

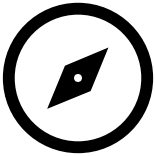
Personal Development Curriculum Information

This document outlines the knowledge being taught in Personal Development lessons in each unit, the importance of teaching the knowledge and how it links to the Department for Education's [statutory guidance for teaching Relationships and Sex Education and Health Education](#) or the [National Curriculum for Citizenship](#).

The content of this curriculum is placed in units, not half-terms. The overview of the curriculum shows the sequence of knowledge represented in their units and gives an estimate for when the content will be taught. Some classes may take longer on some knowledge to ensure it is secure, which may lead to some changes to the anticipated timeline. There is flex built into the curriculum to allow for this and for the full planned content to be taught.

If, after reading this document, you have any questions about the Personal Development curriculum, please don't hesitate to reach out to your child's Personal Development teacher or the PSHE and Citizenship Lead, Mr Watts (hwatts@tenburyhigh.co.uk).

What icons mean throughout this document

	Key vocabulary taught and used in the unit
	Links to previous and future learning
	Statutory guidance content addressed in the unit
	Why the knowledge is important for children to be taught
	Explicit career that is taught in the unit

Version control: Half-Term 1 2026-27

Who's who in Personal Development at THOA

Leadership of the Personal Development curriculum

Mrs V Dean – Principal and SLT line manager of Personal Development
Mr H Watts – PSHE and Citizenship Lead

Members of staff who are teaching Personal Development

Mr H Watts – Year 9, 10 and 11
Mr C Wilkes – Year 7, 8, 9, 10 and 11
Mr S Wrigley – Year 7, 8, 9, 10 and 11
Miss J Richards – Year 7, 8, 9 and 10
Miss A Andrews – Year 7 and 9
Mr R Morris – Year 7
Mr N Kirwan – Year 8

Other documents for your reference

You can read the Department for Education's statutory guidance for Relationships and Sex Education and Health Education here:

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

You can read the Citizenship National curriculum here:

https://assets.publishing.service.gov.uk/media/5f324f7ad3bf7f1b1ea28dca/SECONDARY_national_curriculum_-_Citizenship

You can read our Relationships, Sex and Health Education (RSHE) policy here:

<https://tenburyhighormistonacademy.co.uk/key-info/policies>

The parent consultation for the RSHE policy opens at the start of July for the following academic year.

How we assess in Personal Development

Baseline check

Questions that link to the unit are given at the start of a unit and marked by teachers. This informs curriculum adaptations to make through the unit where children may already be secure in some knowledge or have misconceptions about knowledge.

Long-term knowledge recall

To ensure that knowledge can be recalled over time, we give children short recall tests to assess knowledge from previously taught units and reteach any misconceptions or forgotten knowledge.

End of unit

At the end of each unit, children complete exam-style questions to assess their understanding of knowledge from the unit and apply the knowledge to a made-up scenario. This is marked by the teacher, and feedback is given to ensure children don't finish the unit with misconceptions.

OAT Common Assessment

In Key Stage Three, children will complete an end of year exam that will assess knowledge from the units taught throughout the year, skills that children have been taught and attitudes. The result of this assessment will be reported home to parents/carers on the July report.

Year 7

Unit: Looks and Labels

Anticipated number of lessons: 3

Knowledge overview:

- identify factors upon which first impressions may be made
- explain how first impressions can affect how people treat others
- reflect upon how I present myself to other people
- identify factors which can impact upon our identities
- describe important aspects of our own identities
- explain how values form part of our identity
- list factors that can influence self-esteem
- identify how a person's self-esteem can affect their behaviour
- promote others' self-esteem

Lesson structure:

1. First impressions
2. Describing who we are
3. Ourselves



impression, identity, value, self-esteem



Identifying the self supports future learning of mental health



RR1, RR2, RR3, RR4, RR5, RR7, RR9, MW1, MW2, MW3, MW7



Supporting the transition from primary to secondary school.



Youth Worker

Unit: Relationships with others

Anticipated number of lessons: 6

Knowledge overview:

- compare the features of different relationships
- identify qualities of healthy relationships
- evaluate ways of responding to other people's boundaries
- identify different types of families
- evaluate what is important in family life
- explain ways that families can change over time
- compare different attitudes towards friendship
- explain why friendships can change over time
- recommend appropriate responses to friendship issues
- describe different forms of bullying
- distinguish between bullying and other behaviours
- explain how bullying can affect people
- describe different forms of cyberbullying
- identify situations where cyberbullying may break the law
- recommend appropriate responses to cyberbullying
- explain the difference between bystanders and upstanders
- describe ways that an upstander can respond to bullying
- rehearse safe and appropriate ways to act as an upstander

Lesson structure:

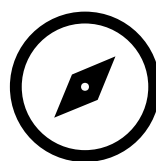
1. Healthy relationships
2. Families
3. Healthy friendships
4. Bullying
5. Cyberbullying
6. Responding to bullying



relationship, respect, family, adoptive family, foster family, blended family, extended family, kinship family, nuclear family, single-parent family, friend, bullying, indirect, cyberbullying, indecent, bystander, upstander



Setting up understanding of relationships, to prepare for learning about other relationships, including romantic and sexual.



RR1, RR2, RR3, RR4, RR5, BS1, BS3, MW1, MW3, PS3, F2, F6, RR7, BS2, PS2, F8, RR6, BS16, OSA1, OSA2, OSA3, OSA4, OSA6, OSA8, OSA9, OSA10, BS3, BS10, WO1, WO2, WO3.



A 2022 study found that 24% of 4–18-year-olds experienced bullying in recent weeks.
The Youth Endowment Fund has shown strong evidence to support anti-bullying programmes within PSHE and whole-school approaches can be effective in reducing bullying in schools.



Designated Safeguarding Lead

Unit: Health Services and Basic First Aid

Anticipated number of lessons: 5

Knowledge overview:

- describe the support offered by a range of health services
- identify where such services are available locally
- recommend specific services based on individuals' needs
- identify potential triggers of common health conditions
- describe possible symptoms of these conditions
- explain appropriate steps to take in providing first aid and support
- identify causes of common household accidents
- explain appropriate steps to take in providing first aid
- describe errors people may make when giving first aid
- identify the steps involved in a primary survey
- describe how to put someone into the recovery position
- explain how to perform CPR
- describe the function of a vaccination
- explain the role of vaccinations in preventing disease
- evaluate viewpoints around the use of vaccinations
- explain arguments for and against compulsory vaccination
- advocate a viewpoint using evidence and reasoning

Lesson structure:

1. Health services
2. Asthma and allergies
3. Basic first aid
4. Helping someone who is unresponsive
5. Vaccinations

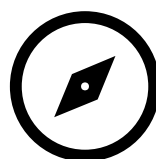
There is also an opportunity to practise this knowledge with first aid trainers coming into school – date TBC.



health, NHS, asthma, allergy, accident, first aid, unresponsive, primary, vaccination



Building on understanding of the body from Year 7. Preparing for understanding of drugs in year 9, contraception and sexual health in year 9/10.



HPP2, HPP3, HPP4, HPP8, HPP9, ISR12, PHF2, HPP3, BFA1, HPP3, PS1, BFA1, BFA2, BFA3, BS4, HPP1, HPP5.



Fewer than 1 in 10 people survive a cardiac arrest. 1 in 4 could survive if young people know when and how to use CPR. Providing basic first aid skills supporting children creating a safe environment where children know how to support each other in an emergency.



Paramedic

Unit: Consent and trust

Anticipated number of lessons: 4

Knowledge overview:

- identify factors that influence trust in relationships
- explain why trustworthy decisions are not always straightforward
- evaluate the reliability of different sources of advice and support
- identify key features and signs of consent
- explain how pressure can affect the decisions people make
- suggest respectful responses when consent is unclear
- identify features of healthy and unhealthy relationships
- explain how different behaviours can affect relationships
- suggest appropriate sources of support for relationship difficulties
- describe ways that commitment may be shown in relationships
- compare different ways that relationships may be recognised
- recommend healthy ways to respond to relationship challenges

Lesson structure:

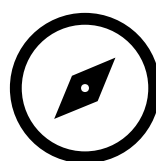
1. Being trustworthy
2. Consent
3. Healthy romantic relationships
4. Commitment



trust, artificial intelligence (AI), consent, assertively, relationship, healthy, commitment, marriage, civil partnership, cohabitation



Building on relationships work in year 7. Preparing for relationships education in year 9 onwards.



MW1, MW3, WO2, WO5, PS3, F8, RR1, RR2, RR5, OSA2, OSA15, BS3, RR8, OSA1, BS1, BS2, ISR3, F1, RR3, RR18, RR10, BS9, BS16, F2, F3, F4, F6



The Girl's Attitude survey reported 33% of girls and young women aged 13-21 say they often feel or experience sexual pressure. Teaching about consent in secondary school is essential to helping young people navigate consent in intimate and sexual relationships as they move into adulthood. A 2021 Department for Education research found "Young people who were taught about 'how to say no to sex', 'LGBT relationships', or 'relationships' were more likely to say that their RSE was 'very useful' three years later compared to those who had not."



Celebrants

Unit: Money Matters

Anticipated number of lessons: 6

Knowledge overview:

- describe how different bank accounts work
- compare features of credit and debit cards
- recommend suitable bank accounts for different customers
- identify key features of financial documents
- recognise specific information within example documents
- explain how financial documents should be stored
- describe why people become involved in financial exploitation
- identify potential signs of fraud and scams
- raise awareness of how to keep money safe
- describe what kinds of information are featured on a budget
- create a budget for a client
- recommend effective ways to better manage money
- describe how goods and services differ
- explain legal protections for consumers
- rehearse ways of requesting a refund or repair from a store
- describe laws around gambling
- compare the risks associated with different forms of gambling
- explain how gambling may affect other people

Lesson structure:

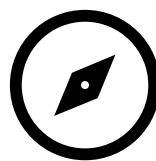
1. Bank accounts
2. Tracking money
3. Keeping money safe
4. Budgeting
5. Consumer rights
6. Gambling



interest, overdraft, debt, HMRC, payslip, money mule, exploitation, fraud, income, expenditure, consumer, gambling



Building on understanding of money from experience of spending/going shopping.



Citizenship National Curriculum: KS3.3, KS3.4, KS3.6

OSA12, OSA14
PS3, PS6, OSA1, OSA2,
OSA6, OSA14, BS3, BS11,
PS3, RR2, RR5



Disadvantaged young people are less likely to be taught about finances in the late primary phase, affecting these skills into teenage years and perpetuating inequalities.
Young people aged 7-17 who have meaningful financial education are more likely to: feel confident about managing money, actively save, have a positive (and less anxious) relationship with money, and demonstrate day-to-day financial skills such as comparing prices and planning ahead (MaPS Financial Wellbeing survey; MaPS Financial education secondary schools guidance).



Financial advisor

Unit: Mental Health

Anticipated number of lessons: 6

Knowledge overview:

- identify factors that may influence how people feel
- evaluate ways in which people may respond to their emotions
- consider the effects of different emotional responses
- identify how mental health can affect feelings and behaviours
- describe characteristics of common types of mental ill health
- explain how language choice may affect others' mental health
- identify key influences of people of different ages
- reflect on the factors which affect my own actions
- evaluate the impact of influential people on others
- identify attributes that are socially considered desirable
- describe factors that influence how people view themselves
- evaluate how realistic and healthy these expectations can be
- discuss the ways in which people may grieve
- identify and describe the 'stages of grief' model
- explain how some coping mechanisms could be problematic
- identify examples of common addictions
- describe possible indicators of an addiction
- explain the steps involved in trying to overcome an addiction

Lesson structure:

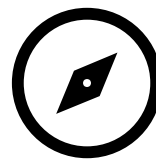
1. Happiness
2. Supporting mental health
3. Influence
4. Body image
5. Grief
6. Addiction



emotions, neurotransmitters, depression, anxiety, influence, influencer, body image, appearance, bereavement, grief, addiction



Building on understanding self from year 7. Preparing for understanding of managing stress in year 11.



MW1, MW3, MW4, MW6, MW5, MW7, MW9, PS2, PS3, F8, BS2, BS3, BS16, WO1, WO2, RR3, OSA3, OSA8, F6, DATV3, DATV4.



75% of mental disorders begin before the age of 25. Children and young people from disadvantaged backgrounds are more likely to develop mental health difficulties and less likely to develop high mental health strengths. 25.8% of 16- to 24-year-olds in England had a common mental health condition, such as anxiety or depression, in 2023.



Clinical psychologist

Unit: Human Rights

Anticipated number of lessons: 7

Knowledge overview:

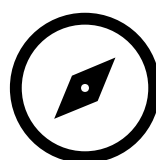
- describe what makes a freedom a human right
- identify situations where human rights are protected or denied
- evaluate the impact of human rights on individuals and society
- describe how rights can lead to different forms of support and protection
- explain how and why rights and interests may come into conflict
- evaluate how human rights can be balanced when people have competing interests
- describe reasons why freedom of expression may be restricted
- evaluate competing views about limiting freedom of expression
- apply limits on freedom of expression to real-life situations
- describe reasons why people may take part in protests
- apply laws relating to protest to real-life situations
- evaluate whether limits on protest are justified
- describe why the right to privacy may be limited
- explain how technology use may affect privacy
- evaluate the use of facial recognition by police forces
- identify actions which others may perceive as dishonourable
- describe English laws around marriage
- explain the relationship between consent and human rights
- identify practices which may violate bodily autonomy
- describe why these practices may occur



human, rights, balance, article, free speech, Home Secretary, Panopticon, privacy, immigration, emigration, honour, honour-based abuse



Builds on understanding of ourselves and differences from year 7.
Prepares for understanding of sexual harassment and abuse later in year 10.



Citizenship National Curriculum: KS4.1, KS4.4, KS4.5, KS4.6, KS4.7, KS4.8

RR1, RR2, RR4, RR9, RR5, OSA1, OSA12, OSA13, F3, F5, F8, RR8, RR10, BS1, BS2, BS3, BS9, BS12, BS16, DB3, F8, RR8, RR9, RR10, BS13, BS16, ISR5, ISR12



Understanding the country we live in and the rights we have as citizens of the UK.

- explain why the law protects against these human rights violations

Lesson structure:

1. Human Rights Agreements
2. Balancing Human Rights
3. Freedom of Speech
4. Protests
5. Privacy
6. So called 'honour-based abuse' (HBA)
7. Female HBA



Data protection officer

Unit: Managing Stress

Anticipated number of lessons: 4

Knowledge overview:

- identify examples of common causes of stress
- explain the biological basis of stress
- evaluate the usefulness of stress management strategies
- examine common causes of disappointment
- compare potential responses to disappointing situations
- apply advice about managing disappointment
- identify attributes which contribute to resilience
- describe how specific strategies can help us to persevere
- apply strategies to respond positively to setbacks
- describe how external factors can affect exam performance
- develop a personalised time management plan
- experience and evaluate stress and anxiety management strategies

Lesson structure:

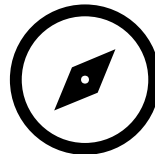
- Managing stress
- Disappointment
- Resilience
- The impact of health on exam performance



stress, emotion, disappointment, resilience, health, performance



Builds on previous learning of mental health. Preparing for potential stress of exams and college applications. Skills to support mental ill health in adulthood.



MW1, MW2, MW4, MW6, MW7, PHF3, MW3, RR7, WO1, PHF1, PHF3, HE1, HPP6



25.8% of 16- to 24-year-olds in England had a common mental health condition, such as anxiety or depression, in 2023.

Giving pupils the strategies to support their mental health when they are in mock exams and their GCSE exams.



Life coach

Unit: Preparing to vote

Anticipated number of lessons: 5 + 3 lessons for mock exams and revision

Knowledge overview:

- Ways in which government earns money
- Plans of government spending
- Spending allocations
- Forms in which foreign aid may be given
- International requirements on aid spending
- Arguments for and against aid spending
- Which groups are entitled to vote in UK elections
- Opposing attitudes towards voting
- Methods to vote in UK elections
- Steps involved in the voting process
- Methods to improve voting engagement
- How a candidate wins a General Election
- Stages involved in two popular electoral systems
- Key features of democracy
- Criteria for The Democracy Index

Lesson structure:

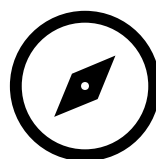
- Government expenditure
- Voting
- General elections
- Other voting systems
- Rating democracy in the UK



expenditure, deficit, foreign aid, capital, franchise, by-election, proxy, constituency, coalition, democratic



Previous learning of government in the UK from year 9.



KS4.1, KS4.2, KS4.3, KS4.4, KS4.8, KS4.9



Fundamental British Values – democracy

