

Personal Development Curriculum map

The Personal Development (Pt) curriculum outlines what students will learn across the school year to support their personal growth, wellbeing, and preparation for adult life. The programme is aligned with statutory PSHE guidance and is designed to help students develop healthy relationships, make informed choices, and understand their place in the wider world.

Personal Development at Coombe Dean is about helping students **live** our values, stay **safe** and healthy, **respect** others, and be **ready** for life beyond school.

Year	Term 1 Health & wellbeing	Term 2 Living in the wider world	Term 3 Relationships	Term 4 Relationships	Term 5 Living in the wider world	Term 6 Health & wellbeing
Year 7	Introduction to Personal Development - resilience; Online safety; Personal hygiene; Managing Unwanted contact and FGM	Careers what is work?; Enterprise skills; Raising aspirations and career stereotypes; Recognising your money personality	Introduction to relationships – understanding different types of relationships; friendships, bullying and misogyny; Identifying healthy and unhealthy relationships - including online	Consent - how to seek and withdraw, Protected characteristics; Self-awareness and peer pressure	Introduction to budgeting; Savings and loans; British values; First aid basic life support	Smoking and vaping; Enrichment week; First aid and basic life support – managing bleeds
Year 8	Introduction to Personal Development - sleep / personal hygiene; Body image; Healthy eating and eating disorders; Healthy and unhealthy coping mechanisms	The journey to your career; Skills and qualities; Linking subjects and the world of work; Understanding value for money and financial dilemmas	Year 8; Introduction to relationships - community and diversity; Gender identity; Consent and the law	Managing challenging content online; Online relationships & life online; Self-esteem and boundary setting.	Understanding the Labour market - Unifrog; Financial choices and budgeting; British values - rule of law;	First aid basic life support; Mental health, anxiety and depression; First aid head injuries

Year 9	Introduction to Personal Development - starting the GCSE journey; Online safety - cyberbullying; Online safety - imagine sharing; Peer pressure alcohol and drugs	Setting goals as part of the GCSE options; Exploring personal strengths; Which way / career options; Earning money and budgeting	Introduction to relationships - freedom and consent; Abusive relationships; Contraception and the risk of STI	Gender equality and stereotypes; Relationship changes and break ups; Family relationships and parenting	Gambling risks; STEM careers; Employability and online presence;	First aid basic life support; The problem with social media; First aid choking
Year 10	Introduction to Personal Development - health aware; Teenage pregnancy; Gangs / county lines; Impact of drugs	Work experience preparation; CV writing; Interview preparation.	Introduction to relationships – consent and assertive communication; Dangers of pornography; Domestic violence and abuse	Peer pressure & exploitation; Online relationships and exploitation; Friendships and gangs	Managing finances and the world of work unfrog; The impact of advertising on financial decisions / credit and debit cards; Challenges and rewards of work	First aid basic life support; Happiness - connection with others; Work experience; First aid bone, muscle and joint injuries
Year 11	Introduction to Personal Development - personal values; Sexual health and STI; Pregnancy and outcomes; Self efficacy and stress management	Personal branding lesson; How to write a Personal statement; Personal statement writing; Interviews	Introduction to relationships - developing healthy relationships; Diversity in relationships; Faith and cultural expectations	Changing circumstances; Victim blaming; Unwanted attention; First aid basic life support	GCSE exams / exit timetable	GCSE exams / exit timetable

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">● That there are different types of committed, stable relationships● How these relationships might contribute to human happiness and their importance for bringing up children● What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony● Why marriage is an important relationship choice for many couples and why it must be freely entered into● The characteristics and legal status of other types of long-term relationships● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> ● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ● What constitutes sexual harassment and sexual violence and why these are always unacceptable ● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> ● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ● What to do and where to get support to report material or manage issues online ● The impact of viewing harmful content ● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ● How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> ● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available ● The facts around pregnancy including miscarriage ● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) ● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ● How the use of alcohol and drugs can lead to risky sexual behaviour ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Further detail relating to this content can be found in the Policies and Documents section of the website. This curriculum map and appendix are taken from the Relationships, Sex and Education Policy.