



## Personal Development - Curriculum Map

### INTENT STATEMENTS

The development of the 'whole child' lies at the heart of everything we do. Our Personal Development curriculum is designed to create learners that are confident, resilient, and independent, who will continue to thrive in an everchanging world beyond the gates of Darwen Vale High School. Our ambitious Personal Development programme is driven by our 'Aldridge Attributes' and aims to ensure equality of access for all pupils to everything that the world has to offer, regardless of their starting points. We therefore provide expert guidance in careers and further education, to ensure all students have access to university or a real alternative. We support our students to become active citizens who make positive contributions to society through our 'Character Curriculum', which explicitly teaches our students the 'soft skills' required to flourish inside and outside of school. When crafting our bespoke Personal Development curriculum, we have consulted local data sources in order to meet the needs of our specific community, ensuring no child is left behind. As a result of this, we take special care to ensure that curriculum is tailored to our local priorities by working closely with all stakeholders, the safeguarding and behaviour teams, and consulting local health data. For example, we liaise weekly with Mr A. Bradley (Assistant Principal – Safeguarding) to ensure that we, as the Personal Development team, are responding to issues that are arising promptly. Recent examples include a session in tutor time that responded to the rise of 'Sexting'.

The Personal Development curriculum is led by Mr F. Redfern (Assistant Principal – Personal Development) and can be broken down into three key strands.

1. Character Curriculum (Vale Values/Assemblies/World Calendar) led by Miss J. Gardner.
2. Enrichment activities (Clubs/ 100 Things at Vale/Student Leadership) led by Mr D. Smalley.
3. CEIAG (Careers Education, Information, Advice and Guidance) led by Mr N. Miele.



<b>Year 7 Term 1 (September to December) Vale Values /PSHE</b>	
<b>Half Term 1</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>All About me</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Managing change and being resilient</li><li>○ Identifying personal strengths and areas for development</li><li>○ School community /expectations</li><li>○ Good friends and negative peer pressure</li><li>○ E-safety and introduction to online dangers</li><li>○ Knife crime</li></ul>	<p>Students will have previous knowledge and experiences from Primary School. Students build on new and previous learning to identify strategies that can be used to develop resilience.</p> <p>Students will understand how resilience will help them to approach new situations, people or experiences with confidence and a positive mindset, which will make them more likely to succeed.</p>

<b>Half Term 2</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>Health &amp; Puberty</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Hygiene</li><li>○ Puberty</li><li>○ Managing changes</li><li>○ Consent &amp; FGM</li><li>○ Self Esteem</li><li>○ Being Kind</li></ul>	<p>This unit introduces the key concepts of puberty and aims to build students' confidence and awareness of their bodies. During this unit students will build on their knowledge base about managing change and being resilient, looking at personal hygiene and how to manage the changes of puberty, before moving on to look at consent and FGM and then self-esteem.</p> <p>Health services 'Brook' from Blackburn with Darwen come into school for class workshops with students.</p>



<b><u>Year 7 Term 2 (January to April)</u></b>	
<b><u>Half Term 3</u></b>	
<b><u>Sequence of Learning</u></b>	<b><u>Rationale</u></b>
<p>This half-term covers <b>Multicultural Britain</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Individual Identities</li><li>○ Equality &amp; Protected Characteristics</li><li>○ Discrimination</li><li>○ What is Cultural Capital</li><li>○ World Religions</li></ul>	<p>This unit takes an in depth look at and celebrates the different aspects that make Britain multi-cultural. Students will be exploring British values and applying them to everyday life. During this unit students will build on their knowledge base about people's individual identities, characteristics, discrimination and religions of the UK and the rest of the world</p>

<b><u>Half Term 4</u></b>	
<b><u>Sequence of Learning</u></b>	<b><u>Rationale</u></b>
<p>This half-term covers <b>Building Relationships</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Types of Relationships</li><li>○ Toxic Relationships</li><li>○ Types of Bullying</li><li>○ Why people Bully, Bystanders and Upstanders</li><li>○ Banter or Bullying, Toxic Relationships</li><li>○ Am I Normal, When something's not right</li></ul>	<p>This unit builds on the themes introduced in the Year 7 HT1 unit 'All About Me'. It starts by examining different types of relationships and comparing the features of both healthy and toxic relationships. It then moves on to bullying, examining types of bullying and the reasons why a person might display bullying behaviour. Finally, it looks at the difference between bullying and banter and the qualities expected in a good friend. Support is signposted throughout, particularly in the final lesson which examines the concept of 'being normal' and has recommendations of ways that students can support others who may be affected by bullying or toxic friendships.</p>



<u>Year 7 Term 3 (May to July)</u>	
<u>Half Term 5</u>	
<u>Sequence of Learning</u>	<u>Rationale</u>
<p>This half-term covers Staying Safe: <b>Drugs &amp; Alcohol</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Substance misuse</li><li>○ The effects of alcohol</li><li>○ The effects of smoking and vaping</li><li>○ The effects of energy drinks and sugar</li><li>○ County lines</li></ul>	<p>This Unit is about allowing students to understand the effect drugs and alcohol can have on the body, especially as it develops. It will explore the relationship between habit and dependence and discuss the difficult topic of addiction. Students should complete the unit being able to make their own informed decisions, after knowing the facts regarding drugs and alcohol.</p>

<u>Half Term 6</u>	
<u>Sequence of Learning</u>	<u>Rationale</u>
<p>This half-term covers <b>Futures: Employment &amp; Finance</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ What is Futures?</li><li>○ Being enterprising</li><li>○ Main employment industries</li><li>○ Introduction to Aldridge Attributes</li><li>○ What is Labour Market Information (LMI)?</li></ul>	<p>During this unit, students gain an introduction to understanding careers and their future. This unit allows students to understand how their education and journey will provide them with the skills, knowledge and confidence to make informed decisions about their future career and help them navigate all the options available to them in the years ahead.</p>



<b>Year 8 Term 1 (September to December) Vale Values /PSHE</b>	
<b>Half Term 1</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>Mental Health &amp; Wellbeing</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Mental Health</li><li>○ Body Image</li><li>○ Healthy Eating</li><li>○ Periods</li><li>○ What is cancer</li><li>○ Grooming &amp; CSE</li></ul>	<p>This unit looks at more complex elements of puberty and health, and the implication this has on young people's wellbeing. It builds on the Year 7 Health &amp; Puberty unit (HT2) where the key concepts of puberty were introduced.</p> <p>During this unit students will build on their knowledge base about puberty and wellbeing, looking at periods and the menstrual cycle, healthy eating and body image, before moving on to look at bullying, child abuse and cancer.</p>

<b>Half Term 2</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>Diversity &amp; Discrimination</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ What is LGBTQ+</li><li>○ Equality Act</li><li>○ Sexual Bullying</li><li>○ Negative attitudes and Stereotyping</li><li>○ Discrimination and BLM</li></ul>	<p>During this unit, students will learn what being LGBTQ+ means, how people that identify as LGBTQ+ might face different types of discrimination, what support is available and how to challenge this type of prejudice/discrimination.</p> <p>This unit explores the celebrations of this community and demonstrates how they are accepting of the variety of different people from within these communities. It explores equalities, sexual bullying, black lives matter and disablism- all under the banner of discrimination.</p> <p>In Year 7, students explored equality and protected characteristics, stereotypes and discrimination. They study what being a member of multicultural Britain means.</p>



<b>Year 8 Term 2 (January to April)</b>	
<b>Half Term 3</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>Respectful Relationships</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Healthy Relationships</li><li>○ Is it love?</li><li>○ Ending relationships</li><li>○ Divorce and separation</li><li>○ Loss and bereavement</li><li>○ Coping with grief</li></ul>	<p>This unit builds on the themes introduced in the Year 7 HT4 unit 'Building Relationships'. It starts by examining different types of relationships and comparing the features of both healthy and toxic relationships as well as looking at the importance of setting boundaries in relationships. It then moves on to looking at the reasons why a relationship may end, including separation and divorce. Finally, it looks at grief and bereavement, examining closely the emotions and thought processes involved in dealing with loss. Support is signposted throughout, particularly in the final lesson which encourages students to think about ways that they can support both themselves and others who may be affected by grief or loss in a relationship.</p>

<b>Half Term 4</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>First Aid &amp; Health</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ First Aid</li><li>○ Bleeding</li><li>○ Choking</li><li>○ Head injuries</li><li>○ Asthma and allergies</li><li>○ Healthy Lifestyles</li></ul>	<p>This unit introduces the key concepts of basic First Aid so that students can understand the basics of this vitally important skill set. The final lesson of the unit revisits the idea of keeping healthy through the lens of a healthy, balanced diet and general practices for wellbeing</p>



<b>Year 8 Term 3 (May to July)</b>	
<b>Half Term 5</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>UK Democracy</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Introduction to Democracy in UK and Main Political Parties</li><li>○ General Elections, inc campaigning, voting and the process</li><li>○ House of Commons and House of Lords</li><li>○ Introduction to British Values</li><li>○ The Green Agenda/COP 2</li></ul>	<p>This unit builds on Year 7, where students took an in-depth look at themselves and how they manage themselves within their communities. During this unit, students develop thinking from their own perspective, and move into the way that the society is set up, what British Values are and how these are demonstrated through the government, politics and the 'Green Agenda', which is particularly relevant to our young people.</p>

<b>Half Term 6</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>Futures: Next Steps &amp; Careers</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Aldridge Attributes &amp; Employability Skills</li><li>○ Who am I?</li><li>○ My passions &amp; Enrichment</li><li>○ Introduction to Post 16/18 Options</li><li>○ Labour Market Information (LMI)</li><li>○ One Future, Multiple Careers</li><li>○ Net Zero Careers</li></ul>	<p>During this unit, students will start to identify employability skills that they will need for their futures. They will gain an understanding of how these employability skills and attributes will link with careers, and how they help shape their personal brand/identity. Students will be given the chance to explore more about themselves, develop their self-awareness and start to identify their core values that forms who they are.</p>



<b>Year 9 Term 1 (September to December) Vale Values /PSHE</b>	
<b>Half Term 1</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>Staying Safe</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Staying safe</li><li>○ Pack mentality</li><li>○ Gangs &amp; Knife crime</li><li>○ Substances</li><li>○ Substance Abuse</li><li>○ Impact of addiction</li></ul>	<p>This unit follows the year 7 unit, 'Staying Safe' (HT5) and covers several similar topics but at a deeper level. The unit is sequences to move through the notion of friendships and unhealthy relationships. To gangs and herd mentality. There is then a move to the concept of peer pressure, which leads onto why people carry knives and knife crimes. The final section if this unit focuses on drugs, their classification and the impact of substance misuse in society. Throughout this unit, students will be able to recall prior knowledge and reflect on their own views and perspectives on each of the following topics, as well as having the opportunity to reflect on the perspectives of others. We will dig into why young people make the choices they do and the consequences of those choices.</p>

<b>Half Term 2</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>Sexual Relationships</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Commitment</li><li>○ Sexual Orientation, Gender Identity and Types of Relationship</li><li>○ Assumptions about consent, withdrawing consent.</li><li>○ Why have sex?</li><li>○ Masturbation, STIs and contraception.</li><li>○ Sharing sexual images &amp; the consequences</li></ul>	<p>This unit builds on the themes introduced in the Year 7 HT4 unit 'Building Relationships' and then developed further in the Year 8 HT3 unit 'Respectful Relationships'. It starts by examining what is meant by commitment, both personally and within a relationship. It then revisits the concept of sexual orientation and gender identity before looking at consent in terms of sexual relationships. Finally, it looks at sex including masturbation, STIs and contraception, as well as the emotional side of having a healthy and fulfilling sexual relationship. This unit covers several sensitive issues and support, and further information is signposted throughout.</p>





<b>Year 9 Term 2 (January to April)</b>	
<b>Half Term 3</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>Diversity: Disability &amp; Neurodiversity</b> <b>Futures: Year 9 Options</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Disability &amp; Neurodiversity</li><li>○ Access for all Paralympics</li><li>○ GCSE Options</li><li>○ Career Pathways in subjects</li><li>○ Types of employment</li></ul>	<p>Throughout this unit, students will cover two different topics- Diversity: disability and neurodiversity and Futures. This unit builds on previous diversity lessons, then moves into the 'Futures' agenda, to give students significant input to make sound decisions when they leave school.</p> <p>In Year 8 (HT2) students learnt about LGBTQ+- the celebrations and the discriminations. Students further enhanced their knowledge and understanding through looking at love, sexual orientation and gender identity.</p> <p>In Year 10 (HT6), students will further develop their diversity knowledge and understanding of LGBTQ+; explore and discuss women's rights and the #Me Too agenda. This will lead naturally into consumer rights and advertising.</p>

<b>Half Term 4</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>Citizenship: Human Rights &amp; European Politics</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Human Rights</li><li>○ The Human Rights Act</li><li>○ Europe, EU &amp; Brexit</li><li>○ Being British: Britishness &amp; British Values</li><li>○ Citizenship</li><li>○ Critical Thinking &amp; Fake News</li></ul>	<p>During this unit, students learn and discuss human rights and law, what it means to hold British values as well as what being British means. Students begin to discuss how fake news can influence people's perception of a situation, and how important it is to get a broad and balanced view of a situation before making a judgement about something. There are several beneficial examples that can be used to deepen learners understanding- the way that Brexit was approached, the war in the Ukraine and the different news stories coming from both countries. It is essential that during this phase of learning, no judgements or personal opinions are offered, instead an approach to the influence of fake news.</p>



<u>Year 9 Term 3 (May to July)</u>	
<u>Half Term 5</u>	
<u>Sequence of Learning</u>	<u>Rationale</u>
<p>This half-term covers <b>Citizenship: My Rights &amp; the Law</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Rights and Responsibilities</li><li>○ Introduction to the Rule of Law</li><li>○ UK Law Making</li><li>○ UN Convention on Rights of the Child</li><li>○ Crime and Impact</li><li>○ Prisons, Reform and Punishment</li></ul>	<p>This unit builds on Year 8 where students were introduced to democracy in the UK. During this unit, students begin to learn and discuss their own rights and the responsibilities that come with these rights, how the law impacts them as young people, and what happens if you break the law. Students get to explore in more detail the British Value- 'The Rule of Law' and how society interprets the law, the impact of breaking the law on communities and how the UK attempts to encourage people to follow the law. This is an opportunity to debate the rights and wrongs of law and reform.</p>

<u>Half Term 6</u>	
<u>Sequence of Learning</u>	<u>Rationale</u>
<p>This half-term covers <b>Futures: Financial Decision Making</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Managing Money &amp; Budgeting</li><li>○ Bank Accounts</li><li>○ Credit Cards vs Debit Cards</li><li>○ Mortgages vs Renting</li><li>○ Student Finance</li><li>○ Foreign Currencies &amp; Exchange Rates</li><li>○ Insurance</li></ul>	<p>During this unit, students will have an overview of a variety of financial information that will help prepare them for their future, both during and post education. Students will gain practical tools to help them manage their money effectively by using tools to help them budget and understand the terminology used in finance.</p> <p>Students will gain awareness of the dangers of data sharing, the importance of insurance and how to protect themselves online with a view to ensuring they can manage their money without coming into problems or pitfalls. This unit will also help students understand the different markets in both credit and debit cards as well as housing. Students will gain a full understanding of the advantages and disadvantages of both forms of housing, and the financial implications linked to those choices. Supporting students to be aware of debt, and what support services are available to help you navigate debt should it become a problem is also provided</p>



<b>Year 10 Term 1 (September to December) Vale Values /PSHE</b>	
<b>Half Term 1</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>Addressing Radicalisation &amp; Extremism</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Extremism</li><li>○ Radicalisation</li><li>○ Terrorism</li><li>○ Rights</li><li>○ Media Influence</li></ul>	<p>During this unit, students will discuss and learn about the nature of extremism, terrorism and radicalisation in the UK today.</p> <p>They will analyse the effects on individuals and society, as well as understanding the legal position on free speech in the media.</p> <p>The unit will then develop into learning about how the media plays a part in radicalisation and where help is available from.</p> <p>This lesson will also allow learners to make links between legal protest and discuss when this can become illegal.</p> <p>Finally, as students learn about free speech this will create an opportunity to discuss the conflict between rights and responsibilities in modern Britain, and the role of tolerance in society.</p>

<b>Half Term 2</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>Staying Safe: Coercion &amp; Control</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ GDPR</li><li>○ Online Gambling</li><li>○ Gambling Addiction</li><li>○ Forced and Arranged Marriage</li><li>○ HBV</li><li>○ Modern Day Slavery</li></ul>	<p>This unit builds on Year 9 (HT5) where students studied human rights and the law and explored drug addiction.</p> <p>During this unit, students learn about GDPR Laws, what data different agencies hold and how that data is used and protected. Students spend two lessons learning about gambling – what it is, why it can be fun but also the dangers and risks associated both with gambling and gambling addiction. Forced marriage and honour-based violence are two topics covered alongside learning about arranged marriage and that this form of marriage is morally acceptable and should not be confused with forced marriage which is illegal.</p>



<b>Year 10 Term 2 (January to April)</b>	
<b>Half Term 3</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>Pregnancy Choices &amp; Parenting</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Consent &amp; Contraception</li><li>○ Pregnancy Choices</li><li>○ Parenthood</li><li>○ Abortion, Laws, Practicalities, Morals</li><li>○ Love vs Abuse</li><li>○ Safe sex</li></ul>	<p>During this unit, students learn and discuss the pros and cons of becoming parents at a young age.</p> <p>Students begin to discuss the three options that are available if they were to become pregnant and how important it is to get a broad and balanced view of a situation before deciding about having a child.</p> <p>There are several beneficial examples that can be used to deepen learners understanding such as the advantages and disadvantages of being young parents, the laws, practicalities, and Morals that surround the topic and to also be able to make an important, life changing decision.</p> <p>This unit also highlights what a healthy relationship looks like and builds on safe sex from Year 9 (HT2).</p>

<b>Half Term 4</b>	
<b>Sequence of Learning</b>	<b>Rationale</b>
<p>This half-term covers <b>Relationships in the media</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Introduction to pornography</li><li>○ Fantasy Vs Reality</li><li>○ Attitudes to Porn</li><li>○ Sexualisation in the Media</li><li>○ Sexual Abuse</li><li>○ Coercive control</li></ul>	<p>During this unit, students learn and discuss the nature of pornography, peoples' attitudes to pornography and the possible impacts of pornography as well as sexualisation in the media in general. Students will analyse the effects on individuals and society as well as understanding the legal position on pornography and sexualisation in social media. The exploration of sexual violence can be explored through cases such as Sarah Everard and the Me-Too movement. Also, students will learn about domestic abuse which will create an opportunity to look at the many aspects of controlling and abusive relationships and the recent changes in the law.</p>



<b>Year 10 Term 3 (May to July)</b>	
<b>Half Term 5</b>	
<p>This half-term covers <b>Emotional Health &amp; Wellbeing</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Drugs</li><li>○ Alcohol</li><li>○ Tobacco/vapes</li><li>○ Emotional health</li><li>○ Mental health</li></ul>	<p><b><u>Rationale</u></b></p> <p>This Unit is about allowing students to understand the effect drugs and alcohol can have on the body, especially as it develops. It will explore the relationship between habit and dependence and discuss the difficult topic of addiction. Students should complete the unit being able to make their own informed decisions, after knowing the facts regarding drugs and alcohol.</p> <p>The unit revisits the idea of keeping healthy through the lens of a healthy, balanced diet and general practices for wellbeing.</p>

<b>Half Term 6</b>	
<b><u>Sequence of Learning</u></b>	<b><u>Rationale</u></b>
<p>This half-term covers <b>Diversity: LGBTQ+, Women's' Rights, Consumer Rights</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ LGBTQ+ rights and law</li><li>○ Me Too and Time's Up</li><li>○ Women's rights</li><li>○ Consumer rights</li></ul>	<p>Students will further develop their diversity knowledge and understanding of LGBTQ+; explore and discuss women's rights and the #Me Too and Time's Up agendas. This leads to consumer rights and targeted advertising. Although 4 lessons, this allows plenty of time to explore the themes through discussion as set out in the individual lessons.</p>



<u>Year 11 Half Term 1</u>	
<u>Sequence of Learning</u>	<u>Rationale</u>
<p>This half-term covers <b>Staying Safe: Cancer, Aesthetics, Digital/Online appearance</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Cancer Blood and Organ donation</li><li>○ Cosmetic and Aesthetic Procedures</li><li>○ Digital footprints, VR &amp; Live streaming</li><li>○ Legal Highs</li></ul>	<p>Throughout this unit, students will learn about staying safe and being able to make knowledgeable decisions with the information that they are given.</p> <p>Students will be made aware of the symptoms and risk factors associated with Breast and testicular Cancer and know how to self-examine.</p> <p>Students will understand how and why the law on organ donation was changed in 202.</p> <p>Students will also be aware of blood donation, and other forms of donation, including stem cell donation and understand that there are different reasons why a person might choose or not choose to donate their organs or blood</p> <p>Students will explore the differences between aesthetic and cosmetic procedures and consider negative and positive effects of undertaking these procedures. Students will investigate a range of ways that prescription and over the counter drugs may be misused.</p>

<u>Half Term 2</u>	
<u>Sequence of Learning</u>	<u>Rationale</u>
<p>This half-term covers <b>Diversity &amp; Equality Globally</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"><li>○ Post 16 Options and applications</li><li>○ Applications &amp; Personal Statements</li><li>○ Interview Skills</li><li>○ LGBTQ+ Rights Across the world</li><li>○ Education Across the World</li></ul>	<p>Throughout this unit, students will further explore human rights, that include LGBTQ+ rights as well as education across the world. Students will start the unit with an exploration and commitment to their own education through ensuring that they have all the knowledge, skills and time to apply for their chosen next steps.</p>



<b><u>Year 11 Term 2 (January to April)</u></b>	
<b><u>Half Term 3</u></b>	
<b><u>Sequence of Learning</u></b>	<b><u>Rationale</u></b>
<p>This half-term covers <b>Emotional &amp; Mental Wellbeing</b></p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"> <li>○ Wellbeing</li> <li>○ Stress</li> <li>○ Sleep</li> <li>○ Negative Thinking</li> <li>○ Social media and wellbeing</li> <li>○ Expectations</li> </ul>	<p>During this unit, Students will learn and discuss why wellbeing is essential for Students' overall growth. This unit empowers Students with the tools and knowledge to navigate life's challenges effectively. By understanding what wellbeing entails and how to maintain it, Students will be better equipped to lead healthier, more balanced lives.</p> <p>In today's digital age, social media has a significant influence on Students' lives. It can impact self-esteem, body image, and overall mental health. Addressing the relationship between social media and wellbeing will help students make informed choices about their online interactions and promote a healthier online/offline balance.</p> <p>Societal and personal expectations can place pressure on Students, contributing to stress and anxiety. By exploring the concept of expectations and discussing how to manage them, Students can gain insight into the importance of setting realistic goals and maintaining a healthy work-life balance.</p> <p>Incorporating these areas of focus into the curriculum not only acknowledges the challenges students face but also equips them with essential life skills.</p>

<b><u>Year 11 Term 3 (May to July)</u></b>	
<b><u>Half Term 5</u></b>	
	<b><u>Rationale</u></b>
<p>This half-term covers all topics from this year.</p> <p>Students will focus on the following areas:</p> <ul style="list-style-type: none"> <li>○ Staying Safe: Cancer, Aesthetics, Digital/Online appearance</li> <li>○ Diversity &amp; Equality Globally</li> <li>○ Emotional &amp; Mental Wellbeing</li> <li>○ Exam/Study skills, Coping with stress.</li> </ul>	<p>During this unit students will re-visit all the topics from the academic year and be re-taught the key information to make sure they have all the applicable knowledge and skills for when they leave school.</p>