



Enrichment and Personal Development		Links to Careers	Catholicity in the Curriculum
Year 7	- Develop confidence following the transition from primary to secondary school. - Explore democracy, British Values and active citizenship. - Develop positive relationships, communication and emotional literacy. - Develop financial literacy, budgeting and responsible spending. - Develop knowledge and strategies for maintaining health, wellbeing and personal safety.	- Identify personal strengths and employability skills. - Explore careers and employers within the local community. - Challenge stereotypes about careers, including STEM occupations. - Develop communication, teamwork and decision-making skills. - Begin setting personal and future career goals.	- Human Dignity: recognising the value of every person. - Community: developing a positive contribution to school and local community. - The Common Good: understanding how individual choices affect others. - Respect: developing positive relationships and challenging discrimination. - Dignity of Work: beginning to understand the value of work and contribution.
Year 8	- Develop understanding of democracy, political participation and citizenship. - Develop communication, conflict-resolution and relationship skills. - Explore entrepreneurship, budgeting and responsible financial decisions. - Develop awareness of changing careers and the impact of technology and AI. - Develop healthy habits, emotional wellbeing and online safety.	- Explore different career sectors and opportunities. - Develop teamwork, communication and enterprise skills. - Explore entrepreneurship and business. - Investigate digital and emerging careers. - Understand the importance of adaptability and lifelong learning.	- Human Dignity: respecting ourselves and others. - Solidarity: recognising our responsibilities to others - The Common Good: considering how choices affect society. - Dignity of Work: recognising the value of enterprise and employment. - Stewardship: making responsible choices and considering their consequences.
Year 9	- Develop understanding of law, rights, justice and democratic society. - Explore relationships, consent, boundaries and personal responsibility. - Develop financial safety and recognise the risks associated with scams, gambling and financial harm. - Make informed decisions about GCSEs, pathways and future careers. - Recognise grooming, exploitation, gangs, county lines and other risks.	- Develop decision-making, communication and problem-solving skills. - Explore careers in law, public services and justice. - Link GCSE choices to future pathways. - Prepare for careers fairs and employer encounters. - Develop understanding of qualifications, skills and future opportunities.	- Human Dignity: exploring rights, justice and respect. - Peace: understanding conflict and the consequences of harmful behaviour. - Solidarity: recognising responsibility towards vulnerable people. - Forgiveness and Reconciliation: considering responses to wrongdoing. - The Common Good: understanding our responsibilities as citizens.
Year 10	- Develop understanding of British society, equality, rights and responsibilities. - Explore power, control, abuse and safety within relationships. - Develop knowledge of debt, credit, taxation and household finances. - Develop workplace skills through CV preparation and work experience. - Develop mental health, wellbeing, sexual health and personal safety knowledge.	- Develop CV writing and professional communication. - Prepare for and reflect on work experience. - Explore local labour market information and employment opportunities. - Understand employer expectations and workplace behaviour. - Develop financial literacy relevant to employment and adulthood.	- Human Dignity: recognising the value and dignity of every individual. - Dignity of Work: preparing pupils for meaningful and responsible employment. - The Common Good: considering equality, responsibility and contribution. - Solidarity: recognising responsibilities towards others. - Respect and Relationships: developing equality, consent and responsibility.
Year 11	- Develop understanding of human rights, Britain and the wider world. - Prepare for healthy adult relationships and positive workplace relationships. - Develop mental health, wellbeing and examination-stress strategies. - Prepare for post-16 education, employment and financial independence. - Develop personal safety and risk-management skills for life beyond school.	- Develop workplace relationship and professional conduct skills. - Prepare for post-16 applications, interviews and transition. - Develop financial independence and household budgeting skills. - Reflect on personal strengths, aspirations and future goals. - Develop resilience, independence and transferable skills for future pathways.	- Human Dignity: respecting the dignity and rights of every person. - Dignity of Work: preparing for meaningful work and responsible adulthood. - Solidarity: understanding responsibilities towards others locally and globally. - The Common Good: becoming active and responsible citizens. - Vocation: considering individual gifts, values and contribution to society.



Key areas of focus in this unit of work



Subject specific knowledge



Assessment (including both formative and summative)



Interdisciplinary Learning



Progression of learning

Personal Development

Year 7 Curriculum Plan



Holy Cross

CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Community and Me	A Healthy Foundation	Design Your Dream Day Out	Starting My Career Journey	Changing Health	Be Aware, Stay Safe
Pupils develop an understanding of active membership within their school, local and national community. They learn that Britain is a democracy where citizens vote in elections and Parliament makes laws. Pupils explore the roles of the Monarch, Prime Minister, Government and Parliament, and how they govern the UK. They are introduced to the five British Values and understand their importance in creating a fair, respectful and inclusive society. Pupils also learn how local councils and Members of Parliament represent communities and how active citizens can make a positive difference through informed participation.	Pupils develop an understanding of positive relationships and how to communicate respectfully with others. They explore the qualities of a good friend, including loyalty, honesty and effective communication, and consider the difference between bullying and banter. Pupils learn how relationships can change as they move from primary to secondary school and identify trusted adults who can provide support. They explore diversity, inclusion and stereotypes, considering how racism and xenophobia can affect individuals and communities. Pupils also learn about relevant laws, school rules and the importance of challenging hate speech and discrimination within their school community.	Pupils develop an understanding of money, including where it comes from and the difference between needs and wants. They explore why people save and how careful budgeting can help them make responsible spending decisions. Pupils compare prices and consider how choices affect a limited budget. They apply these skills by working in teams to create a budget for a dream day out, choosing between different activities and considering costs. Pupils present their plans and explain their financial decisions, developing communication, teamwork and decision-making skills while reflecting on the importance of spending wisely.	Pupils develop an understanding of what a career is and how careers relate to employment and future opportunities. They explore jobs within their local community and consider employers such as BAE, the NHS and Lancashire County Council. Pupils identify their own personal strengths and employability skills, including qualities that can support success in education and employment. They challenge stereotypes about careers, including assumptions surrounding STEM occupations. Pupils begin to develop future goals, considering education, careers, emotional wellbeing and personal aspirations. They reflect on how their strengths and interests can influence future choices and develop confidence in planning ahead.	Pupils develop an understanding of why being healthy is important and how healthy routines support physical and mental wellbeing. They explore sleep, hygiene and exercise, and are introduced to risk through considering drugs, alcohol and why rules exist to protect people. Pupils develop emotional literacy by recognising normal feelings and understanding how hormones can affect emotions. They explore puberty and changing bodies, challenging common myths and developing knowledge of menstrual health. Pupils also identify sources of support for their health and wellbeing and explore careers within the health sector, developing confidence in recognising when they or others may need help.	Pupils develop their understanding of how to stay safe in different situations during the summer and in their local community. They explore sun exposure, mole detection, water safety and what to do in an emergency. Pupils consider transport safety and ways of supporting others within their local area. They explore antisocial behaviour, managing conflict and knowing when to seek help. Pupils also develop their online safety knowledge by identifying red flags and fake profiles and exploring the dangers of online grooming. They learn how groomers operate and develop strategies for protecting themselves, seeking support and making safe choices over the summer.
- Understanding the roles of the Monarch, Parliament, Prime Minister and Government - Explaining the five British Values and their importance in society - Understanding how democracy, elections and voting work in the UK - Identifying the roles of Members of Parliament (MPs) and local councils - Using key citizenship vocabulary accurately to discuss government, democracy and active citizenship.	- Understanding the characteristics of positive and healthy friendships. - Distinguishing between bullying, banter and unkind behaviour. - Understanding how relationships can change during transition to secondary school. - Recognising racism, xenophobia, stereotypes and discrimination. - Knowing how to seek support and challenge harmful or discriminatory behaviour.	- Understanding the purpose of money and different sources of income. - Distinguishing between needs and wants when making spending decisions. - Understanding the importance of saving and budgeting. - Comparing prices and making informed spending choices. - Applying budgeting skills to plan and present a dream day out.	- Understanding the meaning of careers and employment. - Identifying local employers and opportunities within the community. - Recognising personal strengths and developing employability skills. - Challenging stereotypes surrounding careers and STEM occupations. - Setting realistic future goals linked to education, careers and wellbeing.	- Understanding the importance of healthy routines, including sleep, hygiene and exercise. - Understanding risk, drugs, alcohol and why rules exist to protect people. - Developing emotional literacy and recognising normal feelings and hormonal changes. - Understanding puberty, changing bodies and menstrual health. - Identifying sources of support and careers within the health sector	- Understanding sun, water, transport and emergency safety. - Recognising risks and staying safe within the local community. - Understanding antisocial behaviour and strategies for managing conflict. - Recognising fake profiles, online red flags and grooming behaviours. - Knowing how to protect themselves and seek appropriate help.
Assessments (formative) - Knowledge quiz (key vocabulary) - Retrieval questions - Exit tickets - Oracy activities	Assessments (formative) - Retrieval questions - Exit tickets - Oracy activities - Scenario-based responses	Assessments (formative) - Retrieval questions - Exit tickets - Budgeting activity - Presentation of dream day-out plans	Assessments (formative) - Retrieval questions - Exit tickets - Personal strengths activity - Future goals activity	Assessments (formative) - Retrieval questions - Exit tickets - Scenario-based activities - Myth-busting activity	Assessments (formative) - Retrieval questions - Exit tickets - Safety scenario activities - Online grooming case studies



Personal Development Year 7 Curriculum Plan



Holy Cross

CATHOLIC HIGH SCHOOL

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Community and Me	A Healthy Foundation	Design Your Dream Day Out	Starting My Career Journey	Changing Health	Be Aware, Stay Safe
Citizenship: Direct links regarding development of democracy. English: Speaking and listening skills. Geography: Understanding population diversity. RE: The common good, respect for others and serving the community. History: Causes of the English Civil War.	RE: Respect for others, human dignity, inclusion and the common good. English: Developing communication, listening and discussion skills. Analysis of Swan song.	Maths: Calculating costs, comparing prices and managing a budget. Geography: Planning journeys and considering destinations. English: Presenting ideas and explaining financial decisions.	Careers Week: Whole school focus. Product Design: STEM jobs Science: Careers in Science MFL: Outside speaker working in football.	Science: Hormones, puberty, changing bodies and the effects of substances. PE – Exercise, physical health and healthy routines. RE – Human dignity, caring for ourselves and respect for others.	Science – Sun exposure, skin health and water safety. PE – Water safety, physical activity and managing risk. Computing – Online safety, fake profiles and grooming. Citizenship – Antisocial behaviour, community responsibility and seeking help.
Year 8: Democracy and Government Year 9: Laws, Rights and Justice. Year 10: Society, economy and equality. Year 11: Wider World.	Year 8: Communication & Peer Influence: Builds on positive relationships by developing communication, self-esteem and strategies for managing peer influence. Year 9: Romantic Relationships & Consent: Develops understanding of respect, boundaries and healthy relationships.	Year 8: My First Business: Builds on budgeting and spending skills by introducing income, expenditure, profit and entrepreneurship. Year 9: Financial Safety: Develops pupils' understanding of making responsible financial decisions and protecting money.	Year 8: Careers in a Changing World: Builds on awareness of careers by exploring sectors, employability skills, subjects and changing job markets. Year 9: Pathways and Possibilities: Develops towards making informed GCSE and future pathway choices.	Year 8: Developing Healthy Habits: Builds on healthy routines by exploring habits, stress, nicotine, screen time, body image and wellbeing. Year 9: Health and Responsibility: Develops understanding of substances, mental health and accessing health services.	Year 8: Online Safety and Real Consequences: Develops online safety knowledge by exploring grooming, sexting, online consent and illegal substances. Year 9: Recognise Risk, Avoid Harm: Builds towards recognising manipulation, exploitation, gangs and county lines.



Year
8



Personal Development Year 8 Curriculum Plan



Holy Cross

CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Democracy and Government	Communication and Peer Influence	My First Business	Careers in a Changing World	Developing Healthy Habits	Online Safety and Real Consequences
Pupils build on their understanding of democracy by exploring how political parties represent different beliefs and priorities. They learn about the UK's main political parties, party manifestos and political ideologies, and how different electoral systems are used across the UK. Pupils examine how the media influences public opinion, recognise bias and misinformation, and develop the skills to critically evaluate news sources. They also explore the liberties enjoyed in the UK, careers within government and public service, and understand how informed citizens participate responsibly in democratic society.	Pupils develop their understanding of effective communication and how positive communication can support healthy relationships. They explore active listening, managing emotions and resolving conflict appropriately. Pupils consider peer pressure and develop strategies for resisting unwanted influence while maintaining positive friendships. They examine self-esteem and how feelings of self-worth can affect decisions and relationships. Pupils also explore online relationships, considering respectful behaviour, appropriate communication and when to seek support. They identify the differences between healthy and unhealthy relationships and recognise early warning signs that a relationship may be becoming harmful, controlling or unsafe.	Pupils develop an understanding of different ways people can earn money, including employment, self-employment and entrepreneurship. They explore what can make a business successful and consider the relationship between income, expenditure and profit. Pupils apply their understanding by creating a business idea for school, considering products, costs, customers and potential profit. They explore advertising and consumer influence, comparing different approaches to marketing. Pupils present their business ideas and reflect on profit, risk and decision-making, developing enterprise, teamwork, communication and financial planning skills while considering opportunities to support school or charity events.	Pupils broaden their understanding of careers by exploring a range of career sectors and the relationship between school subjects and future occupations. They identify key employability skills, including teamwork and communication, and consider how these skills are valued in the workplace. Pupils explore how technology is changing the job market and recognise the importance of developing new skills. They examine digital careers and consider the opportunities and risks associated with artificial intelligence, including deepfakes and personal safety. Pupils begin to understand how careers may change in the future and why adaptability and lifelong learning are increasingly important.	Pupils develop their understanding of how habits can affect physical and mental wellbeing. They explore how people cope with stress and distinguish between healthy and unhealthy coping strategies. Pupils examine smoking, vaping and other nicotine products, including snus, and consider why young people may vape. They explore screen time, doom scrolling and exposure to harmful online material, considering the impact on sleep and wellbeing. Pupils develop understanding of self-confidence, strengths and values and examine body image, unrealistic expectations and social media influencers. They also revisit where to seek help, including school support, charities and wider networks.	Pupils develop their understanding of staying safe online and recognising the real-world consequences of unsafe choices. They explore privacy, passwords and fake websites and consider how gaming companies use different methods to make money. Pupils examine online grooming, sexting and online consent, developing strategies for recognising risks and protecting themselves. They identify trusted adults and support services, including CEOP and Childline. Pupils also explore why people may take substances, challenging myths and considering peer pressure. They are made aware of illegal substances, including ketamine, and develop strategies for making safer decisions and seeking appropriate support.
- Understanding the UK's main political parties, manifestos and political ideologies - Explaining the purpose of different electoral systems used in the UK - Identifying media bias, misinformation and fake news - Understanding the importance of liberties, democracy and informed participation - Using subject-specific vocabulary accurately when discussing politics, elections and the media.	- Understanding effective communication, active listening and conflict resolution. - Identifying strategies for managing peer pressure and unwanted influence. - Understanding self-esteem and its impact on choices and relationships. - Recognising healthy and unhealthy relationships and early warning signs. - Understanding how to communicate respectfully and safely within online relationships.	- Understanding employment, self-employment and entrepreneurship. - Understanding the relationship between income, expenditure and profit. - Identifying factors that can contribute to a successful business. - Understanding how advertising and marketing can influence consumers. - Applying financial knowledge to develop and present a business idea.	- Identifying a range of career sectors and opportunities. - Understanding links between school subjects and careers. - Developing awareness of key employability skills. - Understanding how technology and AI are changing the job market. - Recognising the importance of adaptability, new skills and lifelong learning.	- Understanding how habits and coping strategies affect health and wellbeing. - Understanding the risks associated with smoking, vaping and other nicotine products. - Recognising the impact of screen time, online material and sleep. - Understanding self-confidence, strengths, values and body image. - Identifying appropriate sources of support, including school, charities and wider networks.	- Understanding online privacy, passwords and recognising fake websites. - Recognising grooming, sexting risks and the importance of online consent. - Understanding how gaming companies make money and influence users. - Recognising peer pressure, substance use and common myths. - Identifying trusted adults and appropriate support services.
Assessments (formative) - Knowledge quiz (key vocabulary) - Retrieval questions - Exit tickets - Oracy activities	Assessments (formative) - Retrieval questions - Exit tickets - Oracy activities - Scenario-based responses	Assessments (formative) - Retrieval questions - Exit tickets - Business planning activity - Presentation and evaluation of business ideas	Assessments (formative) - Retrieval questions - Exit tickets - Employability skills activity - AI and future careers scenario activity	Assessments (formative) - Retrieval questions - Exit tickets - Scenario-based activities - Personal wellbeing strategy activity	Assessments (formative) - Retrieval questions - Exit tickets - Online safety scenarios - Substance-use myth-busting activity

Personal Development Year 8 Curriculum Plan



Holy Cross
CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Democracy and Government	Communication and Peer Influence	My First Business	Careers in a Changing World	Developing Healthy Habits	Online Safety and Real Consequences
History: Making of the UK unit. Evaluation of sources. English: Evaluating persuasive language. Computing: Digital literacy and evaluating online sources.	RE: Respect, dignity, relationships and responsibility towards others. English: Romeo and Juliet and the development of their relationship. Computing: Safe and respectful communication in online relationships.	Product Design: Presentation skills and design. Maths: Budgeting and calculations. PE: Teamwork and working in groups.	Careers Week: Whole school focus. Product Design: STEM jobs Science: Careers in Science MFL: Outside speaker working in football.	Science: Nicotine, vaping and effects of substances on the body. Computing: Screen time, harmful online content and digital wellbeing. PE: Healthy habits, exercise and physical wellbeing. History: Evaluating sources of information	Computing: Privacy, passwords, fake websites and online safety. Science: Substances and their potential effects. Citizenship: Rights, responsibilities and seeking support.
- Year 9: Laws, Rights and Justice. - Year 10: Society, economy and equality. - Year 11: Wider World	- Year 9: Romantic Relationships & Consent: Applies communication, self-esteem and relationship skills to romantic relationships and consent. - Year 10: Power, Control & Safety: Builds towards recognising unhealthy relationships, power imbalances and harmful behaviour.	- Year 9: Financial Safety: Builds on financial decision-making by considering digital money, scams, gambling and financial harm. - Year 10: Managing Debt and Credit: Develops financial understanding towards adult income, borrowing, debt and household finances.	- Year 9: Pathways and Possibilities: Builds on career awareness by linking GCSE choices to future pathways. - Year 10: Step into the World: Develops employability skills towards CV writing and preparation for the workplace	- Year 9: Health and Responsibility: Builds towards understanding substance use, mental health and accessing health services. - Year 10: Our Minds Matter: Develops understanding of emotional literacy, mental health and strategies for managing difficult situations.	- Year 9: Recognise Risk, Avoid Harm: Develops towards understanding grooming, manipulation, exploitation, gangs and county lines. - Year 10: Be Informed, Be Safe: Builds on personal safety by applying knowledge to sexual health, pregnancy and wider health decisions.



Personal Development

Year 9 Curriculum Plan



Holy Cross
CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Laws, Rights and Justice	Romantic Relationships & Consent	How Can We Protect Ourselves Financially?	Pathways and Possibilities	Health and Responsibility	Recognise Risk, Avoid Harm
Pupils develop an understanding of how the legal system protects individuals and upholds justice in the UK. They learn the difference between civil and criminal law, explore why people commit crime and consider how different punishments aim to reduce offending and protect society. Pupils are introduced to human rights and why they are fundamental within a democratic society. They examine the roles of magistrates, juries and courts, take part in a mock trial, and develop an understanding of careers within the legal profession and the importance of justice, fairness and accountability.	Pupils develop their understanding of romantic relationships, consent and personal boundaries. They explore the differences between platonic and romantic relationships and consider the importance of equality, respect and communication. Pupils examine consent, including factors that can affect a person's ability to give consent, and consider how pressure, coercion and exploitation can undermine healthy relationships. They learn about the risks and legal consequences associated with sending intimate images, including sextortion. Pupils also explore how to maintain physical and emotional safety within relationships, including intimacy without sex, celibacy, seeking support and ending relationships kindly but firmly.	Pupils develop their understanding of how to stay financially safe in an increasingly digital world. They explore digital money, online banking, contactless payments and financial technology. Pupils examine common online scams, including fraud, phishing and identity theft, and develop strategies for protecting themselves. They also shown the different forms of gambling, and reasons people gamble. Pupils consider the risks associated with gambling addiction, betting apps, loot boxes and influencers, recognising how these can contribute to financial and emotional harm. They reflect on strategies for making safe and responsible financial decisions online.	Pupils develop their understanding of how education choices can influence future career pathways. They explore why GCSE choices matter and consider factors that may affect their decisions, including interests, strengths and future aspirations. Pupils prepare for careers fair experiences by identifying employers and developing questions to ask visitors. They explore post-16 pathways, including college, sixth form and apprenticeships, and begin to understand the different opportunities available after GCSEs. Pupils create a careers action plan linking their interests and GCSE choices to future ambitions. They develop confidence in making informed decisions and taking responsibility for their future planning.	Pupils develop their understanding of mental and physical health and the importance of taking responsibility for their wellbeing. They are shown how substances can affect the mind and body and consider why stress is not always harmful. Pupils revisit how to seek help in school and develop understanding of accessing health services. They explore Gillick competence and consider how young people can make appropriate decisions about their healthcare. Pupils also examine over-the-counter medicines and the dangers of misuse. They develop confidence in making responsible health decisions, recognising when professional advice or support may be needed and understanding the importance of seeking help.	Pupils develop their understanding of how others can influence their choices and how to recognise situations where they may be vulnerable to harm. They explore firm boundaries, online friendships, grooming and manipulation, identifying common warning signs and considering why some people may be more vulnerable. Pupils examine gangs and county lines, recognising exploitation, online recruitment and potential long-term impacts. They develop strategies for managing conflict and understanding when to walk away. Pupils also explore knife crime, challenging myths, recognising risky situations and understanding online rules. They consider what can help someone leave a gang, including education, support programmes and community support.
- Understanding the differences between civil law and criminal law - Explaining the roles of courts, magistrates, juries and judges - Understanding the purpose of human rights and the justice system - Evaluating the causes of crime and different types of punishment - Using subject-specific vocabulary accurately when discussing law, justice and rights	- Understanding the differences between platonic and romantic relationships. - Understanding consent, boundaries, equality and respectful communication. - Recognising pressure, coercion, exploitation and sextortion. - Understanding the risks and legal consequences of sending intimate images. - Identifying ways to maintain physical and emotional safety within relationships.	- Understanding digital money, online banking, contactless payments and fintech. - Recognising fraud, phishing, identity theft and other online financial scams. - Developing strategies for protecting personal and financial information. - Understanding different forms of gambling and why people may gamble. - Recognising the financial and emotional harms associated with gambling and online risks.	- Understanding how GCSE choices can influence future pathways. - Identifying factors that should be considered when choosing subjects. - Preparing effectively for careers fairs and employer encounters. - Understanding college, sixth form and apprenticeship pathways. - Developing a personal careers action plan linked to future goals.	- Understanding how substances affect the mind and body. - Understanding stress and recognising when it may become harmful. - Knowing how to seek help and access health services. - Understanding Gillick competence and young people's healthcare decisions. - Recognising the risks associated with misuse of over-the-counter medicines.	- Understanding influence, firm boundaries and safe online friendships. - Recognising grooming, manipulation and potential vulnerability. - Understanding gangs, county lines, exploitation and online recruitment. - Developing conflict-resolution strategies and recognising when to walk away. - Understanding knife crime and sources of support for leaving gangs.
Assessments (formative) - Retrieval questions - Exit tickets - Oracy activities	Assessments (formative) - Retrieval questions - Exit tickets - Oracy activities	Assessments (formative) - Retrieval questions - Exit tickets - Scam investigation activity - Financial safety scenario analysis	Assessments (formative) - Retrieval questions - Exit tickets - Careers fair preparation activity - Personal careers action plan - Retrieval questions - Exit tickets - Careers fair preparation activity - Personal careers action plan	Assessments (formative) - Retrieval questions - Exit tickets - Healthcare scenario activities - Case study analysis	Assessments (formative) - Retrieval questions - Exit tickets - Gang and county-lines case studies

Personal Development Year 9 Curriculum Plan



Holy Cross
CATHOLIC HIGH SCHOOL

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Laws, Rights and Justice	Romantic Relationships & Consent	How Can We Protect Ourselves Financially?	Pathways and Possibilities	Health and Responsibility	Recognise Risk, Avoid Harm
History: Crime and punishment. Evaluating evidence and bias. RE: Forgiveness and human dignity. English: Constructing an argument	English: Love poetry. Constructing arguments. History: Evaluation of evidence/sources. RE: Marriage	Maths: Risk and probability. History: Provenance of sources. Computing: Impact of ICT on society	Careers Week: Whole school focus. Product Design: STEM jobs Science: Careers in Science Geography: Emerging jobs markets. History: Graduate jobs	RE: Creation of Humanity. PE: Health and wellbeing linked to physical exercise. Science: Substances effects on our bodies.	Computing: Online safety. English: Analysing newspapers. Developing emotional literacy. RE: Human dignity, responsibility and supporting vulnerable people
- Year 10: Society, economy and equality. - Year 11: Wider World.	- Year 10: Power, Control & Safety: Develops understanding of abuse, coercion, power, control and online harm. - Year 11: Adult Relationships & The Real World: Builds towards applying relationship skills to adult, workplace and long-term relationships	- Year 10: Managing Debt and Credit: Builds on financial safety by exploring borrowing, debt, gambling and adult financial decisions. - Post-16: Supports pupils in managing digital finances safely and making informed financial decisions.	- Year 10: Step into the World: Builds on pathway planning by developing workplace preparation, CV writing and work experience skills. - Year 11: Life Beyond Year 11: Develops towards post-16 applications, career planning and financial independence.	- Year 10: Our Minds Matter: Builds towards a deeper understanding of mental health, emotional literacy, self-harm and suicidal thoughts. - Year 11: Continuing with Healthy Habits: Applies wellbeing strategies to revision, sleep, workload and exam stress.	- Year 10: Be Informed, Be Safe: Develops pupils' ability to make informed decisions about sexual health, pregnancy and personal wellbeing. - Year 11: Staying Safe Beyond School: Applies risk recognition, conflict resolution and safe decision-making to life beyond school.

Year
10



Personal Development

Year 10 Curriculum Plan



Holy Cross
CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Society, Economy and Equality	Power, Control and Safety	How Can We Protect Ourselves Financially?	Step into the World	Our Minds Matter	Be Informed, Be Safe
Pupils develop their understanding of how Britain is governed and how decisions affect society and the economy. They explore the roles of Government, Parliament and the Judiciary, and consider how public money is raised and spent. Pupils examine how young people can create positive change through campaigning and participation, including addressing local issues. They explore political differences between the four nations of the UK and consider what it means to live in modern Britain, including national, religious and ethnic identity, tolerance and mutual respect. Pupils also develop awareness of local employment opportunities and careers.	Pupils develop their understanding of power, control and safety within relationships. They explore red flags, imbalances of power and signs of toxic relationships. Pupils examine consent and the law, including the legal principles they have previously studied. They learn about different forms of abuse, including emotional, physical and financial abuse, as well as strangulation and forced marriage. Pupils consider the impact of pornography, unrealistic expectations and links between pornography and misogyny. They also explore online harm, influencers, masculinity and dangerous sexual entitlement, developing strategies for seeking help, supporting others and reporting harmful behaviour.	Pupils develop their understanding of financial decisions they may face as adults. They explore payslips, National Insurance and tax codes, and consider how earnings are affected by deductions. Pupils examine credit and borrowing, including APR and loans, and explore scenarios involving debt and responsible financial decision-making. They consider the financial and emotional impacts of gambling and examine the costs involved in running a household, including rent and mortgages. Pupils develop an understanding of financial goals and reflect on how informed decisions can help them plan for a secure financial future.	Pupils develop their understanding of expectations within the workplace and the qualities employers value. They explore local employment opportunities and consider labour market information, including skills shortages and future jobs within the North West. Pupils develop practical CV writing skills and create a mock CV that reflects their strengths, experiences and employability skills. They prepare for work experience by exploring expectations, using Unifrog and identifying potential issues before placement. Pupils consider common workplace problems and develop strategies for responding appropriately. They build confidence in communicating professionally, recognising the importance of reliability, responsibility and positive behaviour in the workplace.	Pupils develop their understanding of mental health and strategies for protecting their wellbeing. They revisit previous learning and sources of support before exploring everyday stresses and healthy coping mechanisms. Pupils develop emotional literacy by learning how to understand, express and manage emotions and recognise the emotions of others. They explore potential causes and triggers of self-harm, including mental health conditions, life events and online issues, while considering alternative strategies for managing difficult situations. Pupils examine suicidal thoughts, common symptoms, statistics and case studies, learning the importance of seeking immediate help. They also identify mental health charities and wider sources of support.	Pupils develop their understanding of sexual health and the responsibilities involved in making informed decisions. They explore common STIs and consider how local health information can support informed choices. Pupils challenge myths and misconceptions surrounding sexual health and consider the potential benefits of delaying sexual activity. They explore the responsibilities and choices involved in pregnancy, including parenthood and potential impacts on education, work and family life. Pupils also develop awareness of blood donation, including blood types and common misconceptions. They explore the importance of self-examination for breast and testicular health and consider how organ donation can help others, including the process of registering.
- Understanding the roles of Government, Parliament and the Judiciary - Explaining how government spending and local council spending affect citizens and communities - Understanding how young people can create change through campaigning and active citizenship - Exploring political differences between the four countries of the UK - Understanding national, religious and ethnic identity, tolerance and mutual respect	- Recognising red flags, power imbalances and signs of toxic relationships. - Understanding consent and relevant aspects of the law. - Identifying different forms of abuse, including emotional, physical and financial abuse. - Understanding the potential harms of pornography, misogyny and harmful online influences. - Knowing how to seek help, support others and report harmful behaviour.	- Understanding payslips, National Insurance and tax codes. - Understanding credit, borrowing, APR, loans and responsible financial decisions. - Recognising the financial and emotional impacts of gambling. - Understanding the financial responsibilities involved in running a household. - Setting financial goals and making informed decisions about the future.	- Understanding employer expectations and valued workplace qualities. *Exploring local labour market information and future employment opportunities. *Developing practical CV writing and self-presentation skills. *Preparing effectively for work experience and identifying potential challenges. *Understanding appropriate workplace behaviour, responsibility and professionalism.	- Understanding mental health and strategies for protecting wellbeing. *Developing emotional literacy and managing emotions effectively. *Understanding potential causes and triggers of self-harm. *Recognising suicidal thoughts and the importance of immediate support. *Identifying appropriate sources of help, including mental health charities.	- Understanding common STIs and accessing reliable sexual health information. *Challenging myths and misconceptions surrounding sexual health. *Understanding responsibilities and choices involved in pregnancy and parenthood. *Understanding blood donation, blood types and the importance of donation. *Understanding self-examination and organ donation.
Assessments (formative) - Retrieval questions - Oracy activities - Exit Tickets	Assessments (formative) - Retrieval questions - Oracy activities - Exit Tickets	Assessments (formative) - Retrieval questions - Exit tickets - Financial decision-making scenarios - Personal financial planning activity	Assessments (formative) - Retrieval questions - Mock CV - Work experience scenarios - Workplace problem-solving activity. - Employer feedback from Work Experience	Assessments (formative) - Retrieval questions - Exit tickets - Case study analysis	Assessments (formative) * Retrieval questions * Exit tickets * Sexual health myth-busting activity * Pregnancy and health scenario analysis

Personal Development Year 10 Curriculum Plan



Holy Cross
CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Society, Economy and Equality	Power, Control and Safety	How Can We Protect Ourselves Financially?	Step into the World	Our Minds Matter	Be Informed, Be Safe
Geography: Understanding the four nations of the UK and population diversity. RE: Human dignity, the common good, tolerance and mutual respect. English: Developing persuasive communication and constructing arguments. Careers: Local employment opportunities and careers within the Chorley area.	English: An Inspector Calls-relationships within the text. Science: Staying sexually safe. RE: Catholic perspective on relationships and sex before marriage.	Mathematics: Calculating wages, deductions, interest, household costs and budgets. Citizenship: Taxation, public services and financial responsibilities. Product Design: Costings of materials for products.	English: Professional communication and presenting personal strengths. Mathematics: Interpreting information and data. Citizenship: Rights, responsibilities and expectations within employment.	PE: Physical activity, wellbeing and healthy coping strategies. English: Emotional impacts on characters in Inspector Calls. RE: Reflection on own belief systems and values.	Science: STIs, reproductive health, blood types and organ donation. RE: Responsibility, dignity, relationships and ethical decision-making.
Year 11: Wider World: pupils build on their understanding of British society and active citizenship by considering human rights, different political systems and Britain's role in the wider world.	Year 11: Adult Relationships & The Real World: Applies understanding of healthy relationships, safety and respect to adult relationships, workplaces and future life.	Year 11: Supports pupils in managing earnings, borrowing, household finances and financial goals	Year 11: Life Beyond Year 11: Builds on workplace preparation towards post-16 pathways, career planning, applications and financial independence.	Year 11: Continuing with Healthy Habits: Applies mental health and wellbeing strategies to revision, sleep, workload and examination stress.	Year 11: Staying Safe Beyond School: Applies knowledge of sexual health, substances, risk and safe decision-making to greater independence beyond school.

Year
11



Personal Development Year 11 Curriculum Plan



Holy Cross
CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Topic: Wider World	Adult Relationships and The Real World	Changing Health	Life Beyond Year 11	Staying Safe Beyond School
Pupils develop their understanding of human rights and Britain's place within the wider world. They explore what human rights are and consider the role of the United Nations in promoting and protecting rights internationally. Pupils examine how human rights can be protected through international organisations and charities, including Amnesty International and Doctors Without Borders. They compare different political systems and governments, using contrasting examples such as North Korea and Denmark. Pupils reflect on what it means to be British, exploring national identity and patriotism. They also consider how they can remain active citizens after leaving Holy Cross.	Pupils develop their understanding of adult relationships and the expectations associated with them. They explore values, commitments and expectations within adult relationships and consider how mature communication can help manage conflict. Pupils examine practical aspects of living together, including financial priorities and running a household. They explore harassment and sexual harassment, considering intimidation, unwanted touching and real-life examples, including the workplace. Pupils develop a healthy relationship toolkit covering intimate relationships, long-term friendships and workplace dynamics. They also consider their future plans, exploring what they want after school and how their core values and beliefs may influence relationships and future decisions.	Pupils develop strategies for maintaining health and wellbeing during the transition from school to further education, employment or training. They revisit previous learning about mental health and sources of support before focusing on healthy study habits and managing distractions. Pupils evaluate different revision methods and create a realistic revision timetable that considers workload and individual needs. They explore how to support friends during periods of pressure and consider the importance of healthy sleep for cognitive ability and wellbeing. Pupils develop strategies for managing exam stress, recognising coping mechanisms and knowing when and where to seek appropriate support.	Pupils develop their understanding of opportunities and responsibilities beyond Year 11. They explore post-16 pathways, including apprenticeships, college and sixth form, and consider which options best suit their goals and aspirations. Pupils examine the challenges associated with major transitions and develop strategies for independence, resilience and managing change. They create and review a careers action plan, setting realistic targets for their next steps. Pupils also develop financial awareness by exploring how people can fall into debt through poor budgeting, overdrafts and buy-now-pay-later schemes. They apply this knowledge by analysing payslips and creating a realistic household budget.	Pupils develop their understanding of personal safety as they prepare to leave school and become increasingly independent. They explore road and car safety, peer pressure and strategies for making safe decisions in social situations. Pupils consider festival safety, including the risks associated with drugs and sexual encounters while under the influence of substances, and revisit STI knowledge. They develop conflict resolution skills, learn to trust their instincts and examine the consequences of knife crime for victims, families and communities, including online knife supply. Pupils also explore online safety during exams, including scams, misinformation and unhealthy online advice.
- Understanding what human rights are and why they are important, including the role of the United Nations. - Understanding how international organisations and charities protect and promote human rights. - Comparing different political systems and governments. - Evaluating different ideas of British identity, patriotism and democratic participation. - Using subject-specific vocabulary accurately when discussing human rights, government, democracy and citizenship.	- Understanding expectations, values and commitments within adult relationships. - Developing mature communication and conflict-management strategies. - Understanding practical responsibilities involved in living together and managing finances. - Recognising harassment, sexual harassment, intimidation and unwanted touching. - Applying relationship skills to friendships, intimate relationships, workplaces and future plans.	- Understanding healthy study habits and strategies for avoiding distractions. - Evaluating different revision methods and creating an effective revision timetable. - Understanding the importance of workload management and supporting friends. - Understanding the relationship between sleep, cognitive ability and wellbeing. - Developing strategies for managing exam stress and accessing appropriate support.	- Understanding post-16 pathways, including apprenticeships, college and sixth form. - Developing strategies for managing transition, change, independence and resilience. - Creating and reviewing a personal careers action plan. - Understanding how poor financial decisions can contribute to debt. - Analysing payslips and applying budgeting skills to household finances.	- Understanding road, car and social safety, including managing peer pressure. - Developing assertiveness, social awareness and safe decision-making strategies. - Recognising risks associated with substances, sexual encounters and festivals. - Understanding the consequences of knife crime and the dangers of online supply. - Recognising scams, misinformation and unhealthy advice online and knowing how to stay safe.
Assessments (formative) - Retrieval questions - Exit tickets - Oracy activities - Comparison of different political systems	Assessments(formative) - Retrieval questions - Exit tickets - Oracy activities - Scenario-based relationship and workplace activities	Assessments(formative) - Retrieval questions - Exit tickets - Scenario-based activities - Myth-busting activity	Assessments(formative) - Retrieval questions - Exit tickets - Careers action plan 1:1 meeting with Careers advisor	Assessments(formative) - Retrieval questions - Exit tickets - Scenario-based safety activities - Case study analysis

Personal Development Year 11 Curriculum Plan



Holy Cross
CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Topic: Wider World	Adult Relationships and The Real World	Changing Health	Life Beyond Year 11	Staying Safe Beyond School
Geography: Comparing countries and political systems across the world. RE: Human dignity, human rights, the common good and responsibility towards others. History: Britain's development and role of the Empire	RE: Human dignity, relationships and values. English: Revision of Inspector Calls. History: Elizabeth I relationship with men.	Science: Puberty, hormones, physical development and the effects of substances. PE: Exercise, physical health and healthy lifestyles. History: Health and people- new and emerging illnesses	Mathematics: Payslips, budgeting, income, expenditure and financial planning. English: Applications using literacy and communication skills. Citizenship: Employment, rights, responsibilities and financial decision-making. Science: Careers in Science Spanish and French: My Future Goals. Future plans and hopes	Citizenship: Rights, responsibilities, crime, consequences and community safety. Science: Effects of substances, sexual health and STIs. English: Evaluating skills. History: HIV case studies.
Post-16: Supports pupils in becoming informed, responsible and active citizens beyond Holy Cross.	Post-16: Supports pupils in applying relationship, communication and conflict-management skills to adult life, employment and independent living.	Post-16: Supports pupils in developing independence, resilience, healthy routines and effective strategies for managing workload and stress.	Post-16: Supports pupils in making informed decisions about education, employment, training and financial independence.	

