



# The Cornerstone Academy

## PD Curriculum

### PSHE/SRE



# The Cornerstone Academy Personal Development Curriculum for Years 7-11

The Cornerstone Academy PD Curriculum is studied by all students at Cornerstone in Key stage 3.

At Key Stage 4 students study PSHE and SRE through a series of collapsed timetable days or within their RE lessons.

## 1. Intent of the curriculum

The Cornerstone Academy Curriculum for PD is based on the curriculum guidance from the PSHE association. It ensures that students at The Cornerstone Academy cover the SRE statutory guidance during their time at The Academy. The PD curriculum develops the students' knowledge and skills to keep themselves healthy, safe and prepared for life and work. The Cornerstone Academy PD Curriculum has a focus on identity and equality which supports the Equality Act of 2010 and it also covers many safeguarding issues such as online safety, child sexual exploitation, extremism and FGM which supports the 'Keeping Children Safe in Education'.

The Cornerstone Academy Curriculum for PD will cover:

- Relationships
- Finance, career and enterprise
- Growing up
- Keeping safe
- Rules, responsibilities and community
- Staying healthy

## 2. Implementation of the Personal Development Curriculum

Year 7 and 8 PD teaching takes 1 x 50 minute lesson per week. Year 9, 10 and 11 Personal Development lessons are taught through collapsed timetable days throughout the school year or within RE lesson time.

The PD curriculum at The Cornerstone Academy is implemented according to the teaching and learning policy of the school. Rosenshine and 'Teach Like A Champion' techniques are the basis of the schools teaching and learning practice. Staff will follow dedicated schemes of work to ensure that all students follow the Cornerstone Academy PD curriculum.

All lessons at each key stage should use quizzing to promote recall, retention, application and mastery of content. This low-stakes assessment for learning will be used by staff to inform their planning and class interventions.

Modelling should be used frequently with the aid of visualisers to guide student practice and improve the quality of student response.



Assessment of Personal Development takes place throughout the lessons as young people need regular opportunities to reflect on and identify what they have learnt. Teachers will gauge student progress through regular questioning in lessons and assessing pieces of extended written work.

### 3. Impact of the Personal Development Curriculum

The impact of the Personal Development Curriculum can be seen across the wider whole school culture. Throughout PD lessons students are developing their own SMSC and this leads to students being part of a 'healthy school' culture.

Students are taught a number of 'soft skills' throughout the PD programme such as problem solving, team working and enquiry and this can then be transferred to the wider school curriculum and life beyond the school.

By the end of the PD curriculum students at The Cornerstone Academy should be able to navigate an increasingly complex world. Students will be taught how to stay safe and healthy and how to manage their academic, personal and social lives in a positive way. The SRE lessons at The Cornerstone Academy will cover all of the statutory requirements and students will be able to draw links with other curriculum subjects such as Science.





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The best in everyone™

- Ambition
- Confidence
- Creativity
- Respect
- Enthusiasm
- Determination

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7 1 x 50 min lesson a week New scheme for 2024/25	<b>Valuing myself and others</b> Different viewpoints Extreme viewpoints Diverse communities Risk taking	<b>Responsibilities and Values</b> Personal strengths, skills and values Healthy choices Vaccinations Roles within a family Boundaries Finances	<b>Amplifying voices</b> Mental Health Social media and self image Portrayal in the media When things go wrong online Ethics of the finance industry	<b>Making safe choices</b> Images portrayed online Consent and law Personal safety First aid Privacy and boundaries	<b>Growing and Thriving</b> FGM Peer influence and consent Triggers of unhealthy coping behaviours Puberty Gender and sexuality Bullying and its impact	<b>Healthy Futures</b> Responsibility for physical health A balance diet Positive and negative use of drugs Misuse of Drugs Act 1971 Different types of employment
8 1 x 50 min lesson a week New scheme for 2025/26	<b>Building Perspectives</b> Discuss and debate topical issues respectfully Impact of stereotyping, prejudice and discrimination Developing resilience Goal setting, feedback and deadlines	<b>Everyday Safety</b> Resisting Influence (Peer pressure) Strategies for Calming Conflict Safe travel – public transport Safe travel – road and rider (ebikes) safety Managing risk – dog attacks Managing risks – fire safety	<b>Changing Bodies</b> Puberty – changes on cognition Puberty – changes on sleep Sleep cycle Screen time and effect on sleep Ways to improve sleep cycle	<b>Water Safety</b> Hidden Dangers in inland waters Beaches, tides and rip tides Lifeguards and water safety organisations Wild swimming and water quality Alcohol, cold water and emergency Rescue skills and first aid	<b>Responding to Risk</b> Risky Behaviour Hidden online risks Friendship or exploitation? Criminal exploitation Grooming Knife Crime Safe families and protecting rights	<b>Intimate Relationships</b> Boundaries – online focus (nudes) Consent – healthy intimacy Choices and consequences of parenting (including financial) Commitments and values (family and religious) Marriage – rights and legalities

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
9 Collapsed Days		<b>Risks and Opportunities</b> Gambling Dependence and addiction Financial exploitation Gangs – exit strategies Positive use of social media to engage with different issues	<b>Sex and Relationships</b> (In RE lessons – Respected ) Consent STIs Consequences Teenage Pregnancy Pornography/Sexting	<b>Careers</b> Careers Fair and Options Being a lifelong learner Skills and attributes employers are looking for Enterprise Managing emotions around employment Options post 16		<b>Drugs Education</b> Peer pressure and Social Expectations Risks associated with drink and drugs Legal Highs focus Impact on the individual and society.
Year 10 Embedded within RE lessons (excluding careers)		<b>Careers Education</b> Work Experience Focus CV Writing Preparing for the workplace  Health and Safety in the work place	<b>Sex and Relationship Education</b> LGBTQ Coercion and controlling behaviour Child on child abuse Consent Victim Blaming Sexual Harassment Honour based violence Forced Marriage			<b>Drugs Education and Well being</b> The Law on Drugs (supply/future career/travel) Risks of alcohol consumption Addiction and Dependency Gambling Financial Debt

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
11 2 collapsed timetable days	<b>Exam Preparation</b>  Foundation Days  Preparation for year 11 Well-being support Revision techniques	<b>Sex and Relationship Education</b>  <b>RespectEd team deliver on</b> Sex, Love and Commitment. Self Esteem Social Media Pornography	<b>Drugs Education</b> Emergency First Aid following alcohol/drug misuse Long term drug related issues			

