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Ethos College

Curriculum Planning

Personal Development

Year 11

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	Home Cooking Skills	<p><i>Hygiene and safety for cooking</i></p> <p>Personal hygiene: washing hands; clothing and personal presentation. Safety rules for: using the cooker; using electrical appliances; spills.</p> <p>Hygienic food preparation: fruit and vegetables; raw and cooked food.</p> <p><i>Select and prepare ingredients for a recipe & Use cooking skills when following a recipe</i></p> <p>kills Preparation: Hygienic food preparation; safe food storage, weighing,</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 and prevent harm to yourself and others.</p> <p>Learners will be introduced to basic cooking skills by following recipes for</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</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</p>

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.
Reflect on own learning

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.

are fully understood by students. Students have the opportunity to read newspaper articles in lesson. Reading activities are linked to writing activities.

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>Identify ways to pass on information</i>				
Half Term 2: Oct – Dec	Personal Finance	<p>Know about the different ways of savings and the impact that this can have on mental health</p> <p>Understanding how to make the most of your money and how to budget effectively.</p> <p>Understand different ways of borrowing and how interest changes.</p> <p>Understanding of different tax's, pensions, and methods of payments</p> <p>Understand how to stay safe online and protecting yourself from fraud.</p>	<p>Students will learn about the importance of having good financial skills and the ability to budget effectively. The unit will cover a number of areas that will provide them with the knowledge to be able to be a successful citizen.</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>Further information on careers and salaries will be discussed in personal finance.</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 understood by students. Students have the opportunity to read</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 comfortable to do this, they will</p>

					<p>newspaper articles in lesson. Reading activities are linked to writing activities.</p>	<p>take on the role of note taker. Opportunities to use equipment in lesson.</p>
<p>Half Term 3: Jan – Feb</p>	<p>Applying for Jobs & Courses</p>	<p>Students will be able to: Know how to apply in writing for a job or course.</p> <p>Recognise good practice in making written applications Know how to prepare for an interview</p> <p>Know how to take part in an interview appropriately</p> <p>Recognise the kind of criteria which may be used in a selection process.</p>	<p>At this time of the year students will be starting to apply for post 16 courses and will therefore be able to use the skills learnt in this unit to help them apply to ensure they are able to receive a place at their chosen provider.</p> <p>As well as helping students apply for their post 16 provider with the knowledge and skills learnt supporting them in applying for higher education and/or employment later on in life.</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>This unit teaches students about the world of work and a number of opportunities will be provided for students to interact with</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>	

				employers and businesses.	understood by students. Students have the opportunity to read newspaper articles in lesson. Reading activities are linked to writing activities.	
Half Term 4: Feb – April	Sex Education	<p>Students will be able to;</p> <p>Recognise what constitutes good parenting/caring.</p> <p>Understand the importance of relationships.</p> <p>Understand why people choose to have sexual relationships and choose to get married.</p>	<p>This unit will be taught later on in the year when staff have a better relationship with students and students therefore feel more comfortable talking about sensitive topics.</p> <p>The knowledge and skills learnt in this unit will help students maintain high standards of personal hygiene and feel comfortable accessing support from health professionals.</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>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>	

		<p>Know what may cause relationships to break down</p> <p>Know what may cause relationships to break down</p> <p>Understand the impact of separation or divorce on family life</p> <p>Assess the appropriateness of different kinds of contraception.</p> <p>Know how sexually transmitted infections can be prevented.</p> <p>Know where to obtain professional advice on contraception.</p>			<p>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.</p>	
Half Term 5: April – May	Emotional Wellbeing	<p>Students will be able to;</p> <p>Understand possible causes of stress</p> <p>Know possible effects of stress.</p>	<p>Around 1 in 4 people will suffer from a mental health illness at some point in their life.</p> <p>Students will learn about the effects of</p>	<p>Vote for Schools discuss a range of current affairs which promote and share information for a</p>		

		<p>Know about how stress can be managed</p> <p>Understand the meaning and causes of prejudice</p> <p>Know about the consequences of prejudice</p> <p>Understand the meaning of equal opportunities.</p> <p>Understand the nature of bullying and how to deal with it</p> <p>Know about the nature of a selected mental illness and how it may be treated</p>	<p>stress and how it can be managed positively with a particular focus on exam stress as students will shortly be sitting their exams.</p> <p>Students will learn about prejudice and bullying and what support can be received if you are suffering from a mental illness. This will help young people have the knowledge and skills to be able to succeed in everyday life.</p> <p>This time of year can be difficult for students due to upcoming exams, therefore learning about the causes of stress and anxiety will be beneficial to students.</p>	<p>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>		
Half Term 6: June – July	Home Cooking Skills	<p>Recap Hygiene and Safety and rules.</p> <p><i>Select and prepare ingredients for a recipe & Use cooking</i></p>	<p>Student will revisit this unit to ensure they have completed enough of hours of cooking to gain the Home Cooking Level 1 Qualification.</p>	<p>Vote for Schools discuss a range of current affairs which promote and share information for a number of different roles. This</p>	<p>Reading opportunities in VFS.</p> <p>Key words are introduced to students at the start of VFS.</p>	

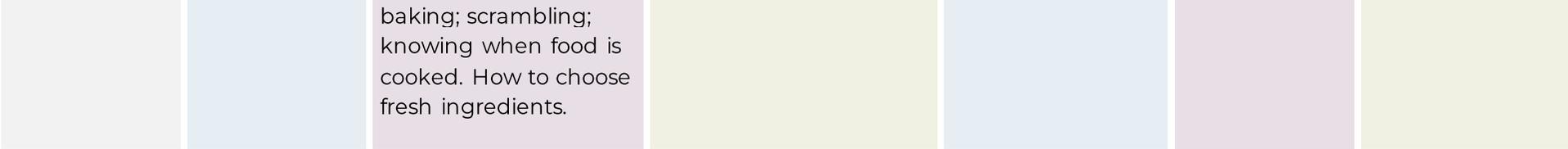
skills when following a recipe

Skills 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;

Learners will continue to 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.

is more explicitly taught through the career launchpad which appears at the end of 50% of the VFS topics.

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. Students have the opportunity to read newspaper articles in lesson. Reading activities are linked to writing activities.



baking; scrambling;
knowing when food is
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