



Prince William School

Personal Development Curriculum Overview



Why Teach Personal Development?

- To enable students to develop the knowledge, skills, and attributes they need to manage many of the critical opportunities, challenges, and responsibilities they will face as they grow up and enter into adulthood.
- To support students in developing their self-esteem, resilience, and empathy and to stay safe and healthy.
- To equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.
- To develop students' Social, Moral, Spiritual and Cultural education.

Six Strands of Learning Opportunities

The plan for Personal Development will be delivered through 6 strategic strands of learning opportunities.

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
Skills for Life Curriculum	Broader curriculum	Form Time	Assemblies and guest speakers	Super-curricular	Extra-curricular and community events
PSHE timetabled lessons	Curriculum lessons with links to PD curriculum	2 x 20-minute sessions weekly	1 x assembly weekly Calendar of events	Opportunities focussed on next steps and careers	Opportunities outside timetabled lessons
70mins PSHE lesson including taught through Jigsaw 30mins Careers lesson taught through Unifrog	All curriculum subjects contribute to elements of our Personal Development programme	Votes for Schools – Topical big question debate. Focus on British Values	Assembly programme linked to school values and current affairs. Responsive to emerging social needs by year group. Programme of workshops led by expert outside speakers e.g. sexual health, careers fair, drugs, keeping safe, finance	Careers interviews Subject specific additional learning opportunities Webinars, talks etc. Work Experience	Programme of extra curricula activities and trips. Information evenings and workshops arranged for parents/carers and the wider community

Substantive Big Ideas

	Identity and Character Development
	Health and Wellbeing
	Careers, Advice, and Guidance
	Relationships
	Fundamental British Values and Citizenship
	Inclusion, Diversity, and Equality (including Protected Characteristics)



Learning for Life



Respectful

Be respectful of yourself, of each other, of staff, of the community, and of the environment.



Ambitious

Be ambitious to reach your potential. Take pride in your achievements and admire the achievements of others.



Resilient

Be resilient and keep trying. Mistakes and difficult times are often the things which help us to learn the most.



Prince William School

Strand 1 Skills for Life Curriculum Map – Topics by Term



	Identity and Character Development	Health and Wellbeing	Careers, Advice, and Guidance	Relationships	Fundamental British Values and Citizenship	Inclusion, Diversity, and Equality (including Protected Characteristics)	
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Half-Yearly Rotation						
Autumn 1	Being me in my world and Celebrating differences 	Being me in my world and Celebrating differences 	Being me in my world 	Being me in my world 	Being me in my world 	Growth Mindset and Resilience	Destinations
	Unifrog – Introduction	Unifrog – identifying interests	Unifrog – GCSE options	Unifrog – skills development	Unifrog – post 16 choices		
Autumn 2	Relationships 	Celebrating differences continued 	Celebrating differences 	Being me in my world continued and Celebrating differences 	Being me in my world continued and Dreams and goals 	Staying safe	Resilience and exam preparation
	Unifrog – what are skills?	Unifrog – subjects linked to careers	Unifrog – GCSE options	Unifrog – CV writing	Unifrog – BTEC and A level options		
Spring 1	Relationships continued and Changing me/Healthy Me 	Relationships 	Dreams/goals and Relationships 	Celebrating differences continued 	Dreams and goals continued	Mid-year review/motivational curve	Life beyond PWS
	Unifrog – what’s your dream job?	Unifrog – university vs apprenticeships	Unifrog – talking about your activities	Unifrog – careers library	Unifrog – post 16 intentions		
Spring 2	Half-Yearly Rotation	Half-Yearly Rotation	Relationships continued 	Celebrating differences continued and Relationships 	Relationships 	Sex and relationships	Review of mock exams
	Students will follow the whole school PSHE programme delivered in lessons, assemblies and form time.	Students will follow the whole school PSHE programme delivered in lessons, assemblies and form time.	Unifrog – skills development	Unifrog - apprenticeships	Unifrog – managing stress and anxiety		
Summer 1			Healthy Me 	Relationships 	Relationships continued 	Destinations	Exam Preparation
			Unifrog – CV writing	Unifrog - university	Unifrog – Post 16 choices		
Summer 2			Changing me 	Changing me 	EXAMS	EXAMS	Exam Preparation
	Unifrog – CV writing	Unifrog – logging activities					



Prince William School

Personal Development – Substantive Progression



Identity and Character Development	Health and Wellbeing	Careers, Advice, and Guidance	Relationships	Fundamental British Values and Citizenship	Inclusion, Diversity, and Equality (including Protected Characteristics)
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	Identity and Character Development (1)						
Learning Opportunity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Skills for Life Curriculum	<p>Who am I? Identity is affected by a range of factors. As a unique individual we can think about ourselves on different levels.</p> <p>Peer Pressure and Belonging Peer pressure operates within groups. Achieving independence while maintaining positive relationships</p> <p>Prejudice and discrimination. Understanding prejudice and discrimination.</p> <p>Challenging prejudice and discrimination assertively.</p>	<p>Who am I? Understand identities are complex and can change. Appreciation of the similarities and diversity of people's identities. Understand the range of factors that can influence identity.</p> <p>The power of first impressions. Understand that first impressions can lead to judgements that may be misinformed. Understand that we can make accurate and inaccurate assumptions about our own and others' identities. Understand choices we can make about influences on our identity.</p>	<p>My personal strengths. Identify personal strengths. Identify personal strengths that could be improved.</p>	<p>How I feel when things end. Understand the stages of bereavement and discern which sources of support are helpful. Understand the behaviours that some people experience as a result of grief.</p> <p>Changing society and me. Identify changes in society. Assess the role of media on social change. Develop strategies to manage change.</p> <p>Managing change and decision making. Understand the impact of the range of changes families can experience. Understand different types of decision-making. Reflect on ways change has been managed.</p> <p>Gender and sexual identity. Understand change in relation to sexual identity. Recognise reality and myths surrounding sexual identity and gender. Understand range of relationship changes including with self.</p>	<p>Becoming an adult. Identify legislation that affects young people at 16. What does 'being an adult' mean? Recognise what to look forward to in adulthood and things that may raise concerns. Know where to access help.</p>	<p>Confidence and Achievement Identify confidence boosters and methods of self-management to improve achievement. Identify what confidence boosters are, and how they relate to ourselves. Identify self-management skills and behaviours and apply to individual situations.</p> <p>Growth mindset Identify features of growth mindset and learn to cultivate them in ourselves. Identifying and describing fixed and growth mindsets. Understanding and applying features of growth mindset to ensure success and personal development.</p> <p>Resilience Reviewing understanding of and applying to sixth form experience what it means to be psychologically resilient, and establish coping mechanisms. Ensuring resilience for independent learning in sixth form life by identifying coping strategies for stressful situations and identifying where they can be utilised.</p>	<p>Confidence and Achievement Review and ensure methods are still fit for purpose for ensuring positive Year 13 outcomes. Reflect on confidence boosters and self-management techniques established, review and amend in relation to UCAS and the wider world.</p> <p>Growth mindset Reviewing strategies and applying attitude to decisions made about future destinations. Reviewing and reflecting on how effective a growth mindset has been. Ensuring strategies are maintained and utilised in relation to ambitions for the future.</p> <p>UCAS/destinations process Review where students are in the destinations process. Identify and explain the different routes available. Complete application process for jobs, higher and working apprenticeships and UCAS. Complete personal statements and application letters using super curricular and extracurricular examples identified at the end of Year 12.</p>
Broader curriculum	Eng Humanities	Eng Humanities	Eng Humanities	Eng Humanities	Eng Humanities	tbc	Students supporting lower school cooking classes Maths Buddies Reading Buddies History day at Thrapston Primary.
Super-curricular	Open Evening/Day guides Representing the school in sporting fixtures Participation in charity events	Open Evening/Day guides Representing the school in sporting fixtures Participation in charity events	Open Evening/Day guides Representing the school in sporting fixtures KS4 options	Participation in charity events Careers Fair	Open Evening/Day guides Representing the school in sporting fixtures Participation in charity events Army presentation TYCTWD Careers Fair University presentation	Open Evening/Day guides Sports Leaders Participation in charity events Mock Result Day Early Entry programme of support Post 16 intentions Careers interviews(1-1 interviews) External speaker presentations Careers Fair UCAS discovery day - Bedford Apprenticeship presentation Work experience	Bespoke activities connected with academic studies e.g., life drawing, political surveys. Access to free Open University Courses MOOCs through Unifrog Early Entry programme including speakers, visits and interview practice. Outreach programme including careers fair Programme of Oundle talks as further engagement around subject areas. One to one career interview for Year 13.



Prince William School

Personal Development – Substantive Progression



Identity and Character Development	Health and Wellbeing	Careers, Advice, and Guidance	Relationships	Fundamental British Values and Citizenship	Inclusion, Diversity, and Equality (including Protected Characteristics)
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	Identity and Character Development (2)						
Learning Opportunity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Extra-curricular, and community events	Membership of extra-curricular groups and teams. Trips	Membership of extra-curricular groups and teams. Trips	Membership of extra-curricular groups and teams. Trips	Membership of extra-curricular groups and teams. Trips	Membership of extra-curricular groups and teams. Trips	Membership of extra-curricular groups and teams. Trips	Opportunities to develop additional skills such as empathy and communication: Peer Mentoring, Sixth Form Ambassadors, Sixth Form Leadership Team, Maths and Reading mentoring, Charity days, volunteer days at the feeder schools, sport leaders.
Form time	Student council Vote topics: Death of Elizabeth II – will the future feel different?	Student council Vote topics: Death of Elizabeth II – will the future feel different?	Student council Vote topics: Death of Elizabeth II – will the future feel different?	Student council Vote topics: Death of Elizabeth II – will the future feel different?	Student council Vote topics: Death of Elizabeth II – will the future feel different?	Elections for Sixth Form Leadership Team	Post 16 Vote topic Student council Student Leadership Team weekly meetings
Assemblies and guest speakers	Skills for Life lesson on prejudice and discrimination (led by Souster Youth) Standards & core values Introduction to Sixth Form Student Leadership Team and agenda for this year Ambition Core Value	Standards & core values Introduction to Sixth Form Student Leadership Team and agenda for this year Ambition Core Value	Standards & core values Introduction to Sixth Form Student Leadership Team and agenda for this year Ambition	Core Values	Standards & core values Introduction to Sixth Form Student Leadership Team and agenda for this year Ambition Core Value	Standards & core values Introduction to Sixth Form Leadership Team and agenda for this year Ambition Core Value	Motivational speakers. Student Leadership team assemblies to rest of school Subject experts take assemblies relevant to destinations for example apprenticeships. Holocaust survivor presentation



Prince William School

Personal Development – Substantive Progression



Identity and Character Development



Health and Wellbeing



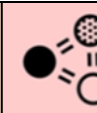
Careers, Advice, and Guidance



Relationships



Fundamental British Values and Citizenship



Inclusion, Diversity, and Equality (including Protected Characteristics)



Health and Wellbeing (1)

Learning Opportunity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Skills for Life Curriculum</p> <p>Mental wellbeing MW 1 – 6</p> <p>Internet Safety and Harms ISH 1 – 2</p> <p>Healthy Eating HE1</p> <p>Health and Preventions HP1 – 6</p> <p>Changing Adolescent Body CAB 1- 2</p> <p>Physical Health and Fitness PHF 1 – 3</p> <p>Basic First Aid BFA 1- 3</p> <p>Drugs, alcohol & Tobacco DAT1 - 6</p>	<p>MW1 & 5 Image and self-esteem. Understand the positive and negative impacts media can have on a person’s self-esteem or body image. Understand where to access help.</p> <p>Understand how self-image is linked to self-esteem and how to apply strategies to build on my self-esteem</p> <p>MW1 & 3 Changing feelings. Know there are changes in brain during puberty and link this to emotional changes. Understand where to access help.</p> <p>ISH1&2 C Sci: social networking/digital footprint</p> <p>CAB1. Changing body. Revisit changes to body in puberty. Understand abusive behaviours to body. Understand where to access help in cases of abuse. Understand that people develop at different rates. Understand what to do if concerned about abuse.</p> <p>Having a baby Know how a baby is conceived naturally and that there are other ways a baby can be conceived.</p> <p>Understand different feelings and choices people may have and make about conception, pregnancy and having a baby.</p> <p>CAB2. Changing feelings Understand some of the changes to brain during puberty. Understand some emotional changes during puberty. Know where to access support if worried about adolescence.</p>	<p>DAT1. Healthy choices on substances. Understand the impact of different substances on the body. Recognise enjoyment in ways that do not harm.</p> <p>DAT2. Substance misuse and exploitation. Understand the law on substance use and possession. Understand the links between substances and exploitation of young people. Recognise steps that can be taken to avoid high risk behaviour in relation to substance use.</p> <p>DAT3. Alcohol and risk. Understand risks associated with drinking too much alcohol, particularly in relation to sex. Understand the behaviour changes that can occur when people drink alcohol.</p>	<p>MW5 (BS1, RR6). Healthy Choices To understand the serious issue of county lines. To identify who may be at risk of criminal exploitation and why.</p> <p>ISH 2 To know the impact of viewing harmful content online, to identify harmful behaviour and know how to find support.</p> <p>DAT3, 4 To know the physical and psychological risks associated with alcohol consumption and to consequences of addiction, including dependency.</p>	<p>PHF2. Physical and emotional changes Understand relationship between physical change, self-esteem, and emotional change.</p> <p>PHF1. Physical and emotional changes Recognise strategies that can be helpful in managing change.</p> <p>ISH1,2. Don’t believe what you see. Critically evaluate the truth or otherwise of a relationship and understand the media portrayal of relationships. Understand the negative influence pornography can have on relationships.</p>	<p>MW2, 3, 4, 5, 6. Managing anxiety. Know ways to manage anxiety and feelings of being overwhelmed. Understand links between sleep, health and learning. Understand that self is the key driver for change but implementing change can be challenging.</p> <p>ISH1,2. Me, the internet, and the law. Identify examples of legislation in reference to online activity. Assess impact of illegal online activity.</p> <p>Know how and where to access advice and support.</p> <p>BFA1, 2, 3 Emergency situation Know steps to take in an emergency situation. Aware of feelings that could be encountered in emergency situation</p> <p>DAT2. The law and you. Identify examples of legislation around the possession and supply of substances. Understand the legal consequences of breaching the Equality Act. Suggest ways to keep self and others safe. Know how and where to access advice and support.</p>	<p>Resilience Reviewing understanding of and applying to sixth form experience what it means to be psychologically resilient and establish coping mechanisms in relation to happiness and positivity. Describe, explain, and analyse activities and methods of making ourselves feel happier, and maintaining positivity throughout our lives.</p> <p>Understanding and maintaining good mental health Recalling and applying methods of maintaining good mental health to the pressures of sixth form. Reflecting on new pressures on mental health in Y12 and recalling the importance of the 5 ways to wellbeing.</p> <p>Drugs, Alcohol and You Understanding how to keep yourself safe in relation to the potential consumption of drugs and alcohol in the wider world. Know how to apply knowledge to personal situations where there is risk for example, starting university and attending festivals. Additionally keeping safe at social events, for example the dangers of drinking spiking.</p> <p>Online Safety Apply principles of online safety newly legal online presence. Review individual online presence and the potential legal/personal pitfalls with regards to future employment and relationships. Considering the impact of screen time on wellbeing.</p> <p>Image and self-esteem Apply protective behaviours in relation to intrusive thoughts. Identify possible existence of low self-esteem/poor body image and possible causes. Establish coping mechanisms.</p> <p>Confidence and Achievement Identify how exam stress manifests in physical and mental wellbeing. Develop coping mechanisms. Identify what confidence boosters are, and how they relate to exams. Identify self-management skills and behaviours and apply to exams.</p>	<p>Confidence and Achievement Review and ensure methods are still fit for purpose for ensuring positive Year 13 outcomes. Reflect on confidence boosters and self-management techniques established, review and amend in relation to exams and the wider world.</p> <p>Image and self esteem Review perspectives and ensure protective behaviours are still fit for purpose for ensuring positive Year 13 outcomes. Reflecting on potential impact of low self-esteem/body image because of reliance on social media on long-term achievements.</p> <p>Cooking on a budget Apply understanding of finances and physical wellbeing to living independently and feeding oneself. A practical lesson on shopping, preparing, and cooking a nutritious meal on a limited budget. Develop a practical meal plan for a limited budget.</p> <p>Finance and managing money. Reviewing understanding of finance and money and apply to sixth form experience and beyond. Understand car finance, insurances, mortgages, rental payments, and bills.</p>



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Personal Development – Substantive Progression



Identity and Character Development	Health and Wellbeing	Careers, Advice, and Guidance	Relationships	Fundamental British Values and Citizenship	Inclusion, Diversity, and Equality (including Protected Characteristics)
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	Health and Wellbeing (2)						
Learning Opportunity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Broader curriculum	<p>“Take 10”</p> <p>ICT</p> <p>F7 - cyberbullying</p> <p>RR5 – cyberbullying</p> <p>OM1 – cyberbullying</p> <p>OM2-5, 7&8 – social networking/digital footprint</p> <p>ISH1&2 – social networking/digital footprint</p> <p>Food Tech</p> <p>HE1 – healthy diet</p> <p>HP2 – oral hygiene</p> <p>PE</p> <p>PHF1 – importance of physical activity.</p> <p>PHF2 – healthy lifestyle</p> <p>HP5 and 6 – healthy sleep</p> <p>Science</p> <p>CAB1 – changes to adolescent body and introduction to menstrual cycle</p>	<p>“Take 10”</p> <p>ICT</p> <p>RR5 – sexting</p> <p>OM1 – grooming (sexual)</p> <p>OM2-5, 7&8 - sexting</p> <p>ISH1 – searching and sources</p> <p>ISH2 – grooming (sexual)</p> <p>Food Tech</p> <p>HE1 – healthy eating</p> <p>PE</p> <p>PHF1 – importance of physical activity.</p> <p>PHF2 – healthy lifestyle</p> <p>HP5 and 6 – healthy sleep</p> <p>Science</p> <p>HE1 – healthy eating</p> <p>HP1 – personal hygiene</p>	<p>“Take 10”</p> <p>ICT</p> <p>F7 – grooming (extremism)</p> <p>ISH1&2 – grooming (extremism)</p> <p>Food Tech</p> <p>HE1 – diet related disorders</p> <p>HP2 – oral hygiene</p> <p>PE</p> <p>PHF1 – importance of physical activity.</p> <p>PHF2 – healthy lifestyle</p> <p>HP5 and 6 – healthy sleep</p> <p>Science</p> <p>PHF3 – stem cells, difference between adult and embryonic. Heart and blood.</p> <p>RPE</p> <p>DAT1, 2, 3, 4, 5, 6. L9, L12 – issues of drugs</p>	<p>“Take 10”</p> <p>PE</p> <p>PHF1 – importance of physical activity.</p> <p>PHF2 – healthy lifestyle</p> <p>HP5 and 6 – healthy sleep</p>	<p>“Take 10”</p> <p>PE</p> <p>PHF1 – importance of physical activity.</p> <p>PHF2 – healthy lifestyle</p> <p>HP5 and 6 – healthy sleep</p> <p>Science</p> <p>PHF3 – body and blood defence mechanisms</p> <p>HE1 – lifestyle factors that increase rate of heart disease</p> <p>HP1 – the relationship between health and disease.</p> <p>HP4 – vaccinations</p>	tbc	tbc
Extra-curricular, and community events	MW2 House competitions Souster Youth Lunchtime Chat	MW2 House competitions Souster Youth Lunchtime Chat	MW2 House competitions Souster Youth Lunchtime Chat	MW2 House competitions Souster Youth Lunchtime Chat	MW2 House competitions	MW2 House competitions to be introduced in Yr12	Sport Leaders – promoting physical wellbeing to primary students
Form Time	Introduction to mental health presentation (w/b 10 October) Vote topic: Should we be worried about vaping? Guided Reading	Introduction to mental health presentation (w/b 10 October) Vote topic: Should we be worried about vaping? Guided Reading	Introduction to mental health presentation (w/b 10 October) Vote topic: Should we be worried about vaping? Guided Reading	Introduction to mental health presentation (w/b 10 October) Vote topic: Should we be worried about vaping? Guided Reading	Introduction to mental health presentation (w/b 10 October) Vote topic: Should we be worried about vaping? Guided Reading	Fun Friday – Opportunity to spend time with students from another year group on a non-academic activity. 1-1 conversations with tutors	Fun Friday – Opportunity to spend time with students from another year group on a non-academic activity. 1-1 conversations with tutors
Assemblies and guest speakers	L10 County Lines presentation Resilience	Skills for Life lesson – digital media and me (led by Souster Youth) L10 TARGET presentation on child sexual exploitation. Resilience	L10 TARGET presentation on child sexual exploitation Resilience	L10 TARGET presentation on child sexual exploitation Resilience	Resilience	Specialist guest speakers and presentations. Using external charities to support mental health	Specialist guest speakers and presentations. Using external charities to support mental health



Prince William School

Personal Development – Substantive Progression



Identity and Character Development



Health and Wellbeing



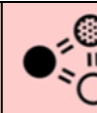
Careers, Advice, and Guidance



Relationships



Fundamental British Values and Citizenship



Inclusion, Diversity, and Equality (including Protected Characteristics)



Careers advice and guidance

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Learning Opportunity							
Skills for Life Curriculum	Using Unifrog and recording personal extra-curricular activities to build up personal profile. Identification of skills and career terminology/key words. Your dream job	What money can't buy. Understand the positive and negative roles money can play in society. Importance of forming opinions on moral issues around money. Understand that people have different relationships with money. Money and earnings. Understand importance of keeping track of spending. Understand that money can be a divisive element in relationships and communities. Identifying skills and interests, university versus apprenticeships, competencies and real-life situations, understanding transferable skills	GCSE options and advice, being able to talk about yourself and your activities, skill development and leadership, CV writing and maximising your potential My personal strengths. Identify personal strengths that could be improved. The power of planning. Produce a SMART plan and know how to apply it to life and learning. Understand importance of planning to achieve goals.	Skills development – independence, updating CV, universities and apprenticeships, updating interests and activities on Unifrog	Post 16 options and pathways, BTEC and A level options, coping with changes and Post-16 intentions, managing stress and anxiety, exam leave Dream jobs and skill set. Identify dream job as well as understand need to change skill set as career develops. Reflect on skills and progression made. What to do when things go wrong. Identify possible barriers to dreams and goals as well as contingency plans. Suggest ways to build resilience. Money and debt. Identify financial goals and whether realistic in short or longer term. Identify skills and attributes needed. Understand the importance of budgeting and risks associated with gambling Identify financial pressures that come with increasing independence and adulthood.	UCAS/destinations process Identify which destinations pathways are of interest and appropriate super curricular activities to match these. Begin navigation of the UCAS HUB and Unifrog for post sixteen opportunities and information.	UCAS/destinations process Review where students are in the destinations process. Identify and explain the different routes available. Complete application process for jobs, higher and working apprenticeships and UCAS. Complete personal statements and application letters using super curricular and extracurricular examples identified at the end of Year 12. Finance and managing money. Review destinations choices and identify appropriate finance available. Understand what funding available dependent on family income for university and apprenticeships is and understand how and when to apply. Employment rights and responsibilities What legal and financial rights a young person has an employee. Understand how to protect yourself in the workplace. Appropriate behaviour in the workplace and how to report concerns.
Broader curriculum	Professional Sports Personality presentation Yr7 Career Lessons in all subjects Career displays within departments	Career displays within departments	Yr9 Career Lessons in all subjects Career displays within departments	PE: Professional Sports Personality presentation Career displays within departments	PE: Professional Sports Personality presentation Yr11 Career Lessons in all subjects Career displays within departments	Career displays within departments	Career displays within departments
Extra-curricular, and community events	Open Evening/Day guides	STEM day at Oundle School Y8 Careers Evening Yr8 Student Runners Student Panel Interviews	Options Evening Careers Fair Student Panel Interviews	"Take Your Child to Work Day" Careers Fair Science STEM with Imperial College	Careers Fair Construction site tour Career Interviews	See Super Curricular	See Super Curricular
Super-curricular		Career event day and evening	Careers Fair KS4 options	Army presentation TYCTWD Careers Fair University presentation	Interview Techniques Post 16 intentions Careers interviews – November-January (1-1) Army presentation Careers Fair Apprenticeship presentation	Year 12 September induction day – introduction to super curricular opportunities. Work Experience Week Use of the UCAS Hub and Discovery Day information Skills for Life lessons on researching different courses and writing a personal statement. Bedford University visit PWS Careers Fair	Early Entry of Support and early entry Interviews at Oundle School Interview practice for students applying to do teacher training degrees. One to one career interview with career's advisor PWS Careers fair UCAS/destinations lessons – UCAS applications, apprenticeship CV and interview practice, finance. Individual open day visits
Form Time	Vote topic where appropriate LMI sessions	Vote topic where appropriate LMI sessions	Vote topic where appropriate Options discussion LMI sessions	Vote topic where appropriate LMI sessions	Vote topic where appropriate Options discussions LMI sessions	One to one interview with tutor about destinations	One to one interview with tutor about destinations
Assemblies and guest speakers	LMI assembly	LMI assembly	Options assembly LMI assembly	LMI assembly Army presentation	Options assembly LMII assembly Army Presentation Local college presenters Your next steps... Nationwide Building Society – managing your money	Apprenticeship Assembly - FNA	Apprenticeship Assembly - FNA



Prince William School

Personal Development – Substantive Progression



Identity and Character Development



Health and Wellbeing



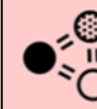
Careers, Advice, and Guidance



Relationships



Fundamental British Values and Citizenship



Inclusion, Diversity, and Equality (including Protected Characteristics)



Relationships (including SRE and child on child abuse) (2)

Learning Opportunity		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Skills for Life Curriculum	Respectful Relationships RR1 – RR8	<p>RR1,2. Peer Pressure and Belonging Peer pressure operates within groups. Achieving independence while maintaining positive relationships</p> <p>RR1, RR2. Positive qualities of healthy relationships. Identifying characteristics and benefits of positive healthy relationships. Understanding meaning of consent. Understanding range of positive qualities people can bring to relationships. Understanding importance of respecting other person's wishes in a relationship.</p> <p>RR1, 2, 4, (L4). Assertiveness in relationships. Recognising when to use assertiveness. Understanding personal and legal consequences of sexting. Identify skills that will keep relationships happy and healthy.</p> <p>RR3. Do we need to feel 'the same as' to belong? Bullying Understanding what bullying is and what it is not. Understanding the impact of bullying, prejudice and discrimination and where/how to get help.</p>	<p>RR1&2. Being in control of personal space. Define personal space and understand how this varies across online and offline relationships. Understand how personal space differs across different cultures. Understand online and offline etiquette and manners. Understand steps that can be taken when personal space and/or privacy are threatened</p> <p>RR2. Being in control of my relationships. Understand the features of positive and stable relationships. Understand that all relationships have positive and less positive aspects. Understanding how relationships affect everything we do in life.</p> <p>RR3. The power of first impressions. Understand that first impressions can lead to judgements that may be misinformed. Understand that we can make accurate and inaccurate assumptions about our own and others' identities. Understand choices we can make about influences on our identity.</p> <p>RR3. Bullying. Defining what is and is not bullying. Identify examples of LGBT bullying and how it can be challenged. Understanding the impact of LGBT bullying.</p> <p>RR5. How can I make a difference? Understanding that choices will have an impact on self-confidence and integrity. Understand the value of making a positive contribution to community. Recognise benefits of helping others. Taking positive action can support mental wellbeing.</p>	<p>RR5. Bullying. Understand there are different types of bullying and that bullying can happen in workplace. Understand short- and long-term effects and consequences of bullying.</p> <p>RR6. Managing control and coercion in relationships. Understand meaning of control, power balance and coercion in a relationship. Identify good relationships and protect from unhealthy relationships.</p> <p>RR6 (BS1, MW5). Healthy Choices To understand the serious issue of county lines. To identify who may be at risk of criminal exploitation and why.</p>	<p>RR1. Power in relationships. Identify the misuse of power in relationships. Understand how coercive control can develop.</p> <p>RR1, 2. Love and loss. Understand the relationship life cycle and managing the consequences of ending relationships. Understand relationship choices and support available when things go wrong.</p> <p>RR3. (L8) Gender and sexual identity Understand change in relation to sexual identity. Recognise reality and myths surrounding sexual identity and gender. Understand range of relationship changes including with self.</p> <p>RR3 Gender stereotypes and sexual identity Understand gender and stereotypes in relation to romantic relations. Understand range of emotions regarding romantic relationships.</p> <p>RR4. Equality – what does it mean to me in the UK? Define equality and recognise disabilities including hidden disabilities. Understand consequences for not adhering to Equality Act. Embrace individuality.</p> <p>RR4. Equality in the workplace. Understand how to promote equality and what is expected in the workplace. Recognise strategies to deal with situations that might occur in workplace.</p> <p>RR4. Multicultural society. Explain benefits of multicultural societies and appreciate differing views and opinions of individuals. Understand how being treated unequally can affect a person's physical and mental wellbeing.</p> <p>RR5. Challenging inequality. Understand how groups and individuals campaign for equality. Understand the impacts of unequal treatment of individuals</p> <p>RR7. Better together? Understand health benefits of positive relationships as well as the impacts of unhealthy relationships. Describe examples of legislation associated with coercion, exploitation, and abuse in relationships. Be able to discern when a relationship is positive or negative.</p>	<p>RR4&8 Gender diversity and sexuality. Understand there is a spectrum of gender and sexuality and know there is a difference between sexuality and gender diversity. Empathy with those who are LGBT+ and know how to access support if needed.</p>	<p>Respectful relationships Further understanding of healthy and acceptable boundaries and applying to peer and professional relationships. Learn strategies to help apply healthy boundaries to personal and professional relationships</p>	<p>Respectful relationships Review and reflect on healthy and acceptable boundaries in peer and professional relationships. Reflect on instances of enforcing boundaries and how to ensure success in future interactions in the wider world.</p>



Prince William School

Personal Development – Substantive Progression



Identity and Character Development



Health and Wellbeing



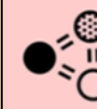
Careers, Advice, and Guidance



Relationships



Fundamental British Values and Citizenship



Inclusion, Diversity, and Equality (including Protected Characteristics)



Relationships (including SRE and child on child abuse) (3)

Learning Opportunity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Skills for Life Curriculum Online and Media OM1 – OM8		OM1 Being in control of myself Understand the need for relationship skills. Understand the positive and negative impacts of social media on self. Understand strategies for managing impact of social media on self.	OM6. Does watching pornography help people to understand relationships? Understand that pornographic images do not reflect reality. Understand how pornography can impact on expectations and self-image. Recognise role of pornography in society as well as the negative influence it can have on relationships OM5. Porn – is it real? Be able to challenge stereotypical ideas of 'ideal' males and females. Ways the pornography and media images can give false impression of sex and sexual relationships. Understand that 'my adolescence is normal for me'.	OM1. (L2, L5). Relationships – don't believe what you see! Critically evaluate the truth or otherwise of a relationship and understand the media portrayal of relationships. Understand the negative influence pornography can have on relationships. OM2,3,4. How social media affects me, my identity, and my culture. Recognise positive and negative role of social media, its impact on identity and culture and how online data can be used positively and negatively. Understand how social media can impact on safety. OM2,3. Rated! Identify potential threats to online safety and understand decision-making process regarding what you post online. Critically assess own online identity. OM2,3,7 Risk. Identify potential threats to safety on and offline. Understand how to mitigate risk and how to get help. Understand strategies for managing risk. OM8. Changing society and me. Identify changes in society. Assess the role of media on social change. Develop strategies to manage change.	OM 1-7 Me, the internet and the law. Identify examples of legislation in reference to online activity. Assess impact of illegal online activity. Know how and where to access advice and support	Image and self-esteem Apply protective behaviours in relation to intrusive thoughts. Identify possible existence of low self-esteem/poor body image and possible causes. Establish coping mechanisms. Online Safety Understand the principles of online safety. Review individual online presence and the potential legal/personal pitfalls with regards to future employment and relationships. Considering the impact of screen time on wellbeing.	Online Safety Review principles of online safety. Review individual online presence and the potential legal/personal pitfalls with regards to future employment and relationships. Considering the impact of screen time on wellbeing.



Prince William School

Personal Development – Substantive Progression



Identity and Character Development



Health and Wellbeing



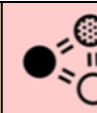
Careers, Advice, and Guidance



Relationships



Fundamental British Values and Citizenship



Inclusion, Diversity, and Equality (including Protected Characteristics)



Relationships (including SRE and child on child abuse) (4)

Learning Opportunity		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Skills for Life Curriculum	Being Safe BS1, BS2	<p>BS1. Positive qualities of healthy relationships. Identifying characteristics and benefits of positive healthy relationships. Understanding meaning of consent. Understanding range of positive qualities people can bring to relationships. Understanding importance of respecting other person's wishes in a relationship.</p> <p>BS1. Assertiveness in relationships. Recognising when to use assertiveness. Understanding personal and legal consequences of sexting. Identify skills that will keep relationships happy and healthy.</p> <p>BS1. Changing body. Revisit changes to body in puberty. Understand abusive behaviours to body. Understand where to access help in cases of abuse. Understand that people develop at different rates. Understand what to do if concerned about abuse.</p> <p>BS2. Positive qualities of healthy relationships. Identifying characteristics and benefits of positive healthy relationships. Understanding meaning of consent. Understanding range of positive qualities people can bring to relationships. Understanding importance of respecting other person's wishes in a relationship.</p>	<p>BS2. Being in control of personal space. Define personal space and understand how this varies across online and offline relationships. Understand how personal space differs across different cultures. Understand online and offline etiquette and manners. Understand steps that can be taken when personal space and/or privacy are threatened.</p>	<p>BS1. (L11). Peer approval. Understand peer approval and how it can cause problems. Understand what is meant by grooming. Recognise strategies to help manage peer group relationships</p> <p>BS2 (F2. L2). Consent. Understand the links between a positive self-identity and having intimate relationships. Understand consent in peer and intimate social groups and know how to report abusive or coercive behaviour. Understand how negative self-identity and low-self-esteem can contribute towards risky behaviour.</p> <p>BS1 (MW5, RR6). Healthy Choices To understand the serious issue of county lines. To identify who may be at risk of criminal exploitation and why.</p>	<p>BS1. Better together? Understand health benefits of positive relationships as well as the impacts of unhealthy relationships. Describe examples of legislation associated with coercion, exploitation and abuse in relationships. Be able to discern when a relationship is positive or negative.</p> <p>BS2. Relationships – don't believe what you see! Critically evaluate the truth or otherwise of a relationship and understand the media portrayal of relationships. Understand the negative influence pornography can have on relationships.</p>	<p>BS1. Becoming an adult. Identify legislation that affects young people at 16. What does 'being an adult' mean? Recognise what to look forward to in adulthood and things that may raise concerns. Know where to access help.</p> <p>BS1. Relationships and the law. Identify examples of legislation that relates to sex and relationships. Understand legal status of different relationships and what is unacceptable in relationships. Understand how to keep self and others safe in regard to healthy positive relationships. Know where to access advice and support.</p> <p>BS1. Who holds all the cards? Recognise when there is an imbalance of power in an intimate relationship. Suggest strategies for managing relationships that are imbalanced. Recognise illegal behaviour in an intimate relationship and how and where to report it. Lack of understanding or support can lead towards unhealthy intimate relationships.</p> <p>BS1. The last taboos. Understand honour-based violence and forced marriage is unacceptable and illegal. Understand FGM and breast ironing are illegal. Know how to report these as well as hate crimes. Understand the difficulties young people might face as a result of the culture.</p> <p>BS2. Relationships and the law Identify examples of legislation that relates to sex and relationships. Understand legal status of different relationships and what is unacceptable in relationships. Understand how to keep self and others safe in regard to healthy positive relationships.</p> <p>BS2. Intimate romantic relationships Understand different stages of an intimate relationship. Identify how media can portray unrealistic expectations of sex and relationships. Identify positive and negative connotations of sex and how to protect sexual and reproductive health. Judge whether information on intimate sexual relationships can be trusted.</p>	<p>Drugs, alcohol, and me Applying knowledge linked to increasing independence in the 6th Form. the impact of alcohol on behaviours, linking to personal safety</p> <p>Reviewing understanding of the effects of alcohol and drugs and applying this to their developing independence.</p>	<p>Drugs, alcohol, and me Applying knowledge to life beyond the sixth form. The impact of alcohol on behaviours, linking to personal safety at university, while socialising and at festivals.</p>



Prince William School

Personal Development – Substantive Progression



Identity and Character Development



Health and Wellbeing



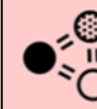
Careers, Advice, and Guidance



Relationships



Fundamental British Values and Citizenship



Inclusion, Diversity, and Equality (including Protected Characteristics)



Relationships (including SRE and child on child abuse) (5)

Learning Opportunity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
Skills for Life Curriculum	<p>Intimate Sexual Relationships ISR1 – ISR12</p> <p>ISR1,2,4. Positive qualities of healthy relationships. Identifying characteristics and benefits of positive healthy relationships. Understanding meaning of consent. Understanding range of positive qualities people can bring to relationships. Understanding importance of respecting other person's wishes in a relationship.</p> <p>ISR2. Image and self-esteem. Understand the positive and negative impacts media can have on a person's self-esteem or body image. Understand where to access help.</p> <p>Understand how self-image is linked to self-esteem and how to apply strategies to build on my self-esteem.</p> <p>ISR2. Changing feelings. Know there are changes in brain during puberty and link this to emotional changes. Understand where to access help. Understand how to stay positive and boost self-esteem.</p>	<p>ISR1,2. Being in control of my relationships. Understand the features of positive and stable relationships. Understand that all relationships have positive and less positive aspects. Understand how relationships affect everything we do in life.</p>	<p>ISR1. Looks and smiles. Understand range of feelings associated with attraction. Know where to get information to safely explore feelings about sexuality. Recognise that attraction towards others takes many forms.</p> <p>ISR1. (F1) Expectations and perceptions of relationships. Understand that different people have different expectations of intimate relationships. Know how to access support if worried about relationship issue. Have own understanding of expectations of intimate relationships.</p> <p>ISR4. (F2) Power in relationships. Recognise when others might try to use their power in an intimate relationship. Know how to access help.</p> <p>ISR5. Assertiveness & saying no. Understand sex and the law. Understand importance of consent in a sexual relationship. Know how to be assertive when appropriate and how to access help if needed.</p> <p>ISR6. Contraception. Understand key factors regarding contraception – method, communication, information, law. Feel able to make informed decision about contraception if and when needed.</p> <p>ISR9. Consequences of unprotected sex. Understand life and health consequences of unprotected sex. Know about sexual health clinics. Understand options available regarding unprotected sex</p>	<p>ISR11. Risk Identify potential threats to safety on and offline. Understand how to mitigate risk and how to get help. Understand strategies for managing risk.</p>	<p>ISR1. Intimate romantic relationships Understand different stages of an intimate relationship. Identify examples of how media can portray unrealistic expectations of sex and relationships. Identify positive and negative connotations of sex and how to protect sexual and reproductive health. Judge whether information on intimate sexual relationships can be trusted.</p> <p>ISR12. Intimate romantic relationships Know how to access confidential health advice.</p>	<p>Consent Reviewing personal approach to consent in intimate relationships and its relevance to the law. Review and demonstrate understanding of the law in relation to consent and healthy intimate relationships to ensure successful and safe future relationships.</p>		
	<p>Law L1 – 14</p>	<p>L2. (F1) Positive qualities of healthy relationships. Identifying characteristics and benefits of positive healthy relationships. Understanding meaning of consent. Understanding range of positive qualities people can bring to relationships. Understanding importance of respecting other person's wishes in a relationship</p> <p>L4. (RR1, 2, 4) Assertiveness in relationships. Recognising when to use assertiveness. Understanding personal and legal consequences of sexting.</p> <p>Identify skills that will keep relationships happy and healthy.</p>	<p>L13. Prejudice and discrimination. Understand challenges faced by individuals when trying to make positive change.</p>	<p>L11. (BS1). Peer approval. Understand peer approval and how it can cause problems. Understand what is meant by grooming. Recognise strategies to help manage peer group relationships</p> <p>L2. (F2. BS2.) Consent. Understand the links between a positive self-identity and having intimate relationships. Understand consent in peer and intimate social groups and know how to report abusive or coercive behaviour. Understand how negative self-identity and low-self-esteem can contribute towards risky behaviour.</p> <p>L11 (BS1). Peer approval. Understand peer approval and how it can cause problems. Understand what is meant by grooming. Recognise strategies to help manage peer group relationships</p>	<p>L2, L5. (OM1). Relationships – don't believe what you see! Critically evaluate the truth or otherwise of a relationship and understand the media portrayal of relationships. Understand the negative influence pornography can have on relationships.</p> <p>L7,8. (RR3). Gender and sexual identity Understand change in relation to sexual identity. Recognise reality and myths surrounding sexual identity and gender. Understand range of relationship changes including with self.</p>	<p>L3, L14. (F3, 4.) The last taboos. Understand honour-based violence and forced marriage is unacceptable and illegal. Understand FGM and breast ironing are illegal. Know how to report these as well as hate crime. Understand the difficulties young people might face as a result of the culture they belong to.</p> <p>L1, L2. (F5) Relationships and the law. Identify examples of legislation that relates to sex and relationships. Understand legal status of different relationships and what is unacceptable in relationships. Understand how to keep self and others safe in regard to healthy positive relationships. Know where to access advice and support.</p>	<p>The Consent Project Organisation provides a lawyer to discuss the legal requirements for consent and the consequences of not acquiring it. Links to online safety.</p>	



Prince William School

Personal Development – Substantive Progression



Identity and Character Development	Health and Wellbeing	Careers, Advice, and Guidance	Relationships	Fundamental British Values and Citizenship	Inclusion, Diversity, and Equality (including Protected Characteristics)
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		Relationships (including SRE and child on child abuse) (6)						
Learning Opportunity		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Skills for Life Curriculum	Intimate Sexual Relationships ISR1 – ISR12	<p>ISR1,2,4. Positive qualities of healthy relationships. Identifying characteristics and benefits of positive healthy relationships. Understanding meaning of consent. Understanding range of positive qualities people can bring to relationships. Understanding importance of respecting other person’s wishes in a relationship.</p> <p>ISR2. Image and self-esteem. Understand the positive and negative impacts media can have on a person’s self-esteem or body image. Understand where to access help.</p> <p>Understand how self-image is linked to self-esteem and how to apply strategies to build on my self-esteem.</p> <p>ISR2. Changing feelings. Know there are changes in brain during puberty and link this to emotional changes. Understand where to access help. Understand how to stay positive and boost self-esteem.</p>	<p>ISR1,2. Being in control of my relationships. Understand the features of positive and stable relationships. Understand that all relationships have positive and less positive aspects. Understand how relationships affect everything we do in life.</p>	<p>ISR1. Looks and smiles. Understand range of feelings associated with attraction. Know where to get information to safely explore feelings about sexuality Recognise that attraction towards others takes many forms.</p> <p>ISR1. (F1) Expectations and perceptions of relationships. Understand that different people have different expectations of intimate relationships. Know how to access support if worried about relationship issue. Have own understanding of expectations of intimate relationships.</p> <p>ISR4. (F2) Power in relationships. Recognise when others might try to use their power in an intimate relationship. Know how to access help.</p> <p>ISR5. Assertiveness & saying no. Understand sex and the law. Understand importance of consent in a sexual relationship. Know how to be assertive when appropriate and how to access help if needed.</p> <p>ISR6. Contraception. Understand key factors regarding contraception – method, communication, information, law. Feel able to make informed decision about contraception if and when needed.</p> <p>ISR9. Consequences of unprotected sex. Understand life and health consequences of unprotected sex. Know about sexual health clinics. Understand options available regarding unprotected sex</p>	<p>ISR11. Risk Identify potential threats to safety on and offline. Understand how to mitigate risk and how to get help. Understand strategies for managing risk.</p>	<p>ISR1. Intimate romantic relationships Understand different stages of an intimate relationship. Identify examples of how media can portray unrealistic expectations of sex and relationships. Identify positive and negative connotations of sex and how to protect sexual and reproductive health. Judge whether information on intimate sexual relationships can be trusted.</p> <p>ISR12. Intimate romantic relationships Know how to access confidential health advice.</p>	<p>Consent Reviewing personal approach to consent in intimate relationships and its relevance to the law. Review and demonstrate understanding of the law in relation to consent and healthy intimate relationships to ensure successful and safe future relationships.</p>	
	Law L1 – 14	<p>L2. (F1) Positive qualities of healthy relationships. Identifying characteristics and benefits of positive healthy relationships. Understanding meaning of consent. Understanding range of positive qualities people can bring to relationships. Understanding importance of respecting other person’s wishes in a relationship</p> <p>L4. (RR1, 2, 4) Assertiveness in relationships. Recognising when to use assertiveness. Understanding personal and legal consequences of sexting.</p> <p>Identify skills that will keep relationships happy and healthy.</p>	<p>L13. Prejudice and discrimination. Understand challenges faced by individuals when trying to make positive change.</p>	<p>L11. (BS1). Peer approval. Understand peer approval and how it can cause problems. Understand what is meant by grooming. Recognise strategies to help manage peer group relationships</p> <p>L2. (F2. BS2.) Consent. Understand the links between a positive self-identity and having intimate relationships. Understand consent in peer and intimate social groups and know how to report abusive or coercive behaviour. Understand how negative self-identity and low-self-esteem can contribute towards risky behaviour.</p> <p>L11 (BS1). Peer approval. Understand peer approval and how it can cause problems. Understand what is meant by grooming. Recognise strategies to help manage peer group relationships</p>	<p>L2, L5. (OM1). Relationships – don’t believe what you see! Critically evaluate the truth or otherwise of a relationship and understand the media portrayal of relationships. Understand the negative influence pornography can have on relationships.</p> <p>L7,8. (RR3). Gender and sexual identity Understand change in relation to sexual identity. Recognise reality and myths surrounding sexual identity and gender. Understand range of relationship changes including with self.</p>	<p>L3, L14. (F3, 4.) The last taboos. Understand honour-based violence and forced marriage is unacceptable and illegal. Understand FGM and breast ironing are illegal. Know how to report these as well as hate crime Understand the difficulties young people might face as a result of the culture they belong to.</p> <p>L1, L2. (F5) Relationships and the law. Identify examples of legislation that relates to sex and relationships. Understand legal status of different relationships and what is unacceptable in relationships. Understand how to keep self and others safe in regard to healthy positive relationships. Know where to access advice and support.</p>	<p>The Consent Project Organisation provides a lawyer to discuss the legal requirements for consent and the consequences of not acquiring it. Links to online safety.</p>	



Prince William School

Personal Development – Substantive Progression



Identity and Character Development



Health and Wellbeing



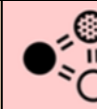
Careers, Advice, and Guidance



Relationships



Fundamental British Values and Citizenship



Inclusion, Diversity, and Equality (including Protected Characteristics)



Relationships (including SRE and child on child abuse) (7)

Learning Opportunity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Broader curriculum	<p>F7. C Sci - cyberbullying</p> <p>F3-5 RPE - rites of passage in Hinduism</p> <p>RR5. C Sci - cyberbullying</p> <p>RR7. RPE - Buddhism 5 moral precepts</p> <p>OM1. C Sci - cyberbullying</p> <p>OM2-5, 7&8. C Sci - social networking/digital footprint</p> <p>ISR1&2 C Sci – social networking/digital footprint</p> <p>ISR3 Sci - reproductive health</p> <p>ISR7 Sci - facts around pregnancy and miscarriage</p>	<p>F3-5 RPE - rites of passage in Islam</p> <p>RR5 C Sci – sexting</p> <p>OM1. C Sci – grooming (sexual)</p> <p>OM2-5, 7&8 C Sci - sexting</p> <p>ISR1 C Sci – searching and sources</p> <p>ISR2 C Sci – grooming (sexual)</p>	<p>F3-5 RPE - medical dilemmas fertility treatment</p> <p>F7 C Sci – grooming (extremism)</p> <p>ISR1&2 C Sci – grooming (extremism)</p> <p>ISR8 (L6) RPE – different attitudes towards abortion; religious and secular</p> <p>L6 (ISR8) RPE – different attitudes towards abortion; religious and secular</p>	<p>ISR3 Sci – the menstrual cycle</p> <p>ISR9 Sci – methods of contraception</p>	<p>ISR9&10 Sci – sexually transmitted infections and treatments</p>	tbc	tbc
Form Time	Vote for schools covers contemporary issues	Vote for schools covers contemporary issues	Vote for schools covers contemporary issues	Vote for schools covers contemporary issues	Vote for schools covers contemporary issues	Vote for schools covers contemporary issues	Vote for schools covers contemporary issues
Assemblies and guest speakers		Skills for Life lesson – digital media and me (led by Souster Youth) L10 TARGET presentation on child sexual exploitation	Skills for Life lesson – conflict /relationships (ISouster Youth) L10 TARGET presentation on child sexual exploitation Sexual Health – NHS (Corinna Flynn) – April 2023 ISR 6,9,10	Sexual Health – NHS (Corinna Flynn) – April 2023 ISR 6,9,10	Sexual Health – NHS (Corinna Flynn) – October 2022 ISR6,9,10	Sexual Assembly – Corinna Flynn	



Prince William School

Personal Development – Substantive Progression



Identity and Character Development	Health and Wellbeing	Careers, Advice, and Guidance	Relationships	Fundamental British Values and Citizenship	Inclusion, Diversity, and Equality (including Protected Characteristics)
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		Fundamental British values and Citizenship (1)						
Learning Opportunity		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Skills for Life Curriculum	Democracy (D)	Democracy – first past the post	Democracy – UK political parties	Democracy – proportional representation	US democratic system		Sixth Form Leadership Team Identify and promote elections for the student leadership team. Understand the process of hustings and voting to select a president and a cabinet.	
	Rule of Law (RoL)	Core values and school code of conduct	Core values and school code of conduct	RoL. R&T. L13. Discrimination. Understand protected characteristics and that challenging discrimination is everyone’s responsibility. Understand there are some inequalities in the world. Understand ways of challenging discrimination and inequality.	Aspects of law as relevant to other topics, eg pornography.	RoL. Becoming an adult. Identify legislation that affects young people at 16. What does ‘being an adult’ mean? Recognise what to look forward to in adulthood and things that may raise concerns. Know where to access help. F3, 4. L3, L14. The last taboos. Understand honour-based violence and forced marriage is unacceptable and illegal. Understand FGM and breast ironing are illegal. Know how to report these as well as hate crimes. Understand the difficulties young people might faced as a result of the culture they belong to.	Online Safety Review principles of online safety newly legal online presence. Review individual online presence and the potential legal/personal pitfalls with regards to future employment and relationships.	Employment rights and responsibilities What legal and financial rights a young person has an employee. Understand how to protect yourself in the workplace. Appropriate behaviour in the workplace and how to report concerns.
	Respect & Tolerance (R&T)	Core values and school code of conduct Souster Youth presentation on prejudice	R&T. L13. Prejudice and discrimination. Understanding positive contributions of people who have faced prejudice and discrimination. Identifying positive feelings that result from doing something positive. R&T. Inequality. Give examples of social injustice in the UK. Describe what inequality means in the UK. Understand the benefits of living in a multi-cultural society. R&T. When things go right. Celebrating diversity in the UK. Ability to challenge prejudice and discrimination. R&T. Being in control of personal space. Define personal space and understand how this varies across online and offline relationships. Understand how personal space differs across different cultures. Understand online and offline etiquette and manners. Understand steps that can be taken when personal space and/or privacy are threatened	RoL. R&T. L13. Discrimination. Understand protected characteristics and that challenging discrimination is everyone’s responsibility. Understand there are some inequalities in the world. Understand ways of challenging discrimination and inequality.	R&T. Equality – what does it mean to me in the UK? Define equality and recognise disabilities including hidden disabilities. Understand consequences for not adhering to Equality Act. Embrace individuality. R&T. Equality in the workplace. Understand how to promote equality and what is expected in the workplace. Recognise strategies to deal with situations that might occur in workplace. R&T. Multicultural society. Explain benefits of multicultural societies and appreciate differing views and opinions of individuals. Understand how being treated unequally can affect a person’s physical and mental wellbeing. R&T. Challenging inequality. Understand how groups and individuals campaign for equality. Understand the impacts of unequal treatment of individuals	R&T. IL. F5. L1, L2. Relationships and the law. Identify examples of legislation that relates to sex and relationships. Understand legal status of different relationships and what is unacceptable in relationships. Understand how to keep self and others safe in regard to healthy positive relationships. Know where to access advice and support.	Online Safety Apply principles of online safety to individual experience of hate speech and extremism online. Review individual online presence in relation to hate speech and extremism.	



Prince William School

Personal Development – Substantive Progression



Identity and Character Development	Health and Wellbeing	Careers, Advice, and Guidance	Relationships	Fundamental British Values and Citizenship	Inclusion, Diversity, and Equality (including Protected Characteristics)
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		Fundamental British values and Citizenship (2)						
Learning Opportunity		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Skills for Life Curriculum	Individual Liberty *IL)	IL. Challenging stereotypes. Understanding stereotyping and its potential impact. As unique individuals we can think about ourselves and others on different levels.	IL. Make a difference. Understand importance of making a positive contribution to community. Understand that choices can impact on self-confidence and integrity.	IL. Discrimination. Understand those that characteristics that are protected and that challenging discrimination is everyone's responsibility.	IL. Changing society and me Identify changes in society. Assess the role of media on social change. Develop strategies to manage change.	R&T. IL. F5. L1, L2. Relationships and the law. Identify examples of legislation that relates to sex and relationships. Understand legal status of different relationships and what is unacceptable in relationships. Understand how to keep self and others safe in regard to healthy positive relationships. Know where to access advice and support		
	Broader curriculum	Remembrance Day 2-minute silence See SMSC/British Values specific subject contributions.	Remembrance Day 2-minute silence See SMSC/British Values specific subject contributions.	Remembrance Day 2-minute silence See SMSC/British Values specific subject contributions.	Remembrance Day 2-minute silence See SMSC/British Values specific subject contributions.	Remembrance Day 2-minute silence See SMSC/British Values specific subject contributions.	Remembrance Day 2-minute silence See SMSC/British Values specific subject contributions.	Remembrance Day 2-minute silence See SMSC/British Values specific subject contributions.
Form Time		D Vote topic Is now a good time to become PM? Democracy in the UK Voting for student council and pupil parliament Voting for charities, canteen meals, sports etc. Vote topic: Parliament Week Vote topic: Should everyone be able to vote from the age of 16? Vote topic: Qatar and World Cup Final Remembrance Day	D Vote topic Is now a good time to become PM? Democracy in the UK Voting for student council and pupil parliament Voting for charities, canteen meals, sports etc. Vote topic: Parliament Week Vote topic: Should everyone be able to vote from the age of 16? Vote topic: Qatar and World Cup Final Remembrance Day	D Vote topic Is now a good time to become PM? Democracy in the UK Voting for student council and pupil parliament Voting for charities, canteen meals, sports etc. Vote topic: Parliament Week Vote topic: Should everyone be able to vote from the age of 16? Vote topic: Qatar and World Cup Final Remembrance Day	D Vote topic Is now a good time to become PM? Democracy in the UK Voting for student council and pupil parliament Voting for charities, canteen meals, sports etc. Vote topic: Parliament Week Vote topic: Should everyone be able to vote from the age of 16? Vote topic: Qatar and World Cup Final Remembrance Day	Voting for student council and pupil parliament Voting for charities, canteen meals, sports etc. Remembrance Day	Vote Topic	Vote Topic
Assemblies and guest speakers		Respect Anti bullying	Respect Anti bullying	Respect Anti bullying	Respect Anti bullying		Road Safety Assembly – Matt Prior	Second Road Safety – Keith Millard (1 st gear presentation)
Extra- curricular, and community events		School Council and Form Reps	School Council and Form Reps	School Council and Form Reps	School Council and Form Reps	School Council and Form Reps	Yr12 Election – Manifesto, Husting and Presentation to peers Organisation of charity days Garden Committee Social Committee Peer Mentoring/Paired reading Thrapston Youth Group	Organisation of charity days Garden Committee Social Committee Peer Mentoring/Paired reading



Prince William School

Personal Development – Substantive Progression



Identity and Character Development



Health and Wellbeing



Careers, Advice, and Guidance



Relationships



Fundamental British Values and Citizenship



Inclusion, Diversity, and Equality (including Protected Characteristics)



Inclusion, Diversity, and Equality (Including Protected Characteristics and Sexual Harassment)

Learning Opportunity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Skills for Life Curriculum	<p>Do we need to feel 'the same as' to belong? Prejudice and discrimination. Understanding prejudice and discrimination. Challenging prejudice and discrimination assertively.</p> <p>Challenging stereotypes. Understanding stereotyping and its potential impact. As unique individuals we can think about ourselves and others on different levels.</p>	<p>Who am I? Understand identities are complex and can change. Appreciation of the similarities and diversity of people's identities. Understand the range of factors that can influence identity.</p> <p>Inequality. Give examples of social injustice in the UK. Describe what inequality means in the UK. Understand the benefits of living in a multi-cultural society.</p> <p>When things go right. Celebrating diversity in the UK. Ability to challenge prejudice and discrimination.</p>	<p>L13. Equality. Give examples of different types of prejudice and discrimination, including distinguishing between 'banter' and sexist, LGBT-phobic and racist language. Understand protected characteristics in the Equality Act as well as the legal consequences of bullying and hate crime. Understand how discrimination feels for the victim.</p> <p>L13. Discrimination. Understand protected characteristics and that challenging discrimination is everyone's responsibility. Understand there are some inequalities in the world. Understand ways of challenging discrimination and inequality.</p>	<p>L13. Equality – what does it mean to me in the UK? Define equality and recognise disabilities including hidden disabilities. Understand consequences for not adhering to Equality Act. Embrace individuality.</p> <p>Equality in the workplace. Understand how to promote equality and what is expected in the workplace. Recognise strategies to deal with situations that might occur in workplace.</p> <p>Multicultural society. Explain benefits of multicultural societies and appreciate differing views and opinions of individuals. Understand how being treated unequally can affect a person's physical and mental wellbeing.</p> <p>Challenging inequality. Understand how groups and individuals' campaign for equality. Understand the impacts of unequal treatment of individuals.</p> <p>Gender and sexual identity. Understand change in relation to sexual identity. Recognise reality and myths surrounding sexual identity and gender. Understand range of relationship changes including with self.</p> <p>Gender stereotypes and sexual identity. Understand gender and stereotypes in relation to romantic relationships. Understand range of emotions regarding romantic relationships.</p>	<p>F5. L1, L2. Relationships and the law. Identify examples of legislation that relates to sex and relationships. Understand legal status of different relationships and what is unacceptable in relationships. Understand how to keep self and others safe in regard to healthy positive relationships. Know where to access advice and support.</p> <p>RR2. RR8. The law and you. Identify examples of legislation around the possession and supply of substances. Understand the legal consequences of breaching the Equality Act. Suggest ways to keep self and others safe. Know how and where to access advice and support.</p> <p>F2. My future relationships. Understand choices available in terms of different legal requirements in a relationship. Understand opportunities and challenges of becoming a parent. Reflect on long term relationship aspirations.</p> <p>RR4&8. Gender diversity and sexuality. Understand there is a spectrum of gender and sexuality and know there is a difference between sexuality and gender diversity. Empathy with those who are LGBT+ and know how to access support if needed.</p>	<p>Prejudice and discrimination Extremism and radicalisation. Individual Applying understanding of and applying to sixth form experience issues of discrimination against all nine protected characteristics (2010 Equality Act age, gender reassignment, disability, religion or belief, marriage, pregnancy and maternity, race, sex, sexual orientation)</p> <p>Gender diversity and sexuality Review understanding of gender and sexuality spectrum and apply to sixth form experience and wider world. Know where to access online information and support.</p>	<p>Prejudice and discrimination Extremism and radicalisation. Wider World Applying understanding of issues of discrimination against all nine protected characteristics (2010 Equality Act age, gender reassignment, disability, religion or belief, marriage, pregnancy and maternity, race, sex, sexual orientation) to the wider world with particular focus on next steps.</p> <p>Employment rights and responsibilities What legal and financial rights a young person has an employee. Understand how to protect yourself in the workplace. Appropriate behaviour in the workplace and how to report concerns.</p>
Broader curriculum	English Humanities	English Humanities	English Humanities	English Humanities	English Humanities	tbc	tbc
Form Time	Vote topic: Anti bullying week Vote topic: Qatar and World Cup Final	Vote topic: Anti bullying week Vote topic: Qatar and World Cup Final	Vote topic: Anti bullying week Vote topic: Qatar and World Cup Final	Vote topic: Anti bullying week Vote topic: Qatar and World Cup Final		Vote topic	Vote topic
Assemblies and guest speakers	Respect Anti-bullying Resilience	Respect Anti-bullying Resilience	Respect Anti-bullying Resilience	Respect Anti-bullying Resilience			



Prince William School PSHE Vocabulary



Year 7	Year 8	Year 9	Key Stage 4	Dreams and goals/unifrog
← Including previous vocabulary				
Identity Values Unique Peer pressure Independence Prejudice Discrimination Positive bystander Equality Stereotyping Bullying Consent Relationships Assertive Aggressive Passive Empathy Rights Responsibilities Sexting Puberty Period Reproduction Conception IVF AI Surrogacy Self-esteem	Influences Racial prejudice Racial hate crime Religious prejudice Religious hate crime Social injustice Inequality Injustice Social inequality Multi-cultural Diversity LGBTQ+ bullying Privacy Personal space Mindfulness Photo-shopping	Intimate Coercion Peer approval Grooming Radicalisation Banter Protected characteristics Hate crime Direct discrimination Indirect discrimination Harassment Victimisation Pornography Contraception STIs	Liberty Violation Bereavement Honour based abuse Forced marriage Hidden disability Workplace expectations Tolerance Society Coercive control Domestic violence Equity Gender pay gap Societal change Decision-making Gender identity Sexual identity 3 rd gender Gender diversity Sexual diversity Attraction Lust Attachment Intimacy types Human trafficking Gender spectrum Sexuality spectrum	Competencies/employability skills: Reading Writing Speaking Numeracy Listening Planning/aiming Teamwork Leadership Resilience Independence Creativity Problem solving