

PERSONAL DEVELOPMENT: Year 11 Curriculum Intent

	Autumn Term		Spring Term		Summer Term
	1	2	1	2	1
Key Concepts	RSHE 1: Mental Health	CA 1: Applying for Post 16 Pathways	LITWW 1: Communities in Britain	RSHE 2: Safe sex & safer bodies	LITWW 2: Lifelong learning & independence
Knowledge & Understanding (<i>National Curriculum</i>)	<ul style="list-style-type: none"> -Mental health, tackling stigma -Challenge myths, stigma, stereotypes & misinformation -Explore attitudes towards mental health -Deepen understanding of the relationship between physical and mental health -Taking responsibility for healthy choices -Maintain daily wellbeing -Manage emotions -Recognise unhealthy coping strategies (e.g. self-harm and eating disorders) -Develop healthy coping strategies -Reframe negative thinking -Use strategies to promote mental health and emotional wellbeing -Recognise signs of emotional or mental 	<ul style="list-style-type: none"> -Identify personal skills and qualities and evaluate strengths and interests in relation to career development -Broaden their horizons and identify future careers aspirations -Further explore post-18 options (to include Higher Level/Degree Level Apprenticeships, University degrees, vocational courses and employment) -Develop understanding of different types of employment and career pathways -Develop understanding of GCSE and post-16 options, including apprenticeships, vocational courses, T-Levels, A-Levels (Sixth Form and College), training providers. 	<ul style="list-style-type: none"> -Challenge prejudice, stereotypes and discrimination safely, including online -Support others, including those in the wider community, such as food banks and collections through foreign aid - explain the importance of having respect and tolerance for all faiths and beliefs - understand how religion causes conflict and if religion and politics should mix - understand how people might borrow religious beliefs and practises -Develop understanding of communities, inclusion, respect and belonging - why people suffer -Recognise different social actions that 	<ul style="list-style-type: none"> -Appreciate different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering -Apply language of gender identity and sexual orientation -Revisit the dangers of recreational drugs and influences around substance use in increasingly independent scenarios -Debate the use of contraceptives and who the responsibility should be placed with -Manage risk taking behaviour, and understanding the legal and health implications of drug use -Develop understanding of gender identity, transphobia and gender based 	<ul style="list-style-type: none"> -Make safe financial choices including how to save, spend and budget -Set aspirational goals for the near future and beyond involving careers and experiences -Recognise the importance of transferable skills, abilities and interests -Set and achieve SMART targets -Maximise employability taking opportunities to broaden experience by recognising different social actions that exist, including voluntary work -Develop understanding of what it means to live individually, including financial management, basic household tasks, travelling between different places

	<p>ill-health</p> <ul style="list-style-type: none"> -Access support and treatment -Recognise the portrayal of mental health in the media -Balance work, leisure, exercise and sleep, as well as time spent on electronic devices and social media <p>Manage challenges during adolescence and identify the nature, causes and effects of stress</p> <p>Organise study skills and revision time appropriately</p> <p>Develop effective revision techniques and strategies</p>	<ul style="list-style-type: none"> -Deepen understanding of application processes, including writing CVs, personal statements and interview techniques 	<p>exist, including voluntary work</p>	<p>discrimination involved in parenthood</p> <ul style="list-style-type: none"> -Identify the impact of drugs and alcohol on decision making -Keep self and others safe in situations that involve substance use e.g festivals -Use exit strategies for pressurised or dangerous situations -Seek help for substance use/addiction -Demonstrate & apply understanding that legal & moral duty is with seeker of consent -Develop understanding of the risks of STIs, the effective use of condoms and negotiating safer sex -Develop understanding of the consequences of unprotected sex, including pregnancy -Evaluate readiness for parenthood & positive parenting qualities -Assess and manage risk and safety in new independent situations (e.g. personal safety in social situations) 	<p>(managing time and transport connections).</p>	
Assessment	Confidence checker (self-assessment)	Teacher assessment (ATL & progress) of	Peer assessment of contribution towards	Teacher assessment of individual/group	Verbal discussion (teacher	

	Verbal discussion (teacher assessment)	students' engagement with opportunities and development of self-awareness of skills & qualities	community/foreign aid Teacher ATL & progress data collected based on engagement & involvement	debates Confidence checker (self-assessment)	assessment) Goal setting against SMART criteria (peer assessment)
Why this? Why now?	As students move into their second year in GCSE, they will have some experience of undertaking mock examinations and the stress that accompanies these. This topic will give them the chance to learn of effective ways to manage this stress and take control through effective revision strategies. They will also explore age related mental health issues and the impact of stigma and stereotypes on this.	Students will be looking towards the next step in their education and will need information and guidance to help them understand the options available to them and how to apply. This topic will provide them with support during the application process, as well as helping them develop self-awareness of the skill and qualities they already possess that make them suited towards particular courses or areas of study.	This topic will give students the chance to explore and understand the different communities they may encounter in Britain which students may encounter as they move into the world of work or higher education. It can show students how they can support people within their local community which they become involved in during their summer break. This is taught here as it follows the 3 topic structure and spiralled curriculum taught in PD throughout the year groups.	As students develop more independence with age, both sexually and socially, this topic will equip them with the knowledge of choices and pressures they may face and the associated consequences. It will also provide them with understanding of the legislation behind pregnancy and rights of those from different family types, as well as consent and drug use. This topic will also cover how to access support for themselves or others they are concerned about.	This topic aims to equip students with knowledge of self-regulation and skills for the future as young adults. It will also give students goals and focus for their free time during the summer to gain experience and take advantage of opportunities that can improve their portfolio of qualifications and knowledge to make them well-rounded candidates for the next step in their work life or educational journey.
Skills & Characteristics	Staying Positive- Learning from Mistakes and making the correct choices and taking control through planning and organisation Speaking - challenging stigma and stereotypes surrounding mental	Aiming high- applying for places for higher educations Listening- getting advice and information from a range of sources of available routes post 16 Teamwork- working with various	Speaking- debating and challenging stereotypes Creativity- generating ideas to provide aid to those in need Leadership- taking charge of aspects of group fundraising	Problem solving- how to access support Listening- hearing accounts of personal experiences of the consequences of decisions Teamwork- debating perspectives and relying on team members for	Aiming high- setting challenging goals for the future Leadership- taking charge of life decisions and chances to partake in various opportunities Creativity- developing ideas to enhance personal

	health Problem Solving- how to access support.	professionals within and beyond school		support	portfolios	
Aspirations & Careers	Raising aspirations: students will learn effective ways to organise and manage their time, how to deal with mental health issues, and revision strategies to ensure they are equipped for independent revision in the coming months. Students will attend Sixth Form Open Evening, alongside taster lessons. They will have an independent careers guidance interview and attend presentations about post-16 opportunities from colleges, sixth form, apprenticeship providers. CDI: Grow Throughout Life- positively engaging in learning and taking action to achieve good outcomes. Manage Career- taking steps to achieve in their GCSEs, thinking about how they deal with and learn from challenges and setbacks. Create Opportunities- being willing to speak up for	Raising aspirations: Students will have an independent careers guidance interview and attend presentations about post-16 opportunities from colleges, sixth form, apprenticeship providers. They will receive help with applications for post 16 options. CDI: Growth Throughout Life- considering what learning pathway they should pursue next. Explore Possibilities- recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it, 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, make a decision about their post-16 pathway.	Cultural capital: Students will learn of the different roles in society that can contribute towards improving the lives of those in the community who need support and require aid, along with how they can become involved. CDI: Growth Throughout Life- 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. Create Opportunities- being willing to speak up for themselves and others. Balance Life And Work- identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces. The Big	Cultural capital: students will learn how to stay safe in sexual and socially independent situations, with discussions from external organisations. CDI: Growth Throughout Life- responding positively to help, support and feedback, reflecting on their heritage, identity and values. Manage Career- thinking about how they deal with and learn from challenges and setbacks. Create Opportunities- developing friendships and relationships and reflecting on their relationship to their career, 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,	Raising aspirations: Student will learn how to improve their personal portfolios and make use of their time, including volunteering opportunities and acquiring skills. CDI: Grow Throughout Life- recognising the value of challenging themselves and trying new things, reflecting on and recording achievements, experiences and learning. Manage Career- building their confidence and optimism about their future, making plans and developing a pathway into their future. Create Opportunities- starting to take responsibility for making things happen in their career. 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, reflecting	

	<p>themselves and others. Balance Life And Work- reflecting on their physical and mental wellbeing and considering how they can improve these. See The Big Picture- evaluating different media, information sources and viewpoints.</p>	<p>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. The Big Picture- exploring local and national labour market trends, exploring trends in technology and science.</p>	<p>Picture- evaluating different media, information sources and viewpoints.</p>	<p>recognising the role that they play in their family and community and considering how that might shape their career, considering how they want to move through different life stages and manage different life roles. The Big Picture- evaluating different media, information sources and viewpoints.</p>	<p>on the different ways in which people balance their work and life.</p>	
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