

KS3 Personal Development Curriculum

Curriculum intent

Personal development is central to re-engagement, confidence and preparation for adulthood. Many learners in alternative provision arrive with gaps in social development, emotional literacy, independence and wellbeing, often alongside disrupted education, SEND needs or anxiety. Our KS3 Personal Development curriculum is ambitious, practical and responsive, ensuring every learner develops the knowledge, habits and confidence needed to stay safe, build healthy relationships and move successfully towards the next stage.

Curriculum design principles

- Ambitious for all learners; inclusive, adaptive and trauma-informed.
- RSHE and safeguarding coverage, with explicit teaching of independence and life skills.
- Practical application through everyday tasks and individually agreed co-curricular opportunities.
- Confidence and resilience through appropriate challenge and enrichment.
- Preparation for adulthood and next steps, with assessment-led planning and review.
- Strong links to attendance, wellbeing and behaviour.

Core curriculum strands

Strand	Focus
Self Identity and Emotional Wellbeing	Self-awareness, resilience and coping strategies
Healthy Relationships and RSE	Respect, boundaries, consent and safety
Physical Health and Healthy Lifestyles	Nutrition, hygiene, sleep, exercise and informed healthy choices
Safety in the Real and Online World	Online safety, exploitation awareness and risk
Independence and Life Skills	Budgeting, routines, travel, meal planning and everyday responsibilities
Citizenship and Social Responsibility	Rights, equality, community and British values
Futures and Employability	Aspirations, communication, teamwork and careers
Resilience and Enrichment	Challenge, confidence and reflection through agreed experiences

Weekly curriculum and agreed co-curricular provision

Learners receive timetabled personal development sessions each week, including discussion, reflection and practical application. A co-curricular element can be agreed at commissioning and recorded in the individual placement plan. Activities, frequency, duration and delivery arrangements are agreed for each learner.

One year rolling sequence

Teaching is adapted to the learner's starting point, SEND needs and placement plan. Practical activities illustrate how knowledge can be applied; specialist co-curricular sessions take place where agreed at commissioning.

Autumn 1 Knowing myself and building confidence

- Identity, strengths, self-awareness and emotional literacy.
- Routines and readiness to learn; self-esteem and goal-setting.
- Respectful participation and group expectations.

Practical outcome: Learner strengths profile and personal targets.

Autumn 2 Healthy relationships and respect

- Friendships and family relationships; respect, boundaries and consent.
- Protected characteristics and equality; recognising unhealthy relationships.
- Bullying, conflict and seeking help.

Practical outcome: Scenarios, discussion and reflection.

Spring 1 Healthy bodies and healthy minds

- Nutrition, sleep and hygiene; puberty and body changes.
- Mental wellbeing, stress management and healthy choices.
- Substance misuse awareness and first aid basics.

Practical outcome: A self-care and healthy-routines plan. Food-related knowledge can be applied through a catering activity where this is commissioned.

Spring 2 Staying safe in a changing world

- Online safety, social media, gaming, harmful content and misinformation.
- Grooming, exploitation and risk; personal safety in the community.
- Travel safety and emergency decisions.

Practical outcome: Safer choices online and offline.

Teaching features across the year

Discussion-based learning, practical application, adapted resources and SEND support, safeguarding links and signposting, reflection and personal target review are embedded throughout.

Summer sequence and co-curricular opportunities

Summer 1 Independent living and life skills

- Budgeting, money choices, shopping and value for money.
- Meal planning and food safety; household routines and organisation.
- Travel training, time management, communication and practical problem-solving.

Summer 2 Community futures and positive next steps

- Rights and responsibilities; citizenship and British values.
- Careers awareness, aspirations, teamwork and employability.
- Enterprise, contribution, transition and next-step planning.

Co-curricular provision agreed at commissioning

We can agree a co-curricular element with the commissioner as part of each learner's placement. This is shaped around the young person's needs, interests, readiness and intended outcomes. Opportunities may include physical activity sessions such as boxing and practical learning such as catering, accessed at suitable local community venues.

Specialist activities are delivered by fully vetted and approved delivery partners with the relevant expertise and facilities. The young person always accesses this provision with a Compass mentor, who accompanies and supports them throughout. The specialist partner leads the activity; the mentor supports participation, individual adjustments, reflection and links to the learner's placement outcomes.

The placement plan confirms the chosen activity, venue and delivery partner, frequency and duration, mentor support, intended learning outcomes and agreed travel arrangements. Venue suitability, relevant risk assessments, enhanced DBS checks for anyone undertaking regulated activity, consent and individual support requirements are agreed before the provision starts.

Possible opportunity	Learning opportunities
Physical activity such as boxing	Discipline, self-control, resilience, teamwork, confidence, healthy ways to manage stress and personal activity goals.
Practical learning such as catering	Kitchen safety and hygiene, following instructions, measuring and timing, nutrition, budgeting, preparation tasks, teamwork and cleaning routines.
Other agreed community enrichment	Communication, problem-solving, participation, responsibility and practical independence in a setting matched to the learner.

These are examples of commissioned opportunities, not a fixed weekly offer. Learning about physical health, nutrition and independent living remains part of the core curriculum; participation in specialist sessions follows the individual agreement.

Why this matters

Purposeful experiences strengthen independence and life skills, build confidence and self-regulation, and help learners apply their knowledge in real settings. Mentor support helps each young person recognise progress and connect the experience to their next steps.

Assessment coverage and implementation

Assessment and review cycle

Stage	Evidence and focus
Baseline assessment on entry	Learner voice, wellbeing, confidence, social development, independence and prior information.
Ongoing formative assessment	Participation, discussion, practical tasks, reflection and staff observation.
Half termly review	Progress in confidence, safety awareness, independence, engagement and readiness. Review any commissioned co-curricular element alongside these outcomes.
Reporting and next steps	Summary for school and family covering strengths, barriers, progress and targets.

Statutory RSHE coverage

- Healthy relationships, consent and boundaries.
- Online safety, safety and exploitation awareness.
- Puberty and sexual health, mental wellbeing and physical health.

Alignment to the Ofsted framework

The curriculum supports personal development, behaviour and attitudes, safeguarding culture, attendance and engagement. It prepares learners for next steps and provides meaningful enrichment and inclusion through individually agreed opportunities.

Evidence of progress

- Improved self-regulation, stronger independence and safer decision-making.
- Better participation and resilience through appropriate challenge.
- Progress towards SEND or EHCP outcomes where relevant.
- For commissioned co-curricular activities: mentor observations, learner reflection, partner feedback and the level of support needed to participate.

Intended end points

- Confident, safe and respectful young people.
- Increasing independence and practical life skills.
- Healthier choices and stronger wellbeing.
- Readiness for reintegration, KS4 and adulthood.

Curriculum impact

Our KS3 Personal Development curriculum empowers learners to build confidence, resilience and independence while staying safe and healthy. Through inclusive teaching and meaningful experiences, learners develop essential life skills, strengthen relationships and prepare for successful next steps in education and adulthood.