

## Victory Park Personal Development 2023-24

### Rationale

Due to individuals' previous experiences and background, personal development can sometimes be a challenge. Therefore, at Victory Park Academy we ensure our pupils experience additional support beyond what a mainstream setting can provide. Through building relationships, providing emotional support, encouraging self-reflection, providing opportunities for growth, and promoting positive behaviours, we aim to help our pupils overcome their challenges and reach their full potential.

### Provision

**Curriculum:** Personal development is an intrinsic part of the curriculum and is planned and delivered through the core curriculum; PHSE lessons; tutor time; assemblies and the enrichment program. Across the academy students are encouraged to take part in activities that build on our core values such as resilience, managing emotions, communication skills and relationships. These activities are timetabled and run on a weekly basis.

**School Counsellor:** The Academy has a counsellor that supports students 2 days a week throughout the academy. The counsellor, mentors' students and supports them on areas such as managing their emotions, dealing with conflict, managing transitions to other provisions and general school anxieties. They have supported students through direct work in other schools to support a successful transition onto the next stage of their education.

**Careers:** Exploring careers and planning, helps pupils translate personal skills and qualities into occupational terms. We have developed a robust transition plan for all Year 11's which includes an 8-week scheme of work. The purpose of the transition plan is to; reduce anxieties for pupils around transition, prepare pupils for college, have successful post-school outcomes of all pupils, to monitor progress, programme evaluation and reduce the proportion of pupils not in education or training.

## Assessing the Impact of our Personal Development Curriculum

<p><b>Teacher Level</b></p> <ul style="list-style-type: none"><li>• Evidenced through regular <b>formative assessment opportunities</b> throughout each lesson.</li><li>• Each pupil has a front sheet in all subject's book/folder teachers use this information to inform future planning.</li><li>• <b>Pupil engagement and behaviour</b> in lessons.</li><li>• <b>Quality of discussions</b> in lessons.</li></ul>	<p><b>Key:</b></p> <p>Not started</p> <p>In progress</p> <p>Completed</p>
<p><b>Senior Management Level</b></p> <ul style="list-style-type: none"><li>• <b>Regular Learning Walks and Work Scrutinies ; including conversations with pupils to talk through their learning/books.</b></li><li>• <b>Feedback from staff during debrief meetings.</b></li><li>• <b>Termly pupil voice/focus groups to assess the impact of PD and ensure pupil views are incorporated into curriculum planning</b></li><li>• <b>Termly Pupil survey feedback</b></li></ul>	
<p><b>Whole school/community level</b></p> <ul style="list-style-type: none"><li>• <b>Termly staff voice/focus group</b> (including a broad range of staff across the school) to consider the whole school impact of PD.</li><li>• <b>Termly parent survey</b> to gather information on the impact of PD at home/community and to gain parental views on topics to include in our curriculum.</li><li>• <b>Feedback and suggestions from school governors.</b></li><li>• <b>Participation in charity events and community/volunteering opportunities.</b></li></ul>	

# Personal Development during the School Day

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KS1/2 Assemblies</b>	<p>Behaviour, expectations and rewards</p> <p>Spiritual, moral, social and cultural development</p> <p>Maths challenge assembly</p> <p>Spelling challenge assembly</p> <p>World Mental Health Day</p>	<p>Behaviour, expectations and rewards</p> <p>Healthy living</p> <p>British Values</p> <p>Armistice/Remembrance Day</p> <p>Advent begins</p> <p>Christmas story</p>	<p>Behaviour, expectations and rewards</p> <p>Equality and diversity</p> <p>Dr. Martin Luther King Jr Day</p> <p>Holocaust Memorial Day</p> <p>Internet Day safety</p> <p>Shrove Tuesday</p>	<p>Behaviour, expectations and rewards</p> <p>Careers guidance</p> <p>Maths challenge assembly</p> <p>Spelling challenge assembly</p> <p>Guess the job</p> <p>Resilience</p>	<p>Behaviour, expectations and rewards</p> <p>Citizenship</p> <p>Times table challenge</p> <p>Being safe online</p> <p>Art challenge assembly</p> <p>Communication and relationships</p>	<p>Behaviour, expectations and rewards</p> <p>Preparation for next stage</p> <p>Secondary school introduction</p> <p>Changes</p> <p>Managing emotions</p> <p>End of year celebration</p>
<b>KS3/4 Assemblies</b>	<p>Behaviour, expectations and rewards</p> <p>Jeans for Genes</p> <p>European Day of Languages</p> <p>World Space Week</p> <p>World Mental Health Day</p>	<p>Armistice/Remembrance Day</p> <p>Anti-Bullying Week</p> <p>World Children's Day</p> <p>Advent begins</p> <p>Human Rights Day</p> <p>Christmas around the world</p>	<p>Dr. Martin Luther King Jr Day</p> <p>Holocaust Memorial Day</p> <p>Candlemas</p> <p>Safer Internet Day (6 February)</p> <p>Shrove Tuesday (13 February)</p>	<p>St David's Day (1 March)</p> <p>Ramadan begins at sunset (10 March)</p> <p>St Patrick's Day (17 March)</p> <p>National Child Exploitation Awareness Day (18 March)</p>	<p>Earth Day</p> <p>World Asthma Day</p> <p>International Day Against Homophobia, Transphobia, and Biphobia</p> <p>Gypsy, Roma and Traveller History Month</p>	<p>Behaviour/Rewards</p> <p>Peer-on-Peer-bullying-and-harassment</p> <p>Positive Role Models</p> <p>Consent and Boundaries</p> <p>What are Coercive and Controlling Relationships?</p>

				Holi (25 March) Eid ul-Fitr (10 April)	International Day Against Homophobia, Transphobia, and Biphobia	Radicalization Staying Safe over the Summer
<b>Enrichment</b>	Combat, Horse Riding, Chase Football, Oxygen, Nuclear	Combat, Horse Riding, Chase Football, Oxygen, Nuclear	Combat, Horse Riding, Chase Football, Oxygen, Nuclear	Combat, Horse Riding, Chase Football, Oxygen, Nuclear	Combat, Horse Riding, Chase Football, Oxygen, Nuclear	Combat, Horse Riding, Chase Football, Oxygen, Nuclear
<b>Additional PD Sessions</b>	Strengthening Minds Police Visit Open Road - Drugs and Alcohol – Connexion – Tracey Scott @ All Day Friday- ongoing City Senco Hub Impero Training Youth Health Champions Farm Visit School nurse	Police Visit Prince Charming Careers Fair at Victory Park VIOLA visit Parents Afternoon Connexion – Tracey Scott @ All Day Friday-ongoing School nurse Open Road -Hidden Harm/ County Lines/exploitation/ Triggers and coping mechanisms–Tuesday at 11am.	West Ham tour West Ham training sessions Go Karting Prison Warden visit Police Visit Theatre Connexion – Tracey Scott @ All Day Friday-ongoing School nurse	Billy Bellingham talk Strengthening Minds Yr11 Parents Afternoon BBQ Careers Fair at Civic Centre Farm visit Connexion – Tracey Scott @ All Day Friday-ongoing Police Visit School nurse	Connexion – Tracey Scott @ All Day Friday- ongoing Police Visit School nurse Open Road- Hallucinogens/ Peer Pressure and assertiveness/Exploring attitudes- TBC	Parents afternoon BBQ Connexion – Tracey Scott @ All Day Friday-ongoing Police Visit School nurse Open Road-Stimulants/ Cannabis TBC
<b>Tutor time</b>	Updating and reviewing Pupil Profile/ Pupil Passport Activities	Updating and reviewing Pupil Profile/ Pupil Passport Activities	Updating and reviewing Pupil Profile/ Pupil Passport Activities	Updating and reviewing Pupil Profile/ Pupil Passport Activities	Updating and reviewing Pupil Profile/ Pupil Passport Activities	Updating and reviewing Pupil Profile/ Pupil Passport Activities

	Numeracy/ literacy focus Newsround	Numeracy/ literacy focus Newsround	Numeracy/ literacy focus Newsround Beliefs and Values Unit	Numeracy/ literacy focus Newsround Beliefs and Values Unit	Numeracy/ literacy focus Newsround Beliefs and Values Unit	Numeracy/ literacy focus Newsround Beliefs and Values Unit
<b>Staff PD</b>	Educare Courses- Child Protection Refresher 4 <sup>th</sup> September  Child Protection in education 19 <sup>th</sup> October  <b><u>External CPD</u></b>  Impero Training (IT) – Callum Cooper – Thursday 28 <sup>th</sup> September	Educare Courses- School Attendance and Children Missing Education 10 <sup>th</sup> November/ Preventing Bullying 17 <sup>th</sup> November/Autism awareness 8 <sup>th</sup> December	Educare Courses- Online Safety 4 <sup>th</sup> January 2024 / Epilepsy awareness 25 <sup>th</sup> January 2024	Educare Courses- The SEND Code of Practice 8 <sup>th</sup> March 2024/ ADHD 22 <sup>nd</sup> March 2024	Educare Courses- Adverse Childhood Experiences (ACEs) 18 <sup>th</sup> April 2024/Understanding Anxiety 2 <sup>nd</sup> May 2024	Educare Courses- The Prevent Duty 6 <sup>th</sup> June 2024/Cyber security 4 <sup>th</sup> July 2024

# Personal Development Mapping Across Curriculum

Primary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p style="text-align: center;"><b>Relationships</b></p> <p><u>RSE Statutory links to</u> : Families and people who care about me; Respectful relationships; Caring relationships-</p>		<p style="text-align: center;"><b>Living in the Wider World</b></p> <p><u>RSE Statutory links to</u>: Families and people who care for me; Caring friendships; Online relationships</p>		<p style="text-align: center;"><b>Health and Wellbeing</b></p> <p><u>RSE Statutory links to</u>: Respectful relationships; Families and people who care for me; Caring friendships; Being Safe</p>	
<p><b>KS1</b></p> <p><b>PHSE</b></p> <p><b>Lessons</b></p>	<p><u><b>Roles of different people; families; feeling cared for</b></u> -about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children’s lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about</p>	<p><u><b>Recognising privacy; staying safe; seeking permission</b></u>  to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)  how to respond if being touched makes them feel uncomfortable or unsafe  when it is important to ask for permission to touch others  how to ask for and give/not give permission</p>	<p><u><b>What rules are; caring for others’ needs; looking after the environment</b></u>  about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling <u><b>Using the internet and digital devices; communicating online</b></u> how and why people use the internet the benefits of using the internet and digital devices</p>	<p><u><b>Using the internet and digital devices; communicating online</b></u>  how people find things out and communicate safely with others online  <u><b>Strengths and interests; jobs in the community</b></u>  that everyone has different strengths, in and out of school  about how different strengths and interests are needed to do different jobs  about people whose job it is to help us in the community</p>	<p><u><b>Keeping healthy; food and exercise; hygiene routines; sun safety</b></u>  what it means to be healthy and why it is important  ways to take care of themselves on a daily basis  about basic hygiene routines, e.g. hand washing  about healthy and unhealthy foods, including sugar intake  about physical activity and how it keeps people healthy  about different types of play, including balancing</p>	<p><u><b>Recognising what makes them unique and special; feelings; managing when things go wrong</b></u> how they are the same and different to others about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave <u><b>How rules and age restrictions help us; keeping safe online</b></u> how rules can help to keep us safe why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online whom to tell if they see something online that</p>

	<p>something in their family</p> <p>Recognising privacy; staying safe; seeking permission about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private</p>	<p><b><u>How behaviour affects others; being polite and respectful</u></b></p> <p>what kind and unkind behaviour mean in and out school</p> <p>how kind and unkind behaviour can make people feel about what respect means</p> <p>about class rules, being polite to others, sharing and taking turns</p>		<p>about different jobs and the work people do</p>	<p>indoor, outdoor and screen-based play</p> <p>about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</p> <p>how to keep safe in the sun</p> <p>to recognise what makes them special and unique including their likes, dislikes and what they are good at</p> <p>how to manage and whom to tell when finding things difficult, or when things go wrong</p>	<p>makes them feel unhappy, worried, or scared</p>			
	<p><b>Relationships</b></p> <p><b><u>RSE Statutory links to:</u></b> Families and people who care about me; Respectful relationships; Caring relationships-</p>		<p><b>Living in the Wider World</b></p> <p><b><u>RSE Statutory links to:</u></b> Families and people who care for me; Caring friendships; Online relationships</p>		<p><b>Health and Wellbeing</b></p> <p><b><u>RSE Statutory links to:</u></b> Respectful relationships; Families and people who care for me; Caring friendships; Being Safe</p>				
<p><b>KS2</b></p> <p><b>PHSE</b></p> <p><b>Lessons</b></p>	<p><b>Families &amp; Friendships</b></p> <p><b>What makes a family; features of family life</b></p> <p>to recognise and respect that there are different types of families,</p>	<p><b>Safe relationships</b></p> <p><b>Personal boundaries; safely responding to others; the impact of hurtful behaviour</b></p>	<p><b>Respecting ourselves and others</b></p> <p><b>Recognising respectful behaviour; the importance of self-respect; courtesy</b></p>	<p><b>Belonging to a community</b></p> <p><b>The value of rules and laws; rights, freedoms and responsibilities</b></p> <p>the reasons for rules and laws in wider society</p>	<p><b>Media literacy and digital resilience</b></p> <p><b>How the internet is used; assessing information online</b></p> <p>how the internet can be used positively for leisure, for school and for work</p> <p>to recognise that images and</p>	<p><b>Money and work</b></p> <p><b>Different jobs and skills; job stereotypes; setting personal goals</b></p> <p>about jobs that people</p>	<p><b>Physical health and Mental wellbeing</b></p> <p><b>Health choices and habits; what affects feelings; expressing feelings</b></p>	<p><b>Growing and changing</b></p> <p><b>Personal strengths and achievements; managing and reframing setbacks</b></p> <p>that everyone is an individual and has unique and valuable contributions to make</p> <p>to recognise how strengths and interests</p>	<p><b>Keeping safe</b></p> <p><b>Risks and hazards; safety in the local environment and unfamiliar places</b></p>

	<p>including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love</p> <p>about the positive aspects of being part of a family, such as spending time together and caring for each other</p> <p>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p>	<p>What is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>about what privacy and personal boundaries are, including online</p> <p>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p>that bullying and hurtful behaviour is unacceptable in any situation</p> <p>about the effects and consequences of bullying for the people involved</p> <p>about bullying online, and the similarities and differences to face-to-face bullying</p>	<p><b>and being polite</b></p> <p>to recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>how to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>the importance of self-respect and their right to be treated respectfully by others</p> <p>what it means to treat others, and be treated, politely</p> <p>the ways in which people show</p>	<p>the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>what human rights are and how they protect people to identify basic examples of human rights including the rights of children</p> <p>about how they have rights and also responsibilities</p> <p>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p>	<p>information online can be altered or adapted and the reasons for why this happens</p> <p>strategies to recognise whether something they see online is true or accurate</p> <p>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>to make safe, reliable choices from search results</p> <p>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p>	<p>may have from different sectors e.g. teachers, business people, charity work</p> <p>that people can have more than one job at once or over their lifetime</p> <p>about common misconceptions and gender stereotypes related to work</p> <p>to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>about some of the skills needed to do a job, such as teamwork and decision-making</p>	<p>the choices that people make in daily life that could affect their health</p> <p>to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>what can help people to make healthy choices and what might negatively influence them</p> <p>about habits and that sometimes they can be maintained, changed or stopped</p> <p>PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles</p> <p>PSHE Association – Mental</p>	<p>form part of a person's identity</p> <p>how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</p> <p>to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</p> <p>basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying</p>	<p>how to identify typical hazards at home and in school</p> <p>how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</p> <p>about fire safety at home including the need for smoke alarms</p> <p>the importance of following safety rules from parents and other adults</p> <p>how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and</p>
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	<p>to identify if/when something in a family might make someone upset or worried</p> <p>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p>	<p>what to do and whom to tell if they see or experience bullying or hurtful behaviour</p>	<p>respect and courtesy in different cultures and in wider society</p>			<p>to recognise their interests, skills and achievements and how these might link to future jobs</p> <p>how to set goals that they would like to achieve this year e.g. learn a new hobby</p>	<p>health and wellbeing Summer — Health and wellbeing the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that affect feelings both positively</p>		<p>firework safety</p>
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							and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change overtime and become more or less powerful		
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Primary Personal Development Themes across the Curriculum						
	Autumn 1 Spiritual, moral, social and cultural development	Autumn 2 Healthy living British Values	Spring 1 Equality and diversity	Spring 2 Careers guidance	Summer 1 Citizenship	Summer 2 Preparation for next stage
<b>English</b>	KS1/KS2 We learnt about a story for a different culture (Handa's Surprise)	KS1/KS2 Pupils learnt about Remembrance Day and visited cenotaph	KS1/KS2 Pupils examined classic tales and looked at how different characters are treated	KS1/KS2 Pupils researched a range of careers and developed questions to ask visitors	KS1/KS2 researched what citizenship is and made class display on roles and responsibilities	KS1/KS2 Transition activities to ensure successful return to new year group
<b>Maths</b>	KS1/KS2 Learning about different currencies and time zones	KS1/KS2 Weighing and measuring healthy foods	KS1/KS2 Symmetry and odd and even numbers	KS1/KS2 Salary's and job distribution	Exploring data and generating graphs and tables.	Working towards year group specific assessments (SATS 11+ Multiplication tests)
<b>Strengthening Minds</b>	Personal development	Positive behaviour and emotional wellbeing	Positive Communication	Raising Self esteem	School Engagement	Personal development
<b>PD Booklets</b>	Play a board game Leaf rubbings Make some biscuits	Join an extra curricula club Take an autumn walk Record different sounds	Fly a kite Post a letter Retell a story	Create a class collage Make a puppet Roll down a hill	Build a den Cook outdoors Become a nature detective	Climb a tree Make a sculpture Do a blind fold taste test

KS3/ LEAP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PHSE Lessons</b>	<p><b><u>Personal identity and self esteem</u></b></p> <p>Welcome to Personal Development, including identifying elements that <b>shape personal identity</b></p> <p>Factors that contribute to a positive sense of self</p> <p>self-esteem and confidence</p> <p>The relationship between personal identity and self-esteem</p> <p>Building confidence and self-esteem</p> <p>Assertiveness</p> <p>Different gender identities</p>	<p><b><u>Recognising and dealing with bullying</u></b></p> <p>What is bullying?</p> <p>forms of bullying</p> <p>effects of bullying on the victim</p> <p>Intervention strategies that may help the victim</p> <p>strategies that may help the bully.</p> <p>sources of help and support available</p>	<p><b><u>Beliefs &amp; values</u></b></p> <p>Introduction to what is meant by beliefs with examples of some beliefs of other people/groups</p> <p><b>what is meant by values</b></p> <p>Look at our own values &amp; British values</p> <p>Look at the values held by other people/groups</p> <p>how values and beliefs have an influence on attitude and behaviour</p> <p>how accepting others' beliefs and values can contribute to a diverse society</p>	<p><b><u>Understanding relationships</u></b></p> <p>meaning of the term 'relationship' and the importance of relationships</p> <p>different types of relationships and the term "consent" in a relationship</p> <p>characteristics of personal and social relationships and what is meant by a healthy relationship</p> <p>the importance of knowing and respecting boundaries within a relationship</p> <p>skills needed to develop and maintain relationships and the importance of trust and honesty within a relationship</p>	<p><b><u>Families and parenting, healthy relationships, conflict resolution, and relationship changes</u></b></p> <p>about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering/</p> <p>about positive relationships in the home and ways to reduce homelessness amongst young people</p> <p>about conflict and its causes in different contexts, e.g. with family and friends/conflict resolution strategies</p> <p>how to manage relationship and family changes, including relationship breakdown, separation and divorce /how to access support services</p> <p><b><u>Isolation and loneliness</u></b></p>	<p><b><u>Intimate relationships</u></b></p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</p> <p>about facts and misconceptions relating to consent</p> <p>about the continuous right to withdraw consent and capacity to consent</p> <p>about STIs, effective use of condoms and negotiating safer sex /</p> <p>about the consequences of unprotected sex, including pregnancy</p> <p>how the portrayal of relationships in the media and pornography might affect expectations</p> <p>how to assess and manage risks of</p>

				possible causes of conflict within a relationship and how these might be overcome	<p>What is loneliness and isolation- different ways in which people experience loneliness and isolation</p> <p>the different causes of loneliness and isolation/ the potential consequences of loneliness and isolation</p> <p>ways to reduce feelings of loneliness and isolation/ support services for those experiencing loneliness and isolation</p>	sending, sharing or passing on sexual images /how to secure personal information online
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KS3 and LEAP Personal Development Themes across the Curriculum						
	Autumn 1 Spiritual, moral, social and cultural development	Autumn 2 Healthy living British Values	Spring 1 Equality and diversity	Spring 2 Careers guidance	Summer 1 Citizenship	Summer 2 Preparation for next stage
<b>English</b>	Private Peaceful/ Creative writing	Private Peaceful/ Xmas Carol short SOW  Healthy Living- balanced diet- use when they are starving	Intro to Shakespeare/ Macbeth	Non –Fiction OMAM / Short poetry SOW	Creative Writing- Escape from Krasnir/ dystopian  'Child Soldiers' article	Novel- Oliver Twist  What do I want to do as a job?

	<p>Moral- accused of crime did not commit</p> <p>Social- reference to prisons/laws/youth offending</p>	<p>on the frontlines. Importance of water</p> <p>British Values- what is being British?</p>	<p>Equality- people treated differently in the play</p> <p>Diversity- different cultures on our island.</p>	<p>Careers- different jobs available in travel industry</p>		
<b>Maths</b>	<p>Explore how maths is used in architecture and designing buildings.</p> <p>Practise using a ruler to draw 3D shapes etc.</p>	<p>Healthy Living – Comparing calories of actual products. Look at the packaging to compare nutritional values.</p>	<p>Investigate disability</p> <p>Research different aspects of disabilities and present information in different ways.</p>	<p>Research what jobs require maths.</p> <p>Research jobs that indirectly require the use of Maths.</p>	<p>Investigate how maths can be used in the banking industry such as interest rates.</p> <p>Compare different interest rates etc.</p>	<p>Discuss what qualifications you can do in ks4.</p> <p>Look at some past exam papers / questions.</p>
<b>Food Tech</b>	<p>Explore how a range of beliefs influence food choice and habit</p> <p>Look at the benefits of organic food.</p> <p>Discuss dietary beliefs, such as kosher and vegetarianism</p>	<p>Healthy eating theme- We will be looking at the eat well plate, food labelling and portion size.</p> <p>British Values- Themed recipes from around the world.</p>	<p>Explore ways to cook healthy meals on a budget. Discuss food traditions and celebrations around the world.</p>	<p>Discuss and compare job roles and responsibilities in relation to culinary arts.</p>	<p>Work together with another curriculum area to plan and prepare a charity cake bake event/ summer BBQ.</p>	<p>Preparation for next academic year- discuss qualifications and expectations. Preparation for mainstream or other alternative provisions.</p>
<b>Science</b>	<p>Students will learn about the process of genetic modification and debate this topic using morally</p>	<p>Students will learn about the process of selective breeding and debate this topic using morally motivated arguments</p>	<p>Students will study famous/important figures in science who are females and those from BAME backgrounds.</p>	<p>Students will research a science career path</p>	<p>Students will research next step science qualifications in the UK.</p>	<p>Visit to local KeyMed science facility.</p>

	motivated arguments.		<a href="https://www.google.co.uk/amp/s/www.bbc.co.uk/news/amp/uk-51399835">https://www.google.co.uk/amp/s/www.bbc.co.uk/news/amp/uk-51399835</a>			
<b>Art</b>	<p>Look at artwork from other cultures and explore the different ways things can be depicted.</p> <p>Research 'war art' and contrast pro and anti-war posters, then create your own.</p>	<p>Look at how artists have depicted British values in various art forms.</p> <p>Create a piece of artwork that promotes a British value.</p>	<p>Look at work produced by artists with disabilities. Draw using your feet.</p> <p>Look at work produced with diverse unusual materials such as litter.</p>	<p>Talk about careers and jobs in Art and Design. Look at the diverse range of jobs there are.</p> <p>Research jobs that involve working with developing computer games.</p>	<p>Investigate how art depicts and comments on current events from different viewpoints.</p> <p>Create a poster about a climate change.</p>	<p>Show work that you will be doing for GCSE art and explain what is involved.</p> <p>Explain about using different materials and show examples of work.</p>
<b>Prince's Trust</b>	Pupils will be looking at a broad range of careers and how this can differ in different cultures.	Looking at customer services and how this is defined within British culture.	Pupils will be learning about Money management and how equality and diversity could affect this.	Pupils will be looking at healthy lifestyles and possible careers in this sector	Pupils will be looking at healthy lifestyles and how staying fit contributes to citizenship	Making choices for next year's options.
<b>Occupational Studies</b>	How the body works – different world approaches to medicine-acupuncture	Health and fitness – today's society obsession with looking good	Assist in sports coaching – equality act and racism in football	Indoor team games – research professions to do with indoor games	Display travel and tourism information and asylum/ migration	Planning for and taking part in a visit – assess legal paperwork required
<b>Strengthening Minds</b>	Personal Development	Positive behaviour and emotional wellbeing	Positive Communication	Raising Self esteem	School Engagement	Personal development

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10 PHSE Lessons</b>	<p><b>Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid</b></p> <p>Introduction to a healthy and balanced diet. Identify the essential food groups in a balanced diet/ to make independent health choices the importance of physical activity for a healthy lifestyle and how lack of exercise can affect the human body/ about the relationship between physical and mental health</p> <p>different types of exercise/sport/activity how to make informed healthy eating choices positive and negative points of own lifestyle in relation to: Physical and Mental health.</p> <p>sources of information and/or support about creating a well-balanced healthy lifestyle/ about balancing work,</p>	<p><b>E-safety</b></p> <p>risks of using the internet and the risks for data security. How to minimise risk when using the internet</p> <p>cyberbullying, and the different types of cyberbullying, when and how to report online safety issues</p> <p>Not just Flirting</p> <p>digital footprint and ways to protect your digital footprint</p> <p>digital citizenship and acceptable online behaviour</p> <p>law in relation to online behaviour and the law relevant to downloading of software and other digital content.</p> <p>The impact of viewing harmful content</p>	<p><b>Understanding body image</b></p> <p>State what is meant by 'body image' what factors that have an influence on body image</p> <p>ways to promote positive body image/ how media and social media can influence body image</p> <p>examples of positive portrayals of body image in the media, including social media</p> <p>examples of negative portrayals of body image in the media, including social media.</p> <p><b>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</b></p> <p>how to manage challenges during adolescence / how to reframe negative thinking / strategies to</p>	<p><b>Stress awareness</b></p> <p>what is meant by 'stress' and possible symptoms of stress</p> <p>types of stress and how people may respond to a stressful situation</p> <p>possible causes of stress and examples of situations that may cause you stress</p> <p>effects of stress on an individual. Looking at a time that you felt stressed and identify</p> <p>how stress changed your behaviour. strategies for reducing and managing stress</p> <p>support available to individuals experiencing stress</p>	<p><b>Alcohol awareness</b></p> <p>recommended safe limits of alcohol, looking at the unit strength of four different alcoholic drinks</p> <p>reasons why people may misuse alcohol</p> <p>psychological effects of alcohol misuse</p> <p>the impact of alcohol misuse on an individual's health</p> <p>the effect that alcohol misuse may have on each of the following: family and friends ▪ society.</p> <p>side effects of withdrawing from alcohol and sources of help and information in relation to alcohol abuse</p>	<p><b>Smoking / vaping awareness</b></p> <p>Addiction and why people smoke/vape (social and personal factors)</p> <p>different types of smoking products and substances and chemicals found in tobacco/vaping products</p> <p>physical and psychological effect that smoking has on the body</p> <p>side effects of vaping on the body and support services,</p> <p>law regarding the age limit for the sales of:</p> <ul style="list-style-type: none"> <li>▪ Tobacco related products</li> <li>▪ Vaping products</li> </ul> <p>the law in relation to the health warnings on tobacco and vaping related products</p>



	<p>leisure, exercise and sleep</p> <p>Create a plan that could improve own lifestyle and health choices/– Complete plan that could improve own lifestyle and health choices</p> <p>how to manage influences on body image /to take increased responsibility for physical health, including testicular self-examination</p>		<p>promote mental health and emotional wellbeing about the signs of emotional or mental ill-health</p> <p>how to access support and treatment /about the portrayal of mental health in the media /how to challenge stigma, stereotypes and misinformation</p>			
<p><b>Year 11 PHSE Lessons</b></p>	<p><b>Consent</b></p> <p>Introduction to what is meant by consent</p> <p>when consent is needed</p> <p>when consent can't be freely given</p>	<p><b>Mental health &amp; wellbeing</b></p> <p>what is meant by mental health and wellbeing</p> <p>signs of good and poor mental health and wellbeing</p>	<p><b>Sex &amp; relationships</b></p> <p>sexual orientation and the different sexual orientations.</p> <p>legislation relating to sexual offences and what is meant by</p>	<p><b>Drugs &amp; Substance misuse</b></p> <p>legal and illegal drugs and other substances</p> <p>why people might misuse legal drugs and substances</p>	<p><b>Consolidate knowledge from previous units studied &amp; next steps</b></p> <p><b>Weekly sessions</b> to address topics/issues <b>when they arise &amp; mark PSHE awareness days.</b> Pupils catch up on any outstanding</p>	<p>Pupils have left for study leave and preparing for their GCSE's</p>

	<p>legislation that relates to consent</p> <p>the consequences of not obtaining consent</p> <p>sources of support and know where to find information about consent</p>	<p>factors that may influence an individual's mental health and wellbeing/ self-care techniques to promote mental wellbeing</p> <p>why communication and positive relationships are important for mental health and wellbeing.</p> <p>5 ways to wellbeing may be used to improve mental health and wellbeing:</p> <p>a) Connect</p> <p>b) Keep Learning</p> <p>c) Be Active d) Take Notice e) Give to other</p> <p>Film and mental health</p> <p>Emotional Well-being and Media</p>	<p>'consent' / addressing pornography</p> <p>Family conflict and long-term commitment</p> <p>Methods of contraception / advantages and disadvantages of some different methods of contraception and sources of support /Fertility and pregnancy choices.</p> <p>what is meant by the term STI, HIV and AIDS/ how to maintain good sexual health</p> <p>Committed Relationships and family life</p>	<p>why people might use illegal drugs and substances</p> <p>impact of drugs and substance misuse on the individual</p> <p>impact of drugs and substance misuse on friends, family &amp; society.</p> <p>how to access help/support relating to substance misuse</p>	<p>assessment criteria not met during the year or carryout personal career focused activities in preparation for their next steps</p>	
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KS4 Personal Development Themes across the Curriculum						
	Autumn 1 Spiritual, moral, social and cultural development	Autumn 2 Healthy living British Values	Spring 1 Equality and diversity	Spring 2 Careers guidance	Summer 1 Citizenship	Summer 2 Preparation for next stage
<b>Year 10 English</b>	AQA Paper 1 Reading Exam Skills Fiction- Exam skills reading and writing Moral/ cultural- Capital Punishment debate/speech	AQA Paper 1 Written Exam Skills A Xmas Carol. How have British values changed since the Victorian era? How has diet changed since the Victorian era?	AQA Paper 2 Section B Exam Skills /Link to equality and diversity- Ruth Ellis/ Derek B/ Capital punishment	AQA Paper 2 Section B Exam Skills /Gothic Short Stories/ dystopian/ creative writing Careers- publishing- authors- short stories etc How to make money from creative writing.	AQA Paper 1 and 2 Exam Skills revision /R and J Shakespeare. Writing a CV for job and personal statements for college and apprenticeships	AQA Paper 2 Section A Exam Skills – mock practice. Link to Citizenship- social inequality: Gangs; Bullying; Responsibility
<b>Year 11 English</b>	AQA Paper 1 Recap Reading Exam Skills - Non-Fiction-Jack the Ripper Moral- how did the environment help Jack the Ripper?	AQA Paper 1 Recap Written Exam Skills creative writing  Impact of food wastage	AQA Paper 2 Section A and B Exam Skills AQA past papers Link text to equality and diversity	AQA past papers College applications- clearing procedures in colleges.	AQA past papers College applications- clearing procedures in colleges.	

<p><b>Year 10 Maths</b></p>	<p>Exchange rates: Converting between different currencies from around the world. Using and applying Maths involves being able to solve problems and being able to do this individually, as part of a team or pair when a task requires it, is fundamental. Students are encouraged to communicate mathematically when discussing, explaining and presenting ideas, through which they are able to develop their Mathematical reasoning skills.</p>	<p>British coins and giving change. Calculating with money.</p>	<p>Tessellation of quadrilaterals and triangles -Islamic tiling patterns and Rangoli patterns.</p> <p>Awareness of possible causes of bias in data collection (e.g. race, age, gender).</p>	<p>Pupils will learn how mathematics is relevant in industry and future careers.</p> <p>All careers require a level of mathematical competency- Level 1 Functional Skills is required for entry to Apprenticeship scheme.</p> <p>GCSE for further study at College.</p>	<p>Food miles and data interpretation.</p> <p>Mathematics is the universal language of the world and at VPA, we aim to develop a realization that many topics we learn today have travelled across the world and are used internationally</p>	<p>Discussion of available qualifications and courses. Entry Level Certificates and Functional Studies (Level 1)</p>
<p><b>Year 11 Maths</b></p>	<p>Car Survey Investigation to test the hypothesis: Are Essex people more likely to buy Ford cars than any other make? Discussion of the use and abuse of statistics in the media. Interest rates, pay day loans and the banking industry promoting moral debate and a sense of personal</p>	<p>Use of metric (Km, litres) and imperial (miles, pounds, inches) units, converting between the two systems</p>	<p>Taking part in Mathletics annual online competition against other pupils across the globe.</p> <p>uk.mathletics.com.</p>		<p>Mathematics from other cultures, e.g. roman numerals, deciphering Egyptian hieroglyphics, Ancient Greece and the birth of geometry</p>	<p>Revision for GCSE and written examination papers.</p>

	financial responsibility.					
<b>Year 10 and 11 Food Tech</b>	<p>Explore how culture influences cooking skills and the variation around the world; links to 3.4 Describe cooking skills.</p> <p>Cook a vegetarian dish and discuss ways of adapting the dish to suit different dietary requirements, such as kosher and vegan.</p>	<p>Unit 2 will be delivered. Unit 2 is about nutritional value of food, healthy eating and adapting recipes to make them healthier.</p> <p>British Values- Themed recipes from around the world.</p>	<p>Explain nutrient requirements for different groups of people e.g., babies and toddlers, pre-schoolers, children, teenagers, older people, active people, those with lactose intolerance, those with nut allergy, those with coronary heart disease.</p>	<p>Visit to Southend College to look around at the facilities. 121 appointments with the career's advisor.</p> <p>Pupils will start work experience.</p>	<p>Final assessment- Cook a three-course meal according to a brief. The brief will contain elements of citizenship e.g., use organic veg.</p>	<p>Preparing for job and personal statements for college and apprenticeships</p>
<b>Duke of Edinburgh</b>	<p>Community Voluntary work</p>	<p>Visit to help at local food bank</p> <p>Exercising politeness, empathy and respect for others less fortunate</p>	<p>Community Voluntary work</p>	<p>Career planning unit</p>	<p>Citizen science in the environment</p>	<p>Prepare for expedition</p>
<b>Year 10 Science</b>	<p>Students will research experiments and how they will help social and cultural developments.</p>	<p>Students will look at how values as impacted animal testing.</p>	<p>Students will research the role of forensic science in British law. How forensic science can provide equality for people living in Britain.</p>	<p>Students will research a variety of career paths within forensic science.</p>	<p>Pupils will learn about the collaboration in scientific research to increase scientific knowledge</p>	<p>Students will research what is required of them in their science qualification at GCSE. And complete a personal progression plan.</p>

<p><b>Year 11</b></p> <p><b>Science</b></p>	<p>Students will learn about the process of genetic modification and debate this topic using morally motivated arguments.</p>	<p>Students will learn about the effects of poor life choices on organs in the human body. E.g., poor diet and smoking.</p>	<p>Students will examine the barriers to working class, same community and females entering the science profession. Students will try to create a poster looking to make science more accessible/inclusive.</p>	<p>Students will research next step science qualifications available to them.</p>	<p>Students will research next step science qualifications available to people in the UK.</p>	<p></p>
<p><b>Year 10</b></p> <p><b>Art</b></p>	<p>Explain how art can be used to improve society.</p> <p>Research how artist use sustainable resources to create art, then create your own.</p>	<p>Look at how artists have portrayed people undertaking leisure pursuits.</p> <p>Research artists that have depicted the human form. Experiment with different materials to create an interesting piece of work.</p>	<p>Look at work produced by artists with disabilities. Work in pairs and direct each other to draw something.</p> <p>Look at work produced with diverse unusual materials such as fabrics and material.</p>	<p>Talk about careers and jobs in Art and Design. Look at the diverse range of jobs there are.</p> <p>Research jobs that involve working in retail.</p>	<p>Investigate how art depicts and comments on current events from different viewpoints.</p> <p>Research how art can be used to shape peoples' emotions.</p>	<p>Show work that will be expected to complete for the externally set exam.</p>
<p><b>Year 11</b></p> <p><b>Art</b></p>	<p>Look at artwork from other cultures and explore the different ways things can be depicted.</p> <p>Research how colour is used in different cultures to represent different aspects of life. Create your own artwork based on just colour.</p>	<p>Look at how artists have depicted British values in various art forms.</p> <p>Create a piece of artwork that promotes a British value.</p>	<p>Look at work produced by artists with disabilities. Look at work produced with diverse unusual materials. Look at artists who use recycled materials.</p>	<p>Talk about careers and jobs in Art and Design. Look at the diverse range of jobs there are.</p> <p>Research jobs that involve working in the entertainment industry such as designing film sets etc.</p>	<p>Investigate how art depicts and comments on current events from different viewpoints.</p> <p>Research how art can be used to shape peoples' political views.</p>	<p>Help identify courses in college that involve art.</p>

<b>Year 10 Prince's Trust</b>	Pupils will be looking at a broad range of careers and how this can differ in different cultures.	Looking at customer services and how this is defined within British culture.	Pupils will be learning about Money management and how equality and diversity could affect this.	Pupils will be looking at healthy lifestyles and possible careers in this sector	Pupils will be looking at healthy lifestyles and how staying fit contributes to citizenship	Making choices for next year's options.
<b>Year 11 Prince's Trust</b>	Looking at interpersonal skills and how different skills are valued in different cultures.	Pupils will be looking at healthy lifestyles and how sport plays a big part in British values.	Pupils will be looking at healthy lifestyles and sport engages with equality and diversity	Looking at working as part of a team and its advantages and how this can influence the career you may choose	Looking at working as part of a team and its advantages and its role within citizenship	Deciding on next steps in career or education.
<b>Year 10 Occupational Studies</b>	Working on a decorating project as a team, students will understand how working as part of a team with a common goal is effective and more productive.	<b>Healthy living</b> Working with new tools and materials students will be looking at PPE and what is needed for different tasks to ensure their safety  <b>British values</b> Reflecting on British values during coronavirus pandemic.	Students will examine any possible barriers for people working in the construction industry in the UK and create posters for what they have discovered.	Students will look at the new skills they have gained so far and research possible career options these.	Students will have designed and developed an outside space for all the pupils and staff to enjoy.	Students will look at how this qualification can help them gain apprenticeships jobs or FE.
<b>Year 11 Occupational Studies</b>	Working on a decorating project as a team, students will understand how working as part of a team with a common goal is effective and more productive.	<b>Healthy living</b> Working with new tools and materials students will be looking at PPE and what is needed for different tasks to ensure their safety <b>British values</b> Reflecting on British	Students will examine any possible barriers for people working in the construction industry in the UK and create posters for what they have discovered.	Students will look at the new skills they have gained so far and research possible career options these.	Students will have designed and developed an outside space for all the pupils and staff to enjoy.	

		values during coronavirus pandemic.				
<b>Year 10 and 11 Child Development</b>	Students will learn about how culture and religion affect the development of a child	Pupils will learn about how British values help develop a child's social and emotional development	Pupils will learn about the equality act 2010 and the importance of equality by comparing inequalities of the past to their lives today	Students will learn about career opportunities within speech and language.	Pupils will learn about how to deliver stories encouraging citizenship from a young age	Students will complete work for their qualification and prepare for the next stage in their qualification