Curriculum Intent

The Personal Development (PD) curriculum at Key Stage 4 aims to equip young people with the knowledge, understanding, and skills necessary to navigate life safely, make informed choices, and evolve into confident, responsible, and active citizens. Grounded in the school vision, *"Be Your Best Self,"* and underpinned by core values of ambition, resilience, responsibility, and respect, the curriculum supports every student to maximize their academic and personal potential while promoting individual wellbeing and fulfilment.

Taught as a standalone academic subject by a specialist team, PD integrates key statutory frameworks—including Personal, Social, Health & Economic (PSHE) education, Relationships and Sex Education (RSE), Fundamental British Values (FBV), Spiritual, Moral, Social, Cultural (SMSC) development, and Careers Education (CEIAG). Delivered in a safe, respectful environment, the KS4 curriculum centers on three core themes:

- **Emotional Health and Well-Being Education:** Developing strategies for stress management, mental health awareness, and personal resilience.
- **Relationships, Sex and Health Education:** Fostering healthy, respectful relationships, understanding consent, evaluating risk, and managing physical and reproductive health choices.
- **Living in the Wider World:** Exploring societal issues, addressing stereotypes, challenging misinformation, and understanding media influences including AI and radicalisation risks.

Through this holistic provision, PD ensures that students are well-prepared to make safe and responsible decisions during Key Stage 4 and into their adult lives.

Key Stage 4 curriculum vision

Year 10 overview

Year 10– Topic 1

Topic Title	Impact & Influence: Family, Society and Challenging Harmful Beliefs
Pupils will know	How family roles and responsibilities can change over time. The impact of prejudice, discrimination, stereotypes and unconscious bias. The importance of protected characteristics, equality and inclusion. How misinformation spreads and how online information can influence beliefs. The purpose of Prevent and the risks associated with radicalisation and extremism. How misogyny and harmful online communities can influence attitudes and behaviour.
Pupils will know how to (procedural knowledge)	Reflect on changes within family relationships and maintain positive communication. Recognise and challenge prejudice and discriminatory behaviour safely. Evaluate the reliability of information and identify misinformation.

	Recognise signs of harmful influence or radicalisation and seek appropriate support. Challenge harmful stereotypes and misogynistic attitudes respectfully.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Families and relationships can change throughout life. Everyone has rights and responsibilities within society. Protected characteristics are legally protected. Information online should be critically evaluated. Radicalisation can occur through exposure to harmful influences. Prevent is a safeguarding strategy designed to protect people from extremism. Respect, equality and inclusion are essential to healthy communities.
Prior knowledge	Year 7 learning on human rights, diversity, equality, inclusion and protected characteristics. Understanding of prejudice, discrimination, stereotypes and the importance of challenging harmful attitudes. Year 8 learning on active citizenship, respectful debate and how individuals can create positive change. Year 9 learning on politics, society, social issues and the influence of media and online content. Previous learning on online safety, exploitation, peer influence and recognising harmful behaviours.
Future knowledge	Further education and workplace expectations. Independent decision-making and responsible citizenship. Critical engagement with social, political and media influences. Developing respectful and inclusive relationships as adults.
Key vocabulary	Discrimination, prejudice, protected characteristics, equality, unconscious bias, stereotype, misinformation, radicalisation, extremism, Prevent, misogyny, incel, inclusion.

Year 10– Topic 2

Topic Title	**Physical Health, Risk Management and Accessing Healthcare**
Pupils will know	The risks associated with lifestyle choices, social situations, holidays and festivals. How to manage personal safety, including understanding risks such as spiking. The importance of self-examination and recognising potential symptoms of illness. The purpose of organ and blood donation and how these can support others. The role of fertility, reproductive health and menopause within the life course. How and when to access appropriate NHS services and healthcare support.
Pupils will know how to	Assess risk and make informed decisions to protect their physical health.

(procedural knowledge)	Identify signs that may require medical advice and access suitable support. Use NHS and healthcare services appropriately. Make choices that promote long-term health and wellbeing. Communicate health concerns appropriately and seek advice when necessary.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Health choices can have short-term and long-term consequences. Early identification of symptoms can improve health outcomes. NHS services provide specialist advice, treatment and support. Fertility and reproductive health can change throughout life. Individuals have responsibility for managing their own health and wellbeing.
Prior knowledge	Year 7–9 learning on physical health, healthy lifestyles and the impact of personal choices on wellbeing. Understanding of personal safety, risk management and strategies for reducing harm. Year 8 first aid learning, including responding appropriately in emergency situations. Previous learning about puberty, body changes and taking responsibility for personal health. Understanding how to identify trusted sources of advice and access support when required.
Future knowledge	Managing personal healthcare independently. Making informed decisions about health and lifestyle as an adult. Understanding healthcare pathways and accessing medical services confidently.
Key vocabulary	Risk, lifestyle, prevention, symptom, self-examination, diagnosis, cancer, fertility, menopause, IVF, donation, NHS, healthcare.

Year 10 – Topic 3

Topic Title	**Relationships, Consent and Artificial Intelligence**
Pupils will know	The characteristics of healthy, unhealthy and abusive relationships. The meaning of consent, including freedom, capacity and legal responsibilities. The impact of coercion, manipulation and controlling behaviours. How body image can be influenced by media, society and online content. The opportunities and risks associated with Artificial Intelligence.
Pupils will know how to (procedural knowledge)	Communicate boundaries and expectations within relationships. Recognise warning signs of unhealthy or abusive behaviour. Apply the principles of consent in different situations. Evaluate the reliability, benefits and risks of AI technologies. Make responsible choices when engaging with online content.

Core knowledge to know and remember to progress to later learning (foundational knowledge)	Consent must be freely given, informed and can be withdrawn. Healthy relationships are based on respect, communication and equality. Abuse can occur in different forms and should never be ignored. Online technologies, including AI, require critical and responsible use. Personal boundaries should be respected by all individuals.
Prior knowledge	Year 7–9 learning on friendships, healthy relationships and effective communication. Understanding of consent, personal boundaries and the importance of mutual respect. Recognition of unhealthy relationships, coercion, exploitation and peer influence. Previous learning on online safety, digital influences and evaluating online content. Understanding of self-esteem, body image and factors that influence identity and confidence.
Future knowledge	Developing healthy adult relationships. Making safe decisions regarding intimacy and online interactions. Using emerging technologies responsibly within education, employment and society.
Key vocabulary	Consent, capacity, coercion, intimacy, boundaries, abuse, manipulation, body image, AI, artificial intelligence, digital literacy.

Year 10 – Topic 4

Topic Title	**Sexual Health, Reproductive Choices and Accessing Support**
Pupils will know	The different forms of contraception and their effectiveness. How to access sexual health services and confidential advice. The meaning of Gillick competence and young people's healthcare rights. The facts and laws relating to abortion and different viewpoints surrounding the issue. The potential impact of pornography on expectations, relationships and attitudes.
Pupils will know how to (procedural knowledge)	Access appropriate sexual health information and services. Make informed choices about sexual health and relationships. Evaluate different perspectives on sensitive issues respectfully. Recognise when support or medical advice is needed.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Sexual health choices can affect physical and emotional wellbeing. Confidential support services are available to young people. Respectful discussion is essential when considering different viewpoints. Contraception and healthcare advice help individuals make informed choices. Sexual relationships require consent, communication and

	responsibility.
Prior knowledge	Year 7–9 learning on puberty, reproduction and the physical and emotional changes associated with adolescence. Understanding of healthy relationships, consent and respectful communication. Previous learning about contraception, sexually transmitted infections and safer sexual choices. Recognition of personal boundaries, rights and responsibilities within intimate relationships. Understanding the importance of accessing trusted adults and appropriate support services.
Future knowledge	Managing sexual health independently as an adult. Accessing healthcare and making informed reproductive choices. Maintaining respectful and responsible intimate relationships.
Key vocabulary	Contraception, STI, sexual health, Gillick competence, abortion, miscarriage, trimester, GUM clinic, confidentiality.

Year 10 – Topic 5

Topic Title	**Mental Health, Emotional Wellbeing and Resilience**
Pupils will know	The difference between mental health challenges and mental illness. The impact of stigma on seeking support. Common mental health difficulties, including anxiety and depression. How grief, loss and significant life changes can affect wellbeing. The signs and risks associated with eating disorders. Strategies for managing stress and developing resilience.
Pupils will know how to (procedural knowledge)	Recognise when they or others may require support. Use positive coping strategies to manage stress and emotions. Challenge stigma and discuss mental health appropriately. Access suitable sources of help and support. Apply strategies to reframe negative thoughts and build resilience.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Mental health exists on a continuum and can change over time. Seeking support is a positive and responsible action. Stress can be managed through healthy coping strategies. Early support can improve outcomes for mental health difficulties. Everyone has a responsibility to show empathy and support others appropriately.
Prior knowledge	Year 7–9 learning on mental health, emotional wellbeing and the connection between physical and mental health. Understanding of positive coping strategies, resilience and managing emotions. Previous learning about self-esteem, body image and the impact of relationships and external influences on wellbeing.

	Recognition of when individuals may require support and how to access appropriate help. Understanding of strategies to manage stress, change and challenging life experiences.
Future knowledge	Maintaining positive mental health in further education, employment and adult life. Managing increased responsibility, independence and life transitions. Accessing professional support when needed.
Key vocabulary	Mental health, stigma, emotional wellbeing, anxiety, depression, bereavement, grief, resilience, stress, coping strategies, eating disorders, anorexia, bulimia.