

Personal Development Long Term Plans showing what each year group is currently doing.

[More detailed plans showing the journey are available if requested. Please contact Sharon Lord on admin@croftonacademy.org.uk.]These are 'live' documents.

Year 9		TOPIC 1	TOPIC 2
Life in Society	Big Idea	<u>What influences relationships and how can we manage change?</u> <i>Students will know... the differences between healthy and unhealthy relationships; the roles of parents and carers, how marriage/cohabiting and civil partnerships differ; how to manage the end of a relationship including changes in the law relating to divorce, the religious views (Judaism and Islamic) in relation to marriage and divorce, what is meant by stereotyping including a focus on LGBTQ, what consent is and what it looks like including the law surrounding this, peer pressure relating to sending images and online safety including how to respond appropriately and the difference between bullying and cyberbullying including how to manage either ,</i>	<u>How can we keep ourselves safe from harm in the wider world?</u> <i>Students will know.... The risks of drug use, how to learn resilience to refuse and the impact of drug use on different people; what is meant by self-harm including triggers, warning signs, myths and how to support someone suffering or at risk; understanding what constitutes domestic abuse inc types, myth and solutions; FGM, forced marriage and HBV including myths, true stories and overcoming barriers; county lines including how people are manipulated and signs of exploitation; serious and organised crime including the pressures and how to get out and extremism including the meaning of radicalisation and the importance of run/hide/tell</i>
	Assessment	Each lesson has a quick 6 knowledge check at the end of each lesson. Throughout the lessons the teacher has opportunity built in to check students understanding of the lesson and topics. At the start of a topic students complete a baseline assessment in the form of a RAG sheet. They revisit this at the end of the topic and complete a set of short answer questions based on the themes studied. These questions will be marked by the teacher to check for accuracy and misconceptions At the end of topic 1, students will be completing Assessment 2 during form time which will be peer assessed and passed back to the class teacher for recording on the system.	
	Wider Curriculum Links	FBV SMSC Religious education Equality Act The law relating to consent, sending images, cyber bullying and divorce	FBV SMSC Religious education Equality Act The law relating to extremism, FGM, HBV, domestic abuse and drugs
		Literacy - opportunities for discussion throughout each topic, including debating current issues; reading a range of texts and sources of information; writing in a range of forms (including note-taking, short and long answer tasks); focus on SPaG both within lessons and marking (self/peer and teacher).	

Year 10		TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5
Life in Society	Big Idea	<u>What are the components of healthy relationship?</u> <i>Students will know... the differences between healthy and unhealthy relationships; how marriage/cohabiting and civil partnerships differ; the meaning of parental responsibility with examples, the meaning of FGM including reasons, risks and reporting; the difference between forced and arranged marriage including HBV; knowledge of LGBT rights including those relating to homophobia; the impact of sending images and pornography on relationships and mental health; the influence of the media on perception or religion; the impact of bereavement and how to support those affected.</i>	<u>Why is a healthy lifestyle important for our wellbeing?</u> <i>Students will know... the challenges faced by those living with disabilities; how to be an upstander, the importance of quality sleep and a healthy diet; risks associated with underage drinking and the need to make safe choices; reasons people smoke/vape inc cannabis and how to resist pressure; the causes of radicalisation and links to extremism; basic first aid (bleeding/shock/ chest pain and bone/muscle/joint injuries)</i>	<u>What is Cultural Awareness and why is it important?</u> <i>Students will know... the relationship between identity and clothing within religions; the importance of travel within the main religions; the importance of religious sites and the reasons they remain holy; the origins of key religious festivals inc dispelling misconceptions; the meaning of culture, appropriation and appreciation.</i>	<u>How can we be financially savvy and employment ready?</u> <i>Students will know... basic financial information inc saving, investment, spending and fraud; the factors linked to gambling and managing risk and addiction; what employability skills are and their links to careers; the different types of interviews and how to respond effectively to key questions inc body language and appearance; how to write an effective CV inc writing their own</i>	<u>How do you protect your online self?</u> <i>Students will know... That there are different types of fraud and how to protect yourself; understand the term digital footprint and the impact of fake news; staying safe online inc keeping data secure; how to recognise and challenge social engineering; what a money mule is; the impact of the media on people and their views; what county lines is and the related risks.</i>

	Assess ment	Each lesson has a quick 6 knowledge check at the end of each lesson. Throughout the lessons the teacher has opportunity built in to check students understanding of the lesson and topics. At the start of a topic students complete a baseline assessment in the form of a RAG sheet. They revisit this at the end of the topic and complete a set of short answer questions based on the themes studied. These questions will be marked by the teacher to check for accuracy and misconceptions Within each topic, one lesson will have an assessed paragraph where students respond to a prompt question. Sentence starters are provided and the teacher is expected to mark this piece and check for understanding, misconceptions and SPaG errors.				
	Wider Curriculum Links	FBV SMSC Religious education Equality Act	Science and PE – first aid and injuries to the body. FBV SMSC Religious education Equality Act	FBV SMSC Religious education Equality Act	Building character – organisation, leadership, initiative and communication. Students develop their understanding of their skills. Numeracy – understanding wages and wage slips, calculating costs. Equality act linked to employment	ICT – online safety and fraud. Literacy FBV Building character – resilience and organisation

Year 11		TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4
Life in Society	Big Idea	<u>Why is taking responsibility important?</u> <i>Students will know..... about the risks surrounding key drugs and alcohol, how to plan to stay safe in future and how to seek support if necessary; The risks gangs pose including why people join, types of exploitation and how to exit safely;</i> <i>Knife crime including the difference between positive and negative influences and the importance of good role models; animal rights including the latest science, thoughts for and against using animals and religious teachings; euthanasia including the different types, case studies of reasons, the law surrounding it and religious teachings.</i>	<u>Why is it important to make healthy choices?</u> <i>Students will know...about the influences on body image including external influences, the risks of piercings, tattoos and cosmetic procedures; social attitudes to sending nudes; aspects related to fertility and routes into parenthood including pregnancy options, the reasons for and against abortion; organ donation including blood and stem cell and cancer awareness (breast, testicular and skin)</i>	<u>How do we navigate the wider world?</u> <i>Students will know.... The basics of finance and banking including banking services, the role of tax, pay day loans and renting vs mortgages; skills for the future with a focus on employability and future employment changes including LMI; the role of the government and politics including how these systems work in the UK; human rights including how laws are made and who fights for rights through a focus on Amnesty International; how religion influences work and politics with a focus on the UK</i>	<u>How does religion impact on society and our opinion of appropriate punishment?</u> <i>Students will know... about the diversity of beliefs in the UK; the reasons why people are sent to prison; the reasons why some countries use the death penalty as punishment; the definition of a just war inc religious attitudes to it; the historical context of different communities and faiths, how religion can be seen as universal; how wellbeing affects mental health and how religion can support good mental health; the importance of charity and links to religious teaching.</i>
	Assessment	Each lesson has a quick 6 knowledge check at the end of each lesson. Throughout the lessons the teacher has opportunity built in to check students understanding of the lesson and topics. At the start of a topic students complete a baseline assessment in the form of a RAG sheet. They revisit this at the end of the topic and complete a set of short answer questions based on the themes studied. These questions will be marked by the teacher to check for accuracy and misconceptions Within each topic, one lesson will have an assessed paragraph where students respond to a prompt question. Sentence starters are provided and the teacher is expected to mark this piece and check for understanding, misconceptions and SPaG errors.			
	Wider Curriculum Links	FBV / SMSC Religious education Science English - literacy Equality Act Moral and social responsibility	Science – changes to the body / illness FBV /SMSC English - literacy Religious education Equality Act	FBV SMSC Religious education Equality Act Maths English - literacy	Religious education FBV SMSC History Equality Act

