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 & Employability	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 9 Overview

Autumn 1 **Health and Wellbeing:** Peer influence and gangs	**Autumn 2** **RSE:** Respectful Relationships	**Spring 1** **Wider World:** Careers and Finance	**Spring 2** **RSE:** Intimate relationships	**Summer 1** **Health and Wellbeing:** **Drugs and Health**	**Summer 2** **Citizenship:** Understanding and Preventing Hate
L1: Pressure and Risk	L1: Commitment	L1: Decision Making	L1: Intimacy and respectful relationships	L1: Causes of addiction	L1: Diversity in the UK
L2: Trust and Hidden Agendas	L2: Forced and Arranged Marriage	L2: Different opportunities	L2: Freedom and Capacity to consent	L2: Effects of drugs	L2: Recognising hate crime and prejudice
L3: Online Pressure and Private Content	L3: Ending relationships	L3: Challenging career stereotypes	L3: Safe Sex and Contraception (option to withdraw)	L3: Drugs and the law	L3: Snitching vs. Reporting
L4: Taking Control Online	L4: Relationship Abuse	L4: Financial decision making	L4: Contraception Choices	L4: Cannabis, THC Vapes and Spice	L4: Sexual harassment and misogyny
L5: Challenging Victim Blaming	L5: Online Relationships	L5: Financial safety	L5: Sexual Health and STIs	L5: Party drugs and drink spiking	L5: Islamophobia
L6: Online Scams	L6: Stalking and Harassment	L6: British Values - Tolerance	L6: Pornography and Sexting	L6: Gym Bodies and Steroids	L6. Homophobia
L7: Serious Organised Crime	L7: British Values - Respect			L7: British Values: Drugs in the UK	L7: British Values – The pyramid of hate
L8: Knife Crime					

<table>
<tr><td>Year: 9</td><td>Subject: Personal Development</td><td colspan="2">Unit title: 9.1 Health & Wellbeing: Peer influence and gangs</td><td>Term: Autumn 1</td></tr>
<tr><td rowspan="4">Knowledge (Learn that):
Learn that peer pressure, online influence and manipulation can affect decision-making, and individuals can develop strategies to resist unsafe pressure.
Learn that exploitation, scams, gangs and county lines operations can cause significant harm, and it is important to recognise warning signs and seek support.
Learn that laws, personal responsibility and informed decision-making help protect individuals and communities from harm.</td><td>Core Vocabulary: Peer influence, Malicious Communications Act, Communications Act, Criminal gang, turf wars, hidden agenda, mitigating factors, aggravating factors, sentencing, curfew, custodial sentence, community service, fine, suspended sentence, discharge</td><td colspan="3" rowspan="4">Teaching Sequence:
L1: Pressure and Risk
L2: Trust and Hidden Agendas
L3: Online Pressure and Private Content
L4: Taking control online
L5: Challenging victim blaming
L6: Online Scams
L7: Serious Organised Crime (County Lines)
L8: Knife Crime</td></tr>
<tr><td>Vocabulary to Encounter: clean skins, possession, perpetrator, offence, victim, rehabilitation</td></tr>
<tr><td>Vocabulary to retrieve: Trust, risk, grooming, exploitation, county lines, critical thinking, cyberbullying, influence, bystander, respect, active bystander, boundaries, cuckooing, trap house,</td></tr>
</table>

	consequence, anti-social behaviour, community,	
Disciplinary aims: • Analyse how social influences like peer pressure and grooming can affect decision-making. • Evaluate how laws and systems (e.g. Communications Act, laws on drugs and knives) aim to protect people and communities. • Apply knowledge of rights, safety, and reporting methods to hypothetical and real-world scenarios. • Reflect on personal values and the consequences of risky behaviours.		
Writing curriculum: TBC		
Links to other units: **From Year 7:** • 7.1 Building Healthy Relationships: foundational skills in managing peer relationships, bullying, and consent. • 7.5 Digital Safety: introduces cyberbullying, grooming, and online risk — critical to understanding exploitation in gangs. **From Year 8:** • 8.1 Choices, Consequences and Risk: explored how decisions can lead to risky behaviours and how to stay safe. • 8.2 Identity and Relationships: identity development and influence — connects to why someone might be vulnerable to gang grooming. • 8.4 Citizenship: promotes understanding of rule of law, community responsibility and British Values — vital for framing consequences of gang involvement. **Forward Links:** • 9.2 Respectful Relationships and 9.4 Intimate Relationships: further explore boundaries, trust, and safety, building on how exploitation or coercion happens in personal or gang relationships.		

- 9.6 Understanding and Preventing Hate: explores antisocial behaviour and discrimination — can overlap with violence linked to gangs.
- 10.1 Challenging Harmful Beliefs: deepens critical awareness around narratives that glorify or normalise gang life or criminal activity.

Links to the national curriculum:

- **Respectful Relationships** (KS3–KS4): Understanding peer pressure, active bystanders, and the impact of harmful behaviours like bullying.
- **Online and Media**: Recognising risky online behaviour, protecting privacy, and using technology safely.
- **Being Safe**: Understanding grooming, coercion, and reporting unsafe situations.
- **Citizenship**: The role of the law in protecting people from crime (e.g. county lines, knife crime).
- **Health and Wellbeing**: Emotional and psychological effects of bullying, pressure, and criminal involvement.

<table>
<tr><td>Year: 9</td><td>Subject: Personal Development</td><td colspan="2">Unit title: 9.2 RSE: Respectful Relationships</td><td>Term: Autumn 2</td></tr>
<tr><td colspan="2">Knowledge (Learn that):
Learn that healthy relationships are built on communication, trust, commitment, and mutual respect, and that there are different legal and emotional responsibilities within family and romantic relationships.
Learn that abuse in relationships, including gaslighting, coercive control, harassment and stalking, can have serious emotional and legal consequences and must always be reported.
Learn that recognising and respecting personal boundaries helps prevent harm, and that everyone has the right to feel safe in relationships and online.</td><td>Core Vocabulary:
commitment, marriage, emotional abuse, coercive control, harassment, stalking, civil partnership, arranged marriage, dissolution, cohabitation, gaslighting, malicious communications, Protection from Harassment Act, child custody,

Vocabulary to Encounter:
victim

Vocabulary to retrieve:
consent, respect, empathy, communication, listening, boundaries</td><td colspan="2" rowspan="2">Teaching Sequence:

L1: Different families

L2: Commitment in relationships

L3: Communication in relationships

L4: Ending relationships

L5: Abuse in relationships

L6: Harassment and stalking

L7: British Values: Respect</td></tr>
<tr><td colspan="2">Disciplinary aims:
Develop understanding of the emotional and legal frameworks that define healthy relationships and respectful breakups.
Analyse signs of unhealthy or abusive behaviour and know how to seek help and support others.
Promote tolerance, respect, and safeguarding in all personal and online</td></tr>
</table>

interactions, underpinned by British Values and the Equality Act.	

Writing curriculum:

To be confirmed

Links to other units:

From Year 7:

- 7.2 Consent and Boundaries: Introduced core ideas around personal space, rights, and communication — foundational for recognising coercive or abusive behaviour.
- 7.5 Digital Safety: Discussed online behaviour and respectful interactions, including legal boundaries — useful for understanding harassment and stalking.

From Year 8:

- 8.2 Identity and Relationships: Explored different identities, relationships, and expectations — helps students reflect on commitment and family dynamics.
- 8.3 British Values and Respect: Understanding of law, equality, and respect for differences — relevant when discussing civil partnerships and different family types.

Forward Links:

- 9.3 Intimate Relationships and Sexual Health: Builds on commitment, consent, and respectful behaviour in more intimate settings.
- 10.2 Gender and Power: Explores issues like coercive control and gender stereotypes that contribute to power imbalances in relationships.
- 10.4 Pornography and Expectations: Challenges unhealthy portrayals of relationships and links to issues like emotional abuse and respect.

Links to the national curriculum:

- Understand the characteristics of positive and healthy friendships (including online), respect for others, and boundaries.
- Learn the concepts and laws relating to consent (including in marriage), abuse, harassment, and coercive control.

- Know how to recognise unhealthy or unsafe relationships and how to seek help.
- Understand that forced marriage is a crime and differs from arranged marriage.
- Be aware of the impact of abuse and violence in relationships and how to report concerns.

<table>
<tr><td>Year:</td><td>Subject: Personal Development</td><td>Unit title: 9.3 Wider World: Careers and Finance</td><td>Term: Spring 1</td></tr>
<tr><td colspan="2">Knowledge (Learn that):
Learn that informed decision-making is vital to choosing the right pathways, especially when facing choices like Year 9 options or money management.
Learn that post-16 opportunities are diverse, and understanding your own strengths, interests, and career goals can help you choose the best pathway for you.
Learn that being financially informed helps avoid scams, manage money wisely, and reduce risk in everyday financial decisions.</td><td>Core Vocabulary: informed decision, options, apprenticeship, phishing, fraud, financial safety, GCSE options, post-16, T-levels,

Vocabulary to Encounter: Contract data allowance, pay-as-you-go, insurance, reliable information

Vocabulary to retrieve: ambition, consequences, equality, stereotypes, personal information, bias</td><td rowspan="2">Teaching Sequence:
L1: Decision making
L2: Different opportunities
L3: Challenging career stereotypes
L4: Financial decision making
L5: Financial safety
L6: British Values - Tolerance</td></tr>
<tr><td colspan="2">Disciplinary aims:
To help scholars think critically and reflectively about how present-day choices can impact future outcomes (e.g. GCSE options).
To encourage financial literacy and informed consumer habits in real-world contexts.
To challenge stereotypes and promote equality in career aspirations</td></tr>
</table>

and pathways.	

Writing curriculum:

To be confirmed

Links to other units:

From Year 7:

- 7.6 Getting a Job & Budgeting for a Holiday: Introduces practical money management and careers awareness, setting the foundation for budgeting and future choices.

From Year 8:

- 8.5 My Personal Brand: Explores earnings, the value of work, and planning future careers — closely aligned with content on decision-making and career stereotypes.

Forward Links:

- Year 10 Unit on Personal Finance: Extends knowledge of managing pay, income tax, and financial security.
- Post-16 Careers and Next Steps Lessons: Build directly on understanding of pathways, ambitions, and financial decision-making.

Links to national curriculum:

- Know the full range of education and training options, including apprenticeships and technical education.
- Develop essential financial skills, such as budgeting and recognising financial risk.
- Understand career development and the influence of stereotypes on career choice.
- Recognise the importance of making informed decisions to shape future success and wellbeing.
- Learn how to protect personal information and how to respond to financial scams.

<table>
<tr><td>Year: 9</td><td>Subject: Personal Development</td><td>Unit title: 9.4 RSE: Intimate relationships</td><td>Term: Spring 2</td></tr>
<tr><td colspan="2" rowspan="2">Knowledge (Learn that):
Learn that healthy intimate relationships are built on respect, boundaries, trust, and clear communication.
Learn that consent must be freely given, ongoing, and clear — and that coercion or pressure is not consent
Learn that contraception and safe sex practices help protect physical health, and that STIs, pornography, and sexting carry risks that must be managed through informed choices and responsible behaviour.</td><td>Core Vocabulary: contraception, STI, coercion, pornography, orgasm, ejaculation, sexual harassment, coercive control, sexual health clinic, public lice,

Vocabulary to Encounter: dopamine rush

Vocabulary to retrieve: consent, boundaries, grooming, respect, sexting, relationship, emotional abuse, pressure, healthy relationship, trust,</td><td colspan="2" rowspan="2">Teaching Sequence:
L1: Intimacy and respectful relationships
L2: Freedom and capacity to consent
L3: Sexual health (option to withdraw for families)
L4: Contraception Choices
L5: Sexual Health and STIs
L6: Pornography and Sexting</td></tr>
<tr><td colspan="2">Disciplinary aims:
Develop an understanding of how to recognise healthy and unhealthy relationship dynamics, especially in sexual relationships.
Apply knowledge of the law and personal values to make safe, respectful, and informed decisions about sex and relationships.
Critically assess sources of information (e.g. pornography, peers, media) and reflect on their impact on expectations and behaviour.</td></tr>
</table>

Writing curriculum:

To be confirmed

Links to other units:

- **Year 8** - Abuse in Relationships & Consent – builds prior understanding of boundaries, gaslighting, and harassment.
- **Year 9** Peer Influence and Knife Crime – links through the concept of pressure, consequences, and decision-making.
- **Year 9** Online Safety and Grooming" – connects to themes of exploitation and risky behaviours online.
- **Year 7 & 8** Families and Commitment – lays foundational knowledge of relationships, family types, and roles.

Links to the national curriculum:

Relationships and Sex Education (RSE):

- Teaching pupils the characteristics of healthy relationships and friendships.
- Importance of consent and how to recognise it.
- How to recognise and report abuse, including grooming and coercion.
- Risks associated with online behaviours including image-sharing and pornography.
- Awareness of sexually transmitted infections and how to prevent them.

Health Education:

- Knowledge of reproductive health, including fertility and contraception.
- Information on the law relating to sexual behaviour and rights.

British Values:

- Individual liberty and mutual respect in relationships.
- Understanding of laws around harassment, assault, and communication.

<table>
<tr><td>Year:</td><td>Subject: Personal Development</td><td>Unit title: 9.5 Health and Wellbeing: Drugs, Alcohol and Addiction</td><td>Term: Summer 1</td></tr>
<tr><td colspan="2">Knowledge (Learn that):
Learn that addiction can develop from a range of behaviours and substances, and can seriously affect physical health, relationships, and decision-making.
Learn that drugs affect the brain and body in different ways
Learn that UK drug laws classify substances by harm, and that being caught in possession or supplying drugs can have serious, life-altering outcomes.</td><td>Core Vocabulary: addiction, possession, supply, solvent abuse, party drugs, Hallucinations, Disassociation, Psychedelics, Skunk, controlled substance, classification, paranoia, unregulated, substance abuse, solvent abuse

Vocabulary to Encounter: dopamine, recreational use, psychosis

Vocabulary to retrieve: peer pressure, mental health, dependence, risk, harm, consequence,</td><td rowspan="2">Teaching Sequence:
L1: Causes of addiction
L2: Effects of drugs
L3: Drugs and the law
L4: Cannabis, THC Vapes and Spice
L5: Party Drugs and Drink Spiking
L6: Gym Bodies and Steroids
L6: British Values – Drugs in the UK</td></tr>
<tr><td colspan="2">Disciplinary aims:
Understand the social, physical, emotional, and legal risks of drug misuse.
Examine the reasons why people may experiment with drugs, including peer pressure and escapism.
Distinguish between safe and unsafe behaviours and identify healthy coping strategies.
Learn the law around possession, supply, and the classification of substances.
Evaluate how substance misuse can affect future goals, mental health,</td></tr>
</table>

and personal safety.	

Writing curriculum:

Links to other units:

Year 8 Legal and Illegal Drugs – provides the foundation for understanding substances and safe medication use.

Year 9 Offenders and the Law – reinforces the impact of criminal records and consequences of being involved in illegal activity.

Year 9 Respectful Relationships and Health – links through choices, boundaries, decision-making, and pressure.

Year 9 Knife Crime and Peer Influence – develops understanding of risky behaviours and external pressures.

Links to the national curriculum:

Health Education:

- Understanding the facts about legal and illegal substances and associated risks, including the link between drug misuse and mental health issues.
- The personal and social risks of drug and alcohol use, including the effects on mental health, relationships, and academic performance.

Citizenship and British Values:

- Understanding rules and laws regarding controlled substances, and the consequences of breaking them.
- Emphasising personal responsibility and informed decision-making in relation to harmful behaviours.

Safeguarding and Personal Safety:

- Awareness of peer pressure and strategies for saying no.
- Developing critical thinking and refusal skills to avoid risky or criminal behaviour.

<table>
<tr><td>Year:</td><td>Subject: Personal Development</td><td>Unit title: 9.6 Citizenship: Understanding and preventing hate</td><td>Term: Summer 2</td></tr>
<tr><td colspan="2">Knowledge (Learn that):
Learn that the UK is a diverse society and this diversity should be respected

Learn that there is a difference between reporting and snitching; speaking up about hate or harm is an important way to uphold respect, safety, and equality.
Learn that small acts of prejudice (like jokes or stereotypes) can lead to serious harm if left unchallenged — and British Values provide a framework to tackle hate at all levels.</td><td>Core Vocabulary: Diversity, prejudice, hate crime, snitching, sexual harassment, misogyny, Islamophobia, microaggression, pyramid of hate

Vocabulary to Encounter:

Vocabulary to retrieve: Reporting, racism, British Values, discrimination, consent, tolerance, equality, homophobia, protected characteristic, bystander</td><td rowspan="2">Teaching Sequence:

L1: Diversity in the UK

L2: Recognising hate crime and prejudice

L3: Snitching vs. Reporting

L4: Sexual harassment and misogyny

L5: Islamophobia

L6: Homophobia

L7: British Values – The pyramid of hate</td></tr>
<tr><td colspan="2">Disciplinary aims:
Understand the value of diversity in society and why inclusion matters.
Identify what hate crimes, prejudice, and discrimination look like in different contexts (e.g. racism, Islamophobia, homophobia, sexism).
Recognise the difference between harmful behaviour and harmless banter
Explore how British Values like tolerance, mutual respect, and the rule of law help us respond to prejudice and prevent escalation.
Develop confidence to report inappropriate or harmful behaviour</td></tr>
</table>

Writing curriculum:

To be confirmed

Links to other units:

- **Year 8 Tolerance and Identity** – scholars explored how beliefs and differences shape who we are and why mutual respect is important.
- **Year 9 Sexual Harassment and Reporting** – reinforces the importance of recognising harm and knowing how to report it.
- **Year 9 Criminal Choices** – develops knowledge about the legal implications of hate crimes and discriminatory behaviour.
- **Year 9 Respectful Relationships** – links through ideas of equality, respect, boundaries, and the impact of harmful behaviours on others.

Links to the national curriculum:

Citizenship and British Values:

- Explore the meaning of democracy, liberty, rule of law, tolerance, and respect in practice.
- Understand protected characteristics and the importance of challenging prejudice in all forms.

RSHE and Safeguarding:

- Recognise the characteristics of positive and respectful relationships.
- Understand how to identify and respond to discrimination, harassment, and bullying (including online).

Prevent Duty and SMSC:

- Learn how to spot early signs of extremist views or hate.
- Encourage critical thinking, empathy, and the promotion of inclusion in schools and society.