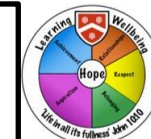




Academic Learning Plan  
**Year 10 Personal Development**

**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>Health &amp; Wellbeing</i>	<i>Living in the Wider World</i>	<i>Relationships</i>	<i>Health &amp; Wellbeing</i>	<i>Relationships</i>	<i>Living in the Wider World</i>
<b>Content</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
<b>Knowledge organiser</b>	Year 10 Mental Health	Year 10 Financial Decision Making	Year 10 Healthy Relationships	Year 10 Exploring Influence	Year 10 Addressing Extremism and Radicalisation	Year 10 Readiness for Work
<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> <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>• 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> <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>• 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> <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>• 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> <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>• 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> <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>• 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> <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>	Psychologist; Teaching; Charity work; Working in the Emergency Services; Health and Social Care	Advertising; Marketing; IT; Financial services	Psychologist; Medicine; Health and Social Care; Work in the Police/Emergency Services; Charity work/Raising awareness; Journalism	Medicine; Health and Social Care; Charity work; Teaching; Public sector; Media	Working in the Emergency Services; Law; Public sector; Teaching; Journalism; IT services	Any and all!
<b>Enrichment</b>	External speakers organised when possible; Assemblies; Careers' adviser at school supplements Careers Education					