



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 9 cover the following: • Deepening understanding of healthy, respectful relationships, including how trust, boundaries, and communication develop in friendships and early romantic relationships; recognising unhealthy behaviours such as controlling behaviour, coercion, gaslighting, and manipulation; and developing confidence in resolving conflict and supporting peers safely. • Developing knowledge of physical and emotional wellbeing, including understanding stress, anxiety, and low mood; building healthy coping strategies; managing sleep, nutrition, exercise, and screen time; and recognising the risks associated with substances such as vaping, alcohol, and drugs. • Exploring identity, diversity, and equality, understanding how identity develops during adolescence, how discrimination and harassment can occur in both obvious and subtle ways, how the Equality Act 2010 applies to 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 grooming, manipulation, and misinformation, navigating online conflict and group dynamics, and making responsible choices in increasingly complex online spaces. • Developing early careers awareness, such as identifying strengths and interests linked to GCSE options, understanding how qualifications influence future pathways, exploring a wider range of careers, and recognising how motivation, resilience, and goal-setting support progress. • Understanding rights, responsibilities, and British values, including the justice system, youth rights, the role of democracy, how laws protect individuals, 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 peer influence, manage conflict, 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 relationships, 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 (with vocab in bold and spelling underlined>

By the end of the year students will know:

Half Term 1	Half Term 2 and 3	Half Term 3 and 4	Half Term 4 and 5	Half Term 5 and 6
Health and wellbeing – Being healthy Students will learn key knowledge about: • Balanced diet: whole foods vs processed food • The importance of sleep • Healthy minds and mental health • Drugs – cannabis • Body image • First aid: head injuries • First aid: strokes and heart attacks Students will learn key skills including: • Whole foods tend to be rich in nutrients, vitamins and minerals and can aid growth of	Careers & finance – Introducing careers Students will learn key knowledge about: • How job roles may change in the future. • UniFrog to make informed decisions about careers and options. • Credit scores • Work experience • National insurance and income tax • Volunteering Students will learn key skills including: • Unifrog can support your future decision-making and career options, helping you to make informed KS4 subject choices.	RSE – Healthy relationships Students will learn key knowledge about: • The dangers of sexting • Healthy and unhealthy relationships • The types of contraception • Sexual harassment • Consent in the media • Female genital mutilation Students will learn key skills including: • Around 1 in 10 children aged 13–15 reported receiving a sexual message in the past year, and around 1 in 100 reported sending one. • Healthy relationships are respectful, encouraging, trusting whereas unhealthy	Personal Safety – Peer influence Students will learn key knowledge about: • Impact of drug dealing • Child sexual exploitation • Violence against Women and Girls • County Lines • Facts and myths about cannabis and cocaine. • Vaping Students will learn skills including: • Drug dealing is an individual or group who sells or supplies controlled drugs/substance of any type or quantity.	Global Issues – UK government and politics Students will learn key knowledge about: • Parliament and government in the UK • Elections • Criminal justice system • Crime and punishment • Royal family • Gang violence Students will learn skills including: • Developing political literacy by exploring the structure of the UK Parliament, including the House of Commons and the House of Lords, and how each chamber contributes to the law-making process.



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organs whereas processed foods are high in sodium and sugar and are less filling than whole foods. • Sleep can be improved by reducing the amount of caffeine, increasing exercise and reducing the time of electronics before going to sleep. • Mental health includes: feelings, emotions, thinking and mood swings. • A big myth about cannabis is that it's safe because it's natural. Cannabis has some very real, harmful effects on your mind and body, as well as creating longer-term problems: Cannabis can make you feel very anxious and even paranoid. • Body image can be affected by personal experiences, family and culture, media and peer influence. • Head injuries can include being unconscious, bruises and cuts to the head, skull fracture and a brain haemorrhage. • A stroke occurs when the blood supply to part of the brain is reduced, preventing brain tissue from getting oxygen and nutrients. • A heart attack occurs when the blood flow to a part of the heart is blocked for a long enough time that part of the heart muscle is damaged or dies. Key terminology: Adolescence, anorexia, asthma, balanced diet, binge eating disorder, bites, body image, brain haemorrhage, bulimia, caffeine, cannabis, chest pain, circadian rhythm, communication, concussion, co operation, dependence, dental health, emotions, FAST, feelings, first aid, flammability, gas, grooming, gum disease, head injuries, heart attack, insect repellent, mental health, mood swings, night time eating disorder, non verbal communication, nutrients, obesity, paranoia, personal space, processed foods, self-esteem, skull fracture, sleep hygiene, social comparison, solvents, stimulants, stroke, strokes, tooth decay, unconscious, verbal communication, whole foods Challenges: • Students may struggle to identify what counts as whole foods versus processed foods, especially when packaging is misleading.	• A credit score is a number that shows how reliable someone is at borrowing and repaying money, and it affects whether they can get loans, credit cards, or good financial deals. • Students get the opportunity to gain work experience. This will be evaluated when in school about what went well during this experience. • Income tax: A tax you pay on your income, depending on how much you earn. National insurance: A contribution you make to qualify for certain state benefits (e.g., State Pension, unemployment support). • Volunteering is giving time and effort to help others without expecting payment. Key terminology: Career pathways, credit score, decision-making, evaluation, financial reliability, income tax, job roles, KS4 options, loans, National Insurance, repayment, subject choices, Unifrog, volunteering, work experience Challenges: • Students may struggle to understand how rapidly job roles can change due to technology and global trends. • Some students may not use Unifrog effectively or may feel overwhelmed by the amount of information available. • Students may find credit scores confusing or may not understand why they matter later in life. • Work experience may feel intimidating, especially for students who lack confidence or have limited exposure to workplaces. • Students may not understand the difference between income tax and National Insurance or why these deductions exist. • Volunteering may be seen as “unpaid work” rather than an opportunity to build skills, confidence and community links. Misconceptions: <u>Job roles stay the same over time</u> Students may not realise how automation, AI and new industries create new jobs and change existing ones. <u>Unifrog is only for choosing GCSEs</u> They may not understand it supports long-term planning, careers research and personal development. <u>Credit scores only matter for adults</u>	relationships are where people insult, criticise and hold grudges. • The importance of effective use when using contraception is vital to help prevent unwanted pregnancies and STI's. These include the male and female condom, the combined pill and progestogen-only pill. Emergency contraception pill and permanent forms of contraception including both male and female sterilisation. There are other methods as well which include fertility awareness and the withdrawal method. • Sexual harassment is behaviour characterised by the making of unwelcome and inappropriate sexual remarks or physical advances in a workplace or other professional or social situation. Harmful sexual behaviour is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive. • In the course of everyday lives, young people can be exposed to a wide range of influences in relation to sex, sexuality, and relationships. Young people are particularly vulnerable in their early teenage years when: stereotypical gender roles, attitudes to sex, sexuality, and relationships are being formed; and often influenced from media exposure. • FGM (Female Genital Mutilation) is illegal, harmful, and a safeguarding concern. They are taught the four World Health Organisation (WHO)-defined types: Type 1 (clitoridectomy), Type 2 (excision), Type 3 (infibulation), and Type 4 (other harmful procedures such as pricking or piercing). Content is delivered sensitively and age-appropriately. Key terminology: Abuse, boundaries, clitoridectomy, combined pill, consent, contraception, criticism, emergency contraception, excision, FGM, fertility awareness, harmful sexual behaviour, healthy relationships, infibulation, media influence, progestogen-only pill, safeguarding, sexting, sexual harassment, sterilisation, trust, unhealthy relationships, withdrawal method Challenges • Students may underestimate the risks of sexting or may not understand how quickly images can spread online. • Some students may struggle to recognise unhealthy relationship behaviours, especially if they have normalised controlling or critical behaviour. • Students may feel overwhelmed by the range of contraception options or may not understand the importance of correct use.	• Exploitation means Unfair treatment of someone, or the use of a situation in a way that is wrong, in order to get some benefit for yourself. Sexual exploitation is a form of sexual abuse in which young people up to 18 years old are manipulated or forced into taking part in sexual activity. • Grooming means when offenders manipulate victims to gain trust and isolate them. Sextortion is threatening someone to share explicit images unless they do something (e.g., send more pictures or money). • Gender based violence is when violence directed at an individual based on their gender. Violence that affects persons of a particular gender disproportionately. Violence that is rooted in gender inequality, the abuse of power and harmful norms. • There are a range of drugs that have different classifications. Class A drugs are considered the most harmful and carry the highest penalties e.g. heroin and LSD. Class B drugs are harmful but carry lower penalties than Class A e.g. cannabis and ketamine. Class C drugs are legal drugs and are considered less harmful than A and B e.g. anabolic steroids • County Lines is a criminal practice that involves gangs sending children from cities into smaller towns and villages in order to sell drugs to the people living in these areas. • Vaping is a term used to for inhaling vapour through an E-Cigarette or other electronic vaping devices. The device operates by heating a pod of liquid that turns into vapour. This liquid usually comes in appealing flavours such as chocolate, strawberry and spearmint to name a few. In the UK, you must be 18 years old to legally buy vape products. Key terminology: Abuse, anabolic steroids, cannabis, child sexual exploitation, Class A drugs, Class B drugs, Class C drugs, cocaine, County Lines, drug dealing, e-cigarette, exploitation, gender-based violence, grooming, harmful norms, heroin, inequality, ketamine, manipulation, sextortion, vaping, Violence against Women and Girls Challenges	• Voting is the individual action people take during a local or general election. In the UK, this is done in a democratic way where everyone has an equal vote. Elections are the formal process where the public chooses people to represent them or make decisions on their behalf. • The different aspects of crime include: reporting and investigating a crime, charging a suspect with a crime, court and sentencing. • The arguments for and against the death penalty. For example some people argue that prisons are overcrowded and serious crimes should have a serious punishment. However, people carrying out the executions can suffer from mental health problems. In the UK we have rehabilitation prisons where people who have committed a crime can be given opportunities to work in kitchens, gardens, carpentry and many more. • An absolute monarchy is a system where the king or queen has complete power over the government and the people. A constitutional monarchy is a system where the monarch's powers are limited by law, and most decisions are made by an elected government. • A gang is a group of people, usually young people, who hang around together in public spaces. Most gangs have a leader or leaders, and the gang will often have a special name. They are usually found in cities. Key terminology: Absolute monarchy, charge, constitutional monarchy, court, crime, criminal justice system, democracy, elections, gang, government, House of Commons, House of Lords, investigation, monarchy, Parliament, rehabilitation, representation, Royal Family, sentencing, voting Challenges • Students may find the structure of Parliament confusing, especially the different roles of the Commons and the Lords. • Some students may not understand the difference between voting as an individual action and elections as a national process. • The criminal justice system may feel complex, with students struggling to understand how cases progress from reporting to sentencing. • Students may have strong opinions about crime and punishment, making it difficult to explore arguments objectively. • The role of the Royal Family may be misunderstood, especially the difference between symbolic and political power.
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- Some students may underestimate how much sleep they need or may not recognise how screens and caffeine affect sleep quality. - Students may find it difficult to recognise early signs of stress, low mood or emotional overwhelm. - Students may not realise how harmful cannabis can be, especially when influenced by peers or online misinformation. - Body image pressures from social media, filters and comparison may strongly influence self-esteem. - Students may not recognise when a head injury is serious or may panic instead of seeking help. - Students may struggle to identify the signs of a stroke or heart attack quickly and confidently. Misconceptions: <u>Whole foods are always expensive</u> Students may not realise that many affordable foods (beans, oats, eggs, frozen veg) are whole foods. <u>Processed food is always unhealthy</u> Some processing is safe and necessary; the issue is high sugar, salt and additives. <u>Teenagers don't need much sleep</u> Students may not understand that teenagers actually need more sleep than adults. <u>Mental health only matters when something is wrong</u> They may not recognise that everyone has mental health and it changes daily. <u>Cannabis is safe because it's natural</u> Students may not realise it can cause anxiety, paranoia and long-term harm. <u>Body image issues only affect girls</u> Students may not recognise that boys and non-binary students also experience pressure. <u>If someone is talking after a head injury, they're fine</u> They may not realise symptoms can appear later or worsen quickly.	Students may not realise that financial habits formed early can affect future opportunities. <u>Work experience is only useful if it matches your dream job</u> They may not recognise the value of transferable skills like teamwork, communication and punctuality. <u>Income tax and National Insurance are the same thing</u> Students may not understand that they serve different purposes. <u>Volunteering doesn't benefit you</u> They may not realise it builds confidence, skills, wellbeing and employability.	- Sexual harassment may be minimised or dismissed as “banter,” making it harder for students to identify unacceptable behaviour. - Students may not recognise how strongly media influences shape attitudes to consent, relationships and gender roles. - FGM may be a sensitive or unfamiliar topic, and students may not understand why it is a safeguarding concern or that it is illegal in the UK. Misconceptions: <u>Sexting is harmless if it's private</u> Students may not realise images can be saved, shared or used to pressure or blackmail. <u>Unhealthy relationships are always obvious</u> Students may not recognise subtle signs such as jealousy, guilt-tripping or monitoring someone's phone. <u>All contraception works the same way</u> They may not understand differences in effectiveness, purpose or correct use. <u>Sexual harassment only happens to adults</u> Students may not realise it can occur in schools, online and between peers. <u>Consent is only about saying “yes” or “no”</u> They may not understand that consent must be freely given, informed, enthusiastic and can be withdrawn at any time. <u>FGM is a cultural practice, not a safeguarding issue</u> Students may not realise it is illegal, harmful and a form of abuse.	- Students may underestimate how dangerous drug dealing is or may not recognise how young people can be drawn into it. - Some students may struggle to identify early signs of grooming or exploitation, especially when it begins with trust-building. - Students may not recognise how widespread Violence against Women and Girls is or how gender norms contribute to it. - County Lines may seem distant or unrelated to their lives, making it harder to understand the risks. - Students may believe myths about cannabis or cocaine, especially when influenced by peers or social media. - Vaping may be seen as harmless because of flavours, packaging or peer use, making risks harder to understand. Misconceptions <u>Drug dealing only involves adults</u> Students may not realise that young people are often targeted because they are easier to manipulate. <u>Exploitation always involves physical force</u> They may not understand that manipulation, gifts, attention or threats can also be used. <u>Grooming is obvious and easy to spot</u> Students may not recognise that grooming often feels like friendship or support at first. <u>Violence against Women and Girls only includes physical violence</u> They may not realise it includes emotional, sexual and online abuse. <u>Cannabis and cocaine are safe if used occasionally</u> Students may not understand the risks, legal consequences or long-term effects. <u>Vaping is harmless because it's not smoking</u> They may not realise it can affect breathing, heart rate and addiction, and that products are age-restricted for a reason.	Students may underestimate the risks associated with gang involvement or may not recognise early signs of gang influence. Misconceptions <u>The Prime Minister and the King make the laws</u> Students may not realise that laws are created and approved by Parliament, not by the monarch. <u>Voting doesn't matter because one vote won't change anything</u> They may not understand how collective participation shapes democratic outcomes. <u>The criminal justice system is only about punishment</u> Students may not recognise the importance of rehabilitation, prevention and fairness. <u>The death penalty is used in the UK</u> They may not realise it was abolished decades ago and is not part of UK law. <u>The Royal Family runs the government</u> Students may not understand that the UK is a constitutional monarchy with elected leaders. <u>Gangs only exist in big cities or films</u> Students may not realise that gangs can form in many communities and often target young people.
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<u>Strokes and heart attacks only happen to older people</u> Students may not understand that they can occur at different ages and require immediate action.				
Previous learning that is particularly relevant:				
Year 7 learning provides the essential foundations for this unit by introducing key ideas about physical health, emotional wellbeing, hygiene, consent, first aid and risk awareness. Students also begin developing core skills such as recognising emotions, understanding responsibility, managing change and practising basic safety strategies, including DRSABC and identifying trusted adults. This earlier work helps students approach more complex health topics—such as cannabis, sleep hygiene, body image and serious first aid—with greater confidence and maturity. Year 8 deepens students’ understanding of emotional wellbeing, physical health and first aid, building directly on Year 7 knowledge. They explore more advanced concepts such as eating disorders, asthma management, dental health, social communication, and the risks of gases, solvents and caffeine. This progression strengthens their ability to recognise early signs of difficulty, make informed choices and apply practical health strategies, preparing them well for the more detailed content in this Year 9 unit.	Year 7 Careers & Finance introduces students to the foundations of financial capability, early career exploration and responsible decision-making. They learn about spending vs saving, workplace ethics, identity theft, and different types of employment, giving them a first understanding of how personal choices affect future opportunities. These early lessons build confidence in navigating information, evaluating risks and understanding responsibility — skills that directly support Year 9’s focus on health literacy, decision-making and managing influence in the “Being Healthy” unit. Year 8 deepens students’ financial awareness and career understanding by exploring Labour Market Information, GCSE pathways, workplace expectations, equality, and constructive feedback. They also strengthen their ability to analyse information, distinguish needs from wants, and reflect on aspirations — all of which develop the critical thinking and self-management skills needed for Year 9. This progression links closely to the Year 9 Health & Wellbeing unit, where students must evaluate health information, challenge misconceptions (e.g., around cannabis or processed foods), and make informed choices about their wellbeing. The Year 9 unit builds on students’ ability to make informed decisions, assess risks and recognise external influences — skills strengthened through earlier Careers & Finance learning. Understanding long-term consequences in finance and employment helps them appreciate long-term health impacts around sleep, diet, substances and first aid. Their growing confidence in analysing information and reflecting on choices supports them in challenging misinformation, resisting peer pressure and making responsible health decisions.	Year 7 introduces students to the foundations of healthy relationships, including respect, communication, boundaries, equality and the importance of consent in everyday interactions. They also learn about online safety, sextortion, digital permanence and the emotional changes linked to puberty, giving them early awareness of risk and influence. This grounding helps students approach Year 9 topics such as sexting, sexual harassment and consent in the media with greater maturity and confidence. Year 8 deepens students’ understanding of relationships by exploring contraception, STIs, consent, sexting, identity, stereotypes and family structures. They develop stronger skills in recognising unsafe situations, communicating boundaries and challenging harmful assumptions. This progression prepares them well for Year 9, where they must apply this knowledge to more complex issues such as sexual harassment, media influence, and safeguarding topics like FGM. Earlier RSE learning strengthens the decision-making, risk awareness and critical-thinking skills needed in Year 9. Understanding issues such as sexting, consent, media influence and safeguarding helps students recognise how external pressures shape behaviour — a key theme in the Health & Wellbeing unit. Their growing ability to analyse information, challenge misconceptions and identify unsafe situations directly supports their capacity to make informed, responsible choices about their physical and emotional health in Year 9.	Year 7 introduces students to the foundations of personal safety, including responsibility, managing influence, recognising trustworthy adults and understanding risks in both online and offline environments. They also learn about discrimination, protected characteristics, equality and the importance of respectful communication, which helps them recognise unsafe or manipulative behaviour. Early work on online safety, sextortion, human rights and resilience prepares students to understand how exploitation, peer pressure and harmful norms can affect young people. Year 8 builds on this by deepening students’ understanding of discrimination, harassment, victimisation and how extreme views or harmful behaviours develop. They also explore substance risks, vaping, fire safety and the dangers of misusing everyday products, strengthening their ability to evaluate risk and challenge misinformation. Their growing awareness of how peer influence, social norms and online behaviour shape choices directly supports their readiness for more complex safeguarding topics in Year 9. The Year 9 Health & Wellbeing unit requires students to apply mature decision-making, evaluate risks and understand how external influences affect behaviour — all skills strengthened through earlier personal safety learning. Their understanding of peer influence, online risks, substance misuse and manipulation helps them recognise how health choices can be shaped by pressure, misinformation or harmful norms. This foundation supports students in making informed, safe and responsible decisions about their physical and emotional wellbeing in Year 9.	Year 7 introduces students to the foundations of responsible citizenship, including British Values, equality, human rights and the difference between fairness, discrimination and the rule of law. They also begin to understand how communities function, how decisions affect others and how personal responsibility links to safety and behaviour. Early work on communication, diversity, antibullying and respectful relationships helps students recognise harmful norms, unfair treatment and the importance of rules — all of which underpin later political literacy. Year 8 builds on this by deepening students’ understanding of discrimination, harassment, victimisation and how laws protect people in real-life situations. They also explore workplace expectations, equality in employment, social norms and how individuals can influence systems and decisions. Their growing awareness of rights, responsibilities and the impact of unfair treatment prepares them for more complex political concepts such as Parliament, elections, justice and rehabilitation in Year 9. The Year 9 Health & Wellbeing unit requires students to evaluate risks, understand influence and make informed decisions — skills strengthened through earlier learning about fairness, rights and responsibility. Understanding how systems protect people and how harmful norms develop helps students recognise the wider social factors that shape health, safety and behaviour. This foundation supports students in making responsible choices, challenging misinformation and understanding how personal wellbeing connects to community safety and wider societal issues.
Future Learning: How does the Y9 content prepare students for future year groups?				
The Year 9 curriculum strengthens the core knowledge, critical-thinking skills and safeguarding awareness that students need to access the more complex statutory RSHE and Citizenship content in KS4. By exploring health behaviours, peer influence, exploitation, consent, political systems, careers pathways and financial responsibility, students develop a mature understanding of risk, rights, relationships and decision-making. This equips them to engage confidently with KS4 topics such as mental health, healthy intimate relationships, extremism, criminal responsibility, workplace rights, independent living and post-16 pathways. Year 9 acts as a bridge between foundational KS3 learning and the deeper, more specialised content of KS4, ensuring students can analyse information, challenge misconceptions and apply their learning to real-life situations as they move towards adulthood.				



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Outcomes: By the end of the year pupils will be able to solve/create/produce/write: By the end of Year 9, pupils will be able to apply their knowledge of health, relationships, safety, careers and citizenship to analyse real-life scenarios, make informed decisions and communicate their ideas clearly. They will be able to evaluate risks around substances, peer influence and exploitation; explain features of healthy relationships and consent; and respond appropriately to safeguarding concerns. Pupils will also be able to interpret careers information, reflect on their strengths and aspirations, and understand how political and legal systems shape society. Across written, verbal and practical tasks, they will demonstrate the ability to use key terminology accurately, challenge misconceptions, justify viewpoints with evidence and produce thoughtful, responsible responses to a range of personal, social and global issues.		
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 9 curriculum is designed to be fully accessible while maintaining ambitious expectations for all learners. Content is broken down into manageable steps, with key vocabulary explicitly taught and revisited to support students with language, processing or memory needs. Lessons use modelling, visual scaffolds, structured discussion routines and real-life scenarios to ensure SEND and disadvantaged pupils can engage confidently with complex topics such as exploitation, consent, political systems and health risks. Sensitive content is delivered with clear boundaries, predictable routines and opportunities for private reflection, ensuring pupils feel safe and supported. Targeted adaptations—such as pre-teaching, chunked instructions, alternative recording methods and additional adult support—remove barriers without lowering challenge. This approach ensures every pupil can access the full curriculum, develop strong personal and social understanding, and meet the same high standards of knowledge, critical thinking and responsible decision-making as their peers.		
Wider Curriculum and Enrichment – cultural capital and real world application		
• Carefully selected documentaries, short films and case studies from trusted organisations such as the BBC, NSPCC, CEOP, NHS, Parliament UK and reputable charities deepen students' understanding of complex issues including exploitation, consent, political systems, substance risks and mental health. • Guest speakers and themed assemblies — for example police officers, safeguarding specialists, careers advisors, and community organisations — help students connect classroom learning to real-world contexts and understand how these issues affect young people. • Structured scenarios, debates and role-play activities allow students to rehearse decision-making, challenge misinformation, practise safe communication and explore sensitive topics (e.g., peer influence, consent, political viewpoints) in a supported environment. • Opportunities for leadership and social action, such as anti-bullying initiatives, charity projects, student voice groups and community engagement, help students develop confidence, responsibility and active citizenship. • Regular exposure to current issues — including online safety trends, public health campaigns, political events and emerging careers pathways — ensures students understand how Year 9 PD content applies to modern life and their future choices. Our curriculum supports the school value of:	Literacy, Oracy and Disciplinary Language in Personal Development Embedding literacy, oracy and disciplinary language is essential in Year 9 Personal Development because students must articulate complex ideas, discuss sensitive issues safely, and understand statutory terminology linked to safeguarding, relationships, politics and health. Students learn to read, speak and write like informed, reflective young citizens who can navigate influence, risk, wellbeing, equality and modern life with confidence. Reading in Personal Development Students engage with a wide range of accessible but challenging texts, including case studies on exploitation, NHS and CEOP guidance, political summaries, legal explanations (e.g., criminal justice system, consent, Equality Act), and articles on health, relationships and peer influence. Teachers model how to read sensitive content critically and safely, pausing to unpick key vocabulary such as exploitation, consent, rehabilitation, manipulation, digital permanence and gender-based violence. Visual supports, diagrams and short clips reduce cognitive load and help students process complex ideas. Writing in Personal Development Students practise structured writing to analyse scenarios, explain viewpoints, evaluate risks and reflect on personal choices. Writing tasks include scenario responses on peer influence, explanations of political processes, reflections on healthy relationships, and short analytical paragraphs on safeguarding issues. Teachers model how to write sensitively and accurately, using respectful language, evidence-based reasoning and precise disciplinary terminology. Scaffolded Writing and Extended Responses To support all learners, writing is scaffolded through sentence starters, model answers, discussion frames and structures such as PEEL for explaining viewpoints	Cross-Curricular Opportunities / Opportunities to Develop Character English • Developing clear written and spoken communication through scenario analysis, reflective writing, advice-giving and structured explanations on sensitive issues such as consent, exploitation and peer influence. • Analysing persuasive language in media, adverts and online content to strengthen digital literacy and challenge misinformation. • Building vocabulary to discuss identity, relationships, equality, wellbeing and political issues with accuracy and sensitivity. Science • Understanding the physical and psychological effects of substances, addiction, sleep, stress and brain development. • Exploring biological processes linked to puberty, mental health, decision-making and emotional regulation. • Applying scientific knowledge to personal safety, first aid, healthy lifestyle choices and risk awareness. Maths • Budgeting, interpreting payslips, understanding tax and National Insurance, and analysing financial information. • Using data to explore trends in wellbeing, crime, online behaviour and public health. • Interpreting statistics to understand issues such as inequality, discrimination and community safety.



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Joy — cultivating curiosity, confidence and positive relationships	<i>Year 9 students explore real-life stories, diverse identities and contemporary issues that help them understand themselves, others and the world around them. Lessons encourage curiosity about complex topics such as consent, politics, health, influence and equality, while creating safe spaces for students to ask challenging questions. Activities such as debates, teamwork tasks, scenario-based learning and reflective discussions help students experience joy in developing confidence, independence and a stronger sense of their place in the community.</i>		or decision-making frameworks for analysing risk. These supports help students express complex ideas about exploitation, consent, politics, health and identity with clarity and confidence, while still maintaining high expectations.	Citizenship • Exploring British Values, democracy, rights and responsibilities, equality law and protected characteristics. • Understanding how Parliament, elections and the justice system operate, and how young people can participate in society. • Discussing fairness, justice, diversity and respectful debate through real-world political and social issues. Computing • Developing digital citizenship through learning about online safety, digital footprints, sextortion, cyberbullying and misinformation. • Understanding how personal data is stored, used and protected. • Evaluating online risks, influence and manipulation. 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-based activities. Drama / Performing Arts • Using role-play to rehearse 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 cultures and time periods. • Exploring ethical questions, moral decision-making and diverse beliefs through religious teachings, historical events and global contexts. • Linking past and present to understand modern issues such as justice, human rights, migration, conflict and community cohesion. • Developing empathy and perspective-taking through studying lived experiences across societies and environments. How the Curriculum Supports Personal Development The Year 9 curriculum strengthens character by embedding independent learning, empathy, ethical awareness, resilience, teamwork, digital responsibility, global citizenship and critical thinking. Students learn to reflect on their choices, understand themselves and others, and apply knowledge to real-life situations involving relationships, safety, wellbeing and community responsibility. Careers and Employability Skills Listening • Following instructions during first aid practice, group tasks and safeguarding scenarios. • Interpreting information from case studies, videos, guest speakers and statutory guidance.
Progress — building knowledge, skills and character over time	<i>The Year 9 curriculum is carefully sequenced so students revisit and deepen key ideas from earlier years, including communication, safety, resilience, equality, digital citizenship and responsible decision-making. Retrieval practice, structured reflection, vocabulary routines and low-stakes quizzes help students secure knowledge in long-term memory. Teachers explicitly show how each topic connects to prior learning and prepares students for KS4 RSHE, Citizenship and future life skills, helping them recognise their personal growth and the relevance of PD to their everyday experiences.</i>		Vocabulary Development Tier 2 vocabulary (e.g., influence, responsibility, consequences, resilience, manipulation) and Tier 3 disciplinary language (e.g., sextortion, exploitation, constitutional monarchy, protected characteristics, criminal justice system, digital permanence) are explicitly taught, revisited and applied in context. Students use personal glossaries and retrieval practice to secure accurate, confident use of statutory RSHE and Citizenship terminology. Oracy and Discussion Oracy is central to Year 9 PD. Students take part in structured discussions, debates, role-play and scenario-based dialogue to practise respectful communication around sensitive topics such as consent, peer influence, crime, politics and gender norms. Clear ground rules ensure emotional safety, active listening and inclusive participation. Students rehearse how to challenge stereotypes, express disagreement constructively, articulate concerns and seek help appropriately.	
Success — celebrating personal development and positive choices	<i>Success in Year 9 is recognised through academic progress and through the development of confidence, empathy, respectful behaviour, leadership and responsible choices. Teachers model and celebrate positive communication, resilience, critical thinking and kindness. Students use clear success criteria, see examples of strong work and receive meaningful praise through verbal feedback, reward systems and positive contact home. Achievements of all kinds — from analysing a complex safeguarding scenario to showing empathy in discussion — are valued and celebrated.</i>			
Act with care, kindness, respect and integrity — shaping character and community	<i>Year 9 PD explicitly teaches empathy, respect, consent, equality, digital responsibility and active citizenship. Students engage in thoughtful, well-structured discussions about identity, discrimination, exploitation, political participation, healthy relationships and mental health. Clear ground rules ensure respectful dialogue and allow all voices to be heard. Through exploring diverse perspectives and real-world scenarios, students learn to act with integrity, challenge injustice, support peers and contribute positively to their school, community and wider society.</i>			



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Speaking

- Expressing opinions respectfully on sensitive topics such as relationships, identity, equality and wellbeing.
- Presenting viewpoints, giving advice and rehearsing safe communication strategies.

Problem Solving

- Evaluating risks, analysing scenarios and deciding safe, 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.
- Applying 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 or sensitive topics.

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, debates, role-play and problem-solving activities.
- Listening to others, negotiating and building inclusive group dynamics.

Creativity

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

Employment Sectors Discussed

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

- **Health and Social Care** — nursing, counselling, mental health support, social work, youth work.
- **Education and Early Years** — teaching, pastoral roles, safeguarding, SEND support.
- **Law and Public Services** — police, legal services, probation, community safety, human rights organisations.

		• Digital and Cybersecurity — online safety specialists, digital wellbeing roles, cybercrime prevention. • Charity and Community Work — advocacy, fundraising, equality and diversity roles, humanitarian work. • Finance and Employment — HR, careers guidance, financial services, workplace wellbeing roles. • Public Health — health promotion, addiction services, sexual health education, first aid training.
Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement		
When was this curriculum last reviewed? Include date	What changes were made and why?	How is ongoing improvement ensured?