

# 16-19 Personal Development Curriculum 2025–26

## **Introduction to Our Personal Development & Coaching**

At Activate Learning, our Personal Development and Coaching curriculum is a vital part of every learner's journey. It equips students with the knowledge, skills, and attributes they need to thrive—not just in college, but in life.

Through weekly coaching sessions, learners explore key themes including mental health and wellbeing, relationships and safety, identity & values and digital resilience. These sessions are carefully designed to be age-appropriate, progressive, and reflective of each learner's stage of development—from self-awareness to independence and leadership.

Rooted in statutory requirements such as KCSIE (Keeping Children Safe in Education) and Personal Development frameworks, our curriculum also fully supports learners' safeguarding, inclusion, and next-step readiness. Personal Development and Coaching creates safe space for meaningful conversation, self-discovery, and growth, helping every learner feel supported, connected, and prepared for their future.

## **Curriculum Structure & Learner Progression**

Our Personal Development curriculum is designed to guide learners through a structured journey of growth, helping them build the awareness, skills, and behaviours needed to thrive during and beyond college. Across levels, learners build core attributes for success while exploring relevant and responsive themes.

As learners progress from Level 1 through to Level 3, they move from understanding themselves and their environment to applying that knowledge confidently in real-life contexts, reflecting critically on personal values, and ultimately preparing for life beyond college with a strong sense of purpose, responsibility, and resilience.

Each block focuses introducing relevant PD topics and coaching core attributes:

- **Level 1 (Foundation):** Builds basic skills and understanding through clear guidance and support, helping learners develop confidence and awareness.
- **Level 2 (Applied):** Emphasises practical application, encouraging learners to practice and embed skills in real-life contexts while growing independence.
- **Level 3 Year 1 (Reflective):** Focuses on critical reflection and analysis, enabling learners to deepen their emotional intelligence and self-management.
- **Level 3 Year 2 (Leadership):** Develops leadership, autonomy, and mentoring abilities, preparing learners to take responsibility for themselves and support others.

This approach ensures every learner grows their personal development aligned with key Activate Learning Attributes to prepare them for success in college and beyond.



## **Curriculum Block Overview**

Each block of the Personal Development curriculum is structured to meet the evolving needs of learners throughout the academic year and be responsive to regional needs. Designed to be delivered through 1-hour weekly coaching sessions, each block is interactive, discussion-led, and aligned with Activate Learning's core Attributes.

### **Pre-September: Preparation & Transition**

An independent summer project encouraging learners to reflect on personal growth, safety, and readiness for college. Activities promote *Confidence* and *Awareness*, including summer goal setting, wellbeing check-ins, and an introduction to Activate Learning Attributes. Includes resources on safety, budgeting, and mental health.

### **Connect to College (C2C)**

A dedicated induction week that fosters team connection and early belonging. Learners are introduced to the Attributes framework, share identity-focused projects, and build trust through group activities. *Confidence*, *Awareness*, and *Professionalism* are key themes.

### **Block 1: Foundations for Life & Learning**

Focuses on academic adjustment, respectful relationships, and digital citizenship. Learners build *Resilience*, *Professionalism*, and *Awareness* through study skills, and inclusive community norms.

### **Block 2: Safe Choices, Strong Voices**

Builds real-world awareness around risks, safety, and self-advocacy. Topics include substance misuse, gangs, financial safety, image-based abuse, and whistleblowing. Promotes *Resilience*, *Confidence*, and *Awareness*.

### **Block 3: Wired for Success: Digital Life & Exam Mindset**

Develops critical digital literacy and academic resilience. Learners explore online identity and digital influence while refining revision strategies. Attributes include *Resilience*, *Confidence*, and *Enterprising*.

### **Block 4: Boundaries, Balance & Being You**

Supports respectful relationships and emotional health. Covers consent, gender identity, sexual health, and resilience in relationships. Builds *Professionalism*, *Awareness*, and *Resilience*.

### **Block 5: Citizenship, Bias & Leadership**

Encourages social responsibility and leadership. Learners explore unconscious bias, British values, and their role in positive social change. Focus on *Enterprising*, *Confidence*, and *Awareness*.

### **Block 6: Skills in Action & Real-World Mastery**

Consolidates emotional regulation, self-management, and next-step planning. Activities include mock interviews & workplace/life scenarios, future planning, with a final reflection on the Attributes Wheel. Promotes *Professionalism*, *Resilience*, and *Confidence*.

## Pre-September: Preparation & Transition

Duration: Summer Holidays (6 weeks)

Focus	Attributes	PD Intent / Key Content	Wider Links / Enrichment
Summer Reflection & Preparation for College	AWARE CONFIDENT	<ul style="list-style-type: none"><li>Independent reflection on identity, personal growth aligning with Activate Learning Attributes</li><li>Setting goals for the upcoming year</li><li>Summer safety: managing risks, online and offline</li><li>Choice-based reflections on wellbeing, relationships, and digital use</li><li>Planning a positive start to college life</li></ul>	<ul style="list-style-type: none"><li>External links to summer safety resources (e.g. UK Safer Communities)</li><li>Suggested summer reading (personal development &amp; wellbeing)</li><li>Budgeting &amp; money management apps</li><li>Online mental health support portals</li><li>Parent Comms- Learner Welcome Portal- C2C Projects</li></ul>

### Learning Intent:

To create a safe and welcoming transition to college life. This block supports emotional readiness, encourages early connections, and introduces students to the Activate Learning Attributes, setting the tone for positive engagement, identity exploration, and belonging.

### Intent by Level:

**Level 1:** introduction to college life basics—campus navigation, peer introductions, and simple team challenges—so learners feel confident in finding their way and connecting with other

**Level 2:** Learners will map out their identity against the Activate Learning Attributes and practice reflecting on identity & attributes.

**L3 Year 1:** Learners will develop action plans for wellbeing, relationships, and digital use, taking ownership of their learning mindset.

**L3 Year 2:** Learners will showcase leadership in setting a positive tone for the college community and model the Activate Learning Attributes in action.

## Connect to College (C2C)

Monday 1 – Thursday 4 September 2025    Duration: 1 week

Focus	Attributes	PD Intent / Key Content	Wider Links / Enrichment
Team Connection, Belonging & Attributes Launch	AWARE / CONFIDENT / PROFESSIONAL	<ul style="list-style-type: none"><li>• Team-building activities</li><li>• Introduction to Attributes wheel (self-assessment)</li><li>• Identity-focused summer project recap</li><li>• Learner voice starter survey</li></ul>	1:1 signposting - Clearing coaching support  Coach organised enrichment opportunities  PD Parent, Carer & student comms Update

### Learning Intent:

To establish early group cohesion, identity, and belonging, while introducing the foundational Personal Development themes and Activate Learning Attributes. Learners begin reflecting on their strengths and setting goals for personal growth.

### Intent by Level:

**Level 1:** Develop Awareness and Resilience by building trust in group interactions, establishing clear norms, and practising active listening to support a safe learning environment

**Level 2:** Cultivate Confidence by sharing opinions, engaging in respectful dialogue, and using feedback tools to express ideas clearly and constructively.

**L3 Year 1:** Apply Professionalism and Resilience through strategic self-reflection using Activate Learning Attributes, evaluating progress, and adjusting goals for personal development.

**L3 Year 2:** Demonstrate Enterprise and Professionalism by guiding new learners, modelling supportive behaviours, and strengthening the community culture.



## Block 1: Settling & Study Foundations

Monday 8 September – Friday 24 October 2025

Duration: 7 weeks

Focus	Attributes	PD Intent / Key Content	Wider Links / Enrichment
Learning Behaviours, College Life, Respectful Relationships	PROFESSIONAL / AWARE / RESILIENT	Coaching intro: goal-setting & peer support  Growth mindset & self-advocacy  Emotional intelligence basics: stress & self-care  Relationship skills: listening, empathy & healthy challenge  Anti-bullying & banter awareness  Inclusion & wellbeing check-ins	Equality & Inclusion (BH Month)  World Mental Health Day  Student Leadership Launch-  Progress review 1 (lite)

### Learning Intent:

To welcome learners into college by blending study habits with personal development. This block builds resilience, self-awareness, and professionalism through coaching, emotional intelligence, and respectful relationships—ensuring learners feel engaged, supported, and ready to thrive.

### Intent by Level:

**Level 1:** Develop Awareness by setting clear learning goals, establishing effective routines, and building respectful relationships to boost confidence and a sense of belonging.

**Level 2:** Strengthen Professionalism and Confidence through applying focused study strategies and practising emotional regulation, fostering teamwork and mutual support.

**L3 Year 1:** Enhance Resilience and Self-Awareness by evaluating personal learning and relationship approaches, adapting behaviours to improve wellbeing and group dynamics.

**L3 Year 2:** Demonstrate Enterprise and Professionalism by mentoring peers, advocating positive behaviours, and promoting an inclusive, supportive community culture.





## Block 2: Safe Choices, Strong Voices

Monday 3 November – Friday 19 December 2025 Duration: 7 weeks

Focus	Coaching Themes / Attributes	PD Intent / Key Content	Wider Links / Enrichment
Staying Safe, Financial Independence, Voice & Advocacy	RESILIENT / AWARE / CONFIDENT	<ul style="list-style-type: none"><li>• Substance misuse &amp; peer pressure</li><li>• Regional Specific crime, safety &amp; awareness</li><li>• Financial safety &amp; literacy</li><li>• budgeting, survival costs</li><li>• Personal safety (travel, night-time, parties)</li><li>• Healthy boundaries &amp; disclosure-</li><li>• Speak Up Speak Out (whistleblowing, power dynamics)</li></ul>	Trans Awareness Week  Disability History Month  Violence Against Women & Girls-  Progress review 2

### Learning Intent:

To empower learners with real-world awareness and protective behaviours that build personal agency. By learning to manage risk and speak up for themselves and others, learners develop confident independence and self-advocacy skills.

### Intent by Level:

**Level 1:** Learners develop essential Awareness by understanding personal and financial risks—late-night travel, social pressures, budgeting basics—and mastering core protective knowledge: how to create a support network, access campus help, and safeguard their wellbeing.

**Level 2:** learners gain the knowledge to evaluate peer-pressure scenarios around substances, spending, and relationships. They acquire clear frameworks for making safe choices and practising assertive communication to uphold boundaries and personal rights.

**L3 Year 1:** learners deepen their understanding of consent, power dynamics, and discrimination. They refine critical-thinking skills to spot grooming or coercion, link those signs to mental-health impacts, and take informed personal responsibility for safety.

**L3 Year 2:** Learners consolidate PD expertise in safeguarding, inclusion, and community wellbeing. They strengthen leadership through peer mentoring, build strategic communication skills, and champion social-justice values—promoting a safer, more inclusive college culture.



## Block 4: Boundaries, Balance & Being You

Monday 23 February – Friday 27 March 2026 Duration: 5 weeks

Focus	Attributes	PD Intent / Key Content	Wider Links / Enrichment
Relationships, Consent, Wellbeing & Sexual Health	AWARE RESILIENT PROFESSIONAL	<ul style="list-style-type: none"><li>• Positive self-image and self-respect</li><li>• Healthy communication in all types of relationships (friendship, romantic, online)</li><li>• Understanding consent and boundaries</li><li>• Media and peer influence on body image, dating &amp; self-esteem</li><li>• Managing breakups, rejection &amp; relationship stress</li><li>• Identity, gender and inclusion</li><li>• Sexual health, contraception, NHS access</li><li>• Mental Health Awareness</li></ul>	Safeguarding: grooming, coercive control, toxic relationships, sexual health risks  Mental Health Awareness: impacts of relationship stress, breakups, identity struggles  LGBTQ+ Awareness: inclusion, representation, and respectful language  RSE Statutory Curriculum (consent, safety, rights)  Accessing safe support: NHS, sexual health clinics, online tools  PR3 Progress Reviews: emotional wellbeing check-ins

### Learning Intent:

Empower learners to build respectful, safe, and healthy relationships by understanding consent, boundaries, emotional wellbeing, and sexual health. This block fosters resilience, positive self-image, and inclusion, preparing young people to navigate both real-world and digital environments confidently and responsibly.

**Level 1:** Recognise safe behaviours and understand how to access trusted support networks, helping learners feel secure and confident in seeking help when needed.

**Level 2:** Explore personal boundaries, emotional wellbeing, and aspects of identity, encouraging self-awareness and respectful communication in all relationships.

**L3 Year 1:** Develop deeper understanding of emotional dynamics, informed consent, and the impact of mental health on relationships, enabling learners to make thoughtful and healthy choices.

**L3 Year 2:** Equip learners to lead peer-led workshops, challenge harmful stereotypes and behaviours, and promote inclusive, respectful relationships within their communities.



## Block 5: Citizenship, Bias & Leadership

Tuesday 14 April – Friday 22 May 2026 Duration: 6 weeks

Focus	Coaching Attributes	PD Intent / Key Content	Wider Links / Enrichment
Community Impact, Representation & Influence	ENTERPRISING AWARE  CONFIDENT	<ul style="list-style-type: none"> <li>Recognising bias: how unconscious and conscious bias shapes choices, systems, and media</li> <li>Youth voice: using your platform to challenge inequality and influence change</li> <li>What makes a fair society? Exploring democracy, activism, and lived experiences</li> <li>British Values Reimagined: what do <i>you</i> think democracy, freedom, and respect look like in today's Britain? (Link to race, gender, religion, identity, and community)</li> </ul>	<p>Safeguarding Themes: radicalisation, misinformation, protected characteristics, lived experience</p> <p>Community Volunteering Week</p> <p>Activate Leadership Skills Challenge</p> <p>External Speakers: youth activism, anti-racism</p> <p>Events &amp; Links 365, Youth Parliament</p>

### Learning Intent:

learners explore identity, challenge bias, and understand their role in shaping a fair and respectful society. Through real-world issues like protest, online influence, and equality, learners build confidence, integrity, and awareness.

**Level 1:** Explore what it means to be part of a community. Learn about fairness, treating people with respect, and recognising when something is wrong. Build confidence in expressing your opinion safely and understanding your rights and responsibilities.

**Level 2:** Understand bias, equality, and how to respond to unfair treatment. Explore how young people can use their voice to make change—online and in real life. Learn about rights, how democracy works, and how to stay safe when engaging with causes and communities.

**Level 3 Year 1:** Critically explore identity, influence, and leadership. Reflect on how unconscious bias, privilege, and power dynamics play out in society. Learn how to use platforms (e.g. social media, student forums) responsibly to raise awareness or advocate for change.

**Level 3 Year 2:** Prepare to engage with the wider world as an active citizen. Explore complex issues such as radicalisation, political responsibility, and global justice. Consider how to lead with integrity in the workplace, community, or further study—and how to challenge harmful narratives with confidence and care.

## Block 6: Skills in Action & Emotional Mastery

Monday 1 June – Friday 3 July 2026 Duration: 5 weeks

Focus	Coaching Attributes	PD Intent / Key Content	Wider Links / Enrichment
Transition Support, Self-Mastery & Future Readiness	PROFESSIONAL / CONFIDENT / RESILIENT	<ul style="list-style-type: none"> <li>Emotional regulation strategies (stress, pressure, transitions)</li> <li>Managing uncertainty and change (life after college, results day, moving on)</li> <li>Self-worth, values, and identity reflection</li> <li>Coping with setbacks and building forward resilience</li> <li>Final Attributes Wheel self-assessment and coaching review</li> <li>Knowing how and where to ask for help beyond college</li> </ul>	<p>National Careers Week</p> <p>KCSIE-aligned safeguarding: mental health, preparing for independence, managing pressure</p> <p>Activate Learning Attributes Wheel reflection</p> <p>Exam wellbeing &amp; transition drop-ins</p> <p>Guest speakers: emotional wellbeing, resilience, adult life prep</p> <p>End-of-year celebration and positive closure opportunities</p>

### Learning Intent:

To consolidate emotional resilience, self-awareness, and readiness for life beyond college. Learners strengthen their ability to manage emotions, cope with uncertainty, and reflect on their personal development using the Attributes framework. Sessions provide space for meaningful transition support, celebrating growth, and preparing for safe, independent futures.

- **Level 1:** Build confidence in real-world routines and emotional control. Explore how to recognise feelings, manage change, and understand what support is available as college ends.
- **Level 2:** Practise emotional regulation and resilience. Learn how to respond to pressure, build independence, and reflect on personal values and decisions for the future.
- **Level 3 Year 1:** Develop a clear understanding of identity, values, and self-worth. Reflect on personal progress and learn how to navigate challenges confidently while preparing for your final year.

- **Level 3 Year 2:** Finalise your personal development journey. Build emotional readiness for adult life, explore where to find support post-college, and reflect on your growth using the Attributes Wheel.