

Y10 LTP Personal Development: “We all have the right to feel safe, to thrive and be respected.”

<p>Autumn 1 (7) Mentor: Respectful relationships, including friendships British Values and Protected Characteristics. WVMI: Consent and grooming Sexual Health Laws Online safety</p>	<p>Autumn 2 (7) Mentor: Building on respectful relationships, including friendships Recapping British Values and Protected Characteristics- are students demonstrating this behaviour? UK Parliament Week: Democracy. What is UK Parliament (using government resources)? WVMI: <i>Building on sexual health and laws-Consent and grooming Consolidating knowledge.</i></p>	<p>Spring 1 Mentor: Mental Health/Wellbeing Focusing on the protected characteristics of sex and disability. WVMI: Democracy- laying the foundations</p>	<p>Spring 2 Mentor: Mental Health/Wellbeing- in preparation for the mocks after Easter. Focusing on the protected characteristics of race and sexual orientation WVMI: **Understanding FGM, including the legalities behind it. What is modern slavery? — sexual exploitation with a focus on the tea farm scandal. - child criminal exploitation- County Lines</p>	<p>Summer 1: Mentor: Mentor: Careers and Managing Personal Finance Internet Safety and Harms WVMI: RE Focus- Core Jewish Beliefs -its foundation as the first Abrahamic religion.. Teaching in line with Eduqas’ Short Course Understanding</p>	<p>Summer 2: Mentor: Environmental Sustainability Marriage and Family (recapping Judaism) WVMI: RE Focus- Core Christian Beliefs -its links to the original religion that shaped Britain and how it has developed over time. Teaching in line with Eduqas’ Short Course</p>
<p>RSE 2.1-2.8, 3.1-3.4, 4.1, 4.2, 5.1-5.12 7.1-7.2 Aims of RSE outlined in the 2019 Guidance “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships” “enable them to know what a healthy relationship should look like and what makes a good</p>	<p>RSE 2.1-2.8, 3.1-3.4, 4.1, 4.2, 5.1-5.12 7.1-7.2 Aims of RSE outlined in the 2019 Guidance “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships” “enable them to know what a healthy relationship should look like and what makes a good</p>	<p>RSE: 6.1-6.6 8.1-8.2 -“positive effects of relationships on their mental wellbeing...identify when relationships are not right and understand how such situations can be changed” Citizenship - “foster the skills and knowledge required to “explore political and social</p>	<p>RSE: 7.1-7.2 10.1-11.5 1.1-1.7 Citizenship “foster the skills and knowledge required to “explore political and social issues critically, to weight evidence, debate and make reasoned arguments” - Help students to become “responsible citizens”</p>	<p>RSE: 7.1-7.2 10.1-11.5 1.1-1.7 Teach students how to “manage their money well and make sound financial decisions” Functions and uses of money, importance of budgeting and managing risk RE: Judaism British Values:</p>	<p>RSE: 1.1-1.7 Citizenship: “foster the skills and knowledge required to “explore political and social issues critically, to weight evidence, debate and make reasoned arguments” RE: Christianity British Values:Tolerance</p>

<p>friend...colleague...successful marriage or other type of committed relationship” “should also cover contraception...resisting pressure to have sex” “what is acceptable and unacceptable behaviour in relationships”</p>	<p>friend...colleague...successful marriage or other type of committed relationship” “should also cover contraception...resisting pressure to have sex” “what is acceptable and unacceptable behaviour in relationships” Citizenship “foster pupils’ keen awareness and understanding of democracy, government and how laws are made and upheld” (2014:227).</p>	<p>issues critically, to weight evidence, debate and make reasoned arguments” - Help students to become “responsible citizens” -Rules, laws and the justice system</p>	<p>-Rules, laws and the justice system</p>	<p>Tolerance of difference (different faiths and different beliefs)</p>	<p>of difference (different faiths and different beliefs)</p>
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The Year 10 long term plan is centred around the latest DFE requirements for RSE, Citizenship, and RE. There has also been much thought into the sequencing of the content based on the needs of our context. For the Scarborough UTC, Year 10 is a new cohort therefore if we feel their needs change the curriculum will be responsive to that in line with Government guidelines.

We are proud that our new Y11 cohort has been a part of this curriculum and the wider ethos of the school.

Our students have created the motto: “We all have the right to feel safe and respected”. Y11 will introduce this to our new Year 10 cohort because we believe that true personal development is driven by the needs and aspirations of our students.

The Short Course G.C.S.E in R.E. is an exciting opportunity for students to earn the equivalent of half a G.C.S.E at the end of Year 11 if they choose. All students (including those who do not take the G.C.S.E) will gain deep knowledge of Christianity and Judaism, and the ability to respond to philosophical and ethical questions using a range of “ways of knowing” (Ofsted Research Review) which includes studying religions through multiple disciplines such as a historical and literary lens. Consequently, students will be able to articulate informed arguments using reasoning skills and evidence in both written essays and verbal presentations.