

## KS4 Curriculum Map – Personal Development:

Topic	Substantive Knowledge  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills)  This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities  What assessments will be used to measure student progress?
CIAG	<ul style="list-style-type: none"> <li>Part time jobs.</li> <li>CV writing.</li> <li>21<sup>st</sup> century skills.</li> </ul>	<ul style="list-style-type: none"> <li>Completing a table to show how they spend their time over a typical week. Reflecting on whether they are using their time effectively.</li> <li>Creating a CV.</li> </ul>	<ul style="list-style-type: none"> <li>Skills reflection (returning to a task completed at KS3 to self-assess their progress).</li> <li>Written reflection at the end of each lesson.</li> <li>Verbal contributions, listening skills and teamwork.</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>Money personalities.</li> <li>Pay slips and tax.</li> <li>Benefits of work beyond pay.</li> </ul>	<ul style="list-style-type: none"> <li>Students take the Barclay's 'money personality' quiz.</li> <li>Numeracy task calculating the difference between paying up front or using credit.</li> <li>Analysing a pay slip and calculate take home pay for imaginary characters.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment of numeracy tasks.</li> <li>Written reflection at the end of each lesson.</li> <li>Verbal contributions, listening skills and teamwork.</li> </ul>
RSE	<ul style="list-style-type: none"> <li>Factors impacting how we feel about ourselves, e.g. the media.</li> <li>Gender stereotypes.</li> <li>Healthy and unhealthy relationships.</li> <li>Consent.</li> <li>Safe sex (STIs, protecting your emotions...).</li> <li>Marriage and family life (including forced marriage and positive parenting).</li> </ul>	<ul style="list-style-type: none"> <li>Considering how different things impact how we feel about ourselves, and how we can control this.</li> <li>In groups, creating and analysing different people, considering how we 'do' gender in the 21<sup>st</sup> century.</li> <li>Analysing different types of relationships, identifying the qualities of a healthy relationship.</li> <li>Playing the 'handshake game'; understanding of the importance of consent.</li> </ul>	<ul style="list-style-type: none"> <li>Written reflection at the end of each lesson.</li> <li>Verbal contributions, listening skills and teamwork.</li> </ul>

		<ul style="list-style-type: none"> <li>Identifying 'risky' sexual behaviour and discuss how risks can be minimised.</li> </ul>	
CIAG - Citizenship	<ul style="list-style-type: none"> <li>What could I study at university?</li> <li>Modern British Values.</li> <li>Valuing diversity.</li> <li>Understanding and preventing extremism.</li> <li>Vaccinations.</li> </ul>	<ul style="list-style-type: none"> <li>Independent research task: students research entry requirements for their chosen University course.</li> <li>Reflecting on own values and what it means to be British.</li> <li>Fact check activity linked to diversity; students consider how diversity can be valued and encouraged.</li> <li>Analysis of different scenarios, identifying extremism and legitimate forms of protest.</li> <li>Whole class role play activity to understand how individuals are drawn into extremism and how this can be prevented.</li> </ul>	<ul style="list-style-type: none"> <li>Written reflection at the end of each lesson.</li> <li>Verbal contributions, listening skills and teamwork.</li> </ul>
PSHE and RSE	<ul style="list-style-type: none"> <li>Diversity.</li> <li>Gender stereotypes.</li> <li>Sexual exploitation.</li> <li>Sexual harassment.</li> <li>Mental health.</li> <li>Self-harm.</li> </ul>	<ul style="list-style-type: none"> <li>Analysing of headlines about diversity.</li> <li>Analysing anecdotes and statistics about gender stereotypes and discrimination.</li> <li>Identifying the signs of CSE before being given factual information and signposted towards support.</li> <li>Considering how sexual harassment can be combatted in schools.</li> <li>Discussing mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Written reflection at the end of each lesson.</li> <li>Verbal contributions, listening skills and teamwork.</li> </ul>
CIAG	<ul style="list-style-type: none"> <li>Future career options.</li> <li>Positive online presence.</li> </ul>	<ul style="list-style-type: none"> <li>Students complete an ICT research project about a potential future career. They formulate an action plan, considering how they will overcome potential obstacles.</li> <li>Practicing sending professional emails.</li> </ul>	<ul style="list-style-type: none"> <li>Written reflection at the end of each lesson.</li> <li>Verbal contributions, listening skills and teamwork.</li> </ul>

<p>Citizenship</p>	<ul style="list-style-type: none"> <li>• Global population.</li> <li>• Global development.</li> <li>• The refugee 'crisis'.</li> <li>• Climate change.</li> </ul>	<ul style="list-style-type: none"> <li>• Statistical analysis.</li> <li>• Literacy task considering different strategies for managing population increase.</li> <li>• Discussions surrounding development and our responsibilities as individuals.</li> <li>• Literacy task – students read an article and develop and challenge their ideas about the refugee 'crisis'.</li> <li>• Discussions surrounding climate change and our individual and collective responsibility to act.</li> </ul>	<ul style="list-style-type: none"> <li>• Written reflection at the end of each lesson.</li> <li>• Verbal contributions, listening skills and teamwork.</li> </ul>
<p>CIAG</p>	<ul style="list-style-type: none"> <li>• How are my GCSEs going?</li> <li>• Career journey.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessing academic and personal progress.</li> <li>• Discussing the importance of GCSEs in reaching future goals.</li> <li>• Annotating a career timeline, planning next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment: students reflect on their academic progress and the progress they are making in developing transferable skills.</li> <li>• Written reflection at the end of each lesson.</li> <li>• Verbal contributions, listening skills and teamwork.</li> </ul>
<p>RSE</p>	<ul style="list-style-type: none"> <li>• Teenage pregnancy.</li> <li>• Contraception.</li> <li>• Sexually transmitted infections including HIV/AIDs</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing different types of contraception and methods of preventing the spread of STIs.</li> <li>• Identifying how and where to seek support and guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Written reflection at the end of each lesson.</li> <li>• Verbal contributions, listening skills and teamwork.</li> </ul>
<p>PSHE</p>	<ul style="list-style-type: none"> <li>• Poor diet and associated health risks.</li> <li>• Benefits of self-examination/screening.</li> <li>• Organ donation.</li> <li>• First aid.</li> </ul>	<ul style="list-style-type: none"> <li>• Students create a leaflet/posted about self-examining/screening for different types of cancer.</li> <li>• Discussing changes surrounding organ donation laws; understanding how to opt in/out.</li> <li>• Students practice basic first aid.</li> </ul>	<ul style="list-style-type: none"> <li>• Written reflection at the end of each lesson.</li> <li>• Verbal contributions, listening skills and teamwork.</li> </ul>
<p>CIAG</p>	<ul style="list-style-type: none"> <li>• Post-18 options and setting goals (what can you study at University, what are my next steps).</li> <li>• Job application forms.</li> <li>• CVs.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are given factual, impartial advice about post-18 options and signposted towards websites which will help the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Written reflection at the end of each lesson.</li> <li>• Verbal contributions, listening skills and teamwork.</li> </ul>

	<ul style="list-style-type: none"> <li>• Interview skills.</li> <li>• The importance of work experience and volunteering.</li> <li>• How to manage time and pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Researching a range of post-18 options, formulating SMART next steps for their career journey.</li> <li>• Practicing using the STAR method to answer competency-based questions then complete a mock application form.</li> <li>• Creating a CV (passed to interviewers for the mock interview process).</li> <li>• Interview role play to develop skills.</li> <li>• Sharing ideas about how to revise effectively and how to manage time and stress in the run up to mocks.</li> </ul>	
CIAG and RSE	<ul style="list-style-type: none"> <li>• Personal statement writing.</li> <li>• Consent.</li> <li>• Promoting healthy relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a mock personal statement.</li> <li>• Recapping KS4 RSE with some more adult themes – what is consent and why is it important?</li> <li>• Discussing how pornography can impact a relationship and why it should not be used as a resource for RSE.</li> <li>• Discussing the implications of sexual messaging.</li> </ul>	<ul style="list-style-type: none"> <li>• Written reflection at the end of each lesson.</li> <li>• Verbal contributions, listening skills and teamwork.</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• Alcohol.</li> <li>• Smoking.</li> <li>• Drugs.</li> <li>• Introduction to tax and bills.</li> <li>• Student finance.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons are largely discussion based, sharing factual information and discussing the implications of inappropriate behaviour regarding alcohol, smoking and drugs.</li> <li>• Students use the 'Your Money Matters' textbook to calculate tax contributions for a range of incomes.</li> <li>• Literacy task: analysing an article from The Guardian about saving money at University.</li> </ul>	<ul style="list-style-type: none"> <li>• Written reflection at the end of each lesson.</li> <li>• Verbal contributions, listening skills and teamwork.</li> </ul>

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