

Y9 LTP Personal Development: “We all have the right to feel safe and respected.”

	<p>Autumn 1 Mentor: Respectful relationships, including friendships WVMI: Risky Behaviours, including online safety. Gangs and crime, including County Lines.</p>	<p>Autumn 2 Mentor: Democracy WVMI: Consent and grooming Changing adolescent bodies Sexual Health Laws</p>	<p>Spring 1 Mentor: Mental Health/Wellbeing WVMI: Understanding Migration.</p>	<p>Spring 2 Mentor: Careers and Managing Personal Finance WVMI: Health and Wellbeing- risky behaviours, avoidance and coping methods: Focus on drugs and alcohol.</p>	<p>Summer 1: Mentor: Families WVMI: Internet safety and harm</p>	<p>Summer 2: Mentor: Environmental Sustainability WVMI: Responsive teaching led by student voice, and /or a project led by students.</p>
	<p>RSE RSE: 1.1-1.7 2.1-2.8, 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 friend...colleague...successful marriage or other type of committed relationship” “what is acceptable and unacceptable behaviour in relationships” RSE: :3.1-3.8, 4.1-4.2 (Being Safe) 5.1-5.12 10.1-11.5</p>	<p>RSE: 5.1-5.12 Citizenship “foster pupils’ keen awareness and understanding of democracy, government and how laws are made and upheld” (2014:227). British Values: The Rule of Law</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 issues critically, to weight evidence, debate and make reasoned arguments” -Help students to become “responsible citizens” -Rules, laws and the justice system</p>	<p>RSE: 10.1-10.6 Citizenship Help students to become “responsible citizens” Teach students how to “manage their money well and make sound financial decisions” Functions and uses of money, importance of budgeting and managing risk</p>	<p>Citizenship: -Rules, laws and the justice system (including the role of the police and the operation of courts and tribunals) --Roles played by public institutions and voluntary groups in society: how citizens work together to improve their communities,</p>	<p>RSE: 7.1,7.2 Citizenship: “foster the skills and knowledge required to “explore political and social issues critically, to weight evidence, debate and make reasoned arguments”</p>

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The Year 9 long term Personal Development 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 9 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.

Here at the Scarborough UTC we believe that the teaching of Religious Education is an exciting and fundamental subject to give our students deep knowledge of Christianity, Judaism, Islam, Hinduism, Buddhism, not excluding humanism and atheism. Our curriculum design is based on the DFE guidelines of 2021 and the recent Ofsted Research Review, therefore students will benefit from a broad and balanced curriculum that is appropriately sequenced to ensure secure core knowledge as well as the skills. Students will have 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. The teaching of R.E. in Year 9 will lead to an opportunity for half a G.C.S.E by completing the R.E. Short Course that begins in Year 10.