Personal Development

Curriculum Philosophy

The primary aim of our Personal Development curriculum at St. George's is to instil a **holistic ethos deeply rooted in Christian values**, which seamlessly integrates into everyday life. This **inclusive curriculum** is designed to be **accessible to all**, and we are dedicated to maximising the outcomes for every child, ensuring they **acquire more knowledge, retain more information, and comprehend more** by completing their yearly programme of study. As we embark on this educational journey, we are guided by the inspirational quote, "be devoted to one another in love. Honour one another above yourselves."

Our curriculum at St. George's follows core themes, including **'Health and Wellbeing,' 'Living in the Wider World,' and 'Sex and Relationships,'** all of which are grounded in Christian principles. Personal Development education at St George's is a transformative experience that empowers our children to become **healthy, independent, and responsible members of society**. Emphasising personal and social development, it addresses moral, social, and cultural issues inherent in the process of growing up.

In the spirit of Christian values, we provide our children with opportunities to learn about British Values and **foster an appreciation for being a part of a diverse society**. Encouraging a strong sense of self-worth, our students are inspired to play positive roles in contributing to both school life and the wider community, embodying the Christian ideals of **humility, service, and compassion**.

At St. George's, our approach to Personal Development education seeks to complement the basic school curriculum, drawing from the teachings of Christian values. We adhere to **statutory guidance on critical topics** such as drug education, sex and relationship education (SRE), and the importance of physical activity and a balanced diet for maintaining a healthy lifestyle. Through this integrated approach, we aspire to nurture individuals who not only **excel academically but also embody the Christian virtues of love, respect, and selfless service**.

In both Key Stage 3 and 4, curriculum planning and delivery is **in line with the PSHE Association guidelines and statutory requirements** and builds on the skills, attitudes, values, knowledge and understanding they have acquired during the primary phase. It acknowledges and addresses the changes young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence.

By the end of our pupil's journey they will have developed the following skills:

• Pupils will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

• Pupils will have an understanding about relationships, friendships and how to communicate with people

• Pupils will demonstrate a healthy outlook towards school which will promote positive attendance and behaviour.

• Pupils will build emotional resiliency and become responsible members of society and local community

• Pupils will be on their journey preparing them for life and work in modern Britain.

• Pupils will be able to use their learning throughout the other subjects and general life experiences

Risk management and help-seeking strategies are addressed throughout, but in some units of work the programme highlights where these will be especially relevant or essential to the learning.

Although the Scheme of Work organises content under different headings from those used in the content grids of the Department for Education's statutory guidance on Relationships Education, RSE and Health education, it **covers all of the statutory requirements for each phase**, within a comprehensive PSHE education programme.

Overarching concepts developed through the Programme of Study:

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)

2. Relationships (including different types and in different settings, including online)

3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, and lifestyle choices)

4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world

5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)

6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

9. Careers

The above concepts cover all statutory guidance found here:

https://www.gov.uk/government/publications/relationships-education relationships-and-sex-education-rse-and-health-education and also cover SMSC and British Values

Curriculum sequencing

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 7 through to Year 11, in order to equip pupils with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Year 7	Term 1	• Transition to secondary school and new relationships • Diversity, prejudice and bullying
	Term 2	• Healthy and puberty • Building relationships – self-worth, romance and friendships
	Term 3	• The nature of families • Personal safety in and out of school
Year 8	Term 1	• Relationships and being safe • Protected characteristics and challenging intolerance
	Term 2	• Drugs and alcohol • Identity and relationships
	Term 3	• Online safety and digital literacy • Emotional wellbeing
Year 9	Term 1	• Peer influence and risk-taking • Discrimination an extremism including PREVENT
	Term 2	• Self-worth and emotional wellbeing • Intimate relationships
	Term 3	• Respectful relationships: families and relationships • Unhealthy friendships and anti-social behaviour
Year 10	Term 1	• Online safety • Equality and addressing extremism and radicalisation
	Term 2	• Work experience • Healthy relationships
	Term 3	• Families – different types and parental responsibilities • Mental Health
Year 11	Term 1	• Next steps • Communication in relationships
	Term 2	• Substance use and abuse • Personal safety