



PERSONAL DEVELOPMENT AND GROWTH

Personal Development and Growth

Curriculum

We believe in developing our children into the best versions of themselves. Our provision for Personal Development and Growth is coherently implemented across the Trust and additionally localised to meet the unique identity of our 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 The British Heart Foundation etc. 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. We 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 careers fayre for all year groups. 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 and example of this is the Holocaust 80th Anniversary of the liberation of Auschwitz Birkenau.

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 such as litter picking in the local community.

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)

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 in my body have an impact?	How can what I put in my body have an impact?	How does sleep impact my health?	How can I care for my mental wellbeing?	What is the impact of mobile phones?	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 multiculturalism?	What liberties and freedoms do I have in the UK?							
What should I know about the law?	Why do we have laws?	Who should I go to for help?	What is the role and purpose of the police?	How are young offenders treated?	What does the law say about equality?	What are prejudice, discrimination, racism and stereotypes?					
How can I contribute to	Why	Should I give	Why is	How can I	What is						

my local community?	volunteer?	to charity?	community cohesion important?	stay safe over the summer?	active citizenship?						
Year 8											
Why are human rights important?	What are human and children's rights?	What is the history of human rights?	What happens if 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?	What does our government govern?	What is Parliament?	What are political parties?	How are laws made?	What do local councils do?						
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 wellbeing?	How can I keep my mental wellbeing healthy?	What makes relationships fair and equal?	How can I manage my time and study well?	How can I help in a mental health crisis?					
What do I need to know about relationships?	What is consent and why is it important?	What does sexuality mean?	What can go wrong in relationships?	What do I need to know about sexual relationships?	What do I need to know about sexual health?	What do I need to know about fertility?					

What do I need to know about relationships?	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 what we see online?	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 exploration?	What are the dangers of carrying a weapon?	Case study	What are cyber crime and organised crimes?	How can I recognise radicalisation and extremism?					
What risks do drugs	What are illegal and	What does the law say	Is there such a thing as	How can alcohol	Is vaping really safer	How can smoking					

pose?	legal drugs?	about drugs?	safe alcohol consumption ?	impact physical and mental health?	than smoking?	and vaping impact physical and mental health?					
How can I have positive intimate relationships?	What are the 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?	How do humans organise themselves to lead?	What is happening in the world today?	How does the world respond to crisis?	What global events should concern us?	How do we manage 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?						
What does religion have to do with	What is freedom of religion and	What is the difference between	What is colonisation and the	How much religious	How much religious freedom is	How far is the law of Lex Talionis	How far is the assisted dying bill				

politics?	religious expression?	religious and secular governance??	commonwealth?	freedom is there in France?	there in the USA?	justified today?	supported by religious traditions?				
How does the government work?	What does left and right mean in politics?	How do pressure groups force change?	How do we choose out national leader?	How accountable should politicians be?							
How can I stay safe in sexual relationships?	What if consent isn't clear?	Are media portrayals of relationships realistic?	Why is it important to be able to peacefully resolve conflict in a relationship?								
How can I look after my physical and mental wellbeing?	How important is sleep?	What is a healthy relationship with food?	Why is self checking important?	What are blood, organ and stem cell donation?	What are the acts about immunisation?	What is health disparity?	What conditions affect the brain?	What are the stages of bereavement?	What can I do in an emergency?		
Has science killed religion?	Are there any gaps left for God?	Are BBT and evolution compatible with religious accounts of creation?	Does Richard Dawkins oversimplify faith?	Does neuroscience disprove the existence of a soul?	What will the future hold?	How can I stay safe over the summer?					

Year 11											
How does psychology explain 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?	Is there evidence for a soul?	What makes an afterlife?	Is there life after death?	What does religion tell us about the afterlife?	Is technology the answer?						
What do I need to know to keep myself safe?	What care should I take when using 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?	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 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	How can I research	Identifying personal	What is an entrepreneur?	Careers and the future

				future?	careers?	strengths and interests		
	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 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?			

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 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?			
Finances	How can career choices impact long-term	Would my future self benefit from a	How could budgeting help me and my	How could a good credit score help my	How can I borrow money?	Is investing worth the risk?	Why do I need insurance?	How can I earn extra money?

	financial wellbeing?	savings account?	money?	future self?				
	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	What are my	Could I become	How do I build	How do I apply			

	economy have to do with me?	options when I move out of home?	my own boss?	my financial future?	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 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?			
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	How can you protect your money and personal data from online	What is the real cost of owning a car?

						Home?	scams and fraud?	
	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 our Personal Development and Growth programme, we would be more than happy to speak to you. Please contact the academy on 0114 235 8120

