

**KEY STAGE 4 PERSONAL AND SOCIAL DEVELOPMENT PLAN**

The purpose of this qualification is to give our students the opportunity to develop an understanding of the world of work and gain an understanding of

the process of applying for a specific job. These qualifications are available at Entry 2 and 3.

**The four units studied are:**

1. **Preparing for work (2 Credits)**
2. **Managing own Money (2 Credits)**
3. **Healthy Living (2 Credits)**
4. **Developing Self (2 Credits)**

Each unit takes 20 hours to complete, giving a total credit score of 8 which will lead to an ***“Award in Personal and Social Development”*** on the successful completion of the course. The units enable students at Hope High School to explore their own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for the world of work.

**Year 10 – Year 1**

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|  | **AUTUMN 1 LO1 Level Entry 2** | **AUTUMN 2 LO2**  **Level Entry 2** | **SPRING 1 LO1**  **Level Entry 2** | **SPRING 2 LO2**  **Level Entry 2** | **SUMMER 1 LO2**  **Level Entry 2** | **SUMMER 2 LO2**  **Level Entry 2** |
| **Scheme of Work** | **Preparation for Work 1**  **Exploring my Skills**  Recognising the skills and qualities needed for workinglife. | **Preparation for Work 2**  **Career Opportunities**  Recognise personal career opportunities. | **Managing own Money 1**  **Income & Expenditure**  Recognise their income and expenditure. | **Managing own Money 2**  **Transactions**  Recognise and know how to carry out simple transactions. | **Healthy Living 1**  **Healthy Lifestyle**  Recognise the steps needed to lead a healthy lifestyle. | **Healthy Living 2**  **Keeping Fit!**  Recognise how to contribute to keeping fit as part of a healthy lifestyle. |
| **Example of Tasks** | This introductory unit of work allows students the opportunity to identify some of their own personal skills and qualities which employees need.  They will identify skills such as using a computer, using a phone, literacy skills, mathematical skills, ability to communicate with others.  This unit will provide opportunities for the students to make an assessment of their own personal qualities such as having patience, being trustworthy, good timekeeping and being honest and reliable.  Areas to be completed:   1. Produce a spider diagram of general skills to suit a number of different jobs. 2. Produce a personal profile. 3. Complete a survey of local employers, enquiring what skills and qualities they look out for. 4. Prepare a presentation/leaflet on a specific job. | In this unit, the students will have the opportunity to study different types of jobs and careers that may interest them.  They will research and identify several jobs and obtain information about each.  The students will investigate in depth, one potential job in terms of skills, qualities and experience required.  They will then use their research and skills audit to explore several ways of applying for a job.  Areas to be completed:   1. Produce a CV. 2. Complete a basic application form for a particular job. 3. Write a letter of application. 4. Produce a record of an interview. | This unit provides opportunities for the students learn the basic elements of managing their personal finances, encouraging them to prepare a personal budget.  They will identify their weekly income and explore items that they need to spend money on. They will prepare a simple weekly budget.   1. Produce two spider diagrams identifying the various sources of income for i) your family and ii) yourself. 2. Draw up a poster that will illustrate items that can be purchased from a set amount of money. 3. Produce a diary of what you spend on an average week. 4. Prepare an itemised budget plan for one week. 5. Produce a poster illustrating different ways of saving and the advantages of each. 6. Prepare a PowerPoint presentation entitled, “The Benefits of Saving.” | In this unit, the students explore how to carry out simple financial transactions safely.  They will demonstrate how to pay for an item and make simple calculations when paying for an item.   1. Go on a shopping trip to buy a list of items, checking correct payments and any change received. 2. Learn how to pay a bill. 3. Learn how to pay by direct debit. 4. Learn how to pay contactless or by using you “pin.” | This unit provides opportunities in which students can contribute to a healthy lifestyle.   1. Produce a poster showing foods that can contribute towards a healthy diet. 2. Produce a diary of simple daily hygiene routines. 3. Produce a leaflet to illustrate the activities available in a local leisure centre. 4. Produce a PowerPoint presentation on the dangers of smoking, drugs or alcohol. | In this unit, the students will be encouraged to identify and participate in activities which will improve their own health and fitness.   1. Participate in a weekly activity and keep a record of the effects of physical exercise on the body over a given period of time, e.g. pulse, weight. |

**Year 11 – Year 2**

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|  | **AUTUMN 1 LO1 Level Entry 2** | **AUTUMN 2 LO2**  **Level Entry 2** | **SPRING 1 LO3**  **Level Entry 2** | **SPRING 2** | **SUMMER 1** |
| **Scheme of Work** | **Developing Self 1**  **Exploring strengths**  Recognising strengths and areas for development. | **Developing Self 2**  **Developing Me!**  Recognising how to develop themselves. | **Developing Self 3**  **Review Me!**  Review their development. | **Getting it Together!**  Organising folder for submission |  |
| **Example of Tasks** | This final 3-part unit, introduces our students to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved.   1. Produce a poster highlighting their personal strengths and abilities. 2. Write a list of any skills they would like to develop. | The second part of the unit allows the students to explore a personal skill or behavior they need to develop.  They will set themselves manageable and achievable targets and choose a mentor to support them in achieving their developmental goal. The students will work through activities to develop the agreed behavior with their mentor.   1. Produce a leaflet to illustrate targets that they could set to improve themselves. 2. Produce a PowerPoint presentation on the support available to them to meet a specific target. 3. Produce a flow diagram time line for making one personal change. 4. Discuss the factors that can prevent people meeting targets. 5. Set one realistic target and monitor progress through a set period of time. | The third part of the unit encourages our students to review the progress they have made over a period of time.  They will have the opportunity to identify what went well and what did not go so well. They will then use this assessment to continue to develop.   1. Produce a written or verbal report on their progress. 2. Produce a short term and long term plan for themselves. | This half term will be used to check through the work completed and correct any mistakes to present a quality portfolio of the four units.  ***Submission of coursework portfolio date to the exam board:***  ***On or before 1st May.*** |  |