



PLUME ACADEMY - LEARNING OVERVIEW

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| Year | Ten |
| Subject | Personal Development |

Prior Learning

The Year 10 programme of study in Personal Development builds on our student's KS3 experience of the range of curriculum topics as highlighted in the curriculum intent.

Curriculum Intent – What are the curriculum aims?

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

The aim of this series of lessons is:

- *To reflect on learning habits and the transition to key stage 4.*
- *To reflect on learning habits and individual strengths as a learner and to develop a growth mindset. They are designed to prepare students with the learning skills, personal qualities and emotional attributes required for the start of GCSEs.*
- *To develop strategies for safeguarding emotional and mental health, building on key stage 3 learning on unhealthy coping strategies; to understand what services are available and be able to access them independently.*
- *To develop strategies to manage emotional wellbeing during the transition to key stage 4.*
- *To distinguish between fact and perception in relation to mental health and ill-health.*
- *To understand the financial, social and emotional risks of poor money management.*
- *To challenge commonly held relationship and sex myths and reinforce positive social norms.*
- *To learn strategies for beginning a positive and healthy intimate relationship*
- *To understand how drug use impairs a user's ability to make decisions and manage risk.*
- *To reflect on the employability skills developed during work experience.*
- *To evaluate the importance of maintaining a positive online reputation in relation to employment and work.*

Curriculum Implementation – What my child will be learning?

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| Term 1 | Half Term 1 | Employability and enterprise 1 Employability and the law 2 Finding a WEX placement 3 Applying for a WEX placement 4 Online presence and reputation 5 Personal branding and employment 6 Writing a CV |
| | Half Term 2 | Relationships 1 Same sex relationships |



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| | | 2 Gender and trans identity 3 Sexism and gender prejudice 4 Forced and arranged marriages 5 Harrassment and stalking 6 Revenge porn 7 Relationships with role models |
| Term 2 | Half Term 3 | Health and wellbeing 1 Managing grief and bereavement 2 Managing social anxiety 3 Social media and self esteem 4 Screen time 5 Managing time effectively 6 Suicide |
| | Half Term 4 | Health and wellbeing 7 Living sustainably 8 Homelessness 9 Hate crime 10 Tattoos and piercings 11 Binge drinking |
| | Half Term 5 | Living in the wider world 1 Anti social behaviour 2 County Lines 3 Money laundering 4 Terrorism and holy war 5 Overt and covert racism 6 Fake news and critical thinking 7 Why do we need an international Women's Day |
| Term 3 | Half Term 6 | Living in the wider world 8 Community cohesion 9 Conflict management 10 Parenting Career progression 1 Selling yourself - applying for jobs 2 Selling yourself - interviews 3 Resilience in the workplace 4 Professionalism |

Curriculum Impact – How will progress be assessed?

Students will be assessed in a variety of ways.

- End of unit personal reflection
- Contributes to class-based discussions
- Completes all extension tasks
- Uses relevant examples in class and throughout assessments



- Can form a balance argument giving more than one point of view
- Refer to source content where needed throughout assessments
- Keeps up to date with current affairs and uses relevant examples where appropriate.

Super-Curricular Opportunities – Extending Learning

| Useful supporting resources: | If a student is really passionate about this subject, they could: | As a parent/carer, I can assist my child in this subject by: |
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| There are a huge amount of supportive websites for each of the topics we cover in Personal Development which are shared with the students for each lesson. | Read around the subject via books, magazines and websites, watch documentaries or listen to podcasts on various themes. | Facilitating your child in accessing the resources mentioned. Speak to them about the resources or about the news and ask questions. Encourage your child to ask their own questions; then go and research the answers. |