

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</i> Consolidating knowledge.</p>	<p>Spring 1 Mentor: Mental Health/Wellbeing Focusing on the protected characteristics of sex and disability. WVMI: Democracy</p>	<p>Spring 2 Mentor: Mental Health/Wellbeing Focusing on the protected characteristics of race and sexual orientation Internet Safety and Harms 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 G.C.S.E.Understanding Migration., including the laws around British Citizenship and the legal rights of refugees and those seeking asylum. This is topical with the rise in Channel crossings and the government’s Rwanda policy. Opportunities to analyse media language that can influence views, and the differing types of media.</p>	<p>Summer 1: Mentor: Mentor: Careers and Managing Personal Finance WVMI: Health and Wellbeing- risky behaviours, avoidance and coping methods: key focus on substance abuse, in particular alcohol and drugs.</p>	<p>Summer 2: Mentor: Environmental Sustainability Marriage and Family (recapping Christianity WVMI: RE Muslim Beliefs: Building on Christian values and how this is the 3rd Abrahamic Religion. Focus on true beliefs and those of fundamentalists. Teaching in line with Eduqas’ Short Course G.C.S.E.</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</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</p>	<p>RSE: 6.1-6.6 8.1-8.2 -“positive effects of relationships on their mental wellbeing...identify</p>	<p>Citizenship Help students to become “responsible citizens” RSE: 7.1-7.2 10.1-11.5</p>	<p>RSE: 7.1-7.2 10.1-11.5 1.1-1.7 Teach students how to “manage their money</p>	<p>RSE: 1.1-1.7 Citizenship: “foster the skills and knowledge required</p>

<p>“give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships”</p> <p>“enable them to know what a healthy relationship should look like and what makes a good friend...colleague...successful marriage or other type of committed relationship”</p> <p>“should also cover contraception...resisting pressure to have sex”</p> <p>“what is acceptable and unacceptable behaviour in relationships”</p>	<p>“give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships”</p> <p>“enable them to know what a healthy relationship should look like and what makes a good friend...colleague...successful marriage or other type of committed relationship”</p> <p>“should also cover contraception...resisting pressure to have sex”</p> <p>“what is acceptable and unacceptable behaviour in</p> <p>Citizenship “foster pupils’ keen awareness and understanding of democracy, government and how laws are made and upheld” (2014:227).</p>	<p>when relationships are not right and understand how such situations can be changed”</p> <p>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” -Rules, laws and the justice system</p>	<p>1.1-1.7 RE: Christianity British Values: Tolerance of difference (different faiths and different beliefs)</p>	<p>well and make sound financial decisions” Functions and uses of money, importance of budgeting and managing risk</p>	<p>to “explore political and social issues critically, to weight evidence, debate and make reasoned arguments”</p> <p>RE: Islam British Values: Tolerance 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 Islam, 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.