

**The Big Picture:** Y10 further develops student knowledge of the six core questions around which our curriculum progression model is based. They build upon the foundations laid at Key Stage 3 where students have developed their personal responsibility for their own safety and have managed many of the physical and emotional changes associated with puberty and they begin to focus more on the next stages of their development into the adult world. Individual Development also gives them further opportunities to make an active contribution to the school and wider community and introduces them to wider world experiences including HE and workplaces.

**Intent:** To provide all students with the knowledge, skills and understanding to navigate an ever changing world and the topics taught equip students with the skills and knowledge to achieve a safe, happy and fulfilling life, both now and in the future.

Students will be taught how to reflect upon their own thoughts, feelings, interests and talents in order to develop their awareness of themselves as individuals and as members of the wider community.

Students will gain knowledge about

- what it means to be part of a community
- what it means to be healthy
- the importance of respect and tolerance in all relationships
- how they can stay safe

Students will understand that they have both rights and responsibilities within the community and their other relationships. They will also be taught that ID is an ongoing journey that will continue to develop throughout their lives and that as individuals, their ideas and beliefs will change and develop as they have new experiences and face new challenges.

**Implementation:**

*Individual Development* is delivered by form tutors through a sequenced programme that builds on prior learning as pupils progress through school. There are six topics each of approximately six weeks based around a core question. Weekly curriculum lessons are supplemented by tutor sessions, assemblies and drop down days. Class and group discussions, literacy tasks, role play and creative work will be used to develop learning. Students’ revision skills will be developed through half termly assessment tasks.

The Core questions are

1. How can I be Healthy?
2. Where will I go in the Future?
3. Where do I fit in?
4. How can I stay safe?
5. Which relationships are important to me?
6. How do I manage in a digital world?

**Key Assessments:**

Baseline assessment tasks for each core question revisited as part of an endpoint assessment.

Confidence checker assessment tasks

Half termly knowledge tests for each core question.

**Autumn Term**

Mental Health  
The World of Work

**Spring Term**

Extremism & Radicalisation  
Drugs, Gangs and the Media

**Summer term**

RSE  
Managing money

**Impact:**

Students will be able to manage the changes that they face including the transition to secondary school, adolescence and increasing independence.

Students will have the knowledge and skills to equip them for the opportunities and challenges of life.

Students will learn strategies which will enable them to manage

- diverse relationships
- their online lives
- the increasing influence of peers
- the influence of the media.

Units	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	<b>Prior Learning (Y9)</b>	<b>Future learning (Y11)</b>
<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Develop strategies to build resilience by reframing negative thinking Develop strategies to promote mental health and emotional wellbeing How to challenge stigma, stereotypes and misinformation	<ul style="list-style-type: none"> <li>• The challenges young people might face as they move through adolescence</li> <li>• Ways to promote positive mental health to help manage these challenges</li> <li>• How to recognise signs that someone might need support for mental health concerns</li> <li>• That body image can be influenced by the media</li> </ul>	<b>Healthy lifestyles</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities
<b>Preparing for the world of work</b> Preparation for work experience and readiness for work	To develop the skills identified by the essential framework Interview techniques How to write a CV and covering letter How to complete an application form	<ul style="list-style-type: none"> <li>• The range of work sectors available</li> <li>• Local LMI</li> <li>• The difference between Vocational and Academic pathways including Apprenticeships, T Levels, Traineeships and A levels.</li> </ul>	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Next steps</b> Application processes, and skills for further education, employment and career progression
<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	To recognise when others are using manipulation, persuasion or coercion and how to respond Strategies to challenge all forms of prejudice and discrimination To recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help Strategies to critically assess bias, reliability and accuracy in digital content	<ul style="list-style-type: none"> <li>• That social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints;</li> <li>• How to recognise why and how this may influence opinions and perceptions of people and events</li> <li>• The causes and personal consequences of extremism and intolerance in all their forms</li> <li>• There is a responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</li> </ul>	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships

Units	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	<b>Prior Learning (Y9)</b>	<b>Future learning (Y11)</b>
<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	Strategies to resist pressure Sources of support when students feel at risk Strategies to evaluate the media portrayals of drugs and gangs	<ul style="list-style-type: none"> <li>• How people learn what is appropriate from others actions</li> <li>• The benefits of having a positive role model and the challenges of having a negative role model</li> <li>• The risks and effects of drugs and the influence of peers</li> <li>• The reasons for gang membership</li> <li>• That some young people are groomed to join gangs</li> </ul>	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Independence</b> Responsible health choices, and safety in independent contexts
<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Most will be able to demonstrate how to communicate decisions assertively and confidently To make balanced decisions Strategies to resist pressure How to seek support if needed	<ul style="list-style-type: none"> <li>• The myths, assumptions, misconceptions and perceived social norms about sex, gender and relationships</li> <li>• What it means for an individual and a couple to be ready for sexual intimacy</li> <li>• Identify coercive or manipulative attempts to influence someone’s decision making</li> <li>• What is meant by ‘consent’, and what this means within healthy relationships</li> <li>• The consequences of someone not receiving consent for sexual behaviour within a relationship</li> </ul>	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse
<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	How to open a bank account How to balance a budget Strategies to avoid debt	<ul style="list-style-type: none"> <li>• Sources of Credit</li> <li>• How mortgages, credit cards and loans work</li> <li>• That gaming can be similar to gambling</li> <li>• Sources of support for financial difficulties</li> </ul>	<b>Employability skills</b> Employability and online presence	Summer 2 – Exam Season

The Big Picture Y11 continues to focus on the six core questions around which our curriculum progression model is based. They build upon the foundations laid in Year 10 where students have begun to investigate the possible progression routes at Post 16 level and have developed an understanding of the world of work. Individual Development also gives students further opportunities to make an active contribution to the school and wider community through community action and introduces them to wider world experiences and provides opportunities to develop the skills needed to successfully navigate adult life.

**Intent:** To provide all students with the knowledge, skills and understanding to navigate an ever changing world and the topics taught equip students with the skills and knowledge to achieve a safe, happy and fulfilling life, both now and in the future.

Students will be taught how to reflect upon their own thoughts, feelings, interests and talents in order to develop their awareness of themselves as individuals and as members of the wider community.

Students will gain knowledge about

- what it means to be part of a community
- what it means to be healthy
- the importance of respect and tolerance in all relationships
- how they can stay safe

Students will understand that they have both rights and responsibilities within the community and their other relationships. They will also be taught that ID is an ongoing journey that will continue to develop throughout their lives and that as individuals, their ideas and beliefs will change and develop as they have new experiences and face new challenges.

**Implementation:**

*Individual Development* is delivered by form tutors through a sequenced programme that builds on prior learning as pupils progress through school. There are six topics each of approximately six weeks based around a core question. Weekly curriculum lessons are supplemented by tutor sessions, assemblies and drop down days. Class and group discussions, literacy tasks, role play and creative work will be used to develop learning. Students’ revision skills will be developed through half termly assessment tasks.

The Core questions are

1. How can I be Healthy?
2. Where will I go in the Future?
3. Where do I fit in?
4. How can I stay safe?
5. Which relationships are important to me?
6. How do I manage in a digital world?

**Key Assessments:**

Baseline assessment tasks for each core question revisited as part of an endpoint assessment.

Confidence checker assessment tasks

Half termly knowledge tests for each core question.

**Autumn Term**

Managing challenges  
Understanding Post 16 Options

**Spring Term**

Independence & staying safe  
Healthy relationships

**Impact:**

Students will be able to manage the changes that they face including the transition to secondary school, adolescence and increasing independence.

Students will have the knowledge and skills to equip them for the opportunities and challenges of life.

Students will learn strategies which will enable them to manage

- diverse relationships
- their online lives
- the increasing influence of peers
- the influence of the media.

Units	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	<b>Prior Learning (Y10)</b>	<b>Future learning (Y12)</b>
<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	Strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and support. Revision techniques Target setting and how to produce an action plan Time management, self organisation and presentation, project planning, team-working, networking and managing online presence	<ul style="list-style-type: none"> <li>The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)</li> <li>That life online can be idealised and may not reflect reality</li> </ul>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Mental health and emotional wellbeing</b> Managing stress, Body image, Healthy coping strategies
<b>Next steps</b> Application processes, and skills for further education, employment and career progression	How to apply for college How to find local LMI Interview skills	<ul style="list-style-type: none"> <li>The range of work sectors available</li> <li>Local LMI</li> <li>The difference between Vocational and Academic pathways including Apprenticeships, T Levels, Traineeships and A levels.</li> <li>The benefits and disadvantages of different pathways</li> </ul>	<b>Preparing for the world of work</b> Preparation for work experience and readiness for work	<b>Readiness for work</b> Career opportunities, Preparing for the world of work
<b>Families</b> Different families and parental responsibilities, marriage and forced marriage and changing relationships	Strategies to build healthy lasting relationships including accessing support where needed	<ul style="list-style-type: none"> <li>About healthy and unhealthy one-to-one intimate relationships</li> <li>The laws regarding rape and sexual assault</li> <li>How unhealthy behaviours and an imbalance of power in a relationship could lead to violence and sexual assault</li> <li>The qualities to look for in a healthy loving relationship</li> <li>The rights everyone is entitled to in different relationships, including family, intimate relationships and online</li> <li>Know when, why and how to report abuse and access appropriate support</li> </ul>	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Diversity and inclusion</b> Living in a diverse society, Challenging prejudice and discrimination

Units	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	<b>Prior Learning (Y10)</b>	<b>Future learning (Y12)</b>
<b>Independence</b> Responsible health choices, and safety in independent contexts	CPR Basic First Aid Self-examination techniques Strategies for accessing medical support, guidance and advice about sexual health	<ul style="list-style-type: none"> <li>• When and how to deliver CPR to an unresponsive casualty who is not breathing normally</li> <li>• About Vaccinations and the arguments surrounding them</li> <li>• The purpose of blood, organ and stem cell donation for individuals and society</li> <li>• About cancer and how it occurs</li> <li>• The importance of a young person’s sexual health</li> <li>• Common myths about pregnancy and fertility.</li> </ul>	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Planning for the future</b> Exploring future opportunities, Post-18 options, The impact of financial decisions.
<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	To identify support for someone who may be at risk of forced marriage To identify sources of support and help for LGBT+ young people	<ul style="list-style-type: none"> <li>• About different views, values and beliefs about sexual diversity</li> <li>• About STIs and contraception</li> <li>• Trends and facts concerning sexual behaviour</li> <li>• The choices, consequences and responsibilities of parenthood and unintended pregnancy</li> <li>• The options available to people who wish to make a long-term commitment</li> <li>• How a long-term relationship can become legally binding</li> <li>• About forced marriage</li> </ul>	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Respectful relationships</b> Consent, Assertive communication, Positive relationships and recognising abuse, strategies for managing dangerous situations or relationships