



Academic Learning Plan  
**Year 10 Personal Development**

**Intent:**

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. Personal Development reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10 Units</b>	<i>Relationships (RSE)</i>	<i>Relationships (RSE)</i>	<i>Relationships (RSE)</i>	<i>Health and Wellbeing</i>	<i>Healthy and Wellbeing</i>	<i>Living in the Wider World</i>
<b>Content</b>	<ul style="list-style-type: none"> <li>Respect and human decency</li> <li>Prejudice and bigotry in the wider world</li> <li>Stereotypes and protected characteristics</li> <li>Inclusion, belonging and addressing extremism</li> <li>Grooming and coercion</li> <li>Pressure and persuasion</li> <li>Recognising Consent</li> <li>When Consent can be withdrawn</li> <li>The role of intimacy and pleasure</li> <li>Harassment and stalking</li> <li>Managing relationship conflicts and break ups</li> <li>Relationship abuse</li> <li>Sexual harassment</li> <li>Sexual violence</li> </ul>			<ul style="list-style-type: none"> <li>The link between drug consumption and mental health</li> <li>Strategies for managing mental health, stress, anxiety, depression</li> <li>Unhealthy coping strategies</li> <li>Eating disorders</li> <li>Self-harm</li> </ul>	<ul style="list-style-type: none"> <li>Prescription drugs</li> <li>Diet drugs and supplements</li> <li>The impact of drugs on sexual behaviour</li> <li>The physical and psychological consequences for addiction</li> <li>Accessing support for addiction</li> </ul>	<ul style="list-style-type: none"> <li>The Law regarding viewing and sharing of indecent images of children</li> <li>Gangs</li> <li>Work experience</li> </ul>
<b>Knowledge organiser</b>	<ul style="list-style-type: none"> <li>KS4 Relationships Knowledge Organiser</li> <li>Vocabulary Knowledge Organiser</li> </ul>			<ul style="list-style-type: none"> <li>KS4 Health and Wellbeing Knowledge Organiser</li> <li>Vocabulary Knowledge Organiser</li> </ul>	<ul style="list-style-type: none"> <li>KS4 Health and Wellbeing Knowledge Organiser</li> <li>Vocabulary Knowledge Organiser</li> </ul>	<ul style="list-style-type: none"> <li>KS4 Living in the Wider World Knowledge Organiser</li> <li>Vocabulary Knowledge Organiser</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens</li> <li>Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc.</li> </ul>	<ul style="list-style-type: none"> <li>Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens</li> <li>Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc.</li> </ul>	<ul style="list-style-type: none"> <li>Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens</li> <li>Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc.</li> </ul>	<ul style="list-style-type: none"> <li>Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens</li> <li>Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc.</li> </ul>	<ul style="list-style-type: none"> <li>Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens</li> <li>Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc.</li> </ul>	<ul style="list-style-type: none"> <li>Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens</li> <li>Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc.</li> </ul>

	<ul style="list-style-type: none"> <li>Quizzes used to informally assess student's knowledge</li> <li>Targeted questioning in lessons</li> <li>Knowledge formally assessed by teachers termly in multiple choice assessments</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes used to informally assess student's knowledge</li> <li>Targeted questioning in lessons</li> <li>Knowledge formally assessed by teachers termly in multiple choice assessments</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes used to informally assess student's knowledge</li> <li>Targeted questioning in lessons</li> <li>Knowledge formally assessed by teachers termly in multiple choice assessments</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes used to informally assess student's knowledge</li> <li>Targeted questioning in lessons</li> <li>Knowledge formally assessed by teachers termly in multiple choice assessments</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes used to informally assess student's knowledge</li> <li>Targeted questioning in lessons</li> <li>Knowledge formally assessed by teachers termly in multiple choice assessments</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes used to informally assess student's knowledge</li> <li>Targeted questioning in lessons</li> <li>Knowledge formally assessed by teachers termly in multiple choice assessments</li> </ul>
<b>GCSE AO Link</b>						
<b>Homework</b>						
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Vocabulary Knowledge Organisers</li> <li>Keywords explained during lessons</li> <li>Topic specific knowledge organisers in books with topic key words</li> <li>Literacy-focus starters and plenaries e.g. using mini whiteboards, keyword game, hangman etc.</li> </ul>					
<b>CEIAG</b>	Journalism; Teaching; Charity work; Working in the Emergency Services; Health and Social Care; Law; Politics	Health and Social Care; Emergency Services; Psychologist; Therapy/Counselling	Psychologist; Medicine; Health and Social Care; Work in the Police/Emergency Services; Charity work/Raising awareness; Journalism	Psychologist; Medicine; Health and Social Care; Charity work	Working in the Emergency Services; Law; Working in IT	Working in the Emergency Services; Therapy/Counselling
<b>Enrichment</b>	External speakers organised when possible; Assemblies; Careers' adviser at school supplements Careers Education					