

**Subject:** Personal Growth and Wellbeing    **Year** 10    **Ability** Mixed/SEN

Term / Date(s)	Half term 1 and 2	Half term 3 and 4	Half term 5 and 6
<b>Topic</b>	Unit 7: Developing resilient behaviour	Unit 5: Investigating personal identity	Unit 12: Producing a long-term personal progression plan
Topic overview	To understand the importance of being resilient and to develop ways in which to respond to challenging situations.	To evaluate our personal identity and its impacts on others	To produce a long-term personal progression plan.
<b>Pupils will learn...</b>			
<b>Components</b>	<p>A. Examine the importance of resilience and assertiveness.</p> <p>B. Describe ways to be more resilient and assertive.</p> <p><b>Golden threads of learning</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• What are resilience and assertiveness?</li> <li>• Importance of resilience and assertiveness</li> <li>• Approaches for improvement</li> <li>• Develop resilience skills</li> <li>• Benefits of reliance and assertiveness</li> <li>• The risks and negative impacts of not being resilient and assertive</li> <li>• Considerations for personal resilience</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Problem solving</li> <li>• Communication</li> </ul>	<p>A. Research factors that influence personal identity.</p> <p>B. Examine the impacts of personal identity on self and others.</p> <p><b>Golden threads of learning</b></p> <p>Knowledge:</p> <p>Influences impacting personal identity</p> <ul style="list-style-type: none"> <li>• Factors that define and affect personal identity</li> <li>• Importance and value of respect for self and others</li> <li>• Controlling emotions and behaviour</li> <li>• Positive contributions to society</li> <li>• Recognise positive and negative aspects of peers and the media on personal identity</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Self-reflection</li> <li>• Communication</li> </ul>	<p>A. Research opportunities for personal and professional progression.</p> <p>B. Produce a personal progression plan.</p> <p><b>Golden threads of learning</b></p> <ul style="list-style-type: none"> <li>• Researching learning and future career opportunities</li> <li>• Using tools and strategies to help make decisions, e.g. conducting a SWOT analysis and setting SMART targets</li> <li>• Identifying sources of information</li> <li>• Know where to go to seek further information, advice and guidance when needed</li> <li>• The process of applying for courses and jobs</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Personal social</li> <li>• Managing information</li> </ul>
<b>What pupils should already know (prior learning components)</b>	<p>Key stage 3 English.</p> <p>Key stage 3 PSHCE.</p> <p>Learners are most likely to succeed if they:</p> <ul style="list-style-type: none"> <li>• have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment</li> <li>• are willing to improve their mathematics and English skills.</li> </ul>	<p>Key stage 3 English.</p> <p>Key stage 3 PSHCE.</p> <p>Learners are most likely to succeed if they:</p> <ul style="list-style-type: none"> <li>• have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment</li> <li>• are willing to improve their mathematics and English skills.</li> </ul>	<p>Key stage 3 English.</p> <p>Key stage 3 PSHCE.</p> <p>Key stage 3 maths.</p> <p>Learners are most likely to succeed if they:</p> <ul style="list-style-type: none"> <li>• have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment</li> <li>• are willing to improve their mathematics and English skills.</li> </ul>

<b>Transferrable knowledge (skills)</b>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Writing, speaking and listening to others.</li> <li>• Using body language to help communication.</li> <li>• Using communication for different purposes.</li> </ul> <p><b>Working with others</b></p> <ul style="list-style-type: none"> <li>• Setting common goals.</li> <li>• Showing respect for others in the team and valuing their contributions.</li> <li>• Listening to others in the team, being open minded.</li> <li>• Taking on roles and responsibilities.</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>• Identifying issues by being able to examine information.</li> <li>• Dealing with change.</li> <li>• Decision making to find solutions.</li> <li>• Staying with a problem until it is resolved.</li> </ul> <p><b>Managing and presenting information</b></p> <ul style="list-style-type: none"> <li>• Collecting and using information.</li> <li>• Checking accuracy of information.</li> <li>• Organising information.</li> <li>• Representing information in different ways</li> </ul> <p><b>Self-management and development</b></p> <ul style="list-style-type: none"> <li>• Setting goals and planning ahead.</li> <li>• Being flexible.</li> <li>• Being resilient and able to work under pressure.</li> <li>• Monitoring performance and devising strategies for improvement</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Writing, speaking and listening to others.</li> <li>• Using body language to help communication.</li> <li>• Using communication for different purposes.</li> </ul> <p><b>Working with others</b></p> <ul style="list-style-type: none"> <li>• Setting common goals.</li> <li>• Showing respect for others in the team and valuing their contributions.</li> <li>• Listening to others in the team, being open minded.</li> <li>• Taking on roles and responsibilities.</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>• Identifying issues by being able to examine information.</li> <li>• Dealing with change.</li> <li>• Decision making to find solutions.</li> <li>• Staying with a problem until it is resolved.</li> </ul> <p><b>Managing and presenting information</b></p> <ul style="list-style-type: none"> <li>• Collecting and using information.</li> <li>• Checking accuracy of information.</li> <li>• Organising information.</li> <li>• Representing information in different ways</li> </ul> <p><b>Self-management and development</b></p> <ul style="list-style-type: none"> <li>• Setting goals and planning ahead.</li> <li>• Being flexible.</li> <li>• Being resilient and able to work under pressure.</li> <li>• Monitoring performance and devising strategies for improvement</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Writing, speaking and listening to others.</li> <li>• Using body language to help communication.</li> <li>• Using communication for different purposes.</li> </ul> <p><b>Working with others</b></p> <ul style="list-style-type: none"> <li>• Setting common goals.</li> <li>• Showing respect for others in the team and valuing their contributions.</li> <li>• Listening to others in the team, being open minded.</li> <li>• Taking on roles and responsibilities.</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>• Identifying issues by being able to examine information.</li> <li>• Dealing with change.</li> <li>• Decision making to find solutions.</li> <li>• Staying with a problem until it is resolved.</li> </ul> <p><b>Managing and presenting information</b></p> <ul style="list-style-type: none"> <li>• Collecting and using information.</li> <li>• Checking accuracy of information.</li> <li>• Organising information.</li> <li>• Representing information in different ways</li> </ul> <p><b>Self-management and development</b></p> <ul style="list-style-type: none"> <li>• Setting goals and planning ahead.</li> <li>• Being flexible.</li> <li>• Being resilient and able to work under pressure.</li> <li>• Monitoring performance and devising strategies for improvement</li> </ul>
<b>Key vocabulary pupil will know and learn</b>	Resilience Assertiveness Challenging situation Behaviour Emotional responses Emotional responsibilities Feelings Empathy Communication Problem solving	Personal identity Respect Self-reflection Communication Emotions Peers Media Society Outside influences Personality Emotional intelligence Body image Self-worth/self-esteem Sense of belonging Empathy Compassion	Personal skills Personal knowledge Personal understanding Career Multi-stage approach Short-, medium- and long-term targets Strategy Constraint Resilience Determination
<b>Assessment activities</b>	<p><b>Learning aim A:</b> Examine the importance of resilience and assertiveness. Evidence must include:</p> <ul style="list-style-type: none"> <li>• Information presented in an appropriate format highlighting what resilience and assertiveness are and their importance to challenging scenarios.</li> </ul>	<p><b>Learning aim A:</b> Research factors that influence personal identity. Evidence must include:</p> <ul style="list-style-type: none"> <li>• A personal response to factors that have influenced their personal identity presented in an appropriate</li> </ul>	<p><b>Learning aim A:</b> Research opportunities for personal and professional progression. Evidence must include:</p> <ul style="list-style-type: none"> <li>• List of sources, screenshots, tables identifying the research carried out to help inform the learner’s progression options available.</li> </ul>

	<p>A.P1 Identify the aspects of resilient and assertive behaviour.</p> <p>A.P2 Discuss the benefits of being resilient and assertive.</p> <p><b>Learning aim B:</b> Describe ways to be more resilient and assertive.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> <li>Detailed information on responses to a challenging scenario that considers how resilience may help to solve the problem.</li> </ul> <p>B.P3 Assess options to improve resilience and assertiveness.</p>	<p>format such as a report, personal log or presentation.</p> <p>A.P1 Describe factors that influence personal identity.</p> <p><b>Learning aim B:</b> Examine the impacts of personal identity on self and others. Evidence must include:</p> <ul style="list-style-type: none"> <li>Detailed information on the impacts of personal identity on self and others and the factors that enable individual positive contribution</li> </ul> <p>B.P2 Examine how personal identity impacts on self and others.</p>	<p>A.P1 Explore a range of personal and professional progression opportunities.</p> <p><b>Learning aim B:</b> Produce a personal progression plan. Evidence must include:</p> <ul style="list-style-type: none"> <li>Some analysis, processes or strategies to inform the creation of a personal progression plan with short-, medium- or long-term targets</li> </ul> <p>B.P2 Use tools and strategies to help inform your progression plan.</p> <p>B.P3 Produce your progression plan.</p>
<b>Resources available</b>	<a href="#">M:\TCA Personal Growth &amp; Wellbeing\Shared Documents</a>	<a href="#">M:\TCA Personal Growth &amp; Wellbeing\Shared Documents</a>	<a href="#">M:\TCA Personal Growth &amp; Wellbeing\Shared Documents</a>
<b>Notes</b> <b>Why this topic is important...</b>	<p>Challenging situations are common factors in our lives and how you deal with them will be based on your level of understanding, knowledge and skills. In dealing with these challenging situations, you may need to demonstrate assertiveness to respond effectively and not give up when faced with difficult situations/scenarios. Dealing with these situation/scenarios effectively will help protect your health and wellbeing. In this unit, you will develop knowledge and understanding of resilience and assertiveness and their importance. You will also consider your responses to difficult situations and how to resolve them.</p>	<p>Understanding personal identity becomes especially important as we develop from childhood, through the teenage years and into adulthood. Recognising that everyone is different and accepting these differences plays an important part of our society today and supports personal growth and wellbeing. In this unit, you will review what makes you individual, the factors influencing your personal identity and how you can function well in society. You will review your own personal identity and consider how you can positively contribute to society.</p>	<p>Creating a personal progression plan can help you to prepare for the future and provide direction towards achieving your personal and professional goals and support personal growth and wellbeing. For a progression plan to be useful to you, it should reflect where you are today and where you want to be in the future. It should also help you to identify short-, mid- and long-term tasks to aid your progression. In this unit, you will develop an understanding of the connection between your own skills, qualities, experience and aspirations and possible career opportunities. You will explore potential further learning and initial career opportunities, information and resources and evaluate them in terms of relevance to your own progression in order to develop a detailed personal progression plan.</p>