



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 11 cover the following: • Understanding healthy, respectful long-term relationships, including commitment, equality, and communication; recognising and responding to abuse, coercion, and exploitation; understanding consent in complex, realistic scenarios; and developing confidence in seeking help and supporting others safely. • Developing knowledge of physical and emotional wellbeing, including understanding sexual health in greater depth, managing stress and pressure during exams and transitions, recognising the long-term impact of substances and risky behaviours, and building lifelong habits for physical and mental health. • Exploring identity, diversity, and equality, understanding identity in adulthood, recognising systemic inequality and discrimination, applying the Equality Act 2010 to workplace and community contexts, and developing confidence in advocating for equality and inclusion. • Building digital literacy and online safety, including understanding digital permanence and online reputation in employment and higher education, recognising sophisticated online risks such as fraud and radicalisation, evaluating online information critically, and managing digital boundaries in adult relationships and professional contexts. • Developing careers awareness, such as preparing for post-16 transitions, understanding financial basics (budgeting, payslips, tax, credit), exploring long-term career planning, and understanding rights and responsibilities in employment. • Understanding rights, responsibilities, and British values, including how citizens influence democracy through voting and civic participation, understanding legal responsibilities in adulthood, exploring global citizenship, and engaging with contemporary social, political, and ethical issues. • Learning strategies for managing emotions, decision-making, and resilience, helping students navigate transitions, uncertainty, and adult responsibilities, apply advanced decision-making strategies, and build confidence, independence, and self-awareness. • Applying learning to real-life scenarios, enabling students to analyse adult-level situations involving relationships, health, finance, online safety, and citizenship, and to make informed, responsible choices that support wellbeing, independence, and positive participation in society.

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	Half Term 3	Half Term 4	Half Term 5
Personal Safety – Building to the future Students will learn key knowledge about: • Knife crime • Managing alcohol limits • Forced marriage • Honour based violence • The dangers of deepfakes Students will learn key skills including: • Knife crime is crime involving a knife. It's a crime to threaten someone with a knife or carry a knife as a weapon in a robbery	RSE - Healthy Relationships & Sexual Wellbeing Students will learn key knowledge about: • The forms of relationship abuse and gaslighting • Pregnancy choices • Communication and readiness in romantic relationships • Consent and sexual harassment and sexual assault • Genital health (menstrual) • Genital health (gynaecological) Students will learn key skills including:	Global Issues – Conflict, behaviours and views Students will learn key knowledge about: • Discrimination and hate crime • Extremism and anti-radicalisation • Religious conflict • Rules and behaviour in religion • Religious beliefs and contrasting viewpoints • Incel culture and manosphere • British Values and protected characteristics Students will learn key skills including:	Health and wellbeing – Independence Students will learn key knowledge about: • Self harm • Stress • Organ and blood donations • First aid: broken bones and dislocations • First aid: seizures and fits Students will learn key skills including: • Understanding that self-harm is when someone intentionally hurts themselves as	Careers and finance – Next Steps Students will learn key knowledge about: • Post-16 Pathways & Decision-Making • Broadening experiences • Making the most of careers • Skills for Employability • Writing a CV and personal statement Students will learn key skills including: • Post-16 pathways and decision-making, including how to compare different routes



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or burglary. Police can search you if they think you are carrying a knife. You can go to prison for carrying a knife. - Alcohol is a depressant that works by slowing down the nervous system and relaxing the brain. - A forced marriage is when either one or both of the people getting married are being coerced into the marriage. This means that they do not give their full consent to be getting married, and they aren't given the right to refuse the marriage. For a marriage to be consensual, it must be entered into freely by both people getting married. - Honour based violence is when practices which are used to control behaviour and exert power within families to protect perceived cultural and religious beliefs and/or honour. - An image or recording that has been convincingly altered and manipulated to misrepresent someone as doing or saying something that was not actually done or said. Under the legislation, anyone who creates such an image without consent will face a criminal record and an unlimited fine. They could also face jail if the image is shared more widely. Key terminology Alcohol, coercion, consent, deepfake, depressant, disinformation, forced marriage, honour-based violence, judgement, knife crime, manipulation, nervous system, possession, safeguarding, threat Challenges - Students may underestimate the seriousness of carrying a knife or may not recognise how peer pressure can influence risky decisions. - Some students may not understand how alcohol affects the brain and body, especially in relation to decision-making and personal safety. - Forced marriage may be a sensitive or unfamiliar topic, making it difficult for students to recognise signs or understand why it is illegal. - Honour-based violence may be misunderstood as a “cultural issue” rather than a safeguarding concern and a form of abuse. - Students may struggle to identify deepfakes or may not understand how manipulated	- Relationship abuse can take many forms including emotional, physical, psychological, financial and sexual and that behaviours such as gaslighting, where someone manipulates another person into doubting their own feelings or reality, are used to control and harm within a relationship. - If someone becomes pregnant then the choices are: become a parent, have an abortion (also known as termination), relinquish the child for adoption. - Feeling safe in a relationship is crucial for people to feel comfortable with intimacy. Talking openly about feelings means that both people can express their opinion freely - Consent means freely giving permission or agreeing to something. They explore that rape involves sexual intercourse without consent, that sexual assault refers to any unwanted sexual physical contact, and that sexual harassment involves unwanted sexual comments, behaviour or advances in social, professional or online settings. - Vaginal health: Students learn about common vaginal health issues—such as vaginitis, UTIs and menstrual-related concerns—and how recognising symptoms and seeking timely support promotes wellbeing. - Penis and testicular health: Students learn about common penis and testicular health issues such as testicular torsion, balanitis and testicular cancer awareness and the importance of noticing changes and accessing help early. Key terminology Abortion, adoption, balanitis, boundaries, communication, consent, emotional abuse, financial abuse, gaslighting, genital health, gynaecological health, intimacy, menstrual health, pregnancy choices, psychological abuse, rape, readiness, relationship abuse, sexual assault, sexual harassment, testicular torsion, testicular health, UTIs, vaginal health Challenges - Students may struggle to recognise subtle forms of relationship abuse, especially emotional or psychological manipulation. - Pregnancy choices may feel overwhelming or sensitive, and students may not understand that all options require support and accurate information. - Some students may find it difficult to communicate openly about feelings, boundaries or readiness in relationships. - Consent can be misunderstood, especially around pressure, intoxication or digital communication.	- Understanding that discrimination and hate crime involve targeting individuals or groups because of characteristics such as race, religion, disability, sexuality or gender identity, and recognising how to report concerns safely. - Recognising the signs of extremism and radicalisation, understanding how individuals can be influenced online or offline, and knowing how to seek help if they are worried about themselves or others. - Exploring how religious conflict can arise from differences in beliefs, interpretations, traditions or political tensions, and learning how respectful dialogue can reduce misunderstanding. - Understanding that religions have rules, expectations and codes of behaviour that guide followers in areas such as worship, diet, dress, relationships and moral decision-making. - Recognising that religious beliefs vary widely, and that contrasting viewpoints exist both within and between religions; learning how to compare beliefs respectfully and without judgement. - Understanding incel culture and the manosphere as online spaces that promote harmful gender stereotypes, misogyny and extremist narratives, and recognising how these spaces can influence attitudes and behaviour. - Understanding British Values (democracy, rule of law, individual liberty, mutual respect and tolerance) and the nine protected characteristics under the Equality Act, and applying these principles to real-life situations. Key terminology Anti-radicalisation, beliefs, British Values, conflict, democracy, discrimination, extremism, hate crime, incel culture, individual liberty, manosphere, misogyny, protected characteristics, radicalisation, religion, religious rules, respect, rule of law, tolerance, viewpoints Challenges - Students may struggle to recognise subtle forms of discrimination or may not realise how everyday language and behaviour can reinforce stereotypes. - Some students may not understand how extremism develops gradually through online influence, isolation or manipulation. - Religious conflict may feel distant or overwhelming, making it difficult for students to connect it to real-world consequences. - Students may find it challenging to compare religious rules and behaviours without making value judgements.	a way of coping with difficult emotions, and recognising that it is a sign someone needs support from trusted adults or professionals. - Recognising signs of stress, understanding common causes such as exams, relationships or pressure, and learning healthy coping strategies to manage overwhelming feelings. - Understanding that organ and blood donation can save lives, knowing the basic principles of how donation works in the UK, and recognising that donation is a personal choice. - Knowing that broken bones and dislocations require medical attention, recognising symptoms such as swelling, deformity or severe pain, and understanding how to keep someone safe while waiting for help. - Understanding that seizures and fits occur when there is sudden, uncontrolled electrical activity in the brain, recognising signs such as shaking or loss of awareness, and knowing how to keep someone safe without restraining them. Key terminology Blood donation, broken bones, coping strategies, dislocation, first aid, organ donation, self-harm, seizures, stress, support, symptoms Challenges - Students may find it difficult to talk about self-harm or may not recognise early warning signs in themselves or others. - Stress may be normalised, making it harder for students to identify when it becomes overwhelming or unhealthy. - Organ and blood donation may feel confusing or uncomfortable, especially if students have limited prior knowledge. - Students may panic when faced with injuries such as broken bones or dislocations, making it difficult to remember safe first-aid steps. - Seizures can be frightening to witness, and students may not know how to respond calmly or safely. Misconceptions Self-harm is always about wanting to die Students may not realise it is often a coping mechanism for emotional pain, not a wish to end life. Stress is always bad	such as A-levels, T-levels, apprenticeships and vocational courses, and how to choose options that match their strengths, interests and long-term goals. - Broadening experiences by engaging in opportunities such as work experience, volunteering, enrichment activities and employer encounters to build confidence, independence and real-world understanding. - Making the most of careers by using guidance platforms, employer talks, careers interviews and labour-market information to explore future options and understand how different roles link to skills and qualifications. - Skills for employability, including communication, teamwork, problem-solving, time management, organisation and professionalism, helping students prepare for the expectations of workplaces and further education. - Writing a CV and personal statement that clearly presents strengths, achievements, skills and ambitions, tailored to applications for college, apprenticeships or part-time work. Key terminology A-levels, apprenticeships, career pathways, communication, CV, decision-making, employability skills, enrichment, independence, labour-market information, organisation, personal statement, problem-solving, professionalism, T-levels, teamwork, time management, volunteering, work experience Challenges - Students may feel overwhelmed by the number of post-16 options and struggle to compare pathways effectively. - Some students may not recognise the value of broadening experiences or may lack confidence to engage in new opportunities. - Students may not know how to use careers platforms or labour-market information to make informed decisions. - Employability skills may feel abstract, making it difficult for students to identify their own strengths or areas for development. - Writing a CV or personal statement may be challenging for students with limited experience or confidence in describing their achievements. Misconceptions A-levels are the “best” or only route to success
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media can be used to deceive, harm or exploit people. Misconceptions <u>Knife crime only affects people involved in gangs</u> Students may not realise that anyone carrying a knife is at risk of harm, arrest or exploitation. <u>Alcohol just makes people relaxed</u> They may not understand how it affects judgement, coordination and vulnerability. <u>Forced marriage is the same as an arranged marriage</u> Students may not realise that arranged marriages involve consent, while forced marriages do not. <u>Honour-based violence is justified by culture or religion</u> They may not understand that it is illegal, abusive and never acceptable. <u>Deepfakes are easy to spot</u> Students may not realise how realistic manipulated media can be or how it can be used to spread false information or cause harm.	- Students may feel embarrassed discussing genital health, making it harder to recognise symptoms or seek help. - Students may not realise how important early detection is for issues such as testicular torsion or infections. Misconceptions <u>Gaslighting only happens in adult relationships</u> Students may not realise it can occur in teenage relationships and friendships too. <u>Pregnancy only has one “right” choice</u> They may not understand that different people make different decisions based on their circumstances. <u>If someone doesn’t say “no,” it means they consent</u> Students may not recognise that consent must be freely given, enthusiastic and can be withdrawn at any time. <u>Sexual harassment is just a joke or flirting</u> They may not understand the impact of unwanted comments, messages or behaviour. <u>Genital health issues are always obvious</u> Students may not realise that symptoms can be subtle or mistaken for something else. <u>Testicular or vaginal health concerns are embarrassing and should be hidden</u> They may not understand that early help prevents complications and is a normal part of healthcare.	- Contrasting religious viewpoints may be confusing, especially when beliefs differ within the same faith tradition. - Students may not recognise the dangers of incel culture or manosphere content, especially when it appears disguised as “self-improvement” or “men’s rights.” - British Values and protected characteristics may feel abstract unless linked to practical, everyday examples. Misconceptions <u>Discrimination only happens in extreme situations</u> Students may not realise it can occur through jokes, exclusion, assumptions or online behaviour. <u>Extremism is always violent</u> They may not understand that extremist ideas often begin with harmful beliefs, not actions. <u>Religious conflict is always about religion</u> Students may not recognise the role of politics, history, territory or power. <u>All members of a religion follow the same rules</u> They may not understand that practices vary widely between denominations, cultures and individuals. <u>Religious viewpoints cannot be questioned</u> Students may not realise that respectful discussion is encouraged in many traditions. <u>Incel culture is just online humour</u> They may not recognise the misogyny, radicalisation risks and harmful attitudes embedded in these spaces. <u>British Values only apply in school</u> Students may not understand that these values underpin UK law, rights and responsibilities.	They may not understand that some stress is normal and manageable, but overwhelming stress needs support. <u>Only adults can donate blood or organs</u> Students may not realise that decisions about donation can be discussed early, even if donation happens later in life. <u>You should move or straighten a broken bone</u> Students may not realise this can cause further injury and that keeping the person still is safer. <u>You should hold someone down during a seizure</u> They may not understand that restraining someone is dangerous and that the priority is keeping the area safe.	Students may not realise that apprenticeships, T-levels and vocational courses lead to strong career pathways. <u>Work experience only matters if it matches your dream job</u> They may not understand the value of transferable skills gained in any setting. <u>Careers guidance is only needed in Year 11</u> Students may not recognise that career planning is ongoing and develops over time. <u>Employability skills are only needed for jobs</u> They may not realise these skills support success in education, relationships and everyday life. <u>A CV is only for adults</u> Students may not understand that CVs are needed for college, apprenticeships and part-time work.
Previous learning that is particularly relevant:				
Students have already developed secure foundations in personal safety, consent, online risks, discrimination, healthy relationships and managing influence across Years 7–9, giving them the vocabulary, risk-awareness and critical-thinking skills needed to understand complex safeguarding issues such as coercion, exploitation and digital manipulation. This unit builds directly on Year 10 content where students explored coercive control, domestic abuse, online manipulation, victim blaming and the impact of harmful digital	Students have already developed secure foundations in healthy relationships, consent, sexting, identity, stereotypes, and recognising unsafe or manipulative behaviours across Years 7–9, giving them the vocabulary and confidence to discuss emotional safety, boundaries and respectful communication in more mature contexts. This unit builds directly on Year 10 learning where students explored coercion, harassment, sexual health, the impact of harmful online content, and how relationships influence mental wellbeing, enabling them to approach relationship abuse, pregnancy choices, consent, sexual assault and	Students have already developed strong foundations in understanding discrimination, equality, protected characteristics, online influence, radicalisation, and respectful discussion across Years 7–9, giving them the vocabulary and critical-thinking skills needed to analyse conflict, prejudice and harmful ideologies. This unit builds directly on Year 10 learning where students explored domestic abuse, coercive control, online manipulation, extremism, digital risks and the importance of challenging harmful assumptions, enabling them to approach hate crime, religious conflict, extremist narratives and incel/manosphere	Students have already developed foundational understanding of emotional wellbeing, stress management, first aid, recognising risks, and knowing when to seek help across Years 7–9, giving them the vocabulary and confidence to discuss safety, coping strategies and physical health in more mature contexts. This unit builds directly on Year 10 learning where students explored mental health conditions, coping with GCSE pressure, self-examination, different types of abuse, and safeguarding risks, enabling them to	Students have already developed strong foundations in early careers awareness, budgeting, workplace expectations, aspirations, and decision-making across Years 7–9, giving them the confidence and vocabulary needed to explore post-16 pathways, employability skills and future planning in greater depth. This unit builds directly on Year 10 learning where students explored financial commitments, employment trends, workplace rights, work-life balance and long-term decision-making, enabling them to approach post-16 pathways, CV writing and



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content, enabling them to approach knife crime, forced marriage, honour-based violence, alcohol-related risk and deepfakes with greater maturity and contextual understanding.	genital health with greater maturity and critical understanding.	content with greater maturity and contextual understanding.	approach self-harm, stress, donation choices and emergency first aid with greater maturity and awareness.	employability with greater maturity and real-world understanding.	
Future Learning: How does the Y11 content prepare students for future year groups?					
Year 11 Personal Development prepares students for post-16 education, employment and adult life by strengthening the decision-making, safeguarding awareness, emotional literacy and independence they will need beyond school. The curriculum deepens their understanding of healthy relationships, consent, extremism, discrimination, mental health, financial choices and employability, enabling them to apply this knowledge confidently in real-world contexts such as college, apprenticeships, the workplace and wider society. By developing mature communication skills, resilience, critical thinking and the ability to recognise risk and seek support, students are equipped to navigate increasing responsibility, manage complex social situations and make informed choices as they transition into adulthood and future pathways.					
Outcomes: By the end of the year pupils will be able to solve/create/produce/write:					
By the end of Year 11, pupils will be able to apply their knowledge and skills to real-life situations with maturity, independence and critical awareness. They will be able to analyse complex safeguarding issues such as relationship abuse, coercion, extremism, discrimination, knife crime and online manipulation, and explain how to stay safe, seek help and challenge harmful behaviours. Pupils will be able to evaluate stress, coping strategies and emotional wellbeing, respond appropriately to first-aid scenarios including seizures and injuries, and make informed decisions about organ and blood donation. They will be able to compare post-16 pathways, produce effective CVs and personal statements, and articulate the employability skills needed for future education and work. Pupils will also be able to interpret contrasting religious and cultural viewpoints, explain British Values and protected characteristics, and critically assess online influences such as deepfakes, incel culture and extremist narratives. Their written and verbal responses will show confidence, empathy, critical thinking and the ability to communicate clearly about their rights, responsibilities and next steps as they transition into adulthood.					
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?					
In Year 11, the Personal Development curriculum is adapted to ensure SEND and disadvantaged pupils can access complex, sensitive content while maintaining the same high expectations for maturity, safety and independence as their peers. Teachers use adaptive strategies such as chunked instructions, visual scaffolds, structured discussion frames and explicit vocabulary teaching to reduce cognitive load without diluting challenge. Retrieval practice and modelling support pupils who need more time to embed key ideas, while trauma-informed approaches and predictable routines ensure that safeguarding-heavy topics—such as relationship abuse, extremism, self-harm, sexual harassment and online manipulation—are delivered safely and sensitively. Additional adults, pre-teaching and targeted support help pupils engage confidently with demanding content such as post-16 pathways, employability skills, first aid and complex ethical or religious viewpoints. Disadvantaged pupils are prioritised for enrichment, careers guidance and employer encounters to ensure equitable access to cultural capital and future opportunities. Throughout, adaptations focus on removing barriers to learning rather than lowering expectations, ensuring all pupils can think critically, communicate clearly and make informed, safe decisions as they transition into adulthood.					
Wider Curriculum and Enrichment – cultural capital and real world application					
Enriching experiences: • Documentaries, case studies and short films from reputable organisations such as the BBC, NSPCC, CEOP, NHS, Parliament UK and the PSHE Association deepen students’ understanding of complex issues including relationship abuse, extremism, discrimination, mental health, online manipulation and post-16 decision making. • Guest speakers and themed assemblies—such as police officers, safeguarding specialists, careers advisors, employers, and mental health advocates—help students connect classroom learning to real-world expectations as they prepare for adulthood. • Practical scenarios, structured discussions and role-play activities allow students to rehearse communication, consent, first aid, conflict resolution and help-seeking in safe, supportive environments. • Leadership and social-action opportunities, including mentoring, charity events, student voice roles and community engagement, help students build confidence, responsibility and a sense of purpose as they transition to post-16 pathways.	Literacy, Oracy and Disciplinary Language in Personal Development Embedding literacy, oracy and disciplinary language is essential in Year 11 Personal Development because students must be able to articulate mature viewpoints, analyse complex safeguarding issues, interpret statutory terminology accurately, and communicate confidently as they prepare for post-16 pathways. Students learn to read, speak and write like informed young adults who can navigate relationships, wellbeing, equality, extremism and future decision-making with clarity and confidence. Reading in Personal Development Students engage with a wide range of age-appropriate but challenging texts, including case studies on relationship abuse, extremism and discrimination; NHS and charity guidance on mental health and first aid; legal summaries such as the Equality Act and consent law; and careers information including labour-market trends and post-16 pathways. Teachers model how to read sensitive or technical content critically and safely, pausing to explore key terminology such as coercion, radicalisation, consent, misogyny, resilience, protected characteristics and			Cross-Curricular Opportunities / Opportunities to Develop Character English • Developing clear written and spoken communication through extended responses, CVs, personal statements, scenario analysis and mature reflective writing. • Evaluating persuasive and manipulative language in media, political messaging, online spaces and extremist content to strengthen critical digital literacy. • Building advanced vocabulary to discuss complex issues such as coercion, extremism, discrimination, consent, wellbeing and post-16 aspirations with accuracy and sensitivity. Science • Understanding the biology behind stress, mental health, seizures, first aid responses and the impact of substances on the brain and body.	



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• Exposure to current issues—such as online safety trends, equality cases, public health campaigns, labour-market changes and post-16 pathways—helps students understand how PD content applies to modern life and their next steps.

Our curriculum supports the school value of:

Joy — cultivating curiosity, confidence and positive relationships	<i>Students explore real-life stories, diverse identities and inspiring role models that help them understand themselves and others as they prepare for adulthood. Lessons encourage curiosity about the world, celebrate individuality and create safe spaces for students to ask mature questions about relationships, wellbeing, equality and their future. Activities such as reflective tasks, teamwork challenges and problem-solving scenarios help students experience joy in learning about themselves and their place in the wider community.</i>
Progress — building knowledge, skills and character over time	<i>The curriculum is sequenced so students revisit and deepen key ideas such as consent, safety, equality, resilience, digital citizenship and employability. Retrieval practice, low-stakes quizzes, vocabulary routines and structured reflection help students secure knowledge in long-term memory. Students are shown how each topic links to prior learning in KS3 and Year 10, and how it prepares them for post-16 education, careers and independent living.</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, resilience, leadership and mature engagement with sensitive topics. Students see examples of strong work, practise using success criteria and receive recognition through verbal praise, reward points, postcards and positive calls home. Every achievement—from producing a strong CV to demonstrating empathy in discussion—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, extremism and global responsibility. Ground rules for respectful dialogue ensure all voices are heard. Through exploring diverse perspectives and real-world scenarios, students learn to act with integrity, challenge injustice, support others and contribute positively to their school, community and future workplaces.</i>

employability skills. Visual supports, diagrams and short clips help students process complex ideas and reduce cognitive load.

Writing in Personal Development

Students practise structured writing to analyse scenarios, evaluate risks, explain legal concepts, reflect on personal choices and produce real-world documents such as CVs and personal statements. Writing tasks include extended explanations, advice-giving, scenario responses, evaluative paragraphs and reflective writing linked to wellbeing, safety and future planning. Teachers model how to write with precision, sensitivity and professionalism, using evidence-based reasoning and respectful language.

Scaffolded Writing and Extended Responses

To support all learners—including those with SEND—writing is scaffolded through sentence starters, model answers, structured frames and approaches such as PEEL for explaining viewpoints or decision-making frameworks for analysing dilemmas. These supports enable students to express complex ideas about relationships, extremism, discrimination, safety and future pathways with increasing independence and confidence.

Vocabulary Development

Tier 2 vocabulary (e.g., resilience, influence, responsibility, consequences, wellbeing) and Tier 3 disciplinary language (e.g., coercive control, radicalisation, misogyny, consent, sexual harassment, digital manipulation, employability skills) are explicitly taught, revisited and applied in context. Students use glossaries, retrieval practice and low-stakes quizzes to secure accurate, confident use of statutory RSHE, Citizenship and careers terminology.

Oracy and Discussion

Oracy is central to Year 11 PD. Students take part in structured discussions, debates, role-play and scenario-based dialogue to practise mature, respectful communication. Ground rules ensure emotional safety, active listening and inclusive participation. Students rehearse how to express disagreement constructively, challenge harmful views, articulate boundaries, discuss sensitive issues confidently and communicate their post-16 aspirations. These skills prepare them for interviews, college applications, workplace expectations and responsible participation in adult life.

- Exploring organ and blood donation through biological processes, ethics and public health.
- Linking scientific knowledge to personal safety, decision-making and real-world health scenarios.

Maths

- Applying numeracy to post-16 planning, budgeting, financial decision-making and interpreting labour-market information.
- Analysing data on wellbeing, risk, discrimination, online behaviour and public health trends.
- Using statistics to evaluate societal issues and inform responsible decision-making.

Citizenship

- Deepening understanding of British Values, equality law, protected characteristics, rights and responsibilities.
- Exploring how laws protect individuals from hate crime, extremism, abuse and discrimination.
- Engaging with debates on justice, fairness, democracy and community cohesion as students prepare for adult citizenship.

Computing

- Evaluating online risks including deepfakes, incel/manosphere content, misinformation and digital manipulation.
- Understanding data protection, digital footprints and online behaviour as part of digital citizenship.
- Strengthening critical thinking about online influence, radicalisation pathways and media bias.

PE

- Linking physical activity to stress management, resilience, emotional regulation and wellbeing during exam pressure.
- Developing teamwork, communication and leadership through collaborative activities.
- Understanding how healthy routines support mental and physical health.

Drama / Performing Arts

- Using role-play to rehearse communication, consent, assertiveness, conflict resolution and help-seeking.
- Exploring identity, empathy and perspective-taking through character work.
- Building confidence in speaking, listening and expressing emotions safely and maturely.

Humanities (History / RE / Geography)

- Understanding how discrimination, extremism, conflict and social change develop across cultures and time periods.
- Exploring ethical questions, moral decision-making and diverse beliefs through religious teachings and historical events.
- Linking past and present to understand modern issues such as radicalisation, human rights, migration, inequality and global conflict.
- Developing empathy and perspective-taking through studying lived experiences across societies and belief systems.

How the Curriculum Supports Personal Development



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The curriculum strengthens character by embedding independence, resilience, ethical awareness, critical thinking, communication skills, digital responsibility, global citizenship and mature decision-making. Students learn to reflect on their choices, understand themselves and others, and apply knowledge to real-life situations as they prepare for post-16 pathways and adulthood.

Careers and Employability Skills

Listening

- Following instructions during first-aid practice, careers workshops, mock interviews and scenario-based tasks.
- Interpreting information from case studies, employer talks, guidance interviews and statutory safeguarding content.

Speaking

- Expressing mature viewpoints respectfully in discussions about relationships, extremism, identity, equality and wellbeing.
- Presenting ideas, giving advice, rehearsing safe communication strategies and preparing for interviews.

Problem Solving

- Evaluating risks, analysing complex scenarios and deciding safe, ethical responses.
- Applying decision-making models to relationships, online behaviour, safety, wellbeing and post-16 choices.

Aiming High

- Setting ambitious goals, reflecting on progress and acting on feedback to prepare for exams and next steps.
- Challenging themselves to apply PD concepts to increasingly complex real-life dilemmas.

Critical Thinking

- Evaluating online content, recognising bias, questioning misinformation and analysing extremist narratives.
- Comparing viewpoints on ethical issues, rights, responsibilities and relationships.

Staying Positive

- Developing resilience, coping strategies and emotional regulation during exam pressure and transition planning.
- Persisting through challenging discussions, sensitive topics and reflective tasks.

Leadership

- Leading group discussions, supporting peers and modelling respectful behaviour.



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- Taking roles in social-action projects, mentoring, 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 resources 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?