



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Location of resources:	Staff hub – General – PSHE – Personal Development 2025-26
Curriculum intent and rationale:	At John Port Spencer Academy, our Personal Development curriculum is carefully designed and sequenced to be ambitious, inclusive, and empowering for every student. We aim to develop confident, reflective, and socially responsible young people who: • Understand themselves and others, developing self-awareness, emotional literacy, and the ability to build healthy, respectful relationships. • Navigate the challenges and opportunities of modern life, including wellbeing, digital citizenship, personal safety, and managing influence. • Develop the knowledge and skills needed for future success, such as careers awareness, financial capability, decision-making, and resilience. • Appreciate and celebrate diversity, recognising the importance of equality, inclusion, and respect within a multicultural society. • Engage thoughtfully with moral, social, and ethical issues, forming balanced viewpoints and practising responsible citizenship at local, national, and global levels. • Build character and personal strengths, including confidence, independence, teamwork, and the ability to communicate clearly and respectfully. • Apply their learning to real-life contexts, enabling them to make informed choices, stay safe, and contribute positively to their communities. Curriculum Organisation: Students are taught in mixed-ability classes. Personal Development is delivered through a combination of timetabled lessons, tutor time, assemblies, enrichment opportunities, and whole-school events to ensure a coherent and impactful learning experience.
Links to the National Curriculum and government guidelines:	Students follow RSHE (Relationships, Sex, Health Education) statutory guidelines and the Citizenship National Curriculum, year 10 cover the following: • Students follow RSHE (Relationships, Sex, Health Education) statutory guidelines and the Citizenship National Curriculum, year 10 cover the following: • Understanding the foundations of healthy, respectful intimate relationships, including equality, communication, and boundaries; recognising red flags such as coercive control, emotional abuse, and unhealthy dependency; and understanding consent in intimate contexts, including the law and the impact of pressure or intoxication. • Developing knowledge of physical and emotional wellbeing, including understanding mental health conditions and stigma, managing academic pressure and stress, exploring the impact of substances and risk-taking behaviours, and learning about sexual health, contraception, STIs, and accessing support services. • Exploring identity, diversity, and equality, understanding intersectionality and how overlapping identities shape experiences, recognising discrimination in education, workplaces, and public life, understanding rights under the Equality Act 2010, and developing confidence in challenging prejudice and promoting inclusion. • Building digital literacy and online safety, including understanding digital consent and image-sharing, recognising online manipulation, scams, and extremist content, evaluating online information critically, and managing digital wellbeing, boundaries, and reputation. • Developing careers awareness, such as exploring post-16 pathways (A-levels, T-levels, apprenticeships, vocational routes), understanding labour market trends, building employability skills, and developing CVs, personal statements, and interview confidence. • Understanding rights, responsibilities, and British values, including how the political system works, how elections and political parties operate, how human rights are protected, and how citizens engage with issues such as justice, privacy, and freedom of speech. • Learning strategies for managing emotions, decision-making, and resilience, helping students navigate complex dilemmas, manage stress, build independence, and apply problem-solving strategies to academic and personal challenges. • Applying learning to real-life scenarios, enabling students to analyse mature situations involving relationships, sexual health, discrimination, online risks, and wellbeing, and to make informed, responsible choices that support safety and personal development.

What content needs to be covered? Key Knowledge and skills / misconceptions to address

By the end of the year students will know:

Half Term 1	Half Term 2 and 3	Half Term 3 and 4	Half Term 4 and 5	Half Term 5 and 6
Health and wellbeing – Mental health Students will learn key knowledge about: • Poor sleeping patterns • The risks of drugs and alcohol linking to road safety • The different types of mental health • The impacts of mental health • The importance of self-examination • Coping with mental health during GCSE's • The types of abuse Students will learn key skills including:	Careers & finance – Financial decision making Students will learn key knowledge about: • Buy now, pay later schemes • Mortgages – renting and buying property • Work life balance • Working hours • National employment trends. Students will learn key skills including: • Buy now pay later schemes are used both in store and online. They can be useful so you can manage your finances in the future. However, they can lead to people going into debt or into overdrafts.	RSE – Communication in relationships and families Students will learn key knowledge about: • Harmful online content – the dangers of pornography • Consent and harassment • The link between relationships and mental health • The different types of sexually transmitted infections (STI's) • Fertility and how this changes with age • Rights, trust and values within relationships	Personal Safety – Exploring influences Students will learn key knowledge about: • Domestic violence • The effects of female genital mutilation • Child on child abuse • Courage to fail • Staying safe on the road • Recognising coercion • Victim blaming Students will learn key skills including: • Domestic abuse can take many forms, including physical, emotional, psychological, financial or sexual, and	Global Issues – Addressing radicalisation and extremism Students will learn key knowledge about: • The effects of cyberbullying • Sustainability and the environment • Religion in the UK • Religious celebrations • Managing conflict and exit strategies Students will learn key skills including: • Cyberbullying can happen when people misuse digital platforms to intimidate or embarrass others, and that it can have serious emotional and social impacts, including isolation, anxiety and reduced confidence.



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- The impact of poor sleep patterns can lead to insomnia, narcolepsy, PTSD and sleep paralysis - Drugs and alcohol can negatively impact the safety on roads and lead to car accidents and injuries or fatalities - There are 7 types of mental health: Bipolar disorder, Schizophrenia, Stress, Anxiety, Dementia, Insomnia, Depression - The main causes of mental health issues is from biological, psychological and socio-cultural factors. Furthermore, mental health can contribute to feeling sad and down, or excessive fears. - Regular checks for lumps, rashes, blood pressure and heart rate can give an indication of any long term illnesses and help save lives. - Breathing exercises and mindfulness alongside clear timetables and revision strategies can help coping techniques during GCSE's. - An overview of the 4 types of abuse: sexual abuse, neglect, emotional and physical. This links into our safeguarding policy. Key terminology: Abuse, anxiety, biological factors, bipolar disorder, coping strategies, dementia, depression, emotional abuse, insomnia, mental health, mindfulness, narcolepsy, neglect, physical abuse, PTSD, revision strategies, safeguarding, schizophrenia, self-examination, sleep paralysis, stress, substance misuse. Challenges • Students may struggle to recognise when poor sleep is affecting their wellbeing or may normalise unhealthy sleep habits. • Some students may underestimate how significantly drugs and alcohol affect road safety and decision-making. • Mental health terminology may feel overwhelming, especially when conditions sound similar or unfamiliar. • Students may find it difficult to identify the root causes of their own stress or emotional struggles. • Self-examination may feel embarrassing or confusing, making students hesitant to check for changes or seek help. • Coping during GCSEs can feel overwhelming, and students may not know how to structure revision or manage pressure.	- A mortgage is a large loan to buy a house. You pay it back over a longer period, normally 25 years. If you do not pay your mortgage, you risk losing your house. Renting a room or house involves paying an agreed amount every month to a landlord. To leave the tenancy agreement, you only need to provide notice, normally 1 month. - Work-life balance is all about making sure that you find time for yourself as well as work/employment. E.g. making sure that you get to see family and friends after work and outside of work hours. - There are laws in place at work to ensure that people are treated fairly and equally. This includes: minimum wage and limiting the number of hours people are allowed to work per week. - Employment trends have changed over time, with the UK seeing a long-term shift from manufacturing and manual work towards service-based, digital, and flexible forms of employment. Key terminology Buy now pay later, debt, employment trends, financial planning, flexible work, landlord, minimum wage, mortgage, overdraft, renting, repayment, tenancy, work-life balance, working hours Challenges • Students may not fully understand the long-term financial risks of buy now, pay later schemes, especially when payments seem small or delayed. • Mortgages and renting can feel overwhelming or confusing, particularly when students have limited experience with financial commitments. • Work-life balance may be difficult for students to imagine, especially if they see adults around them struggling to maintain it. • Students may not be aware of workplace rights or may assume employers can set any conditions they choose. • Employment trends may feel abstract, making it hard for students to understand how the job market is changing and what skills will be needed in the future. Misconceptions <u>Buy now, pay later is “free money”</u> Students may not realise that missed payments can lead to debt, interest or overdraft charges. <u>Mortgages are always better than renting</u>	Students will learn key skills including: - People may view online sexual content for different reasons like reducing stress, but frequent use can influence expectations about relationships and bodies, and may affect healthy sexual development. - Consent and harassment links to peer pressure, coercion and victim blaming. - Sexuality and peer pressure can negatively influence mental health “STIs are usually spread through unprotected sexual activity, and if left untreated they can lead to serious health problems. Students learn about common STIs in the UK such as chlamydia, genital warts, gonorrhoea, genital herpes and syphilis and how early testing and treatment help protect long-term health. - Fertility decreases with age. Female fertility gradually declines in the 30s, particularly after the age of 35 years old. After menopause (when menstruation stops) they are no longer able to conceive. This usually occurs between 45 and 55. - Rights, values and responsibilities are 3 pillars to a healthy relationship. An example of values is being able to say no without being pressure, values include respect, kindness and integrity, responsibility involves being honest and respecting other people's boundaries. Key terminology Boundaries, chlamydia, coercion, consent, fertility, genital herpes, genital warts, gonorrhoea, harassment, integrity, menopause, mental health, peer pressure, pornography, respect, rights, responsibilities, sexual assault, sexual development, sexual harassment, STIs, syphilis, trust, values Challenges • Students may feel uncomfortable discussing pornography or may not recognise how it shapes unrealistic expectations about bodies and relationships. • Consent can be misunderstood, especially when peer pressure, coercion or digital communication are involved. • Students may not recognise how relationships, sexuality and peer influence can affect mental health. • STIs may feel embarrassing or taboo, making students hesitant to ask questions or seek testing. • Fertility changes with age may be confusing, especially when students have limited biological knowledge. • Students may struggle to understand how rights, values and responsibilities work together to create healthy, respectful relationships.	that it involves one person controlling or frightening another within a relationship. - FGM can lead to bleeding, severe pain and shock, infections, UTI's difficulty with both menstruation and pregnancy. - Child on child abuse is any form of physical, emotional, sexual, financial abuse and coercive control exercised between children and within children's relationships (both intimate and non-intimate), friendships and wider peer associations. - Students learn that celebrating success helps with focus, goal-setting, prioritising and organisation, and that acknowledging disappointment is normal while also developing strategies to move forward and build resilience. - Pedestrians can keep safe by using crossings, cyclists can by being visible and wearing a helmet. In cars it is vital to use car seats and hold onto handrails when using public transport. - The five main ways that people are coercively controlling in friendships and relationships are: financial control, gaslighting, isolation, monitoring and threats - Victim blaming happens when responsibility is wrongly placed on the person harmed, often due to stereotypes or misconceptions, and that this can deepen trauma and discourage people from seeking help. Key terminology Abuse, car safety, child-on-child abuse, coercion, coercive control, crossings, cycling safety, domestic violence, FGM, gaslighting, helmets, isolation, menstruation, monitoring, resilience, road safety, threats, trauma, victim blaming, visibility Challenges • Students may struggle to recognise non-physical forms of domestic abuse, especially emotional or psychological control. • FGM may be a sensitive or unfamiliar topic, making it difficult for students to understand the severity and long-term health impacts. • Child-on-child abuse may be minimised or mistaken for “normal conflict,” making it harder for students to identify harmful behaviours.	- Sustainability means meeting the needs of today, without compromising the needs of people in the future. It must ensure that people's needs are met socially, economically and environmentally. - The methods of worship, practices and key beliefs for the six main religions: Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism. - Religious events are usually festivals or celebrations that mark a significant event for that religion. Christianity – Christmas, Islam - Eid al-Fitr and Eid al-Adha, Judaism – Rosh Hashanah, Sikhism – Vaisakhi, Buddhism – Wesak. - Many religious beliefs help people to live their life according to God's purpose. Many non-religious people also teach similar values to encourage people to create a moral society with values that benefit everyone. - When conflict arises, students learn the importance of staying calm, listening actively, and using compromise and negotiation to reach a positive resolution. Key terminology Buddhism, celebration, Christianity, compromise, conflict resolution, cyberbullying, environment, extremism, Hinduism, Judaism, negotiation, radicalisation, religion, religious festivals, Sikhism, sustainability, values, worship Challenges • Students may underestimate the emotional impact of cyberbullying or may not recognise subtle forms of online harm. • Sustainability may feel abstract, making it difficult for students to understand how individual actions contribute to long-term environmental and social outcomes. • Students may confuse practices across different religions or struggle to distinguish between cultural and religious traditions. • Religious celebrations may be unfamiliar, especially for students with limited exposure to diverse communities. • Conflict-management skills can be difficult to apply in real-life situations, particularly when emotions are high. • Students may not recognise early signs of radicalisation or harmful influence, especially when it appears through online content or peer groups. Misconceptions <u>Cyberbullying is less serious than in-person bullying</u> Students may not realise that online harm can be constant, far-reaching and emotionally damaging.
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• Students may not recognise subtle forms of emotional or neglectful abuse, especially if they have normalised certain behaviours. Misconceptions <u>Poor sleep is just part of being a teenager</u> Students may not realise that long-term sleep disruption can affect mood, memory and physical health. <u>A small amount of alcohol or drugs won't affect driving or road safety</u> They may not understand how even small amounts impair reaction time and judgement. <u>Mental health only refers to serious conditions</u> Students may not realise that everyday stress, anxiety or low mood are also part of mental health. <u>Self-examination is only for adults</u> They may not understand that early awareness helps detect issues sooner. <u>Coping with GCSEs just means revising more</u> Students may not recognise the importance of rest, planning and emotional regulation. <u>Abuse always involves physical harm</u> They may not realise that emotional abuse, neglect and coercion are equally harmful.	They may not understand that mortgages require deposits, long-term commitment and financial stability. <u>Work-life balance just means working less</u> Students may not recognise that it's about managing time, wellbeing and boundaries, not avoiding work. <u>Employers can make you work as many hours as they want</u> They may not realise that laws protect workers from excessive hours and unfair treatment. <u>Most jobs today are still in factories or manual labour</u> Students may not understand the shift towards digital, service-based and flexible employment.	Misconceptions <u>Pornography shows realistic relationships</u> Students may not realise that online content is staged, edited and often harmful to expectations about consent and intimacy. <u>Consent only matters during sexual activity</u> They may not understand that consent applies to communication, boundaries, emotional comfort and physical contact. <u>Mental health is separate from relationships</u> Students may not recognise how relationships can support or harm emotional wellbeing. <u>STIs are obvious or easy to spot</u> They may not realise many STIs have no symptoms and require testing. <u>Fertility stays the same until menopause</u> Students may not understand the gradual decline in fertility throughout adulthood. <u>Healthy relationships happen automatically</u> They may not realise that communication, trust, values and responsibilities require active effort.	• Students may find it difficult to accept failure as part of growth, especially in high-pressure environments. • Road safety may feel routine or obvious, leading students to underestimate risks as pedestrians, cyclists or passengers. • Coercive control can be subtle, and students may not recognise early warning signs in friendships or relationships. • Victim blaming may be deeply rooted in stereotypes, making it challenging for students to unlearn harmful assumptions. Misconceptions <u>Domestic abuse only happens between adults</u> Students may not realise it can occur in teenage relationships too. <u>FGM is a cultural practice rather than a safeguarding issue</u> They may not understand that it is illegal, harmful and a form of abuse. <u>Child-on-child abuse is just bullying</u> Students may not recognise the seriousness or the range of behaviours involved. <u>Failure means you're not good enough</u> They may not understand that failure is part of learning and resilience building. <u>Road safety only matters for drivers</u> Students may not realise that pedestrians, cyclists and passengers face risks too. <u>Coercion is always obvious</u> They may not recognise subtle behaviours like monitoring, guilt-tripping or isolation. <u>Victim blaming helps explain what happened</u> Students may not understand that it shifts responsibility away from the person who caused harm.	<u>Sustainability is only about recycling</u> They may not understand the social and economic dimensions of sustainable living. <u>All religions believe and practise the same things</u> Students may not recognise the diversity within and between religious traditions. <u>Religious celebrations are only for people of that faith</u> They may not understand that festivals often have cultural, historical and community significance. <u>Conflict should always be avoided</u> Students may not realise that healthy conflict resolution builds communication, boundaries and resilience. <u>Radicalisation only happens to certain types of people</u> They may not understand that anyone can be influenced through manipulation, isolation or online content.
Previous learning that is particularly relevant:				
This unit builds on KS3 foundations where students were first introduced to basic concepts of physical and emotional wellbeing, including healthy routines, managing feelings, understanding risks, and recognising safe and unsafe situations. At KS3 they explored early ideas about sleep hygiene, stress, friendships, consent, and personal safety, giving them the vocabulary	This unit builds on KS3 learning where students were first introduced to the basics of money management, budgeting, saving, and understanding the value of work. At KS3 they explored simple financial concepts such as needs vs wants, spending choices, and the purpose of employment, giving them a foundation for more complex decision making. This KS4 unit extends that earlier knowledge by examining real-world	This unit builds on KS3 learning where students were first introduced to the foundations of healthy relationships, respect, consent, and personal boundaries. At KS3 they explored ideas such as positive communication, managing peer influence, recognising unsafe situations, and understanding the basics of puberty and emotional wellbeing. This KS4 unit deepens that earlier knowledge by moving into more mature and sensitive areas, including the	This unit builds on KS3 learning where students were first introduced to personal safety, recognising unsafe situations, understanding healthy and unhealthy relationships, and knowing how to seek help from trusted adults. At KS3 they explored early ideas about peer influence, managing conflict, basic road safety, and the importance of respecting boundaries.	This unit builds on KS3 learning where students were first introduced to online safety, respectful interactions, diversity, and the basics of environmental responsibility. At KS3 they explored early ideas about digital behaviour, the impact of bullying, the importance of valuing different beliefs, and simple strategies for managing disagreements. This KS4 unit deepens that foundation by examining more complex global issues, including the emotional



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and confidence to discuss wellbeing openly. This KS4 unit deepens that prior learning by moving from simple awareness to more complex understanding: students now examine the wider impacts of poor sleep, the serious risks of substance misuse—particularly in relation to road safety—and a broader range of mental health conditions. They also extend earlier safeguarding knowledge by exploring different types of abuse in greater depth, and build on KS3 study skills by learning more advanced coping strategies for GCSE pressures. The progression from KS3 ensures students can connect familiar ideas to more mature, nuanced content, preparing them to recognise risks, seek support, and manage their wellbeing with increasing independence.	financial commitments—such as mortgages, renting, and buy now pay later schemes—and the long-term consequences of poor financial planning. Students also deepen their understanding of employment by moving from basic ideas about jobs and skills to analysing working hours, workplace rights, and national employment trends. The progression from KS3 ensures students can connect familiar concepts to more mature, practical scenarios, preparing them to make informed financial decisions and understand the changing world of work with greater independence and confidence.	impact of harmful online content, the complexities of consent and harassment, and the links between relationships and mental health. Students also extend their biological understanding by learning about fertility changes and different sexually transmitted infections, while strengthening their ability to identify rights, values and responsibilities within relationships. The progression from KS3 ensures students can connect familiar concepts to more nuanced, real-world scenarios, helping them develop the confidence, critical thinking and communication skills needed to form healthy, respectful relationships as they move towards adulthood.	This KS4 unit deepens that foundation by moving into more complex and sensitive safeguarding themes, including domestic violence, coercive control, child-on-child abuse and the serious health impacts of FGM. Students also extend their understanding of emotional development by learning about resilience, the role of failure in growth, and how victim blaming can harm those who experience abuse. Building on familiar KS3 concepts allows students to approach these challenging topics with greater maturity, enabling them to recognise subtle risks, challenge harmful assumptions and make informed, safe decisions in a wider range of real-world situations.	effects of cyberbullying, the wider meaning of sustainability, and the diversity of religious beliefs and celebrations in the UK. Students also extend their understanding of influence and risk by learning about radicalisation, extremism, and how to recognise harmful online or peer-based pressures. Building on familiar KS3 concepts allows students to approach these topics with greater maturity, enabling them to analyse global challenges, appreciate cultural and religious diversity, and apply more advanced conflict-resolution and critical-thinking skills in real-world contexts.
Future Learning: How does the Y10 content prepare students for future year groups?				
This Year 10 content prepares students for future year groups by strengthening the critical thinking, self-management and safeguarding awareness they will need as they move towards adulthood and post-16 pathways. The curriculum introduces more mature concepts—such as financial commitments, healthy relationships, coercive control, mental health impacts, and global influences—which form the foundation for the deeper, more applied learning in Year 11. Students begin to connect personal wellbeing with academic pressure, link financial choices to long-term consequences, and understand how relationships, identity and online behaviour shape their safety and resilience. These skills and insights support the transition into Y11 RSE, careers education, exam preparation and independent decision-making, ensuring students are equipped to navigate increasing responsibility, greater independence and more complex social environments.				
Outcomes: By the end of the year pupils will be able to solve/create/produce/write:				
By the end of the year, pupils will be able to solve real-life problems, create informed responses and produce thoughtful written work that demonstrates their understanding of personal safety, relationships, wellbeing, finance and global issues. They will be able to write clearly about how influences shape behaviour, explain safeguarding concepts such as coercion, domestic abuse and victim blaming, and evaluate the impact of online content, peer pressure and digital behaviour. Pupils will be able to apply coping strategies, analyse financial decisions, compare different types of relationships and religious practices, and produce reasoned explanations about sustainability, conflict resolution and extremism. They will also be able to create structured plans, articulate their rights and responsibilities, and communicate confidently about how to stay safe, make informed choices and contribute positively to their communities.				
Assessment Strategy - How we know our students are knowing and remembering more – Data from hunting not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged pupils.				
Formative:	Summative (& cumulative)			Opportunities to revisit past learning: Retrieval tasks as part of our Do Now Activity. Tasks will incorporate prior learning to study new learning in lessons. Opportunities for homework (including apps):
How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?				
The curriculum is adapted to meet the needs of SEND and disadvantaged pupils through carefully structured scaffolding, explicit vocabulary teaching, and accessible modelling, while maintaining the same high expectations for knowledge, understanding and personal development. Key concepts are broken down into manageable steps, supported by visual prompts, dual-coded resources, and opportunities for overlearning to secure long-term retention. Sensitive topics are taught with clear safeguarding protocols, predictable routines and trauma-informed approaches to ensure emotional safety. Teachers use adaptive questioning, chunked instructions and flexible grouping so that all pupils can access discussion, apply skills and engage with complex ideas such as coercion, financial decision-making or conflict resolution. Additional time, pre-teaching of key terminology and structured writing frames help pupils organise their thinking without lowering the cognitive demand. These adaptations ensure that SEND and disadvantaged pupils can participate fully, develop confidence and achieve ambitious outcomes, while still being challenged to think critically, communicate clearly and make informed, safe decisions.				
Wider Curriculum and Enrichment – cultural capital and real world application				
Enriching experiences: Documentaries, short films and case studies from trusted organisations such as the BBC, NSPCC, CEOP, NHS, Parliament UK, the PSHE Association and reputable charities help students explore complex issues—relationships, safety, diversity, mental health and citizenship—through authentic, relatable stories.	Literacy, Oracy and Disciplinary Language in Personal Development Embedding literacy, oracy and disciplinary language is central to Personal Development because students must be able to express themselves clearly, discuss sensitive issues respectfully, understand statutory terminology, and apply concepts to real-life situations. Students learn to read, speak and write like thoughtful, informed young citizens who can navigate relationships, wellbeing, equality and modern life with confidence.			Cross-Curricular Opportunities / Opportunities to Develop Character English Developing clear written and spoken communication through reflective writing, scenario responses, advice-giving and structured explanations



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Guest speakers and themed assemblies (e.g., police officers, mental health advocates, careers advisors, charity representatives) connect classroom learning to lived experience, giving students insight into different professions, challenges and community roles.

Practical scenarios and role-play allow students to rehearse communication, consent, decision-making, first aid and help-seeking in safe, structured environments, building confidence and resilience.

Student leadership and social action opportunities—including charity events, anti-bullying campaigns, student voice groups and community projects—enable pupils to apply their learning, develop responsibility and contribute positively to the school community.

Exposure to current issues, such as online safety trends, equality cases, public health campaigns and careers pathways, ensures students understand how PD content applies to modern life and the world beyond school.

Our curriculum supports the school value of:

Joy — cultivating curiosity, confidence and positive relationships	<i>Students encounter diverse identities, real-life stories and inspiring role models that help them understand themselves and others. Lessons encourage curiosity, celebrate individuality and create safe spaces for students to explore big questions about wellbeing, equality, relationships and their future. Activities such as teamwork challenges, reflective tasks and creative problem-solving help students experience joy in discovering more about themselves and their place in the community.</i>
Progress — building knowledge, skills and character over time	<i>The curriculum is carefully sequenced so students revisit and deepen key ideas such as communication, safety, equality, resilience and digital citizenship. Retrieval practice, low-stakes quizzes, vocabulary routines and structured reflection help secure knowledge in long-term memory. Students are shown how each topic connects to prior and future learning across PD, RSHE and Citizenship, helping them recognise their personal growth and understand the relevance of the subject to their lives.</i>
Success — celebrating personal development and positive choices	<i>Success is recognised not only through academic progress but through improved confidence, respectful behaviour, teamwork, empathy and responsible decision-making. Teachers model and celebrate positive communication, kindness, resilience and leadership. Students see examples of strong work, use success criteria to improve, and receive praise through verbal feedback, reward points, postcards and positive calls home. Every achievement—from mastering a challenging concept to demonstrating empathy—is valued.</i>
Act with care, kindness, respect and integrity — shaping character and community	<i>Personal Development explicitly teaches empathy, respect, consent, equality and responsible citizenship. Students engage in thoughtful discussions about identity, discrimination, online behaviour, healthy relationships, mental health and global responsibility. Clear ground rules for respectful dialogue ensure all voices are heard. Through exploring diverse perspectives and</i>

Reading in Personal Development

Students engage with a range of accessible, purposeful texts including case studies, scenarios, fact sheets, charity resources, NHS guidance, legal summaries (e.g., Equality Act, British Values) and age-appropriate articles. Teachers model how to read sensitive content safely and critically, pausing to check understanding of key vocabulary such as *consent*, *discrimination*, *resilience*, *protected characteristics*, *equity* and *wellbeing*. Visual aids, diagrams and short videos support comprehension and reduce cognitive load, ensuring all learners can access complex ideas.

Writing in Personal Development

Students practise structured writing to explain viewpoints, reflect on personal choices, analyse scenarios and apply key concepts to real-world contexts. Writing tasks include reflective paragraphs, advice-giving, scenario responses and short explanations of legal or ethical ideas. Teachers model how to write sensitively and accurately, using respectful language and evidence-based reasoning to support clear communication.

Scaffolded Writing and Extended Responses

To support all learners—while maintaining high expectations—writing is scaffolded through sentence starters, discussion frames, model answers and structures such as PEEL for explaining viewpoints or DECIDE-style frameworks for decision-making. These scaffolds help students organise their thinking and build confidence in expressing complex ideas about relationships, safety, identity and wellbeing.

Vocabulary Development

Tier 2 vocabulary (e.g., *respect*, *influence*, *responsibility*, *fairness*, *consequences*) and Tier 3 disciplinary language (e.g., *consent*, *discrimination*, *sextortion*, *resilience*, *protected characteristics*, *digital permanence*) are explicitly taught, revisited and applied. Students use personal glossaries and engage in retrieval practice to secure accurate, confident use of statutory RSHE and Citizenship terminology. This ensures they can articulate ideas precisely and participate meaningfully in sensitive discussions.

Oracy and Discussion

Oracy is a core component of Personal Development. Students regularly take part in structured discussions, debates, role-play and scenario-based dialogue to practise respectful communication. Ground rules ensure emotional safety, active listening and inclusive participation. Students rehearse how to express disagreement kindly, challenge stereotypes, ask for help, articulate feelings and respond to sensitive issues with maturity. These skills support confident communication in school, at home and in the wider community.

- Analysing persuasive language in media, adverts and online content to strengthen digital literacy and critical thinking.
- Building vocabulary to discuss emotions, identity, relationships, equality and wellbeing with accuracy and sensitivity.

Science

- Understanding puberty, physical and emotional changes, hygiene, addiction and the impact of substances on the body.
- Exploring brain development, decision-making and the science behind stress, sleep and mental health.
- Linking biological processes to personal safety, first aid and healthy lifestyle choices.

Maths

- Budgeting, saving vs spending, understanding interest and interpreting financial information.
- Analysing data on wellbeing, online behaviour, risk and public health campaigns.
- Using statistics to understand issues such as discrimination, inequality and community trends.

Citizenship

- British Values, democracy, rights and responsibilities, equality law and protected characteristics.
- Understanding how communities function, how laws protect people and how young people can participate in society.
- Exploring fairness, justice, diversity and respectful debate.

Computing

- Online safety, digital footprints, sextortion awareness, cyberbullying and digital citizenship.
- Understanding how personal data is used, stored and protected.
- Evaluating online risks, misinformation and influence.

PE

- Linking physical activity to mental health, resilience, teamwork, and emotional regulation.
- Understanding healthy routines, body confidence, and wellbeing.
- Developing cooperation, communication, and leadership through team activities.

Drama / Performing Arts

- Role-play to practise communication, consent, assertiveness, conflict resolution, and help-seeking.
- Exploring identity, empathy, and different perspectives through character work.
- Building confidence in speaking, listening and expressing emotions safely.

Humanities (History / RE / Geography)

- Understanding how **rights, equality, discrimination and social change** have developed across different times, cultures and places.
- Exploring **ethical questions, moral decision-making and diverse beliefs and identities** through religious teachings, historical events and global geographical contexts.

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	<i>real-world scenarios, students learn to act with integrity, challenge injustice, support others and contribute positively to their school and wider community.</i>		- Linking past and present to understand modern issues such as justice, human rights, migration, conflict and community cohesion. - Developing empathy and perspective-taking by studying lived experiences across different societies, faiths and environments. How the Curriculum Supports Personal Development The curriculum strengthens character by embedding independent learning, communication skills, empathy, ethical awareness, resilience, teamwork, risk awareness, digital responsibility, global citizenship, and social understanding. Students learn to reflect on their choices, understand themselves and others, and apply knowledge to real-life situations. Careers and Employability Skills Listening - Following instructions during first aid practice, group discussions, and scenario-based tasks. - Interpreting information from case studies, videos, guest speakers, and statutory guidance. Speaking - Expressing opinions respectfully in discussions about relationships, identity, equality and wellbeing. - Presenting viewpoints, giving advice, and rehearsing safe communication strategies. Problem Solving - Evaluating risks, analysing scenarios, and deciding safe and ethical responses. - Applying decision-making models to friendships, online behaviour, safety and wellbeing. Aiming High - Setting SMART goals, reflecting on progress, and acting on feedback. - Challenging themselves to apply PD concepts to increasingly complex real-life situations. Critical Thinking - Evaluating online content, recognising bias, and questioning misinformation. - Comparing viewpoints on ethical issues, rights, responsibilities and relationships. Staying Positive - Developing resilience, coping strategies, and emotional regulation. - Persisting through challenging discussions, sensitive topics, or personal reflection tasks.
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Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

- Leadership
- Leading group discussions, supporting peers, and modelling respectful behaviour.
 - Taking roles in social action projects, anti-bullying initiatives, or student leadership.
- Teamwork
- Collaborating in group tasks, role-play, debates and problem-solving activities.
 - Listening to others, negotiating, and building inclusive group dynamics.
- Creativity
- Designing wellbeing campaigns, safety posters, or social action ideas.
 - Thinking creatively about solutions to community issues, online challenges, or relationship dilemmas.
- Employment Sectors Discussed
- Students explore a wide range of careers linked to Personal Development themes, including:
- Health and Social Care** — nursing, counselling, mental health support, social work, youth work.
 - Education and Early Years** — teaching, pastoral roles, safeguarding, SEND support.
 - Law and Public Services** — police, legal services, probation, community safety, human rights organisations.
 - Digital and Cybersecurity** — online safety specialists, digital wellbeing roles, cybercrime prevention.
 - Charity and Community Work** — advocacy, fundraising, equality and diversity roles, humanitarian work.
 - Finance and Employment** — HR, careers guidance, financial services, workplace wellbeing roles.
 - Public Health** — health promotion, addiction services, sexual health education, first aid training.

Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement

When was this curriculum last reviewed? Include date	What changes were made and why?	How is ongoing improvement ensured?