

## Class of 2024: Personal Development Studies

### Long Term Plan 2021/2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
<b>Cycle 1</b>	<b>W/C 06/09</b>	<b>W/C 13/09</b>	<b>W/C 20/09</b>	<b>W/C 27/09</b>	<b>W/C 04/10</b>	<b>W/C 11/10</b>	<b>W/C 18/10</b>	<b>W/C 01/11</b>	<b>W/C 08/11</b>	<b>W/C 15/11</b>	<b>W/C 22/11</b>	<b>W/C 29/11</b>	<b>W/C 06/12</b>	
	<b>Health and wellbeing: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44</b>				<b>Relationships: R39, R40, R41, R3, R4, R42, R43</b>				<b>Health and wellbeing: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24</b>				Data and Planning days 6 and 7 December	
	<b>Term 1</b>	<b>Lesson:</b> Introduction to PDS; academy mission and values	<b>Lesson:</b> Managing risks – gangs and gang culture	<b>Lesson:</b> Legal and physical risks of carrying a weapon	<b>Lesson:</b> Positive relationships at home and at school	<b>Lesson:</b> Active listening, compromise and communication	<b>Lesson:</b> How to develop conflict management skills	<b>Term 2</b>		<b>Lesson:</b> Balancing work, leisure, exercise and sleep	<b>Lesson:</b> Making informed healthy eating choices	<b>Lesson:</b> Responsibility for physical health	<b>Lesson:</b> Emotional health and coping strategies	<b>Lesson:</b> Understanding healthy coping strategies
	<b>Assembly:</b> Academy mission and values	<b>Assembly:</b> Year Group identity and sentence	<b>Assembly:</b> Group think and how it affects behaviour	<b>Assembly:</b> Drugs, the law and negative peer influences	<b>Assembly:</b> Celebrating diversity and LGBTQ+	<b>Assembly:</b> Positive relationships	<b>Assembly:</b> Managing relationship breakdowns	<b>Assembly:</b> Protective characteristics and British values	<b>Assembly:</b> Work life balance	<b>Assembly:</b> What does a good diet look like?	<b>Assembly:</b> Responsibility for physical health	<b>Assembly:</b> Importance of mental health	<b>Assembly:</b> Understanding healthy coping strategies	
<b>W/C 13/12</b>	<b>W/C 20/12</b>	<b>W/C 03/01</b>	<b>W/C 10/01</b>	<b>W/C 17/01</b>	<b>W/C 24/01</b>	<b>W/C 31/01</b>	<b>W/C 07/02</b>	<b>W/C 14/02</b>	<b>W/C 28/02</b>	<b>W/C 07/03</b>	<b>W/C 14/04</b>	<b>W/C 21/03</b>		
<b>Living in the wider world: R39, R41, L3, L8, L9, L10, L11, L12</b>						<b>Relationships: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</b>								
<b>Lesson:</b> Universities and apprenticeships	School closed 23 / 24 December	<b>Term 3</b>	<b>Lesson:</b> What do Sixth Forms and colleges offer?	<b>Lesson:</b> Personal goal setting	<b>Lesson:</b> Skills for enterprise and employability	<b>Lesson:</b> Readiness for sexual activity	<b>Lesson:</b> Myths and misconceptions relating to consent	<b>Lesson:</b> Right to withdraw and capacity to consent	<b>Term 4</b>		<b>Lesson:</b> STIs and effective use of contraception	<b>Lesson:</b> Relationships in the media and pornography	<b>Lesson:</b> Risks of sharing sexualised images	
<b>Assembly:</b> Universities and apprenticeships	<b>Assembly:</b> Understanding different careers	<b>Assembly:</b> Challenging employment stereotypes	<b>Assembly:</b> Sixth Forms and colleges	<b>Assembly:</b> GCSEs – A Levels transition	<b>Assembly:</b> How to respond to feedback	<b>Assembly:</b> You are in control – peer pressures and sex	<b>Assembly:</b> What is consent?	<b>Assembly:</b> Pressure vs consent	<b>Assembly:</b> Where to go to for support?	<b>Assembly:</b> Causes of STIs	<b>Assembly:</b> Impact of social media on relationships	<b>Assembly:</b> Trusted relationships - sexting		
<b>W/C 28/03</b>	<b>W/C 04/04</b>	<b>W/C 25/04</b>	<b>W/C 02/05</b>	<b>W/C 09/05</b>	<b>W/C 16/05</b>	<b>W/C 23/05</b>	<b>W/C 06/06</b>	<b>W/C 13/06</b>	<b>W/C 20/06</b>	<b>W/C 27/06</b>	<b>W/C 04/07</b>	<b>W/C 11/07</b>		
<b>Living in the wider world: R15, R39, L1, L4, L5, L9, L10, L12, H32, L15, L16, L17, L18</b>														
Data and Planning days 30 and 31 March	<b>Lesson:</b> How to demonstrate strengths?	<b>Term 5</b>	Bank Holiday 2 May	<b>Lesson:</b> Interview advice and guidance	<b>Lesson:</b> Interview advice and guidance – scenarios and role play	<b>Lesson:</b> Professionalism in the workplace - scenarios	<b>Term 6</b>		Data and Planning days 14 and 15 July	<b>Lesson:</b> Recognising online perceptions	<b>Lesson:</b> Strategies to critically assess media bias	<b>Lesson:</b> Recognising the signs of political extremism	<b>Lesson:</b> How to challenge extremist viewpoints	
<b>Assembly:</b> Transferrable skills and abilities	<b>Assembly:</b> How to demonstrate strengths?	<b>Assembly:</b> Growth vs fixed mindset	<b>Assembly:</b> The importance of grit	<b>Assembly:</b> Interview advice and guidance	<b>Assembly:</b> Interview advice and guidance – scenarios and role play	<b>Assembly:</b> Professionalism in the workplace	<b>Assembly:</b> How the internet amplifies risks and opportunities	<b>Assembly:</b> Strategies to safely manage personal information	<b>Assembly:</b> Recognising online perceptions	<b>Assembly:</b> Strategies to critically assess media bias	<b>Assembly:</b> How personal data is collected and shared	<b>Assembly:</b> The process of radicalisation		

