



## PERSONAL DEVELOPMENT AND GROWTH

### **Personal Development and Growth**

#### **Curriculum**

Our provision for personal development and growth is coherently implemented across the Trust and localised to meet the unique identity of each academy and its local community.

Our personal development and growth curriculum equips students with the knowledge, skills, and attributes they need to lead safe, healthy, and fulfilling lives. It covers key aspects of personal, social, health and economic education (PSHE), relationships and sex education (RSE), and citizenship, supporting both statutory requirements and local context.

We deliver personal development and growth through the allocated session each day which includes assemblies, tutorials, and Vote for Schools. We deliver statutory RSE through carefully planned and age-appropriate lessons, covering topics such as consent, safe sex, contraception, domestic abuse, and peer-on-peer abuse. Our delivery is informed by national guidance and responsive to local and emerging needs.

#### **Spiritual, Moral, Social and Cultural (SMSC) development and appreciation of British Values**

British values and SMSC are integral parts of academy life, however by their very nature they will be addressed more frequently and in more detail during personal development and growth sessions. These areas focus on the development of the whole student and are whole academy responsibilities. Academies are conscientious in accurately monitoring these aspects of the curriculum both across lessons and within the whole academy experience.

#### **Personal, Social, and Health Education (PSHE) and Relationship and Sex Education (RSE)**

From 2020 RSE is a statutory requirement in all schools in England. Our schools monitor the requirements of RSE across subject delivery and through age appropriate guidance delivered within our personal development and growth sessions Muslim Federation in Cleveland and Cleveland Police. Subject leads ensure they are familiar with the statutory guidance and regularly check for updates or changes to the guidance. Within this curriculum there are a range of laws which students are introduced to, supporting their understanding of the modern society to which they belong.

PSHE and RSE are whole academy responsibilities so whilst a large part of this curriculum will be covered in personal development and growth sessions it is not restricted to this time but rather underpins our academies' wider curriculum delivery. Academies are conscientious in accurately mapping their compliance and regularly reflect and update this.

## **A Whole Academy Approach**

All subjects across the curriculum support the exploration of PSHE, RSE SMSC and British Values coherently mapping appropriate aspects of this coverage to their subject schemes of work for example Rule of Law, Democracy and Individual Liberty (PSHE & British Values) is taught through History whilst English and the arts support the appreciation of the influences that have shaped our heritage & those of others (SMSC). Our IT departments teach online safety (PSHE), PE and Health and Wellbeing foster an awareness of physical health and fitness (PSHE). Science teaches the facts about puberty, reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women (RSE) etc and Geography teaches an understanding of the world, through human development and quality of life. By doing this it not only enables us to develop and deepen the knowledge our students have, but to also ensure that we have a coherent consistent delivery model.

Our daily PDG and assembly programmes support our students' personal development and understanding of these important aspects of our curriculum. A wealth of opportunities designed across the academic year provide both whole school and age appropriate events, programmes, trips and visits. Students last academic year had the opportunity to visit local places of worship, and to engage with different religions and communities within the area. We promote national and local awareness campaigns, observe local and national commemorations and celebrate diversity empowering students to engage more widely in their personal, social, health, moral, spiritual, cultural education. At Acklam we raise awareness of culture and diversity through using both our subject curriculums and celebrating religious festivals such as Eid and Diwali, and for the past few years have offered an Iftar dinner and service for students, families and members of the community to join us to celebrate breaking of Islamic fasting during the holy month of Ramadan. For the last few years we have run 'Culture Day' at Acklam where students are able to come in their traditional dress and celebrate the different cultures and religions within our academy. We also aim to enhance students' wider personal development, through involving external agencies on wider community issues such as No More Knives, mental health charities and the local authority in order to educate students on current issues faced by young people. Opportunities such as our Anti-Bullying ambassadors, Protected Characteristic ambassadors working towards the Diana Award Anti-Bullying Programme, Fab Friday or Student Voice and enrichment programmes operate in all our academies but the causes they promote, charities they support or enrichments activities they offer are personalised to meet their students' interests and reflect their communities. These aspects of our curriculum are designed to allow the freedom of delivery for specialists while giving scope to address key local and national issues, meet statutory requirements and ensure a high level of consistency across the

Trust. The most important and guiding factor when devising this curriculum has been to ensure that our students are given all the skills, knowledge and experience they need to effectively prepare them for their future in an ever-changing world. Our intent is to equip our students as global citizens and support them in becoming an efficient and contributing member of society

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## **Personal Development and Growth Curriculum Overview**

### **Key stage 3 - Y7-9**

<b>Outwood Reads</b>	<b>Outwood Personal Development and Growth</b>	<b>Outwood Futures</b>	<b>Assembly</b>	<b>Votes for Schools</b>
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### **Key stage 4 - Y10-11**

<b>Academic mentoring</b>	<b>Outwood Personal Development and Growth</b>	<b>Outwood Futures</b>	<b>Assembly</b>	<b>Academic mentoring</b>
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## **Outwood Reads**

Outwood Reads is a Trust-wide reading initiative built on research that demonstrates the academic, social, and emotional benefits of being read to — even in adolescence. The programme offers:

- **Shared reading experience**
- A curated list of diverse, challenging, and high-interest texts, including fiction and non-fiction
- **Teacher-led reading** to model fluency, prosody, and comprehension

	Year 7	Year 8	Year 9
<b>Non-fiction</b>	Rescue - a collection of non-fiction stories	Survivors - a collection of non-fiction stories	Heroes - a collection of non-fiction stories
<b>Classics</b>	The Wizard of Oz by Frank L Baum	A Study in Scarlet by Arthur Conan Doyle	Dark Tales by Shirley Jackson
<b>Celebrating diversity</b>	A Kind of Spark by Ellie McNicoll	Future Hopes Anthology	Run, Rebel by Manjeet Mann

## Outwood Personal Development and Growth

Outwood personal development and growth timetabled 30-minute session embedded into the new school day across all Outwood secondary academies.

This curriculum ensures every student receives a consistent, high-quality education in key areas:

- Relationships, sex and health education (RSHE)
- Citizenship (following the National Curriculum)
- Personal, social, health and economic (PSHE) education
- Fundamental British Values
- Character development and life skills
- Exploration of different faiths and cultures (KS4 and KS5)

Year 7											
<b>What do I need to know about</b>	1. How can I	2. How can	3. What are	4. How	5. Why is	6. What	7. What are				

<b>relationships?</b>	manage my transition to Secondary?	I handle my emotions positively?	the characteristics of a healthy relationship?	important are friends for happiness?	bullying a problem?	makes a family?	the roles and responsibilities in a family?				
<b>How can I look after my physical and mental wellbeing?</b>	1. How can I maintain my personal hygiene?	2. Where can I get help when I am unwell?	3. How can medicine keep me well?	4. How can what I put into my body have an impact? (Food, diet, food labels, allergens)	5. How can what I put into my body have an impact? (sugar, energy drinks)	6. How does sleep impact my health?	7. How can I care for my mental wellbeing?	8. What is the impact of phones?	9. What is puberty?	10. What is menstrual wellbeing?	11. What is consent?
<b>What are British Values?</b>	1. What are British Values?	2. What makes up my identity?	3. What are the benefits and drawbacks of multiculturalism?	4. What liberties and freedoms do I have in the UK?							
<b>What should I know about the law?</b>	1. Why do we have laws?	2. Who should I go to for help?	3. What is the role and purpose of the police?	4. How are young offenders treated?	5. What does the law say about equality?	6. What are prejudice, discrimination, racism and					

						stereotypes ?					
<b>How can I contribute to my local community?</b>	1. Why volunteer?	2. Should I give to charity?	3. Why is community cohesion important?	4. What is active citizenship?	Outwood Outthere						
<b>How can I stay safe over the summer?</b>	1. How can I stay safe?										
<b>Year 8</b>											
<b>Why are human rights important?</b>	1. What are Human and Children's Rights?	2. What is the history of Human Rights?	3. What happens when Human Rights are ignored?	4. What is the history of Disability Rights?	5. What is the history of LGBTQ+ Rights?	6. What do Human Rights mean in Middlesbro ugh?					
<b>What does government do?</b>	1. Who does our government govern?	2. What is Parliament and who are the Lords and political parties?	3. How are laws made?	4. What do local councils do?							



	emergency?										
<b>Year 9</b>											
<b>How can I stay safe online?</b>	1. How far can I trust what I see online?	2. What is the impact of influencers?	3. What should I share online?	4. What are the dangers of sexting and nudes?	5. How can what I watch online hurt me?						
<b>What do I need to know to keep myself safe?</b>	1. What is a gang?	2. What is exploitation ?	3. What are the dangers of carrying weapons?	4. Case study	5. What are cyber and organised crime?	6. How can I recognise radicalisation and extremism?					
<b>What risks do drugs pose?</b>	1. What are drugs?	2. What does the law say about drugs?	3. Is there such a thing as safe alcohol consumption?	4. How can alcohol impact physical and mental health?	5. Is vaping really safer than smoking?	6. How can smoking and vaping impact physical and mental health?					
<b>How can I have positive intimate relationships?</b>	1. What are choices and boundaries in sexual relationships?	2. What are the characteristics of healthy and	3. What happens when relationships go wrong?	4. What happens when relationships go wrong?	5. What are the options for contraception and how	6. What are STIs, how are they diagnosed and what	7. What does the law say about sexual and	8. What are the facts and options for fertility and	9. What is the role of a parent?		



		successful relationships?			reliable are they?	are the treatments?	intimate relationships?	pregnancy?			
<b>What is happening in the world?</b>	1. What are the different types of government?	2. What is happening in the world today?	3. What are the global forces for good?	4. Should we be concerned about different global issues?	5. What are conspiracy theories?						
<b>How can I stay safe over the summer?</b>	1. How can I stay safe and what can I do in an emergency?										
<b>Year 10</b>											
<b>Should criminals be treated fairly?</b>	1. What are the features of the UK legal system?	2. How are adult offenders treated?	3. What are the aims of punishment ?	4. Do prisons work?	5. How do religious traditions respond to criminals and justice?						
<b>What does religion have to</b>	1. What is freedom of	2. What are the	3. What was	4. How much	5. How much	6. How far is the law of	7. How far is the				

<b>do with politics?</b>	religion and freedom of expression?	differences between religious and secular governance ?	colonisation and the Commonwealth?	religious freedom is there in France?	religious freedom is there in the USA?	lex talionis justified today?	assisted dying bill supported by religious traditions?				
<b>How does the government work?</b>	1. What is the political spectrum and where do the major parties sit on it?	2. What is the purpose and impact of pressure groups?	3. How do national elections work?	4. How do local elections work?	5. Should politicians be held to a higher level of morality?						
<b>How can I stay safe in sexual relationships?</b>	1. What happens if consent isn't clear?	2. Are media portrayals of relationships realistic? Does the media distort our expectations of relationships?	3. Why is it important to be able to peacefully resolve conflict in relationships?								

<b>How can I look after my physical and mental wellbeing?</b>	1. How important is sleep?	2. Tattoos and piercings	3. What is a healthy relationship with food?	4. Why is self checking important? (cancer)	5. What are blood, organ and stem cell donation?	6. What are the facts about immunisation?	7. What is health disparity?	8. What conditions can impact your brain?	9. What are the stages of bereavement?	10. How can I help in an emergency?	
<b>Has science killed religion?</b>	1. Are there any gaps left for God?	2. Are the Big Bang Theory and evolution compatible with religious accounts of creation?	3. Does Richard Dawkins oversimplify faith? Dawkins vs McGrath	4. What will the future hold?							
<b>How can I stay safe over the summer?</b>	1. How can I stay safe in relation to the sun, rail, roads and emergency situations?										
<b>Year 11</b>											
<b>How does psychology explain organised religion?</b>	1. What does psychology	2. What do Freud and Jung say	3. Are religious experiences	4. Is religion social control?	5. Where does the conscience						

	say about religion?	about religion?	real?		come from?						
<b>Is there an afterlife?</b>	1. What are the views of the body and soul relationship?	2. What makes an afterlife?	3. How reliable is the evidence of the afterlife?	4. What do religious traditions believe about the afterlife?	5. Is technology the answer?						
<b>What do I need to know to keep myself safe?</b>	1. What care should I take when taking substances?	2. What is risky behaviour on a night out?	3. What practical steps can I take to stay safe on a night out?	4. What is a healthy diet?	5. Where can I go when I need medical help?	6. How can I keep myself and others safe and healthy?					
<b>How can I stay safe when travelling?</b>	1. How do I stay safe as a tourist?	2. What do I need to know about travelling to another country?	3. Why is health tourism dangerous?								
<b>How can I give back to my community?</b>	1. Why is volunteering outdoors beneficial?	2. What is the importance of food banks?	3. What is homelessness?								

## Outwood Futures

Outwood Futures is a strand of the personal development and growth programme that focuses on careers education and financial literacy. Students in Years 7 to 13 receive;

13 careers sessions per year, covering;

- Career pathways and job sectors
- Skills and qualifications required for different roles

13 financial education sessions per year, covering:

- Financial education, including budgeting, savings, and understanding credit
- Real-world applications of economic knowledge

Additionally in KS4 students will also have 38 careers ambassador videos exploring specific careers.

Year 7								
Careers	How do I define a career?	Who am I?	What is my dream job?	What skills do I need for the future?	How can I research careers?	Identifying personal strengths and interests	What is an entrepreneur?	Careers and the future
	Setting goals for the future	Introduction to financial literacy	Introduction to careers goals	Introduction to job market trends	Review and reflection			
Finances	How has money developed over history in	What is the difference between wants,	What is budgeting and how do I	What is saving and why should I save?	What is banking ?	How can I earn money?	How do I know what value is?	How can I understand tax?

	different forms?	needs and priorities?	budget?					
	What are digital payments	How can I watch my wallet?	What is charity and how can I get involved?	How are emotions and money linked?	What do I now understand about finance?			
<b>Year 8</b>								
<b>Careers</b>	How can we build our understanding of career sectors?	What is a career pathway?	How can personal values influence your career choice?	How can we identify our long term career aspirations?	What are job roles and responsibilities?	What influences our career journey and choices?	How can we build our communication skills for life?	How can we build our digital skills for life and work?
	Why is work experience important?	What is networking and why is it important?	What is further education and why is it valuable?	How can we identify and plan for our long term career goals?	How can we reflect on our Y8 career knowledge?			
<b>Finances</b>	How do I plan and manage a budget?	How do I achieve my saving goals?	How Interest works on saving and loans?	What are the differences between debit and credit?	What is the value of work?	How much tax do we pay?	How do I understand payslip?	What are online scams and fraud?
	How does marketing influences spending habits?	What is debt and how to manage it?	What is investment?	What is the cost of living and how does it influence	How can I build financial growth?			

				financial planning?				
<b>Year 9</b>								
<b>Careers</b>	How can we develop our career research skills?	How can we gain a deeper understanding of industries?	How can we develop our understanding of post-16 options?	How can we develop our understanding of apprenticeships and vocational education?	How do our subject choices impact our career paths?	Can I recognise the importance of employability skills?	What is professional behavior?	How does technology impact careers?
	How do I improve my interview skills?	What is the value of work experience?	How do I explore my post-16 options?	How do I develop my application writing skills?	Do I have a clear career plan?			
<b>Finances</b>	How can career choices impact long-term financial wellbeing?	Would my future self benefit from a savings account?	How could budgeting help me and my money?	How could a good credit score help my future self?	How can I borrow money?	Is investing worth the risk?	Why do I need insurance?	How can I earn extra money?
	How can I become a conscientious shopper?	Is the small print important?	Do I have any protection when buying products or services?	Will I need a pension?	Am I financially savvy?			

Year 10								
Careers	What types of jobs are available for me and my skills?	How are job trends changing in the 2020's?	What is going to make me happy at work?	A-levels, T-levels: Which path unlocks your future?	Work, learn, earn: Is a UK apprenticeship your next step?	How can a 121 Careers meeting help me apply for courses?	How do I publish my personal brand?	What should be written in my personal statement?
	Deadlines & duties: How do you take control?	First impressions: What's your winning interview move?	Beyond TikTok: Who's in your real-life network?	Why should I complete some work experience?	Your career journey: What's your map – past adventures, future destinations			
Finances	How can money worries affect my well-being?	What are alternative ways of making money?	How do I track my spending and plan my finances?	How does taxation work?	How do I use credit?	What are the dangers of loans and overspending?	How do I avoid financial scams?	What is a money mule?
	What does the economy have to do with me?	What are my options when I move out of home?	Could I become my own boss?	How do I build my financial future?	How do I apply financial skills to real life?			
Year 11								
Careers	What Post 16 Pathways are	What factors should I	What steps should I take to	What are my employability	What strategies can contribute	Why is financial planning	What is networking?	How do we balance life,



	there?	consider when choosing my post-16 pathway?	get ready for a college, apprenticeship or job interview?	skills?	to wellbeing in the workplace?	important?		learning and work?
	Personal Statement: Part 1 How will I make my personal statement stand out?	Personal statement: Part 2 Why is it important to review and redraft your personal statement?	What makes an employer good to work for?	What strategies will help me cope with the transition into the world of employment?	What are my next steps?			
<b>Finances</b>	How can I become financially independent?	Be Your Own Boss: How do you start a Business?	Money, Me and My Future: How do taxes affect this?	Credit Cards: Power or Pitfall?	Needing to Borrow: How do you borrow smart in the real world?	Mortgages: What You Need to Know Before You Buy Your First Home?	How can you protect your money and personal data from online scams and fraud?	What is the real cost of owning a car?
	Is going to university worth the cost?	Make Your Money Work: What are the Benefits of Investing?	Future You: Planning for a Comfortable Life with Pensions &	Ready for the Real World: A Guide to Money, Choices, and	Ready for the Real World: A Guide to Money, Choices, and			

			Smart Investing	Your Financial Future	Your Financial Future			
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## Assembly programme

The Outwood assembly programme is a core part of the personal development and growth model and includes resources from the High Performance Foundation which explore the competencies in the Outwood learning competency framework such as goal setting, collaboration, and positive mindset.

Key features include:

- Weekly assemblies
- Awareness event assemblies for each Key Stage
- Integration with the High Performance Foundation's Game Plan, which includes video interviews with high achievers and role models

## Votes for Schools

Votes for Schools is an innovative platform that engages students in weekly discussions about current social, political, and ethical issues. Each week, students. For more information please visit their [website](#).

## Academic mentoring

Academic mentoring provides targeted academic support for Key Stage 4 and 5 students. The aim is to:

- Use consolidation and revision materials linked to the English language, literature and maths' specifications to build on students' prior learning in their classrooms in order to reinforce, expand and build further confidence in this learning.

Academic mentoring is embedded within the wider personal development framework, ensuring students receive individualised support as they prepare for key examinations and transitions.

If you would like to discuss Personal Development and Growth please contact the academy on 01642 818200 or [enquires@acklam.outwood.com](mailto:enquires@acklam.outwood.com)

