



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

In Year 11, pupils are taught core RS and Personal Development (PD) on a 50:50 rotational basis, switching subjects every half-term. As such, timings below are approximate and reflect the information covered in PD lessons only.

Year 11			
Term	Topic	Knowledge and Skills	Useful Links
1	Life-Long Wellbeing	Disciplinary knowledge (taught): This first section of the PD curriculum focuses on the foundational knowledge required for maintaining mental health and wellbeing throughout one's life. Students gain knowledge about the importance of mental health as a lifelong journey, recognising factors that influence it. The curriculum covers techniques for managing daily challenges, such as dealing with distractions, addressing stress and tension, and managing the profound impacts of loss and grief. Furthermore, students acquire knowledge about cognitive processes, specifically how to identify and	Top 10 tips to maintain your mental health Five ways to stop getting distracted BBC Ideas Tips for Managing Stress How to Deal With Loss or Grief of Love Ones Why is sleep important? - Wellbeing video How to deal with unhelpful thoughts NHS



		change thinking habits, and understand the critical biological importance of sleep for maintaining overall wellbeing. Skills: Regarding skills, this section aims to equip students with actionable strategies for self-regulation and emotional resilience. Students develop the capacity to manage their focus by effectively handling distractions. They cultivate essential skills for emotional navigation, including techniques to alleviate stress and tension, and practical approaches for coping with the challenges of loss and grief. Additionally, the curriculum fosters the ability to practice self-reflection to change unhelpful thinking habits and encourages the development of healthy routines that prioritise the importance of sleep to sustain long-term physical and mental health.	
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	Drugs & Personal Safety	Disciplinary knowledge (taught): This topic provides students with essential knowledge regarding drugs, personal safety, and the risks associated with gang involvement. Regarding personal safety, students acquire knowledge on how to assess risks, manage negative influences, and the critical importance of knowing how to seek help and support. The curriculum also covers the complex realities of gang culture, including how involvement might begin, the inherent risks and severe consequences, and the challenging processes involved in getting out.	Nicole's story: the child victims of UK drug gangs - BBC News Children forced into drug gang crime in Scotland Exploring county lines drug trafficking in the UK through three young Londoners' experiences Violence Against Women and Girls (VAWG)



		Furthermore, it introduces students to the concept of Violence Against Women and Girls (VAWG), emphasizing the importance of looking out for one another within the community. Skills: This area focuses on empowering students to make safe, informed decisions in high-stakes environments. Students develop the capacity to critically assess risk in diverse social settings and build the assertiveness required to manage negative influences. They cultivate essential interpersonal skills for seeking help when faced with danger and learn actionable strategies to recognise and avoid gang-related threats. Additionally, the curriculum fosters a sense of collective responsibility, equipping students with the skills to look out for each other and actively contribute to preventing violence against women and girls.	
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	Families, Fertility & Pregnancy Online Financial Harms	Disciplinary knowledge (taught): This section of the curriculum provides students with critical knowledge regarding family structures, reproductive health, and online financial safety. Regarding families, fertility, and pregnancy, students acquire knowledge about the significance of long-term commitment and the legal status of marriage, alongside the responsibilities inherent in parenting. The curriculum also covers biological and decision-based aspects of fertility, pregnancy outcomes, and the range	WHAT ARE THE FAMILY TYPES? Sex, STIs, contraception and more - Sexual Health Q&A NHS What is marriage and civil partnership discrimination? Equality law: discrimination explained



	of pregnancy choices available. Concerning online financial harms, students gain knowledge about the risks associated with attempts to make money online, the nature of betting, the serious dangers of financial exploitation, and the implications of money laundering. Skills: Regarding the development of practical skills, this area focuses on equipping students with the tools to make informed decisions about their future and protect themselves from digital financial threats. Students cultivate the ability to critically assess the implications of long-term commitments and understand the responsibilities of family life. They develop the capacity to navigate sensitive health decisions regarding fertility and pregnancy with awareness and autonomy. Additionally, students foster essential digital literacy skills to recognise and avoid financial exploitation, identify the risks of online betting, and understand the illegal nature of activities like money laundering, thereby empowering them to safeguard their financial wellbeing online.	I Was Addicted To Gambling At 16 Years Old The Other Side Channel 4 Documentaries - YouTube Your fertility matters The debt spiral Maths - Made of Money - YouTube
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>	