

🔗 Subject Vision — Why Personal Development Matters

Our Vision Personal Development in Year 13 ensures that every student leaves school genuinely prepared for the complexity and opportunity of adult life. The curriculum goes beyond information delivery — consolidating identity, building confidence and creating the conditions for considered, ambitious and informed decisions about the future. Every Year 13 student should leave knowing who they are, where they are going, and how to get there.	Key Concepts This Year ▶ Identity & Values: who am I, and what do I stand for? Consolidating self-knowledge developed across Years 12 and 13. ▶ Wellbeing & Resilience: how do I manage the pressures of this year and beyond? Building habits and strategies for long-term flourishing. ▶ World & Citizenship: what kind of citizen do I want to be? Rights, responsibilities, ethics and the wider world. ▶ Future & Ambition: where am I going, and how do I get there? Securing ambitious, realistic Post-18 destinations. ▶ Health & Relationships: how do I look after myself and those around me? Adult health literacy, consent, relationships and community.
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🕒 Curriculum Journey — Learning Sequence by Term

AUTUMN 1 — Unit 1: Readiness, Identity & Application	AUTUMN 2 — Unit 2: Wellbeing, Resilience & Adult Knowledge	SPRING 1 — Unit 3: Independence, Citizenship & Adult Life	SPRING 2 — Unit 4: Destinations, Finance & Health Literacy	SUMMER — Unit 5: Closure, Transition & Leaving Well
Finalist identity and expectations; the Year 13 Open Letter; UCAS finalisation — personal statement completion, shortlisting and timeline; Oxbridge/Medical/high-tariff requirements; Labour Market Information; support networks under pressure.	Adult-level resilience and emotional intelligence ahead of mock examinations; critical engagement with platforms; nightlife and university safety — spiking, drink-driving, drug interactions, festival safety; labour-market literacy; strategic Christmas revision planning.	Adult financial literacy — budgets, credit cards, ISAs, pensions; consent and adult relationships; housing literacy — tenancy agreements, flatshares, bills; civic identity, diversity and the Equality Act; UCAS offer management.	Full adult financial literacy; independent GP/dentist/optician registration and health advocacy; the Directions & Destinations careers exhibition; positive masculinity and preventing VAWG; comparing and confirming Post-18 offers.	Personal safety and first aid; emotional preparation for leaving school; bereavement, loss and grief literacy; celebrating the Year 13 journey; results day, UCAS Clearing and Post-18 confirmation.
A Spiral Curriculum Where Year 12 introduced sexual health, Year 13 explores consent and adult relationships; where Year 12 introduced resilience, Year 13 addresses exam pressure, grief and mental-health literacy; where Year 12 built financial awareness, Year 13 delivers full adult financial literacy and tenancy knowledge; and where Year 12 explored post-18 pathways, Year 13 secures them through UCAS completion, interview preparation and offer management. A full Year 12 to Year 13 mapping is provided in the Sixth Form SoW Appendix B.				

📄 Assessment Information

How Pupils Are Assessed ▶ Self-PATHS: students apply the PATHS framework to their own work before submitting it, against published exemplars ▶ Peer-PATHS: students PATHS-mark each other's draft applications in tutor time ▶ Coach-PATHS: tutors move from marker to coach; the 'H' becomes a coaching question about the smallest next step ▶ Attainment recorded as Emerging, Developing, Secure or Excelling — Personal Development is not formally graded ▶ PATHS points are drawn from personal statement drafts, Unifrog Activity Log entries, reflective journals and the Open Letter exercise	Formal Assessment by Unit ▶ Unit 1 — Readiness & Application (PATHS 1–3): Open Letter to yourself for Year 13; UCAS/personal-statement submission review; Post-18 plan and support-network check-in ▶ Unit 2 — Wellbeing & Adult Knowledge (PATHS 4–6): Christmas revision plan; UCAS application status review; mock-examination reflection ▶ Unit 3 — Independence & Adult Life (PATHS 7–9): consent and adult-relationships reflection; housing research comparison task; ethical position statement ▶ Unit 4 — Destinations & Health Literacy (PATHS 10–12): first-year post-18 personal budget; Directions & Destinations engagement evaluation; masculinity reflection piece ▶ Unit 5 — Closure & Leaving Well (PATHS 13–15): personal action plan for first 100 days; Leaving Well reflection connected to Open Letters; results-day plan reviewed by tutor
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★ PATHS Marking Framework

Every formal assessment is followed by feedback using PATHS — the school's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	Positive Comment	A specific, sincere comment on a strength of the reflection or task — never generic praise.	<i>Your personal statement opening shows authentic self-awareness — you connect your interest in the field to a specific moment, not a generic claim.</i>
A	Attainment Mark / Grade	Personal Development is not formally graded; the 'A' records a working judgement — Emerging, Developing, Secure or Excelling — against expectations for this stage of Sixth Form.	<i>This response is judged Secure; to reach Excelling, connect your Year 13 ambitions explicitly back to what you wrote in your Year 12 Open Letter.</i>
T	Target to Improve	A single, specific, actionable target — never generic.	<i>Replace the second paragraph with a concrete example of super-curricular engagement; name the organisation, name the experience, and name what changed in your thinking.</i>
H	How-to Instructions	A specific, do-able instruction telling the student exactly how to act on the target.	<i>Open your Unifrog Activity Log; find your most recent entry; rewrite paragraph two using that material; submit by Friday tutor time.</i>
S	Student Response	Students respond in writing or a logged action by the next review point; tutors check it. Increasingly, students self-author the response — they are graduating from being taught to being coached.	<i>Student response logged on Unifrog before the next scheduled review point, self-authored as an adult learner leaving formal instruction behind.</i>