



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 8 cover the following: • Understanding the foundations of healthy, respectful relationships, including how trust, boundaries, and communication evolve in friendships and family life; recognising early signs of unhealthy behaviours such as pressure, exclusion, or manipulation; and developing confidence in resolving conflict and maintaining positive relationships. • Developing knowledge of physical and emotional wellbeing, including the later stages of puberty, body confidence, managing stress and strong emotions, building healthy routines around sleep and screen time, and knowing how to access support for themselves or others. • Exploring identity, diversity, and equality, understanding how stereotypes form and influence behaviour, how discrimination can appear in subtle or indirect ways, how the Equality Act 2010 protects people in real-life situations, and how to challenge prejudice safely and act as an ally. • Building digital literacy and online safety, including managing digital footprints and online reputation, recognising misinformation and persuasive design, navigating group chats and online conflict, and understanding how to make responsible, safe choices in increasingly complex online spaces. • Developing early careers awareness, such as identifying transferable skills, linking strengths and interests to future pathways, exploring a wider range of careers (including emerging industries), and understanding how motivation, resilience, and goal-setting support progress. • Understanding rights, responsibilities, and British values, including how laws are made and why they change, how democracy operates at local and national levels, how young people can influence decisions, and what responsible citizenship looks like in school, online, and the wider community. • Learning strategies for managing emotions, decision-making, and resilience, helping students evaluate risks, understand consequences, manage peer influence, and apply practical coping strategies when facing challenges in friendships, learning, or online environments. • Applying learning to real-life scenarios, enabling students to analyse more complex situations involving peer pressure, discrimination, online dilemmas, and wellbeing challenges, and to make informed, confident choices about safety, relationships, and their role in their 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 2-3	Half Term 3-4	Half Term 4-5	Half Term 5-6
Personal safety – Drugs and alcohol Students will learn key knowledge about: • Alcohol dependency and misuse • Effects of smoking and vaping • Fire Safety • Mindfulness • Urban exploration • Firework safety • Medication – over the counter vs doctor prescriptions Students will learn key skills including: • An addiction is a very strong urge to do something that is hard to control or stop.	Careers & finance – community and careers Students will learn key knowledge about: • LMI's and GCSE's • Careers in the NHS • Financial choices • Equality in the workplace • Social norms and attitudes • Acting upon constructive feedback • Identifying future aspirations Students will learn key skills including: • An understanding of Labour Marketing Information and GCSE's. LMI's are used for helping people find work or changing	Health and wellbeing – Emotional wellbeing Students will learn key knowledge about: • Eating disorders • Dealing with first aid: asthma and bites/stings • Dental health • Social communication • Gas and solvent use • Caffeine addictions Students will learn key skills including: • Anorexia, obesity, bulimia, night-time eating disorder and binge-eating disorder are examples of eating disorders that can lead to health issues.	RSE – healthy relationships Students will learn key knowledge about: • Introduction to contraception and STI's • The importance of consent • The dangers around sexting • Identity and stereotypes • Relationship expectations and values • Types of parenting and families Students will learn key skills including: • Contraception is a fundamental part of safe sex. Contraception helps reduce the risk of unwanted pregnancies and STI's. Contraception can be spit into two	Global issues - discrimination Students will learn key knowledge about: • The difference types of discrimination: direct and indirect discrimination • An overview of radicalisation • Equality • Harassment • Victimisation Students will learn key skills including: • Discrimination is the unfair treatment of groups of people. This is why we have protected characteristics e.g. age, disability, gender reassignment, marriage



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Alcohol can be addictive if misused. There are some short term effect that include dehydration and 'out of character' behaviours and long term effects includes risk of illnesses like strokes and cancers. - Nicotine is found in both vapes and cigarettes which is addictive for users. There are over 4000 chemicals in cigarettes and approximately 2000 in vapes, which can cause illnesses like cancer. - Unwanted fires can lead to death. They are caused by candles, cooking or electrical equipment. There are 3 components that allow fires to spread: heat, oxygen and fuel. - Mindfulness is the idea that being more conscious of your surroundings and feeling that you are in the present (rather than worrying about the future) can help you feel more calm. - Urban exploration of man-made structures often abandoned or hidden from the general public. This can make people exposed to unwanted substances like asbestos and endanger people who explore. - The firework code is a set of guidelines designed to keep people safe when using fireworks, and to make sure that they use them responsibly. Some of the rules are also written to remind the public of the law. E.g. outdoor fireworks can only be purchased by people over 18 and must be used on private land unless completed by a professional for public display. - Prescription medicines require a clinician's approval for conditions needing supervision, while over-the-counter medicines can be safely used without a prescription for minor, self-treatable issues. Key terminology Addiction, Alcohol misuse, Short-term effects, Long-term effects, Nicotine, Chemicals, Cancer risk, Unwanted fires, Fire triangle, Fire safety, Mindfulness, Urban exploration, Asbestos, Physical danger, Firework Code, Legal age, Private land, Public display, Prescription medicines, Over-the-counter medicines, Self-treatable conditions Challenges - Normalisation of risky behaviours Students may underestimate the dangers of alcohol	career. Every student must take English, Maths and Science at GCSE and then you can choose your other subjects e.g. Art, Drama and humanities subjects. - Students explore the wide range of careers available in the NHS, with over 350 different roles to discover. - People often use the 50:30:20 rule when managing money. 50% of your income is spent on what you need, 30% is spent on what you want, and 20% is spent on savings and debt repayments. - Work ethic is driven by personal motivation including characteristics like hard work and punctuality whereas being ethical is guided by moral principles like honesty and fairness. - Social norms in a workplace environment includes being polite, well-mannered and being respectful. - Constructive feedback is specific, kind, and helpful. It tells someone what they did well and how they can improve. Acting upon constructive feedback can allow people to improve a specific and measurable task. - Aspirations are strong hopes, dreams, or ambitions for achieving something significant or great in the future, providing purpose and direction, like career success, personal growth, or specific life goals. Key terminology Aspirations, attitudes, budgeting, career pathway, constructive feedback, debt, ethical behaviour, fairness, GCSEs, goals, income, LMI, motivation, NHS careers, professionalism, protected characteristics, reflection, savings, social norms, work ethic. Challenges - Students may struggle to see how Labour Market Information is relevant to them or assume it only relates to salaries. - Some students may believe GCSE choices permanently determine their future or misunderstand which subjects are compulsory. - Students often assume NHS roles are limited to doctors and nurses, overlooking the wide range of non-clinical careers. - Students may find it challenging to distinguish between needs and wants or assume budgeting is only for adults. - Students may confuse working hard with acting ethically, not recognising the difference between effort and moral behaviour.	- Asthma can be caused by change in temperature, dust and cleaning products. Regular exercise and healthy diets can help control asthmatics. - Insect repellent, wearing long sleeved clothing and approaching animals cautiously can help reduce the risk of bites and stings. - Dental health is really important for chewing food and for overall health. Tooth decay and gum disease can lead to various health problems like diabetes and heart disease. - Communication is done in a variety of ways including both verbal and non-verbal. Giving personal space, co-operation and following instructions are examples of good communication. - People use gas and solvents everyday. These products include hairspray and cleaning products. They can be highly flammable and if used incorrectly can be very damaging to the human body. - Adolescence's aged 12-18 should have a maximum of 100 mg of caffeine (this should not be done daily). There is 160-180 mg of caffeine in one 500ml of Monster energy drink. There are other examples of substances that have caffeine in them including Coca-Cola and chocolate. Key terminology Adolescence, anorexia, asthma, binge-eating disorder, bites, bulimia, caffeine, communication, co-operation, dental health, eating disorders, first aid, flammability, gas, gum disease, insect repellent, night-time eating disorder, non-verbal communication, obesity, personal space, solvents, stings, tooth decay, verbal communication Challenges - Students may struggle to recognise early signs of eating disorders or may not understand that they can affect anyone. - Some students may not take asthma triggers seriously or may underestimate how quickly symptoms can worsen. - Students may overlook the importance of preventing bites and stings, especially when outdoors or around animals. - Dental health may be seen as unimportant, with students not realising the long-term health consequences of poor oral hygiene. - Students may find it difficult to use non-verbal communication effectively or may misinterpret others' social cues.	categories: hormonal and barrier. The risk of spreading sexually transmitted infections can be reduced by delaying sexual activity and getting tested regularly if sexually active. - Consent is agreement which is given willingly and freely without exploitation, threat or fear, and by a person who has the capacity to give their agreement. - The growth of social media and access to the internet has contributed to the increase of sexting taking place. Sexting is the act of sending, receiving, or forwarding sexually explicit messages, photographs, or videos, usually via mobile phone or social media. - Sexual orientation is the part of a person's identity that describes the types of people they are attracted to and gender identity is how a person thinks about themselves, and knows themselves to be. A person might identify as a woman, a man, as both, as neither, or in another way. - Relationship boundaries are important because they help everyone feel safe, respected, and in control of their own choices. - People associate love, caring and memories with families. There are different types of family including: nuclear family, single-parent family, extended family, blended family, same-sex family, adoptive/Foster family Key terminology Barrier contraception, blended family, consent, contraception, extended family, family structures, foster family, gender identity, hormonal contraception, identity, nuclear family, parenting, relationship boundaries, relationship values, same-sex family, sexting, sexual orientation, stereotypes, STI, testing, unwanted pregnancy. Challenges - Students may feel embarrassed discussing contraception or may not understand the difference between hormonal and barrier methods. - Some students may struggle to recognise what valid consent looks like or may feel unsure how to communicate boundaries. - Students may underestimate the risks of sexting or believe digital content can be easily deleted. - Students may find it difficult to separate stereotypes from facts when discussing identity, gender or sexual orientation.	and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. - Direct discrimination means treating someone unfairly because of a protected characteristic. Indirect discrimination means a rule or policy that applies to everyone but unfairly disadvantages a particular group. - Radicalisation is when someone starts to believe or support extreme views. They could be pressured to do illegal things by someone else. Or they might change their behaviour and beliefs. - Equality is having equal opportunities and rights. It is being treated fairly. It also means being able and supported to reach your potential. Inequality is when people aren't given equal opportunities and rights. They are treated unfairly and experience discrimination. - Harassment means unwanted behaviour that causes someone to feel distressed, intimidated, or unsafe. - Victimisation is when someone is treated unfairly, harassed, or bullied because of who they are or what they believe. It can happen in school, online, at home, or in society. Key terminology Direct discrimination, indirect discrimination, protected characteristics, equality, inequality, harassment, victimisation, radicalisation, extreme views, unfair treatment, intimidation, prejudice, discrimination, opportunities, rights, behaviour, beliefs Challenges - Students may struggle to distinguish between direct and indirect discrimination or may not recognise subtle forms of unfair treatment. - Some students may find it difficult to understand how radicalisation develops or may assume it only affects certain groups. - Students may believe equality simply means treating everyone the same, rather than ensuring fairness and equal access to opportunities. - Harassment may be minimised or dismissed as "joking," making it harder for students to identify harmful behaviour. - Students may not recognise victimisation when it happens online or may underestimate its emotional impact.
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misuse, vaping, smoking, or exploring unsafe environments due to peer influence or social media. • Misunderstanding long-term health risks Illnesses such as cancer or stroke may feel distant or irrelevant, making it harder for students to appreciate the seriousness of harmful substances. • Fire safety complacency Students may not recognise how quickly everyday items can start fires or how the fire triangle applies to real-life situations. • Engaging with mindfulness Some students may feel self-conscious, dismissive, or unsure how to practise mindfulness effectively. • Risk-taking attitudes Urban exploration and fireworks may be viewed as “fun” without consideration of legal or physical dangers. • Confusion around medication Students may struggle to understand when OTC medicines are appropriate and why prescription medicines require supervision. • Personal experiences Some students may have lived experience with addiction, fire incidents, or health conditions, which may affect engagement or emotional responses. Misconceptions <u>Vaping is harmless because it's not smoke.</u> Students may believe vapes contain only water vapour or ignore the presence of nicotine and chemicals. <u>Alcohol is only dangerous if you drink every day.</u> They may not understand the risks of binge drinking or short-term harm. <u>Fires only happen in dangerous places.</u> Students may not realise how easily everyday activities can cause fires. <u>Mindfulness means emptying your mind.</u> A common misunderstanding that can prevent students from engaging. <u>Urban exploration is safe if you're careful.</u> Students may underestimate hidden dangers such as asbestos or unstable structures. <u>Fireworks are safe if bought legally.</u> They may not understand the legal age, land restrictions, or the need for professional supervision at public displays.	• Students may not realise that workplace expectations differ from school expectations and vary between industries. • Some students may feel defensive or embarrassed when receiving constructive feedback, limiting their ability to act on it. • Students may feel pressured to have a fixed career plan or believe aspirations must be ambitious or permanent. Misconceptions: <u>LMI is just about pay.</u> Students may overlook job demand, required skills, or future opportunities. <u>GCSE choices decide your whole life.</u> They may not understand that pathways are flexible and skills transfer across careers. <u>The NHS is only doctors and nurses.</u> Students may not realise the scale of roles in IT, finance, engineering, administration, and more. <u>Budgeting is only for adults.</u> They may not see how money management applies to pocket money, part-time work or future independence. <u>Needs and wants are the same.</u> Students may misclassify spending, making budgeting difficult. <u>Work ethic and ethics mean the same thing.</u> They may confuse working hard with acting fairly or responsibly. <u>Feedback means you've done something wrong.</u> Students may not recognise feedback as a tool for growth. <u>Aspirations must be fixed.</u> They may believe goals cannot change as they learn more about themselves.	• Students may not realise how dangerous everyday gases and solvents can be when misused or exposed to heat. • Students may underestimate the caffeine content of energy drinks or not understand recommended limits for their age group. Misconceptions: <u>Eating disorders are only about food or weight</u> Students may not understand the emotional and psychological factors involved. <u>Asthma only happens during exercise</u> They may not recognise triggers like dust, cold air or cleaning products. <u>Bites and stings are always harmless</u> Students may not realise they can cause allergic reactions or infections. <u>Brushing once a day is enough</u> They may not understand the link between dental health and wider health issues. <u>Communication just means talking</u> Students may overlook the importance of body language, tone and personal space. <u>Household gases and solvents are safe because they're common</u> They may not recognise the risks of inhalation, flammability or misuse. <u>Energy drinks are harmless because they're sold in shops</u> Students may not realise how much caffeine they contain or the impact on sleep, mood and heart rate.	• Relationship expectations may be influenced by peer pressure, social media or unrealistic portrayals of relationships. • Students may not recognise the diversity of modern families or may assume one family structure is “normal” or “better.” Misconceptions: <u>Contraception is only needed to prevent pregnancy</u> Students may not realise that some methods also reduce the risk of STIs. <u>Consent only matters the first time</u> Students may not understand that consent must be given every time and can be withdrawn at any point. <u>Sexting is safe if it's private</u> Students may not realise images can be saved, shared or used to pressure or harm someone. <u>Identity is fixed and cannot change</u> Students may not understand that gender identity and sexual orientation can be experienced differently by different people. <u>Healthy relationships don't need boundaries</u> Students may not recognise that boundaries protect wellbeing, safety and respect. <u>All families look the same</u> Students may not understand the wide range of family structures and may assume their own experience is universal.	• Discussions about discrimination may feel sensitive or personal, affecting engagement or confidence in speaking openly. Misconceptions: <u>Direct discrimination is always obvious</u> Students may not realise it can be subtle or disguised as “banter.” <u>Indirect discrimination is accidental so it doesn't matter</u> Students may not understand that impact is more important than intent. <u>Radicalisation only happens to certain types of people</u> Students may not recognise that anyone can be influenced by extreme views. <u>Equality means treating everyone exactly the same</u> Students may not understand that fairness sometimes requires different support for different people. <u>Harassment is only physical</u> Students may not realise it can be verbal, online or non-verbal. <u>Victimisation only happens in extreme situations</u> Students may not recognise everyday examples such as excluding, mocking or targeting someone for who they are.
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OTC medicines are always safe because anyone can buy them. Students may not recognise dosage risks or when medical advice is needed. Prescription medicines can be shared if symptoms are similar. Students may not realise prescriptions are for one named person only.				
Previous learning that is particularly relevant:				
The unit builds on prior KS2 learning about healthy lifestyles, basic safety and recognising risks, and extends this by introducing more complex ideas about addiction, substance misuse, fire safety, medication safety and risk-taking behaviours. It connects directly to earlier Year 7 units on responsibility, decision-making, emotional literacy, online safety, ethical choices and personal safety. Students apply the communication, resilience and critical-thinking skills developed across the year to evaluate the dangers of alcohol, smoking, vaping, urban exploration and unsafe use of fireworks or medication. This topic deepens their understanding of how physical health, emotional wellbeing and responsible choices interact, helping them make informed, safe decisions as they gain greater independence.	The unit builds on prior KS2 learning about money, responsibilities and early ideas about work, and directly extends the Year 7 Careers & Finance unit. Students deepen their understanding of financial choices, workplace expectations, equality, motivation and future planning by applying the decision-making, communication and self-reflection skills developed across Year 7. They build on earlier knowledge of budgeting, ethical behaviour, protected characteristics and aspirations to explore Labour Market Information, GCSE pathways, NHS careers, workplace norms and constructive feedback. This topic strengthens their understanding of how personal values, financial awareness and professional behaviour shape future opportunities, helping them make informed, realistic and ambitious choices as they move through KS3.	The unit builds on prior KS2 learning about healthy lifestyles, basic first aid and emotional understanding, and directly extends the Year 7 Health & Wellbeing unit. Students deepen their knowledge of physical and emotional wellbeing by exploring eating disorders, asthma management, dental health, social communication, gas and solvent safety and caffeine use. They apply the communication, resilience and risk-awareness skills developed across Year 7 to more complex health scenarios, strengthening their ability to recognise early signs of difficulty, make informed choices and manage their wellbeing independently as they progress through KS3.	The unit builds on prior KS2 learning about friendships, boundaries and online safety, and directly extends the Year 7 RSE unit. Students deepen their understanding of healthy relationships by exploring contraception, STIs, consent, sexting, identity, stereotypes, relationship values and family structures. They apply the communication, empathy, risk-awareness and help-seeking skills developed across Year 7 to more mature scenarios, strengthening their ability to recognise unsafe situations, communicate boundaries, challenge stereotypes and understand the diversity of modern relationships and families. This topic supports students in making informed, respectful and safe choices as they progress through KS3.	The unit builds on prior KS2 learning about fairness, kindness and respecting differences, and directly extends the Year 7 Global Issues and Personal Safety units. Students deepen their understanding of discrimination by exploring direct and indirect unfair treatment, equality, harassment, victimisation and radicalisation. They apply the communication, empathy, risk-awareness and values-based thinking developed across Year 7 to more complex social issues, strengthening their ability to recognise unfair treatment, challenge stereotypes and understand how extreme views develop. This topic supports students in becoming thoughtful, responsible and respectful members of their school and wider community.
Future Learning: How does the Y8 content prepare students for future year groups?				
Year 8 Personal Development strengthens the knowledge and skills students need for more complex RSHE, Citizenship and Careers content in later years by developing their maturity, vocabulary, and confidence. Learning about addiction, alcohol misuse, nicotine, fire safety, personal risk-taking, budgeting, Labour Market Information, eating disorders, consent, contraception, sexting, identity and family structures ensures students have the factual foundations required for the statutory elements of the KS4 curriculum. By practising skills such as recognising risk, making safe choices, understanding boundaries and consent, interpreting workplace expectations, managing money, communicating effectively, and respecting diversity, students are better prepared to engage with Year 9–11 topics including healthy intimate relationships, protected characteristics, discrimination, extremism, mental health, career planning, workplace rights, and independent living.				
Outcomes: By the end of the year pupils will be able to solve/create/produce/write: By the end of Year 8, pupils will be able to show a secure understanding of how to stay safe, make informed choices and build healthy relationships as they move through KS3. They will be able to explain key ideas linked to personal safety, health and wellbeing, careers and finance, and respectful relationships, and apply this knowledge to real-life situations. Pupils will be able to identify risks linked to alcohol, vaping, fire hazards, fireworks, unsafe exploration, gases and solvents, and know how to respond safely. They will be able to describe signs of physical and emotional health concerns, such as asthma triggers or eating disorders, and understand the importance of good communication, dental care and managing caffeine intake. In relation to careers and future planning, pupils will be able to interpret basic Labour Market Information, understand how GCSE choices link to career pathways, and create simple budgets using needs, wants and savings. They will also be able to explain workplace expectations, constructive feedback and aspirations. In learning about relationships, identity and online behaviour, pupils will be able to explain consent, describe different types of contraception, recognise the risks of sexting, and understand a range of family structures, identities and stereotypes. They will also be able to describe what healthy boundaries and respectful behaviour look like. Throughout the year, pupils will practise and develop a range of skills including risk-assessment, communication, decision making, problem solving, self-reflection and empathy. They will use these skills to create written explanations, respond to scenarios, analyse examples of safe and unsafe behaviour, and offer reasoned, responsible judgements about personal and social challenges.				

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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 pupils—including those with SEND and those who are disadvantaged—can access learning safely and confidently, while still being challenged to meet high expectations. Teachers plan lessons with ambitious outcomes in mind, but break down complex ideas such as risk-taking, consent, healthy relationships, personal safety, careers, and emotional wellbeing into clear, manageable steps. To support understanding, pupils are given key vocabulary lists, visual aids, sentence starters, and model examples, especially when learning new concepts like addiction, budgeting, contraception, sexting, identity or fire safety. Explanations are broken into smaller stages, and important knowledge is revisited throughout the year so that pupils can build long-term understanding. Teachers use pupil profiles and seating plans to put the right strategies in place—for example: extra processing time, chunked tasks, supported discussion routines, and different ways for pupils to record their ideas. Visual scenarios, diagrams, and real-life examples help reduce cognitive load without reducing challenge. Classrooms are kept calm, predictable and respectful, with clear ground rules for sensitive topics so that all pupils feel comfortable taking part in discussions about health, relationships, identity and safety. Where needed, tasks and assessments are adapted in line with access arrangements, allowing pupils to show what they know without lowering expectations. This approach ensures that all Year 8 pupils can take part fully in the PD curriculum, build confidence, and develop the knowledge and skills they need for future learning and life in modern Britain.		
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. • 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.	Literacy, Oracy and Disciplinary Language in Personal Development Embedding literacy, oracy and disciplinary language is essential in Year 8 Personal Development because pupils need to express their ideas clearly, talk about sensitive topics safely, understand key terms, and apply what they learn to real-life situations. Pupils learn to read, speak and write like responsible young people who are beginning to understand the world around them, including relationships, safety, identity and wellbeing. Reading in Personal Development Pupils read short, accessible texts such as case studies, safety scenarios, information sheets, NHS-style guidance, and articles about careers, health and relationships. Teachers model how to read this information carefully, explaining key words like consent, addiction, identity, sexting, boundaries, budgeting, and wellbeing. Visual resources (diagrams, infographics, videos) help pupils understand new ideas without feeling overwhelmed. Writing in Personal Development Pupils practise writing to explain their ideas, reflect on choices, give advice, and apply key concepts to different scenarios. They complete short paragraphs, reflection tasks, responses to safety situations, and explanations of terms such as contraception, identity, or risk. Teachers show pupils how to write sensitively and respectfully, especially when discussing topics linked to health or relationships. Scaffolded Writing and Extended Responses Writing is supported through sentence starters, writing frames, model answers and structures (e.g., simple explain-because-therefore chains or short steps for decision-making). These scaffolds help pupils express ideas clearly when discussing healthy relationships, staying safe online, recognising risk, or understanding different family structures and identities. Vocabulary Development Year 8 pupils are explicitly taught both: • Tier 2 words such as respect, responsibility, safety, consequences, influence, and	Cross-Curricular Opportunities / Opportunities to Develop Character English • Developing clear written and spoken communication through scenario responses, advice-giving, reflective writing and explaining personal viewpoints. • Exploring how language is used in adverts, social media posts and online content, helping pupils build digital awareness and critical thinking. • Building vocabulary to talk confidently and sensitively about health, identity, relationships and wellbeing. Science • Understanding how substances such as alcohol, nicotine, caffeine, gases and solvents affect the body. • Linking physical and emotional health to topics like asthma, eating disorders, sleep, stress and hygiene. • Connecting biological ideas to personal safety, first aid and healthy lifestyle choices. Maths • Using simple calculations for budgeting, saving, spending and needs vs wants. • Interpreting data linked to health, online behaviour, risk or public health messages. • Applying basic statistics to understand trends in safety, wellbeing or community issues. Computing • Learning about online safety, digital footprints, cyberbullying and digital permanence. • Understanding how personal data is used and how to protect it.
Our curriculum supports the school value of:		
Joy — cultivating curiosity, confidence and positive relationships	In Year 8, students learn through real-life examples, diverse identities and relatable stories that help them understand themselves and others. Lessons build curiosity about the wider world and give pupils the confidence to ask questions about health, identity, relationships, safety and their future . Activities such as teamwork challenges, scenario-based tasks and problem-solving activities help students enjoy learning about how to make safe choices, respect others and grow as individuals.	



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Progress — building knowledge, skills and character over time	<i>The curriculum is sequenced so pupils revisit and deepen key ideas such as personal safety, communication, budgeting, online behaviour, healthy relationships and emotional wellbeing. Retrieval tasks, quizzes, vocabulary routines and reflection activities help students remember important knowledge long-term. Teachers show how each topic links to what they learned in Year 7 and what they will study in later years, helping pupils understand how their skills and confidence are developing over time.</i>
Success — celebrating personal development and positive choices	<i>Success is celebrated not only through written work but through confident communication, respectful behaviour, teamwork, empathy and sensible decision-making. Teachers model and recognise positive choices such as using boundaries, showing kindness, managing risk and supporting others. Students see examples of strong work, use clear success criteria, and receive praise through verbal feedback, rewards and positive messages home. Achievements of all kinds from understanding a challenging idea to showing maturity in discussion are valued.</i>
Act with care, kindness, respect and integrity — shaping character and community	<i>Year 8 Personal Development explicitly teaches pupils how to show respect, empathy, consent, responsibility and fairness in everyday life. Students discuss real-world situations involving identity, stereotypes, sexting, safety, mental health and family structures, learning how their choices affect others. Clear ground rules help everyone contribute safely to sensitive conversations. By exploring different perspectives and practising respectful behaviour, students learn how to act responsibly, challenge harmful attitudes, support their peers and take positive roles in their school and wider community.</i>

- Tier 3 subject vocabulary such as consent, contraception, sexting, identity, relationship boundaries, fire safety, addiction, Labour Market Information. Key terms are revisited regularly, and pupils use glossaries and retrieval activities to build accurate and confident use of disciplinary language across RSHE and Citizenship topics.

Oracy and Discussion

Oracy is central to Year 8 PD. Pupils take part in structured discussions, paired conversations, role-play and scenario responses, helping them practise respectful communication. Clear ground rules support safe and calm discussions on sensitive areas like sexting, safety, stereotypes, consent, family structures, health and wellbeing. Pupils rehearse how to:

- express disagreement politely
- ask for help or advice
- challenge stereotypes
- explain their feelings or concerns
- listen carefully to others

This helps them build confidence and prepares them for more complex RSHE and Citizenship discussions in future years.

- Evaluating online risks, misinformation and influence.

PE

- Linking physical activity to mental health, resilience and emotional wellbeing.
- Discussing healthy routines, body confidence and self-esteem.
- Building teamwork, communication and leadership skills.

Drama / Performing Arts

- Using role-play to practise communication, consent, assertiveness, setting boundaries and seeking help.
- Exploring empathy and identity through character activities.
- Developing confidence in speaking, listening and expressing emotions safely.

Humanities (History / RE / Geography)

- Learning how ideas about rights, discrimination and equality have changed over time and across cultures.
- Exploring ethical questions and beliefs linked to identity, families, stereotypes and global responsibility.
- Connecting past and present to understand issues such as community cohesion, fairness and social change.

How the Curriculum Supports Personal Development

The curriculum helps pupils develop important character traits such as independence, empathy, communication, resilience, teamwork, risk awareness, digital responsibility and social understanding. Pupils learn to reflect on their choices, understand themselves and others, and apply what they learn to everyday situations inside and outside school.

Careers and Employability Skills

Listening

- Following instructions during first aid practice, safety activities and group discussions.
- Understanding information from case studies, videos and workplace examples.

Speaking

- Expressing opinions respectfully on topics such as relationships, identity, equality and wellbeing.
- Explaining viewpoints or offering advice during scenarios and role-play.

Problem Solving

- Assessing risks and making safe choices in online, health and relationship-based scenarios.
- Using simple decision-making steps to handle situations linked to friendships, safety and wellbeing.

Aiming High

- Setting realistic goals, reflecting on progress and using feedback to improve.



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.

- Challenging themselves to apply learning to real-world problems and more complex scenarios.

Critical Thinking

- Evaluating online content, spotting bias and questioning misinformation.
- Comparing different viewpoints on rights, responsibilities and respectful behaviour.

Staying Positive

- Developing resilience, coping skills and emotional regulation.
- Persevering during sensitive discussions or challenging tasks.

Leadership

- Leading small group tasks, supporting classmates and modelling respectful behaviour.
- Taking roles in school projects, peer support or anti-bullying activities.

Teamwork

- Working with others in group tasks, debates, role-play and problem-solving activities.
- Listening carefully, negotiating and building inclusive groups.

Creativity

- Designing safety posters, wellbeing campaigns or social action ideas.
- Thinking creatively about solutions to online issues, relationship dilemmas or community challenges.

Employment Sectors Discussed

Students explore a wide range of careers linked to Personal Development themes, including:

- **Health and Social Care** – nursing, youth work, counselling, mental health support
- **Education and Early Years** – teaching, pastoral work, SEND support
- **Law and Public Services** – police, legal support, community safety, public service roles.
- **Digital and Cybersecurity** – online safety specialists, digital wellbeing roles, cybercrime prevention
- **Charity and Community Work** – advocacy, fundraising, equality and diversity roles
- **Finance and Employment** – HR, careers guidance, financial services, budgeting advice
- **Public Health** – health promotion, addiction services, sexual health education, first aid training
- **Emergency Services** – firefighters, paramedics, first responders, coastguard roles
- **Environmental and Outdoor Work** – park rangers, conservation work, environmental health
- **Food, Nutrition and Wellbeing** – nutritionists, dietitians, gym or fitness instructors

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		• Media, Communications and Creative Industries – social media teams, public health campaign design, communications officers • Transport and Infrastructure – road safety officers, transport support roles • Retail and Customer Service – pharmacy support, customer assistants, roles requiring strong communication skills • Hospitality and Leisure – lifeguards, youth club staff, events and leisure centre roles • Technology and Innovation – app development, digital support roles, wellbeing-based technology jobs
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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?