Curriculum rationale & design	Our curriculum is designed collaboratively to equip our scholars with the knowledge, skills, and understanding they need to live successful, happy, and safe lives. The curriculum is built around key themes advocated by the PSHE Association: healthy relationships, physical and mental health and wellbeing, citizenship, and the wider world. These themes are carefully threaded throughout the curriculum to ensure that scholars engage with a broad and varied range of content that is age-appropriate. Safeguarding is at the heart of the curriculum. Key concepts such as consent, peer pressure, and personal boundaries are revisited each year in an age-appropriate and sensitive manner—starting with friendships and gradually building towards more complex topics such as intimate relationships, online safety, and personal agency. Careers education is integral to the Personal Development curriculum. It is embedded in every year group and carefully timed to support key transition points—such as Year 9 options choices, Year 10 mock interviews, and Year 11 post-16 planning. Scholars are supported to explore a wide range of aspirational pathways and make informed decisions about their futures, ensuring they are well-prepared for the world of work and further education. The curriculum also actively promotes equality, diversity, and British Values—including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs—ensuring scholars are equipped to contribute positively to life in modern Britain. Our aim is to empower all scholars with the confidence, resilience, and critical thinking needed to navigate the complexities of modern life and to thrive as responsible, active citizens in modern Britain.
Curriculum aims	• Equip scholars with the knowledge, skills, and understanding needed to lead successful, happy, and safe lives. • Empower scholars to recognise and challenge discrimination—including misogyny, racism, and other harmful behaviours—while promoting empathy, respect, and inclusion, so they understand their role in shaping a fair and tolerant society. • Actively promote equality, diversity, and fundamental British Values, such as democracy, individual liberty, and mutual respect. • Ensure a coherent and age-appropriate curriculum that places safeguarding at its core, equipping scholars with the knowledge and skills they need ***before*** they encounter key challenges, through structured progression and the regular revisiting of essential themes. • Integrate high-quality, timely careers education across all year groups, linked to key transition points.

Assessment	Personal Development is assessed to reinforce its status as a subject of equal importance to examined subjects, despite not being formally assessed at Key Stage 4. Assessment also plays a vital role in identifying gaps in knowledge, which can then inform curriculum development and refinement. 'Do Now' tasks are structured to build fluency and interleave knowledge from current, recent, and prior learning. Ongoing assessment of scholar understanding is conducted through live marking and regular low-stakes quizzing, enabling teachers to address misconceptions quickly. Quizzes are embedded at the end of each booklet to help consolidate learning and provide further insight into areas that may need to be revisited. This allows teachers to be responsive in their planning and delivery. Scholars complete formal assessments at the end of the year.

	Autumn		Spring		Summer	
Year 7	7.1 Building healthy relationships	7.2 Staying Safe	7.3 Puberty	7.4 Identity and Equality	7.5 Digital Safety	7.6 Finance & Careers
Year 8	8.1 Choices, consequences and risk	8.2 Identity and Relationships	8.3 Emotional and Physical Health	8.4 Navigating Online Harms	8.5 Citizenship	8.6 Financial Decision Making
Year 9	9.1 Influence and Risk	9.2 Respectful Relationships	9.3 Careers: Options and future decisions	9.4 Intimate Relationships	9.5 Drugs, Alcohol and Addiction	9.6 Understanding and Preventing Hate
Year 10	**10.1 Challenging harmful beliefs**	**10.2 Healthy lifestyles**	**10.3 Citizenship**	**10.4 Safe Intimate**	**10.5 Careers & Employability**	**10.6 Families, Parenting and Relationships**
Year 11	11.1 Being independent (1)		11.1 Being independent (2)			

Health and Wellbeing	RSE	Wider World	Citizenship

Year 9 Overview

Autumn 1 **Challenging Harmful Beliefs**	**Autumn 2** **RSE:** Healthy Lifestyles	**Spring 1** **Wider World:** Citizenship	**Spring 2** **RSE:** Healthy Relationships	**Summer 1** Careers and Finance	**Summer 2** **RSE:** Families, Parenting and Responsibilities
L1: What is extremism?	L1: Fueling your body and brain	L1: UK Democracy and International Relations	L1: Consent, Capacity and Power	L1: Planning your future pathway	L1: Parenting and Family Conflict
L2: What is radicalisation	L2: Sleep	L2: UK Citizen's Rights and Responsibilities	L2: Sexual Violence and Harmful Sexual Behaviour	L2: Applying for a job	L2: Honour Based Violence
L3: Extremism in the Modern World	L3: Looking after your mental health	L3: The Justice System	L3: Pornography, Power and Healthy Relationships	L3: Interview Techniques	L3: How can parenting affect a young couple?
L4: Challenging Extremism	L4: BV: Men's mental health	L4: Human Rights	L4: Image-Based Abude and Digital Sexual Harms	L4: Building your Professional Profile	L4: Pregnancy Choices

<table>
<tr><td>Year: 10</td><td>Subject: Personal Development</td><td colspan="2">Unit title: 10.1 Challenging Harmful Beliefs</td><td>Term: Autumn 1</td></tr>
<tr><td rowspan="3">Knowledge (Learn that):
Learn that extremist beliefs can undermine British Values and may contribute to prejudice, discrimination and harm.
Learn that radicalisation is a process through which people may adopt extremist beliefs, often through manipulation, misinformation and exploitation of vulnerabilities.
Learn that critical thinking, media literacy and respectful challenge can help individuals recognise and respond to harmful beliefs and online influences.</td><td>Core Vocabulary: Extremism, Radicalisation, Terrorism, Vulnerability, Belonging, Recruitment, Conspiracy Theory, Manosphere, Incel, Echo Chamber, Misogyny, Algorithm, Influencer, British Values, Misinformation</td><td colspan="2" rowspan="3">Teaching Sequence:
L1: What is Extremism?
L2: Radicalisation
L3: Extremism in the Modern World
L4: British Values and Challenging Harmful Beliefs</td><td rowspan="3"></td></tr>
<tr><td>Vocabulary to Encounter: Antisemitism, Far-right extremism, Online recruitment, Echo chamber, Manosphere, Incel, Ideology, Propaganda, Misinformation, Conspiracy theory</td></tr>
<tr><td>Vocabulary to retrieve: British Values,</td></tr>
</table>

	Discrimination, Prejudice, Hate Crime, Respect, Tolerance, Inclusion, Equality, Protected Characteristics, Critical Thinking, Algorithm, Influencer, Misogyny	
Disciplinary aims: • To analyse how harmful beliefs develop and spread within communities and online spaces. • To evaluate how extremist groups exploit vulnerabilities and recruit individuals. • To apply critical thinking skills when evaluating online content, claims and sources of information. • To recognise how British Values support an inclusive, democratic and respectful society. • To challenge misinformation, prejudice and harmful narratives using evidence-based reasoning.		
Writing curriculum: TBC		
Links to other units: • ***Year 7 Identity*** *– prejudice, discrimination, stereotypes and inclusion.* • ***Year 8 Navigating Online Harms*** *– algorithms, misinformation, misogyny and critical thinking.* • ***Year 8 Citizenship*** *– democracy, Parliament, law and British Values.*		

- ***Year 9 Understanding and Preventing Hate*** *– hate crime, discrimination and prejudice.*
- ***Year 9 Peer Influence and Gangs*** *– exploitation, grooming, manipulation and online influence.*

Future Links:

- ***Year 10 Rights and Responsibilities*** *– citizenship, participation and the rule of law.*
- *Post-16 study and wider citizenship through political literacy, media literacy and democratic participation.*

Links to the national curriculum:

Citizenship (KS3/KS4)

- Understanding the roles played by citizens in society and the importance of democracy and democratic values.
- Exploring diverse identities, communities and beliefs within the United Kingdom.
- Understanding and evaluating different viewpoints.
- Developing skills of enquiry, debate and critical analysis.
- Understanding how citizens contribute positively to communities and challenge discrimination.

Relationships, Sex and Health Education (RSHE)

- Online and media literacy, including evaluating information and recognising misinformation.
- Respectful relationships and challenging prejudice and discrimination.
- Mental wellbeing and resilience.
- Understanding risks associated with online influence and harmful content.
- Knowing how and where to seek help and support.

<table>
<tr><td>Year: 10</td><td>Subject: Personal Development</td><td colspan="2">Unit title: 10.4 Healthy Lifestyles</td><td>Term: Autumn 2</td></tr>
<tr><td rowspan="3">Knowledge (Learn that):
Learn that lifestyle choices, including diet and sleep, can affect physical health, mental wellbeing and academic performance.
Learn that stress and anxiety are normal responses to pressure, but can be managed through healthy coping strategies and support.
Learn that recognising mental health concerns in themselves and others, and accessing support early, can improve wellbeing and outcomes.</td><td>Core Vocabulary:
Processed foods, Ultra-processed foods, Vitamins, Informed choice, Circadian rhythm, Melatonin, Pre-frontal cortex, Stress, Anxiety, Adrenaline, Cortisol, Racing thoughts, Trigger, Mental Health, Depression, Low mood, Masking, Early intervention</td><td colspan="2" rowspan="3">Teaching Sequence:
L1: Fueling Your Body and Brain
L2: Sleep
L3: Looking After Your Mental Health
L4: British Values – Men's Mental Health</td></tr>
<tr><td>Vocabulary to Encounter:
Omega-3, Fibre, Nutrition label, Sleep deprivation, Social jet lag, REM sleep, Growth hormone, Trigger, Low mood, Depression, Self-esteem, Early intervention, Papyrus, Kooth</td></tr>
<tr><td>Vocabulary to retrieve:
Mental health, Wellbeing, Healthy lifestyle, Decision-making, Risk, Addiction, Pressure, Peer influence,</td></tr>
</table>

	Consent, Respect, British Values, Empathy, Resilience	
Disciplinary aims: • To evaluate how lifestyle choices influence physical health, mental wellbeing and learning. • To apply evidence-based knowledge about nutrition, sleep and stress management to personal decision-making. • To identify signs of mental health difficulties and evaluate appropriate strategies for support and intervention. • To analyse how social expectations and stereotypes can act as barriers to help-seeking behaviour. [•		
Writing curriculum: To be confirmed		
Links to other units: **Previous Learning** • Year 7 Healthy Lifestyles. • Year 8 Choices, Consequences and Risk. • Year 8 Identity and Relationships. • Year 9 Health and Wellbeing: Peer Influence, Substance Misuse and Gangs. • Year 9 Relationships and Mental Wellbeing.		

Future Learning

- Year 10 and 11 exam preparation and wellbeing support.
- Year 10 Rights and Responsibilities.
- Post-16 preparation, independence and self-management.
- Mental health and wellbeing throughout adulthood.

Links to the National Curriculum:

RSHE – Physical Health and Mental Wellbeing

- The benefits of physical activity, sleep and healthy eating.
- The importance of maintaining good mental wellbeing.
- Recognising signs of poor mental health and knowing how to seek support.
- Understanding common mental health issues including stress, anxiety and depression.
- Developing resilience and healthy coping strategies. [10.2 Healt…festylesV1 | Word]

Health Education

- The relationship between diet, sleep, physical health and cognitive performance.
- Understanding how lifestyle choices affect long-term health.
- Recognising risk factors and protective factors for mental wellbeing.

<table>
<tr><td>Year: 10</td><td>Subject: Personal Development</td><td colspan="2">Unit title: 10.3 Citizenship</td><td>Term: Spring 1</td></tr>
<tr><td rowspan="2">Knowledge (Learn that):
Learn that rights and freedoms are accompanied by responsibilities, and that citizens play an important role in maintaining a fair and democratic society.
Learn that the justice system protects rights and upholds the rule of law through the work of courts, magistrates, jurors and police officers.
Learn that civic participation and public service help support democracy, community wellbeing and social justice.</td><td>Core Vocabulary: Rights, Responsibility, Duty, Universal Declaration of Human Rights (UDHR), Interdependent, Civic Responsibility, Democracy, Rule of Law, Justice System, Magistrate, Magistrates' Court, Juror, Jury, Crown Court, Impartial, Special Constable, Volunteer, British Values</td><td colspan="2" rowspan="3">Teaching Sequence:
L1: UK Democracy and International Relations
L2: UK Citizen’s Rights and Responsibilities
L3: The Justice System
L4: Human Rights</td></tr>
<tr><td>Vocabulary to Encounter: Human Rights Act, Volunteer Judge, Fair Verdict, Public Service, Justice, Equality Act, Civic Participation, Public Duty, Rule of Law, Community Safety</td></tr>
<tr><td>Vocabulary to retrieve: British Values, Democracy, Parliament, Equality, Protected Characteristics, Discrimination, Rights, Responsibilities, Rule of Law, Citizen, Community, Respect, Inclusion</td></tr>
<tr><td colspan="2">Disciplinary aims:
To evaluate the relationship between rights, responsibilities and citizenship.</td></tr>
</table>

• To analyse how citizens contribute to the justice system and democratic society. • To assess the importance of fairness, impartiality and evidence-based decision-making. • To evaluate the role of civic participation and public service in protecting communities and rights.	

Writing curriculum:

To be confirmed

Links to other units:

Previous Learning

- **Year 7 Identity and Citizenship – democracy, rights and responsibilities.**
- **Year 8 Citizenship – Parliament, elections, democracy and law-making.**
- **Year 8 Identity and Relationships – equality, protected characteristics and the Equality Act 2010.**
- **Year 9 Understanding and Preventing Hate – prejudice, discrimination, hate crime and legal protections.**
- **Year 10 Challenging Harmful Beliefs – British Values, democracy, tolerance and the rule of law.**

Future Learning

- **Civic participation in adulthood.**
- **Voting and democratic engagement.**
- **Employment rights and responsibilities.**
- **Community leadership and volunteering.**
- **Post-16 citizenship and participation in public life.**

Links to national curriculum:

Citizenship

- **Understanding the legal system and the role of citizens within it.**
- **Exploring the rights and responsibilities of citizens.**
- **Understanding democracy, justice, rights and the rule of law.**
- **Understanding how public institutions contribute to society.**
- **Taking informed and responsible action in communities.**

British Values

- **Democracy.**
- **Rule of Law.**
- **Individual Liberty.**
- **Mutual Respect.**
- **Tolerance of different faiths and beliefs.**

RSHE Links

- **Respectful relationships and equality.**
- **Rights and responsibilities in society.**
- **Understanding legal protections and support systems.**
- **Active participation in communities and public life.**

<table>
<tr><td>Year:10</td><td>Subject: Personal Development</td><td colspan="2">Unit title: 10.4 Healthy Relationships</td><td>Term: Spring 2</td></tr>
<tr><td rowspan="3">Knowledge (Learn that):
Learn that healthy relationships are built on respect, trust, communication, boundaries and freely-given consent.
Learn that power imbalances, coercion, manipulation and control can undermine consent and contribute to unhealthy or abusive relationships.
Learn that stalking, harassment, image-based abuse and domestic abuse are harmful behaviours that can have serious legal and emotional consequences, and that support is available for those affected.</td><td>Core Vocabulary: Consent, Power Imbalance, Manipulate, Coerce, Dependence, Vulnerable, Ethical, Image-Based Abuse, Deepfake, Misogyny, Responsibility, Trust, Control, Harassment, Stalking, Coincidence, Domestic Abuse, Respect, Criminal Offence</td><td colspan="2" rowspan="3">Teaching Sequence:
L1: Consent, Capacity and Power
L2: Sexual Violence and Harmful Sexual Behaviour
L3: Pornography, Power and Health Relationships
L4: Image-Based Abuse and Digital Sexual Harms</td></tr>
<tr><td>Vocabulary to Encounter: Coercive Control, Upskirting, Victim-Blaming, Capacity, Intimidation, Boundaries, Privacy, Accountability, Safeguarding, Emotional Abuse, Financial Abuse, Online Abuse, Refuge, Women's Aid</td></tr>
<tr><td>Vocabulary to retrieve: Consent, Boundaries, Healthy Relationships, Respect, Equality, Trust, Coercion, Grooming, Protected Characteristics, British Values, Abuse, Exploitation, Responsibility, Mental Health, Safeguarding</td></tr>
<tr><td colspan="3">Disciplinary aims:</td></tr>
</table>

• **To analyse how power, control and influence affect relationships and decision-making.** • **To evaluate whether consent has been freely given in a range of scenarios.** • **To identify abusive, exploitative and harmful relationship behaviours both online and offline.** • **To challenge victim-blaming attitudes and understand personal responsibility for harmful behaviour.** • **To evaluate sources of support and protective actions available to individuals experiencing abuse or harassment.**	

Writing curriculum:

To be confirmed

Links to other units:

Previous Learning

- **Year 7 Healthy Relationships** – friendship, respect and boundaries.
- **Year 8 Relationships and Identity** – consent, equality and respectful relationships.
- **Year 8 Online Safety** – online behaviour, privacy and digital risks.
- **Year 9 Intimate and Sexual Relationships** – consent, contraception and healthy relationships.
- **Year 9 Harmful Behaviours** – exploitation, coercion, abuse and safeguarding.
- **Year 10 Challenging Harmful Beliefs** – misogyny, online influence and harmful attitudes. [10.4 Healt…ationships | Word]

Future Learning

- Post-16 relationships and adult independence.
- Employment and professional boundaries.
- Healthy intimate relationships in adulthood.

- Personal safety and safeguarding in wider society.

Links to the national curriculum:

Relationships and Sex Education (RSE)

- Healthy and respectful relationships.
- Consent and communication.
- Recognising coercive, controlling and abusive behaviour.
- Online relationships and digital safety.
- Sources of support for relationship concerns and abuse.
- Understanding the law relating to relationships, image sharing and harassment.

Health Education

- Mental wellbeing and the impact of abusive relationships.
- Managing risk and knowing where to seek support.
- Recognising harmful behaviours and protective factors.

<table>
<tr><td>Year: 10</td><td>Subject: Personal Development</td><td>Unit title: 10.5 Careers and Employability</td><td>Term: Summer 1</td></tr>
<tr><td colspan="2" rowspan="2">Knowledge (Learn that):
Learn that there are different post-16 pathways, including full-time education, apprenticeships and employment with training, and that different pathways suit different aspirations and learning styles.
Learn that successful applications, interviews and professional behaviours help individuals access education, training and employment opportunities.
Learn that an individual's online presence and professional profile can influence how employers, colleges and training providers view them.</td><td>Core Vocabulary: Pathway, Post-16, Apprenticeship, Employment with Training, Full-Time Education, A-Levels, T Levels, Vocational Qualification, Academic Qualification, Unifrog, CV, Application Form, Interview, Shortlist, Personal Brand, Professional Profile, Curating, Privacy Settings, Showcase, Professionalism</td><td colspan="2" rowspan="3">Teaching Sequence:
L1: Planning Your Future Pathway
L2: Applying for a Job
L3: Interview Techniques
L4: Building Your Professional Profile</td></tr>
<tr><td>Vocabulary to Encounter: BTEC, Industry Placement, Recruitment, Networking, Employer, Qualification, Career Planning, Employability, LinkedIn, Professional Reputation, Salary, Workplace Skills, Online Presence, Digital Footprint</td></tr>
<tr><td colspan="2">Disciplinary aims:
To evaluate different post-16 pathways and identify those most suited to individual interests, skills and ambitions.
To analyse the recruitment process from application to interview and</td><td>Vocabulary to retrieve: Informed Choice, Decision-Making, Responsibility, Rights, Equality, Protected Characteristics, Professionalism, Communication, Teamwork, Leadership, Resilience, Social Media, Privacy Settings</td></tr>
</table>

employment.

- To develop employability skills including communication, professionalism and self-presentation.
- To evaluate how online behaviour and digital footprints can affect future opportunities.
- To make informed decisions using reliable careers information and labour market research.

Writing curriculum:

Links to other units:

Previous Learning

- **Year 7 Aspirations and Careers** – personal strengths, goals and future ambitions.
- **Year 8 Citizenship** – rights, responsibilities and workplace participation.
- **Year 8 Online Safety** – digital footprints and responsible online behaviour.
- **Year 9 Employability and Enterprise** – careers research, skills and workplace expectations.
- **Year 10 Citizenship** – responsibility, civic participation and professionalism.

Future Learning

- Post-16 applications and transition planning.
- Apprenticeship, college and sixth-form pathways.
- Employment rights and workplace responsibilities.
- CV writing and interview preparation in KS4 and post-16 settings.
- Careers education, information, advice and guidance (CEIAG)

Links to the national curriculum:

Careers Education and Gatsby Benchmarks

- Understanding pathways after Year 11.
- Access to accurate careers information and guidance.
- Linking curriculum learning to careers.
- Encounters with employers and workplace expectations.
- Developing employability skills and career planning.

Citizenship

- Economic participation and preparing for working life.
- Understanding opportunities available in education, employment and training.
- Developing informed decision-making skills.
- Understanding responsibilities in work and society.

RSHE

- Economic wellbeing and financial capability.
- Preparing for adult life and future careers.
- Online behaviour and digital reputation.
- Developing confidence, resilience and communication skills.

<table>
<tr><td>Year: 10</td><td>Subject: Personal Development</td><td>Unit title: 10.6 Families, Parenting and Responsibilities</td><td>Term: Summer 2</td></tr>
<tr><td rowspan="2">Knowledge (Learn that):
Learn that parents and carers have legal and non-legal responsibilities to protect, support and safeguard children as they grow and develop.
Learn that conflict within families is normal and can be managed positively through communication, compromise and mutual respect.
Learn that honour-based violence (HBV) is a form of abuse, is never justified by culture or religion, and is always illegal.</td><td>Core Vocabulary: Parenting, Responsibilities, Safeguard, Diverse, Conflict, Values, Beliefs, Independence, Family, Honour-Based Violence (HBV), Abuse, Consent, Forced Marriage, Female Genital Mutilation (FGM), Intimidation, Safeguarding, Rights, Responsibilities</td><td colspan="2" rowspan="3">Teaching Sequence:
L1: Parenting and Family Conflict
L2: Honour-Based Violence
L3: How can parenting affect a young couple?
L4: Pregnancy Choices</td></tr>
<tr><td>Vocabulary to Encounter: Parental Responsibility, Legal Duty, Safeguarding, Independence, Honour-Based Abuse, Forced Marriage, FGM, Emotional Abuse, Intimidation, Reputation, Community Pressure, Family Expectations, Child Protection</td></tr>
<tr><td>Vocabulary to retrieve: Consent, Abuse, Rights, Responsibilities, Respect, Conflict, Healthy Relationships, Safeguarding, Protected Characteristics, British Values, Equality, Individual Liberty</td></tr>
<tr><td colspan="2">Disciplinary aims:
To analyse how families meet the needs of children and young people.
To evaluate the balance between parental responsibility and increasing</td></tr>
</table>

independence during adolescence. • To assess how conflict can be managed constructively within family relationships. • To identify abusive practices, including honour-based violence, and understand legal protections available to victims. • To apply safeguarding knowledge to recognise risks and access support when needed.	

Writing curriculum:

To be confirmed

Links to other units:

Previous Learning

- **Year 7 Families and Relationships – family structures and supportive relationships.**
- **Year 8 Healthy Relationships – respect, boundaries and communication.**
- **Year 9 Respectful Relationships – consent, family relationships and healthy conflict.**
- **Year 10 Healthy Relationships – coercion, control, abuse and safeguarding.**
- **Year 10 Citizenship – rights, responsibilities and British Values.**

Future Learning

- **Adult relationships and parenting.**
- **Family rights and responsibilities.**
- **Independent living and safeguarding.**
- **Post-16 personal development and citizenship.**
- **Supporting healthy relationships throughout adulthood.**

Links to the national curriculum:

Relationships Education / RSE

- Families and positive relationships.
- Parenting responsibilities.
- Conflict resolution and communication.
- Recognising abusive behaviours.
- Forced marriage and honour-based abuse.
- Sources of support and safeguarding.

Health Education

- Emotional wellbeing within families.
- Building resilience and positive relationships.
- Knowing how and when to seek help.
- Understanding risk and protective factors.