



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 and calendared year group events that are delivered by external agencies and groups. 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 are taught through history whilst English and the arts support the appreciation of the influences that have shaped our heritage and those of others. Our IT departments teach online safety, PE fosters an awareness of physical health and fitness and science teaches the facts about puberty, reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. By doing this we not only develop and deepen the knowledge our students have, but to also ensure that we have a coherent, consistent delivery model.

Our daily programmes support our students' holistic 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 for example... 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.

Opportunities such as our random acts of kindness initiative or student voice and enrichment programmes operate in our academy reflecting the needs and concerns of the student body.

The most important and guiding factor when devising our curriculum is 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 who is able to stay safe and care for those around them.

Personal Development and Growth Curriculum Overview

Key stage 3 - Y7-9

Outwood Reads	Outwood Personal Development and Growth	Outwood Futures	Assembly	Votes for Schools
---------------	---	-----------------	----------	-------------------

Key stage 4 - Y10-11

Academic mentoring	Outwood Personal Development and Growth	Outwood Futures	Assembly	Academic mentoring
--------------------	---	-----------------	----------	--------------------

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
Non-fiction	Rescue - a collection of non-fiction stories	Survivors - a collection of non-fiction stories	Heroes - a collection of non-fiction stories

Classics	The Wizard of Oz by Frank L Baum	A Study in Scarlet by Arthur Conan Doyle	Dark Tales by Shirley Jackson
Celebrating diversity	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								
What do I need to know about relationships?	1. How can I manage my transition to Secondary?	2. How can I handle my emotions positively?	3. What are the characteristics of a healthy relationship?	4. What makes a good friend?	5. Why is bullying a problem?	6. What makes a family?	7. What are the roles and responsibilities in a family?	
How can I look after my physical	1. How can I maintain my personal	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	5. How can what I put into my body have	6. How does sleep impact my health?	7. How can I care for my mental	8. What is the impact of phones?

[illegible]

Why are human rights important?	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 Middlesbrough?		
What does government do?	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?				
How can I look after my physical and mental wellbeing?	1. How can I care for my mental wellbeing?	2. What can have a negative impact on my mental wellbeing?	3. How can I keep my mental wellbeing healthy?	4. What makes a relationship fair and equal?	5. How can I manage my time and study well?	6. How can I help in a mental health crisis?		
What do I need to know about relationships ?	1. What is consent and why is it important?	2. What does sexuality mean?	3. What can go wrong in a relationship?	4. What do I need to know about sexual relationships?	5. What do I need to know about sexual health?	6. What do I need to know about fertility?		
Drugs	1. What are illegal and legal drugs?	2. What does the law say about drugs?	3. What are legal drugs, vapes and prescription medications?	4. What is the impact of drug taking?				

How trustworthy is the media?	1. How do I stay safe online?	2. How social is social media?	3. How trustworthy is the news?	4. How real is the online world?				
How can I stay safe over the summer?	1. How do I stay safe and what do I do in an emergency?							
Year 9								
How can I stay safe online?	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?			
What do I need to know to keep myself safe?	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?		
What risks do drugs pose?	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?		

How can I have positive intimate relationships ?	1. What are choices and boundaries in sexual relationships?	2. What are the characteristics of healthy and successful relationships?	3. What happens when relationships go wrong?	4. What happens when relationships go wrong?	5. What are the options for contraception and how reliable are they?	6. What are STIs, how are they diagnosed and what are the treatments?	7. What does the law say about sexual and intimate relationships?	8. What are the facts and options for fertility and pregnancy?
What is happening in the world?	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?			
How can I stay safe over the summer?	1. How can I stay safe and what can I do in an emergency?							
Year 10								
Should criminals be treated fairly?	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?			
What does religion have to do with	1. What is freedom of religion and freedom of	2. What are the differences between religious and	3. What was colonisation and the Commonwealth	4. How much religious freedom is there in France?	5. How much religious freedom is there in the	6. How far is the law of lex talionis justified today?	7. How far is the assisted dying bill supported by	

politics?	expression?	secular governance?	?		USA?		religious traditions?	
How does the government work?	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?			
How can I stay safe in sexual relationships ?	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?					
How can I look after my physical and mental wellbeing?	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?
Has science killed religion?	1. Are there any gaps left for God?	2. Are the Big Bang Theory and evolution compatible with	3. Does Richard Dawkins oversimplify faith? Dawkins	4. What will the future hold?				

		religious accounts of creation?	vs McGrath					
How can I stay safe over the summer?	1. How can I stay safe in relation to the sun, rail, roads and emergency situations?							
Year 11								
How does psychology explain organised religion?	1. What does psychology say about religion?	2. What do Freud and Jung say about religion?	3. Are religious experiences real?	4. Is religion social control?	5. Where does the conscience come from?			
Is there an afterlife?	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?			
What do I need to know to keep myself	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?		

safe?								
How can I stay safe when travelling?	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?					
How can I give back to my community?	1. Why is volunteering outdoors beneficial?	2. What is the importance of food banks?	3. What is homelessness?					
Year 7								
What do I need to know about relationships?	1. How can I manage my transition to Secondary?	2. How can I handle my emotions positively?	3. What are the characteristics of a healthy relationship?	4. How important are friends for happiness?	5. Why is bullying a problem?	6. What makes a family?	7. What are the roles and responsibilities in a family?	

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 different forms?	What is the difference between wants, needs and priorities?	What is budgeting and how do I budget?	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?
	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?			
Year 8								
Careers	How can we	What is a	How can	How can we	What are job	What influences	How can we	How can we

	build our understanding of career sectors?	career pathway?	personal values influence your career choice?	identify our long term career aspirations?	roles and responsibilities?	our career journey and choices?	build our communication skills for life?	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?			
Finances	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 financial planning?	How can I build financial growth?			
Year 9								
Careers	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	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?

				and vocational education?				
	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?			
Finances	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	First impressions:	Beyond TikTok: Who's in your	Why should I complete some	Your career journey: What's			

	you take control?	What's your winning interview move?	real-life network?	work experience?	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 there?	What factors should I consider when choosing my post-16 pathway?	What steps should I take to get ready for a college, apprenticeship or job interview?	What are my employability skills?	What strategies can contribute to wellbeing in the workplace?	Why is financial planning important?	What is networking?	How do we balance life, learning and work?
	Personal Statement: Part 1 How will I make my personal	Personal statement: Part 2 Why is it important to	What makes an employer good to work for?	What strategies will help me cope with the transition into the world of	What are my next steps?			

	statement stand out?	review and redraft your personal statement?		employment?				
Finances	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 & Smart Investing	Ready for the Real World: A Guide to Money, Choices, and Your Financial Future	Ready for the Real World: A Guide to Money, Choices, and Your Financial Future			

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.