

**The Big Picture:** Y12 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 4 where students have begun to develop their personal responsibility for their own safety and have made the transition to Post 16 studies. In Year 12 students explore the issues associated with growing independence. Individual Development also gives them further opportunities to make an active contribution to the school and wider community and provides further opportunities and access 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 & Wellbeing  
Career Opportunities

**Spring Term**

Challenging Prejudice & Discrimination  
Financial Decision making

**Summer term**

RSE  
Staying safe

**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 (Y11)</b>	<b>Future learning (Y13)</b>
<b>Mental health and emotional wellbeing</b> Managing stress, Body image, Healthy coping strategies	Strategies to promote mental health and emotional wellbeing and address difficulties stress management strategies Strategies to manage influences on body image	How to manage work-life balance, including study, leisure, exercise, sleep and time online about the signs of emotional or mental ill-health How, when and why to access appropriate support and treatment About the effects on body image and self-esteem, of idealised images of bodies and pressure to conform How to manage influences and risks relating to cosmetic and aesthetic body alterations	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Independence</b> Responsible health choices. Managing change. Health and wellbeing, including sexual health, into adulthood
<b>Readiness for work</b> Career opportunities, Preparing for the world of work	To write an effective CV and prepare for interviews for part-time work To demonstrate professional conduct, including following health and safety protocols When, why and how to seek or provide support in response to bullying and harassment in the workplace Strategies for overcoming challenges or adversity in the workplace	How to evaluate strengths, skills and interests in relation to future roles and opportunities How to be enterprising in life and work About career opportunities in a global economy About rights and responsibilities in different types of employment, including full-time, part-time, and jobs in the 'gig economy' About workplace confidentiality and security, including cyber-security and data protection About the role of trade unions and professional organisations	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Next steps</b> Application processes. Future opportunities and career development, Maintaining a positive professional identity
<b>Diversity and inclusion</b> Living in a diverse society, Challenging prejudice and discrimination	Strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010) To celebrate cultural diversity and promote inclusion To safely challenge prejudice and discrimination, including online	How to communicate personal values in different types of relationships About rights, roles and responsibilities in a diverse society and how to respect and advocate for them About the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate About extremism and radicalisation, how to reduce the risks and when, where and how to seek help	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	<b>Intimate relationships</b> Personal values, including in relation to contraception and sexual health, Fertility and Pregnancy

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<b>Planning for the future</b> Exploring future opportunities, The impact of financial decisions.	How to evidence strengths and skills and use this when applying and interviewing for future roles and opportunities How to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally, and benefit from potential opportunities.	<ul style="list-style-type: none"> <li>The options available in education, training and employment post-18, including higher education, further training or apprenticeships, and gap year opportunities</li> <li>The financial advantages, disadvantages and risks relating to post-18 options</li> <li>The potential gains and risks of different credit/debt arrangements and repayment implications, including student loans</li> </ul>	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Financial choices</b> Managing money, Financial contracts. Budgeting, Saving. Debt. Influences on financial choices
<b>Respectful relationships</b> Consent, Assertive communication, Positive relationships and recognising abuse, strategies for managing dangerous situations or relationships	How to seek and assertively give, not give or withdraw consent, in all contexts How to access support and report concerns, including online How to recognise factors that might affect capacity to consent How to challenge victim-blaming, including when abuse occurs online Exit strategies for unhealthy relationships Exit strategies for pressurised or dangerous situations How to respond and where to seek help in cases of harassment	<ul style="list-style-type: none"> <li>About the legal and moral responsibilities in relation to seeking consent and about the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent</li> <li>How to identify the signs of abuse, exploitation and assault or rape</li> <li>Attitudes towards sexual assault and their impact;</li> <li>How to recognise manipulation and coercion and manage negative influence and persuasion</li> <li>About rights in relation to harassment, including online, stalking and violence,</li> <li>About the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help</li> </ul>	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Building and maintaining relationships</b> New friendships and relationships, including in the workplace. Personal safety. Intimacy, Conflict resolution, Relationship changes
<b>Health choices and safety</b> Independence and keeping safe, Travel, First aid. The impact of substance use	How to perform first aid How and when to summon emergency services and about the importance of giving accurate information, even in cases where there may be legal consequences	<ul style="list-style-type: none"> <li>How to assess and manage risk and personal safety in new independent situations, including online</li> <li>How to manage personal safety in relation to travel, including cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely</li> <li>About safety, rights and responsibilities when travelling in the UK and abroad, including passport, visa and insurance requirements</li> <li>To identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour</li> <li>About the consequences of substance use, and how to manage use of alcohol and other drugs</li> <li>About the risks of being a passenger with an intoxicated driver and how to manage this</li> <li>About the impact of substance use on road safety, work-place safety, reputation and career</li> </ul>	Summer 2 – Exam Season	<b>Exam Season</b>

The Big Picture Y13 **Individual Development** continues to focus on the six core questions around which our curriculum progression model is based. They build upon the topics covered in Year 12 where students have considered the growing range of choices that they will make in their adult lives. Individual Development gives students further opportunities to make an active contribution to the school and wider community through community action and gives access to wider world experiences including HE and Apprenticeship opportunities. Opportunities to develop the skills needed to successfully navigate adult life are also provided.

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#### **Implementation:**

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#### **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**

Health choices  
Post 18 choices

#### **Spring Term**

RSE  
Financial Choices

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<b>Independence</b> Responsible health choices. Managing change. Health and wellbeing, including sexual health, into adulthood	Skills to improve adaptability and resilience during periods of change and strategies to manage change How to perform (e.g. Breast and testicular) self-examination How to select appropriate contraception in different contexts and relationships How to reduce the risk of contracting or passing on an STI	<ul style="list-style-type: none"> <li>• About the importance of monitoring personal health and wellbeing</li> <li>• How to make informed, independent health choices and manage media messages about health (including about vaccination/immunisation)</li> <li>• How to maintain a healthier diet</li> <li>• About registering with and accessing doctors, opticians and other health services</li> <li>• About illnesses that particularly affect young adults, such as meningitis and ‘freshers’ flu’</li> <li>• About accessing local and national advice, diagnosis and treatment in relation to sexual health</li> </ul>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change
<b>Next steps</b> Application processes. Future opportunities and career development, Maintaining a positive professional identity	To evaluate strengths, skills and interests in relation to future opportunities and career development To identify appropriate ‘next steps’ post-18, such as higher education, further training or apprenticeships, and gap year opportunities How to write a concise and compelling personal statement, effectively refine and tailor a CV and prepare for interviews To set and maintain boundaries around personal privacy To manage online safety in all its forms, including seeking help when appropriate	<ul style="list-style-type: none"> <li>• About the implications of the global market for future choices in education and employment</li> <li>• About application processes,</li> <li>• How to build and maintain a positive professional identity and online presence</li> <li>• That creating and sharing content online can contribute to, or challenge, a positive online presence</li> <li>• How to effectively challenge online content that adversely affects personal or professional reputation</li> <li>• How social media can expand, limit or distort perspectives</li> </ul>	<b>Preparing for the world of work</b> Preparation for work experience and readiness for work
<b>Intimate relationships</b> Personal values, including in relation to contraception and sexual health, Fertility and Pregnancy	How to assertively communicate relationship expectations How to effectively evaluate and use the most appropriate methods of contraception in different circumstances (including emergency contraception) and communicate about use with a sexual partner How to access appropriate advice and support in relation to pregnancy, including miscarriage	<ul style="list-style-type: none"> <li>• How to recognise manipulation and coercion, how to seek and assertively give, not give, or withdraw consent</li> <li>• About sexual health services, locally, nationally and online, and how to access and use them</li> <li>• To recognise how fertility changes over time and evaluate the implications of this</li> <li>• About the advantages of delaying conception</li> <li>• About unintended pregnancy and young parenthood</li> <li>• About the pathways available in the event of an unintended conception</li> </ul>	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism

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 (Y12)</b>
<b>Financial choices</b> Managing money, Financial contracts. Budgeting, Saving. Debt. Influences on financial choices	How to effectively plan expenditure and budget for changes in circumstances (e.G. When moving out or going to university) How to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice How to critically evaluate online content and recognise propaganda, manipulation, biased or misleading information	<ul style="list-style-type: none"> <li>• About salary deductions, including taxation, national insurance, student loan repayments and pensions, and how to manage these</li> <li>• How to evaluate savings options</li> <li>• About consumer rights, how to resolve disputes and access support</li> <li>• How to evaluate the potential gains and risks of different debt arrangements and repayment implications</li> <li>• About the risks involved in different financial ventures, including illegal schemes (e.G. Illegal money transfers)</li> <li>• How to critically assess different media sources</li> </ul>	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media
<b>Building and maintaining relationships</b> New friendships and relationships, including in the workplace. Personal safety. Intimacy, Conflict resolution, Relationship changes	How to manage mature friendships, including making friends in new places Strategies to confidently manage transitional life phases, such as leaving school, or leaving home for the first time How to manage the ending of relationships safely and respectfully, including online Strategies to recognise, de-escalate and exit aggressive social situations	<ul style="list-style-type: none"> <li>• About personal safety in new relationships, including online</li> <li>• How to maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure, and the difference between ‘love’ and ‘lust’</li> <li>• About relationship challenges</li> <li>• How to assertively communicate and negotiate boundaries in relationships</li> <li>• About professional relationships; how to build meaningful relationships in the workplace and establish and respect boundaries</li> <li>• How to manage strong emotions, communicate constructively and negotiate difficulties</li> <li>• How to evaluate the dangers and consequences of involvement in gangs, serious organised crime or carrying a weapon</li> </ul>	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography