



Thomas Mills
High School & Sixth Form

CURRICULUM OVERVIEW: Personal Development

At Thomas Mills High School our Personal Development curriculum is designed to comply with the latest statutory requirements as well as enable young people to develop into kind, knowledgeable and considerate contributors to society. This is done through working towards the goals outlined below:

- Developing skills

Students will learn skills such as communication, relationship building, and emotional resilience.

- Building confidence

Students will become more confident in their abilities and feel able to raise questions and reflect on their learning.

- Preparing for the future

Students will be prepared for life and work in modern society, including making informed decisions about their learning and career paths.

- Developing a healthy outlook

Students will develop a healthy outlook towards school and life beyond school, which can help with attendance and behaviour.

- Understanding British values

Students will demonstrate and apply British values such as democracy, the rule of law, individual liberty, tolerance, and mutual respect.

- Recognising uniqueness

Students will recognise and celebrate their own uniqueness and respect that of others.

- Understanding sexual health and relationship responsibilities



Students will understand the importance of consent, sexual health and contraception. Students will learn about pregnancy and understand the demands of parenthood. Students will also develop an understanding of family relationships and the responsibilities that go with them.

- Understanding choices around drugs and alcohol

Students will learn about a range of substances (legal and illegal), examine why some people choose to use them and discover the short-term effects and long-term consequences of use and abuse including addiction and withdrawal

Year 10 Term	Topic	Knowledge and Skills	Useful Links
1	Independence, Health Choices & Wellbeing Navigating the Online World	Disciplinary knowledge (taught): This curriculum section provides students with critical knowledge regarding personal independence, health awareness, and the complexities of the digital world. Regarding independence and health, students gain knowledge on essential study skills and the importance of making informed choices for their wellbeing, including the benefits of staying active and managing distractions. Additionally, the curriculum addresses specific health topics, such as blood and organ donation, as well as awareness and self-examination for testicular and breast health. Regarding the online world, students learn about the pervasive role of AI in their lives, its limitations, how it shapes their understanding of the world, and the implications of	The 9 BEST Scientific Study Tips Quick facts about organ donation NHS Organ Donation Doctor explains HOW TO EXAMINE YOUR OWN TESTICLES Self-Check For Breast Cancer #DetectItYourself Fortis Healthcare Five things you really need to know about AI - BBC



		using chatbots in relationships, alongside the harms of deepfakes and sending nudes. Skills: This section focuses on equipping students with the tools to manage their personal growth and navigate digital risks effectively. Students cultivate study skills and the ability to make informed decisions to support their physical and mental health. They also develop proactive health management skills, such as performing self-examinations. In the digital sphere, students refine their critical thinking skills to evaluate the impact of artificial intelligence, manage their interactions with generative tools, and recognise the significant dangers associated with digital content like deepfakes and the sharing of sensitive images. These competencies empower students to maintain their health and navigate digital challenges with awareness and resilience.	
Assessment		<i>Each main topic area is assessed using an online quiz/assessment. This not only provides an opportunity to gain accurate quantitative data to demonstrate progress but also captures pupil voice and informs future teaching.</i>	
2	Friendship, Diversity & Challenging Extremism Managing Influence	Disciplinary knowledge (taught): This part of the PD curriculum provides critical knowledge regarding social dynamics, extremism, and the nature of influence. Regarding friendship and diversity, students acquire knowledge about recognising and challenging bullying, identifying unhealthy attitudes toward bullying, and the importance of valuing diversity. Additionally, they gain understanding of extremism, including how to prevent it	What are British Values? Will Learns About The Issue Of Diversity In The Workplace In The UK will.i.am: The Blackprint Ariana's story: Being a bully BBC Teach Don't Put People in Boxes



	and how individuals may be drawn into such groups. Regarding the theme of managing influence, students learn about financial aspects, assessing trustworthiness, understanding and challenging misogynistic narratives, and the risks associated with gambling. Skills: This section helps develop skills that focus on equipping students with the tools to navigate social pressures and make informed, ethical choices. Students develop the capacity to actively recognise and challenge bullying behaviours and champion diversity within their communities. They cultivate critical thinking skills to evaluate sources of information, question trust, and resist harmful narratives, such as misogyny. Furthermore, students build resilience against negative influences by developing the ability to critically assess financial decisions and identify the risks related to gambling. These competencies aim to foster responsible, safe, and socially aware behaviour in diverse and potentially challenging contexts.	The young man who was radicalised until Prevent prised him away from the far-right extremists One Thing Every Man Can Do to Help End Misogyny
Assessment	<i>Each main topic area is assessed using an online quiz/assessment. This not only provides an opportunity to gain accurate quantitative data to demonstrate progress but also captures pupil voice and informs future teaching.</i>	



3	Exploring Consent & Recognising Abuse Safe Relationships & Sexual Health	Disciplinary knowledge (taught): This curriculum section provides students with critical knowledge focused on navigating consent, recognising abuse, and maintaining safe relationships. Regarding consent and abuse, students acquire knowledge about intimacy and pleasure, the impact of pornography, and the dynamics of pressure, persuasion, and coercion. Furthermore, they gain vital awareness concerning serious abuses such as FGM and forced marriage, alongside the procedures for reporting relationship abuse. Concerning safe relationships and sexual health, students learn to distinguish between healthy and unhealthy relationships, understand power and control dynamics, navigate relationship behaviours, and gain knowledge about sex, contraception choices, and overall sexual health. Skills: Regarding the development of practical skills, this part of the curriculum focuses on equipping students with the tools to establish healthy interpersonal standards. Students develop the capacity to set personal boundaries, recognise signs of abuse, and effectively access help when needed. They cultivate critical thinking to evaluate the influences of pornography and media on their perceptions of intimacy. Additionally, students foster the assertiveness required to manage power dynamics in their relationships and the practical competency to make informed decisions regarding their sexual health and contraception. These skills aim to	Rise Above Let's talk Consent In Relationships Tea and Consent PSHE Citizenship Computing GCSE Sensitive Pictures BBC Teach Methods of Contraception Made Easy (Contraceptive Methods Explained) Female Genital Mutilation: Student Explainer [FGM + RSHE] - YouTube
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		empower students to build respectful, safe, and autonomous relationships throughout their lives.	
Assessment		<i>Each main topic area is assessed using an online quiz/assessment. This not only provides an opportunity to gain accurate quantitative data to demonstrate progress but also captures pupil voice and informs future teaching.</i>	