

Personal Development Spiral Curriculum Themes: Developing healthy, informed and open-minded citizens prepared for the next stage of their lives

Keeping Safe

Year 7 HT 1: Starting Year 7 confidently and safely	Year 8 HT 3: Being aware of risks and making responsible decisions	Year 9 HT 5: Staying aware, staying safe, staying protected	Year 10 HT 1: Making informed and respectful choices in our communities	Year 11 HT 3/4/5: Managing risks and looking after ourselves during exams and beyond
• Transition and getting to know you • How can we have positive relationships with others? • How do I get support or report a concern? • How can we be responsible road users? • How can we keep safe in water and at the beach? • How do the emergency services keep us safe? • How can we talk about emotions and feelings? • How can we care for other people's emotions and feelings? • How do we know when our mental health isn't good, and what can we do about it?	• How can we use medicines safely? • Drugs, smoking and alcohol: What are the risks to health? • How can we keep ourselves safe at home and when travelling? • What can we do to provide basic life support?	• How can we save a life in an emergency? • What is consent? • What does control in a relationship look like, and why is it harmful? • What is sexual harassment? How can we challenge it? • What is child-on-child abuse? • What is CCE? What makes a gang a gang? • How can we tell what's true online, especially in politics? • How is online information generated and used?	• How can we make a positive, calm and safe start to Year 10? • How can we approach new situations safely? • How can we be street-savvy? • Why is fighting not the answer? • What are the risks of carrying a knife? • How can we keep safe when we are out in the local community and beyond? • What are the dangers of prescribed drugs?	• What is radicalisation? • What is extremism? • How do online influencers make an impact on responses to sexual harassment and prejudice? • What are the signs of an abusive relationship ('red flags'), and how can we respond? • What can go wrong when using substances? (risky behaviour) • How can I practice mindfulness? • How can we deal with challenges? • Self-care: How can we look after ourselves?

In **Year 7**, students begin their journey by focusing on foundational aspects of safety and wellbeing, including transition to secondary school, forming positive relationships, seeking support, and understanding road safety. From this starting point, the curriculum builds in complexity and relevance as students mature. In **Year 8**, the focus shifts to recognising and managing risks, awareness of substance misuse, and basic life support—developing both knowledge and practical skills. **Year 9** deepens this understanding by addressing more complex social and personal safety issues such as consent, controlling relationships, sexual harassment, and online misinformation, helping students navigate increasingly nuanced and sensitive situations. By **Year 10**, the emphasis moves towards making informed and respectful choices within the wider community, including street safety, knife crime awareness, and the dangers of prescription drug misuse. Finally, in **Year 11**, over an extended period, students are supported in managing personal wellbeing during exam pressures and beyond, as well as with managing risks to their personal safety. The focus is on self-care whilst also recognising abusive relationships, understanding radicalisation and extremism, moving later in the year towards maintaining mental health during periods of pressure such as the final exams. This progressive approach ensures that students are equipped with age-appropriate knowledge and strategies to keep themselves and others safe in an evolving world, thus building their **confidence** and **resilience**.

Post 16: Building on this foundation, delivery at Post-16 reinforces personal safety in a range of real-world contexts, including road safety, first aid, and understanding the role of emergency services. The RSHE element of the programme supports students' safety through topics such as sexual consent, exploitation, harassment, and managing sexual pressure building on coverage in previous years but from the perspective of life at university and/or the world of work —ensuring that students are equipped with the knowledge and **resilience** to navigate adult life **confidently**.

Relationships

Year 7 HT 2: Building safe and respectful relationships	Year 8 HT 1: Making positive connections with others	Year 9 HT 1: Keeping positive relationships and challenging negative ones	Year 10 HT 2: Modern Pressures, Positive Choices	Year 11 HT 1: Making positive life choices
- What are some of the different types of relationships in our lives? - What does family mean? - What makes a relationship healthy? - What do we mean by consent (everyday consent)? - Is it banter or bullying? - How can we protect ourselves from face-to-face bullying? - What is cyberbullying and how can we protect ourselves from it? - How can we stay safe on social media and the internet?	- How can we keep relationships healthy? - How can we make new friendships? - What can we do about peer pressure? - How can we deal with toxic relationships and 'red flags'? - How can we deal with face-to-face arguments? - Are we responsible users of social media? How can we use social media respectfully? - What is the difference between marriage and co-habiting? What other relationships are there? - How can we challenge stereotypes about gender and disability? - What is prejudice and discrimination? What is sex discrimination?	- How can we keep our relationships positive this year? - How can we avoid toxic/unhealthy relationships? - How can good communication help to reduce conflict in relationships? - What are the characteristics of long-term relationships? - What is sexism and how can we challenge it? - What is homophobia and how can we challenge it? - What is representational bias and how can AI lead to reinforcing stereotypes and racism? - How can we recognise propaganda and 'fake news', online and offline?	- What is emotional abuse? - What is incel culture? - What is toxic culture? - How can we use AI responsibly and avoid plagiarism online? - How can we recognise online grooming and protect our boundaries? - What makes a good parent, and why do parenting roles matter?	- How can a positive mindset help us achieve long-term goals? - What challenges do friendships face, and how can we overcome them? - When and how should we end friendships? - How can we remove ourselves safely from an unhealthy relationship? - How does our digital footprint shape future opportunities?

In **Year 7**, students begin by exploring the foundations of healthy relationships, including understanding different types of relationships, the meaning of family, everyday consent, and how to recognise and respond to bullying—both in person and online. Building on this, **Year 8** focuses on strengthening interpersonal skills and emotional intelligence, helping students navigate peer pressure, manage conflict, and understand the impact of stereotypes, discrimination, and social media on relationships. In **Year 9**, the curriculum deepens to address more complex relational dynamics, such as avoiding toxic relationships, improving communication, and recognising harmful societal influences like sexism, homophobia, and representational bias, including the role of AI in reinforcing stereotypes. **Year 10** continues this trajectory by tackling modern pressures, including emotional abuse, toxic and incel cultures, online grooming, and the importance of responsible digital behaviour. Students also begin to explore the responsibilities of parenting and the impact of family dynamics. By **Year 11**, building on prior learning, the focus shifts to making positive life choices, with an emphasis on managing friendships, ending unhealthy relationships safely, and understanding how digital footprints can influence the future. This progression ensures that students are equipped with the **confidence**, knowledge, empathy, and critical thinking skills needed to form respectful, safe, and fulfilling relationships throughout their lives.

Post-16: Building on prior learning, the focus extends to preparing students for adult relationships and responsibilities in wider society. In **Year 12**, students explore personal safety in new environments such as the workplace or university. They examine critical issues including sexual harassment in professional settings, victim blaming, grooming, and the importance of positive masculinity and men's mental health. In **Year 13**, delivery addresses more mature and sensitive topics such as sexual consent, exploitation, harassment, and managing sexual pressure in the context of new situations such as university or at work. This final stage ensures that students leave school with a well-rounded, informed, and respectful understanding of relationships, equipped to navigate adult life with **confidence**, empathy, awareness, and **resilience**.

Wellbeing and health

Year 7 HT 3: Learning to look after yourself	Year 8 HT 2: Taking care of yourself offline and online	Year 9 HT 3/4: Your choices and your health	Year 10 HT 4: Preparing for mock exams	Year 11 HT 1/2: Developing resilience when facing challenges
• What is vaping? • How can we look after our personal hygiene? • How can we look after our dental hygiene? • How do people manage allergies and asthma? • How do antibiotics and vaccination help fight infection? • What is an addiction?	• What are the common signs of anxiety and depression? How can we get support for them? • How can we keep ourselves healthy? • How can social media make us feel about our bodies? • How can we avoid spreading rumours in the school community? What is misinformation? • What are bait accounts and what impact do they have on young people's lives? • Why do we need to know about AI to keep ourselves safe online? • How do algorithms work and why do we need to know about them? • What is period poverty and what can we do about it? • What are the signs of endometriosis and what impact does it have?	• What are the different types of drugs and what is their impact on physical and mental health? • Why does sleep matter for our wellbeing? • How does an unhealthy lifestyle impact upon mental health? • How can helping others help our mental health? • What affects our mental health, and how can we manage it? • Why do people donate, and how does it help others? (Blood and organ donation, stem cell donation)	• How can we manage our emotions? • How can we manage pressure? • How can taking exercise and keeping healthy reduce stress? • Revision techniques	• Substance abuse and relationships – so what? • How can we reframe unhelpful thinking? • Why are enrichment activities, community involvement and volunteering important, and how do they help us? • How can we manage exams and exam pressure? • What are some strategies for success in exams?

In **Year 7**, the foundations are laid with essential knowledge about personal hygiene, managing common health conditions like asthma and allergies, understanding addiction, and learning how vaccinations and antibiotics protect us—giving students the basic tools to look after themselves. In **Year 8**, this foundation is expanded to include mental health awareness, body image, and the impact of social media, alongside more complex topics like misinformation, online safety, and menstrual health—encouraging students to take care of themselves both offline and online. **Year 9** deepens this understanding by exploring the consequences of lifestyle choices, the importance of sleep, and the benefits of helping others, while also introducing the concept of donation and its role in community wellbeing. In **Year 10**, the focus shifts to emotional regulation and stress management, particularly around exam preparation, helping students develop resilience and healthy habits during pressure points. Finally, **Year 11** consolidates all previous learning by encouraging students to reframe negative thinking, understand the impact of substance abuse on relationships, and engage in enrichment and volunteering—equipping them with the **resilience** to face challenges and transition **confidently** into adulthood.

Post-16: In **Year 12**, students explore how to build and maintain healthy relationships, recognise unsafe behaviours such as grooming and sexual harassment, and understand the importance of safety in new environments like work or university. These topics help students develop emotional awareness, confidence, and the ability to seek support when needed. In **Year 13**, the focus deepens to include issues around sexual consent, exploitation, and domestic abuse, alongside physical health topics such as self-examination and menopause. By addressing these sensitive but essential areas, students are empowered to make informed choices, protect their wellbeing, and access appropriate healthcare—ensuring they are equipped to navigate adult life with **confidence** and **resilience**.

Citizenship

Year 7 HT 4: Understanding democracy	Year 8 HT 6: Understanding the UK government	Year 9 HT 6: Democracy in Action - Rights, Laws, and Justice	Year 10 HT 3: Political power	Year 11 HT 3: Mutual respect and tolerance
- What are the British values? - What is democracy? - How do voting and elections work? - Do all countries have democracy? - What is the House of Commons? - What do Members of Parliament do? - What does the local council do? - What actions can we take in the local community?	- What is a government? - British Values: What is the rule of law? - What does the House of Lords do? - What is the separation of power? - What is the executive and the judiciary? - What is the impact of government on my life?	- Why is freedom of expression important, and where should we draw the line? - How does the justice system work to protect people and uphold the law? - Who makes the laws, and how can we have a say in them? - Review of Parliament: What does Parliament do, and why does it matter to us?	- How is the US government different from the UK's, and why does it matter? - Why is it important to separate powers in a democracy? - How can we make sure leaders are held responsible for their actions? - What are human rights, and how are they protected around the world? - How can we continue to challenge racism? - How does the legal system work, and why is it important for justice?	- How do mutual respect and tolerance shape British values? - What do religious festivals teach us about different cultures and beliefs?

In **Year 7**, students begin by exploring the concept of democracy and the core **British values**, laying the groundwork for understanding how society is structured and governed. In **Year 8**, this foundation is expanded through a deeper look at the UK government, including the rule of law, the roles of the House of Lords, and the separation of powers—helping students see how government decisions affect their everyday lives. **Year 9** takes this further by examining rights, laws, and justice in action. Students learn about freedom of expression, the justice system, and how laws are made, while also exploring the role of Parliament, elections, and local councils—empowering them to see how they can influence change in their communities. In **Year 10**, the focus shifts to global perspectives and accountability, comparing political systems like the US and UK, discussing human rights, and exploring how legal systems uphold justice and challenge racism. Finally, in **Year 11**, students reflect on how mutual respect and tolerance underpin British values, using religious festivals and cultural understanding to explore how diverse beliefs contribute to a cohesive society. By the end of Key Stage 4, students are equipped with the knowledge and values needed to engage thoughtfully and responsibly in democratic life as **confident** citizens.

Post-16: In **Year 12**, students develop awareness of adult environments through topics like healthy friendships, workplace safety, and recognising harmful behaviours such as sexual harassment. They also explore positive masculinity and men's mental health, promoting empathy and respect. In **Year 13**, the programme deepens this learning with discussions on sexual consent, domestic abuse, menopause, and accessing healthcare—broadening understanding of diverse experiences. Practical safety skills and first aid are taught through the Keeping Safe strand, while the Careers and Finance strand prepares students for life beyond school with financial literacy and workplace readiness. Together, these elements ensure students leave sixth form socially aware, **confident**, and ready to contribute positively to society.

Understanding the law

Year 7 HT 5: Being respectful and responsible	Year 8 HT 4: Protecting yourself from illegal and risky activity	Year 9 HT 1/2: Staying safe and informed	Year 10 HT 6: Freedom and the Law - What You Need to Know	Year 11 HT 3/4/5: Keeping Safe - Managing risks and looking after ourselves during exams and beyond
• What are protected characteristics? • What is a stereotype? • What is hate crime? • How can we challenge racism? • What is the age of criminal responsibility? • What are some of the main age-based laws?	• What does the law say about drugs? Where can I get help and advice? • What does the law say about tobacco, vaping and alcohol? Where can I get help and advice? • What are some common online scams? • What is phishing and hacking? • Why do loot boxes and online gambling cause problems?	• What is anti-social behaviour? • What is intimidation? • What is county lines? • What do Year 9s need to know about the law and age-based laws?	• Is it ok to protest? • What are public order offences? • How can we balance freedom with the law? • What laws do Y10s need to know about?	Relevant content covered as part of the Keeping Safe topic, for example: • What is extremism? • What is radicalisation?

In **Year 7**, students are introduced to key legal concepts such as protected characteristics, stereotypes, and hate crime, helping them understand respect, responsibility, and the basics of UK law. In **Year 8**, the focus shifts to protecting themselves from illegal and risky behaviours, including laws around substances, online scams, and gambling. **Year 9** builds on this by exploring anti-social behaviour, intimidation, and county lines, deepening students' understanding of how the law applies to real-life risks. In **Year 10**, students examine the balance between freedom and legal boundaries, including the right to protest and public order offences. Finally, in **Year 11**, the Keeping Safe strand introduces complex issues like extremism and radicalisation, reinforcing the importance of legal awareness in staying safe and making informed choices, helping to reinforce **confidence** and **resilience**.

Post-16: Understanding the law is a key thread running through Y12 and Y13 RSHE, Keeping Safe, and Careers & Finance education, helping students recognise their rights and responsibilities in relationships, workplaces, and wider society. It empowers them to identify unlawful behaviours such as harassment, exploitation, and abuse, while also preparing them to navigate adult life safely and **confidently** within legal frameworks.

Careers and Finance

Year 7 HT 6: Understanding the world of work and money	Year 8 HT 5: Building the life you want	Year 9 HT 2/3: Being prepared for the future	Year 10 HT5/6: Life Skills for independence	Year 11 HT3/4: Getting ready for the future
• What is a career? • How does the economy, politics and society connect with my life? • What is my dream job? • What do I need to know about money? • What is income and expenditure?	• Planning for the future • How can I make the most of opportunities and learn from setbacks? • What does success mean to me? • How can I create the life I want?	• Options process • Making good choices • Decision making • What comes after school? • What is the labour market? • What are terms and conditions? What are financial contracts?	• How can we manage our money wisely? • How should we behave in the workplace? • What's the difference between credit and debt, and how can we use them responsibly? • Why are bank accounts important, and how do they help us manage money? • Work experience • Work experience review	• Progression interviews • How do we make decisions? • Savings and pension: What are the main financial products and services? • How does taxation work? • Employability skills

In **Year 7**, students begin by exploring what a career is, understanding basic financial concepts like income and expenditure, and considering how society and the economy relate to their lives. **Year 8** builds on this by encouraging personal ambition and resilience, helping students plan for the future and reflect on what success means to them. In **Year 9**, the focus shifts to making informed choices through the options process, understanding the labour market, and learning about financial contracts. **Year 10** deepens this with practical life skills such as managing money, understanding credit and debt, and gaining real-world experience through work experience. Finally, **Year 11** prepares students for the next step with progression interviews, and for life after school with employability skills, and a deeper understanding of financial products, pensions, and taxation—ensuring they are ready to navigate adult responsibilities with **confidence**.

Post-16: In **Years 12 and 13**, the programme builds on the foundations laid from Year 7 to Year 11 by focusing on applying financial knowledge and career readiness to real-life transitions. After developing an understanding of money, decision-making, workplace behaviour, and financial products in earlier years, students now refine these skills with practical preparation for the world of work, further education, or independent living—ensuring they are equipped to make informed choices about their next steps with **confidence** and financial awareness. In addition, **Year 12** students undertake work experience in the summer term, allowing them to apply their learning about careers and finance.