangerous situation.</p> <p>Identify coping strategies to help manage change during difficult times such as loss and relationship break up's. Be able to know what advice can be given to support others during difficult times.</p> <p>Explain different family dynamics and explain the qualities of a good parent.</p>	<p>particular to themselves to ensure that they are well-informed and can make the most appropriate choices.</p> <p>To understand how to complete admissions tests and to be able to reflect upon their own strengths and weaknesses when taking part in an interview.</p> <p>Understand how it is important to ensure that your personal brand is appropriate and how it will affect your future pathways.</p> <p>Understand what is meant by the term personal identity and why it is important to keep personal online data safe. Understand what the different forms of identity theft are.</p> <p>Know how to typically identify a fake email and be aware of the tricks and scams that are used to avoid online fraud.</p> <p>Understand the term GDPR and explain why it is needed.</p> <p>Evaluate the qualities of a healthy relationship and to spot the signs of abuse. Be able to make judgements of healthy relationships using scenarios and know what help is available to anyone in a dangerous situation.</p> <p>Identify coping strategies to help manage change during difficult times such as loss and relationship break up's. Be able to know what advice can be given to support others during difficult times.</p> <p>Explain different family dynamics and explain the qualities of a good parent.</p>
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