

PERSONAL DEVELOPMENT CURRICULUM MAP

2026 – 2027



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 ensure 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 covered 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 School 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.

Careers are woven into students' time at school. At KS3, students learn about careers and their futures using Unifrog to learn about themselves and what they need for their next steps. They learn about specific careers in areas including tech, banking, finance, law, the public sector and the creative industries as well as the importance developing their character and soft skills via clubs and leadership opportunities. In each year of KS3, students carry out a careers research project.

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.

In Half Term 6, after students complete their RS GCSE, they will receive two PD lessons a week. During these lessons, they will recap core knowledge from Years 7, 8, and 9, as well as explore topics such as AI and its impact on individuals and communities. Students will develop a deeper understanding of current social issues, allowing them to further refine their critical thinking skills and broaden their understanding of the world around them. This will better equip students for life beyond school by not only addressing the facts surrounding these issues, but also considering how harmful beliefs can be challenged safely and respectfully.

In Years 12 and 13, students will receive a range of support to develop their core understanding of university and apprenticeship applications. They will have a variety of opportunities to receive personalised feedback on their applications, helping them to put themselves in the strongest possible position to progress successfully onto their chosen next steps.

Other PD sessions will aim to expose students to current social issues and develop their ability to critically analyse these from a range of perspectives. Students will also build their understanding of political systems, taxation, and how society functions, better equipping them to understand the world around them. The programme will also support students in developing the knowledge and confidence needed to make responsible, informed choices as they move into adulthood.

To ensure that the core school value of "Achievement for All" is central to PD lessons, resources are carefully adapted to meet the needs of all pupils. The materials are designed to stretch and challenge pupils, while alternative resources are provided to ensure accessibility for nurture groups. This means that all pupils cover the same core content and information, but in a way that is appropriate to their level of understanding and engagement.

In addition to the targeted accessibility resources, the main lesson materials include varying levels of scaffolding. Teachers can retain, adapt or remove these supports according to the needs and abilities of their class, ensuring that the lesson remains appropriately accessible while still providing suitable challenge.

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. The importance of helping others and impact of prejudice and discrimination.	During this half term, students will explore wellbeing and identity. They will learn strategies to cope with stress and maintain their mental wellbeing. Students will also learn to recognise signs of negative mental health and illness, and understand where they can reach out for support. In addition, they will explore gender identity, body image, and how to show respect to themselves and others, while learning to challenge negative self-talk and develop a positive sense of self.	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	Students will begin exploring physical health and how to maintain a healthy lifestyle. They will learn how different types of habits are formed and how to build positive habits that will support them later in life. Students will also examine the impact of diet on disease and explore ways to overcome barriers to achieving a healthy diet. In addition, they will learn about personal hygiene and the importance of maintaining good dental hygiene.	Students apply their understanding of appropriate, healthy behaviour when learning about safety. They learn how to look after their safety in the physical world, including water and road safety, as well as online safety, such as keeping accounts secure and recognising phishing scams. Students learn what acceptable online behaviour is and how to recognise unhealthy behaviours, such as coercion, sexual harassment, 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 lessons on character development, revisiting the importance of taking responsibility for their actions, mutual respect, and tolerance. Students then deepen their understanding of healthy lifestyles, including the impact of exercise on physical and mental health. They learn about the dangers of alcohol and tobacco, as well as the laws and risks surrounding illegal drugs and the misuse of over-the-counter medication. Students also revisit mental health and wellbeing, focusing on mental health law in the UK and the impact of grief and loss. Across these topics, students apply their learning to make healthy and informed choices.	Students draw on their existing understanding of physical health and wellbeing, as well as knowledge developed in Science, to learn about puberty, menstrual health, and gender identity. They explore how male and female bodies change during adolescence, alongside the emotional changes that young people may experience. Students consider how these changes can affect confidence, self-expression, identity, and overall wellbeing. They also revisit sexuality and gender identity, developing a respectful understanding of how people may identify differently and why it is important to treat others with kindness, dignity, and respect..	Students learn about healthy relationships and the facts surrounding safe sex, including contraception, STIs, pregnancy, and childbirth. They discuss these important topics in a mature and respectful way, developing a clear understanding of right and wrong while building thoughtful opinions where appropriate. Students also consider the responsibilities, choices, and support available to young people in relation to sexual health and relationships. The sequencing of this unit has been carefully considered to ensure that the content and delivery are age appropriate. Students will also explore the law in relation to abortion and adoption.	In this term, students explore the concept of consent and the law. They develop an understanding of the impact that consent can have and consider the issue of sexual harassment. Students learn how to approach situations where they witness negative or harmful behaviour, including how to seek support and challenge inappropriate actions safely. They also investigate the impact of culture on understandings of consent and how peer pressure can influence individuals. Through these discussions, students develop a deeper awareness of respect, boundaries, personal safety, and the importance of healthy relationships.	The term will start with understanding the impact of prejudice and discrimination. Students explore examples of these issues through discussions on gender roles and stereotypes, considering how assumptions can affect individuals and wider society. They also learn how online groups and subcultures can influence attitudes and behaviours, as well as how to challenge negative views. Students then deepen the Citizenship knowledge acquired in Year 7, learning about the structure of Parliament and government in the UK, the role of the media and free press, and the role of the UK in key international organisations.	In the final term, students consolidate their understanding of current issues from the previous term and further develop their awareness of how social change can be brought about. Students engage in careers and economic education, building on their existing knowledge of financial responsibilities, key financial terminology, and how to save money. They revisit budgeting and consider the relationship between budgets, careers, and lifestyle choices, including how salary can impact future decisions. Students also consider the qualifications and skills required for different careers, as well as degrees and apprenticeships in the UK and abroad. They use Unifrog to explore careers of interest.

9	Students begin the year with a series of lessons on community, diversity, and being a responsible member of the community. 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 and how law is enforced. Students will develop knowledge of different voting systems around the world, and they will further deepen their understanding of how change is brought about and how this relates to climate change and the law.	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 consent. This unit invites students to make challenging links to Citizenship and British values. Students will also explore consent and the law, including reviewing different situations and considering how to respond safely, seek support, and make informed choices.	Students deepen their understanding of sexual health by revisiting the key issues of safe sex, communication, and consent. Students also learn the facts and laws surrounding pornography including misuse of AI, 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, as well as the importance of helping others in both local and wider communities.	Students will cover digital literacy and develop their understanding of how to recognise misinformation. They will also further build their knowledge of AI, including the risks it can pose to perception, mental health. 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.	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 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.	Students deepen their understanding of what it means to live a healthy lifestyle by learning about the facts surrounding diet and disease, vaccines, and organ and stem cell donation. These topics draw upon knowledge acquired in Science, and students learn how to make healthy choices that positively impact their physical health and wellbeing. Students will also explore the topic of body modification, including the risks involved and the reasons why people may choose to modify their bodies.
10						In the 2 lessons a week students will explore physical and mental wellbeing, healthy habits, personal hygiene, body image, and making safe, informed choices. Students will revisit the facts, risks, and laws around drugs and alcohol, including links to criminal activity, county lines, knife crime, and the impact of risky behaviour. They will also study healthy relationships, fertility, sexual health, harassment, sexuality, and gender identity, developing their understanding of consent, respect, boundaries, equality, and personal safety. Students will explore current issues including AI,

						deepfakes, digital deception, incel culture, misogyny, and violence against women and girls, considering their impact on society, relationships, and online safety. Finally, they will develop practical knowledge in financial literacy and careers to support future independence and adult life.
12	To better support Sixth Form students in preparing for life beyond school, students will receive guidance to develop their understanding of the different types of university degrees and apprenticeships available to them. They will complete directed research into different institutions and the entry requirements for their chosen pathways. Students will also receive support in understanding the difference between extracurricular and super-curricular activities, the importance of each, and how they can be used to strengthen future applications.	This term, students will undertake their individual research project, where they will complete academic research, analyse resources, and build critical arguments into a university-style essay. Students will then be provided with support on how to create and deliver successful presentations. This will include the opportunity to present their hard work towards the end of the term in front of an audience and practise answering questions. Students will also receive support in developing cover letter and CV writing skills.	In this module, students will explore contemporary issues such as poverty in the UK and environmental activism. This will support students in developing a sociological understanding of these issues and provide them with the opportunity to analyse different perspectives. Students will also cover the structure of the British political system and parliamentary democracy. In addition, students will develop a detailed understanding of how the UK tax system works	This term, students will explore healthy lifestyles, building on their prior knowledge by covering topics such as metabolic health and ultra-processed foods, sleep deprivation, and digital health. They will also learn about the dangers and impacts of alcohol and drug misuse. To complete the term, and in preparation for their A-level examinations, students will take part in a series of lessons on the science of learning. These lessons will focus on evidence-based revision and study techniques to support them in preparing effectively for their exams.	This term, Personal Development lessons in the lead-up to the examination series will be repurposed to support independent, focused revision. This will provide students with dedicated time to consolidate their learning, address any gaps in knowledge, and develop effective revision habits. The aim is to ensure that students are well-prepared and have the best possible opportunity to succeed in their upcoming examinations.	In this module, students will take part in a series of lessons covering how to write a successful personal statement. They will also be given dedicated time in lessons to plan and write their own personal statements. This will support them with submitting their first draft to be reviewed by their tutors. CV and cover letter writing will be revisited, allowing students to update their documents with any lessons, extracurricular activities, and work experience they have completed. Students will also receive direct feedback and advice on how to improve their applications. This module will also cover how students can present themselves professionally online, including the importance of using LinkedIn effectively.

13	At the start of Year 13, students will submit their second draft of their personal statement to their tutors. To support this, they will receive further lesson time in PD focused on refining and improving their personal statements. Lesson time will also be allocated to support students in understanding how to make their final choice of university or apprenticeship pathway. This will include guidance on comparing options, considering entry requirements, and making informed decisions about their next steps. Following this, students will cover topics related to personal finance, including how to build a budget, manage income and expenses, understand student finance, and make responsible financial decisions as they move towards greater independence.	This module is designed to support students as they prepare for life during apprenticeships or university. Topics will include how to prepare for moving away from home, living in student accommodation, attending university visits, and knowing where to find additional support and resources. Students will also explore how to manage their mental health during this transitional period. The module will introduce students to graduate schemes, including what they are, when students should begin looking for them, and why they can be useful for future career planning. Students will also develop practical skills in planning ahead and preparing for the next stage of their education or employment journey. In addition, students will take part in two sessions focused on interviews and assessment centres, learning how to present themselves effectively and put themselves in the strongest possible position as applicants.	This term, students will cover topics such as voting and understanding taxes, helping them to refine their wider understanding of how society and the economy function. They will also assess the dangers of recreational drug use and explore responsible sexual activity, including how to make informed, safe, and respectful decisions. These lessons are designed to support students in developing the knowledge, confidence, and awareness needed to navigate adulthood responsibly.	This term, Personal Development lessons in the lead-up to the examination series will be repurposed to support independent, focused revision. This will provide students with dedicated time to consolidate their learning, address any gaps in knowledge, and develop effective revision habits. The aim is to ensure that students are well-prepared and have the best possible opportunity to succeed in their upcoming examinations.	.	
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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.

All students in Year 7 to 10 carry out one 6-week-long independent research project each year on the theme of Citizenship to further develop their understanding of a key element of the curriculum including: global human rights (Y7); law, crime and justice (Y8), democracy and voting rights (Y9) and local community and action (Y10). This project develops students' research skills and gives them a deeper understanding of these citizenship issues in action, including real-life cases, and presentations of their findings.

Throughout years 7 to 11, students learn skills and knowledge that form the basis of psychology and sociology studies at A-level. The skills students acquire in PSHCE are transferable to other subjects and qualifications that require a sound knowledge of how to formulate and support arguments. PD is a gateway to a more inclusive society. The aim of the subject is for young people to leave school with an understanding of how to safely function and support themselves in society, and with the social and moral awareness to thrive in it. As a subject, PD has the power to motivate and educate young people into becoming thoughtful, active citizens who engage with, and participate in, public life. It is not enough to assume that young people will somehow acquire this knowledge without being educated in it.

Impact:

Formative assessment is an integral part of our approach to teaching and learning. We use recap tasks at 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 then apply in new contexts. As in all other subjects, students will complete regular summative assessments in class. These assessments will provide opportunities for students to demonstrate the knowledge they have developed over time through a range of skills, such as writing advice, building debate, conducting written research, and analysing the impact of events. This will also support the development of key skillsets that students will need in life beyond school.

Throughout the year, students will also sit formal exams to ensure that key knowledge is retained, that any gaps are identified and addressed promptly, and that teachers' planning is informed so the needs of all students are met. Using this style of assessment, we will make use of the advantages of spaced practice while also allowing pupils to apply their knowledge to a wide variety of contexts.