

PERSONAL DEVELOPMENT CURRICULUM MAP 2024 – 2025

Intent:

In Personal Development (PD), students explore the issues, attitudes, and values relating to various areas of personal development, including: Relationships, Sex and Health Education (RSHE); Citizenship; Inclusion and Equal Opportunity; Careers (CIAG); British Values; SMSC; Development of Character; PSHE. The curriculum has been designed to provide students with an understanding of how to look after themselves and others; how to celebrate and value the diversity within their communities; as well as how to best prepare for success in adult life. Personal development is taught in a weekly timetabled lesson for Year 7, Year 8 and Year 9 students, as well as through tutor time and assemblies across all year groups. The skills of critical analysis and debate are developed through this curriculum, and students are taught how to articulate their views clearly and thoughtfully, as well as the importance of listening to the views of others. Subject-specialist teaching and rigorous assessment ensures that students possess a clear understanding of the key concepts taught, allowing them to apply this practical knowledge to their lives.

The core themes of safety, health and well-being, and relationships are taught in accordance with the Relationships, Sex and Health Education statutory guidance. This element of the curriculum is designed to provide students with the knowledge to take active responsibility for their health and wellbeing, both now and in the future. The topics explored in PD will explore the issues relating to sex and relationships, sexual exploitation, consent, drugs and alcohol, mental and emotional health and well-being, diet and a healthy lifestyle, and online safety education. The curriculum has been expertly designed to ensure that all topics are age-appropriate, and address the needs of students at various stages of their development. The curriculum also promotes the importance of mutual respect, autonomy, personal boundaries and self-advocacy to encourage students to conduct themselves with confidence and integrity and respect the rights, safety and decisions of others.

Students explore and engage critically with diverse ideas, beliefs, cultures and identities, and the values we share as citizens in Great Britain. For example, through an engaging Citizenship curriculum, students explore the nature of democracy in the UK, learn about the structure of the government and parliament, and consider how to make their voices heard, both in school and beyond. Students learn about the British Values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. We encourage, develop, and promote a keen awareness for critical analysis as students apply their understanding to relevant current affairs. This applies on many levels, with a focus on democracy in school via the College Council, local, national and global politics. All students are encouraged both within the curriculum and in extracurricular opportunities to debate and make reasoned arguments based on evidence and a range of opinions. This helps prepare our students to take their place in society as responsible, well-rounded and well-informed citizens.

Through work in lesson time and activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthy lives and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. PD offers students opportunities to reflect on their own experiences and development. Through this, the PD curriculum develops students' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

Implementation:						
Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7	Students begin the year with a series of lessons on character development. Students consider how to become active members of the community, learn the importance of taking responsibility for their actions, as well as how to develop and practice resilience. Students also explore the British Values of mutual respect and tolerance democracy in relation to diversity, anti-bullying, and healthy relationships.	Students begin learning about Citizenship during this half term, starting with an appreciation of the British Values of democracy and the rule of law. Students learn how the law is made, and which systems in society are responsible for upholding the law. Students will understand the rights and responsibilities of citizens by learning how individuals can enact change within the legal system, and the rights afforded to them through the UDHR.	In this half term, students develop an understanding about crucial aspects of physical and mental health, as per the RSHE framework. Students identify the key features of a healthy lifestyle, and know the importance of being responsible for their physical and mental health, through diet, exercise, sleep and wellbeing. Students understand the relationship between physical and mental health, and revisit the topic of resilience, with a specific focus on coping strategies.	Using the knowledge, they have gained so far, students learn about prejudice and discrimination, and the crucial role individuals can play in standing up against prejudice and discrimination in society in order to bring about equality. Students learn about the impact of discrimination on individuals and groups, and how the protected characteristics are recognised within the law.	Students apply their understanding of appropriate, healthy behaviour when learning about safety. Students learn how to look after their safety in both the physical and online world. Students know what acceptable online behaviour is, and learn to recognise unhealthy behaviours such as coercion and cyberbullying.	The focus of this half term is careers and economic education. Students learn about the basics of budgeting, and the financial considerations of adults in the UK. Students begin to think about their career goals, and understand that there are various pathways available into different careers, including by comparing undergraduate degrees and degree apprenticeships. Students use the Unifrog platform to explore careers of interest.
8	Students begin with a short series of lessons on character development, revisiting learning about the importance of taking responsibility for actions and the importance of mutual respect and tolerance. Students deepen their understanding of living a healthy lifestyle and learn specifically about the impact of exercise on health. Students also learn about the dangers of alcohol and tobacco and the law and risks surrounding illegal drugs.	Students draw upon their existing understanding of physical health and wellbeing, as well as the learning they have developed in science, to learn about the key facts and features of puberty, menstrual health, and gender identity. Students know how male and female bodies change, as well as the emotional changes young people go through. By applying their existing understanding of mental and physical health, students can identify the changes adolescents	Students learn about the facts surrounding safe sex, including contraception, STIs, pregnancy and childbirth. Students discuss these important topics in a mature way, developing a clear understanding of right and wrong and building thoughtful opinions where appropriate. The sequencing of this unit has been carefully considered to ensure that the content and	Students engage in careers and economic education during this half term, building on their pre-existing knowledge when learning about the financial responsibilities of adults in the UK, as well as the need for loans. Students return to the topic of budgeting, considering the relationship between budgets and careers. Students consider the qualifications and skills required for various careers, and the different types of degrees and	Students deepen their existing understanding of diversity and inclusion to learn about gender roles and stereotypes and gender identity. Drawing on the importance of moral purpose, and the value of helping others, students consider their role in dismantling stereotypes and eradicating discrimination.	Students deepen the Citizenship knowledge acquired in Year 7, learning about the structure of parliament and the government in the UK, the role of the media and free press, and the role of the UK in key international organisations.

	<p>Students also revisit mental health and wellbeing, focusing specifically on the law surrounding mental health in the UK and the impact of grief and loss on individuals. In each of these topics, students learn how to practically apply their understanding to their own lives in order to make healthy choices.</p>	<p>experience during puberty, and can predict the impact these changes will have on all aspects of health and wellbeing. Students also address the topic of consent, including the law surrounding consent and the way this issue is addressed through the media and popular culture.</p>	<p>delivery is age appropriate.</p>	<p>apprenticeships available in both the UK and abroad.</p>		
9	<p>Students begin the year with a series of lessons on the community, diversity, and being a responsible member of the community.</p> <p>Students build upon their citizenship learning from Years 7 and 8 in this unit, exploring the nature of political power in the UK, including local government. Students consider the ways in which individuals govern themselves, and how citizens can try to bring about active change in society.</p>	<p>This unit addresses many of the legal aspects of marriage and family life. Students deepen their understanding of these topics, and learn about the law surrounding issues that affect women and girls, including FGM and breast ironing, as well as the law concerning sexual harassment both online and in the physical world. This unit invites students to make challenging links to citizenship as well as British values.</p>	<p>Students deepen their understanding of sexual health by revisiting the key issues of safe sex, communication, and consent. Students also learn the facts and law surrounding pornography, online sexual abuse, and sexual harassment, building on their existing knowledge of sexual harassment from Year 8. Students consider the role of individuals and institutions in protecting people from abuse, and the importance of helping others, both in the local and wider communities.</p>	<p>Students then go on to think ahead to their future, at GCSE level, A Level, and beyond. Students will develop an understanding of the 'next steps' at all levels, the options that are available to them, as well as the steps they need to take to achieve their goals. Students will also engage in economic education, learning about financial topics such as salary, tax and pensions, as well as the concept of budgeting from a young age. As part of the PSHE curriculum, this unit provides students with an economic awareness that is further developed in Year 10 and Year 11 PD tutor time sessions.</p>	<p>Students will continue to explore their future through deciding what they will choose to study for their options subjects at GCSE level. Students will be introduced to the range of subjects on offer and learn about how these can help them to reach their goals explored in the previous term.</p>	<p>Students deepen their understanding of what it means to live a healthy lifestyle, by understanding the facts surrounding diet and disease, vaccines, and organ and stem cell donation. The topics draw upon knowledge acquired in science, and students learn how to make healthy choices that positively impact physical health and wellbeing.</p>

Enrichment Opportunities:

The skills and knowledge students develop in PD is enriched through discussion in lessons, drawing upon current affairs, modern influential figures, and contentious issues to engage students and encourage the application of knowledge to a range of topics beyond the requirements of the curriculum. Teachers use specific, targeted questioning to extend students' knowledge. Homework is designed to encourage independent research and engagement with case studies and scenarios from a range of cultures, perspectives and contexts. In turn, students' cultural capital is strengthened, and opportunities for cross-curricular learning are maximised, for example with RS and History.

As part of the Y9 curriculum, students engage in an 'active citizenship' project, which requires students to design, implement, and assess an initiative that can be used to improve the local community. This not only instils an understanding of the importance of community and citizenship, but also develops skills such as teamwork, leadership, entrepreneurship and strategic thinking in order to create an initiative that is meaningful and impactful.

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. We use recap tasks as the start of every lesson to encourage retrieval practice, and to ensure that students are able to recall key learning from previous lessons, which they can apply in new contexts. As in all other subjects, students will sit regular summative assessments in class, which will provide an opportunity for students to demonstrate the knowledge they have developed over time, as seen through various skillsets, such as essay writing. The purpose of this rigorous testing is to ensure that key knowledge is retained (and any gaps are identified and addressed promptly) and to inform teachers' planning, to ensure that the needs of all students are always met. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.