



# PERSONAL DEVELOPMENT ENDPOINTS

## AN AMBITIOUS CURRICULUM

By the end of Year 8, students will be able to:	By the end of Year 10, students will be able to:	By the end of Year 11, students will be able to:
<ul style="list-style-type: none"> <li>• <b>Demonstrate self-awareness</b> by identifying their own strengths, challenges, and emotions, and begin applying strategies to build resilience and self-esteem.</li> <li>• <b>Recognise healthy and unhealthy relationships</b>, including understanding boundaries, peer influence, and the basics of consent.</li> <li>• <b>Understand and respect diversity</b>, including an appreciation for different faiths, ethnicities, genders, and family structures.</li> <li>• <b>Manage online risks</b>, including cyberbullying, digital footprint, and staying safe on social media platforms.</li> <li>• <b>Begin exploring future aspirations</b> by identifying interests and potential career pathways, including the role of education and personal choices.</li> <li>• <b>Articulate how to stay safe</b>, including basic knowledge of first aid, road safety, and how to report safeguarding concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their personal wellbeing, apply advanced emotional regulation strategies, and identify sources of external support.</li> <li>• Understand long-term relationships, the role of commitment (e.g., marriage, partnerships), and make informed choices about intimacy and sexual health.</li> <li>• Analyse the impact of media, body image expectations, and misinformation on personal identity and self-esteem.</li> <li>• Develop employability skills including CV writing, interview preparation, and workplace expectations in preparation for work experience.</li> <li>• Demonstrate an understanding of global citizenship, human rights, and how to positively contribute to a diverse society.</li> <li>• Make safe, informed decisions about lifestyle choices, including drugs, alcohol, vaping, and healthy living.</li> <li>• Engage critically with ethical, moral, and philosophical issues, promoting discussion and tolerance of differing views.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Make informed decisions</b> about post-16 education, training, or employment, including understanding apprenticeships, T-Levels, A-Levels, and vocational routes.</li> <li>• <b>Demonstrate confidence and professionalism</b> in preparation for the workplace—e.g., via mock interviews, CV writing, and work experience reflection.</li> <li>• <b>Apply knowledge of rights and responsibilities</b> in relationships, including topics around intimacy, consent, contraception, and sexual health.</li> <li>• <b>Understand the signs of unhealthy coping mechanisms</b> (e.g. self-harm, substance abuse), and know how to access support services.</li> <li>• <b>Critically evaluate the role of media and technology</b>, including how it influences body image, self-worth, and worldviews.</li> <li>• <b>Actively uphold British values</b>, demonstrating personal accountability, tolerance, and participation in democratic processes.</li> </ul>

By the end of Year 8, students will be able to:	By the end of Year 10, students will be able to:	By the end of Year 11, students will be able to:
<ul style="list-style-type: none"> <li>• <b>Engage in respectful dialogue</b> and demonstrate British values such as mutual respect, tolerance, and the rule of law in school and community settings.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Showcase personal growth</b> through emotional regulation, self-motivation, and the ability to set and review realistic personal goals.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Early, structured career exploration:</b> Students begin identifying personal strengths, linking skills to potential careers.</li> <li>• <b>Deep emotional literacy:</b> Students explore emotional regulation, self-esteem, and how to manage anxiety.</li> <li>• <b>Digital safety:</b> Goes beyond basic awareness to cover digital footprint, online identity, and peer influence.</li> <li>• <b>Respect for diversity:</b> Cultural identity, religious tolerance, and different family structures are explored with depth.</li> <li>• <b>Contextual safeguarding:</b> Students learn about personal safety in the real world and online, including how to access support.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Work experience:</b> Students participate in real-world placements, gaining practical, professional insight.</li> <li>• <b>Careers preparation:</b> Mock interviews, CV writing, and employer encounters begin <i>before</i> Year 11.</li> <li>• <b>Advanced wellbeing education:</b> Focus on long-term mental health, healthy coping mechanisms, and peer dynamics.</li> <li>• <b>Critical thinking:</b> Students evaluate media influence, body image standards, and societal pressures.</li> <li>• <b>Active citizenship:</b> Engagement with human rights, political literacy, and ethical decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Independence in planning:</b> Students actively shape their post-16 pathway with confidence, supported by personal statements, goal setting, and tailored guidance.</li> <li>• <b>Financial literacy:</b> Goes beyond budgeting to cover <b>tax, credit, banking</b>, and economic independence.</li> <li>• <b>Emotional maturity:</b> Students are prepared to handle transitions, pressure, and change with resilience and coping strategies.</li> <li>• <b>Democratic engagement:</b> Real-world understanding of political systems, advocacy, and rights-based frameworks.</li> <li>• <b>Cultural and global awareness:</b> Students demonstrate empathy, tolerance, and a proactive stance on global issues like inequality, extremism, and sustainability.</li> </ul>