



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 7			
Term	Topic	Knowledge and Skills	Useful Links
1	Emotional wellbeing Friendships and bullying	Disciplinary knowledge (taught): Foundational knowledge regarding emotional wellbeing and social dynamics as students settle into Thomas Mills High School. Students gain an understanding of personal development concepts, including the importance of goal setting, the nature of emotions, and the impact of positive thinking habits. Furthermore, they acquire knowledge about interpersonal relationships, specifically exploring the role of empathy, the complexities of peer influence, and the differences between healthy and coercive friendships. This module also covers critical awareness of social challenges, such as identifying bullying behaviours and the responsibilities of bystanders in various social contexts.	Moving Up! The transition to secondary school Managing your emotions – BBC Bitesize Key Stage 3 Learning for Life and Work Healthy and Unhealthy Teenage Relationships



		Skills: Students develop practical strategies for self-management and social navigation during their transition. Students learn to manage distractions and regulate their emotions effectively to support their wellbeing. In the social sphere, they cultivate skills in building friendships rooted in empathy, while also learning how to identify and address friendship challenges. Additionally, they develop the ability to navigate group dynamics by understanding similarities, differences, and peer influence, and they acquire the assertiveness required to recognise and respond to coercive friendships and bullying scenarios.	
Assessment		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.	
2	Families & changing relationships Puberty & keeping safe Influences on relationships	Disciplinary knowledge (taught): This term focusses on knowledge regarding family structures, physical health, and interpersonal dynamics. Students learn about the nature of changing relationships and the various roles within a family unit, while also gaining an understanding of significant life events, such as managing change, loss, and the functions of family courts. Furthermore, the curriculum covers puberty-related emotional and physical health, including topics such as menstrual and testicular wellbeing, and introduces critical safety information regarding disclosures and protection from harmful practices like FGM. Finally, students build knowledge on the influences on relationships, distinguishing between	Types Of Family Structures Different Kinds of Families What is Consent? - Animation 5 Crazy Ways Social Media Is Changing Your Brain Right Now



		healthy and unhealthy dynamics, understanding conflict, the fundamentals of consent, and the impact of media. Skills: Here students work on skills including emotional resilience and navigating complex social and health-related scenarios. Students develop the capacity to cope with grief and familial transitions, equipping them with strategies to manage difficult emotions. In terms of personal health, they cultivate skills for maintaining bodily wellbeing and the confidence required to seek help or make disclosures when necessary. Additionally, the curriculum fosters interpersonal skills such as conflict resolution, the application of consent in real-world contexts, and the critical ability to analyse how media influences their perception of relationships. These competencies enable students to navigate their personal growth and social interactions with greater awareness and safety.	
Assessment		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.	
3	Financial decisions Belonging & community The online (finances) world	Disciplinary knowledge (taught): The final term of Year 7 PD provides students with essential knowledge regarding personal finance, societal belonging, and the digital landscape. Students gain knowledge on foundational economic concepts, including the mechanics of spending decisions, budgeting, and the impact of inflation. In the area of community and identity, they explore the nature of	Financial literacy 101 - Needs vs Wants What Are Gender Stereotypes and Roles? PSHE Computing GCSE Digital Footprint BBC Teach



	stereotypes, bias, and discrimination, alongside an understanding of protected characteristics and the importance of values in facilitating constructive disagreement. Furthermore, the curriculum introduces knowledge about the online world, specifically focusing on financial risks associated with digital payments, the role of algorithms in social media and gaming, and the business strategies behind digital influence. Skills: This term focuses on equipping students with the tools to make informed decisions in both their financial and social lives. Students develop financial literacy by learning how to budget and evaluate spending choices. They cultivate essential interpersonal skills by learning to navigate diverse community environments, identify biases, and practice constructive disagreement when values differ. Additionally, students develop critical digital awareness, enabling them to recognise financial risks, understand how they interact with algorithms and social media, and critically evaluate the influence exerted upon them in the digital sphere. These competencies foster independence, ethical awareness, and resilience in a complex, tech-integrated society.	Social media algorithms explained CBC Kids News
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>	