Curriculum Statement - PERSONAL DEVELOPMENT

Our Intent:	
What is the vision (big picture) for your subject?	The vision for PSHE at Budmouth Academy is to help children and young people grow into safe, confident, healthy and responsible adults that can also encompass the power skills. We want to ensure they will be young adults who can build and sustain healthy relatinships, make positive life choices and understand themselves and others and know where they can go at any age to access support when it is needed. The aim of PSHE is to equip learner with knowledge, skills and attributes to stay safe (including in intimate relationships), manage emotions and respect others, build resilience and thrive emotionally, socially and morally now and in the future. This vision supports the Dorset Councils vision that *all children and young people feel safe, connected, preapred for life and able to achive their potential.*
What are the key concepts that underpin your subject?	The key concepts that underin PSHE is health and wellbeing which is understanding how to look after physical, mental and emotional health and being able to recgonise isks and kowing how and when to seek support. Another key concept is relationships and sex education and within this we need to teach student how to build and maintain healthy, respectful relationships (including freindships and family relatiosnhips as well as intimate), understanding consent, boundaries, equality and recognising unhealthy and abusive behaviours. Another key concept is community and responsiblity which will help students develop their critical thinking skills, informed choices, problem solving and being able to take accountability for actions in personal, social and economic contexts.
Which key themes are repeated over time?	The key themes that are repeated overtime are mental health, keeping safe, RSE (Respectful and safe relationships), equality, British Values and physical health.
What knowledge and skills will students have at the end of each key stage?	KS2: By the end of KS2 students should have the skills and knowledge to form the building blocks for positive relationships for children to grow into kind, caring adults who have respect for others and know how to keep themselves safe. Students will know how to report concerns and seek advice.
	KS3: By the end of KS3 students will be able to develop their skills and knowledge they are started at KS2 to continue to develop their character as they change themselves. They will have the knoweledge to stay safe in a number of situations e.g. online and how to have respectful relationships. Students will also be given the skills to navigiate Britian in the 21st century to become upstanding citizens and lead happy health lives.
	KS4: By the end of KS4 students will build on KS3 in terms of their character and respectful relationships. But there will also be a shift towards ensuring students are well equipt to become young adults for example in a financical capacity and physical health. Students will also have the skills to support their wellbeing during exams.
	KS5: By the end pf KS5 students will have knowledge of universities, how to keep safe post 18 and again advice and guidance on how to navitagte the 21st century world as young adults.
Does your curriculum intent match or exceed the breadth of the National Curriculum/Subject specification?	Our PHSE curriculum currently exceeds the breadth of the National Curriculum as we have already implemented the 2026 changes such as misogyny, cervial cancer screening, lumps and bumps and year 10 have a whole unit on finance in particlar car credit, mortages, pensions etc. This unit has been verifed by a mortage advisor who has given advice and approved the curriculum. We cover the core unit of RSE and use sexual health Dorset to enhance this provision.
How do you ensure that learning is sequenced effectively over time in your subject?	Year 7 start with the basic knowledge that builds on KS2 but is also age appropraite. For example they do a lesson on consent but just in general and then when they get to year 9 they recap and look at consent again from a sexual health point of view. Year 7 also looks at bullying and relationships which we know changes from transition and then they builds into sexual relationship as they get older. Therefore this makes our curriculum spiral. Do now tasks are designed to recap prior knowledge not just from the previous lesson, but previous topics and years so that students can see how that knowledge spirals. We do student voice to ensure they are happy with curriculum and have a working party who review the lessons to make sure they are student friendly and in line with what students need over time. From 2026 September we will be working more with the safeguarding team and behviour teams to ensure that in real issues are dealt with and sequenced for students needs.
How have you decided what knowledge and skills you want students to learn in your subject?	For knowledge we use local context to design lessons e.g. drug lessons on ketemin as that is a local problem. We get this local context from our safeguarding records, police liasion officer and STRAT meetings. We also have used student voice to listen to what they want to know about hence why we have a unit on financial literacy as they were interested in pensions etc. Otherwise we use the national curriculum to steer what we are teaching our students.
How do you plan to cater for cultural capital e.g. trips, visits, enrichment, careers, applied learning, real word application & power skills development?	Every PHSE lesson from September 2026 will have the playbook standard introduction slide that has the Gatsby benchmark provision in place and will be linked to a power skill and career linked to the lesson. For example in the year 11 health unit all careers are linked to the NHS to show students the wide variety of jobs available and what skills they need to go into that job before linking to the knowledge. We also invite Dorset Sexual health into school to speak to students so they have real world application as well as knowing where the support is amongst others.
What are your main instruments of the curriculum used to implement, deliver, and assess your curriculum effectively? (Materials should privilege thinking over task completion - memory is the residue of thought)	All lessons for PSHE are centrally planning using advice and guidance from the PSHE association and other trusted bodies such as the NSPCC. The central planning is done by two level 3 safeguarded trained expertises in PSHE. This ensures a consistent and high-quality learning experience across all year groups from classroom to classroom. Lessons are carefully structured to maintain academic rigour while allowing for effective differentiation across all ability ranges. We have no summative assessment in PSHE as we are not linked to a GCSE or A Level and use the PSHE curriculum to support students wellbeing. However formative assessment (AFL) is common practice in PSHE to check studnets knowledge and understanding. From hinge quetions, do nows that recall knowledge and mini white boards. There are also schedule extended writing tasks within the curriculum for students to apply their knowledge to a real world example and for teachers to assess the knowlegde and how it is applied.
How is homework used to encourage, enthuse and develop pupils' skills and understanding?	We have no homework in PSHE in line with the Academy homework policy.
How are you ensuring that each teacher has the requisite subject knowledge to teach effectively?	All lessons are centrally planned so that every class and teacher has the same experience and information. For many of the topics in the folders are help sheets and information sheet for teachers is they want the extra support independently. Lessons are quality assured by SLT and middle leader to check teachers have the effective knowledge. CPD is done every term in line management meetings so that PSHE staff do have check in time with the leaders.
Our Implementation:	
What will we see when we drop into your subject lessons and why?	Every PSHE lesson will start with the routines that run as per the playbook. Teachers are expected to have seating plans that are considered for PP and SEN but also the age appropirate-ness of each partnership. Every PSHE lesson has a strong start with a do now task that recaps the knowledge not just from the previous lesson but other lessons in the sequences. These do now is then self marked to gauge feedback and any misconceptions before moving on to the next task. Each PSHE then has a context slide for students and staff to see the bigger picture of the curriculum overview and where they were, are and going. Lessons are scaffolding using writing frames, sentences starters, think pair share and other strategies. You will see a model and up to date curruiculum that meets the needs of the students.
How do you adapt or tailor your curriculum to meet the needs of students with different starting points (KS2 data)?	We use the Government RSE policy to see what is excpeted of students at KS2 to then add and build onto that at KS3 + KS4. We use safeguarding data and information from local bodies such as the police to inform our areas of needs for different year groups and local contexts.
How do you stretch students who are high prior attainment?	Our curriculum has a strong important on knowledge as we cannot have misconceptions especially around the RSE, however we use real life statsitics to show students how the topic is relevant to them and extend their thinking by seeing what is going on with our country. We also have chances for students to articulate their thoughts and ideas and apply to project based/show case learning.
How do you support and scaffold (visual, verbal & written) for students who are SEND?	In PSHE we use a lot of dual coding and images so students can see the knowledge they are learning. Use of writing frames, sentence starters, hinge questions, AFL, white boards. Although students are centrally planning staff are encouraged to adapt the lesson to suit the needs of their class. We have also embedded the super 7 literacy techniques to support literacy across PSHE.
How do you support students who are disadvantaged?	We provide students with access to quality challenging articles linked to what is currently going on in the world, structured literacy support, and enrichment experiences ensure all students engage and achieve to the best of their ability regardless of social or economic background. We achieve this by embedding the following into our curriculum planning: access to quality first teaching and resources, literacy support, building cultural capital and targeted support and intervention.
Our Impact:	
How are you monitoring implementation in your subject area?	We are monitoring impact of the PSHE curriculum through student voice and analysing behaviour and My concern data to see the impact throughout school life. PSHE teacher are also tracker via the SLT and Middle Leaders quality assurance. Teachers are given feedback linked to the playbook so that teacher and learning is to the highest standard.
How do you check the rigour in planning and resourcing in your subject area?	The two specialist who plan the lesson quality assure each others work and question how it fits with the curriculum intent. Student voice often looks at the lessons and provides feedback. We review the PSHE curriculum every term to ensure it matches safeguarding data and local contexts.
How do you use assessment in your subject area?	We have no summative assessment in PSHE as we are not linked to a GCSE or A Level and use the PSHE curriculum to support students wellbeing. However formative assessment (AFL) is common practice in PSHE to check studnets knowledge and understanding. From hinge quetions, do nows that recall knowledge and mini white boards. There are also schedule extended writing tasks within the curriculum for students to apply their knowledge to a real world example and for teachers to assess the knowlegde and how it is applied.
How do assessments identify gaps in students' knowledge and their ability to apply that knowledge fluently and accurately?	We use AFL, Do nows and hinge question to identify gaps and misconceptions. This may lead to re-teaching elements of the content or providing additional scaffolding or asking for support from external bodies.
How is knowledge remembered in your subject?	The curriculum is Spiral so students will also revsit a topic but then build and develop their knowledge. Do now tasks are always retrieval based to support the knowledge acquistion of PSHE but also the teaching and learning across the Academy.

BUDMOUTH ACADEMY WEYMOUTH

Curriculum Overview: PERSONAL DEVELOPMENT

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7	**Respectful Relationships** What makes a good friend? Why is bullying and banter not respectful? How can we maintain a healthy online relationship? Being respectful and consent	**Online Wellbeing** Understanding your digital world Managing Screen Time and Digital Balance Protecting Mental Health Online	**Health and Wellbeing and (Relationships and Sex Education)** Why is a healthy lifestyle so important? Puberty and Emotional Changes Menstrual Wellbeing	**British Values** What are British Values? Faiths and cultures in modern Britain Law, Equality and Justice	**What is Happening in the World?** The Iran War Manosphere Organised Crime	**Staying Safe over the Summer** How do we stay safe around water? How do we stay safe in the sun? How do we stay safe around strangers? Do we need vacinations - Focus on HPV
Year 8	**Economic Wellbeing: Project Weymouth** What are the challenges and opportunities in Weymouth? What can we do to overcome a challenge in Weymouth? Why are our Power Skills important? How do we read our paycheck? How can we budget our pay?		**Respectful Relationships** Why is the Equality Act 2010 important? What is stereotyping, discrimination and prejudice? What is misogynistic stereotyping? How can we be respectful to different cultures? How can homophobic language affect us? What makes a healthy relationship?	**Health and Wellbeing** How can I support my mental health? How does smoking and vaping affect our wellbeing?	**What is Happening in the World?** The Iran War Influencers and Misogyny Organised Crime	**Health and Wellbeing** Forced Marriage FGM Dental Health Looking after my mental health over the summer
Year 9	**British Values** Why should we vote? What does out local government do for us?	**Health and wellbeing: Substance Misuse** What are the laws surrounding drugs? What can be the effects of drugs? How much of a risk is Ketamine in the local area? What are the effects of alcohol? What are the consequences of vaping?	**Intimate, Sexual Relationships and Sexual Health (Relationships and Sex Education)** How do I know if I have sexual consent? What is a healthy intimate relationship? How do we stay safe in sexual relationships - contraception. How can we keep ourselves safe from STIs? Breaking down the stigma assosiated with HIV What are the consequences of sending indecent images? What is gender based violence?		**What is Happening in the World?** The Iran War Manosphere Organised Crime	**Staying Safe** How do we manage the risk of AI? How do we manage the risk of transport? How do we manage the risk of gambling? How can we support people in a medical emergency? How can we support our mental health going into exam years?
Year 10	**Financial Literacy** How do we read a paycheck and tax code? How can I prepare for independent living? Can I just borrow money? Why do I need to save for my future? Pensions How do I get a house? Religion/Cultures beliefs around money Cultures and money Crypto		**Healthy Relationships (Relationships and Sex Education)** Intimate relationships and strategies to build healthy lasting relationships Fertility and routes to parenthood Pregnancy Outcomes Abortion Persuasion and Coercion		**British Values/PREVENT** Valuing Diversity Understanding and preventing extremism How are people drawn into extemist groups? Influencers and Misogyny Knife Crime County Lines	
Year 11	**Health Education + Mental wellbing in Year 11** How to look after our mental wellbeing during exam season. How can we look after ourselves during the exam season? - Sleep and diet How can we look after ourselves during the exam season? - CBT techniques How can we look after our health? - Cancer What can we expect for examinations? Self examinations and with a GP & nurse? Examinations what should we expect? How can we keep ourselves safe at parties?		**Relationships and Sex Education** Staying safe when turing 16! Strangulation Coercive Control Body Image			
Year 12	**Mental Health and Wellbeing** Where do we get support at Budmouth? What makes a good friendship? Making new friends as we get older. How do we identify the signs of stress and how do we cope with stress? Retrieval		**Healthy relationships and Consent** What are the responsibilites and consequences regarding consent? How do we communicate our wants and needs? Unwanted, inappropriate and illegal behaviours Pornography and regulation Technology and consent	**Recognising and Responsding to Harmful Relationship Behaviours** Keeping safe - honour based abuse (FGM) Confidently seeking support Looking out for eachother (violence against women) Keeping safe against spiking	**Drugs, Alcohol and Managing Risk** Understanding the risks and consequences of drugs What are the biggest risks in the context of Weymouth? Medicines and substances Managing influences and seeking support Keeping safe Travelling and making decisions	**Life Online** Identifying high-risk online spending Financial implications of online relationships How does life online influence our self image? Tattoos and piercings How does life online affect our self image? Sunbeds and cosmetic procedures AI, misogyny and deepfakes
Year 13	**Mental Health and Wellbeing** Reminder of how we get support at Budmouth Finances and mental health How do we support our mental health in relationships? Loneliness How do we stay positive? How do I support my mental health throughout exam season? Body image	**Future Finances** The economy Student finance Credit Cards and overdrafts Pensions ISAs Responsible decision making	**Physical Health and RSE** What is good sleep hygiene? How do I manage this? A fair and equal opportunity to health Testicular Cancer and Breast Cancer Vaginal health Sexual Health: Getting checked	**Idenpendent Living and Personal Safety** Travelling in the UK and abroad Being a responsible driver The importance of motor insurance Making independent health choices recognising serious illness and seeking urgent medical care (meningitis)		