Personal Development Curriculum Map

Years 7 to 11 RELATIONSHIPS Journey

'Created to love others'

Term 2

	Year 7 RESPECTFUL RELATIONSHIPS	Year 8 FAMILIES	Year 9 ONLINE SAFETY	Year 10 INTIMATE RELATIONSHIPS	Year 11 NEXT STEPS
1	**POSITIVE RELATIONSHIPS** The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships What tolerance requires, including the importance of tolerance of other people's beliefs	**FAMILIES** That there are different types of committed, stable relationships. How these relationships might contribute to wellbeing, and their importance for bringing up children.	**THINK BEFORE SHARING** Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent	**SEXUAL CONSENT** The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent REINFORCEMENT OF YEAR 9 SESSIONS	**STUDY SCHEDULES** The potential financial benefits of improving your academic profile and exam grades. How to create a realistic study schedule in order to prepare for both Mock Exams and next year's summer examinations.

			images of people over 18 without consent is a crime		
2	**RELATIONSHIP SKILLS** The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict	**FAMILY CHANGES** How families and relationships change over time, including through birth, death, separation and new relationships	**AI MISUSE** About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online	**SEX AND THE LAW** The concepts and laws relating to sexual violence, including rape and sexual assault. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation	**ACTIVE REVISION** The difference between active and passive revision. Why active revision has a greater impact on exam performance. A chance to create and use mind-maps and revision cards to facilitate active revision.
3	**ENDING RELATIONSHIPS** Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	**PARENTING** The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development	**DANGEROUS CONTENT** That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages **misogyny, violence or use of weapons**. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong	**HARMFUL SEXUAL BEHAVIOURS** What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting	**CREATING A CV** Understand what a CV is and the role it will play in your future. Learn how to create a CV even without a extensive academic grades or work experience. Create a draft CV which can be typed up when access to computers is possible.

				The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	
4	**IMPACT ON OTHERS** How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.	**MARRIAGE AND PARTNERSHIPS** Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	**PORNOGRAPHY PROBLEMS** That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.	**SEEKING SUPPORT** How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault How and where to seek support for concerns around sexual relationships including sexual violence or harms	**INTERVIEWS** Learn the dos and don'ts for interviews. Examine some of the most common questions that get asked. Prepare draft answers for an advertised position
5	**SELF ESTEEM** The importance of self-esteem, independence and having a positive	**FORCED MARRIAGE**	**DANGEROUS SUBCULTURES** Pupils should have an opportunity to discuss how some sub-cultures might	**CONTENT DRIVEN BY NEED AT SSPP** CPOMS?	**CONTENT DRIVEN BY NEED AT SSPP** CPOMS?

	relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.	That forced marriage and marrying before the age of 18 are illegal The concepts and laws relating to forced marriage	influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers	DSL? HOYS? STAYSAFE? STUDENT VOICE? PARENTS?	DSL? HOYS? STAYSAFE? STUDENT VOICE? PARENTS?
	CATHOLIC LIFE ***Catholic teaching emphasises that relationships should be rooted in love, respect and service. The focus on reconciliation mirrors Christ's teaching on forgiveness and restoring relationships.*** ***Catholic teaching encourages dialogue, understanding and peaceful conflict resolution. Respectful communication reflects the Christian call to treat all people as children of God*** ***Catholic teaching recognises the importance of responding to difficulties with kindness, forgiveness and understanding. This topic provides opportunities to explore emotional resilience and Christian attitudes towards reconciliation and healing.*** ***This topic strongly reflects the Catholic belief that every person possesses God-given dignity. It encourages pupils to contribute positively to society and to treat others fairly and respectfully.*** ***Catholic teaching emphasises that each person is uniquely created by God and possesses inherent dignity. Healthy self-esteem is rooted not in popularity or appearance, but in recognising one's value as a child of God.***	**CATHOLIC LIFE** ***Catholic teaching recognises the family as the first community in which individuals learn love, respect, faith and responsibility. Families play a vital role in supporting wellbeing and helping children develop into caring and responsible adults.*** ***Catholic teaching recognises that family life can include both joy and difficulty. Throughout periods of change, individuals are called to support one another with love, patience and understanding.*** ***Catholic teaching views parenting as a vocation characterised by love, sacrifice and service. Parents are entrusted with nurturing children's physical, emotional, moral and spiritual development.*** ***Catholic teaching views marriage as a committed, faithful and loving relationship built on mutual self-giving and respect. The emphasis on consent and the illegality of forced marriage strongly aligns with the Catholic belief in the dignity and freedom of every person.*** ***Catholic teaching strongly supports the freedom and dignity of the individual. Forced marriage contradicts the principles of consent, human dignity and respect that underpin healthy relationships.***	**CATHOLIC LIFE** ***Catholic teaching emphasises that every person deserves to be treated with dignity and respect. Sharing personal content without consent can damage relationships, reputations and wellbeing, making responsible online behaviour an important moral responsibility.*** ***Catholic teaching places great importance on truth. Deliberately misleading others through manipulated content undermines trust and can harm individuals and communities. This topic allows discussion of ethical technology use and personal responsibility.*** ***Catholic teaching rejects violence, hatred and attitudes that diminish the dignity of others. This topic supports discussions about creating a culture of respect, peace and responsibility both online and offline.*** ***This topic strongly connects with Catholic teaching on the dignity of the human person and the importance of relationships based on genuine love, respect and self-giving rather than exploitation or objectification. It provides opportunities to discuss healthy attitudes towards self and others.*** ***Catholic teaching encourages individuals to form their conscience carefully and critically evaluate ideas that conflict with respect, love and human dignity. This topic helps pupils recognise harmful influences and make morally informed choices.***	**CATHOLIC LIFE** ***Catholic teaching emphasises that relationships should be rooted in respect, love, dignity and self-giving rather than pressure or exploitation. The reminder that kindness and care require more than consent reflects the Christian understanding of authentic love and concern for others.*** ***Catholic teaching emphasises the sanctity of life and the protection of vulnerable people. Abuse, coercion and exploitation fundamentally contradict the Christian understanding of relationships and human dignity. This topic strongly supports safeguarding, accountability and respect for personal freedom.*** ***Catholic teaching strongly opposes all forms of abuse, exploitation and violence. Every person deserves to be treated with dignity and respect, and the blame for abusive behaviour always lies with the perpetrator rather than the victim.*** ***Catholic teaching reminds us that nobody should face suffering alone. Seeking help demonstrates courage, and supporting others reflects the Christian call to stand in solidarity with those who are hurting or vulnerable.***	**CATHOLIC LIFE** **Developing effective study habits reflects the Catholic belief that each person has God-given talents and a responsibility to nurture them. Creating a realistic study schedule encourages stewardship of these gifts, helping students reach their potential and better serve others through their future contributions to society.** **This learning supports the Catholic principle of human dignity by encouraging students to take responsibility for their own learning and personal development. Through active revision, students demonstrate perseverance and commitment to making the most of the abilities God has entrusted to them.** **Creating a CV links to Catholic Teaching on the dignity of work by helping students recognise their skills, experiences and achievements. It encourages them to reflect on how their talents can be used to contribute positively to their community and future workplace.** **Preparing for interviews supports the Catholic values of participation and responsibility. By developing confidence and communication skills, students are better equipped to engage with opportunities that allow them to use their talents in service of others and the common good.**

Term 5

	Year 7 DISRESPECTFUL RELATIONSHIPS	Year 8 ONLINE SAFETY	Year 9 BEING SAFE	Year 10 INDUSTRY DAY	Year 11 EMERGING NEEDS
1	**NEGATIVE RELATIONSHIPS** The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others	**ONLINE OPPORTUNITIES** Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	**CONSENT** The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok	**INDUSTRY DAY** Students interact with 3 local employers to gain an insight into their industry. Students complete practical tasks related to such employment Planning and applications will also take place in preparation for Work Experience placements	Content will react to emerging needs within the year group. At this time of year this might be subject based intervention or strategies to cope with exam stress/anxiety
2	**TOXIC RELATIONSHIPS** How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust	**ONLINE THREATS** That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present	**RESPECTFUL RELATIONSHIPS** How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed		

		highly exaggerated or idealised profiles of themselves online	That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others		
3	**PREJUDICE** How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice	**ONLINE RISKS** Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues	**CONSENT & THE LAW** The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent		
4	**PERSONAL SAFETY** How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.	**PERSONAL DATA** How information and data is generated, collected, shared and used online That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising) That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion	**INTIMACY** That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing That some sexual behaviours can be harmful. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour		
	FGM	**AI AND YOU**	**CONTRACEPTION**		

5	An age-appropriate introduction to Female Genital Mutilation: what it is, how to spot those at risk and how to report it.	That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk	The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making		
	CATHOLIC LIFE ***Catholic teaching calls individuals to defend the vulnerable and challenge injustice. The discussion of bullying and unequal power relationships provides opportunities to explore how Christian values encourage fairness, inclusion and respect.*** ***Catholic teaching emphasises that relationships should promote the wellbeing of all involved. Any relationship based on fear, control or abuse undermines human dignity and should be challenged.*** ***Catholic Social Teaching teaches that every person possesses equal dignity and should never be treated unfairly because of their race, sex, religion, disability or other characteristics. This topic strongly supports discussions about inclusion and equality.*** ***Catholic teaching promotes respect for life and the protection of every person. This topic helps pupils understand that seeking help is a sign of strength and that those who experience harm should never be blamed.*** ***Catholic teaching strongly opposes practices that cause physical or emotional harm and violate human dignity. The protection of vulnerable children and young people is a key aspect of Catholic social responsibility.***	**CATHOLIC LIFE** ***Catholic teaching emphasises that our actions should reflect moral values in every aspect of life. Digital environments do not remove our responsibility to treat others with dignity and respect.*** ***Catholic teaching promotes peace, reconciliation and respect for others. This topic provides opportunities to discuss how online behaviour should reflect the same values of kindness and justice expected in face-to-face relationships.*** ***Catholic teaching encourages individuals to exercise wisdom and good judgement. Protecting personal information reflects responsible stewardship of one's wellbeing and safety.*** ***Catholic Social Teaching promotes honesty, fairness and protection of vulnerable individuals. This topic helps pupils understand how exploitation can occur and why ethical use of information is important.*** ***Catholic teaching encourages the ethical use of technology in ways that serve humanity rather than replace meaningful human relationships. This topic provides opportunities to discuss discernment and the responsible use of innovation.***	**CATHOLIC LIFE** ***Catholic teaching promotes relationships based on authentic love, mutual respect and self-giving. The emphasis that ethical behaviour requires more than consent aligns closely with the Christian understanding that love seeks the good of the other person.*** ***Catholic teaching encourages people to act according to conscience and resist pressures that compromise dignity or wellbeing. Healthy relationships should promote mutual flourishing rather than pressure, manipulation or control.*** ***Catholic teaching recognises the importance of free choice, informed conscience and moral responsibility. The inclusion of faith and family values provides opportunities to discuss how beliefs can guide decision-making.*** ***Catholic teaching encourages young people to reflect on how choices affect themselves and others physically, emotionally and spiritually. This theme supports discussions about making decisions that promote genuine wellbeing and healthy relationships.*** ***This topic provides opportunities within a Catholic context to discuss responsibility, informed conscience, ethical decision-making and the importance of seeking accurate information when making significant life choices.***	**CATHOLIC LIFE** ***Through direct engagement with employers and preparation for work experience, students are encouraged to recognise their God-given talents, explore potential vocations, and understand how their future work can contribute to the common good and the flourishing of their local community.***	