



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 such as Prison? Me No Way!. 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. 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. 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 random acts of kindness initiative, our Anti-Bullying ambassadors, and our 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
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Key stage 4 - Y10-11

Academic mentoring	Outwood Personal Development and Growth	Outwood Futures	Assembly	Academic mentoring
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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
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?	How can I manage my transition to Secondary?	How can I handle my emotions positively?	What are the characteristics of a healthy relationship?	How important are friends for happiness?	Why is bullying a problem?	What makes a family?	What are the roles and responsibilities in a family?			
How can I look after my physical and mental wellbeing?	How can I maintain my personal hygiene?	Where can I get help when I am unwell?	How can medicine keep me well?	How can what I put into my body have an impact?	How can what I put into my body have an impact?	How does sleep impact my health?	How can I care for my mental wellbeing?	What is puberty?	What is menstrual wellbeing?	What is consent?
What are British Values?	What are British Values?	What makes up my identity?	What are the benefits and drawbacks of multi-culturalism?	What liberties and freedoms do I have in the UK?						
What should I know about	Why do we have laws?	Who should I go to for help?	What is the role and	How are young offenders	What does the law say about	What are prejudice,				

the law?			purpose of the police?	treated?	equality?	discrimination, racism and stereotypes?				
How can I contribute to my local community?	Why volunteer?	Should I give to charity?	Why is community cohesion important?	What is active citizenship?						
How can I stay safe over the summer?										

Year 8								
Why are human rights important?	What are Human and Children's Rights?	What is the history of Human Rights?	What happens when Human Rights are ignored?	What is the history of disability rights?	What is the history of LGBTQ rights?	What is the history of Women's rights?		
What does the government do?	Who does the government govern?	What is parliament, who are the Lords and what are political parties?	How are laws made?	What do local councils do? And what is devolution?				
How can I look after my physical and mental wellbeing?	How can I care for my mental wellbeing?	What can have a negative impact on my mental wellbeing?	How can I keep my mental wellbeing healthy?	What makes a relationship fair and equal?	How can I manage my time and study well?	How can I help in a mental health crisis?		
What do I	What is	What does	What can go	What do I need	What do I need	What do I need		

need to know about relationships?	consent and why is it important?	sexuality mean?	wrong in a relationship?	to know about sexual relationships?	to know about sexual health?	to know about fertility?				
What risks do drugs pose?	What are illegal and legal drugs?	What does the law say about drugs?	What are legal drugs, vapes and prescription medications?	What is the impact of drug taking?						
How trustworthy is the media?	How do I stay safe online?	How social is social media?	How trustworthy is the news?	How real is the online world?						
How can I stay safe over the summer?										

Year 9								
How can I stay safe online?	How does what I see online impact how I view relationships?	What is the impact of influencers?	What should I share online?	What are the dangers of sexting and nudes?	How can what I watch online hurt me?			
What do I need to know to keep myself safe?	What is a gang?	What is exploitation?	What are the dangers of carrying a weapon?	Case study	What are cyber and organised crime?	How can I recognise radicalisation and extremism?		
What risks do drugs pose?	What does the law say about	Is there such a thing as safe	How can alcohol impact	Is vaping really safer than	How can smoking and			

	drugs?	alcohol consumption?	physical and mental health?	smoking?	vaping impact physical and mental health?					
How can I have positive intimate relationships?	What are choices and boundaries in sexual relationships?	What are the characteristics of healthy and successful relationships?	What happens when relationships go wrong?	What happens when relationships go wrong?	What are the options for contraception and how reliable are they?	What are STIs, how are they diagnosed and what are the treatments?	What does the law say about sexual and intimate relationships?	What are the facts and options for fertility and pregnancy?	What is the role of a parent?	
What is happening in the world?	What are the different types of government?	What is happening in the world today?	What are the global forces for good?	Should we be concerned about...	What are conspiracy theories?					
How can I stay safe over the summer?										

Year 10									
Should criminals be treated fairly?	What are the features of the UK legal system?	How are adult offenders treated?	What are the aims of punishment?	Do prisons work?	How do religious traditions respond to criminals and justice?				
What does religion have to do with politics?	What is freedom of religion and freedom of expression?	What are the differences between religious and secular	What was colonisation and the Commonwealth ?	How much religious freedom is there in France?	How much religious freedom is there in the USA?	How far is the law of lex talionis justified today?	How far is the assisted dying bill supported by religious traditions?		

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Year 11										
How does psychology explain organised religion?	What does psychology say about religion?	What do Freud and Jung say about religion?	Are religious experiences credible?	Is religion social control?	Where does the conscience come from?					
Is there an afterlife?	What are the views of the body and soul relationship?	What makes an afterlife?	How reliable is the evidence for the afterlife?	What do religious traditions believe about the afterlife?	Is technology the answer?					
What do I need to know to keep myself safe?	What care should I take when taking substances?	What is risky behaviour on a night out?	What practical steps can I take to stay safe on a night out?	What is a healthy diet?	Where can I go when I need medical help?	How can I keep myself and others safe and healthy?				
How can I stay safe when travelling?	How do I stay safe as a tourist?	What do I need to know about travelling to another country?	Why is health tourism dangerous?							
How can I give back to my community?	Why is volunteering outdoors beneficial?	What is the importance of food banks?	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.

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 at s.creighton@bishopsgarth.outwood.com



