

 Subject Vision — Why Personal Development Matters

Our Vision Year 10 builds on every KS3 strand with KS4 additions — Computing, Religious Education, Citizenship and extended Financial Education. The RSE Drop-Down Day (We Believe Festival), delivered by the Science Department, provides extended specialist-led provision at the point of greatest statutory need. Goal-setting science, habit formation and values clarification equip pupils for the demands of GCSE study and beyond.	Key Concepts This Year ▶ Neuroscience of wellbeing: neuroplasticity, happiness chemicals and habit-loop science give pupils a mechanistic understanding of why wellbeing strategies work, not just what to do. ▶ Consent and RSE deepened: intimacy, pornography and boundaries — first introduced in Year 9 — are revisited with greater sophistication, culminating in the RSE Drop-Down Day's specialist delivery of R14–R21. ▶ KS4 additions: Computing literacy, Religious Education and Citizenship join the PSHE core themes this year, widening the statutory and Ofsted-mapped breadth of the programme. ▶ Independence: financial-independence budgeting and the Careers Lead's labour-market sessions mark a shift toward pupils planning their own post-16 futures.
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 Curriculum Journey — Learning Sequence by Term

AUTUMN — Wellbeing Science & Values	SPRING — Consent, Gangs & Stereotypes	SUMMER — Independence, Citizenship & RSE
Rewiring the brain for happiness; developing emotional awareness; healthy diet for performance; substance addiction; supplements; mindset, habits and exam stress; values in action.	Gangs and positive role models (two-part unit); intimacy, pleasure and enthusiastic consent; the distorted reality of pornography; personal boundaries; harmful stereotypes.	Goal setting; misinformation and computing literacy; financial potholes and independence; positive daily habits; Citizenship & RE — rights and communities; Careers Part 1 with the Careers Lead; safe, responsible and informed sex; RSE Drop-Down Day (We Believe Festival).
A Spiral Curriculum Year 9's introduction to consent and pornography awareness is deepened here and then delivered with specialist rigour on the RSE Drop-Down Day; gang-awareness content becomes more complex, asking pupils to evaluate real case studies rather than identify simple warning signs; financial potholes from Year 9 mature into an independence budget; and this year's Careers Part 1 sessions with the Careers Lead are the direct bridge to Year 11's post-GCSE planning.		

 Assessment Information

How Pupils Are Assessed ▶ Baseline check-ins (e.g. happiness-habits challenge, thought-feelings-actions diary) open each unit ▶ ★ Assessment tutor time sessions follow every block, including a dedicated End of Year 10 Assessment ▶ Distancing techniques remain central, particularly for consent, pornography and gang-related content ▶ No numerical grades — feedback informs GCSE-readiness planning and pastoral support ▶ RSE Drop-Down Day evaluation forms provide immediate feedback on the specialist-led provision	Formal Assessment by Unit ▶ Wellbeing & Emotional Awareness — happiness habits and emotional regulation ▶ Physical Health, Substances & Mindset — diet, supplements, addiction and exam mindset ▶ Safety & Peer Influence — gang-awareness scenario analysis ▶ Consent & Relationships — RSE, boundaries and pornography awareness ▶ Digital Literacy & Computing — computing literacy and misinformation ▶ Financial Education — independence budgeting and credit ▶ Citizenship, RE & Wider World — human rights and religious diversity ▶ End of Year 10 Assessment — summative portfolio across all Year 10 themes
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 PATHS Marking Framework

Every formal assessment is followed by feedback using PATHS — the school's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	Positive Comment	A specific, sincere comment on a genuine strength of the work — never generic praise.	<i>Your evaluation of the habit-loop model correctly applies cue-routine-reward to your own revision habit and explains why the reward stage matters most for consistency.</i>
A	Attainment Mark / Grade	A clear mark, level or working grade showing where the work sits against expectations.	<i>This response is performing at the Expected standard; to reach Greater Depth, design a habit-stack that links your new habit to an existing one.</i>
T	Target to Improve	One single, specific, prioritised target — never a list.	<i>Design one habit-stack linking a new revision habit to a habit you already do every day.</i>
H	How-to Instructions	Concrete, do-able steps telling the pupil exactly how to act on the target.	<i>(1) Choose an existing daily habit as the anchor; (2) decide the new habit you want to build; (3) write 'After I [anchor habit], I will [new habit]'; (4) keep the new habit under two minutes at first; (5) track it for one week.</i>
S	Student Response	Pupils respond in green pen in dedicated improvement time; the teacher checks the response.	<i>Green pen response writing and tracking the habit-stack, checked by the tutor.</i>