



## 6<sup>th</sup> Form Personal Development - Curriculum Map

	<p style="text-align: center;">Year 1 (Personal Development)</p> <p>Learning through</p> <ul style="list-style-type: none"> <li>• Opening Minds</li> <li>• PSHE</li> <li>• Expressive Arts</li> <li>• British Sign Language</li> <li>• Independent Living</li> <li>• Sport and Leisure</li> </ul>	<p style="text-align: center;">Year 2 (Personal Development)</p> <p>Learning through</p> <ul style="list-style-type: none"> <li>• Opening Minds</li> <li>• PSHE</li> <li>• Sport &amp; Leisure</li> <li>• Communication</li> <li>• FoodWise</li> <li>• RoadWise</li> <li>• British Sign Language</li> </ul>
Autumn 1	<p>RSA - Opening Minds - Module 1-Citizenship</p> <ul style="list-style-type: none"> <li>• 1.1 Produce a fact file about Manchester and the local history.</li> <li>• 1.3 Choose a culture different from your own and produce a fact file. Black History Month. Include relevant information and images.</li> <li>• 1.4 Give an example of a technology that you feel has either a negative / positive influence on peoples lives.</li> <li>• Create an Enterprise project to build life skills and make some money</li> <li>• Use the money made to plan an activity of your groups choice</li> <li>• Complete sessions to help you keep fit (Zumba)</li> <li>• Take part in an activity to gain skills and knowledge that you could use when you have your own house. (Horticulture / Juice Bar)</li> <li>• Read for pleasure twice a week - Discuss your book as a group</li> <li>• Keep updated by watching the news and discuss local, national and world events.</li> </ul>	<p>PSHE - Expressive Arts - Module 3 Arts in Action British Sign Language</p> <ul style="list-style-type: none"> <li>• 3.3 Learn a new skill over a period of time (eg playing a musical instrument, dancing, animation, painting, knitting, circus skills). As you progress, include regular monitoring as follows:</li> </ul> <p style="margin-left: 20px;">Show how you are involved in each session Keep records in an appropriate way Review regularly Suggest any solutions to issues that may arise Beware of your health &amp; safety</p>

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Autumn 2	<p>RSA - Opening Minds - module 2 - Learning</p> <ul style="list-style-type: none"> <li>2.4 Research how school, and what is learnt there, has changed over the last 50 years</li> <li>Produce an article for your school newsletter about the importance of literacy and numeracy to learning.</li> </ul> <p>RSA - Opening Minds - module 5 - Managing Situations</p> <ul style="list-style-type: none"> <li>Invite your parents to an event at the school. How are you going to invite them? Can you complete the task successfully? What are the risks in completing the task in your chosen way? (Parents evening?)</li> </ul>	<p>RoadWise Getting from A to B - Module 2</p> <ul style="list-style-type: none"> <li>1.1 Discuss with people in your group which methods of transport you use regularly, e.g. public transport, own transport, walking etc. Compare the use of different methods of transport for different journeys. Share your opinions about the positives and negatives of different methods of transport.</li> <li>1.4 Consider the meaning of 'independence' Discuss with your group how much you rely on transport provided by others. E.g. family and friends with a car, public transport, etc. Write down at least 3 things that would happen if you could no longer rely on regular methods of transport and at least 3 ways in which your life would improve if you had your own transport. Share your ideas.</li> <li>1.5 Invite a representative from the local bus company to talk to your group about their services (Cheryl Hill) prepare questions and keep notes.</li> </ul>									
Spring 1	<p>PSHE - Expressive Arts - Module 1 - Explore</p> <ul style="list-style-type: none"> <li>1.4 Take part in a warm up or introductory session for one or more of the following: Dance, singing, drama, music, other (Zumba) Record the details of these sessions.</li> <li>1.7 Visit a place of artistic interest (eg. A gallery, art installation, jewellery exhibit, studio, concert, gig, theatre, museum) Before you go, discuss with members of your group your expectations of the place you will be visiting. Afterwards, comment on how accurate your expectations were.</li> </ul>	<p>Bronze/Silver/Gold PDP - Module 1 Communication:</p> <ul style="list-style-type: none"> <li>1.3 Entertain a group of people to tea or coffee: OR Welcome visitors and show them around (Parents evening/shop)</li> </ul> <p>Module 2 - The Community</p> <ul style="list-style-type: none"> <li>2.1 Work as a group to make a list of the main organisations that help people in your community. For each organisation include the address, telephone number and a short description of what they do. Find out more about one of them and present your findings</li> </ul> <p>Module 3 - Sport &amp; Leisure</p> <ul style="list-style-type: none"> <li>3.1 Show that you've taken part in a least 2 of the following indoor activities:</li> </ul> <table border="1" data-bbox="1211 1161 2168 1281"> <tr> <td>Table tennis</td> <td>badminton</td> <td>squash</td> </tr> <tr> <td>Snooker/pool</td> <td>Volley ball</td> <td>bowling</td> </tr> <tr> <td>basketball</td> <td>football</td> <td>zumba</td> </tr> </table> <ul style="list-style-type: none"> <li>1.5 Make a chart to show how you use your time during the week. Compare it with charts produced by other people. Discuss your findings and give a short presentation on how you spend your leisure time.</li> <li>1.6 Identify a leisure activity that you would like to try. Find out more about it and how you could get involved. Try it out if possible.</li> </ul>	Table tennis	badminton	squash	Snooker/pool	Volley ball	bowling	basketball	football	zumba
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Spring 2	<p>PSHE - Expressive Arts - Module 3 Arts in Action British Sign Language</p> <ul style="list-style-type: none"> <li>3.3 Learn a new skill over a period of time (eg playing a musical instrument, dancing, animation, painting, knitting, circus skills). As you progress, include regular monitoring as follows:</li> </ul> <p>Show how you are involved in each session Keep records in an appropriate way Review regularly Suggest any solutions to issues that may arise Beware of your health &amp; safety</p>	<p>FoodWise - Healthy Eating- Module 1</p> <ul style="list-style-type: none"> <li>1.1 Identify the importance of the following food groups and their benefits to the body: give 5 examples of food in each group; Proteins Fats Carbohydrates Create a group display.</li> <li>1.4 Using the internet, investigate the food traffic light system and produce a poster explaining what it is.</li> <li>1.7 Design and make the packaging for a healthy meal. Include all the required information found on the food packaging.</li> <li>1.10 look at a basic recipe for a popular food product, such as a sausage roll or a sandwich, and come up with ways you could modify this product to make it healthy. Explain your reason.</li> </ul>
Summer 1	<p>Bronze/Silver/Gold PDP - Module 4 Home Management</p> <ul style="list-style-type: none"> <li>2:2 Plan and prepare a healthy snack for one person that would be suitable for a packed lunch</li> <li>2.3 Tidy &amp; clean a room</li> <li>2:7 Show how each of the following should be stored: Raw fish/meat Cooked food Fresh fruit/veg Dairy food Frozen food</li> <li>2:11 create a food diary for a week on what you normally eat. See how you could modify it to make healthier choices.</li> </ul>	<p>FoodWise - basic food safety - Module 2</p> <ul style="list-style-type: none"> <li>Section B 2.1 Complete a recognised Food Hygiene certificate.</li> </ul>

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Summer 2

### PSHE - Expressive Arts - Module 2 Create Perform & Present

- 2.5 Go to a performance, presentation, exhibition or other arts event.  
Discuss the event afterwards with your group and compare the experience of being a member of the public with that of being an artist.

### RSA Opening Minds Module 4 - Relating to people

- 1:1 Research somebody who has inspired you. List the reasons why you find that person inspirational.
- 6. Compile a list of methods to relax. Discuss the idea that relaxation is better when you are "away from everything and everyone"

### RoadWise Getting from A to B - Module 2

- 2.1 Collect a wide range of news articles about the impact of transport on the environment and ways in which it is being dealt with.  
Discuss these articles in your group and create a display.
- 2.4 Work in a group and use the internet to calculate your carbon footprint. You can also make calculations for all the members of your family or for a group of friends.  
Order yourself from highest to lowest. Look at the reasons for the difference in your carbon footprint and compare them. Create an action plan to reduce everyone's carbon footprint.
- 2.6 on your own or in a group create a questionnaire that asks people's opinion about emissions and noise pollution from traffic in your nearest town.
- Carry out a survey in a public place, like a shopping centre or busy street.
- Display your results in a graph.