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**Ethos College**

# **Curriculum Planning**

## **Personal Development**

### **Year 10**

## Curriculum intent statement: Personal Development

### **Intent:**

At Ethos College Personal Development education is inclusive and enables all our pupils to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our pupils with opportunities for them to learn about British Values and appreciate what it means to be a member of a diverse society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. At Ethos College, we seek to use Personal Development education to build, where appropriate, on the whole school curriculum and meet the statutory requirements of: drug education, careers education, financial education, relationship and sex education (RSE) and the importance of physical activity and

diet for a healthy lifestyle. Our curriculum also incorporates religious beliefs, values and identity allowing our pupils to develop into well-rounded members of our community.

### **Implementation:**

The curriculum is designed to build and expand on previous skills and understanding over a 2 year period whilst also being adaptable to respond to changing need. In PD we use a range of formative assessments procedures to assess progress, including marking and targeted questioning. At Ethos College, we recognise the importance of meeting individual needs and use one page profiles to inform how the curriculum should be taught so that all pupils can make progress and achieve. The Personal Development curriculum is not linked to a formal qualification and therefore allows for it to be altered to meet to individual need and responds to issues within the community and wider world.

### **Impact:**

The vast majority of pupils make excellent progress in Personal Development. As well as making academic progress pupils will make exceptional SEMH progress, develop positive character traits and achieve targets set out in their My Support Plans and Educational Health Care Plans. Alongside this, life-skills and lifetime sports are embedded in the enrichment curriculum and support pupils to make an effective transition to post-16 provision and succeed in modern Britain. We believe that Personal Development plays a vital part of secondary education and as well as focused lessons, it is also embedded throughout the curriculum and school ethos. Personal Development is integral to the development of our pupils in order for them to become a well-rounded citizen in a forever changing society.

# 1 Year Plan

Half Term	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	Drugs Education	<p>Know how to interpret information relating to recommended alcohol intake limits.</p> <p>Understand problems associated with alcohol abuse.</p> <p>Understand problems associated with tobacco abuse</p> <p>Know the dangers of the misuse of legal drugs.</p> <p>Know about the classification system for illegal drugs and how different drugs are</p>	<p>Students at KS4 may be around drugs more than previously in their lives as such learning about the dangers associated with substance misuse is vitally important so that students can make the correct and safe choice when around drugs. Students will also learn and expand on their existing knowledge about the law and consequences of being in possession and/or supplying illegal drugs.</p> <p>This topic generally promotes discussion</p>	<p>Vote for Schools discuss a range of current affairs which promote and share information for a number of different roles. This is more explicitly taught through the career launchpad which appears at the end of 50% of the VFS topics.</p>	<p>Reading opportunities in VFS. Key words are introduced to students at the start of VFS.</p> <p>New words and key terms are introduced to students through the use of Frayer Diagram, this ensures that the meaning of new</p>	<p>Group 3 developing Boxall Strand B – Participates Constructively – creation of different roles in group discussions. Regular discussion of current affairs.</p> <p>Group 4 developing Boxall Strand A – Gives Purposeful Attention – Students to be encouraged to take part in group discussions through VFS. Where students do not feel</p>

		<p>classified into all three classes.</p> <p>Know the health risks associated with the use of illegal drugs.</p> <p>Know how the law is applied in respect of the possession and supply of illegal drugs.</p>	<p>and leads to high levels of engagement with students and is therefore a good topic to start with students and in particular to those students who are new to Ethos.</p>		<p>words/terms are fully understood by students. Students have the opportunity to read newspaper articles in lesson. Reading activities are linked to writing activities.</p>	<p>comfortable to do this they will take on the role of note taker. Opportunities' to use equipment in lesson</p>
<p>Half Term 2: Oct – Dec</p>	<p>Home Cooking Skills</p>	<p><i>Hygiene and safety for cooking</i> Personal hygiene: washing hands; clothing and personal presentation. Safety rules for: using the cooker; using electrical appliances; spills. Hygienic food preparation: fruit and vegetables; raw and cooked food. <i>Select and prepare ingredients for a recipe &amp; Use cooking</i></p>	<p>The kitchen can be a breeding ground for bacteria. When you're preparing and cooking food it is essential that you understand how to control the spread of these harmful bacteria to avoid food poisoning and to keep yourself and others safe from accidents. You'll need to follow basic rules for kitchen safety and hygiene to help prevent accidents</p>	<p>Vote for Schools discuss a range of current affairs which promote and share information for a number of different roles. This is more explicitly taught through the career launchpad which appears at the end of 50% of the VFS topics.</p>	<p>Reading opportunities in VFS. Key words are introduced to students at the start of VFS.</p> <p>New words and key terms are introduced to students through the</p>	<p>Group 3 developing Boxall Strand B – Participates Constructively – creation of different roles in group discussions. Regular discussion of current affairs.</p> <p>Group 4 developing Boxall Strand A – Gives Purposeful Attention –</p>

*skills when following a recipe*

kills Preparation: Hygienic food preparation; safe food storage, weighing, measuring, following a recipe, knife safety, knife skills (chopping, slicing, cutting, spreading); peeling fruit and vegetables; preparing salad leaves; making a salad dressing; using a pestle and mortar; using a grater; skewering; seasoning; shaping (to make burgers, bread); rubbing in (to make crumble topping); rolling wraps; mixing; beating mixtures for baking; mashing; kneading and proving dough. Cooking: boiling; simmering; steaming; stirring; toasting; frying; grilling; using a griddle; roasting; baking; scrambling; knowing when food is cooked. How to choose fresh ingredients.

and prevent harm to yourself and others. Learners will be introduced to basic cooking skills by following recipes for simple dishes and learning how to use kitchen equipment safely. Each recipe is underpinned with knowledge about sourcing food, nutrition, hygiene and food safety where relevant. Learners will demonstrate their skills by following a recipe. Learners will consider the value of acquiring skills for cooking at home and explore ways to pass on their recipes to other people.

use of Frayer Diagram, this ensures that the meaning of new words/terms are fully understood by students. Students have the opportunity to read newspaper articles in lesson. Reading activities are linked to writing activities.

Students to be encouraged to take part in group discussions through VFS. Where students do not feel comfortable to do this they will take on the role of note taker. Opportunities' to use equipment in lesson.

		<i>Reflect on own learning Identify ways to pass on information</i>				
Half Term 3: Jan – Feb	Healthy Relationships	<p>Students will be able to</p> <p>Understand the different types of relationship that exist (professional, intimate etc)</p> <p>Understand the differences between healthy and unhealthy relationships and what characterises are present in both</p> <p>Understand child exploitation and what it looks like</p> <p>Understand what domestic violence is and the different types of domestic violence.</p> <p>Be able to recognise the warning signs of domestic violence</p>	<p>Students will learn about the importance of healthy relationships and what makes healthy and unhealthy relationships.</p> <p>Due to the age of the students this unit provides a good opportunity to develop student knowledge of CSE &amp; CEE through the use of interactive resources.</p> <p>Students will learn about domestic violence and then go on to understand that this can take different forms and be able to recognise the warning signs of domestic violence.</p>	<p>Vote for Schools discuss a range of current affairs which promote and share information for a number of different roles.</p> <p>This is more explicitly taught through the career launchpad which appears at the end of 50% of the VFS topics.</p>	<p>Reading opportunities in VFS.</p> <p>Key words are introduced to students at the start of VFS.</p> <p>New words and key terms are introduced to students through the use of Frayer Diagram, this ensures that the meaning of new words/terms are fully understood by students.</p> <p>Students have the opportunity to</p>	

		Understand the role of social media on relationships and the impact that it can have			read newspaper articles in lesson. Reading activities are linked to writing activities.	
Half Term 4: Feb – April	Healthy Lifestyles	<p>Students will be able to;</p> <p>understand what is meant by a healthy diet</p> <p>know the importance of exercise.</p> <p>be able to investigate local opportunities for promoting physical well-being.</p> <p>know about a selection of health related issues and how to access specialist support</p> <p>know how to apply the Danger Response Airway Breathing Circulation (DRABC) rule in relation to first aid.</p>	<p>Students will learn about a healthy diet and the importance of exercise and the role that it plays in living a healthy lifestyle. This unit involves some practical elements to bring the learning to life and being taught once relationships are developed with students is important to be able to access practical elements safely.</p> <p>The unit will be able to build on some knowledge learnt in the home cooking skills.</p>	<p>Vote for Schools discuss a range of current affairs which promote and share information for a number of different roles. This is more explicitly taught through the career launchpad which appears at the end of 50% of the VFS topics.</p>	<p>Reading opportunities in VFS. Key words are introduced to students at the start of VFS.</p> <p>New words and key terms are introduced to students through the use of Frayer Diagram, this ensures that the meaning of new words/terms are fully</p>	

		<p>be able to make appropriate choices to promote a healthy lifestyle.</p>			<p>understood by students. Students have the opportunity to read newspaper articles in lesson. Reading activities are linked to writing activities.</p>	
<p>Half Term 5: April – May</p>	<p>Culture &amp; Religion</p>	<p>To understand the differences between culture and religion</p> <p>To understand the similarities and differences of the following religions; Christianity, Islam, Judaism, Buddhism &amp; Hinduism</p> <p>To explore a wide range of different cultures</p> <p>To understand what human rights are and</p>	<p>Students will understand the different meanings between culture and religion, once this understanding has been established students will look at wide range of religions and explore different cultures.</p> <p>Human rights will also be looked at in detail in this topic.</p>	<p>Vote for Schools discuss a range of current affairs which promote and share information for a number of different roles. This is more explicitly taught through the career launchpad which appears at the end of 50% of the VFS topics.</p> <p>Visits to a place of worship will be</p>	<p>Reading opportunities in VFS. Key words are introduced to students at the start of VFS.</p> <p>New words and key terms are introduced to students through the use of Frayer Diagram, this</p>	



		what religions have to say about these		undertaken to bring the curriculum to life and to develop cultural capital.	ensures that the meaning of new words/terms are fully understood by students. Students have the opportunity to read newspaper articles in lesson. Reading activities are linked to writing activities.	
Half Term 6: June – July	Home Cooking Skills	<i>Hygiene and safety for cooking</i> Personal hygiene: washing hands; clothing and personal presentation. Safety rules for: using the cooker; using electrical appliances; spills. Hygienic food preparation: fruit and vegetables; raw and cooked food.	The kitchen can be a breeding ground for bacteria. When you're preparing and cooking food it is essential that you understand how to control the spread of these harmful bacteria to avoid food poisoning and to keep yourself and others safe from accidents. You'll need to follow basic rules for	Vote for Schools discuss a range of current affairs which promote and share information for a number of different roles. This is more explicitly taught through the career launchpad which appears at	Reading opportunities in VFS. Key words are introduced to students at the start of VFS.  New words and key terms are	

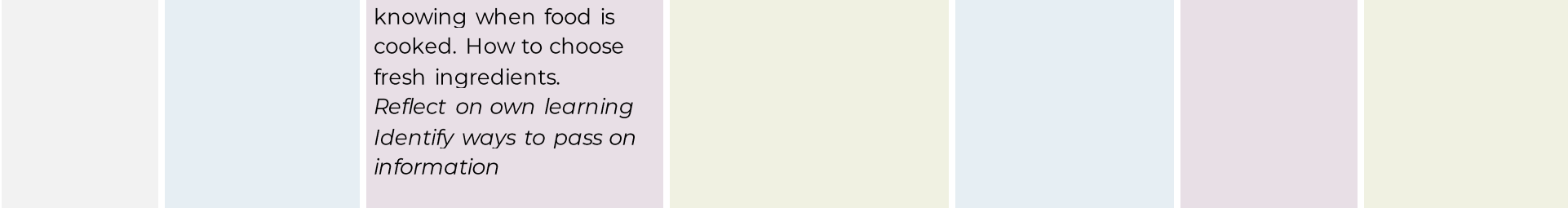
*Select and prepare ingredients for a recipe & Use cooking skills when following a recipe*

kills Preparation:  
Hygienic food preparation; safe food storage, weighing, measuring, following a recipe, knife safety, knife skills (chopping, slicing, cutting, spreading); peeling fruit and vegetables; preparing salad leaves; making a salad dressing; using a pestle and mortar; using a grater; skewering; seasoning; shaping (to make burgers, bread); rubbing in (to make crumble topping); rolling wraps; mixing; beating mixtures for baking; mashing; kneading and proving dough. Cooking: boiling; simmering; steaming; stirring; toasting; frying; grilling; using a griddle; roasting; baking; scrambling;

kitchen safety and hygiene to help prevent accidents and prevent harm to yourself and others. Learners will be introduced to basic cooking skills by following recipes for simple dishes and learning how to use kitchen equipment safely. Each recipe is underpinned with knowledge about sourcing food, nutrition, hygiene and food safety where relevant. Learners will demonstrate their skills by following a recipe. Learners will consider the value of acquiring skills for cooking at home and explore ways to pass on their recipes to other people.

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