

Personal Development education Key Stage 4 HYDE HIGH SCHOOL



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Developing self-awareness, goal-setting, adaptability and organisation skills:</p> <p>Setting the scene Introduction to the CEIAG year ahead. Key deadlines, events and contacts. Application processes</p> <p>Writing a C.V. Gathering key information, structure, writing a personal statement, references from school</p> <p>Qualifications post 16 including apprenticeships, T levels – see Baker clause Different types of qualification, levels and assessment methods. How to do apprenticeship work, introduction to T-levels</p> <p>Steps level 4 Working through practical exercises to identify strengths and weaknesses/action planning.</p>	<p>Developing goal setting, finance and presentational skills:</p> <p>Introduction to Xello Purpose and functions of Xello. Using careers matching software and saving personal achievements</p> <p>College/apprenticeship application forms Completion of mock application forms and gathering of data in preparation for college deadlines in December.</p> <p>Finance – managing money and budgeting Revisit STEPS booklet to complete practical exercises on budgeting and finance</p> <p>Interview skills Mock interview preparation, body language, preparing in advance, dress code</p> <p>Labour market information Latest LMI from skills gap report, in demand careers, soft and hard skills</p>	<p>Positive relationships and forming and maintaining respectful relationships:</p> <p>Respectful relationships, including friendships Positive and healthy relationships and different types of relationships, mutual respect and tolerance, legal rights and responsibilities – see Equality Act 2010 also covered in British Values, bullying, sexual harassment/violence and other types of behaviour in relationships)</p> <p>Intimate and sexual relationships, including sexual health The positive aspects of healthy one-to-one intimate relationships, the impact on all aspects of health both positive and negative. Reproductive health and how lifestyle choices can potentially impact fertility. Pregnancy, adoption, abortion and STIs)</p>	<p>Continued..</p> <p>Being Safe The issues of sexual consent, sexual exploitation, grooming, rape and domestic abuse. The impact of FGM and honour-based violence on relationships).</p> <p>The Law The legal provisions for FGM, gender identity, violence against women and girls and online behaviours such as ‘sexting’ and sexual images.</p>	<p>Managing risk and personal safety. Media and digital resilience:</p> <p>Online and Media Rights, responsibilities and expectations online, online risks, viewing harmful and illegal content and how information/data is generated, collected, shared and used online. The influence of the media on self-image and mental health.</p> <p>Mental Wellbeing Common types of mental health and emotional wellbeing. The factors that affect mental health and how to improve it.</p>	<p>An Introduction to British Values:</p> <p>Democracy What are the origins of British Democracy? Voting and elections. How does it all work and how do I get involved?</p>

<p style="text-align: center;">Year 11</p>	<p>Developing resilience and risk management skills:</p> <p>The Rule of Law What is the Rule of Law and why does it matter? How are laws made? Houses of Parliament, Act of Parliament, Law, Bill, Debates, Scrutiny.</p>	<p>Bullying, abuse and discrimination:</p> <p>Individual Liberty What is meant by Individual Liberty? Human rights and International Law</p> <p>Mutual Respect and Tolerance What is the importance of the Equality Act in tackling discrimination?</p>	<p>Developing confidence, agency and support-seeking skills:</p> <p>Mutual Respect and Tolerance What are the benefits of mutual respect and tolerance?</p> <p>What is Extremism? Analysis of extremism, an understanding of what is meant by terrorism, the differences between and terrorism.</p>	<p>Developing empathy and compassion, clarifying values and support-seeking skills:</p> <p>How do we keep safe from Radicalisation? Ways in which individuals may become radicalised and the methods that may be adopted to encourage people to join in.</p> <p>Propaganda particularly on the internet and social media sites Befriending to become part of a group or 'community' Targeting those identified as susceptible and marginalised – such as by gender, age, economic class or ethnicity. Indoctrination of young children through cartoons, video games.</p>	<p>Developing confidence, self-worth, adaptability and decision making skills:</p> <p>Online Assessment</p>	
--	--	---	--	---	---	--