

KS5 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?
PSHE	<ul style="list-style-type: none"> • Spectrum of mental health and mental illness. • Safeguarding our mental health. • Suicide. • Knife crime. • Learning to drive. 	<ul style="list-style-type: none"> • Students complete a range of tasks which develop their individual and group problem solving skills. • As a class, students annotate a continuum between mental health and mental illness. • Discussing how to support a friend with suicidal thoughts. They are signposted towards support if they/someone they know is having suicidal thoughts. • Analysing statistics relating to knife crime; discussing the dangers of carrying a knife. • Practicing for the driving theory test. 	<ul style="list-style-type: none"> • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork.
RSE	<ul style="list-style-type: none"> • RSE re-cap. • Contraception. • STIs. 	<ul style="list-style-type: none"> • ‘Consent is like a cup of tea’ video. • Analysing different methods of contraception. • Identifying common themes across STIs, e.g. how they are transmitted, the symptoms. • Factual information from The Brook and the NHS about preventing transmission and getting tested; focus on HIV/AIDs. 	<ul style="list-style-type: none"> • RSE quiz to assess prior knowledge. • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork.
PSHE	<ul style="list-style-type: none"> • Alcohol. • Smoking. • Drugs. • Gambling. 	<ul style="list-style-type: none"> • Calculating how many units are in different alcoholic drinks. • Discussing the laws surrounding alcohol and smoking and considering the wider implications of both. • Students are given factual, practical advice from the NHS. • Using information from FRANK, discussing different types of drug, why and how they are taken. 	<ul style="list-style-type: none"> • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork.

		<ul style="list-style-type: none"> • Discussing the use of study drugs and how people can get drawn into drug dealing. • Analysing an advert for gambling. • Ranking habits from recreational to problematic. • TED talk about gambling addiction. • Discussing why people take risks and how they can become more resilient. 	
PSHE	<ul style="list-style-type: none"> • Budgeting. • Planning for financial independence. • Credit cards. • Cooking. • Holidays. 	<ul style="list-style-type: none"> • Students play the Budgeting Money Game created by Barclay's Life Skills. • Identifying key areas of spending, e.g. rent. Using the Money Advice Service, students practice planning their own budgets and consider practical ways to manage a budget, e.g. Monzo. • Reading information from Monzo bank, students determine the pros and cons of different types of credit. • Students are introduced to credit scores and discuss the importance of a good credit score. • In groups, students plan and prepare a meal in line with the NHS Eatwell guide. • Students watch a short video clip then discuss why parents/guardians may not want young people travelling abroad unsupervised. • Literacy task: analysing an article about a teen holiday gone wrong. 	<ul style="list-style-type: none"> • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork.
PSHE and RSE	<ul style="list-style-type: none"> • Self-reflection. • Body image. • Pornography. 	<ul style="list-style-type: none"> • As a class, students discuss challenges they may face and develop strategies to overcome these challenges. • Analysing statistics and reflecting on why people may feel negative about their body image. • Discussing the positives and negatives of social media and considering how body confidence and self-esteem can be built. • Students look at Jameela Jamil's 'I weigh' campaign and consider what they 'weigh' beyond their appearance. • Matching pornography 'lies' to their implications. 	<ul style="list-style-type: none"> • Self-assessment: students complete a self-reflection task. • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork.

		<ul style="list-style-type: none"> • Discussing the impacts of revenge porn; students and are given factual information about the laws surrounding revenge porn. 	
RSE and citizenship	<ul style="list-style-type: none"> • Domestic abuse. • Forced marriage. • Registering to vote. • Who can you vote for? 	<ul style="list-style-type: none"> • Analysing statistics about domestic abuse. • Identifying behaviours they would consider to be abusive, and categorising these into the six categories of abuse. • 20-minute TED talk from campaigner Jasvinder Sanghera. • Students are given factual information about honour-based violence and discuss their thoughts on the topic. • Discussing the importance of voting and why many young people choose not to vote; 15-minute TED talk about young people and voting. • Summarising the history of voting in the UK. • Students are given factual information from gov.uk about how to register to vote and are given a brief summary of the types of elections they can vote in; video about how to actually place their vote on polling day. • Using ICT students prepare group presentations about a given political party, with the aim of convincing other students to vote for said party. Students reflect on which party best represents their views. 	<ul style="list-style-type: none"> • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork. • Quality of presentations and team work is assessed by the teacher. 'Voting' encourages informal peer assessment.
PSHE	<ul style="list-style-type: none"> • Physical health at university. • Mental health at university. 	<ul style="list-style-type: none"> • Students watch a 30-minute video from the BBC about the highs and lows of Freshers' week. • Factual information about how to register for a GP, etc. • Teacher lays out pieces of flipchart paper and draws a continuum from mental health to mental illness. In silence students annotate the continuum with words they would associate with the two extremes and anywhere in between. 	<ul style="list-style-type: none"> • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork.

		<ul style="list-style-type: none"> • Discussing why University can be a challenging time for an individual's mental health; students watch a short video. • Reading and annotating an article from The Guardian; discussing statistics from the NUS. • Students watch a video from Drink Aware about the impacts of alcohol on mental health, and a BBC3 video about drugs and mental health. • In pairs students are allocated an article about tackling mental health issues at University. They come up with five tips to care for their mental health. 	
Citizenship and RSE	<ul style="list-style-type: none"> • Youth homelessness. • Sexual harassment. 	<ul style="list-style-type: none"> • Developing a definition of 'youth homelessness' before copying the dictionary definition. • Discussing reasons for youth homelessness in the UK, watching a series of short videos. • Considering the impacts of youth homelessness and how the issue could be dealt with on a national scale. • Reading an article in their workbooks and developing a definition of sexual harassment. • Developing an understanding that sexual harassment is always wrong and must be reported. • Analysing an article about sexual harassment at University. • Documentary about sexual harassment in the workplace. Paused at key points to allow for class discussion. 	<ul style="list-style-type: none"> • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork.