







Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class – 10v Curriculum – Personal Development /Lessons weekly



Year	 2022 – 2023 Autumn 1 Unit 1 Relationships	 2022 – 2023 Autumn 2 Unit 2 Health and Wellbeing	 2022 – 2023 Spring 1 Unit 3 Health and Wellbeing	 2022 – 2023 Spring 2 Unit 4 Health and Wellbeing	 2022 – 2023 Summer 1 Unit 5 Living in the Wider World	 2022 – 2023 Summer 2 Unit 6 Health and Wellbeing
10	<p>Topic: How do we treat each other with respect? <i>respect for self and others; courteous behaviour; safety; human rights</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> How do people’s behaviour affects themselves and others, including online? How can you model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return? What is your right to privacy? and how to recognise when a confidence or 	<p>Topic: What strengths, skills and interests do we have? <i>self-esteem: self-worth; personal qualities; goal setting; managing set backs</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> Can you recognise personal qualities and individuality? Can you develop self-worth by identifying positive things about themselves and their achievements? How can your personal attributes, strengths, skills and interests contribute to your self-esteem? How can you set goals for yourself? 	<p>Topic: How can we manage our feelings? <i>Feelings and emotions; expression of feelings; behavior</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> How everyday things can affect feelings? How can feelings change over time and can be experienced at different levels of intensity? What is the importance of expressing feelings and how they can be expressed in different ways? How can you respond proportionately to, and manage, feelings in different circumstances? 	<p>Topic: How will we grow and change? <i>Growing and changing; puberty</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> What is puberty? and how does your body change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams? How can puberty affect emotions and feelings? How do personal hygiene routines change during puberty? Where/how can you ask for advice and support about growing and 	<p>Topic: How can our choices make a difference to others and the environment? <i>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> How do people have a shared responsibility to help protect the world around them? How can everyday choices can affect the environment? Does what people choose to buy or spend money on affect others or the environment (e.g. Fairtrade, single 	<p>Topic: How can we manage risk in different places? <i>Keeping safe; out and about; recognising and managing risk</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> How can recognise, predict, assess and manage risk in different situations? How can you to keep safe in the local environment and less familiar locations? (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) How can people be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this

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<p>secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</p> <p>4. What rights do children have and why it is important to protect these? and what is the relationship between rights and responsibilities?</p> <p>5. Why should everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination?</p> <p>6. How can you respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. Know about the importance of friendships;</p>	<p>5. How can you manage when you face set-backs?</p> <p>6. What are the benefits of learning from mistakes and reframe unhelpful thinking?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. Recognise their individuality and personal qualities</p> <p>2. Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>3. How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>4. Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>5.</p> <p>6.</p>	<p>5 What the ways of managing feelings at times of loss, grief and change?</p> <p>6. How do you access advice and support to help manage their own or others’ feelings?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. Recognise that feelings can change over time and range in intensity</p> <p>2. Know about everyday things that affect feelings and the importance of expressing feelings</p> <p>3. Know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>4. know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>5. Know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p>changing and puberty?</p> <p>5.</p> <p>6.</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. Know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>2 Know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>3. Know about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>4.</p> <p>5.</p> <p>6.</p>	<p>use plastics, giving to charity)?</p> <p>5. Can you use skills and vocabulary to share your thoughts, ideas and opinions in discussion about topical issues?</p> <p>6 How can you show care and concern for others (people and animals)?- how to carry out personal responsibilities in a caring and compassionate way?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>2. Know the ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	<p>influence- how does people’s online actions can impact on other people?</p> <p>4. How can you keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online?</p> <p>5. How and where can you report concerns, including about inappropriate online content and contact?</p> <p>6. What rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>2. Know the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and</p>
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	<p>strategies for building positive friendships; how positive friendships support wellbeing</p> <p>2. Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>3. know the importance of seeking support if feeling lonely or excluded</p> <p>4. Know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>5. Know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>6. Recognise if a friendship (online or offline) is making</p>		<p>6.</p>		<p>3. Know that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>4. know how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p> <p>5.</p> <p>6.</p>	<p>wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>3 Know how to predict, assess and manage risk in different situations- strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others- about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>4. Know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about- to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>5. Know about the importance of</p>
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	<p>them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>					<p>keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>6. Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p>
<p>Links to Gatsby Benchmarks:</p>						