



PLUME ACADEMY - LEARNING OVERVIEW

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?

Week	Date	Module	Lesson Title	Lesson objectives
1	04/09/20 23	Careers and Work experience	What career might suit them	Match a job to a person, justifying their decision Name and describe some skills and qualities that make a person more employable Describe and apply the concept of a 'growth mindset'
2	11/09/20 23	Careers and Work experience	Skills and personal qualities	Identify strengths and areas for improvement in their skills and personal qualities for employment. Match themselves to potential jobs based on an understanding of their interests and abilities. Draft an action plan with next steps to help them secure one suitable job.
3	18/09/20 23	Careers and Work experience	Applying for jobs	List and describe some key steps in the application process for employment. Critically appraise a simple job application, justifying their opinions. Apply the STAR (situation, task, action, result) method to describe how they demonstrate one skill or quality
4	25/09/20 23	Careers and Work experience	Interviews	Describe why interviews are needed in the job application process. Critically appraise an example of an interview, identifying positive and negative aspects of the example
5	02/10/20 23	Careers and Work experience	Resilience in the workplace	Define 'resilience' and explain its importance in employability and the workplace. Identify how to show resilience in a range of realistic scenarios. Reflect on their view of work and identify ways they might develop their resilience.
6	09/10/20 23	Whole academy mental health week		
7	16/10/20 23	Careers and Work experience	Work experience	
	23/10/20 23	Half Term		



8	30/10/2023	RSE	Same sex relationships	<p>Correctly identify ways that homosexual and heterosexual relationships differ and ways they are the same.</p> <p>Describe the challenges that people in same sex relationships face and the meaning of LGBTQAI+</p> <p>Explain the differences and similarities between homosexual and heterosexual relationships in family life, sexual life and marriage, historically and geographically</p>
9	06/11/2023	RSE	Gender and trans identity	<p>Correctly identify the difference between sex and gender and what makes a person trans.</p> <p>Describe your opinions on 'gendering'. Explain the meaning of new key terminology and how to use pronouns correctly.</p> <p>Analyse how schools can become more trans-friendly and create a new diversity code for our school.</p>
10	13/11/2023	RSE	Sexism and gender prejudice	<p>Order excuses for prejudice in to how dangerous they can be and identify the main issues women face in the UK today.</p> <p>Explain counter arguments against the main reasons why women are often treated differently to men.</p> <p>Analyse whether certain elements of UK society are perpetuating gender prejudice.</p>
11	20/11/2023	RSE	Forced and arranged marriages	<p>Correctly identify cases of both arranged and forced marriages and begin to describe the differences.</p> <p>Describe why certain case studies are forced or arranged and where victims can find help.</p> <p>Explain the differences between forced and arranged marriages in detail and how a person can access help at different stages in the proceedings using new key terms.</p>
12	27/11/2023	RSE	Stalking and harassment	<p>Describe what constitutes stalking and harassment and what can happen if people don't take reports of this seriously.</p> <p>Explain how victims are targeted, the abuse they suffer and correctly identify the different types of abuse and their effects.</p> <p>Analyse why some people don't take stalking and harassment seriously, or feel it is more of an issue for celebrities. Explain how we identify stalking and harassment as acts of abuse.</p>



13	04/12/20 23	RSE	Revenge porn	<p>Correctly identify what to do to prevent revenge porn and what to do if you become a victim.</p> <p>Describe the long and short term consequences of sharing intimate images with partners or friends.</p> <p>Explain, using new terminology in the correct context the legal, short and long-term consequences for perpetrators and victims.</p>
14	11/12/20 23	RSE	Relationships with role models	<p>Identify what makes someone a positive or negative role model. Research four media figures to see if they meet the criteria of positive role model and produce an informative and creative display board.</p> <p>Describe in detail the issues young people face when they idolise poor role models, research and assess whether there is a link between the way some people idolise role models and their levels of self-esteem.</p> <p>Explain, using today's key terminology in the correct context, why we see more of negative than positive role models in the media, evaluating the impact that could have on young people.</p>
15	18/12/20 23	Living in the wider world	Anti Social Behaviour	<p>Correctly identify anti-social behaviour and common consequences for the victim and the perpetrator.</p> <p>Describe what constitutes antisocial behaviour and both the long and short term consequences for victims and perpetrators.</p> <p>Explain why people commit anti-social behaviour and the legal ramifications for teens who continuously commit anti-social acts.</p>
	25/12/20 23	Christmas		
	01/01/20 24			
16	08/01/20 24	Living in the wider world	County Lines	<p>Identify how criminals exploit young people, how County Lines works and where you can get help if you think someone is involved.</p> <p>Describe in detail what is happening in a range of criminal case studies and how young people are groomed by gangs to get involved with County Lines.</p> <p>Explain exactly how County Lines and grooming works, how young people are trapped and then exploited and respond to case studies articulately using new key terminology.</p>



17	15/01/2024	Living in the wider world	Money Laundering	<p>Correctly identify the different types of money laundering, who is most likely to get involved and the consequences.</p> <p>Describe how and why criminals launder money and how easily victims can become money mules.</p> <p>Explain how you can stay out of danger and avoid the consequences of being a money mule.</p>
18	22/01/2024	Living in the wider world	Terrorism and Holy War	<p>Demonstrate an understanding of moderate and extreme Islamic and Christian attitudes towards terrorism and holy war.</p> <p>You will demonstrate deep knowledge and you will be able to use suitable Biblical or Qur'anic quotes to back these ideas up in a practice exam question.</p> <p>A developed understanding of Islamic and Christian attitudes, demonstrating your ability to use religious quotes from numerous sources and religions to argue on both sides of a statement and provide an evaluative conclusion on a practice exam question.</p>
19	29/01/2024	Living in the wider world	Overt and Covert Racism	<p>Identify examples of racism</p> <p>Explain reasons why racism is wrong</p> <p>Explain in detail whether certain cases are racist or not</p>
20	05/02/2024	Living in the wider world	Homelessness	<p>Identify causes of people becoming rough sleepers or homeless. Describe ways we can help people who become homeless.</p> <p>More challenging: Describe in detail the most significant causes for homeless in Britain. Explain the long and short term effects on individuals.</p> <p>Mega challenge: Analyse why homelessness is on the increase and what measures could be put in place to help solve the issue.</p>
21	12/02/2024	Living in the wider world	Critical Thinking	<p>Identify the differences between fake and real news. Complete a literacy task about whether creating and spreading fake news should be illegal.</p> <p>Describe the main reasons why people create fake news, the harm it can cause and argue on both sides about whether it should be illegal.</p> <p>Analyse why particular fake news stories are created and use critical thinking skills to assess the motivation behind fake news.</p> <p>Articulately argue on both sides about whether fake news should be criminalised.</p>



	19/02/20 24	Half Term		
22	26/02/20 24	Living in the wider world	Community cohesion	Describe ways in which community cohesion can improve society Explain in more detail why community cohesion is so important and what the consequences can be without it Evaluate how the positive and negative consequences of poor community cohesion and analyse why this may have come about
23	04/03/20 24	National careers week		
24	11/03/20 24	Living in the wider world	Conflict Management	Identify at least three new strategies to resolve and manage conflict as well as the different situations these can be used in. Describe in detail how you could resolve or manage different conflicts using the strategies you will learn about today. Explain why some conflict strategies would work better than others in particular situations and analyse what the likely outcome would be.
25	18/03/20 24	Living in the wider world	Parenting	Correctly identify all the different challenges a new parent faces. Identify the different styles of parenting and how to change and bathe a new baby. Describe the challenges new parents face in detail and the different methods of parenting by answering case study questions in detail. Explain using new key terminology, the biggest challenges faced by new parents, offering a variety of solutions to case studies.
26	25/03/20 24	Living in the wider world	Managing tough times	Correctly identify the different stages of grief and ways we can support people who are grieving. Describe the different stages of grief, the best ways to support grieving people and what a person may experience during the different stages. Explain in scientific terms what happens to a person's mind during the grieving process and why particular activities may be helpful.
	01/04/20 24	Easter		
	08/04/20 24			



27	15/04/20 24	Health and Wellbeing	Managing social anxiety	<p>Identify what causes people to have social anxiety and the physical symptoms of the condition</p> <p>Describe the different treatments available to people with social anxiety</p> <p>Explain how social anxiety is caused by chemicals in the body and reactions in the mind</p>
28	22/04/20 24	Health and Wellbeing	Social media	<p>Correctly identify the ways people contrive online personas and the effects this can have on both our self-esteem and that of others. Explain why people create online personas, the meaning of imposter syndrome and how people can get addicted to social media. Explain, using today's key terminology in the correct context, why people feel the need to create online 'brands' of themselves as well as the risks addiction to social media poses to our mental health.</p>
29	29/04/20 24	Health and Wellbeing	Screen time	<p>Correctly identify the consequences of too much screen time and the ways this can impact upon our mental and physical health. Describe in detail the consequences of having too much screen time, how this affects the brain and positive alternatives for recreation. Explain, using today's key terminology in the correct context, why too much screen time can damage our brains and whether screen time can have positive affects if enjoyed in moderation.</p>
30	06/05/20 24	Plume wellbeing week		
31	13/05/20 24	Health and Wellbeing	Time management	<p>Identify ways we can manage our time effectively and sustainably through revision season.</p> <p>Describe the main reasons why some people don't manage their time effectively – how we can avoid doing this and create our own effective time management plan for one day. Create our own sustainable effective time management plan for one day. Explain ways we can use our time for active rather than passive revision.</p>
32	20/05/20 24	Health and Wellbeing	Hate crime	<p>Correctly identify whether cases are hate crimes and classify the factors behind them. Describe why cases of hate crime are reported to be on the increase and the reasons behind this. Explain the meaning of new key terminology and use these phrases articulately in the correct context.</p>



	27/05/20 24	Half Term		
33	03/06/20 24	Health and Wellbeing	Women and safety	To understand what misogyny is and whether it should be classed as a hate crime To be able to identify why misogyny occurs and the impacts it can have. To know how to respond to this issue and how we can support female safety.
34	10/06/20 24	Health and Wellbeing	Disclosure	Recognise rights everyone is entitled to in different relationships, including family, intimate relationships and online Explain when, why and how to report abuse and access appropriate support Analyse challenges to seeking support and evaluate support available to overcome barriers
35	17/06/20 24	Plume Diversity week		
36	24/06/20 24	Health and Wellbeing	Binge Drinking	Describe the effects of binge drinking on the body and both the long and short term consequences. Explain how binge drinking effects different organs in the long and short term and the best way we could discourage young people from binge drinking. Analyse why people still binge drink despite knowing the consequences and why government attempts to curb binge drinking have failed so far.
37	01/07/20 24	Health and Wellbeing	Sepsis	To understand the causes, signs, and symptoms of sepsis. To know what to do if you suspect that you or someone you are with has sepsis. To highlight how to help increase awareness of sepsis with teenagers.
38	08/07/20 24	Health and Wellbeing	Tattoos and piercings	Correctly identify the potential problems getting tattoos and body piercings at a young age can cause. Describe the possible long term and short term consequences of body piercings and tattoos. Explain how small decisions made in youth can have far reaching consequences in many areas of our adult lives.
39	15/07/20 24	Work experience		



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:
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.