

OAW Personal Development Curriculum: Statement of Intent

Purpose

We want our students to develop into rounded young adults who understand their character and play active roles in their communities. The PSHE curriculum has been thoughtfully created to incorporate our Oasis Ethos, Oasis 9 Habits and Character Curriculum to ensure students flourish in a safe school environment. We have met the statutory guidance for RSE, Citizenship and CEIAG as well as providing opportunities for use of the local PHE data to meet the needs of our students. The combination enables students to develop socially, emotionally, culturally, physically, spiritually and eventually having fulfilling lives and careers.

Students will know more about themselves and others; becoming socially literate and emotionally aware and understanding how they are developing, who they are becoming and how to fulfil their potential. With this clear sense of identity, students will understand their place in society and how to achieve their future life ambitions.

Students will then become confident, articulate citizens who are able to effectively debate moral, social, cultural and political issues. We also focus on the fundamental British Values that underpin many other curriculum areas. Crucially, students have a keen awareness of the socio-political landscape and through the exploration of Oasis Hubs locally, nationally and internationally understand the importance of inclusivity, the beauty of diversity and challenge themselves and others to be anti-discriminatory and to be inclusive of all.

Character: Engaging all students to express feelings and thoughts around themselves, who they are becoming and why this is important for their wellbeing and development in modern Britain. Students will have many opportunities to learn and discuss knowledge and skills that will support them to have fulfilled lives.

Competence: Students will be empowered with knowledge about the community, wider Britain and their own life choices to be able to make informed decisions and be able to make a fulfilling life pathway.

Community: Students will discuss and understand their own place within the local, national and global community with particular focus on the Oasis family; understanding the importance of diversity and inclusivity and the rich tapestry that is created through interconnected communities.



Core Concepts

The PSHE curriculum has been carefully designed to ensure that knowledge topics are age appropriate and develop over time building upon previous understanding and different situational contexts.

Broadly, our core concepts are:

Love and Relationships (RSE): Students will develop knowledge and understanding of different types of relationships within our society, understanding the difference between a healthy and unhealthy relationship, the legalities of many actions within and after the end of relationships and how to manage different types of relationships effectively to ensure there are positive relationships. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will ensure that students are able to successfully navigate their own relationships over the course of their lives.

Citizenship: Students will develop their knowledge and understanding of the various components of the political landscape, different laws that are pertinent to themselves and others within a society, the purpose of the monarchy, a democracy and voting to be equipped to make informed political decisions. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will ensure students are well informed and engage with political discourse and are able to become active citizens in their own local, national and global communities.

Self - Care: Students will gain a knowledge and understanding of how to look after their physical and mental health, they will examine the issues of drugs, alcohol, STDs and contraception, exercise, nutrition, dental health as well as supporting mental health and finding supporting. Additionally, this explores financial literacy, keeping safe in the digital age and managing high stress situations, for example, exams and revision. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will ensure students have the tools to make well informed decisions that lead to healthy lives.

CEIAG and Employability: Students will gain a knowledge and understanding of a range of employability skills required to be successful in the workplace as well as examining different pathways Post-16 including apprenticeships, T-Levels, A-Levels and University. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will enable students to consider a range of educational and work related options in the future which will allow them to make informed decisions about their future pathways.

Local Community Context

We are aware that the lives and experiences of our community and students will represent unique strengths and priorities we need to cater for. Research carried out on our specific cohorts using national and local data allowed us to identify key areas of learning for our students. These priorities run through our lessons, more significantly they allowed us to develop an assembly and tutorial curriculum that focusses on these needs. The priorities for our community are below:

1. Living a healthy long life
2. Sexual health
3. Community

4. Relationships
5. Mental health
6. Child sexual exploitation and child criminal exploitation
7. Aspiration and careers

Within these priorities have identified key learning points, meaning we can strategically approach our needs across our 5 year long term plan. The assembly and tutor offer ensures that our student's learning is mapped to their needs and the needs of the community they live in.

| | Healthy living - long life | Sexual health | Community | Relationships | Mental health | CSE/CCE | Aspiration and Careers |
|----------|----------------------------|------------------|--------------------------------|---------------------------------|---------------------|---------------|--------------------------------|
| a | Smoking/e-cigarettes | Period poverty | Pride in local community | Positive platonic relationships | Suicide | County Lines | Self Esteem and Motivation |
| b | Pregnant smokers | Contraception | Volunteering | Bullying | Mental Ill health | Grooming | Long term commitments |
| c | Healthy eating | STIs | Discrimination | Child/Child Abuse | Building resilience | Online safety | First generation to university |
| d | Exercise | Puberty | Violence against the person | Peer pressure | Grounding exercises | Extremism | |
| e | Alcohol | Personal hygiene | Stalking and harassment | Online relationships | Self-harm | | |
| f | Drugs | | Criminal damage and arson | Domestic abuse | | | |
| g | Cancer | | Environment and Global Warming | Romantic relationships | | | |
| h | Road Safety | | | Consent | | | |
| i | Financial stability | | | | | | |
| j | Fuel poverty | | | | | | |

The combined curriculum from OCL and community-based learning enables a robust and bespoke coverage of all of priorities including all statutory requirements. Key content is visited often and progresses through the 5 year map to enhance retrieval of learning and develop ideas as students mature.

KS3 Assemblies: Long Term Plan (OAW priorities)

| KS3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------|-----------------------------|----------------------|-----------------------------------|--|------------------------|----------------------------------|
| Theme | Health and Wellbeing | Relationships | Health and Wellbeing | Living in the wider world | Relationships | Living in the wider world |
| 1 | Welcome back | Remembrance | The Power of Literacy | Staying safe online/Digital Resilience | Positive relationships | Pride Month |
| 2 | Character | Bullying | 9 Habits: Patient | 9 Habits: Compassionate | Abuse | 9 Habits: Forgiving |
| 3 | My road to here | Character | Road Safety | How to present ourselves online | Gangs/County Lines | What makes a family? |
| 4 | Student Academy Council | 9 Habits: Joyful | Careers/CEIAG | Social skills | Consent | Empathy |
| 5 | Careers/CEIAG | Child on child abuse | Humberside Police - Justin Robert | Extremism online | Mental Health Week | Long-term commitments |
| 6 | 9 Habits: Hopeful | Careers/CEIAG | Live Long, Die Fast | Careers/CEIAG | Careers/CEIAG | Self-esteem and motivation |
| 7 | Black History Month | | | | | Careers/CEIAG |
| 8 | | | | | | Environment |

KS4 Assemblies: Long Term Plan (OAW priorities)

Year 10

| Year 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------|-----------------------------|----------------------|-----------------------------|----------------------------------|----------------------|----------------------------------|
| Theme | Health and Wellbeing | Relationships | Health and Wellbeing | Living in the wider world | Relationships | Living in the wider world |
| 1 | Welcome back | Remembrance (HUM) | | Staying safe online | Role Models | Pride Month |

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|---|-------------------------|-----------------------------|--------------------------------|---------------------------------|-------------------------|----------------------------|
| 2 | Character | Bullying | 9 Habits: Humble | 9 Habits: Honest | Abuse | 9 Habits: Forgiving |
| 3 | My road to here | Character (DC) | Road Safety | How to present ourselves online | Gangs/County Lines | Year 10 Mock Assessments |
| 4 | Student Academy Council | 9 Habits: Self Controlled | Careers/CEIAG | Social skills | Stalking and Harassment | Year 10 Mock Assessments |
| 5 | Careers/CEIAG | Child on child abuse | Cancer | Extremism online | Mental Health Week | Year 10 Mock Assessments |
| 6 | Black History Month | Careers/CEIAG (Accountancy) | Addiction (Smoking and vaping) | Careers/CEIAG (Job Types) | Careers/CEIAG | Self-esteem and motivation |
| 7 | 9 Habits: Considerate | | | | | Careers/CEIAG |
| 8 | | | | | | Environment |

Year 11

| YEAR 11 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|--------------|-------------------------------|--|-----------------------------|---------------------------------------|-------------------------------|
| Theme | Health and Wellbeing | Relationships | Health and Wellbeing | Living in the wider world | Relationships |
| 1 | Welcome back (HST) | Year 11 mock assessments | | Year 11 mock assessments | Managing Conflict as an Adult |
| 2 | Character (DC) | Year 11 mock assessments | Mock Exams | Year 11 mock assessments | Abuse |
| 3 | The year ahead | Character (DC) | Road Safety | Careers/CEIAG (National Careers Week) | UK Bank Holiday |
| 4 | 9 Habits: Considerate | Careers/CEIAG (Franklin Open Event Presentation) | Careers/CEIAG | Social skills | Stalking and Harassment |
| 5 | Careers/CEAIG - HETA assembly | 9 Habits: Self Controlled | Cancer | The Final Countdown | |

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|---|---|--------------|------------------|---------------|--|
| 6 | Black History Month (Kho) | CEIAG Lincs2 | 9 Habits: Humble | Careers/CEIAG | |
| 7 | Careers/CEIAG (GIFHE Open Event Presentation) | | | | |

OCL Personal Development Curriculum: Long Term Plan Year 7

In Year 7, the Personal Development curriculum is foundational and primarily focused on the knowledge and skills students will need to successfully transition between primary and secondary school. It also provides the basis for exploration of topics in more detail in later year groups. Students are initially introduced to the Oasis Ethos and Oasis 9 Habits to support with the understanding of the key ideals that are held across the Oasis trust. This is built upon to cover key transitional issues including making friends and recognising positive friendships, peer pressure and bullying as well as identifying positive and negative mental health and how to maintain positive mental health. Additionally, it examines physical health transitions and recaps RSE from KS2 as well as expanding to include other areas of importance such as dental hygiene. These are key areas of focus in a post-covid world due to emerging PHE data. Other key themes that become more pressing in secondary particularly due to the Oasis Horizons project is to embed knowledge and understanding of staying safe online and beginning to understand how their rights and responsibilities will begin to change as they transition into adulthood.

| YEAR 7 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|--|--|---|---|---|
| Title | RSE | Citizenship I | Citizenship II | Self-Care I (E-safety) | Self-Care II (Physical) | Self-Care III (Mental) |
| | <ul style="list-style-type: none"> • Introduction to Oasis Ethos and 9 Habits • Friendships and good relationships, bullying and peer pressure • Introducing and signposting key support for mental health • Developing our identities and identity online and protecting them • Online relationships and E-safety | <ul style="list-style-type: none"> • Describing prejudice and discrimination and the formation of Human Rights • Link to prior understanding on relationships, bullying and peer pressure • The protections afforded to children and others | <ul style="list-style-type: none"> • Link to prior understanding of Human Rights students examine laws in the UK • Introduction to communities, what it means to be an active citizen • Linking to the Oasis Ethos and 9 Habits to explore what it means to be a good citizen • Communities and examining different Oasis communities locally, | <ul style="list-style-type: none"> • Link to relationships and protecting online privacy • Understanding radicalisation, extremism and fundamentalism and identifying what features may be linked and contact online • Being able to recognise credible news and media sources and identifying markers | <ul style="list-style-type: none"> • Important of physical hygiene e.g. washing daily and regular hand washing, dental hygiene • Menstruation and health menstruation • Dangers and impact of smoking and vaping | <ul style="list-style-type: none"> • Describing what it means to have good mental health and what poor mental health may look like • Being able to describe how happiness looks for different people • Understanding where to seek support in school and |

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|--|--|--|---------------------------------------|--|--|--|
| | | | <i>nationally and internationally</i> | <i>which may make it suspicious</i> <ul style="list-style-type: none"> • <i>Describing how information and data is generated shared and used online</i> • <i>Where to seek support</i> | | <i>wider society for mental health</i> |
|--|--|--|---------------------------------------|--|--|--|

Y7 Tutorial Session (OAW priorities): Long Term Plan

| YEAR 7 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------|-------------------------------------|----------------------------|---|---------------------------------------|---------------------------------|----------------------------------|
| Theme | Health and Wellbeing | Relationships | Health and Wellbeing | Living in the wider world | Relationships | Living in the wider world |
| 1 | Accessibility iPad | PD Quiz Feedback | PD Quiz Feedback | PD Quiz Feedback | PD Quiz Feedback | PD Quiz Feedback |
| 2 | Careers/CEIAG (Job Types) | Anti-Bullying 2022 | Social influences/expectations | Eco Club | Communication | Identifying Prejudice |
| 3 | My Support Network | Platonic relationships | What is sexual contact? | Careers/CEIAG(National Careers Week) | Peer pressure (online abuse) | Careers/CEIAG |
| 4 | Health services (inc school nurses) | Careers/CEIAG (Job Types) | Careers/CEIAG (Curriculum to Careers - English) | Student Academy Council | Saying no (stage 1) | Different types of relationships |
| 5 | Careers/CEIAG (Job Types) | Child on child abuse (DSL) | Addiction (smoking) | Prevent agenda | Mental Health Stigma (language) | Student Academy Council |
| 6 | Mental health - Grounding | Careers/CEIAG (Job Types) | Healthy lifestyles | Careers/CEIAG (Curriculum to Careers) | Careers/CEIAG | Self-pride |
| 7 | Personal hygiene | | | | | Careers/CEIAG |
| 8 | | | | | | Volunteering |

In Year 8, the Personal Development curriculum builds upon the prior knowledge from Year 7 particularly in regard to students understanding of inclusivity and equality. Students are introduced to elements of citizenship which build upon prior topics and examine extremism, radicalisation and exploring the criminal justice system. Love and relationships is reintroduced with a more mature focus of family and personal relationships. Students are introduced to key issues surrounding legal substances

(caffeine, sugar, alcohol and legal highs) and the effect on mental health. In accordance with the Gatsby Benchmarks, students are introduced to the careers curriculum through 'employable me' which begins to examine the different skills that they have and need to develop in order to be successful in later academic years and especially in the workplace.

| YEAR 8 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|--|---|--|--|---|
| Title | Citizenship I | Citizenship II | RSE I | RSE II | Employability and CEIAG | Self – Care (Drugs) |
| | <ul style="list-style-type: none"> • <i>Linking to Year 7 and the Oasis Ethos to be able to describe what respect is and how we can be respectful in all types of situations including when we disagree with others</i> • <i>Students should be able to describe inequalities in society and what laws are in place to prevent damaging in modern Britain</i> • <i>Students should be able to describe where they can seek support in school and wider society where they believe that there are inequalities</i> • <i>Students should examine elements within politics that try to create a fairer society evaluating how effectively these create a fairer society</i> | <ul style="list-style-type: none"> • <i>Linking to Year 7 and respect students examine how to manage conflict in a safe and respectful way. Focus on cyber bullying.</i> • <i>Linking to Year 7 and extremism, radicalism and peer pressure to discuss the issues of gangs</i> • <i>Using this example, exploring the criminal justice system and the nature of prisons and the purpose of punishment in prisons</i> • <i>Describing other forms of punishment that exist and the consequences</i> | <ul style="list-style-type: none"> • <i>Describing the different types of stable relationships e.g. hetero/homo/reconstituted/blended and discussing the importance for raising children and emotional and domestic labour</i> • <i>Legalities and rights associated with marriage, separation, divorce and cohabitation</i> • <i>Identifying feelings associated with familial changes including loss, separation, divorce and bereavement and how to manage these emotions</i> • <i>Describing a single parent family and reasons for single parent families and 'myths'</i> • <i>Describing 'modern families' and emotions and associated with navigating new roles</i> | <ul style="list-style-type: none"> • <i>Describing the qualities of health and unhealthy relationships with friends, family and work</i> • <i>Describing consent in a familial and friendship context. Rights and responsibilities associated with this.</i> • <i>Describing how to manage romantic relationships safely, in particular online, e.g. sexting and imagery</i> • <i>Identifying emotions in a relationship and post-break up effectively and explaining the difficulty in a digital era</i> • <i>Explaining how to deal sensibly with the digital aspect of relationships making reference to revenge porn or imagery without consent and defamation.</i> | <ul style="list-style-type: none"> • <i>Describing the different types of study, organisational and research skills and what is suited to different types of work/study</i> • <i>Identifying own skills and strengths through online questionnaire of skills and identifying strengths and weaknesses and how these could be used in the workplace</i> • <i>Describing the difference between an achievable and an unobtainable goal and how to set ambitious goals</i> • <i>Describing stereotypical expectations and explaining how to respectfully challenging them</i> | <ul style="list-style-type: none"> • <i>Identifying what drugs are and explaining why drugs are taken</i> • <i>Identifying the difference legal and illegal drugs</i> • <i>Identification of the problems of legal highs and prescription substances</i> • <i>Explain the effects of drugs on the body, in particular, sugar, caffeine and illegal substances</i> • <i>Identifying what alcohol is and explaining an unhealthy relationship with alcohol is</i> • <i>Explaining the impact of the misuse of alcohol and drugs on mental and physical health</i> |

Y8 Tutorial Session (OAW priorities): Long Term Plan

| YEAR 8 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------|---------------------------------------|---------------------------------------|-----------------------------|--|--|----------------------------------|
| Theme | Health and Wellbeing | Relationships | Health and Wellbeing | Living in the wider world | Relationships | Living in the wider world |
| 1 | Accessibility iPad | PD Quiz Feedback | PD Quiz Feedback | PD Quiz Feedback | PD Quiz Feedback | PD Quiz Feedback |
| 2 | Careers/CEIAG (Researching Employers) | Anti-Bullying Week 2022 | Puberty | Eco Club | Loss and bereavement | Identifying discrimination |
| 3 | Expressing Emotions (KHo) | Romantic relationships | Pregnancy | Careers/CEIAG(National Careers Week) | Peer pressure (Within friendship groups) | Careers/CEIAG |
| 4 | Health services (inc school nurses) | Careers/CEIAG (Researching Employers) | Careers/CEIAG | Student Academy Council | Saying no (stage 2) | Different types of relationships |
| 5 | Careers/CEIAG (Researching Employers) | Child on child abuse (HoY/DSL) | Addiction (alcohol) | Prevent agenda | Mental Health Seeking Support | Student Academy Council |
| 6 | Mental health -Normal discomfort | Careers/CEIAG (Researching Employers) | Financial stability | Careers/CEIAG (Life Events influence on your future) | Careers/CEIAG | Criminal Damage |
| 7 | Healthy Coping Strategies | | | | | Careers/CEIAG |
| 8 | | | | | | Volunteering |

OCL Personal Development Curriculum: Long Term Plan Year 9

In Year 9, the Personal Development focuses on CEIAG and employability as Year 9 is a key transition point into GCSEs and further education. This is a crucial opportunity to explore their options thoroughly at GCSE and Post-16 to enable students to make informed decisions during their GCSE options process. The curriculum continues to build upon the prior knowledge of Years 7 and 8 providing more depth in relation to physical health, for example, further detail on issues of alcohol but also introducing new aspects of physical health including STIs and body image. Students are reintroduced to citizenship focusing on the political system and how it works within the UK. In other areas, it examines themes in different circumstances, for example, mental health in relation to money management or mental health in relation to body issues. The

curriculum introduces money management as a stand-alone unit which seeks to provide an introduction to the basics of looking after finances but complements the employable me unit as well as providing vital life skills required for adulthood.

| YEAR 9 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|--|---|---|--|--|
| Title | Self-Care I (money management) | Self-Care II (Physical) | Self-Care III (Physical) | Employability and CEIAG I | Employability and CEIAG II | Citizenship |
| | <ul style="list-style-type: none"> • Describing what a budget is and explain the importance of managing money effectively • Describing the difference between debit and credit cards, borrowing and 'good and bad' debt • Describing what tax and National Insurance is and the benefit for the country and for citizens • Describing the impact money may have on mental health and discussing support and strategies | <ul style="list-style-type: none"> • Describe food groups and the importance of balanced grouping • Describe the benefit of exercise on physical and mental wellbeing • Describe the media implications for 'acceptable' or 'normative' bodies • Identifying the symptoms of body dysmorphia in men and women and where to seek support • Describing STIs, transmission and effect on physical health • Describing self-harm and the impact on physical and mental health • Describing the dangers of smoking and vaping and dangers for others | <ul style="list-style-type: none"> • Describe what vaccinations, blood and organ donations are and their purpose • Describe how to self-check for lumps and bumps, particularly skin • Identify and describe reproductive changes of concern and where to seek support • Recap alcohol abuse and explain responsible drinking including use of units and impact on health • Identify how stress affects the body and impact on lives | <ul style="list-style-type: none"> • Describe the importance of informed options at GCSE and impact on future educational decisions • Describe the difference between academic and vocational qualifications • Describe what an apprenticeship is and the levels of apprenticeships explaining the skills and industries that are available • Describe and know where to research good quality apprenticeships and how to effectively apply • Describe what a T Level is and explain the benefits of T Levels for different career pathways • Explain how to access and use career pilot effectively to support with identifying careers and qualifications | <ul style="list-style-type: none"> • Recap the skills and qualities questionnaire from Year 8 and consider the consequences of a weak skill set • Discuss and decide the purpose of a career e.g. making lots of money, job satisfaction • Describe and explain careers becoming 'portfolio' • Describe myths within the workplace and problems of stereotypical ideals of people in the workplace | <ul style="list-style-type: none"> • Describe what a democracy is and compare democracies across the world evaluating the effectiveness • Describe the political spectrum and identify political parties and the values/ideas/policies • Describe how parliament, elections and the voting systems in the UK • Students describe what the monarchy is and the role of the monarchy in the UK today |

Y9 Tutorial Session (OAW priorities): Long Term Plan

| YEAR 9 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------|---|--|-----------------------------|--|------------------------------|----------------------------------|
| Theme | Health and Wellbeing | Relationships | Health and Wellbeing | Living in the wider world | Relationships | Living in the wider world |
| 1 | Accessibility iPad | PD Quiz Feedback | PD Quiz Feedback | PD Quiz Feedback | PD Quiz Feedback | PD Quiz Feedback |
| 2 | Careers/CEIAG (Researching Employers) | Anti-Bullying Week 2022 | Living with periods | Eco Club | Trust/Grooming | Identifying discrimination |
| 3 | Importance of Sleep | Sexual relationships | STIs | Careers/CEIAG (National Careers Week) | Peer pressure (Staying Safe) | Careers/CEIAG |
| 4 | Health services (inc school nurses) | Careers/CEIAG (Humber Outreach Programme, HOP audit) | Careers/CEIAG | Student Academy Council | Saying no (stage 3) | Different types of relationships |
| 5 | Careers/CEIAG (Curriculum to Careers - Geography) | Child on child abuse (HoY/DSL) | Addiction (drugs) | Prevent agenda | Mental Health (Suicide) | Student Academy Council |
| 6 | Mental health - building resilience | Careers/CEIAG (Curriculum to Careers - Science) | Dangerous habits | Careers/CEIAG (Life Events influence on your future) | Careers/CEIAG | Stalking and Harassment |
| 7 | Misogyny (Kho) | | | | | Careers/CEIAG |
| 8 | | | | | | Volunteering |

OCL Personal Development Curriculum: Long Term Plan Year 10

In Year 10, the Personal Development focuses on three of the core concepts; love and relationships, employable me and mental wealth. These are crucial elements within KS4 that will support with their movement into young adulthood. Mental wealth is a unit of focus moving into KS4 where the step up in curriculum and commitment to GCSEs can be a source of anxiety and stress. In ensuring that this is early in the academic year, it provides ample opportunity to continue to explore these themes through pastoral conversations, assemblies and parents' evenings. Employable me units are also early in the academic year to encourage students to start researching their further and higher education and provide the motivation to see the importance of their GCSEs and to make connections to the next phase of their education.

| YEAR 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|--|--|---|--|---|---|
| Title | RSE I | RSE II | Self-Care (mental Health) | Employability and CEIAG I | Employability and CEIAG II | Citizenship |
| | <ul style="list-style-type: none"> Describe the qualities that make a healthy relationship as well as rights and responsibilities that individuals have in a relationship Identify coercive and qualities in an abusive relationship and where support can be sought describe what FGM, honour violence, forced marriage, harassment, up skirting and grooming are, the law and illegalities of these actions and where to find support Describe different forms of abuse in relationships | <ul style="list-style-type: none"> Describe different perspectives on the right time for individuals to take part in sex including abstinence until marriage and abstinence until the right relationship Describe informed consent specifically relating to romantic relationships and how someone appropriately ascertains whether informed consent has been provided Identify and describe different forms of contraception that are available for men and women and where contraception can be accessed including information about local services | <ul style="list-style-type: none"> Describe what mindfulness is, where they can seek support including charities, self-help, therapy, friends, GP and from the school Explain how the internet can be beneficial and also negatively impact on mental health and being able to identify where mental health is affected by poorly by internet usage Mental health and body image can be impacted by poor mental health and vice versa Impact of drugs from prescription to Class As and the impact these can have on mental health including drugs that seek to | <ul style="list-style-type: none"> Describe the nature of portfolio work and how careers will continually change Explain what Post-16/18 pathways exist and identifying how these fit with their career plans using Career Pilot Identify the differences between school, college and university in ways that studying take place, campuses and courses Describe the different types of university e.g. Redbrick, Russell Group Explain what factors should be taken into consideration for | <ul style="list-style-type: none"> Describe and be able to independently write a personal statement and CV that can be adapted over time Describe behaviours and qualities that will support in preparing and taking part in an interview. Describe how jobs can be found including using online forums, university and college careers guidance | <ul style="list-style-type: none"> Describe how the government works. Describe what the devolved governments are and how they can make decisions that are separate for the UK government Describe the role of the local and regional governance examining the role in a local context Identify areas of life that are affected by politics and how to make an informed decision Describe the history of voting and how being informed about political parties and policies can inform voting behaviour |

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|--|--|--|---|---|--|--|
| | | | <p><i>control poor mental health</i></p> <p><i>Discuss whether sadness is a legitimate feeling and whether there are times and opportunities in which we need to be sad</i></p> | <p><i>university choices e.g. finance, distance, types of courses</i></p> <ul style="list-style-type: none"> <i>Identify where to find and describe what the local and national trends of the labour market are and how these may impact on qualifications and career pathways</i> | | |
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Y10 Tutorial Session (OAW priorities): Long Term Plan

| YEAR 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|--|--|---|--------------------------------------|---|----------------------------|
| Theme | Health and Wellbeing | Relationships | Health and Wellbeing | Living in the wider world | Relationships | Living in the wider world |
| 1 | Accessibility iPad | PD Quiz Feedback | PD Quiz Feedback | Digital Resilience | PD Quiz Feedback | PD Quiz Feedback |
| 2 | Careers/CEIAG (Life events influence on your future) | Anti-Bullying Week 2022 | What is a healthy lifestyle? | Eco Club | Abuse (forms of abuse) | Challenging discrimination |
| 3 | Contraception (inc school nurses) | Sexual relationships | Type 2 Diabetes | Careers/CEIAG(National Careers Week) | County Lines - Supporting a friend | Year 10 Mock Assessments |
| 4 | Accessing Health services | Misogyny (Kho) - Ramifications of language | Careers/CEIAG (Job types) | Student Academy Council (Tuesday) | Online relationships (inc grooming) | Year 10 Mock Assessments |
| 5 | Careers/CEIAG (Life events influence on your future) | Careers/CEIAG (Humber Outreach Programme, HOP audit) | Addiction (Pregnant smokers) | Online exploitation | Mental Health Week: Preparing for a mock season | Year 10 Mock Assessments |
| 6 | Mental health - What is anxiety? | Child on child abuse (HoY/DSL) | Life expectancy - The secret to a long life | Careers/CEIAG (Job Types) | Careers/CEIAG | One Punch kills |
| 7 | Mental health - suicide rate | | | | | Careers/CEIAG |

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|---|--|--|--|--|--|--------------|
| 8 | | | | | | Volunteering |
|---|--|--|--|--|--|--------------|

OCL Personal Development Curriculum: Long Term Plan Year 11

In Year 11, the Personal Development focuses preparing students for leaving school and moving into the next phase of education. The curriculum focuses on the core concepts of physical and mental health and love and relationships. In Year 11, students who are three terms from turning 16 are able to give consent to withdraw from sex education. As such, key statutory RSE themes have been reintroduced (e.g. consent) but have been reconsidered to include other elements previously studied e.g. alcohol and drugs. Newer concepts such as pornography, young parenthood and infertility have also been included as these typically become highlighted areas at the age of 15-16. Students have financial education recapped as well as basic life skills and knowledge to help students succeed. This is to ensure that if students leave school and enter apprenticeships or traineeships at the age of 16 (where they would not be receiving further Personal Development) they will have had this information.

| YEAR 11 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---------|---|--|--|---|--|
| Title | RSE I | RSE II | Self-Care I (Life for Beginners I) | Self-Care II (Life for Beginners II) | Self-Care III (The End Game) |
| | <ul style="list-style-type: none"> Describe informed consent specifically considering issues of alcohol and drugs in relation to sexual consent Describe a healthy, romantic sexual with boundaries that are respected and what unhealthy romantic sexual relationships are ensuring that information around support is provided Describe myths around sexual relationships as a teenager including the frequency at which | <ul style="list-style-type: none"> Describe STDs and be able to explain the effects on physical health and implications for sexual relationships including the importance of honesty around infections. Describe where to go for regular checks as well as seeking support if they suspect they do have an STI Describe the nature of infertility and diseases including STIs that can cause infertility. | <ul style="list-style-type: none"> Describe basic living standards including recapping budgeting, debit and credit cards but also how to open different types of accounts, setting up different types of financial services e.g. SO and DDs. renting and buying properties, accessing services such as gas, electricity and water, broadband, TV and mobile | <ul style="list-style-type: none"> Explain how to manage their own health including how to sign up for medical care, knowing and understanding appropriate numbers to call in different medical situations. Know and understand how to self-check and screen with particular focus on skin and mole checks but additionally, lumps and bumps. | <ul style="list-style-type: none"> Describe the basics of ensuring good mental health including sleep, diet and balanced lives in relation to transition and exams Describe strategies to cope with stressful situations e.g. exams and transitions and explain which are most effective to supporting good mental wellbeing |

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| | <p><i>sex is being had and is 'acceptable</i></p> <ul style="list-style-type: none"> <i>Describe different gender and sexual orientations and respecting orientations</i> <i>Describe what pornography is and the potential problems that can be caused by pornography including unhealthy ideas of bodies, types of sex, boundaries, consent or lack thereof and addiction</i> | <ul style="list-style-type: none"> <i>Explain the effects these have on physical and mental health as well as the emotional implications of infertility.</i> | <ul style="list-style-type: none"> <i>Describe the importance of E-safety online particularly in relation to protecting identity and future employment</i> | <ul style="list-style-type: none"> <i>Describe the symptoms of addiction to drugs, alcohol and sugar being able to identify unhealthy relationships and where they need to seek advice and support for addiction.</i> <i>Describe and understand the different forms of domestic violence, they will be able to identify situations that are abusive and understand where to seek support.</i> | |
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Y11 Tutorial Session (OAW priorities): Long Term Plan

| YEAR 11 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---------|---|--|-----------------------------------|---------------------------|---|
| Theme | Health and Wellbeing | Relationships | Health and Wellbeing | Living in the wider world | Relationships |
| 1 | Accessibility iPad | Year 11 mock assessments | PD Quiz Feedback | Year 11 mock assessments | PD Quiz Feedback |
| 2 | Careers/CEIAG/ Employers/end of school /HETA/DWP/ Lincs 2 | Year 11 mock assessments | Revision Techniques | Year 11 mock assessments | Abuse (DV) |
| 3 | Good Food | Misogyny (Kho) - Recognising behaviours | Creating a revision timetable | Careers/CEIAG | Exam Stress: Compass Go |
| 4 | Exercise | Careers/CEIAG (Personal Statement) | Coping with change and transition | Dealing with Stress | Mental Health Week: Scrolling Nation |

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| 5 | Importance of sleep | Child on child abuse (HoY/DSL) | Addiction (Braking the cycle) | What is a healthy lifestyle? | |
| 6 | Careers/CEIAG - LINCS 2 | Careers/CEIAG (Life events) | Premature Mortality (JCa) | Extremist views | |
| 7 | Sexual Health: Changing bodies and the menopause | | | | |
| 8 | | | | | |