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 Risk and Influence	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 & Employability	10.6 Families, Parenting and Responsibilities
Year 11	11.1 Bein Independent (1)		11.2 Being Independent (2)			

Health and Wellbeing	RSE	Wider World	Citizenship

Year 8 Overview

Autumn 1 **Healthy and Wellbeing:** Drugs and Alcohol	**Autumn 2** **RSE:** Identity and Relationships	**Spring 1** **Health and Wellbeing:** Emotional and Physical Health	**Spring 2** **Wider World:** Navigating Online Harms	**Summer 1** **Citizenship**	**Summer 2** **Wider World:** Financial decision making
L1: Should we be worried about vaping?	L1: Relationship values	L1: Emotional health	L1: Trends and algorithms	L1: What is democracy?	L1: Opening a bank account
L2: Illegal vs. legal drugs	L2: Different types of long-term relationships	L2: Managing disappointment	L2: Digital Deception	L2: Elections and Voting	L2: How to read a bank statement
L3: Alcohol	L3: Conflict in relationships	L3: Managing distractions	L3: Sharing images and online pressure	L3: House of Commons	L3: How to save money
L4: Drugs and alcohol in the media	L4: Influences and relationship expectations	L4: Supporting others	L4: Harmful online narratives	L4: House of Lords	L4: Debit and credit cards
L5: What are county lines?	L5: Sexual orientation	L5: Managing your wellbeing	L5: Critical thinking online	L5: How laws are made	L5: British values – Rule of Law – managing debt
L6: Signs of county lines and support	L6: Consent and avoiding assumptions	L6: British Values and Mental Health		L6: The legal system	
L7: British Values – Rule of Law and ASB	L7: British Values - Respect			L7: Justice and the Courts	

<table>
<tr><td>Year: 8</td><td>Subject: Personal Development</td><td colspan="2">Unit title: 8.1 Healthy & Wellbeing: Choice, consequence and risk</td><td>Term: Autumn 1</td></tr>
<tr><td colspan="2">Knowledge (Learn that):
Learn that all drugs — whether legal, illegal, or prescribed — can have short- and long-term effects on physical and mental health, and may lead to addiction.
Learn that county lines is a form of child criminal exploitation where young people are groomed, coerced, or threatened into transporting drugs, and that recognising the signs and knowing how to seek help is essential for staying safe.
Learn that UK law classifies drugs (A, B, C) and sets legal restrictions on alcohol and vaping to protect health and wellbeing — especially for young people.</td><td>Core Vocabulary: Addiction, prescription drugs, legal, illegal, drug classifications (A,B,C)

Vocabulary to Encounter: Paranoia, coercion, stimulant, depressant, possession with intent to supply

Vocabulary to retrieve: Vaping, peer pressure, alcohol, respect, risk</td><td colspan="2" rowspan="2">Teaching Sequence:
L1: Should we be worried about vaping?
L2: Illegal vs/ Legal drugs
L3: Alcohol
L4: Drugs and alcohol in the media
L5: County Lines
L6: Signs of county lines and support
L7: British Values - Rule of Law and ASB</td></tr>
<tr><td colspan="2">Disciplinary aims:
Assess risk by assessing the effects of substances on health and wellbeing.
Evaluate information from media,the law, peers, and society to make informed personal decisions.</td></tr>
<tr><td colspan="5">Writing curriculum: TBC</td></tr>
</table>

Links to other units:

It builds on the Y7 curriculum where scholars have learnt:

- About the affects of vaping, smoking and alcohol
- That peer pressure can influence our decisions, particularly during puberty

The knowledge gained in Unit 7.2 (Staying Safe) is revisited in Unit 8.1 (Substance Misuse and Exploitation) to cover more mature themes around other drugs such as cannabis and risks such as county lines. Children are vulnerable at this age to coercion and so this is placed here as part of our safeguarding curriculum. This unit is built upon in 9.1 (Peer Influence, Substance Misuse and Gangs) when scholars are introduced to knife crime, joint enterprise as well as other substances in 9.5 (Drugs and Health) including party drugs. In Unit 10.2 (Healthy Lifestyles), scholars will encounter drugs again through the lens of mental health and unhealthy/healthy coping strategies.

Links to the national curriculum:

This links to the statutory RSE curriculum:

- Facts about legal and illegal drugs and their associated risks, including the link to mental health.
- Physical and psychological risks associated with alcohol consumption.
- Laws relating to drug misuse and the misuse of legal substances including tobacco and vaping.
- Influence of peer pressure and media on decisions about drug and alcohol use.
- Strategies to manage peer pressure in relation to substance use.

Year: 8	Subject: Personal Development	Unit title: **8.2 RSE: Identity and Relationships**	Term: **Autumn 2**
Knowledge (Learn that): • **Learn that** unhealthy relationships may involve control and manipulation • **Learn that** relationships can take many forms, and that assumptions, stereotypes, and media portrayals can create unrealistic expectations. • **Learn that** understanding and respecting identity, including sexuality and gender, helps prevent discrimination and supports inclusive, safe relationships.	**Core Vocabulary:** Homosexual, heterosexual, transphobia, cohabitation, civil partnership, marriage, coercion **Vocabulary to Encounter:** social norm, inclusive language, common-law partner **Vocabulary to retrieve:** respect, trust, boundaries, consent, conflict, discrimination, empathy, communication	**Teaching Sequence:** **L1: Relationship Values** **L2: Different types of long-term relationships** **L3: Conflict in relationships** **L4: Influences and Relationship expectations** **L5: Sexual Orientation** **L6: Consent and avoiding assumptions** **L7: British Values** - Respect	
Disciplinary aims: • Distinguish between healthy and unhealthy behaviours in relationships • Analyse how social norms, stereotypes, and media messages can affect expectations and pressures in relationships. • Evaluate how language, identity, and mutual understanding shape inclusive and respectful communities.			
Writing curriculum: To be confirmed			

Links to other units:

It builds on the primary curriculum where scholars have learnt:

- About drugs, alcohol and tobacco
- Staying healthy
- About staying safe, including in water, on the roads and near railways

The knowledge gained in Unit 8.2 (Identity and Relationship) revisits knowledge taught in 7.1 (Building Healthy Relationships) which introduced boundaries, consent and key qualities of healthy relationships being respect and trust. In 7.4 (Identity & Equality), scholars focused on protected characteristics, respect, prejudice, stereotypes and discrimination, meaning they should already have a basic understanding of these terms prior to teaching this unit.

By Year 9 scholars will explore more mature themes around healthy relationships. In Units 9.2 and 9.4, scholars will be equipped to explain the characteristics of healthy intimate relationships, grounded in mutual respect. They will also explore how to recognise and respond to serious conflict, including how to report coercive or harmful behaviours appropriately. They will also access more mature themes around discrimination in 9.6 (Understanding and Preventing Hate) and 10.1 (Challenging harmful beliefs).

Links to the national curriculum:

This links to the statutory RSE curriculum:

- The characteristics of positive and healthy relationships
- That there are different types of committed, stable relationships.
- Importance of respect and tolerance for others with different faiths, beliefs and sexuality.
- Legal rights and responsibilities around consent.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.

<table>
<tr><td>Year: 8</td><td>Subject: Personal Development</td><td colspan="2">Unit title: 8.3 Health & Wellbeing: Emotional & Physical Health</td><td>Term: Spring 1</td></tr>
<tr><td colspan="2" rowspan="2">Knowledge (Learn that):
Learn that mental health can be supported through healthy routines, self-care strategies, and understanding both helpful and harmful coping mechanisms.
Learn that stigma around mental illness can prevent people from seeking support, and empathy and non-judgemental language can make a difference.
Learn that digital resilience and body image awareness are essential for mental wellbeing in the online world.</td><td>Core Vocabulary: Wellbeing, self-care, resilience, coping mechanism, stigma, body image, self-esteem</td><td colspan="2" rowspan="3">Teaching Sequence:
L1: Mental and Emotional Health
L2: Supporting others with their mental health
L3: Healthy and Unhealthy Coping Strategies
L4: Digital Resilience
L5: Body Image
L6: British Values - Tolerance</td></tr>
<tr><td>Vocabulary to Encounter: Self-awareness, mindfulness, online pressure, unrealistic standards, non-judgemental language, mental illness</td></tr>
<tr><td colspan="2">Disciplinary aims:
Identify healthy and unhealthy coping strategies and understand their impact on emotional wellbeing.
Analyse the role of stigma in mental health and how to challenge it using respectful and empathetic language.
Evaluate online influences on mental health, including how to practise digital resilience and challenge unrealistic standards.</td><td>Vocabulary to retrieve: Mental Health, empathy, digital resilience, discrimination, critical thinking, comparison, support</td></tr>
<tr><td colspan="5">Writing curriculum:</td></tr>
</table>

To be confirmed

Links to other units:

This unit builds on prior knowledge from Year 7 and Year 8, where scholars have already explored:

- The importance of sleep during puberty and strategies to manage emotional changes
- The concept of stigma, particularly through the lens of identity
- The physical and emotional effects of drug use
- The meaning and importance of digital resilience

Unit 8.3 (Emotional Health and Wellbeing) marks the first opportunity for scholars to explore mental health in depth, including the factors that influence it and healthy and unhealthy coping strategies. It is also the first time body image and online comparison are taught explicitly, building on prior learning about digital resilience in Unit 7.5 (Digital Safety).

The theme of mental health is revisited regularly throughout the curriculum — most notably in Unit 9.1 (Peer Influence, Substance Misuse and Gangs), where scholars explore how poor mental health may increase vulnerability to risk-taking behaviours and peer pressure. In Unit 9.5 (Drugs and Health), scholars further examine the mental health consequences of drug use, including links to paranoia, anxiety, depression, and psychosis. This theme continues in Year 10 with Unit 10.2 (Healthy Lifestyles), which focuses on managing exam stress and promoting positive emotional health during periods of pressure.

Links to the national curriculum:

This links to the statutory RSE curriculum:

- The importance of mental wellbeing and how to recognise early signs of mental health concerns.
- Benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activities on mental wellbeing.
- Isolation and loneliness can affect children and that it is not uncommon for people to experience them.
- Impact of social media and how to manage online pressures, including knowing how to report concerns.
- Where and how to seek support for themselves or others.

<table>
<tr><td>Year: 8</td><td>Subject: Personal Development</td><td colspan="2">Unit title: 8.4 Wider World: Navigating Online Harms</td><td>Term: Spring 2</td></tr>
<tr><td colspan="2" rowspan="3">Knowledge (Learn that):
Learn that online content and experiences are shaped by digital technologies, including algorithms, artificial intelligence and social media platforms.
Learn that individuals have rights and responsibilities online, including respecting consent, privacy and others' dignity.
Learn that critical thinking can help people recognise online harms, challenge harmful narratives and make informed decisions.</td><td>Core Vocabulary: Algorithm, Trend, Engagement, Deepfake, Artificial Intelligence (AI), Misinformation, Verification, Consent, Privacy, Digital Footprint, Misogyny, Stereotype, Bias, Reliable Source, Critical Thinking</td><td colspan="2" rowspan="4">Teaching Sequence:
L1: Trends and algorithms
L2: Digital Deception
L3: Sharing images and online pressure
L4: Harmful online narratives
L5: Critical thinking</td></tr>
<tr><td>Vocabulary to Encounter: Content, creator, Echo chamber , Personalised content , Disinformation , Manipulation , Online influence, Online pressure , Safeguarding ,Gender stereotype , Viral content</td></tr>
<tr><td>Vocabulary to retrieve: Respect Equality Discrimination Prejudice
Inclusion Protected characteristic
Rights Responsibilities Democracy Consent</td></tr>
<tr><td colspan="2">Disciplinary aims:
To develop media literacy skills that enable scholars to critically evaluate online content.
To apply knowledge of rights, responsibilities and respectful</td></tr>
</table>

relationships to online interactions. • To recognise and challenge misinformation, harmful narratives and discriminatory content. • To make safe, informed and responsible decisions when using digital technologies. • To evaluate the reliability and credibility of sources using evidence and critical thinking.	

Writing curriculum:

To be confirmed

Links to other units

The knowledge gained in Unit 8.4 builds on scholars' understanding of identity, respectful relationships, equality and rights developed throughout Year 7. In Unit 7.6 (Identity), scholars explored prejudice, discrimination and challenging stereotypes, providing foundations for understanding harmful online narratives. In Unit 8.2 (Identity and Relationships), scholars developed their understanding of protected characteristics, consent and respectful relationships, which supports learning about image sharing, online pressure and misogyny. Knowledge from this unit will be revisited in Unit 9.6 (Understanding and Preventing Hate), where scholars consider how harmful beliefs can develop and spread, including online. In Year 10, scholars build on this understanding through Unit 10.1 (Challenging Harmful Beliefs), exploring misinformation, extremism, radicalisation and the influence of online content on attitudes and behaviours.

Links to the national curriculum:

This unit links to the statutory RSHE curriculum through:

- Respectful relationships, including recognising prejudice, discrimination and harmful behaviour.
- Online relationships, including understanding appropriate online behaviour and consent.
- Internet safety and harms, including identifying misleading information and managing online risks.
- Understanding how information and data are generated, collected, shared and used online.

- Developing resilience and strategies for seeking support when encountering harmful content online.
- Developing critical thinking skills to evaluate information and make informed decisions.

Year: 8	Subject: Personal Development	Unit title: **8.5 Citizenship**	Term: **Summer 1**
Knowledge (Learn that): • **Learn that** democracy enables citizens to influence decision-making through voting and representation. • **Learn that** Parliament, the legal system and the courts play important roles in creating, applying and upholding laws. • **Learn that** citizens have rights and responsibilities and can contribute positively to society through active participation and respect for the rule of law.	**Core Vocabulary:** Fairness, debate, Representative democracy, constituency, MP (Member of Parliament), House of Commons, House of Lords, Green Paper, White Paper, Bill, Loophole, criminal responsibility, **Vocabulary to Encounter:** Amendment, Suffrage, public participation, active citizen, upstander **Vocabulary to retrieve:** Democracy	**Teaching Sequence:** **L1: What is democracy?** **L2: Elections and Voting** **L3: House of Commons** **L4: House of Lords** **L5: How laws are made** **L6: The legal system** **L7: Justice and the Courts** •	
Disciplinary aims: • To understand how democratic institutions and processes influence decision-making in the UK. • To analyse the role of laws, Parliament and the justice system in maintaining a fair society. • To evaluate the rights and responsibilities of citizens and how individuals can participate positively in civic life. • To develop skills of debate, discussion and informed decision-making when considering social and political issues.			

Writing curriculum:

To be confirmed

Links to other units:

It builds on the Year 7 curriculum where scholars have learnt:

- About British Values, including democracy and mutual respect.
- About identity, equality and inclusion.
- About rights and responsibilities within communities and relationships.

The knowledge gained in Unit 8.5 develops scholars' understanding of citizenship and democratic participation. It builds on learning from Unit 8.2 (Identity and Relationships), where scholars explored equality, protected characteristics and the Equality Act 2010, providing context for understanding how laws protect rights. It also connects to Unit 8.4 (Navigating Online Harms), where scholars considered rights, responsibilities and respectful participation in digital spaces.

Scholars will revisit these themes in Unit 9.6 (Understanding and Preventing Hate), where they explore discrimination, hate crime and the role of the law in protecting individuals and communities. In Year 10, scholars build on this foundation through Unit 10.1 (Challenging Harmful Beliefs), examining democracy as a safeguard against extremism and misinformation, and through Unit 10.4 (Rights and Responsibilities), where they study civic participation, justice and the legal system in greater depth.

Links to the national curriculum:

Citizenship (KS3)

- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.
- The operation of Parliament, including the role of MPs, the House of Commons and the House of Lords.
- The precious liberties enjoyed by citizens of the United Kingdom.
- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.
- The functions and uses of laws and the justice system in the UK.

- Understanding and exploring diverse national, regional, religious and ethnic identities in the United Kingdom.
- The different ways in which a citizen can contribute to the improvement of their community.
- Developing skills to think critically, debate, discuss and evaluate political and social issues.

<table>
<tr><td>Year: 8</td><td>Subject: Personal Development</td><td colspan="2">Unit title: Wider World: 7.6 Financial Decision Making</td><td>Term: Summer 2</td></tr>
<tr><td colspan="2" rowspan="2">Knowledge (Learn that):
Learn that there are a variety of features and purposes of different types of bank accounts and financial tools, including current accounts, savings accounts, debit, credit, and prepaid cards.
Learn how to read and interpret a bank statement to track financial activity, manage spending, and understand transactions.
Learn that saving is important and the concepts of saving, interest, and making responsible choices when using money or credit.</td><td>Core Vocabulary: Bank account, savings account, current account, interest, debit card, credit card, APR, credit limit, deposit, overdraft</td><td colspan="3" rowspan="4">Teaching Sequence:
L1: Spending Decisions
L2: How to Budget
L3: Getting a Job
L4: Impact of Inflation
L5: Being a Critical Consumer
L6: British Values - Budgeting for a Holiday (Individual Liberties</td></tr>
<tr><td>Vocabulary to Encounter: ISA, balance, transactions, direct debit, statement</td></tr>
<tr><td colspan="2" rowspan="2">Vocabulary to retrieve: Budgeting, income, spending, needs, wants, responsibility, risk, planning</td></tr>
<tr><td colspan="2">Disciplinary aims:
Develop critical thinking about personal money choices and the consequences of borrowing vs saving.
Analyse real-world financial documents like bank statements to build financial literacy.
Understand how financial behaviour impacts future independence and wellbeing.</td></tr>
</table>

Writing curriculum:

To be confirmed

Links to other units:

It builds on the Year 7 curriculum where scholars have learnt:

- **Budgeting** in Year 7
- **Consumer Responsibility** – understanding advertising, credit, and informed choices
- **Online Safety** – protecting personal information in banking and digital finance

knowledge gained in Unit 8.6 (Finance) builds on knowledge scholars have acquired in previous units in Year 7 notably (7.4 Finance and Careers) where scholars were introduced to the concepts of needs, wants and budgeting – which are now explored in greater depth with reference bank statements, different types of credit and the importance of saving.

Scholars will revisit these themes of financial literacy in unit 10.5 (Finance and Careers) where they cryptocurrencies, identifying scams and money mules.

Links to the national curriculum:

PSHE (non-statutory guidance):

- Managing money: income and expenditure, budgeting, saving and credit
- Understanding financial products and services
- Recognising how financial decisions can impact long-term wellbeing

Citizenship (KS3):

- Understanding personal and economic responsibilities
- Exploring systems that affect financial and consumer rights