

## Personal Development Long Term Plan 2024-2025

<u>Unit level and title</u>	<u>Learning Objectives</u>	<u>Learning across the curriculum</u>	<u>Assessment Task</u> (AOL/AFL)	<u>Number of guided learning hours</u>
<p><b>Book 1</b></p> <p><b>Level 1</b> Improving Physical Health and Wellbeing</p> <p><b>Level 2</b> Maintaining Physical Health and Wellbeing</p>	<p><b>Level 1:</b> Explain factors that influence physical health and wellbeing (A.P1).</p> <p>Create a plan to improve physical health and wellbeing (B.P2).</p> <p><b>Level 2:</b> Research the factors that impact a healthy lifestyle (A.P1)</p> <p>Discuss ways you can assist others to maintain a healthy lifestyle (A.P2).</p> <p>Assess personal lifestyle (B.P3).</p> <p>Develop personal goals and actions to improve your healthy lifestyle (B.P4).</p>	<p><b>RSE:</b> Allowing students to develop physical health and well-being has lifelong benefits such as knowledge about personal hygiene and its importance, as well as the physical and mental benefits of maintaining a healthy and balanced lifestyle. Our decision-making impacts on the quality of our lives and the lives of others.</p> <p><b>English:</b> Students have opportunity to practice presenting information in the correct format. Students are given a chance to use a range of reading strategies to complete tasks and tables correctly and in line with the assessment criteria. Students must respond appropriately to tasks using one of the six text types and meet the assessment criteria e.g. presentation of a six-week training programme (L1), info sheet to treat injuries (L2). Students are given opportunity to develop the skills required to locate, select and use information to complete tasks successfully.</p> <p><b>Numeracy:</b> Students will practice numerical reasoning, prioritising, and organising the relevant steps needed to complete activities or to reach a solution.</p>	<p><b>Formative assessment:</b> Teachers give written and verbal feedback to students throughout the unit.</p> <p><b>Summative assessment:</b> Assessment Record Sheet (p.42).</p>	<p>GLH 24 – Total unit time 30.</p>
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<p><b>Book 2</b></p> <p><b>Level 1</b> Understanding Emotional Wellbeing</p> <p><b>Level 2</b> Appreciating Emotional Wellbeing</p>	<p><b>Level 1:</b> Describe the importance of sharing personal emotions and feelings (A.P1).</p> <p>Identify the benefits and challenges when sharing personal feelings to others (A.P2).</p> <p>Describe the approaches you could take when sharing feelings with others (B.P3).</p> <p><b>Level 2:</b> Discuss the impacts of emotional wellbeing on self and others (A.P1).</p> <p>Review the responses to change to ensure a healthy emotional wellbeing (B.P2).</p>	<p><b>RSE:</b> Students will develop an understanding of how having a good physical health and well-being has life-long benefits. Students will discuss how we process and respond to our experiences affects our mental health and emotional well-being. Students will explore how our decision-making impacts on the quality of our lives and the lives of others.</p> <p><b>English:</b> Students will have opportunities to practice locating, selecting, and using information and presenting information and ideas in diverse ways. Students will be supported in presenting information in the correct format.</p> <p><b>Numeracy:</b> Students will practice numerical reasoning, prioritising, and organising the relevant steps needed to complete activities or to reach a solution.</p>	<p><b>Formative assessment:</b> Teachers give written and verbal feedback to students throughout the unit.</p> <p><b>Summative assessment:</b> Assessment Record Sheet p.34 (L1) and p.38 (L2).</p>	<p>GLH 24 – Total unit time 30.</p>
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<p><b>Book 3</b></p> <p><b>Level 1</b> Understanding the Role of Relationships in Social Health &amp; Wellbeing</p> <p><b>Level 2</b> Developing Social Health and Wellbeing</p>	<p><b>Level 1:</b> Summarise the impacts of relationships on personal wellbeing (A.P1).  Review how personal skills can help build and develop relationships (B.P2).</p> <p><b>Level 2:</b> Explain how social relationships contribute to personal health and wellbeing (A.P1).  Evaluate the importance of healthy social relationship behaviours (B.P2).</p>	<p><b>RSE:</b> Students will explore how we process and respond to our experiences affects our mental health and well-being. Students will study how our decision-making impacts on the quality of our lives and he lives of others. Through investigation, students will learn about how we engage with social influences shapes who we are and affects our health and well-being. Students will understand how healthy relationships are fundamental to our well-being.</p> <p><b>English:</b> Students will have opportunities to practice locating, selecting, and using information and presenting information and ideas in diverse ways. Students will be supported in presenting information in the correct format.</p> <p><b>Numeracy:</b> Students will practice numerical reasoning, prioritising, and organising the relevant steps needed to complete activities or to reach a solution.</p>	<p><b>Formative assessment:</b> Teachers give written and verbal feedback to students throughout the unit.</p> <p><b>Summative assessment:</b> Assessment Record Sheet p.42 (L1) and p.46 (L2).</p>	<p>GLH 24 – Total unit time 30.</p>
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<p><b>Book 4</b></p> <p><b>Level 1</b> Understanding Sexual Health and Wellbeing</p> <p><b>Level 2</b> Maintaining Sexual Health and Wellbeing</p>	<p><b>Level 1:</b> Outline factors that may influence the choice to enter into and continue an intimate relationship (A.P1).  Identify personal skills and how they can influence intimate relationships (B.P2).</p> <p><b>Level 2:</b> Discuss features of intimate relationships and the impact of these on wellbeing (A.P1).  Explain potential risks of intimate relationships on person wellbeing (B.P2).</p>	<p><b>RSE:</b> Students will learn how developing good physical health and well-being has lifelong benefits. Students will explore how we process and respond to our experiences affects our mental health and emotional well-being. Students will study how our decision-making impacts on the quality of our lives and the lives of others. Through investigation, students will learn about how we engage with social influences shapes who we are and affects our health and well-being.</p> <p><b>English:</b> Students will have opportunities to practice locating, selecting, and using information and presenting information and ideas in diverse ways. Students will be supported in presenting information in the correct format – diary.</p> <p><b>Numeracy:</b> Students will practice numerical reasoning, prioritising, and organising the relevant steps needed to complete activities or to reach a solution. Students will study identifying processes, connections, and review.</p>	<p><b>Formative assessment:</b> Teachers give written and verbal feedback to students throughout the unit.</p> <p><b>Summative assessment:</b> Assessment Record Sheet p.38 (L1) and p.50 (L2).</p>	<p>GLH 24 – Total unit time 30.</p>
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<p><b>Book 5</b></p> <p><b>Level 1</b> Developing Personal Identity</p> <p><b>Level 2</b> Investigating Personal Identity</p>	<p><b>Level 1:</b> Explain factors that can impact on personal identity, considering positive and negative influences (A.P1).</p> <p>Consider how personality types can help or hinder social interactions (B.P2).</p> <p><b>Level 2:</b> Describe factors that influence personal identity (A.P1).</p> <p>Examine how personal identity impacts on self and others (B.P2).</p>	<p><b>RSE:</b> Students will learn how developing good physical health and well-being has lifelong benefits. Students will explore how we process and respond to our experiences affects our mental health and emotional well-being. Students will study how our decision-making impacts on the quality of our lives and he lives of others.</p> <p><b>English:</b> Students will have opportunities to practice locating, selecting, and using information and presenting information and ideas in diverse ways. Students are given chance to practice responding to active verbs correctly.</p> <p><b>Numeracy:</b> Students will practice numerical reasoning, prioritising, and organising the relevant steps needed to complete activities or to reach a solution. Students will study identifying processes, connections, and review.</p>	<p><b>Formative assessment:</b> Teachers give written and verbal feedback to students throughout the unit.</p> <p><b>Summative assessment:</b> Assessment Record Sheet p.42 (L1) and p.46 (L2).</p>	<p>GLH 24 – Total unit time 30.</p>
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<p><b>Book 6</b></p> <p><b>Level 1</b> Improving Personal Impact on the Environment</p> <p><b>Level 2</b> Promoting Environmental Awareness</p>	<p><b>Level 1:</b> Describe an environmental issue and its impact (A.P1).  Describe how you have contributed to environmental issues (B.P2).</p> <p><b>Level 2:</b> Describe an environmental issue and its impact (A.P1).  Consider methods to help raise awareness of environmental issues with others (B.P2).  Communicate ways others can engage with environmental issues (B.P3).</p>	<p><b>RSE:</b> Students will study how our decision-making impacts on the quality of our lives and the lives of others.</p> <p><b>English:</b> Students will have opportunities to practice locating, selecting, and using information and presenting information and ideas in diverse ways. Students will practice using the skills needed to respond to what they have read, accurately. Students will be aiming to use extended answers to justify and explain.</p> <p><b>Numeracy:</b> Students will practice numerical reasoning, prioritising, and organising the relevant steps needed to complete activities or to reach a solution. Students will study identifying processes, connections, and review.</p>	<p><b>Formative assessment:</b> Teachers give written and verbal feedback to students throughout the unit.</p> <p><b>Summative assessment:</b> Assessment Record Sheet p.30 (L1) and p.26 (L2).</p>	<p>GLH 24 – Total unit time 30.</p>
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<p><b>Book 7</b></p> <p><b>Level 1</b> Financial Commitments</p> <p><b>Level 2</b> Being Financially Aware</p>	<p><b>Level 1:</b> Describe the financial products and services that could help benefit health and wellbeing (A.P1).</p> <p>Explore a financial decision showing an understanding of choices (B.P2).</p> <p>Identifying the associated risks of making a financial commitment (B.P3).</p> <p><b>Level 2:</b> Analyse sources of income including deductions on employment earnings (A.P1).</p> <p>Prepare a budget over a fixed period of time based on a scenario (B.P2).</p> <p>Discuss the impacts of sound budgetary management (B.P3).</p>	<p><b>RSE:</b> Students will study how our decision-making impacts on the quality of our lives and the lives of others.</p> <p><b>English:</b> Students will have opportunities to practice locating, selecting, and using information and presenting information and ideas in diverse ways. Students will practice using the skills needed to respond to what they have read, accurately.</p> <p><b>Numeracy:</b> Students will practice numerical reasoning, prioritising, and organising the relevant steps needed to complete activities or to reach a solution. Students will study identifying processes, connections, and review.</p>	<p><b>Formative assessment:</b> Teachers give written and verbal feedback to students throughout the unit.</p> <p><b>Summative assessment:</b> Assessment Record Sheet p.38 (L1) and p.30 (L2).</p>	<p>GLH 24 – Total unit time 30.</p>
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<p><b>Book 8</b></p> <p><b>Level 1</b> Produce a Personal Progression Plan</p> <p><b>Level 2</b> Producing a Long-Term Progression Plan</p>	<p><b>Level 1:</b> Carry out a review of strengths and weaknesses (A.P1).  Compile a short and mid-term progression plan (A.P2).  Respond to feedback on your plan (B.P3).</p> <p><b>Level 2:</b> Explore a range of personal and professional progression opportunities (A.P1).  Use tools and strategies to help inform your progression plan (B.P2).  Produce your progression plan (B.P3).</p>	<p><b>RSE:</b> Students will learn how developing good physical health and well-being has lifelong benefits. Students will explore how we process and respond to our experiences affects our mental health and emotional well-being. Students will learn about how we engage with social influences shapes who we are and affects our health and well-being.</p> <p><b>English:</b> Students will have opportunities to practice locating, selecting, and using information and presenting information and ideas in diverse ways. Students will practice using the skills needed to respond to what they have read, accurately.</p> <p><b>Numeracy:</b> Students will practice numerical reasoning, prioritising, and organising the relevant steps needed to complete activities or to reach a solution. Students will study identifying processes, connections, and review.</p>	<p><b>Formative assessment:</b> Teachers give written and verbal feedback to students throughout the unit.</p> <p><b>Summative assessment:</b> Assessment Record Sheet p.38 (L1) and p.34 (L2).</p>	<p>GLH 24 – Total unit time 30.</p>
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