






SUBJECT: PERSONAL DEVELOPMENT CURRICULUM

| Year Group | YEAR 10 | | | | | |
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| Rationale | To develop positive attitudes and values by enhancing pupils' spiritual, moral, social and cultural development through Health Education, Relationships and Sex Education, Citizenship and Careers Education Guidance. | | | | | |
| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Careers  | <ul style="list-style-type: none"> ▪ PDC – Pupils will consider and explore the different routes available to them once they leave school by attending our school careers fair. | | <ul style="list-style-type: none"> ▪ PDC – Pupils will explore the different routes available to them when they leave school, specifically focussing on colleges, apprenticeships and work based training. ▪ PDC – Pupils will be set the challenge to visit a work place with a family member, friend or neighbour, and complete the Work Place Challenge booklet. | | <ul style="list-style-type: none"> ▪ PDC – Pupils will attend a group careers interview to explore possible routes after they leave school. | <ul style="list-style-type: none"> ▪ PDC – Pupils will continue to attend a group careers interview to explore possible routes after they leave school. ▪ PDC – Pupils will write a Personal Statement and CV. ▪ PDC – Pupils will visit either Wigan and Leigh College or Leeds University to gain an insight into college and university life. ▪ PDC – Pupils will attend St John Rigby College for the day, participate in lessons and begin to make informed decisions about Post 16 opportunities. |
| Citizenship  | <ul style="list-style-type: none"> ▪ PDC - Pupils will participate in the voting of Year Councilors and Whole School Councilors through putting themselves forward and then presenting their reasons for becoming the Form Representative and/or Year Representative. ▪ PDC - Pupils will explore the issues around knife crime and how it can affect their lives and those around them. They gain an insight into the consequences and the role that the police play | <ul style="list-style-type: none"> ▪ PDC - Pupils will consider the issues that matter to them within the Wigan Borough and then vote for a candidate to represent them at the UK Youth Parliament. | | | <ul style="list-style-type: none"> ▪ Pastoral – Pupils are given the opportunity to apply to become a Prefect and/or Senior Prefect. | |



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| <p>RSE & Health Education</p>  | <p>through courts and tribunals.</p> <ul style="list-style-type: none"> ▪ Sports Studies - about discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (Equality Act 2010) ▪ RE – Unit about religion, relationships and families. Pupils will learn how to be respectful of their own bodies, character and giftedness, including their emerging sexual identity ▪ RE - Unit about religion, relationships and families. Pupils will learn how to recognise that sexuality is a God-given gift and that sexual inter-course is the most intimate expression of human love and should be delayed until marriage ▪ RE - Unit about religion, relationships and families. Pupils will learn the importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage ▪ RE - Unit about religion, relationships and families. Pupils will learn how there are different emotions which may emerge in | <ul style="list-style-type: none"> ▪ Science – Biology unit. Pupils will study the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. ▪ MFL – Pupils will be able to identify the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and | <ul style="list-style-type: none"> ▪ Sports Studies - Justice, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed. ▪ Sports Studies – Pupils will learn about the physical and psychological consequences of addiction, including alcohol dependency ▪ Sports Studies – Pupils will develop an awareness of the dangers of drugs which are prescribed but still present serious health risks ▪ Sports Studies – Pupils will be able to recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions. | <ul style="list-style-type: none"> ▪ Drama – When focusing on the story of Sophie Lancaster, pupils will develop their understanding of distinguishing between 'needs' and 'wants'. ▪ Drama – Pupil will explore the characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others | <ul style="list-style-type: none"> ▪ PE – Pupils will understand the link between physical activity and well-being in particular the positive associations between physical activity and promotion of mental well-being, including as an approach to combat stress ▪ GCSE PE – Pupils will learn about the physical and psychological consequences of addiction, including alcohol dependency ▪ GCSE PE – Pupils will develop an awareness of the dangers of drugs which are prescribed but still present serious health risks ▪ GCSE PE - Pupils will be able to recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions. ▪ RE – Pupils will learn about the importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage | |
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| | <p>relation to change and loss and strategies to manage them</p> <ul style="list-style-type: none"> ▪ RE - Unit about religion, relationships and families. Pupils will learn that marriage is a commitment, entered into freely, never forced through threat or coercion. ▪ RE – Unit about family planning and contraception. Pupils will learn about the Church’s teaching on the morality of natural and artificial methods of managing fertility. | <p>information is targeted at them and how to be a discerning consumer of information online</p> <ul style="list-style-type: none"> ▪ History – In a unit exploring life in Nazi Germany, pupils will explore how people can be determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure | | | | |
| <p>RSE & Health Education</p>  | <ul style="list-style-type: none"> ▪ RE - Unit about family planning and contraception. Pupils will learn about human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods ▪ RE - Unit about family planning and contraception. Pupils will learn that fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age, including information on the menopause. ▪ RE - Unit about family planning and contraception. Pupils will explore the nature and importance of | | | | | |



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| | <p>friendship as the basis of a loving, sexual relationship</p> <ul style="list-style-type: none"> ▪ RE - Unit about family planning and contraception. Pupils will know how to manage changes in personal relationships including the ending of relationship ▪ RE - Unit about family planning and contraception. Pupils will learn about parenting skills and qualities and their central importance to ▪ family life (including the implications of young parenthood) ▪ RE – Unit about human sexuality and its expression. Pupils will learn how to be self-disciplined and able to delay or forgo gratification for the sake of greater goods, appreciating the nature and importance of chastity in all relationships. ▪ RE - Unit about religion, relationships and families. Pupils will learn the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. | | | | | |
| <p>RSE & Health Education</p> | <ul style="list-style-type: none"> ▪ RE - Unit about religion, relationships and families. Pupils will know and understand | | | | | |




what the Church teaches about marriage, and when it is a sacrament and the distinction between separation, divorce and nullity.

- **RE** - Unit about religion, relationships and families. Pupils will know and understand the role of marriage as the basis of family life and its importance to the bringing up of children, including an understanding of how the Church supports family life.
- **RE** - Unit about religion, relationships and families. Pupils will know and understand what human and divine attributes, virtues and skills are required to sustain a happy, authentic marriage which is life long and life giving.
- **RE** - Unit about religion, relationships and families. Pupils will know the nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.
- **RE** - Unit about religion, relationships and families. Pupils will

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| | <p>understand that loving, supportive family relationships provide the best environment for a child.</p> <ul style="list-style-type: none"> ▪ Music – Pupils will be able to identify & develop strengths in music performance. ▪ Sports Studies Pupils will explore how media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have a negative impact on the individual. | | | | | |
| <p>RSE & Health Education</p>  | <ul style="list-style-type: none"> ▪ Sports Studies Pupils will learn that discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so. ▪ Sports Studies Pupils will recognise stereotypes and how they can encourage damage and prejudice. ▪ RE - Unit about religion, relationships and families. Pupils will understand that sensual pleasure as a gift from God and the difference between sensual and sexual pleasure. ▪ RE - Unit about religion, relationships and families. Pupils will be able to recognise the | | | | | |



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| | <p>spiritual context of the family as a community where members can grow in faith, hope and love.</p> <ul style="list-style-type: none"> ▪ RE - Unit about religion, relationships and families. Pupils will understand the roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex. ▪ RE - Unit about religion, relationships and families. Pupils will learn about abortion, including the current legislation about abortion, | | | | | |
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Areas of the curriculum completed throughout Year 10



RSE & Health Education



Art

- Through self-directed themes, pupils will know how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- Through self-directed themes, pupils will explore how the media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have a negative impact on the individual
- Through self-directed themes, pupils will consider the concepts of sexual identity, gender identity and sexual orientation
- Through self-directed themes, pupils will learn about justice, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed
- Through self-directed themes, pupils will learn that discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so
- Through self-directed themes, pupils will recognise stereotypes and how they can encourage damage and prejudice
- Through self-directed themes, pupils will understand the potential tensions between human rights, English law and cultural and religious expectations and practices

PE

- Pupils will learn about how physical activity can develop self-confidence and self-esteem
- Pupils will learn about discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (Equality Act 2010) through the context of sport
- Pupils will be encouraged to recognise their personal strengths and qualities
- Pupils are always encouraged to be respectful, able to identify other people's personal space and respect the ways in which they are different, valuing difference and diversity in a sporting context
- Pupils are encouraged to be forgiving, through developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness in a sporting context
- Pupils learn about justice and understand the impact of their sporting actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed