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 Intimate Relationships	10.5 Careers & Finance	10.6 Families, Parenting and Responsibilities
Year 11	**11.1 Being independent (1)**		**11.2 Being Independent (2)**			

Health and Wellbeing	RSE	Wider World	Citizenship

Year 11 Overview

Autumn	Spring	Summer 1	Summer 2
L1: Revision in Year 11	L1: Different types of employment at 16		
L2: Organisation in Year 11	L2: Speaking up at work		
L3: Take Home Pay	L3: Credit, debit and budgeting		
L4: STIs and Contraception	L4: Independent Living		
L5: Self-Examination	L5: Healthy adult relationships and red flags		
L6: Online Pressure and Private Content	L6: Stress, anxiety and reframing negative thinking		
L7: Taking Control Online	L7: Managing bereavement and grief		
L8: Challenging Victim Blaming	L8: Accessing local health services		
L9: Online Scams	L9: Organ donation and choices		

Year: 11	Subject: Personal Development	Unit title: Being Independent 1	Term: Autumn
Knowledge (Learn that): • **Learn that** maintaining positive physical, emotional and sexual health requires informed decision-making, effective self-care and knowing how to access appropriate health services and support. • **Learn that** healthy relationships, including online relationships, are underpinned by consent, respect and personal responsibility, and that abuse, exploitation and victim blaming can create barriers to seeking help. • **Learn that** preparing for adulthood involves developing practical skills, including managing time effectively, understanding employment and finance, and making decisions that support long-term wellbeing.	**Core Vocabulary:** working memory, long-term memory, forgetting curve, retrieval practice, chunking, Leitner system, spaced practice, work-life balance, gross pay, net pay, deduction, income tax, National Insurance, pension, student loan, budget, confidential support, health clinic, asymptomatic, testing, prevention, self-examination, screening, early identification, symptoms, abnormal cells, GP, medical advice, online blackmail, sextortion, love bombing, emotional blackmail, Financially Motivated Sexual Extortion, Blackmail For Further Images, hacked, offender, victim-blaming, perpetrator, victim, online scam,	**Teaching Sequence:** **L1: Revision in Year 11** **L2: Organisation in Year 11** **L3: Take Home Pay** **L4: STIs and Contraception** **L5: Self-Examination** **L6: Online Pressure and Private Content** **L7: Taking Control Online** **L8: Challenging Victim Blaming** **L9: Online Scams**	

	fraud, financial harm, financial risk, smishing, identity theft, phishing, money laundering, malware, digital piracy	
	Vocabulary to Encounter: productivity	
	Vocabulary to retrieve: revision, prioritising, work-life balance, responsibility, wellbeing, organisation, prioritising, schedule, commitment, self-care, salary, employment, needs, wants, responsibility, future planning, informed choice, abuse, criminal offence, trust, responsible, pressure, manipulation, exploitation, coercion	
Disciplinary aims: • Evaluate health information and identify reliable sources of advice, support and guidance.		

• Apply strategies for organisation, revision, wellbeing and self-management to support personal success and resilience. • Analyse how pressure, manipulation, coercion and exploitation can occur in online and offline contexts and evaluate effective responses. • Interpret financial information, including payslips, taxation and deductions, to make informed decisions about employment and money management. • Assess risks to health and wellbeing and identify appropriate actions, support services and reporting pathways. • Reflect on how personal values, responsibilities and choices can affect future health, relationships and life opportunities.	

Writing curriculum: TBC

Links to other units:

This unit draws together learning from across the Personal Development curriculum:

Year 7

- *Health and puberty*
- *Sleep, hygiene and wellbeing*
- *Smoking, vaping and informed decision-making*
- *Personal safety and safeguarding*

Year 8

- *Emotional health and coping strategies*
- *Healthy romantic relationships*
- *Online harms, misinformation and digital literacy*
- *Financial literacy and budgeting*

Year 9

- *Intimate relationships and consent*
- *Sexual health and contraception*
- *Sextortion, exploitation and online abuse*
- *Careers and future pathways*
- *Managing pressure and mental wellbeing*

Year 10

- *Healthy lifestyles and mental health*
- *Employment and employability skills*
- *Sexual safety and safeguarding*
- *Financial literacy*

Links to the national curriculum:

This unit addresses multiple statutory RSHE requirements:

Health Education

- Mental wellbeing
- Managing stress and pressure
- Self-care
- Prevention and early detection of illness
- Cancer awareness and screening
- Accessing health services
- Basic health literacy

Relationships Education / RSE

- Healthy and respectful relationships
- Consent and personal boundaries
- Sexual health
- Contraception
- Sexually transmitted infections
- Confidential health services
- Online relationships
- Harmful online behaviours
- Abuse, exploitation and safeguarding

Living in the Wider World

- Careers and employability
- Financial decision-making
- Taxation and National Insurance
- Preparing for adulthood
- Personal responsibility
- Digital citizenship and online safety

<table>
<tr><td>Year: 11</td><td>Subject: Personal Development</td><td>Unit title: Being Independent 2</td><td>Term: Spring</td></tr>
<tr><td colspan="2">Knowledge (Learn that):
Learn that increasing independence after Year 11 brings new rights, responsibilities and decisions relating to employment, finance, healthcare, relationships and personal wellbeing.
Learn that healthy adulthood requires individuals to manage money effectively, understand workplace rights, recognise healthy and unhealthy relationship behaviours, and know where to access support when needed.
Learn that physical and emotional wellbeing can be supported through help-seeking, effective coping strategies, informed decision-making and understanding the services available within their local community.</td><td>Core Vocabulary:

Vocabulary to Encounter:

Vocabulary to retrieve:</td><td rowspan="2">Teaching Sequence:
L1: Different types of employment at 16
L2: Speaking up at work
L3: Credit, debit and budgeting
L4: Independent Living
L5: Healthy Adult Relationships and Red Flags
L6: Stress, anxiety and reframing negative thinking
L7: Managing bereavement and grief
L8: Accessing local health services
L9: Organ Donation and Choices</td></tr>
<tr><td colspan="2">Disciplinary aims:
Apply knowledge of rights, responsibilities and the law to real-life situations involving employment, healthcare, finance and relationships.
Evaluate risks and opportunities associated with increased independence and make informed decisions that support long-term wellbeing.
Analyse how individuals can access support, challenge discrimination</td></tr>
</table>

and advocate for themselves appropriately in a range of adult contexts. • Interpret financial information and consider how budgeting, borrowing and financial planning can affect future choices and wellbeing. • Reflect on how personal values, responsibilities and choices influence health, relationships, employment and participation in society.	

Writing curriculum: TBC

Links to previous learning:

Health and Wellbeing: This unit builds on learning about healthy lifestyles, puberty, emotional wellbeing and mental health from Years 7 to 10. Students apply this knowledge to managing stress, anxiety, bereavement and other challenges they may face as they become more independent.

Relationships and RSE: Building on previous learning about healthy relationships, consent, safeguarding and intimate relationships, students revisit healthy adult relationships, recognise warning signs of abuse and know where to access support.

Financial Education: Students build on earlier learning about needs and wants, budgeting, banking and employment by applying these concepts to adult financial responsibilities, including credit, debit, renting, mortgages and household bills.

Careers Education: This unit extends learning from previous careers education by helping students understand employment rights, workplace responsibilities, discrimination, trade unions and the opportunities available after Year 11.

Citizenship: Building on learning about British Values, rights and responsibilities, democracy and the Equality Act, students consider how these principles apply to employment, healthcare and making informed decisions as adults.

Links to the national curriculum:

This unit supports the statutory RSHE curriculum by developing students' understanding of mental wellbeing, stress, anxiety, bereavement, help-seeking behaviours, healthcare services and public health. It reinforces learning about healthy adult relationships, consent, recognising abusive behaviours and accessing support. The unit also contributes to the wider curriculum through careers education, employment rights, financial literacy, independent living and preparing for the responsibilities of adult life.