

Overview plans for academic year 2025 /2026
Subject: Personal Development/ BTEC LEVEL 1 Award Personal growth and Wellbeing
Year group/cohort: KS4

	Knowledge and Understanding	Knowledge and Understanding	Skills	Skills	Assessment	Subject specific literacy	Cross curricular links
	Component s (Key concepts)	Composite (Bigger picture)	Components (Key concepts)	Composite (Bigger picture)	What is being assessed, how, and when?	Key Vocabulary	SMSC
<b>Autumn Term 1</b>	<b>Mental Health &amp; Well-being:</b>	Stress Management <ul style="list-style-type: none"> <li>Mental Health</li> <li>Support and advice</li> <li>Personal identity /protected characteristics</li> <li>Diversity/Accepting differences</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Personal and social</li> <li>Sharing emotions</li> <li>Resilience</li> <li>Self-regulation</li> <li>Personal perception</li> <li>Self-Awareness</li> </ul>	Sharing Emotions Understand the importance of sharing emotions/explore ways to share emotions with others  People and groups who can support a person's mental health and wellbeing  Resilience: Ability to recover from difficulties, maintain emotional stability during challenges.  Self-regulation: Developing emotional control, responding to peer pressure and stressful situations. Perception: How I see myself and others	<b>BTEC Level 1 award assessment:</b> <b>Learners will give at least two different situations where sharing emotions has been important, giving brief reasons why.</b>  <b>Learners will provide situations where sharing personal feelings/emotions is empowering and identify the benefits of doing so and what challenges the situation may present/ in appropriate format</b>  <b>Learners will provide at least two different approaches to use for a single scenario. For each approach learners will</b>	Stress, resilience, emotional stability, coping mechanisms, Mental health, emotional well-being, safeguarding, prevention, self-regulation, peer pressure	World First Aid Day (Sept 13 <sup>th</sup> ) National languages Day ( Sept 6 <sup>th</sup> ) International day of peace ( SEPT 21 <sup>ST</sup> ) recycle week 22 <sup>ND</sup> 28 <sup>TH</sup> Sept European day of languages Sept 26 <sup>th</sup> - October 12 <sup>th</sup> British Food fortnight World Habitat Day ( October 6 <sup>th</sup> ) Black History month October 10 <sup>th</sup> World mental health day October 24 <sup>th</sup> United Nations Day Visit from Faith friends to be confirmed/ accepting differences / diversity/

					give details of the steps they will take.		
					Explain factors that can impact on personal identity considering positive and negative influences.		
<b>Autumn Term 2</b>	<b>Personal Safety</b>	<ul style="list-style-type: none"> <li>Fire Safety (Bonfire Night)</li> <li>Road safety</li> <li>Safety in the home</li> <li>First Aid/CPR</li> <li>Rail safety</li> </ul>	<ul style="list-style-type: none"> <li>Risk management</li> <li>Problem solving</li> <li>Responsibility</li> <li>Ability to adapt to new situations</li> <li>Research</li> <li>Communication</li> </ul>	<p>Risk Management: Recognizing risks in physical and social environments, particularly around fire.</p> <p>Students to be aware and demonstrate an understanding of rail/ road safety</p> <p>Students can classify a medical situation and respond appropriately</p> <p>Awareness of first aid practices/ CPR</p> <p>Awareness of risk and Hazzard signs able to identify signs linking to rail/ road safety</p>	<p>Practical exercises on fire safety/ creating a fire safety plan</p> <p>written risk assessments focusing on domestic risks.</p> <p>Presentation identifying risks in the home</p> <p>Assessment online test road safety / rail safety</p> <p>Presentation of rail/road safety in appropriate format</p> <p>Students to demonstrate CPR using training equipment</p> <p>Knowledge of risk signs will</p>	<p>Fire safety, risk management, domestic safety, personal security, Hazzard, medication, emergency, defibrillator</p> <p>Administer, injury,</p>	<p>Fire Safety Week (Oct), Bonfire Night (Nov 5<sup>TH</sup>)</p> <p>Inter Faith week (9<sup>th</sup> – 16<sup>th</sup> Nov)</p> <p><i>Guest speaker faith friends</i></p> <p>White Ribbon Day (Nov), Anti-Bullying Week (Nov 10<sup>th</sup> – 14<sup>th</sup>)</p> <p>Alcohol Awareness Week</p> <p>Guest speaker Fire services/ rail services</p> <p>Remembrance Sunday (10 Nov)</p> <p>Road safety week (16<sup>th</sup> – 22<sup>nd</sup> Nov)</p> <p>Human Rights Day (10 Dec)</p> <p>Chanukah (18 – 26 Dec)</p> <p>Christmas</p> <p>New year</p>

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<b>Spring Term 1</b>	<b>Physical Health &amp; Well-being:</b>	<ul style="list-style-type: none"> <li>Understanding a healthy lifestyle</li> <li>Contributing factors that affect physical health and well being</li> <li>Risky Behaviours (drugs, alcohol)</li> <li>Knife crime/ Gangs/ exploitation</li> <li>Digital Safety /sexting</li> </ul>	<ul style="list-style-type: none"> <li>Decision-making</li> <li>Healthy Choices</li> <li>Risk assessment</li> <li>Informed choices</li> <li>Responsibility</li> </ul>	<p>Students to understand the importance of a healthy lifestyle and the benefits of this including diet, exercise, sleep, personal hygiene</p> <p>Decision-making: Analysing situations to make informed choices, understanding consequences Scenarios involving risky behaviours.</p> <p>Students to be aware of signs of gang/ exploitation</p> <p>Awareness of physical effects and psychological effects of drugs and alcohol</p> <p>Risk Assessment: Identifying, evaluating, and mitigating risks in digital environments and how to remain safe online.</p> <p>Responsibility Students aware of consequences /laws associated with sexually explicit photos/ videos</p>	<p><b>BTEC LEVEL 1 Award Assessment:</b> Explain factors that influences physical health and wellbeing</p> <p>Create a plan to improve physical health and wellbeing information about proposed changes to diet, sleep patterns and physical activities.</p> <p>Learners will give descriptions of at least two positive factors and one negative factor of lifestyle; Learners can give practical examples from their own experience or from a given scenario.</p> <p>Online safety tests, group projects on digital risk assessment Digital safety</p> <p>Able to state the laws associated with sexting</p>	<p>Balanced diet, hygiene, training, motivation, insomnia,</p> <p>Substance abuse, decision, consequences, exploitation, county lines, grooming, safeguarding, possession, supply, addiction, fatal, explicit</p>	<p>Martin Luther King day ( Jan 20<sup>th</sup>)</p> <p>Holocaust memorial Day ( Jan 27<sup>th</sup> )</p> <p>LGBTQ+ Month ( Feb )</p> <p>Childrens mental health week (feb 9<sup>th</sup>- 15<sup>th</sup>)</p> <p>We are with you guest speaker</p> <p>Safer Internet Day (10 th Feb)</p> <p>National</p> <p>Divert youth programme</p>

<b>Spring Term 2</b>	<b>Sexual health and relationships</b>	<ul style="list-style-type: none"> <li>• Reproductive health including pregnancy</li> <li>• Importance of maintaining sexual health</li> <li>• Understanding relationships/intimate relationships</li> <li>• Personal Safety/domestic violence</li> <li>Support and guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining Health sexual health/pregnancy/safe sex</li> <li>• Making informed choices/decision making</li> <li>• Types of relationships/Healthy relationships</li> <li>• Communication /how to maintain safety in personal relationships</li> <li>• Building and managing healthy relationships</li> </ul>	<p>Making informed choices re safe sex/ pregnancy</p> <p>Male and female reproductive systems during different life stages.</p> <p>Benefits of building healthy relationships/recognising abuse</p> <p>Personal rights when entering an intimate relationship, e.g. giving consent, delaying sexual relationships, resisting peer group pressure, online.</p> <p>Responsibilities around consent and response to unwanted advances, e.g. sexting, stalking, unwanted attention</p> <p>Seeking appropriate information and advice</p>	<p>Create leaflet /presentation to show an understanding of reproductive health</p> <p>Test/ online assessment of safe sex and maintaining sexual health</p> <p>Learners will show their understanding of the healthy characteristics of a relationship and the reasons for entering into one. There should be some detail on the choices once in a relationship and whether to continue or end a relationship. This can be evidenced through a case study or given scenario</p> <p>Learners will list different personal skills. They will then detail how each of the chosen personal skills can influence relationships.</p> <p>Create a document/leaflet containing information and identify how to seek Bsupport and guidance</p>	consent, healthy relationships, Consent, empathy, emotional intelligence	<p>Big Energy Saving Week (18- 23 Jan)</p> <p>School Nurse (sexual health) Chinese New Year (Jan 29)</p> <p><i>Liberty center</i></p> <p><i>Programme to be confirmed</i></p> <p><i>West Lancs sexual Health team sessions in school</i></p> <p><i>Sexual health team 4Cs</i></p> <p>International Women's Day (March 8) World Water Day (22 March) International Transgender Day of visibility (31 March) Stress Awareness month (April )</p>

<b>Summer Term 1</b>	<b>Living in the Wider World:</b>	<ul style="list-style-type: none"> <li>• Employability Skills</li> <li>• Writing a CV</li> <li>• Interview Preparation</li> <li>• Produce a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Strengths/Weaknesses</li> <li>• Self-improvement</li> <li>• Communication</li> <li>• Planning</li> <li>• Adaptability</li> </ul>	<p>Communication: Developing both verbal and written skills in professional contexts.</p> <p>Identifying personal strengths and weaknesses/skills</p> <p>Adaptability: Flexibility in new or changing work environments, responding to feedback effectively.</p> <p>Identifying short- and mid-term goals indicating the tasks required to achieve these.</p>	<p><b>BTEC LEVEL 1 Award Assessment:</b> Carry out a review of strengths and weaknesses.</p> <p>Compile a short and mid-term progression plan / know the steps required to achieve their short- and mid-term goals.</p> <p>Evidence must include a discussion record reflecting on the feedback with actions for improvements.</p> <p>Assess CV writing and mock interview performance; peer feedback on communication and teamwork.</p> <p>Students graded on their ability to adapt to feedback during role-play interviews and group projects.</p>	<p>CV, employability, communication, presentation, Adaptability, flexibility, critical feedback, Interview Preparation</p>	<p>Deaf Awareness Week (4<sup>th</sup>-10<sup>th</sup>)</p> <p>Mental Health awareness (12- 18 May)</p> <p>World Day or cultural Diversity (21<sup>st</sup> May )</p> <p>World Hunger Day ( May 28<sup>th</sup> )</p>
<b>Summer Term 2</b>	<b>Careers &amp; Financial Education:</b>	<ul style="list-style-type: none"> <li>• Short- and long-term financial goals</li> <li>• Factors that influence financial decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Budgeting</li> <li>• Decision making</li> <li>• Risk management</li> </ul>	<p>Financial Planning: Managing personal finances, creating budgets, understanding economic impact.</p> <p>Life Skills: Building the skills needed to make informed</p>	<p>Group projects exploring various career paths and their financial implications</p> <p>Describe financial products and services that could help benefit health and wellbeing</p> <p><b>BTEC LEVEL 1 Award Assessment:</b></p>	<p>Tax, budgeting - Personal finance projects assessing tax, budgeting, and long-term financial planning</p>	<p>Financial awareness week</p> <p>Pride Month( June)</p> <p>LGBTQ + Guest speaker</p> <p>Gypsy Roma and traveler history month</p> <p>World Environment Day (5 June)</p>

		<p>Financial advice and support</p> <p>Financial impacts on health emotional wellbeing</p> <ul style="list-style-type: none"> <li>Economic Impact of Career Choices</li> </ul>	<ul style="list-style-type: none"> <li>Mathematical calculations</li> <li>Financial planning</li> <li>Life skills</li> <li>Research</li> </ul>	<p>decisions about career paths and finances</p> <p>Short- and long-term financial goals</p> <p>Factors that influence financial decisions.</p>	<p><b>A personal development plan identifying own short- and long-term needs and ambitions and how it might be financed.</b></p> <p>Learners will need to consider a substantial financial commitment and understand the process of how to achieve this.</p> <p>Learners will need to consider the potential risks involved and what plans they could put in place to protect their money.</p>	<p>al planning, tax, budgeting, economic impact, Career choices, economic impact, long-term planning</p>	<p>World Oceans Day (8 June)</p> <p>World Refugee week (14 -20<sup>th</sup> June)</p> <p>Windrush Day (22 June)</p> <p>International Women in Engineering Day (23 June)</p> <p>RSE day ( June 25<sup>th</sup> )</p> <p>Nelson Mandela International Day ( July 18<sup>th</sup> )</p>
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#### **Subject Information including exam board details:**

- This subject focuses on Personal, Social, Health, and Economic Education (PSHE), which follows guidance from the Department for Education. It aligns with the statutory relationships, health education curriculum for Key Stage 4.
- It integrates aspects of citizenship and social and emotional learning (SEL), ensuring students are prepared for the challenges of adolescence and early adulthood.

#### **Careers linked to this subject area:**

- Mental Health and Wellbeing Careers: Psychology, counselling, social work, therapy, mental health nurse, and wellbeing coach.
- Public Safety and Law: Police officer, probation officer, youth worker, and criminal justice professions.
- Health and Fitness: Nutritionist, personal trainer, health educator, and public health roles.
- Education and Social Care: Teaching, social care, youth advocacy, and careers in child welfare.

#### **Enrichment Opportunities:**

- Workshops with External Experts: Local health professionals, mental health organizations, anti-knife crime advocates, and law enforcement representatives provide first-hand insights.
  - National and International Awareness Days: Engage students in projects during Mental Health Awareness Week, Safer Internet Day, and Anti-Bullying Week.
  - Student-Led Campaigns: Encouraging students to create and lead awareness campaigns in school about knife crime prevention, healthy living, or mental health.
  - Community Involvement: Collaborate with local organizations such as charities, non-profits, and community groups for hands-on projects and volunteering related to the topics.
  - School Events: Organize events like Fire Safety Week, Healthy Living Day, and Financial Literacy Workshops to apply classroom learning in a broader context.
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