


Long Term Plan: Personal Development

 The Westleigh School	HT1 (Week1-7)	HT2 (Week8-15)	HT3 (Week16-21)	HT4 (Week22-27)	HT5 (Week28-32)	HT6 (Week33-39)
YEAR 7	<p>Topic description- Independence and aspirations</p> <p>Developing goal setting, organisation skills and self-awareness:</p> <ul style="list-style-type: none"> • Transition to high school -Safeguarding in school -What is personal development? <p>Subject Key piece- Long written evaluative piece</p> <p>Literacy focus-</p> <ul style="list-style-type: none"> • Academic texts • Evaluation skills <ul style="list-style-type: none"> • Oracy – ability to justify an opinion • Poetry analysis <p>Careers Students will develop skills needed in the following industries: law, media, culture sector, human resources and teaching</p> <p>Enrichment Potential opportunity for visit to religious place of worship.</p>	<p>Topic description- Autonomy and advocacy</p> <p>Developing empathy, compassion and communication:</p> <ul style="list-style-type: none"> • Making and maintaining friendships • Identifying and challenging bullying • the development of compassion <p>Subject Key piece- Long written evaluative piece Oracy ethical debate on moral dilemmas</p> <p>Literacy focus-</p> <ul style="list-style-type: none"> • Academic texts • Evaluation skills • Developed writing of an argument • Oracy – ability to justify an opinion <p>Careers Students will develop skills needed in the following industries: Social work, human resources, public services and teaching</p>	<p>Topic description- Choices and influences</p> <p>Developing agency, strategies to manage influence and decision making:</p> <ul style="list-style-type: none"> • Regulating emotions -What to do if you are feeling upset -emotional changes in puberty <p>Literacy focus-</p> <ul style="list-style-type: none"> • Academic texts • Evaluation skills • Developed writing of an argument • Oracy – ability to justify an opinion <p>Careers Students will develop skills needed in the following industries: Social work, human resources, public services and teaching</p> <p>Enrichment Visit from external speaker from spectrum</p>	<p>Topic description- Independence and aspirations</p> <p>Developing assertive communication, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> • Puberty • Periods • Growing up • Hygiene <p>Literacy focus-</p> <ul style="list-style-type: none"> • Academic texts • Evaluation skills • Developed writing of an argument • Oracy – ability to justify an opinion 	<p>Topic description- Independence and aspirations</p> <p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> • Skills for employment • Applying for employment • Online presence and Reputation • Xello <p>Subject Key piece- GMACs piece on careers and aspirations</p> <p>Literacy focus-</p> <ul style="list-style-type: none"> • Class debate, Presentation, Group discussion • GMACs • Developing longer written answers relating to skills for employment <p>Careers Students will look at their own suited careers through the GMACs portal</p>	<p>Topic description- Choices and influences</p> <p>Developing agency and decision making skills:</p> <ul style="list-style-type: none"> • Drugs, alcohol and tobacco including religious attitudes • Religious rules and law • Safety and first aid <p>Subject Key piece- Long written evaluative piece Oracy ethical debate</p> <p>Literacy focus-</p> <ul style="list-style-type: none"> • Academic text, Research • Method, Evaluation • Class debate, Presentation, Group discussion • Ability to analyse sources relating to risk taking behaviours <p>Careers Students will develop skills needed in the following industries: Social work, human resources, public services (such as police) and teaching</p>
YEAR 8	<p>Topic description- Independence and aspirations</p> <p>Developing risk management skills, analytical skills and strategies to identify bias:</p> <ul style="list-style-type: none"> - Digital and media literacy -Online relationships -managing challenging content -body image -cyber bullying <p>Subject Key piece – Design a design making toolbox. Extended writing on social media.</p> <p>Literacy focus –</p> <ul style="list-style-type: none"> • how to critically analyse different sources of information • how to assess the reliability of media sources and critique social media content • Developed writing of an argument • Oracy – ability to justify an opinion <p>Careers Students will develop skills needed in the following industries: law, media, culture sector, human resources and teaching</p>	<p>Topic description- Autonomy and advocacy</p> <p>Developing respect for beliefs, values and opinions and advocacy skills:</p> <ul style="list-style-type: none"> • Stereotypes, prejudice and discrimination – MLK/Holocaust • Promoting diversity and equality (including religion) <p>Subject Key piece – Extended writing ‘Analyse whether we need to remember events like the Holocaust’</p> <p>Literacy focus –</p> <ul style="list-style-type: none"> • communicate concerns about, and challenge, prejudice and discrimination • challenge stereotypes using evaluative arguments in their writing • Academic texts on the civil rights movement <p>Careers Students will develop skills needed in the following industries: Social work, human resources, public services, law and teaching</p>	<p>Topic Description Choices and influences</p> <p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> • Engaging in democracy • Debating important issues <p>Subject Key piece- Creating a political party</p> <p>Literacy focus-</p> <ul style="list-style-type: none"> • Academic text, Research • Method, Evaluation • Class debate, Presentation, Group discussion <p>Careers Students will develop skills needed in the following industries: politics, public services and teaching</p>	<p>Topic description- Autonomy and advocacy</p> <p>Developing goal setting, motivation and self-awareness:</p> <ul style="list-style-type: none"> • Combating discrimination • LGBTQ+ Rights • Advocating for minority groups • Aspiration around careers <p>Assessment: formative assessment throughout, summative linked to PLC Subject Key piece- Extended writing on LGBTQ inclusivity</p> <p>Literacy focus-</p> <ul style="list-style-type: none"> • Academic texts • Evaluation skills • Developed writing of an argument • High level questioning • how to critically analyse different sources of information <p>Careers Students will develop skills needed in the following industries: Social work, human resources, public services (such as police) and teaching</p> <p>Enrichment Visit from external speaker from spectrum</p>	<p>Topic description- Choices and influences</p> <p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> • Researching local social issues • Advocating or raising awareness of social issues • Engaging with charity. <p>Subject Key piece- Extended writing on what the biggest influences are in their life.</p> <p>Literacy focus-</p> <ul style="list-style-type: none"> • Academic texts • Evaluation skills • Developed writing of an argument • High level questioning <p>Careers Students will develop skills needed in the following industries: Social work, human resources, public services, law and teaching</p>	<p>Topic description- Independence and aspirations</p> <p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> • Skills for employment • Applying for employment • Online presence and Reputation • GMACS <p>Subject Key piece- GMACs piece on careers and aspirations</p> <p>Literacy focus-</p> <ul style="list-style-type: none"> • Class debate, Presentation, Group discussion • GMACs • Developing longer written answers relating to skills for employment <p>Careers Students will look at their own suited careers through the GMACs portal</p>

<p>YEAR 9</p>	<p>Topic description- Autonomy and advocacy</p> <p>Developing self confidence, risk management and strategies to manage influence:</p> <ul style="list-style-type: none"> • Friendship challenges • Gangs and violent crime • Crime and Punishment • Drugs and alcohol • Assertive communication <p>Subject Key piece – Exam style questions including long written evaluative piece</p> <p>Literacy focus-</p> <ul style="list-style-type: none"> • how to assertively communicate values and beliefs in challenging situations • evaluate attitudes and social norms in relation to substance use <p>Careers Students will develop skills needed in the following industries: Social work, human resources, public services (such as police) and teaching</p>	<p>Topic description- Independence and aspirations</p> <p>Developing goal-setting, analytical skills and decision making:</p> <ul style="list-style-type: none"> • NEEDS CHANGING TO New unit <p>Subject Key piece- GCSE options process</p> <p>Literacy focus-</p> <ul style="list-style-type: none"> • GMACS • Written evaluation on future influences <p>Careers Students will look at their own suited careers through the GMACs portal</p>	<p>Topic description- Choices and influences</p> <p>Developing empathy, compassion and strategies to access support:</p> <ul style="list-style-type: none"> -Wants and needs -Rights and responsibilities -Human rights -Children's rights -What happens when rights are denied <p>Subject Key piece- Exam style questions including long written evaluative piece on</p> <p>Literacy focus-</p> <ul style="list-style-type: none"> • Project work on human rights that have been denied - research and reading articles <p>Careers Links to law and human rights advocates</p>	<p>Topic description- Autonomy and advocacy</p> <p>Developing decision making, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> • Avoiding extreme viewpoints • Making safe choices online • Understanding the signs around radicalisation. <p>Literacy focus-</p> <ul style="list-style-type: none"> • Academic text, Research • Method, Evaluation • Class debate, Presentation, Group discussion <p>Careers Students will develop skills needed in the following industries: Social work, human resources, public services, law and teaching</p>	<p>Topic description- Autonomy and advocacy</p> <p>Developing assertive communication, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> • Healthy/unhealthy relationships • Consent • Relationships and sex in the media <p>Subject Key piece- Debate on 'what to watch'</p> <p>Literacy focus-</p> <ul style="list-style-type: none"> • to evaluate opinions on ethical issues • to build skills in debating and arguments • Class debate, Presentation, Group discussion <p>Careers Students will develop skills needed in the following industries: Social work, human resources, public services (such as police) and teaching</p> <p>Enrichment Visit from external speaker from spectrum</p>	<p>Topic description- Choices and influences</p> <p>Developing decision making, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> • Sexually transmitted infections (STIs) • Contraception • Cancer awareness • First aid <p>Subject Key piece - First aid certificate</p> <p>Literacy focus-</p> <ul style="list-style-type: none"> • Academic text, Research • Method, Evaluation • Class debate, Presentation, Group discussion <p>Careers Students will develop skills needed in the following industries: Social work, human resources, public services (such as police) and teaching</p> <p>Enrichment Visit from external speaker from spectrum</p>
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