

**Shirebrook Academy**  
**Personal Development Scheme of Work 2020-21**  
**Key Stage 4**

**Rationale**

The personal development curriculum at Shirebrook Academy includes PSHE, Careers Education and financial capability, and Citizenship. Enterprise skills are also incorporated into the personal development curriculum wherever possible, along with whole school initiatives to develop resilience and growth mindset.

The overall aim of the personal development curriculum is to help students to develop the skills, knowledge and understanding to participate fully in school life and to make informed, confident choices as they progress into adulthood. Certain themes run throughout teaching of PD topics and links are made explicit wherever possible:

- Aspiration – encouraging all students to achieve at school and be ambitious for their futures
- Equality – to show students that gender, race, sexuality or any other characteristic should not be a barrier to participation in any aspect of life
- Support – students learn that all have different emotional and learning needs and a culture of empathy and mutual support should be promoted in all lessons.
- Lifelong learning – through PD teaching students develop skills to reflect, consider options and deal with change and transitions throughout life, not just in school

The programme is planned as a coherent series of activities which build students knowledge and skills from Y7 to Y11. Each topic broadly links to one of 4 areas of skill development – skills to be Safe and Healthy, Skills to be a Better Learner, Skills to be Employable, and Skills to be a good Citizen.

**Planning principles**

At KS3 and KS4 the personal development curriculum is delivered through the following:

- A series of Personal Development Days, where the normal timetable is suspended and students spend the day working on a personal development theme. The days are normally delivered by form tutors with support from the personal development co-ordinator and speakers from outside organisations (including the police, fire service, health promotion services, careers advisers, and local colleges).
- Personal Development Lessons for Y7-Y10 – 1 lesson per week timetabled with form tutors. Planned to extend Personal Development Day topics and provide opportunities for students to develop skills for effective learning.
- Through other subjects, for example RE, Science, Humanities – a cross-curricular audit in April 2020 has identified where PD themes are covered

- Through a planned programme of tutor time activities and assemblies

Some aspects of the PD curriculum involve students producing written work, however for much of PD delivery there is an emphasis on discussion and practical activity, simulating real life situations as far as possible. Students are encouraged to work on tasks in mixed ability groups and develop skills of peer support and collaboration.

The programme is planned to complement other opportunities for delivery of personal development themes, either through the core curriculum or through other activities such as voting for youth council, school council, fundraising events. Careful consideration is given annually to the content so that it matches the needs of each year groups specifically, and responds to local and national trends or concerns (for example labour market trends, health or crime issues).

### **Assessment**

Personal Development themes have been used to develop an assessment framework for Personal Development Lessons and Personal Development Days which matches the Shirebrook Academy approach to assessment – identifying criteria for ‘Expected’ and ‘Challenge’ learning. Tutor assessment and student self assessment will be used to identify student levels and record progress over KS3.

Y7 – no formal assessment. Students to complete reflective account of PD activities, GRIT and other aspects of their week, in Journals. Final topic in Y7 will be to reflect on the year and produce a piece of work outlining progress made, challenges overcome, and learning from PD lessons/days.

Y10/11 – no formal assessment. Students start to record achievements and competencies in RoA and online, for example KUDOS CV builder

### **Staff**

Personal Development days are planned by the personal development co-ordinator with heads of year and tutor teams, and delivered by form tutors and a range of speakers from outside agencies. Subject specialist staff may also support Personal Development days where appropriate. Teaching assistants are available where appropriate to support students on Personal Development days, and the personal development co-ordinator liaises with the SENCO to ensure that all students are able to access the programme.

Outside agencies include the school nurse, local police officers, Connexions advisers, staff from local colleges and training providers, theatre groups, and other professionals from the health service.

### **Resources**

The personal development co-ordinator is responsible for managing the budget for personal development, which covers paper resources, teaching materials, costs associated with organisations visiting school to deliver some parts of the programme and off-site visits.

## Links to National Frameworks

The scheme of work links each Personal Development day and PD lesson topics to the key concepts, key processes, and range and content of each national curriculum framework relating to personal development.

PSHE content has been mapped against the PSHE Association Programme of Study Jan 2020. In June 2019, the Department for Education launched the final statutory guidance to accompany introduction of compulsory health education, relationships education and relationships and sex education (RSE) which is compulsory from September 2020. The PSHE Association programme of study covers all aspects of this statutory guidance, with some additionality.

[https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020\\_0.pdf](https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020_0.pdf)

Citizenship content has been mapped against DfE programmes of study for Citizenship (2014)

<https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study/national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4>

Careers Education content is mapped against the CDI Framework for Careers Education (2020), which in turn has been mapped against the Gatsby Benchmarks. This ensures the programme meets the new statutory guidance for schools and colleges on careers guidance and access for education and training providers (January 2018). <https://www.thecdi.net/write/CDI-Framework-Jan2020-web.pdf>

## Personal Development Scheme of Work – Y10 topic overview

Timing	PD lessons	PD Days	Assessment
<b>Term 1</b> <b>Sept-Oct</b>	<b>Effective Learning</b> <b>7 weeks</b> <b>TY to lead, AF and BT to plan</b>	<b>October –</b> work experience preparation/job search skills	No formal assessment.  Tasks to be of real value where possible e.g write letter to MP
<b>Term 2</b> <b>Nov-Dec</b>	<b>Relationships/Sex</b> <b>7 weeks</b> <b>SU to plan</b>		
<b>Term 3</b> <b>Jan-Feb</b>	<b>Government/Politics</b> <b>6 weeks, AF and BT to plan</b>	<b>December –</b> Local Community	
<b>Term 4</b> <b>Mar-Apr</b>	<b>British Values</b> <b>6 weeks</b> <b>TM to plan</b>	<b>March –</b> Crime/Punishment	
<b>Term 5</b> <b>Apr-May</b>	<b>Personal Health</b> <b>6 weeks</b> <b>KW to plan</b>		
<b>Term 6</b> <b>June-July</b>	<b>7 weeks total</b> <b>2 weeks Personal Finance at work - CM</b> <b>1 week exam - CM</b> <b>2 weeks Work experience preparation - TH</b> <b>2 weeks work experience</b>	<b>June –</b> Talk the Talk	

Year 10	Effective Learning	PD lessons Term 1
<b>Aims</b> – students to develop skills and motivation to maximise their own learning outside school		
<b>National Framework outcomes:</b> PSHE Association Framework KS4 – H1, H2, H7, L1, L2		
<b>Learning Experience/Framework links</b>	<b>Resources</b>	
<p>Throughout the topic - personalised approach – students to reflect on their own reasons for studying, styles of learning, preferred methods of revising, etc. Use a variety of ‘brainbooster’ activities to start each lesson e.g. puzzles, 2 minute debates</p> <ul style="list-style-type: none"> <li>• Visualisation activity - Motivation to learn – why invest time at home, what’s in it for you? (Show messages/blogs etc from other teenagers – to think about broader context, why it’s worth aiming high and working for it)</li> <li>• Growth Mindset</li> <li>• The power of practice</li> <li>• How memory works – chunking</li> <li>• Different learning styles/intelligences – recognising own strengths and applying to learning</li> </ul>	<p>Bounce (Matthew Syed)</p> <p>Emotional Intelligence resources on T Drive, PD folder</p> <p><a href="https://www.campaign-for-learning.org.uk/Handlers/Download.ashx?IDMF=07f4cb7b-6f5f-42d2-8831-842c5f189797">https://www.campaign-for-learning.org.uk/Handlers/Download.ashx?IDMF=07f4cb7b-6f5f-42d2-8831-842c5f189797</a></p> <p>Childline website, section on study skills – guidance, message boards</p> <p>GCSE Pod – set homework to view Health and Fitness, and Study Smart pods/tasks</p> <p><a href="http://www.noetic.org/education/worldview/multimedia-video-links#l2">http://www.noetic.org/education/worldview/multimedia-video-links#l2</a> – video clips including learning styles, memory, paying attention</p>	
	<b>Key Vocabulary:</b> Mindset Practice Cornell Note taking Chunking Memory Revision	

Year 10	Work Experience preparation	PD Day October
<b>Aims</b> – students to develop skills relating to jobsearch through choosing and applying for work experience placements		
<b>National Framework outcomes:</b> PSHE Association Framework KS4 – L3, L4, L5, L6, L7, L8, L9, L10, L11  Careers Education CDI Framework KS4 – 3, 5,6, 7, 11, 14, 15, 16		
Learning Experience/Framework links	Resources	
<p>1 lesson – Transformation Trust – People skills including assertiveness, behaviour at work Or UNITE – employment rights</p> <p>1 lesson - Work experience – Introduction (hopes, fears, rules, process)</p> <p>1 lesson – Selecting placement – careers research, complete application form for a ‘sector’ (to be used as basis for discussions and mock interviews)</p> <p>1 lesson – Contacting placements – practice emails, phone calls, letters</p> <p>2 lessons - Interview preparation – introduce mock interviews, practice interviews with student panels</p>	<p>Transformation trust – to deliver people skills workshop (funded by Barclays Life Skills)</p> <p>Or – UNITE session</p> <p>Careers adviser – support careers research and sector application lesson</p>	

Year 10	Relationships/Sex	PD lessons – Term 2
<b>Aims</b> – to develop knowledge and skills to manage different stages in a relationship		
<b>National Framework outcomes:</b> PSHE Association Framework KS4 – H26, H27, H28, H29, H30, H31, H32, H33, R1, R2, R3, R6, R7, R8, R9, R10, R11, R12, R13, R16, R18, R19, R20, R21, R22, R23, R24, R27, R28, R29, R30, R31, R32, R33, R34,		
<b>Learning Experience/Framework links</b>	<b>Resources</b>	
Building on Health work in Y9 which included – Consent, sex in the media, contraception, healthy relationships  <b>To include:</b> <ul style="list-style-type: none"> <li>• Harassment – effects of language on behaviour/expectations (e.g. banter)</li> <li>• Gender expectations in relationships (cultural and media influences)</li> <li>• Review of sexual health knowledge – contraception/STIs, local services. Research task?</li> <li>• Healthy/Unhealthy relationships – abusive/controlling behaviours inc wider issues such as forced marriage. Strategies to avoid/deal with unhealthy relationships</li> <li>• Problems in relationships (e.g. jealousy, infidelity)</li> <li>• Ending relationships – emotional impact, wider context e.g. divorce</li> <li>• facts and choices in relation to pregnancy, Fertility – factors that can affect fertility (short and long term), medical interventions e.g. ivf</li> </ul>	Trust Me film  <a href="https://www.disrespectnobody.co.uk/">https://www.disrespectnobody.co.uk/</a>  <a href="http://thehideout.org.uk/young-people/home/">http://thehideout.org.uk/young-people/home/</a>  <a href="https://endlessvideo.com/watch?v=dIK_nOfLq0&amp;utm_source=safeshare.tv&amp;utm_medium=download&amp;utm_campaign=safeshare-download">https://endlessvideo.com/watch?v=dIK_nOfLq0&amp;utm_source=safeshare.tv&amp;utm_medium=download&amp;utm_campaign=safeshare-download</a>  <a href="https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships?gclid=EAlaIQobChMIitnC4d_E6QIVBrDtCh16gA_2EAAYASAAEgLHkPD_BwE&amp;gclsrc=aw.ds">https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships?gclid=EAlaIQobChMIitnC4d_E6QIVBrDtCh16gA_2EAAYASAAEgLHkPD_BwE&amp;gclsrc=aw.ds</a>	
Throughout all topics – delivery to be inclusive and refer to different genders, sexualities. Focus on skills and strategies to manage situations and emotions, sources of support and information	<b>Key Vocabulary:</b> Harassment Coercion Gender Diversity Sexual Health Chlamydia Fertility Pregnancy	

Year 10	Government/Politics	PD lessons Term 3
<b>Aims</b> – to build on Y9 Government/Democracy and British Values work using current events		
<b>National Framework outcomes:</b>  Citizenship KS4 – students should be taught about... <ul style="list-style-type: none"> <li>• Parliamentary democracy and the key elements of the UK constitution</li> <li>• Different electoral systems used in and beyond the UK, actions citizens can take to influence decisions locally, nationally and beyond</li> <li>• Other systems and forms of government beyond the UK</li> <li>• Local and regional governance, UK relations with the rest of the world</li> <li>• How public money is raised and spent</li> </ul>		
<b>Learning Experience/Framework links</b>	<b>Resources</b>	
Building on/revising Government and Democracy unit from Y9 PD lessons, and Y9 British Values day Focus on topical debate that can illustrate government at different levels e.g. Climate change  <b>To include:</b> <ul style="list-style-type: none"> <li>• Evolution of UK government and current debates</li> <li>• Impact of government on daily life e.g. taxation decisions</li> <li>• Employment law – linked to work experience/part time work</li> <li>• Using current news topics as case studies to understand parliamentary processes, elections, political parties and their philosophies.</li> <li>• International politics topics – Brexit, US politics, Russia etc</li> <li>• Other international themes – conflict, aid</li> <li>• Write to your MP or support a campaign – how citizens can get involved</li> </ul>	<a href="http://www.parliament.uk/education/">http://www.parliament.uk/education/</a>  <a href="http://www.redcross.org.uk/What-we-do/Teaching-resources/Lesson-plans">http://www.redcross.org.uk/What-we-do/Teaching-resources/Lesson-plans</a>  <b>Key Vocabulary:</b> Parliament County Council Local Council United Nations Brexit Conflict Aid Citizen	



Year 10	Citizenship in your Community	PD day January
<p><b>Aims</b> – students to learn about opportunities to become active citizens in their local community</p> <p><b>National Framework outcomes:</b>            PSHE Association Framework KS4 – L7, L8</p> <p>Citizenship KS4 –</p> <ul style="list-style-type: none"> <li>• The different ways in which a citizen can contribute to the improvement of their community</li> <li>• Actions citizens can take to influence decisions locally</li> </ul> <p>Careers Education CDI Framework KS4 – 5, 6, 7, 11, 12</p>		
<p><b>Learning Experience/Framework links</b></p> <p><b>Shirebrook – Past, Present, Future</b>  <b>Introduction: 2 lessons?</b></p> <ul style="list-style-type: none"> <li>• local history – mining, immigration histories</li> <li>• State of Shirebrook today – issues, positives, solutions</li> <li>• Plans for developing the area – economic development, industrial development.</li> <li>• What you can do as a local Citizen – groups, campaigns, charities</li> </ul> <p><b>Task – 2 -3 lessons plus presentation time</b>            Students to generate ideas for the development of Shirebrook (focus on what local citizens could do for their own community) – to be presented to DCC Thriving Communities team/other visitors at the end of the day</p> <p><b>Alternative</b> if enough projects available – link to real local projects – Time Bank, Thriving Communities, NG20 group. Work with any available projects with students in targeted groups</p>	<p><b>Resources</b></p> <p><a href="http://www.rtpi.org.uk/media/2177043/RTPI_Planning%20the%20Future_for%20teachers.pdf">http://www.rtpi.org.uk/media/2177043/RTPI_Planning%20the%20Future_for%20teachers.pdf</a></p> <p>Show Volunteer centres in Chesterfield and Mansfield - have directories of volunteering opps</p> <p><a href="http://www.noetic.org/education/worldview/multimedia-video-links#12">http://www.noetic.org/education/worldview/multimedia-video-links#12</a> – examples of young people taking positive action around the world</p> <p>Local community groups/networks – Bolsover District Council, DCC Thriving Communities, NG20, Time Bank, Junction Arts</p>	

Year 10	British Values	PD Lessons Term 4
<b>Aims</b> – to build on Y9 British Values day, with a focus on themes of tolerance and extremism		
<b>National Framework outcomes:</b> PSHE Association Framework KS4 – L24, L27, L28, L29, R35, R36, R37, R38  Citizenship KS4 – <ul style="list-style-type: none"> <li>• Human rights and international law</li> <li>• Diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding</li> <li>• Ways a citizen can contribute to society</li> </ul>		
<b>Learning Experience/Framework links</b>	<b>Resources</b>	
Adapt to reflect current events e.g. recent terrorist incidents  Introduction - to set context for the topic (use lesson 1 from 2020 folder, update with recent terrorist incidents) <ul style="list-style-type: none"> <li>• Lesson on Holocaust – historical context to illustrate extremism and hate</li> <li>• Speaker – Hope Not Hate (Owen Jones) – to whole year group as full lesson assembly. Or using James story from ‘No Place for Hate’ pack to illustrate radicalisation</li> <li>• Tolerance – debate whether the UK is a tolerant society, students given information to base their arguments (from 2019 folder)</li> <li>• Liberty – focus on freedom of speech and social media Examples to show difficulties in balancing the right to free speech with the law on inciting hatred (from 2019 folder, may need to update to reflect recent events)</li> </ul>	Show racism the red card  Extreme Dialogue website – films, personal stories relating to extremism  Stacey Dooley film – Luton  True Tube – ‘Extremists’ lesson plan  <a href="http://www.equaliteach.co.uk/faith-in-us/">http://www.equaliteach.co.uk/faith-in-us/</a> - lesson plans and resources on Islamophobia  <b>Personal influences lesson:</b> Home office #knifefree	

- Rule of Law – students to consider different laws that could be imposed to help counter extremism – their own ideas and proposed UK legislation (from 2019 folder with update, e.g. changes to law about release of those convicted of terrorist offences following Fishmongers Hall attack in London)
- New for 2021 Personal influences – Gangs case study. Evaluate own susceptibility to peer pressure

**Key Vocabulary:**

Tolerance  
Respect  
Liberty  
Rights  
Responsibilities  
Extremism  
Radicalisation  
Terrorism

Year 10	Crime and Punishment	PD Day March
<b>Aims</b> – students to understand the criminal justice system through taking part in a mock trial		
<b>National Framework outcomes:</b>  Citizenship KS4 – <ul style="list-style-type: none"> <li>• The legal system in the UK, how the law helps society deal with complex problems</li> </ul>		
Learning Experience/Framework links	Resources	
<p>Introduction of a scenario typical to the local area – use Crash Investigation from Road Safety Partnership. Give out courtroom roles at the start of the day (labels, stickers?) to allow students to focus on key points for trial preparation.</p> <p>Class to work through sequence of events:</p> <ul style="list-style-type: none"> <li>• the legal implications using Crash investigation resource</li> <li>• arrest procedures (mock witness statements)</li> <li>• CPS, different courts</li> <li>• Mock trial, students take roles</li> <li>• sentencing stages</li> </ul> <p>supported by local police officers and staff from magistrates court</p> <p>Afternoon – project-based activity based on current news stories – exploring legal processes, sentencing options, media reporting issues. To include local, national and international events.</p> <p>New for 2021 – include case study for cyber crime – see <a href="https://www.nationalcrimeagency.gov.uk/news">https://www.nationalcrimeagency.gov.uk/news</a></p>	<p>Crash investigation pack – Anna Burgin, DCC road safety</p> <p>Citizenship foundation mock trial</p> <p>Invite – magistrates (David Martin, John-Charles Tanner, Louise Hammond (via Charlotte)), police, road safety team</p>	

Year 10	Personal Health	PD lessons Term 5
<b>Aims</b> – to explore aspects of personal health and develop skills to manage own health		
<b>National Framework outcomes:</b> PSHE Association Framework KS4 – H3, H4, H5, H6, H8, H9, H10, H11, H13, H16, H17, H18, H19, H20, H21		
Learning Experience/Framework links	Resources	
<p><b>To include:</b></p> <ul style="list-style-type: none"> <li>• Healthy Eating – in the context of decision making about food (e.g. impact of fad diets, influences of food marketing). Debate laws around food labelling/marketing to promote healthy choices</li> <li>• Body image and cosmetic/aesthetic procedures (e.g. tattoos, sun lamps)</li> <li>• Mental Health – different conditions, causes, treatments. Include Illegal use of prescription drugs (E.g. <a href="https://www.bbc.co.uk/news/health-43431453">https://www.bbc.co.uk/news/health-43431453</a>)</li> <li>• Self Esteem – (context of KS4 pressures) strategies to manage stress/anxiety – Mindfulness?</li> <li>• Drug awareness – Cannabis – CBD/THC – differences in uses, legal issues, risks – medicinal/legal. (Starter – what do we know about cannabis? Then factchecking exercise)</li> </ul> <p>Throughout all topics – strategies for self-checking, seeking support, sources of information</p> <p>Look again at motivations for drug use/abuse – angel/demon activity could work well</p>	<p>Young Minds website</p> <p>‘Mindfulness for schools’ website</p> <p>Childline website</p> <p><a href="http://www.berealcampaign.co.uk/schools?utm_medium=email&amp;utm_source=edcoms&amp;utm_campaign=Edcoms_Rec_SM_C_Email1_Jan17_PShe&amp;utm_content=introtoolkit">http://www.berealcampaign.co.uk/schools?utm_medium=email&amp;utm_source=edcoms&amp;utm_campaign=Edcoms_Rec_SM_C_Email1_Jan17_PShe&amp;utm_content=introtoolkit</a></p> <p>Stacey Dooley film – drug industry</p> <p>Cannabis lesson:  <a href="https://www.bbc.co.uk/programmes/articles/1v5vxpY7zkVkJLLSsvRXvqJ/why-is-cbd-on-everyones-lips">https://www.bbc.co.uk/programmes/articles/1v5vxpY7zkVkJLLSsvRXvqJ/why-is-cbd-on-everyones-lips</a>  <a href="https://www.pharmaceutical-journal.com/download?ac=1076186">https://www.pharmaceutical-journal.com/download?ac=1076186</a></p>	

**Key Vocabulary:**

Diet

THC

CBD

Stress

Mindfulness

Depression

Year 10	Talk the Talk	PD Day June
<p><b>Aims</b> – students to develop oracy skills to prepare for work experience and post-16 progression</p>		
<p><b>National Framework outcomes:</b>            PSHE Association Framework KS4 – H1, H2, H4, R35, L1, L2, L3, L10,             Careers Education CDI Framework KS4 – 1, 2, 3, 11, 15, 16,</p>		
Learning Experience/Framework links	Resources	
<p>Full day delivery by Talk the Talk facilitators – 1 per tutor group</p> <p>Students work through activities to prepare, rehearse and present to their peers, with feedback from facilitators</p>	<p>Talk the Talk – funded by DANCOP for 2021</p> <hr/> <p><b>Key Vocabulary:</b></p>	

Year 10	Work Experience preparation	PD Lessons Term 6
<b>Aims</b> – students to develop confidence and skills to prepare for experience in the workplace		
<b>National Framework outcomes:</b> PSHE Association Framework KS4 – H22, L12, L13, L14, L15, L16, L17, L23  Citizenship KS4 – income and expenditure, credit and debt, financial products  Careers Education CDI Framework KS4 – 8, 9, 11, 13, 17		
<b>Learning Experience/Framework links</b>	<b>Resources</b>	
<ol style="list-style-type: none"> <li>1. 1 week - exams</li> <li>2. Placement preparation – job descriptions, travel arrangements etc.</li> <li>3. Dealing with problems on work experience (including health and safety)</li> <li>4. Finance at work – payslips, taxation</li> <li>5. Looking ahead – options after Y11 – double lesson including careers research</li> <li>6. 2 weeks on work experience</li> </ol>	Support with Work experience preparation from Admin staff	
	<b>Key Vocabulary:</b> Hazards Accident Rights Responsibilities Employer	



### Personal Development Scheme of Work – Y11 topic overview

Timing	PD Day	Assessment
Term 1 Sept-Oct	October – Careers/Post-16	No formal assessment
Term 2 Nov-Dec		
Term 3 Jan-Feb	Jan – Health	
Term 4 Mar-Apr	March – Transition (including study skills)	
Term 5 Apr-May		
Term 6 June-July		

Year 11	Careers	PD Day October
<p><b>Aims</b> – Students to learn about and prepare for applications to post-16 FE courses</p>		
<p><b>National Framework outcomes:</b>            PSHE Association Framework KS4 – L1, L2, L3, L4, L6, L10</p> <p>Careers Education CDI Framework KS4 – 1, 4, 10, 14, 15, 16</p>		
<p><b>Learning Experience/Framework links</b></p>		<p><b>Resources</b></p>
<p><b>To take place at Sports Direct</b></p> <p>Prior to day – assembly to explain post-16 opportunities</p> <p>Morning:            Initial presentation re Sports direct and Post-16 progression</p> <ul style="list-style-type: none"> <li>• Session on making successful applications</li> <li>• Practice application forms</li> <li>• Tour of Sports Direct</li> </ul> <p>Afternoon – tasters, students to choose a taster session, some to be delivered on site, some off. To include broad areas of study</p> <p>Sports Direct to deliver some tasters as part of the selection</p> <p>Business            Sport</p> <p>Colleges to deliver:            A levels            Vocational areas</p> <p>To follow up – assembly on part time jobs, careers guidance questionnaires and 1-1 support. Targeted group support for apprenticeships and SEN</p>		<p>Visits to colleges/6<sup>th</sup> form            In-house tasters</p>

Year 11	Health	PD Day January
<b>Aims</b> – To review knowledge about key health topics, and understand where to find help/advice on health issues as an adult		
<b>National Framework outcomes:</b> PSHE Association Framework KS4 - H5, H6, H8, H10, H14, H19, H20, H22, H23, H27, H28, H29, R5, R6, R7, R17, R23		
Learning Experience/Framework links	Resources	
<ol style="list-style-type: none"> <li>1. Review of Sexual health knowledge – ‘Sexplanation’ board game or Sexpression project</li> <li>2. Young drivers/passenger safety – with Road Safety Partnership – Andy Adlington</li> <li>3. Emotional well-being – with Samaritans</li> <li>4. Sexuality – with Sexual Health promotion service – Gary Woodhouse</li> <li>5. Drug awareness – focus on steroids. Input from Luci Hanmer CGL?</li> <li>6. Exam stress/anxiety – Marie North/Sophie Tipple, CAMHS</li> </ol>	Samaritans  Sexpression project  Sexual Health promotion service  CGL  DCC Road Safety Partnership  CAMHS	

Year 11	Transition to adult life	PD Day March
<b>Aims</b> – Students to develop skills for managing transition to adult life – in work and health contexts		
<b>National Framework outcomes:</b> PSHE Association Framework KS4 – R4, R5, R24, R25, R26, L2, L5, L12, L17, L18, L19, L21  Citizenship KS4 – income and expenditure, credit and debt, financial products  Careers Education CDI Framework KS4 – 2, 11, 13, 16, 17		
Learning Experience/Framework links	Resources	
<ol style="list-style-type: none"> <li>1. Double lesson – writing CV</li> <li>2. Parenthood – impact on relationships – tutor led, using virtual babies, Baby Borrowers resource or Sexpression project</li> <li>3. Financial capability – managing personal budgets as a young adult. Sources of financial support for YP. Focus on finance for Post-16. Money charity?</li> <li>4. Motivational speaker (DANCOP funded) – study skills, goal setting for revision/exam period</li> </ol>	Careers adviser/employer support for CV writing  Sexpression project  Money Charity/Your Money Matters resource  DANCOP motivational speaker – via Learn by Design	