



Personal Development Year 10 Long Term Mapping

Subject Intent/ Aims

"I have come that they may have life, and have it to the full." — John 10:10

The Personal Development programme at St Philip Howard is rooted in the teachings of the Church and reflects our mission to nurture every child so they can live life to the full. Guided by the example of Christ, our curriculum places love, dignity and respect at the centre of human development, helping pupils understand that they are created to love and be loved.

In Year 10, the curriculum aligns with the new DfE Personal Development Framework and plays a vital role in preparing pupils for the challenges of adolescence and future adulthood. Pupils learn how to protect their mental health, recognise unhealthy influences, and make safe, informed choices. Lessons on drugs, gangs and county lines build awareness of real-world risks, empowering students to stay safe within the community. Our RSE curriculum strengthens pupils' understanding of healthy relationships, expectations, consent, respect and personal boundaries. This supports emotional wellbeing and equips pupils with the skills needed to form positive, respectful connections with others. Pupils also learn about extremism, radicalisation and online risks, helping them to recognise harmful ideologies, stay safe online and confidently challenge narratives that threaten equality and British values. Careers and financial education introduce pupils to budgeting, employment pathways and long-term planning, ensuring they develop early independence and readiness for life beyond school. This is further enhanced through SPH Experience Days, employer encounters, Unifrog, and wider enrichment opportunities. Overall, the Year 10 Personal Development programme builds resilience, strengthens character, promotes safety and supports responsible decision-making. It provides a coherent and ambitious foundation that enables our pupils to flourish as compassionate, confident and informed young people.



Advent 1: Health and Wellbeing Advent 2: Experiencing and valuing the wider world	Lent 1: Relationships Lent 2: Health and Wellbeing	Pentecost 1: Relationships Pentecost 2: Experiencing and valuing the wider world
Key learning Mental health Financial decision making	Key learning Healthy and unhealthy relationships Exploring influence	Key learning Addressing online risks Careers education: Workplace knowledge and skills
<u>Key Content/knowledge</u> Advent 1: Health and Wellbeing How can changing negative thoughts help protect our mental health? - To understand what negative thinking is and how it can impact mental health and wellbeing. - To reflect on how negative thoughts can affect emotions and self-esteem - To practice techniques for reframing unhelpful thoughts and develop strategies to	<u>Key Content/ Knowledge)</u> Lent 1: Relationships What does a healthy relationship look like? - To understand common mental health pressures faced by teenagers - To learn practical coping strategies to manage stress, anxiety and pressure - To know how and where to seek support inside and outside of school What is abuse? - To understand the different types of abuse - To be aware of the signs of the 4 main types of abuse	<u>Key Content/ Knowledge)</u> Pentecost 1: Relationships What is online grooming? - To understand what online grooming is - To be aware of the risks of grooming online - To recognise those who are vulnerable to online grooming What is PREVENT? - To understand what extremism is - To be aware of radicalisation and PREVENT - To be aware of those who are vulnerable to extremism and where to seek support



build resilience How do we challenge stigmas and stereotypes in the media portrayal of mental health? - To understand common stigmas about mental health - To learn how to avoid stigmatizing those with mental health issues - To know how to support those with mental health issues	- To know the warning signs of abuse on how to get help What does an abusive relationship look like? - To understand what an abusive relationship may look like - To consider why somebody chooses to stay in an abusive relationship - To be aware of and recognise unhealthy barriers in relationships	Why should we respect diversity? - To understand the 9 protected characteristics - To know why it is important to respect diversity - To recognise we are all created in the image of God and deserve to be treated with dignity
How can we safeguard our own mental health? - To understand what depression and anxiety are - To know why it is important we look after our mental health - To know how we can safeguard our own mental health	What are the risks of online relationships? - To understand the pros and cons of using social media - To know what safe and risky online relationship behaviors look like - To be aware of the risk online relationships may have on our well-being	How can we challenge prejudice and discrimination safely? - To understand what prejudice, discrimination and hate incidents look like both online and in person. - To recognise how prejudice can make individuals more vulnerable to grooming, extremism or online manipulation. - To know how to safely challenge discrimination, report concerns and support peers in a respectful, responsible way.
How can we support boys' mental health? - To understand how toxic masculinity and peer pressure can affect mental health - To consider the expectations faced by boys and men - To be aware of key information surrounding boys' poor mental health	Lent 2: Health and Wellbeing What is gang culture? To understand what is meant by gang culture	Pentecost 2: Experiencing and valuing the wider world



What are support systems and how do they help us? 🧠 To understand what support there is for your mental health 💖 To be aware of when you might need to seek support for your mental health 👉 To know who we can speak to and where we can get support from	💖 To be aware of the dangers of being in a gang 👉 To know the legal and social implications of becoming involved in a gang	Why do we pay tax? 🧠 To know what HMRC, Taxes and pay slips are 💖 To be aware of why we pay taxes and what the money is spent on 👉 To be able to read a pay slip and recognise the key terms
Advent 2: Experiencing and valuing the wider world	What are county lines? 🧠 To understand what county lines are 💖 To be aware of how county lines target the young and vulnerable 👉 To recognise when somebody is at risk of being drawn into county lines	What is the Citizens advice bureau? 🧠 To understand what the citizens advice bureau is 💖 To know why people may need to visit the citizens advice bureau 👉 To know how we can access the citizens advice bureau
How can understanding your strengths and interests help you explore suitable career paths? 🧠 To identify your personal strengths, skills, and interests and understand how these relate to different careers. 💖 To reflect on what motivates and inspires you, and consider how your passions can shape your future career choices 👉 To research and match potential careers with your individual strengths and interests, creating a personal career profile or action	What are the dangers of knife crime? 🧠 To understand the law around carrying a knife 💖 To know the risks of being involved in knife crime/carrying a knife 👉 To be aware of the impact knife crime has on individuals, families and communities How can young people protect their mental health under pressure? 🧠 To understand how stress, pressure or poor mental wellbeing can increase a young person's vulnerability to risks such as gangs,	How do we prepare for the world of work? 🧠 To know what an employment contract is 💖 To know how networking tools like LinkedIn help young people build a professional profile. 👉 To understand how to present skills, interests and aspirations when preparing for future careers. How do we manage money safely and avoid financial scams



plan. Why is Work Experience important and how do I find a placement? - To understand why work experience is important for career development and gaining employability skills. - To recognise how volunteering or work experience can build confidence and help you discover what you enjoy. - To identify and research local work experience or volunteering opportunities that match your interests and career goals. Why do people borrow money? - To understand different reasons why people may need to borrow money/take out a loan - To be aware of what you need to consider before taking out a loan - To know the implications of borrowing money What are the effects of being in debt? - To know the difference between high risk and low risk loans - To consider the social, emotional and	county lines and knife crime. - To learn practical coping strategies that strengthen resilience and reduce the likelihood of being influenced, groomed or pressured by others. - To know how to seek help early, and how positive mental health supports safer decision-making in risky situations.	- To understand what financial scams, fraud and online financial exploitation look like. - To know how to protect personal information and make safe financial decisions when banking, buying or applying for jobs. - To be aware of where to seek advice (e.g., Citizens Advice, banks, Action Fraud) if we are concerned about fraud or financial pressure.
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physical effects of being in debt 👉 To be aware of how we can avoid debt What are the dangers of gambling? 🧠 To understand the different types of gambling 💖 To be aware of the social, moral and emotional effects of gambling 👉 To know how to get help if we care concerned about the effects of gambling		
<u>POS refs</u> H2, H5, H6, H7, H8, H9, H10 H25, R38, L16, L17, L18, L19, L20, L25	<u>POS refs</u> R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31 H19, H20, H21, R20, R35, R36, R37	<u>POS refs</u> R5, R6, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29 H25, R38, L16, L17, L18, L19, L20, L25



<u>Advent</u>	<u>Lent</u>	<u>Pentecost</u>
<u>Key concepts:</u>	<u>Key Concepts</u>	<u>Key Concepts</u>
Stigma	Abuse	Online grooming
Depression	Online relationships	Radicalisation
Anxiety	Gang Culture	Extremism
Safeguard	County lines	PREVENT
Toxic Masculinity	Knife crime	Protected characteristics
Expenditure		Diversity
Debt		HMRC
Gambling		Citizen's advice bureau
		LinkedIn
<u>HO Knowledge</u> Students develop the ability to critically analyse the factors contributing to mental health and ill health. They learn to recognise signs of mental health issues in themselves and others, understanding the importance of seeking help and offering support. Students develop an in-depth understanding of financial concepts, including budgeting, saving, investing, and managing debt. They will consider how advertising, peer pressure, and societal expectations can influence financial decisions, leading to debt or unhealthy financial habits like gambling. Students will learn to develop a realistic and healthy understanding of relationships. They will examine the influence of drugs, gangs, and media representations on behavior and decision-making and they will develop a deep understanding of the importance of community and belonging, analysing how different communities function and how extremism can disrupt social cohesion. They learn to appreciate cultural		



diversity and the factors that contribute to a sense of belonging.

<u>HO Composites</u>	<u>HO Composites</u>	<u>HO Composites</u>
• To learn to recognise mental health issues and to understand the societal stigma surrounding them. • They develop the ability to understand how stigma affects individuals and communities • To develop resilience and adaptive strategies for managing their mental health, especially during times of change. • To learn how to safeguard their own mental health and support others by recognising when to seek help and how to maintain a positive mental outlook. • To become advocates for mental health awareness.	• To learn to deconstruct media messages about relationships, identifying myths and unrealistic expectations. • To develop the ability to differentiate between healthy relationship standards and those distorted by media portrayals. • To explore how myths and stereotypes influence behaviour and relationships, and practice emotional intelligence to navigate these challenges effectively. • To learn practical skills to communicate their expectations clearly and resolve conflicts within relationships. • To critically examine how drugs, gangs, and	• To develop an understanding of the factors that contribute to a sense of belonging and the dynamics of different communities. • They understand how extremism disrupts social cohesion and how cultural awareness can prevent such disruptions. • To learn to engage in constructive dialogue and promote understanding within their communities. • To actively participate in or create initiatives that promote inclusion and challenge extremism • To learn the importance of social responsibility and community engagement in fostering a peaceful and cohesive society.



- To understand the ethical implications of financial decisions and to learn to make choices that are not only beneficial to themselves but also socially responsible.
- To practice creating long-term financial plans that align with their personal goals and values.
- To understand the risks of debt and gambling.

- media shape behaviour and decision-making.
- To understand the role of ethical decision-making in resisting the influence of drugs and gangs.

- To engage in deep self-reflection to identify their strengths, values, and interests, to create strategic career plans that are aligned with their long-term goals.
- To research various career options and critically evaluate the required qualifications, job market trends, and opportunities for advancement.

Composite Skills

- Building Self-Esteem and Positive Relationships
- Setting and Respecting Boundaries
- Basic Financial Literacy: Budgeting and Saving
- Effective Communication and Conflict Resolution



Assessment/s (Formative and Summative):

- Key Concept tasks
- RRR tasks at the start of each lesson
- Discussion tasks/Think Pair Share
- Tiered questioning
- Synoptic quizzes to be completed regularly

Literacy/Numeracy/Cross Curricular links

Literacy

- Use articles, stories, and case studies related to PSHE topics
- Teach students to structure arguments and express their thoughts clearly through persuasive writing exercises on PSHE-related issues.

Numeracy

- Use real-life scenarios to teach concepts like interest rates, loans, and investments, helping students make informed financial decisions.

Science:

- Human anatomy, puberty, and reproductive health.
- Mental health topics through a scientific approach, discussing the physiological effects of stress and strategies for well-being.

History:

- Historical events and figures in the context of social justice, human rights, and ethical decision-making.

ICT

- Digital literacy and online safety, focusing on responsible internet use and the impact of social media.



SMSC/BV

- **Reflection Activities:** Pupils are encouraged to reflect on their personal beliefs, values, and experiences.
- **Ethical Dilemmas:** Pupils will consider different moral dilemmas related to real-life situations
- **Celebration of Diversity:** Pupils will understand the 9 protected characteristics and learn to value the diversity in our society
- **Democracy Rule of Law:** Pupils will have a sound understanding of these concepts as well as the different types of law
- **Mutual Respect** All lessons will promote mutual respect and those in our local and wider communities
- **Conflict Resolution:** Pupils will learn different ways of resolving conflicts respectfully and understanding different viewpoints

Adaptive strategies

- Differentiated Instruction
- Use of Technology
- Scaffolded Learning
- Regular Check-ins
- Flexible Grouping
- Parental and Community Involvement
- Role-Play Scenarios



St Philip Howard Catholic Voluntary Academy

Department Planning 2025-2026



**St Ralph
Sherwin**
Catholic Multi Academy Trust



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY