

Personal Development

(2024/2025)

Rationale

Given the diverse experiences and backgrounds of our children, personal development can often be difficult. At Sutton House Academy, we address this by offering our students extra support that goes beyond what is typically available in a mainstream setting. By fostering strong relationships, offering emotional support, encouraging self-reflection, creating opportunities for growth, and promoting positive behaviours, we strive to help our students overcome their challenges and achieve their full potential.

Provision

Curriculum: Personal development is deeply embedded in the curriculum and is integrated into core subjects, PSHE lessons, tutor sessions, assemblies, and the enrichment program. Throughout the academy, students are encouraged to engage in activities that reflect our core values, such as building resilience, managing emotions, improving communication skills, and fostering relationships. These activities are scheduled and conducted on a weekly basis.

School Counsellor: The Academy provides students with access to a counsellor who is available two days a week. The counsellor mentors' students and offers support in areas like emotional regulation, conflict resolution, handling transitions to other educational settings, and managing general school-related anxieties. The counsellor also works directly with students to facilitate a smooth transition to the next phase of their education.

Careers: Exploring career options and planning helps students translate their personal skills and attributes into professional contexts. We have in place, a plan for all Year 11 students, which includes a dependable transition program to assist our students in the next steps of their academia. The transition plan aims to reduce students' anxieties about moving on, prepare them for college, ensure successful outcomes after school, monitor their progress, evaluate the program's effectiveness, and lower the number of students not in further education or training.

Assessing the Impact of our Personal Development Curriculum

Teacher Level

- Evidenced through regular **formative assessment opportunities** throughout each lesson.
- Each class has a PD descriptors sheet which teachers use to keep track of children's progress/learning/engagement and inform future planning.
- Pupil **engagement and behaviour** in lessons.
- **Quality of discussions** in lessons.

Senior Management Level

- Regular learning walks and work analysis. This will include conversations with pupils to talk through their learning.
- Feedback from staff during debrief meetings.
- Termly pupil voice/focus groups to assess the impact of PD and ensure pupil views are incorporated into curriculum planning
- Termly Pupil survey feedback

Key:

Not started

In progress

Completed

Whole school/community level

- **Termly staff voice/focus group** (including a broad range of staff across the school) to consider the whole school impact of PD.
- **Termly parent survey** to gather information on the impact of PD at home/community and to gain parental views on topics to include in our curriculum.
- **Feedback and suggestions from school governors.**
- Participation in **charity events and community/volunteering opportunities.**

Personal Development throughout the Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Primary Assemblies School celebrations and certificates	Sukkot and Yom Kippur (Jewish) BHM (Why BHM is important) BHM (Windrush) Halloween	Anti-Bullying week or Children in need Invisible disabilities (ODD) Behaviour expectations (bad language) Keeping ourselves safe Hanukkah Christmas	Culture-New Year around the world Behaviour Expectations-Bullying Term Focus-Equality and Diversity (Dr. Martin Luther King Jr Day) Safeguarding- My Body Belongs to me Culture-Chinese New Year	Behaviour Expectations-Importance of SHA Code of Conduct Term Focus-Careers SEMH Awareness-Autism Culture-Ramadan Science week Safeguarding-Keeping ourselves safe outside of school	Behaviour Expectations-Strategies Culture-St George Day Term Focus-Citizenship (British Values) SEMH Awareness-Mental Health Week National Fitness Day Culture-May Day	Behaviour Expectations-What would you add to SHA code of conduct Culture-The King's Birthday Term Focus-What I want to be when I leave school? SEMH Awareness-ANIEXTY Safeguarding-Where to go if you need support in or out of school
Reach Assemblies School celebrations and certificates	Sukkot and Yom Kippur (Jewish) BHM (Why BHM is important) BHM (Windrush) Halloween	Anti-Bullying week or Children in need Invisible disabilities (ODD) Behaviour expectations (bad language) Keeping ourselves safe Hanukkah Christmas	Culture-New Year's around the world Behaviour Expectations-Bullying SEMH Awareness-Reach Corridor PD Term Focus-Equality and Diversity Safeguarding-My Body my Consent Culture-Chinese New Year	Behaviour Expectations-Why schools have uniforms and expectation of SHA uniform Term Focus-Careers SEMH Awareness-Autism Culture-Ramadan Science week Safeguarding-Online safety	Behaviour Expectations-Strategies Culture-St George Day Term Focus-Citizenship (British Values) SEMH Awareness-Mental Health Week National Fitness Day Culture-May Day	Behaviour Expectations-What would you add to SHA code of conduct Culture-The King's Birthday Term Focus-What I want to be when I leave school? SEMH Awareness-ANIEXTY Safeguarding-Where to go if you need support in or out of school

KS3/KS4 Assemblies	Sukkot and Yom Kippur (Jewish)	Anti-Bullying week or Children in need	Culture-New Year's around the world	Behaviour Expectations- Why schools have uniforms and expectation of SHA uniform	Behaviour Expectations- Strategies	Behaviour Expectations- What would you add to SHA code of conduct
School celebrations and certificates	BHM (Why BHM is important) BHM (Windrush) Halloween	Invisible disabilities (ODD) Behaviour expectations (bad language) Keeping ourselves safe Hanukkah Christmas	Behaviour Expectations- Bullying PD Term Focus-Equality and Diversity Safeguarding County Lines/gangs Culture-Chinese New Year	Term Focus-Careers SEMH Awareness-Autism Culture-Ramadan Science week Safeguarding-Online safety	Culture-St George Day Term Focus-Citizenship(Community) SEMH Awareness-Mental Health Week National Fitness Day Culture-May Day	Culture-The King's Birthday Term Focus-Life after SHA SEMH Awareness-ANXIETY Safeguarding-Where to go if you need support in or out of school
Enrichment Primary	Science trip to Garons – links with health, fitness and survival.	Pantomime	Buckingham Palace	Barleylands	PowerStation	Adventure island
Enrichment Reach	Planetarium in Southend	Pantomime	Interview visitors that are prominent people in the community.	Museum	Post office Supermarket Charity shop	Trip to Southend beach Belfair's Woodland Centre
Enrichment KS3/KS4	Priory park	Pantomime	Sea life Centre	Belfairs Woods	The Garrison	Beach/ Adventure Island
Timetabled PD Sessions	See attached SOW Primary Reach KS3/KS4	See attached SOW Primary Reach KS3/KS4	See attached SOW Primary Reach KS3/KS4	See attached SOW Primary Reach KS3/KS4	See attached SOW Primary Reach KS3/KS4	See attached SOW Primary Reach KS3/KS4
Tutor Time KS3/KS4	World Affairs Literacy Numeracy Reading Brain Teasers Weekly Numeracy Challenge ISP Target reflection	World Affairs Literacy Numeracy Reading Brain Teasers Weekly Numeracy Challenge ISP Target reflection	World Affairs Literacy Numeracy Reading Brain Teasers Weekly Numeracy Challenge ISP Target reflection	World Affairs Literacy Numeracy Reading Brain Teasers Weekly Numeracy Challenge ISP Target reflection	World Affairs Literacy Numeracy Reading Brain Teasers Weekly Numeracy Challenge ISP Target reflection	World Affairs Literacy Numeracy Reading Brain Teasers Weekly Numeracy Challenge ISP Target reflection

Registration	Daily spellings	Daily spellings	Daily spellings	Daily spellings	Daily spellings	Daily spellings
Primary/ Reach	Reading for pleasure	Reading for pleasure	Reading for pleasure	Reading for pleasure	Reading for pleasure	Reading for pleasure
Staff PD	<u>Educare:</u> Child Protection Refresher FGM The Prevent Duty	<u>Educare:</u> School Attendance and children missing in education Preventing Bullying Epilepsy Awareness	<u>Educare:</u> Online Safety ADHD awareness-for those not yet completed. Domestic Abuse children and young people	<u>Educare:</u> The SEND code of practice Understanding anxiety	<u>Educare:</u> Adverse Childhood Experiences Child on Child sexual violence and harassment	<u>Educare:</u> Cyber security Child exploitation

Personal Development Mapping Across Curriculum

Primary Personal Development Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 PSHE	Resilience/SMSC	It's my body/Healthy Eating/My emotions	British Values/Communication	British Values/Aspirations/Managing myself	Citizenship-One World/Resilience Me & My Body	Growing up/Relationships
KS2 PSHE	Resilience & E-Safety	Emotional & Mental Well-Being	Anti-Bullying & Friendships	Aspirations Physical & Mental Well-Being	Puberty/Sex Education	Relationships

Primary Personal Development Themes across the Curriculum

	Autumn 1 Spiritual, moral, social and cultural development	Autumn 2 Healthy living British Values	Spring 1 Equality and diversity	Spring 2 Careers guidance	Summer 1 Citizenship	Summer 2 Preparation for next stage
English	Teaching linked to topic: We are Equal	Teaching linked to topic: Habitats	Teaching linked to topic: Royalty (Kings and Queens)	Teaching linked to topic: The Tale of Peter Rabbit	Teaching linked to topic: Our World	Teaching linked to topic: Victorians
Maths	Shapes and patterns Time	Comparisons and measures Fractions	Wellbeing- Maths through expressive arts Time and Data	Money and coins	Addition and subtraction Wellbeing- Maths through expressive arts Multiplication and division Position and time Revision of all Maths topics	Number games Revision of all Maths topics
DT/Food Tech	Kitchen Safety Hygiene Hazards Food Safety Equipment Food Groups Healthy Eating Balanced diet Hydration Gelatinisation	Habitats Look at different habitats and create our own habitats for creatures within our school environment. Eat well plate Key Nutrients Vegetables Fruit Carbohydrates Protein Dairy	Where in the world; Europe or the wider world? Recipes from around the world Cooking skills Baking Combining	Food Safety Food miles Farmed Grown Caught Processed Understanding Seasonality	Food sensory What does food taste like? What does food feel like? What does food sound like? What does food smell like? What does food look like? Food labelling Reading traffic light colours to help with healthy choices.	Recap and revisit: Eat well plate Food Groups Healthy Eating Food labelling

		Vitamins Minerals Fibre/Fat Energy				
Outdoor Learning/Sensory	Planets using chalks outdoors/Sand play making the solar system	Imaginary play outdoors	Role play dressing up outside	Building houses in the sand pit and imagine they're on fire and need water to put it out	Minibeast hunt outdoors	Beach school/Sand play
Topic	Geography Features of atlases	History/ R.E. The gunpowder plot, Remembrance Day, the Christmas story.	Locate Capital Cities of the UK Elizabeth I and Queen Victoria Royal Crown/Jewellery making using beads	Easter Seasonal and daily weather changes To learn the names of the seasons	Recycling Effects of littering Looking after our environment Plastic pollution Carbon footprint Music- Body percussion Exploring different sounds	Human and Physical Features during the Victorian Era Florence Nightingale Benjamin Franklin (Invention of electricity) Weaving and patterns William Morris- Floral patterns To learn the nouns for parts of the face in French
SMSC Links	Spiritual: Respecting others in the world Moral: Recognising what's right and wrong through safe relationships online and offline	Spiritual: Considering the experiences that the different people may have had, being creative and reflecting upon history Moral: Investigating the actions of the Guy Faulks and understanding the	Spiritual: Enjoy learning around British culture and about other British role models Moral: Respecting royalty and others and discuss reasoning behind why	Spiritual: Respecting and empathising feelings of characters Moral: Discussing morals embedded within Peter Rabbit. Exploring his choices and thinking	Spiritual: Enjoy learning about our world and thinking about our place within it Moral: Respecting others within the world and other countries Social:	Spiritual: Exploring life in the past during the Victorian era. Using imagination, creativity and reflection to develop historical knowledge and understanding

	<p>Social: Engaging with the local community for Harvest festival and being tolerable of others by supporting them</p> <p>Cultural: Understanding, accepting, respecting and celebrating diversity</p>	<p>consequences or experiences he had</p> <p>Social: Participate in discussions, showing liberty by expression opinions or views on the world wars.</p> <p>Cultural: Appreciate the influences historical events such as the gun powder plot and the world wars have had on Britain.</p>	<p>Social: Understand the rule of law, respect and tolerance when discussing Kings and Queens</p> <p>Cultural: Appreciate the role of the British monarch and the influences it has upon others within society</p>	<p>about whether his choices were right or not</p> <p>Social: Develop skills to play co-operatively together in lessons, end of term community days</p> <p>Cultural: Exploring British seasonal weather changes</p>	<p>Appreciate diverse viewpoints, develop liberty respect and tolerance within discussions around other countries and also during RSE based lessons</p> <p>Cultural: Understand, accept, respect and celebrate individuality of countries and individuals around the world</p>	<p>Moral: Understanding consequences of behaviour during the Victorian period. Offering reasoned views to the Victorian era</p> <p>Social: Discussing the rule of law, respect, levels of tolerance and think about how they compare to the modern times now</p> <p>Cultural: Appreciating, understanding and reflecting upon how different culture was in Britain during the Victorian period as opposed to now</p>
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KS3/Reach Personal Development Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3 PSHE/RHSE	Living in the Wider World -Aspirations -Self-Esteem Looking After Our Health Right and Responsibilities	Living in the Wider World -Budgeting -Money Prejudice, Values and Extremism Our Health and Personal Safety	Healthy Living and Responsible Health Choices Careers and Finance Achieving with Good Mental Health	Relationships, Identity and Safety My Goals, Behaviours and Emotions Preparing for the Wider World – Careers, Enterprise and Finance	Puberty, Emotional Health and Wellbeing Sex, Relationships and Conflict Sex Education, Contraception and Pornography	Online Safety Discrimination, Prejudice and Challenges Healthy Relationships with Other and Ourselves
Reach PSHE/RHSE	E-Safety Looking After Our Health	Prejudice, Values, Extremism and Cults	Careers and Finance	My Goals, Behaviours and Emotions	Sex, Relationships and Conflict	Discrimination, Prejudice and Challenges

KS3/Reach Personal Development Themes across the Curriculum

	Autumn 1 Spiritual, moral, social and cultural development	Autumn 2 Healthy living British Values	Spring 1 Equality and diversity	Spring 2 Careers guidance	Summer 1 Citizenship	Summer 2 Preparation for next stage
English	Topic linked to: Reports	Topic linked to: persuasion	Topic linked to: Text based fiction	Topic linked to: Biographies	Topic linked to: Survival stories	Topic linked to: Survival stories
Maths	Roman Numerals Statistics	Mental Multiplication and Division Money (Life Skills)	Wellbeing- Maths through expressive arts Fractions and percentages Graphs and data	Multiplication Measures Budgeting skills	Wellbeing- Maths through expressive arts Money	Revision of all Maths topics

Food Tech	NCFE food and cookery level 1 <u>Preparing to cook</u> Hygiene Safety Control measures	NCFE food and cookery level 1 <u>Preparing to cook</u> Planning Organisation Hazards and Risks	NCFE food and cookery level 1 <u>Understanding food</u> Food Groups Seasonality Healthy eating and adapting recipes to budget or to be healthier	NCFE food and cookery level 1 <u>Understanding food</u> Cooking Skills Temp ranges and food safety control measures Timings	NCFE food and cookery level 1 <u>Exploring balanced diets</u> Using various kitchen equipment to enhance recipes	NCFE food and cookery level 1 <u>Plan and produce dishes in response to a brief</u> Planning and prepping a meal with control measures and evidencing research.
Topic	Timeline of space travel. Characteristics of planets. Discussion around why space exploration is important. Ordering the planets (mnemonic). Begin to explain the movement of the moon. Current news	History of Christmas and celebrations around the world Viking's Christmas crafts	Distribution of natural resources (energy, food, minerals and water) Farmers/factories etc History of the national services Create a poster to inform others of who to go to in times of need.	World Map to locate countries in the UK Easter Locating prominent parts of our local community	Hills and Mountains Posting letters that have been written. Planning a summer celebration.	Oceans of the world History of Southend Beach Beach art- using sand, stones and shells Seaside sketches Design reusable ethical bags

Prince's Trust	Unit: Managing Money.	Unit: Digital Skills	Unit: Participating in Exercise. Unit: Preparing for a healthy lifestyle	Unit: Participating in Exercise. Unit: Preparing for a healthy lifestyle	Unit: Undertaking an enterprise project. Unit: Career Planning	Unit: Undertaking an enterprise project.
Personal Development/SIS	Resilience/SMSC Transitions Starting a new class/new year Growth mindset	Healthy living / British Values Fruits and vegetables Farming Different foods from around the world. Mutual respect and tolerance of those with different faiths and beliefs. School rules and rules of law.	British Values/Communication Equality and diversity Different family types Fair and Unfair Respect for rules and law. Respect each other and differences within each other. Self-respect. The need for rules to be fair.	Careers guidance Types of jobs (male and female) fair job rights – pay etc. Expectations e.g., punctuality, presentation, professional approach.	Citizenship Global citizenship. Being a part of society and classroom Rights and responsibilities Code of conduct Behaviour for learning.	Preparation for next stage Supporting / mentoring younger pupils and peers in the classroom. Transitions to year group preparation.
SMSC Links	Spiritual: Plot questions and think about how big the universe is, imagining what it would be like to go to space Moral: Speculate how science could be good to discover facts about the Earth. Do they agree with visiting space? Social: Exploring the social impact on humans if they decide to travel to space	Spiritual: Imagine what it would be like to be the character in a fictional text Moral: Discuss consequences of right and wrong behaviour which may have taken place in a fictional story Social: Offer opportunities to talk about a range of stories and fictional plots, settings and characters	Spiritual: Exploring the meaning and purpose of responding to others needs within society Moral: Develop awareness of what is right and wrong and what we need to do within the community to ensure everyone thrives Social: Make decisions as a class about how we can become good citizens and ensure everyone feels safe Cultural: Explore how different cultures can offer great insights into how we lead our lives	Spiritual: Consider the impact of significant cultural events and how life would be different without them Moral: Discuss consequences of right and wrong behaviour from a non-fiction account. Social: Think about the impact on the community during harmful	Spiritual: Develop awareness of different charities and how they are used to help others. Moral: Discuss how we all have a moral obligation to do the right thing and explore what that looks like. Social: Explain how humans can help to look after each other.	Spiritual: Ask pupils what they think it might be like to live or visit various beaches, parks and outdoor recreational areas. around the world Moral: Moral: Discuss the importance of looking after the wonders of nature Social: Consider social responsibility when visiting beaches, parks

	<p>Cultural: Ask questions around how scientific discoveries of space have affected our lives</p>	<p>Cultural: Explore different cultures within a range of fictional texts</p>		<p>Cultural: Explore different cultures within a range of non-fiction texts</p>	<p>Cultural: Explore different cultural norms for working together and helping others.</p>	<p>and outdoor recreational areas.</p> <p>Cultural: Explore how people's actions such as pollution can affect nature.</p>
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KS4/Reach Out Personal Development Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS4 PSHE/RHSE Year 10	Living in the Wider World -Aspirations -Self-Esteem Looking After Our Health Right and Responsibilities	Living in the Wider World -Budgeting -Money Prejudice, Values and Extremism Our Health and Personal Safety	Healthy Living and Responsible Health Choices Careers and Finance Achieving with Good Mental Health	Relationships, Identity and Safety My Goals, Behaviours and Emotions Preparing for the Wider World – Careers, Enterprise and Finance	Puberty, Emotional Health and Wellbeing Sex, Relationships and Conflict Sex Education, Contraception and Pornography	Online Safety Discrimination, Prejudice and Challenges Healthy Relationships with Other and Ourselves
KS4 PSHE/RHSE Year 11	E-Safety Looking After Our Health	Prejudice, Values, Extremism and Cults	Careers and Finance	My Goals, Behaviours and Emotions	Sex, Relationships and Conflict	Discrimination, Prejudice and Challenges

KS4/Reach Out Personal Development Themes across the Curriculum

	Autumn 1 Spiritual, moral, social and cultural development	Autumn 2 Healthy living British Values	Spring 1 Equality and diversity	Spring 2 Careers guidance	Summer 1 Citizenship	Summer 2 Preparation for next stage
Year 10/11 English	Work on Aesop’s fables as our set texts – they have clear characters and themes and have lots of scope for interpretation as they are morality-based stories.	Fiction writing: Ability to create setting, character and plot, and organise writing. Using the poem ‘A visit from St. Nick’ as a basis, we can look further into different forms of fiction, and use them as a basis	Research information, how to extract information from an article/newspaper Non-Fiction Sources: NY Times Metro Vox articles about current interesting subjects (AI: Elon Musk’s Neuralink wants to	Researching and writing about a subject of interest. The ending project will be researching and writing their own article.	Fiction reading: Looking at longer text	Look at longer form creative writing, narrative, making sure structure is good, and SPAG is consistent.

		for creating their own poetry/short stories. Key Text: A Visit from St. Nick	merge your brain with AI — at what cost? - Vox) as an example			
Year 10/11 Maths	Trigonometry. Gradients & lines. Non-linear graphs. Using graphs.	Representing solutions of equations & inequalities.	Multiplicative reasoning. Geometric reasoning. Algebraic reasoning.	Ratios & fractions. Percentages & Interest. Probability. Transforming & constructing. Listing & describing. Show that...	Collecting, representing & interpreting data. Non-calculator methods. Revision and examinations.	Discussion of available qualifications and courses. Entry Level Certificates and Functional Studies (Level 1) Revision for GCSE and written examination papers.
Year 10/11 Food Tech	Preparing to cook Kitchen hygiene Personal hygiene Safety Control measures	Preparing to cook Identifying Large equipment Small equipment Utensils	Understanding food Identifying the main food groups Examples of food from different sources Grown, reared, caught, processed.	Understanding food Understanding factors affecting food choices social, environmental, cost and sensory. Healthy eating and adapting recipes to budget or to be healthier	Exploring balanced diets Reference intake (RI) Guideline Daily amounts (GDAs) Food labelling Healthy eating Identifying different nutrients	Plan and produce dishes in response to a brief Planning and designing a menu selecting recipes, ingredients, timings, and with control measures and evidenced research.
Duke of Edinburgh						
Year 9	Introduction to Bronze Duke of Edinburgh - Physical - Skill Volunteering	Map Skills	Planning Expedition Food	Equipment Skills Plan Expedition Project	Expedition -Preparation Walks	Sign offs -Ready for Silver
Year 10	Introduction to Silver Duke of Edinburgh - Physical - Skill Volunteering	Map Skills	Planning Expedition Food	Plan Expedition Project	Expedition	Expedition

Year 11	Evidence Gathering - Physical - Skill Volunteering	Expedition Project	Evidence Gathering - Physical - Skill Volunteering	Evidence Gathering - Physical - Skill Volunteering		
Year 10/11 Science	Biology: Explain the sun as an energy source, animal adaptations, food chains, decomposition and recycling, competition, environmental changes, Pollution, population growth, evolution, sexual and asexual reproduction, human genetics.		Chemistry: Explain acid and metal reactions, neutralisation, energy reactions, Earth's atmosphere, current atmosphere, crude oil and fuels, burning fuels, human influences, drinking water.		Physics: Explain energy storage, energy transfers and efficiency, energy resources, types of forces, the effects of forces, speed, stopping distances, reaction times and weather conditions with braking distances.	
Year 10 /11 Art	Picasso/ Cubism	Skills challenge	Research arts careers Review arts event	Interview artists	Leadership project, deliver an activity, review	Compiling portfolios
Year 10 Occupational Studies	Unit 01: Developing skills in garden horticulture	Unit 04: Cultivating herbs	Unit 07: Introduction to wildlife and conservation	Unit 47: Developing customer service skills	Unit 54: Worldwide travel and tourism destinations.	Unit 55:- UK travel and tourism destinations
Year 10 Prince's Trust	Money Management Planning for Personal Development	Money Management Teamwork Skills	Money Management Community Project	Digital Skills Community Project	Digital Skills Presentation Skills	Career Planning Supporting other people in the community
Year 11 Prince's Trust	Supporting other people in the community Digital Skills	Career Planning Digital Skills	Work Experience Career Planning	Work Experience Career Planning	Career Planning	
Year 10 and 11 Personal Wellbeing	E-Safety Personal Identity, Self-Esteem and Confidence	Personal Identity, Self-Esteem and Confidence Healthy Lifestyles	Mental Health and Wellbeing Awareness of Drugs and Substance Use	Mental Health and Wellbeing	Understanding Sex and Relationships	Understanding Sex and Relationships