

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 7 cover the following: • Understanding the foundations of healthy, respectful relationships, including friendships, family structures, and the importance of kindness, consent, and communication. • Developing knowledge of physical and emotional wellbeing, including puberty, personal hygiene, healthy routines, and recognising sources of support. • Exploring identity, diversity, and equality, understanding protected characteristics, respect for difference, and the importance of inclusion in modern Britain. • Building digital literacy and online safety, including managing online behaviour, recognising risks, and understanding how to stay safe and responsible online. • Developing early careers awareness, such as recognising personal strengths, exploring aspirations, and understanding the purpose of education and work. • Understanding rights, responsibilities, and British values, including the rule of law, democracy, individual liberty, and mutual respect. • Learning strategies for managing emotions, decision-making, and resilience, helping students navigate challenges and develop confidence. • Applying learning to real-life scenarios, enabling students to make informed choices about safety, wellbeing, relationships, and their role in the community.

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	Half Term 6
Personal safety – Transition to secondary school Students will learn key knowledge about: • Communication skills • Responsibilities • The education system • Setting goals and targets • Expected vs unexpected change • Human rights including protected characteristics • Loneliness and connection Students will learn key skills including: • Understanding the difference between verbal and non-verbal communication. • To understand that students are responsible for their actions in and out of school.	Global Issues – Diversity Students will learn key knowledge about: • The 4 British Values • Multiculturalism • Antibullying and kindness • Charity • Sustainability and the environment Students will learn key skills including: • Values are principles or standards of behaviour. To learn about the 4 British Values: Democracy, Individual Liberty, Mutual Respect and Tolerance, and Rule of Law. • Diversity means that everyone is unique in their own way and people can learn about the different ways people think. Multiculturalism links to	RSE – Healthy relationships Students will learn key knowledge about: • Types of commitment • Characteristics of healthy relationships • Sextortion • The dangers of posting information online • Changes in mood swings during puberty • An overview of LGBTQIA+ • Effective communication in healthy relationships Students will learn key skills including: • Understand the different types of commitment – this includes commitment to oneself e.g. playing a musical instrument and	Careers & finance – Introducing careers Students will learn key knowledge about: • Exploring career pathways using UniFrog • Budgeting • Ethical and unethical practices in a workplace • Identity theft • Types of employment • Dangers of gambling Students will learn skills including: • Using the different tools on UniFrog can give an insight into what possible careers are suitable for young people. Completing personality quizzes will help narrow down future possibilities	Personal Safety – Keeping safe Students will learn key knowledge about: • Introducing FGM • Railway safety • Resilience • Road safety • Water safety • Protected characteristics Students will learn skills including: • FGM stands for female genital mutilation. The definition of FGM, where it can occur, and the law. • The dangers, keeping safe, reducing the risk of railway crossing, near roads and around bodies of water. • Resilience means being able to adapt to and recover from tough or challenging situations. By learning to	Health and wellbeing – Being healthy Students will learn key knowledge about: • Personal hygiene • Financial cost of smoking and vaping • Recognising unwanted contact (linking to consent) • First aid: bleeding • First aid: Life support • Unhelpful thoughts Students will learn skills including; • The importance of personal hygiene and sanitation in preventing illness, including caring for hands, teeth and mouth, hair, and the private areas of the body. The dangers of bed bugs and how people can mitigate the risk.



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• The laws around education in the United Kingdom and the difference between state-school, private school and home schooling. • Using the “SMART” analogy when setting goals – Specific, Measurable, Achievable, Realistic, Time-framed. • To learn the different ways to manage change. This includes changes to routines and friendships. How to be a good friend e.g. respect, trust and honesty. • An overview of human rights in the UK – e.g. the right to live. • The difference between equality, diversity and discrimination including the 9 protected characteristics: Age, disability, gender reassignment, pregnancy & maternity, race, religion or belief, sex, sexual orientation and marriage or civil partnership. • The different types of connection: individual, friends and family, local community and wider community. Key terminology: Boundaries, confident, consent, discrimination, diversity, equality, freedom, helpful, honesty, human rights, inclusion, integrity, kindness, loyalty, privacy, protected characteristics, respect, support, trust. Challenges: <u>Adjusting to increased independence</u> Students may struggle with organising equipment, managing homework, navigating the school site, and adapting to multiple teachers. <u>Understanding responsibility beyond rules</u> Some students may follow instructions but not yet grasp the idea of <i>personal responsibility</i> for choices, behaviour, and consequences in and out of school. <u>Interpreting non-verbal communication</u> Students may misread tone, facial expressions or body language, leading to conflict or social anxiety. <u>Managing friendship changes</u> Shifts in social groups can feel overwhelming. Students may interpret normal change as rejection or failure. <u>Setting realistic goals</u> Students may set goals that are too vague (“be better at	the British Values, in particular mutual respect and tolerance. • To learn the importance of being kind to each other and how this can reduce the amount of bullying in and out of school. • Understanding the definition of charity – an organisation designed to help people and will not be making a profit. There are many ways that people can support a charity e.g. donating items that are no longer needed. • Understand what people can do to be more sustainable – meeting the needs of today, without reducing future generations to meet their needs. This includes: social, economic and environmental sustainability. E.g. recycling. Key terminology: Democracy, Individual Liberty, Mutual Respect and Tolerance, and Rule of Law, diversity, multiculturalism, Sustainable Development Goals (SDG’s), social, economic, environmental, religion, languages, culture, community, kindness. Challenges: <u>Understanding the purpose of British Values</u> Students may know the names of the four British Values but struggle to understand how they apply to everyday life, school, and community interactions. <u>Seeing diversity beyond visible differences</u> Students may focus only on race or nationality and overlook less visible aspects such as religion, language, disability, neurodiversity, or family structure. <u>Discussing differences confidently</u> Some students may fear “saying the wrong thing,” leading to silence or avoidance when talking about culture, identity, or fairness. <u>Recognising the link between kindness and antibullying</u> Students may not yet see how small acts of kindness, empathy, and inclusion can prevent bullying or reduce conflict. <u>Understanding what charity actually means</u>	commitment to someone else e.g. marriage. • The different types of relationship e.g. marriage and civil partnership. • The importance of respect, good communication and equity in relationships. • Sextortion is a form of online blackmail and a serious crime where perpetrators threaten to share a victim’s private, nude, or sexually explicit images or videos unless the victim complies with their demands. • Posting information online can be problematic because it will never leave the internet and you cannot be sure who has seen the message, photograph or video. Therefore it is crucial to think before you post. • Mood swings are likely to change for people going through puberty. This includes: happy, angry, confrontational, upset and sad. • The Stonewall Riots were a series of protests in 1969 to improve human rights for people who are LGBTQ+. The terminology includes: lesbian, gay, bisexual, transgender, questionable, intersexual and asexual. • All types of communication, including verbal and non-verbal communication are crucial for a healthy relationship. Key terminology: Commitment, relationships, sextortion, mood swings, communication, LGBTQIA+, e-safety, puberty, emotions, equity, victim, blackmail. Challenges: <u>Abstract Concepts</u> Students are still developing abstract thinking, so ideas like commitment, equity and long-term consequences can feel confusing or too adult. <u>Emotional Development</u> Emotional immaturity, puberty changes and limited emotional vocabulary can make discussions about feelings and relationships embarrassing or overwhelming.	• The advantages and disadvantages between spending and saving and the issues around debt. • Ethical practices in the workplace about how colleagues should treat others and how they should be treated. • To understand the definition and dangers of identity theft and how it can be avoided. • The different types of employment available. This includes: part-time vs full-time, permanent vs temporary, zero hour contracts, employment vs unemployment. • Gambling can be addictive to some people and can contribute to someone getting into debt. The ages and laws around gambling in the UK. Key terminology: Identity, apprenticeships, college, personality, enterprise, realistic, saving, spending, prevention, scam, victim. Challenges: <u>Career Exploration Overload</u> Students can feel overwhelmed by the number of career options on platforms like UniFrog, making it difficult for them to interpret personality quizzes or understand that career paths can change over time. <u>Budgeting Awareness</u> Many students struggle to distinguish between needs and wants, making the concept of planning and prioritising spending feel abstract or irrelevant to their current lives. <u>Understanding Workplace Ethics</u> Recognising subtle unethical behaviours—such as exclusion, gossip or unfair treatment—can be difficult for students who are still developing social awareness and empathy. <u>Online Information Vulnerability</u> Students often underestimate how easily personal information can be stolen online, especially when they feel confident in their digital skills. <u>Employment Terminology Confusion</u> Terms like part-time, full-time, permanent, temporary and zero-hours can be confusing, leading to difficulty understanding how different employment types affect income and stability.	be resilient, we face new challenges more easily. • The Equality Act in 2010 is to protect people from discrimination, harassment, and victimisation in the UK by creating a single, simplified law that promotes fairness and equal opportunity in areas like employment, education, and public services, based on the 9 protected characteristics: <table><tr><td>1) Age</td><td>2)</td></tr><tr><td>Disability</td><td></td></tr><tr><td>3) Gender reassignment</td><td>4) Race</td></tr><tr><td>5) Religion or belief</td><td>6) Sex</td></tr><tr><td>7) Sexual orientation</td><td></td></tr><tr><td>8) Marriage / civil partnership</td><td></td></tr><tr><td>9) Pregnancy / maternity.</td><td></td></tr></table> Key terminology: Discrimination, victimisation, harassment, law, protected characteristics, safety, fairness, equality, resilience. Challenges: <u>Sensitive Safeguarding Content</u> Students may feel uncomfortable or unsure when learning about FGM, especially if they have cultural links to communities where it occurs. They may struggle to ask questions safely or understand why the topic is taught in school. <u>Risk Underestimation</u> Young people often believe they are “safe enough” around roads, railways or water, leading them to underestimate hidden dangers such as train stopping distances, cold water shock or distractions when crossing roads. <u>Resilience Misunderstanding</u> Students may interpret resilience as “never showing emotion” or “dealing with everything alone”, rather than recognising it as a skill involving help-seeking, reflection and coping strategies. <u>Equality Act Complexity</u> Legal terms such as discrimination, harassment and victimisation can feel abstract. Students may also confuse protected characteristics with personal preferences or personality traits. <u>Emotional Barriers</u>	1) Age	2)	Disability		3) Gender reassignment	4) Race	5) Religion or belief	6) Sex	7) Sexual orientation		8) Marriage / civil partnership		9) Pregnancy / maternity.		• An addicted smoker can spend over £3,000 per year on cigarettes and vape addicts can spend over £500. Furthermore, both of these are very dangerous to human health e.g. they can both cause respiratory and cardiovascular diseases. • How to deal with a range of injuries. These are usually minor. They include: bruising, cuts, bites and burns. • What to do in an emergency situation where someone has lost consciousness following DRSABC (danger, response, shout, airway, breathing, circulation). The importance of the recovery position and emergency contact numbers (999/112). • Brains are designed to help protect us and spot danger. However, sometimes it can jump to conclusions. This can be done by catastrophising, mind reading, black and white thinking, overgeneralising, labelling. Key terminology: Sanitation, respiratory, cardiovascular, hygiene, injuries, emergencies, support Challenges: <u>Embarrassment and Sensitivity Around Hygiene</u> Students may feel uncomfortable discussing personal hygiene, puberty-related changes or caring for private areas. Some may lack routines at home or feel embarrassed to ask questions, leading to gaps in understanding. <u>Normalisation of Vaping and Smoking</u> Students may underestimate the financial and health risks of smoking and vaping due to peer influence, social media trends or seeing adults use these products. They may struggle to understand addiction or long-term consequences. <u>Boundary-Setting Difficulties</u> Recognising unwanted contact can be challenging for students who worry about being “rude” or who have been taught to comply with adults. Some may not understand that consent applies to
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maths”) or too ambitious, making SMART targets difficult to apply. <u>Understanding human rights and protected characteristics</u> Students may find it challenging to distinguish between <i>rights</i>, <i>equality</i>, <i>diversity</i>, and <i>discrimination</i>, especially when examples overlap. <u>Recognising loneliness</u> Students may not identify loneliness as an emotion or may feel ashamed to acknowledge it, making it harder to seek support. <u>Navigating the education system</u> Students may find it difficult to understand the differences between state, private and home education, or why attendance laws exist. Misconceptions: “Responsibility only applies in school.” Students may believe rules stop at the school gate and not realise behaviour outside school can still impact wellbeing and safety. “Non-verbal communication doesn’t matter.” Some students assume communication is only about words, overlooking tone, posture, eye contact and personal space. “Change is always negative.” Students may view change as something to fear rather than something manageable or even positive. “Human rights only apply to adults.” Many students don’t realise children have rights too, and that rights apply to everyone equally. “Equality means treating everyone the same.” Students may not yet understand that equality is about fairness, not identical treatment. “Protected characteristics are opinions.” Students may think protected characteristics are optional beliefs rather than legally protected aspects of identity. “Loneliness means having no friends.” Students may not recognise that loneliness can happen even when surrounded by people. “SMART targets are just a worksheet task.” Students may not see the relevance of goal-setting to real life, progress, or wellbeing. “Private schools are ‘better’ than state schools.” Students may hold simplistic	Students may associate charity only with giving money and may not realise that time, skills, and donated items are equally valuable. <u>Connecting sustainability to real life</u> Students may understand recycling but struggle to grasp the broader idea of social, economic, and environmental sustainability. Misconceptions: “Democracy just means voting.” Students may overlook participation, debate, representation, and fairness as key parts of democratic life. “Diversity only means different skin colours.” Students may not yet understand that diversity includes beliefs, languages, abilities, cultures, and identities. “Multiculturalism means everyone must agree.” Students may think harmony requires sameness, rather than respectful coexistence and understanding. “Bullying is just being unkind once.” Students may confuse conflict or rudeness with bullying, which involves repeated, intentional harm and a power imbalance. “Charity is only about money.” Students may not realise that donating items, volunteering, or raising awareness are all forms of charitable action. “Recycling is enough to be sustainable.” Students may not yet understand the social and economic pillars of sustainability or the need for wider action. “Global issues are too big for young people to influence.” Students may underestimate the impact of individual choices, school initiatives, and community action.	<u>Diverse Backgrounds</u> Different home experiences and prior knowledge can create misconceptions about relationships, marriage and LGBTQIA+ identities, sometimes causing discomfort or conflicting views. <u>Online Safety Anxiety</u> Topics like sextortion or digital permanence may trigger anxiety or disbelief, especially when students feel “tech savvy” or assume risks don’t apply to them. <u>Peer Judgement</u> Fear of being laughed at, saying the wrong thing or being misunderstood can limit participation in sensitive discussions. <u>SEND and Maturity Differences</u> Social-communication needs and uneven maturity can make it harder for some students to read cues, manage impulsivity or apply communication skills in real situations. Misconceptions: <u>Commitment Misunderstandings</u> Some students may think commitment only applies to marriage or adults, not hobbies, goals or friendships. <u>Healthy Relationship Myths</u> Many believe relationships should be “drama-free” or perfect, not realising healthy relationships still involve conflict and repair. <u>LGBTQIA+ Confusion</u> Students may assume LGBTQIA+ identities are “new”, a trend, or only relevant to adults, rather than part of human diversity. <u>Online Safety Overconfidence</u> Some think deleted posts truly disappear or that only strangers pose risks, overlooking peer-to-peer online harm. <u>Puberty Stereotypes</u> Students may believe mood swings mean they can’t control their behaviour, or that everyone experiences puberty in the same way. <u>Communication Misbeliefs</u> Many assume communication is just talking, not realising tone, body language and listening are equally important.	<u>Gambling Risk Perception</u> Students may struggle to grasp that gambling systems are designed so the gambler usually loses, especially when games or adverts make it appear fun, harmless or skill-based. Misconceptions: <u>Career Determinism</u> Some students believe that personality quizzes or early interests dictate their future job, rather than seeing careers as flexible and evolving. <u>Money Myths</u> Students may think adults can simply use their bank card without needing money in the account, reinforcing unrealistic ideas about budgeting. <u>Ethics Equals Lawbreaking</u> Many assume unethical behaviour only refers to illegal actions, overlooking everyday behaviours that can harm workplace culture. <u>Identity Theft Only Affects Adults</u> Students may believe identity theft is an adult problem, not realising that young people’s data is equally valuable and vulnerable. <u>Full-Time Equals Higher Pay</u> Some students think full-time jobs always pay more, not understanding that pay depends on role, sector and contract type. <u>Gambling as Easy Money</u> Students may believe gambling is a quick way to make money, especially if they’ve seen people win once or watched influencers glamorise it.	Some students may shut down during discussions about safety, fairness or discrimination, especially if they have lived experience of these issues. Others may dominate discussions, making it harder for quieter students to contribute. <u>Terminology Confusion</u> Words like “fairness”, “equality” and “protection” can be interpreted differently by students, leading to misunderstandings about the purpose of the Equality Act or the meaning of resilience. Misconceptions: <u>FGM as a Cultural Exception</u> Some students may believe FGM is acceptable if it is part of a cultural tradition, not realising it is illegal, harmful and classified as child abuse in the UK. “It Won’t Happen to Me” Thinking Students may assume accidents near roads, railways or water only happen to people who are careless, rather than understanding that risk can affect anyone. <u>Resilience Equals Toughness</u> Students may think resilience means ignoring feelings or “just getting on with it”, rather than recognising that resilience includes acknowledging emotions and seeking support. <u>Protected Characteristics Apply to Everyone All the Time</u> Students may assume everyone has all nine protected characteristics, or that they give certain groups “special treatment”, rather than understanding they exist to prevent unfair treatment. Discrimination and Bullying Are the Same Students may believe discrimination is simply another word for bullying, without understanding the legal definition or the link to protected characteristics. <u>Water Confidence</u> Equals Water Safety Students may think being able to swim means they are safe in open water, not realising the dangers of currents, cold water shock or hidden obstacles.	everyday situations, not just sexual ones. <u>Fear and Panic in First Aid Situations</u> Students may feel overwhelmed by the idea of dealing with injuries or emergencies. They may worry about “doing it wrong”, feel squeamish about blood, or struggle to remember the DRSABC sequence under pressure. <u>Misinterpreting Unhelpful Thoughts</u> Students may believe that unhelpful thoughts are facts, or that having them means something is wrong with them. They may find it difficult to identify thinking patterns or to separate feelings from evidence. Misconceptions: “If I Don’t Smell, I’m Clean” Students may believe hygiene is only about odour, not understanding the role of sanitation in preventing illness or the importance of daily routines. <u>Vaping Is Harmless</u> Some students may think vaping is “just flavoured air” or safer than smoking, not realising it contains addictive substances and can damage the respiratory and cardiovascular systems. <u>Unwanted Contact Only Means Something Sexual</u> Students may assume unwanted contact only applies to serious or adult situations, not recognising that everyday touch can also be unwanted and that consent applies to all interactions. <u>First Aid Is Only for Adults</u> Students may believe they are too young to help in emergencies or that they could make things worse. They may also think unconscious people should be shaken awake or that CPR always works like in films. <u>Thoughts = Facts</u> Students may assume that if they think something (“Everyone hates me”, “I’ll fail everything”), it must be true. They may not realise that the brain can jump to conclusions and create unhelpful thinking patterns. <u>Plasters Heal Wounds</u> Students may think plasters “fix” injuries rather than understanding their purpose: protecting wounds and preventing infection.
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or stereotyped views about different types of education.					
Previous learning that is particularly relevant:					
The unit builds on prior KS2 learning where pupils developed early understanding of friendships, communication, rules, emotions and basic rights. It extends their knowledge by introducing more complex ideas about responsibility, the education system, managing change and understanding protected characteristics. This topic deepens their awareness of how communication, human rights, equality and personal goals shape their transition to secondary school, helping them apply familiar concepts in a more mature and independent context.	The unit builds on prior KS2 learning where pupils developed early awareness of fairness, kindness, community and respecting differences between people. It extends this foundation by introducing more complex ideas about British Values, multiculturalism, antibullying, charity and sustainability. This topic deepens their understanding of how diversity, respect and responsible choices shape both local and global communities, helping them apply familiar concepts in a broader and more interconnected context. Skill Development (Building on HT1) Students build on the respectful communication routines established in Half Term 1 by applying them to more sensitive discussions about identity and diversity. They use the decision-making model introduced earlier to think through how to challenge stereotypes safely and appropriately. Self-reflection skills from HT1 are strengthened as students explore their own values and identity, helping them express opinions confidently while maintaining the expectations and ground rules set at the start of the year.	The unit builds on prior KS2 learning where pupils explored early ideas about friendships, respect, personal boundaries, online safety and the physical and emotional changes of puberty. It extends this foundation by introducing more complex concepts such as different types of commitment, characteristics of healthy relationships, LGBTQIA+ identities, sextortion and digital permanence. This topic deepens their understanding of how communication, emotions and responsible choices shape safe and healthy relationships, helping them apply familiar ideas in more mature, realistic and age-appropriate contexts. Skill Development (Building on HT1 and HT2) Students draw on the communication strategies from HT1 to manage disagreements and navigate friendship challenges respectfully. The empathy skills developed in HT2 help them understand different perspectives and recognise how diverse backgrounds shape friendships. They continue to build confidence in help-seeking by revisiting the trusted-adult framework from HT1, applying it to real-life friendship scenarios where support may be needed.	The unit builds on prior KS2 learning where pupils were introduced to early ideas about money, saving, spending, responsibilities and the world of work through basic financial education and enterprise activities. It extends this foundation by exploring more detailed concepts such as career pathways, budgeting, workplace ethics, identity theft, employment types and the risks of gambling. This topic deepens their understanding of how personal choices, financial awareness and future aspirations are connected, helping them apply familiar ideas in more realistic, practical and age-appropriate ways as they begin to consider their future careers. Skill Development (Building on HT1, HT2 and HT3) Students apply the critical thinking skills developed in HT2 to analyse online content, question sources and identify misinformation. They use the boundary-setting strategies from HT3 to manage online interactions and protect their wellbeing. Learning from HT1 about rights and responsibilities is extended into the digital world, helping students understand responsible online behaviour. They also revisit the HT1 decision-making model to evaluate online risks and make safer choices.	The unit builds on prior KS2 learning where pupils were introduced to basic safety rules, respectful behaviour, recognising trusted adults and understanding simple risks in everyday environments. It extends this foundation by exploring more complex and sensitive topics such as FGM, railway and water safety, resilience, road awareness and the Equality Act's protected characteristics. This topic deepens their understanding of how personal safety, fairness and responsible decision-making interact, helping them apply familiar ideas in more mature, informed and realistic ways as they navigate greater independence in secondary school. Skill Development (Building on HT1, HT2, HT3 and HT4) Students use the self-reflection skills from HT1 and HT2 to assess their own wellbeing and identify areas for improvement. They apply conflict-management strategies from HT3 to regulate emotional responses and handle challenging situations more calmly. Building on the digital literacy from HT4, they learn to evaluate online health information critically. Help-seeking skills are further strengthened as students practise communicating wellbeing concerns clearly and confidently.	The unit builds on prior KS2 learning where pupils were introduced to basic ideas about hygiene, healthy lifestyles, simple first aid, consent, and recognising emotions through the primary Health Education curriculum. It extends this foundation by exploring more detailed knowledge about personal hygiene routines, the risks and financial cost of smoking and vaping, unwanted contact, emergency first aid procedures and how unhelpful thoughts can influence wellbeing. This topic deepens their understanding of how physical health, safety awareness and emotional thinking patterns interact, helping them apply familiar concepts in more practical, responsible and age-appropriate ways as they develop greater independence in secondary school. Skill Development (Building on HT1, HT2, HT3, HT4 and HT5) Students revisit the HT1 decision-making model to set realistic goals and plan steps towards achieving them. They draw on the self-awareness developed in HT2 and HT5 to identify their strengths and areas for growth. Communication and teamwork skills from HT3 are applied to collaborative tasks that prepare them for future learning. Critical thinking from HT4 supports their ability to evaluate opportunities and challenges. They also reflect on their progress across the year, using this to build resilience and prepare for a successful transition into Year 8.
Future Learning: How does the Y7 content prepare students for future year groups?					
Year 8 Personal Development prepares students for future learning by deepening the core building blocks introduced in Year 7 and extending them into more mature, nuanced and real-world contexts. The curriculum strengthens the key ideas in your PD intent statement—respectful relationships, emotional wellbeing, navigating influence, celebrating diversity, responsible citizenship and preparing for future success—by introducing more complex content on discrimination, sexual health, consent, identity, emotional wellbeing, financial choices and career pathways. Across the six units, students refine and expand shared vocabulary such as equality, harassment, victimisation, stereotypes, contraception, consent, identity, aspirations, resilience and radicalisation, which becomes essential for accessing the statutory RSHE and Citizenship content taught in Years 9–11. Year 8 also builds the conceptual foundations needed for later learning about extremism, intimate relationships, mental health conditions, digital footprints, workplace rights, political participation and post-16 pathways. By practising critical thinking, respectful discussion, boundary-setting, empathy, self-reflection and responsible decision-making, students develop the maturity, independence and confidence emphasised in your PD intent. This prepares them not only for the increased sensitivity and complexity of KS4 RSHE and Citizenship, but also for the demands of KS5 study, future employment, and life as active, informed citizens in modern Britain.					



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Outcomes:		
By the end of the year pupils will be able to solve/create/produce/write:		
Our curriculum is structured for students to learn more to remember more ensuring that the RSHE statutory requirements and Key Stage 3/4 Citizenship National Curriculum objectives are completed from the topics covered in this year: By the end of Year 8, pupils will be able to apply, analyse and communicate their understanding across a wider range of increasingly complex personal, social and societal contexts. Our curriculum is structured so that students learn more and remember more, ensuring that RSHE statutory requirements and Key Stage 3/4 Citizenship National Curriculum objectives continue to be met through the topics covered this year. The curriculum enables pupils to develop secure and increasingly sophisticated knowledge of rights, responsibilities, equality, discrimination, healthy relationships, emotional wellbeing, financial choices and personal safety. They deepen their understanding of key RSHE and Citizenship concepts—such as consent, protected characteristics, harassment, victimisation, radicalisation, contraception, online behaviour, budgeting and career pathways—and apply this knowledge to real-life scenarios with growing independence. Pupils use this knowledge to interpret, analyse and evaluate issues such as risk-taking, discrimination, identity, digital behaviour, sexual health, emotional wellbeing and financial decision-making, enabling them to make informed, responsible and ethical judgements. They also select, adapt and use a wider range of personal, social and critical-thinking skills—including communication, boundary-setting, resilience, first aid, recognising unsafe situations, evaluating influence, responding to feedback and planning for future aspirations—to investigate questions, respond to challenges and communicate their understanding confidently, respectfully and safely.		
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 Year 8 Personal Development curriculum is designed so that all students—including those with SEND and those who are disadvantaged—can access increasingly complex and sensitive content confidently, while still being challenged to meet ambitious expectations. Teachers continue to “teach to the top”, ensuring that sophisticated concepts such as discrimination, consent, contraception, identity, emotional wellbeing, radicalisation, financial decision-making and healthy relationships are made accessible through clear explanations, modelling and structured discussion routines. To support access, lessons include explicit vocabulary instruction, visual scaffolds, sentence starters, model answers, retrieval practice and chunked explanations, enabling students to secure key knowledge before applying it to more demanding scenarios. Repetition across the year strengthens long-term understanding, while carefully sequenced content reduces cognitive load and builds confidence. Adaptations are informed by pupil profiles, seating plans and known strategies that support individual needs, such as processing time, alternative recording methods, small-step tasks and opportunities for pre-teaching or over-learning. A calm, predictable classroom environment—supported by explicit ground rules for respectful discussion—ensures all students can participate safely in conversations about identity, relationships, discrimination and wellbeing. Teachers use visual aids, scenarios, case studies and real-life examples to build context and support comprehension, while maintaining the same conceptual challenge for every learner. Where appropriate, assessments and activities are adapted in line with access arrangements so that students can demonstrate their understanding without lowering expectations. This approach ensures that all students, regardless of need or background, can engage meaningfully with the Year 8 PD curriculum, develop confidence and independence, and build the knowledge and skills required to navigate the increasing complexity of KS3 and beyond.		
Wider Curriculum and Enrichment – cultural capital and real world application		
Enriching experiences: Documentaries, short films and case studies from BBC, NSPCC, CEOP, NHS, Parliament UK, PSHE Association and reputable charities deepen students’ understanding of relationships, safety, diversity, mental health, and citizenship. Guest speakers and themed assemblies (e.g., police, mental health advocates, careers advisors, charity representatives) help students connect classroom learning to real-world experiences. Practical scenarios and role-play allow students to rehearse communication, decision-making, consent, first aid and help-seeking in safe, structured environments. Opportunities for student leadership and social action, such as charity events, anti-bullying campaigns, student voice groups and community projects, build confidence and civic responsibility.	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 key 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. Reading in Personal Development Students read a range of accessible 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	Cross-Curricular Opportunities / Opportunities to Develop Character English - Developing clear written and spoken communication through reflective writing, scenario responses, advice-giving, and structured explanations. - Analysing persuasive language in media, adverts, and online content to support 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.



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.

- **Exposure to current issues**—such as online safety trends, equality cases, public health campaigns and careers pathways—helps students understand how PD content applies to modern life.

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. Lessons encourage curiosity about the world, celebrate individuality, and create safe spaces for students to ask big questions about relationships, wellbeing, equality and their future. Activities such as teamwork challenges, reflective tasks and creative problem-solving help students experience joy in learning about themselves and their place in the community.</i>
Progress — building knowledge, skills and character over time	<i>The curriculum is 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 students secure knowledge in long-term memory. Students are shown how each topic links to prior and future learning in PD, RSHE and Citizenship, helping them understand their personal growth and 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, practise using success criteria, and receive praise through verbal feedback, reward points, postcards and positive calls home. Every achievement—from mastering a difficult 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. 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 and wider community.</i>

wellbeing. Visual aids, diagrams and short videos support comprehension and reduce cognitive load.

Writing in Personal Development

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

Scaffolded Writing and Extended Responses

To support all learners, writing is scaffolded with sentence starters, discussion frames, model answers and structures such as PEEL for explaining viewpoints or DECIDE-style frameworks for decision-making. This helps students 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 and revisited. Students use glossaries in their books and engage in retrieval practice to secure accurate, confident use of statutory RSHE and Citizenship terminology.

Oracy and Discussion

Oracy is a core component of PD. 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, ask for help, challenge stereotypes, and articulate feelings or concerns.

- 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.
- 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.



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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.

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.



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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?