

Rationale

Due to individuals' previous experiences and background, personal development can sometimes be a challenge. Therefore, at Victory Park Academy we ensure our pupils experience additional support beyond what a mainstream setting can provide. Through building relationships, providing emotional support, encouraging self-reflection, providing opportunities for growth, and promoting positive behaviours, we aim to help our pupils overcome their challenges and reach their full potential.

Provision

Curriculum: Personal development is an intrinsic part of the curriculum and is planned and delivered through the core curriculum; PHSE lessons; tutor time; assemblies and the enrichment program. Across the academy students are encouraged to take part in activities that build on our core values such as resilience, managing emotions, communication skills and relationships. These activities are timetabled and run on a weekly basis.

School Counsellor: The Academy has a counsellor that supports students 2 days a week throughout the academy. The counsellor, mentors' students and supports them on areas such as managing their emotions, dealing with conflict, managing transitions to other provisions and general school anxieties. They have supported students through direct work in other schools to support a successful transition onto the next stage of their education.

Careers: Exploring careers and planning, helping pupils translate personal skills and qualities into occupational terms. We have developed a robust transition plan for all Year 11's which includes an 8-week scheme of work. The purpose of the transition plan is to; reduce anxieties for pupils around transition, prepare pupils for college, have successful post-school outcomes of all pupils, to monitor progress, programme evaluation and reduce the proportion of pupils not in education or training.

Assessing the Impact of our Personal Development Curriculum

Teacher Level

- Evidenced through regular **formative assessment opportunities** throughout each lesson.
- Each pupil has a front sheet in all subject's book/folder teachers use this information to inform future planning.
- Pupil **engagement and behaviour** in lessons.
- **Quality of discussions** in lessons.

Key:

Not started

In progress

Completed

Senior Management Level

- Regular Learning Walks and Work Scrutinies ; including conversations with pupils to talk through their learning/books.
- 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

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 during the School Day

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1/2 Assemblies	Behaviour, expectations and rewards Spiritual, moral, social and cultural development Maths challenge assembly Spelling challenge assembly World Mental Health Day	Behaviour, expectations and rewards Healthy living British Values Armistice/Remembrance Day Advent begins Christmas story	Behaviour, expectations and rewards Equality and diversity Dr. Martin Luther King Jr Day Holocaust Memorial Day Internet Day safety Shrove Tuesday	Behaviour, expectations and rewards Careers guidance Maths challenge assembly Spelling challenge assembly Guess the job Resilience	Behaviour, expectations and rewards Citizenship Times table challenge Being safe online Art challenge assembly Communication and relationships	Behaviour, expectations and rewards Preparation for next stage Secondary school introduction Changes Managing emotions End of year celebration
Intervention KS1/KS2	Lego Therapy Verbo Elsa Outdoor Learning	Lego Therapy Verbo Elsa Outdoor Learning	Lego Therapy Verbo Elsa Outdoor Learning	Lego Therapy Verbo Elsa Outdoor Learning	Lego Therapy Verbo Elsa Outdoor Learning	Lego Therapy Verbo Elsa Outdoor Learning
KS3/4 Assemblies	Behaviour, expectations and rewards International Literacy Day Jeans for Genes International Day of Democracy International Day of Peace	Armistice/Remembrance Day Anti-Bullying Week World Children's Day Advent begins Human Rights Day	Dr. Martin Luther King Jr Day Holocaust Memorial Day Candlemas Safer Internet Day Shrove Tuesday	St David's Day Ramadan begins at sunset St Patrick's Day National Child Exploitation Awareness Day Holi Eid ul-Fitr	Earth Day World Asthma Day International Day Against Homophobia, Transphobia, and Biphobia Gypsy, Roma and Traveller History Month	Behaviour/Rewards Peer-on-Peer-bullying-and-harassment Positive Role Models Consent and Boundaries What are Coercive and Controlling Relationships?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Mahatma Gandhi's birthday World Mental Health Day World Food Day	Christmas around the world			International Day Against Homophobia, Transphobia, and Biphobia	Radicalization Staying Safe over the Summer
Enrichment	Combat, Horse Riding, Oxygen, Nuclear	Combat, Horse Riding, Oxygen, Nuclear	Combat, Horse Riding, Oxygen, Nuclear	Combat, Horse Riding, Oxygen, Nuclear	Combat, Horse Riding, Oxygen, Nuclear	Combat, Horse Riding, Oxygen, Nuclear
Additional PD Sessions	Strengthening Minds Police Visit School nurse Careers Coffee Morning-parents-Mental Heath topic	Police Visit Careers Fair at Victory Park Parents Afternoon School nurse Careers Tuesday 11th November 2025 NSPCC Speak out workshop -LEAP 1&2 Thursday 27th November 2025 CEOP Parent workshop delivered by AIPT 10am-11.30am 5 th December 025- Army Day	Go Karting Police Visit Theatre School nurse Careers Open Road- TBA	Strengthening Minds Yr11 Parents Afternoon BBQ Careers Fair at Civic Centre Police Visit School nurse Careers Open Road- TBA	Police Visit School nurse Careers Open Road- TBA Two Johns- Knife Crime	Parents afternoon BBQ Police Visit School nurse Careers
Tutor time	Updating and reviewing Pupil Profile/ Pupil Passport Activities Numeracy/ literacy focus Newsround	Updating and reviewing Pupil Profile/ Pupil Passport Activities Numeracy/ literacy focus Newsround	Updating and reviewing Pupil Profile/ Pupil Passport Activities Numeracy/ literacy focus Newsround	Updating and reviewing Pupil Profile/ Pupil Passport Activities Numeracy/ literacy focus Newsround	Updating and reviewing Pupil Profile/ Pupil Passport Activities Numeracy/ literacy focus Newsround	Updating and reviewing Pupil Profile/ Pupil Passport Activities Numeracy/ literacy focus Newsround

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Staff PD	<p><u>Educare Courses</u> Monday 1st September 2025 Child Protection Refresher – Child protection in education (NewStaff) Monday 1st September 2025 Prev ent Duty INSET DAY 1 Tuesday 2nd September 2025 Cyber Security INSET DAY 2 Tuesday 2nd September 2025 FGM INSET DAY 2 Tuesday 2nd September 2025 GDP R INSET DAY 2</p> <p>Thursday 2nd October 2025 Preventing Bullying</p> <p>Thursday 2nd October 2025 Moving and Handling</p>	<p><u>Educare Courses</u> Thursday 13th November 2025 Health and Safety for SEND Pupils</p> <p>Thursday 4th December 2025 Autism awareness</p> <p>Thursday 4th December 2025 Epilepsy awareness</p> <p>Thursday 4th December 2025 Child neglect</p>	<p><u>Educare Courses</u> Thursday 5th February 2026 Online Safety Thursday 5th February 2026 Serious Youth Violence</p> <p>Thursday 5th February 2026 Harmful sexualised behaviours</p>	<p><u>Educare Courses</u> Thursday 26th March 2026 The SEND Code of Practice Thursday 26th March 2026 ADHD awareness</p>	<p><u>Educare Courses</u> Thursday 14th May 2026 Adverse Childhood Experiences (ACEs) Thursday 14th May 2026 Understanding Anxiety</p> <p>Thursday 14th May 2026 How to be an effective Fire Award/Fire Marshall</p>	

Personal Development Mapping Across Curriculum

Primary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1- PHSE	<p><u>Being Me / My Identity</u></p> <p>Pupils can say one thing that makes them special-Pupils can sort things that are the same/different-Pupils can match feelings to facial expressions-Pupils can describe how feelings may change during a day-Pupils can name at least 2 trusted adults-Pupils can explain why washing hands keeps us healthy.</p> <p>ASSESSMENT COMPLETED AT END OF EACH UNIT</p>	<p><u>Friendships & Respect</u></p> <p>Pupils can name qualities of a good friend-Pupils can suggest kind actions-Pupils can share and take turns-Pupils can use words to solve problems-Pupils can explain what personal space means-Pupils can say one way to show respect.</p> <p>ASSESSMENT COMPLETED AT END OF EACH UNIT</p>	<p><u>Safety & Rights</u></p> <p>Pupils can categorise safe vs unsafe behaviours-Pupils can identify trusted helpers (police, teacher)-Pupils can name 2 home safety rules-Pupils can explain how to cross a road safely-Pupils can state 2 water safety rules-Pupils can demonstrate calling for help.</p> <p>ASSESSMENT COMPLETED AT END OF EACH UNIT</p>	<p><u>Health & Wellbeing</u></p> <p>Pupils can name healthy foods and drinks-Pupils can describe how exercise affects their body-Pupils can suggest a bedtime routine-Pupils know only adults should give medicine</p> <p>Pupils can say when to ask for help-Pupils can demonstrate toothbrushing steps.</p> <p>ASSESSMENT COMPLETED AT END OF EACH UNIT</p>	<p><u>Growing & Changing</u></p> <p>Pupils can correctly name key body parts-Pupils can identify simple differences respectfully-Pupils can order life stages-Pupils can name one change that happens as we grow-Pupils can explain PANTS rule-Pupils can state who they would tell.</p> <p>ASSESSMENT COMPLETED AT END OF EACH UNIT</p>	<p><u>Living in the Wider World</u></p> <p>Pupils can explain why rules keep us safe-Pupils can name one way to help the planet-Pupils can make a simple spending decision-Pupils can name jobs in the community-Pupils can say one way to help others-Pupils can share one thing they have learned and are proud of.</p> <p>ASSESSMENT COMPLETED AT END OF EACH UNIT</p>

	Autumn 1		Autumn 2	Spring 1		Spring 2	Summer 1		Summer 2
KS2 PHSE Lessons	Relationships			Living in the Wider World			Health and Wellbeing		
	Families & Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
	<p>What makes a family; features of family life</p> <p>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</p> <p>that being part of a family provides support, stability and love</p> <p>about the positive aspects of being part of a family, such as spending time together</p> <p>and caring for each other</p> <p>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> <p>to identify if/when something in a family might make someone upset or worried</p> <p>what to do and whom to tell if family relationships</p>	<p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>What is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>about what privacy and personal boundaries are, including online</p> <p>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p>that bullying and hurtful behaviour is unacceptable in any situation</p> <p>about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying</p> <p>what to do and whom to tell if they see or experience bullying or hurtful behaviour</p>	<p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>to recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>how to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>the importance of self-respect and their right to be treated respectfully by others</p> <p>what it means to treat others, and be treated, politely</p> <p>the ways in which people show respect and courtesy in different cultures and in wider society</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p> <p>Question and answer session verbally at the end of the term.</p> <p>Progress statements ticked in</p>	<p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>the reasons for rules and laws in wider society</p> <p>the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>what human rights are and how they protect people</p> <p>to identify basic examples of human rights including the rights of children</p> <p>about how they have rights and also responsibilities</p> <p>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p> <p>Students will research the timeline of laws and human rights</p> <p>Question and answer session verbally at the end of the term.</p> <p>Progress statements ticked in the back of books as achieved.</p>	<p>How the internet is used; assessing information online</p> <p>how the internet can be used positively for leisure, for school and for work</p> <p>to recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>strategies to recognise whether something they see online is true or accurate</p> <p>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>to make safe, reliable choices from search results</p> <p>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p>	<p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <p>that people can have more than one job at once or over their lifetime</p> <p>about common misconceptions and gender stereotypes related to work</p> <p>to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>about some of the skills needed to do a job, such as teamwork and decision-making</p> <p>to recognise their interests, skills and achievements and how these might link to future jobs</p> <p>how to set goals that they would like to achieve this year e.g. learn a new hobby</p> <p>Students will complete tables to evidence the</p>	<p>Health choices and habits; what affects feelings; expressing feelings</p> <p>the choices that people make in daily life that could affect their health</p> <p>to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>what can help people to make healthy choices and what might negatively influence them</p> <p>about habits and that sometimes they can be maintained, changed or stopped</p> <p>PSHE Association - Health Education: food choices, physical activity & balanced lifestyles</p> <p>PSHE Association – Mental health and wellbeing Summer – Health and wellbeing</p> <p>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p> <p>what is meant by a healthy, balanced diet including what</p>	<p>Personal strengths and achievements; managing and reframing setbacks</p> <p>that everyone is an individual and has unique and valuable contributions to make</p> <p>to recognise how strengths and interests form part of a person's identity</p> <p>how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</p> <p>to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</p> <p>basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p> <p>Question and answer session</p>	<p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>how to identify typical hazards at home and in school</p> <p>how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</p> <p>about fire safety at home including the need for smoke alarms</p> <p>the importance of following safety rules from parents and other adults</p> <p>how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p> <p>Students will complete tables to evidence the knowledge that they have learnt.</p> <p>Question and answer session verbally at the end of the term.</p> <p>Progress statements ticked in the back of books as achieved.</p>

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	are making them feel unhappy or unsafe Students will complete tables to evidence the knowledge that they have learnt. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	Students will complete tables to evidence the knowledge that they have learnt. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	the back of books as achieved.		Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	knowledge that they have learnt. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change overtime and become more or less powerful Students will complete tables to evidence the knowledge that they have learnt. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	verbally at the end of the term. Progress statements ticked in the back of books as achieved.				

KS1 Primary Personal Development Themes across the Curriculum						
KS1	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	KS1 We will be looking at classical tales from different cultures examining the moral lessons they have to teach.	KS1 Pupils will be listening to poems from British poets who have portrayed British values.	KS1 Pupils will be looking at the gentle balance required for tigers to survive in the world and how the lack of equality with humans has led to their rapid decline.	KS1 looking at all the careers of characters in the book "Charlie and the Chocolate Factory" with a focus	KS1 Pupils will watch a selection of make and do videos from different countries to examine how being a citizen from different parts of the world presents similarities and differences.	KS1 Julia Donaldson book "Smartest giant in town" how life changes but things also remain the same.
Maths	KS1 How maths has influenced our cultural development	KS1 Weighing and measuring healthy foods	KS1 Symmetry and odd and even numbers	KS1 Salary's and job distribution	KS1 Exploring data and generating graphs and tables.	KS1 Working towards year group specific assessments
Science	KS1 How seasonal changes have influenced cultural celebrations.	KS1 What humans need to eat to live a healthy diet.	KS1 How we need to take an equal share in caring for the planet.	KS1 jobs in conservation	KS1 What foods are typically eaten by citizens from different countries	KS1 what season comes next?
Humanities	KS1 exploring social events	KS1 Understand British values in relation to local area	KS1 Rosa Parks and her fight for equality	KS1 Jobs that are exclusive to the UK	KS1 Toys that are from different countries	KS1 How to prepare for the change in weather.

	from British history.				around the world. Focus on British toys	
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KS2 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	Looking at the characteristic of the culture of the 'Hairy Hooligans Tribe' – How to train your dragon and comparing this to culture in the UK.	Exploring the values of the 'Hairy Hooligan Tribe' with a focus on the laws that are enforced. Linking this to the British Value – 'Rule of Law'. Hiccup broke the laws of his tribe – which laws do they have and why do they have them?	Through discussion and recollection of the main events in the text – 'Fantastic Mr Fox', children will explore the ways in which the characters overcome their differences to protect themselves from the farmer.	Pupils will watch extracts from the film and explore all the different job roles that goes into film production. Steps to getting one of these jobs.	Research what citizenship is and make a class display on roles and responsibilities	Transition activities to ensure successful return to new year group
Maths	Learning about Roman Numerals – when and how they are used today and in the past.	Weighing and measuring healthy foods.	Factions of those in the class with different colour hair and different colour eyes.	Area and perimeter – calculating salaries of a builder/carpet layer/gardener.	Exploring data and generating graphs and tables.	Working towards year group specific assessments (SATS 11+ Multiplication tests)
Science	Learning about grouping and classifying animals. Looking at animals and plants that are endangered and why. Endangered or at risks as a grouping feature.	Sorting healthy food and drinks into solids and liquids. Discussing gases in fizzy drinks and how these effect the body.	Learning about sound pupils will plan and conduct an experiment on volume. Pupils will learn about the first loud speaker – invented by Alexander	Learning about the pathway to a career in electricity or energy. The variety of jobs available and what you	Learning about the human impact on habitats. What is deforestation?	Focus on investigative thinking and evaluating results.

KS2 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
			Graham Bell. Pupils will learn about the work he did for the deaf.	would need to do to get one.		
Humanities	Crime and punishment – Pupils will discuss the morality of punishments in a range of different historical time periods as well as compare them to today’s punishments.	Water – learning about the health benefits of water. Looking at how much water we should be drinking and what the effects of dehydration would be on the body.	Compare and contrast diversity in Viking and Anglo-Saxon times to the modern day.	Learning about the roles and jobs in historical settlements and comparing these to roles and jobs in the present.	Learning about what the people on the home front did to support the war effort.	Learning about the resources needed for a settlement site. We will discuss what physical and emotional resources we need to transition to the next stage. How will I settle best? What resources will be available to me?
Verbo/ELSA						
PD Booklets	Play a board game Leaf rubbings Make some biscuits	Join an extra curricula club Take an autumn walk Record different sounds	Fly a kite Post a letter Retell a story	Create a class collage Make a puppet Roll down a hill	Build a den Cook outdoors Become a nature detective	Climb a tree Make a sculpture Do a blind fold taste test

KS3/ LEAP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PHSE Lessons	<p><u>Personal identity and self esteem</u></p> <p>Week 1 - Welcome to Personal Development, including identifying elements that shape personal identity</p> <p>Week 2 - Factors that contribute to a positive sense of self</p> <p>Week 3 – self-esteem and confidence</p> <p>Week 4 - The relationship between personal identity and self-esteem</p> <p>Week 5 - Building confidence and self-esteem</p> <p>Week 6 – Assertiveness</p> <p>Week 7 – Different gender identities</p> <p>Students will fill in different tables to show the information that they have found.</p>	<p><u>Recognising and dealing with bullying</u></p> <p>Week 1 – What is bullying?</p> <p>Week 2 – forms of bullying</p> <p>Week 3 – effects of bullying on the victim</p> <p>Week 4 – Intervention strategies that may help the victim</p> <p>Week 5 – strategies that may help the bully.</p> <p>Week 6 – sources of help and support available</p> <p>Students will display this information in different tables.</p>	<p><u>Beliefs & values</u></p> <p>Week 1 – Introduction to what is meant by beliefs with examples of some beliefs of other people/groups</p> <p>Week 2 - what is meant by values</p> <p>Week 3 – Look at our own values & British values</p> <p>Week 4 – Look at the values held by other people/groups</p> <p>Week 5 - how values and beliefs have an influence on attitude and behaviour</p> <p>Week 6 - how accepting others’ beliefs and values can contribute to a diverse society</p> <p>Students will display this information in different tables.</p>	<p><u>Understanding relationships</u></p> <p>Week 1 - meaning of the term 'relationship' and the importance of relationships</p> <p>Week 2 - different types of relationships and the term “consent” in a relationship</p> <p>Week 3 - characteristics of personal and social relationships and what is meant by a healthy relationship</p> <p>Week 4 - the importance of knowing and respecting boundaries within a relationship</p> <p>Week 5 - skills needed to develop and maintain relationships and the importance of trust and honesty within a relationship</p> <p>Week 6 - possible causes of conflict within a relationship and how these might be overcome</p> <p>Students will display this information in different tables.</p>	<p><u>Families and parenting, healthy relationships, conflict resolution, and relationship changes</u></p> <p>about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering/ about positive relationships in the home and ways to reduce homelessness amongst young people</p> <p>- about conflict and its causes in different contexts, e.g. with family and friends/conflict resolution strategies</p> <p>– how to manage relationship and family changes, including relationship breakdown, separation and divorce /how to access support services</p>	<p><u>Isolation and loneliness</u></p> <p>What is loneliness and isolation- different ways in which people experience loneliness and isolation</p> <p>the different causes of loneliness and isolation/ the potential consequences of loneliness and isolation,</p> <p>ways to reduce feelings of loneliness and isolation/ support services for those experiencing loneliness and isolation</p> <p>Students will research different phone numbers and ways to contact services if they are struggling with isolation and loneliness.</p>

KS3/ LEAP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

KS3 and LEAP 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	Private Peaceful/ Creative writing Moral- accused of crime did not commit Social- reference to prisons/laws/youth offending	Private Peaceful/ Xmas Carol short SOW Healthy Living- balanced diet- use when they are starving on the frontlines. Importance of water	Intro to Shakespeare/ Macbeth Equality- people treated differently in the play Diversity- different cultures on our island.	Non –Fiction OMAM / Short poetry SOW Careers- different jobs available in travel industry	Creative Writing- Escape from Krasnir/ dystopian 'Child Soldiers' article	Novel- Oliver Twist What do I want to do as a job?

KS3 and LEAP 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
		British Values- what is being British?				
Maths	Explore how maths is used in architecture and designing buildings. Practise using a ruler to draw 3D shapes etc.	Healthy Living – Comparing calories of actual products. Look at the packaging to compare nutritional values.	Investigate disability Research different aspects of disabilities and present information in different ways.	Research what jobs require maths. Research jobs that indirectly require the use of Maths.	Investigate how maths can be used in the banking industry such as interest rates. Compare different interest rates etc.	Discuss what qualifications you can do in ks4. Look at some past exam papers / questions.
Food Tech	Explore how a range of beliefs influence food choice and habit Look at the benefits of organic food. Discuss dietary beliefs, such as kosher and vegetarianism	Healthy eating theme- We will be looking at the eat well plate, food labelling and portion size. British Values- Themed recipes from	Explore ways to cook healthy meals on a budget. Discuss food traditions and celebrations around the world.	Discuss and compare job roles and responsibilities in relation to culinary arts.	Work together with another curriculum area to plan and prepare a charity cake bake event/ summer BBQ.	Preparation for next academic year- discuss qualifications and expectations. Preparation for mainstream or other alternative provisions.

KS3 and LEAP 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
		around the world.				
Science	<p>Ethical considerations in scientific research</p> <ul style="list-style-type: none"> - Understand how science can impact society and culture - Explore moral dilemmas in scientific experiments - Develop empathy for communities affected by science 	<p>Science behind health and lifestyle</p> <ul style="list-style-type: none"> - Understand how biology and chemistry influence health <p>Recognize how lifestyle choices affect wellbeing</p> <ul style="list-style-type: none"> - Explore the role of science in public health and society 	<p>Representation and inclusion in STEM</p> <ul style="list-style-type: none"> - Recognize underrepresentation in science fields - Understand how diversity improves scientific innovation - Develop awareness of barriers in science education 	<p>Exploring careers in science</p> <ul style="list-style-type: none"> - Identify science-related career pathways - Understand skills needed for different STEM roles - Learn how to prepare CVs/portfolios and interview skills 	<p>Science for society and the environment</p> <ul style="list-style-type: none"> - Understand how science impacts the environment and community - Recognize scientific responsibility in society - Develop teamwork and problem-solving skills 	<p>Transition to KS4 or next educational stage</p> <ul style="list-style-type: none"> - Identify personal strengths and areas for development in science - Develop goal-setting and study skills for future learning - Build confidence for next stage challenges
Art	<p>Look at artwork from other cultures and explore the different ways things can be depicted.</p> <p>Research 'war art' and contrast pro and anti-war posters,</p>	<p>Look at how artists have depicted British values in various art forms.</p> <p>Create a piece of artwork</p>	<p>Look at work produced by artists with disabilities. Draw using your feet.</p> <p>Look at work produced with diverse unusual materials such as litter.</p>	<p>Talk about careers and jobs in Art and Design. Look at the diverse range of jobs there are.</p> <p>Research jobs that involve working with developing computer games.</p>	<p>Investigate how art depicts and comments on current events from different viewpoints.</p>	<p>Show work that you will be doing for GCSE art and explain what is involved.</p> <p>Explain about using different materials</p>

KS3 and LEAP 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
	then create your own.	that promotes a British value.			Create a poster about a climate change.	and show examples of work.
Prince's Trust	Pupils will be looking at a broad range of careers and how this can differ in different cultures.	Looking at customer services and how this is defined within British culture.	Pupils will be learning about Money management and how equality and diversity could affect this.	Pupils will be looking at healthy lifestyles and possible careers in this sector	Pupils will be looking at healthy lifestyles and how staying fit contributes to citizenship	Making choices for next year's options.
Occupational Studies	How the body works – different world approaches to medicine- acupuncture	Health and fitness – today's society obsession with looking good	Assist in sports coaching – equality act and racism in football	Indoor team games – research professions to do with indoor games	Display travel and tourism information and asylum/ migration	Planning for and taking part in a visit – assess legal paperwork required
Strengthening Minds	Personal Development	Positive behaviour and emotional wellbeing	Positive Communication	Raising Self esteem	School Engagement	Personal development

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 PHSE Lessons	<p>Termly Theme : <u>Mental Health and Wellbeing</u></p> <p>The aim of this unit is to provide learners with the knowledge to understand what is meant by mental health and wellbeing.</p> <p>Know what is meant by mental health and wellbeing</p> <p>Understand the importance of communication to aid self-care for mental health and wellbeing</p> <p>Know how to improve mental health and wellbeing.</p> <p>Know about mental health and wellbeing sources of advice and support</p>	<p>Termly Theme: <u>Understanding Body Image</u></p> <p>The aim of this unit is to provide learners with knowledge to know -what is meant by body image. Learners should be able to state what body image is and list some of the factors that have an influence on body image.</p> <p>Understand factors affecting body image</p> <p>Understand how feelings and emotions expressed in the media and social media might influence body image</p> <p><u>Consent</u></p> <p>The aim of this unit is to provide learners with the knowledge to be able to understand consent as well as understand the legislation in relation to consent.</p> <p>Understand what is meant by consent</p> <p>Know the legislation in relation to consent and consequences</p> <p>Identify sources of support</p>	<p>Termly Theme: <u>Sex and Relationships</u></p> <p>The aim of this unit is to provide learners with knowledge about sexual orientation and also to identify different sexual orientations, STI's, Legislation relating to sexual offences, consent, contraception, HIV and AIDs.</p> <p>Know about different sexual relationships</p> <p>Understand consent and the law</p> <p>Understand methods of contraception.</p> <p>Know how to maintain good sexual health, learn about the dangers of viewing harmful content.</p>	<p>Termly theme: <u>Drugs and Substances</u></p> <p>The aim of this unit is to provide learners with knowledge about sexual orientation and also to identify different sexual orientations, STI's, Legislation relating to sexual offences, consent, contraception, HIV and AIDs.</p> <p>Know about different sexual relationships</p> <p>Understand consent and the law</p> <p>Understand methods of contraception.</p> <p>Know how to maintain good sexual health, learn about the dangers of viewing harmful content.</p>	<p>Termly Theme: <u>Smoking / Vaping Awareness</u></p> <p>The aim of this unit is to provide learners with the knowledge and understanding of the reasons why people smoke and/or vape and also be able to define addiction</p> <p>Understand why people smoke/vape</p> <p>Know about the different types of smoking and vaping products</p> <p>Understand the effects and risks of smoking and vaping.</p> <p>Understand laws about smoking and vaping</p> <p>Students will fill in tables to show this information</p>	<p>Termly Theme: <u>Alcohol Awareness</u></p> <p>The aim of this unit is to provide learners with the knowledge to know about recommended safe limits of alcohol and also the unit strength of different alcoholic drinks</p> <p>Know about unit strengths and safe limits of alcohol</p> <p>Understand the possible causes of alcohol misuse and its effects</p> <p>Understand the effects that alcohol misuse can have on others.</p> <p>Understand the effects of withdrawing from alcohol</p> <p>Know some of the agencies offering help and information about alcohol misuse</p>

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Students will fill in different tables to show this information.				
Year 11 PHSE Lessons	<u>Termly Theme:</u> <u>Unit 01 Equality and diversity in society</u> In this unit the learner will consider what is meant by the terms 'equality' and 'diversity'. They will develop an understanding	<u>Termly Theme:</u> <u>Unit 01 Equality and diversity in society</u> In this unit the learner will consider what is meant by the terms 'equality' and 'diversity'. They will develop an understanding	<u>Termly Theme:</u> <u>Unit 02 Equality and diversity in the community</u> In this unit the learner will consider the extent and the value of diversity within a chosen community. As	<u>Termly Theme:</u> <u>Unit 02 Equality and diversity in the community</u> In this unit the learner will consider the extent and the value of diversity within a chosen community. As part of this they will develop an	<u>Termly Focus:</u> <u>Unit 03 Equality and diversity in the workplace</u> In this unit the learner will develop an understanding of the meaning of equality and diversity in the workplace. This will include how equality and	Pupils have left for study leave and preparing for their GCSE's

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>of the effects of stereotyping, labelling, prejudice and discrimination and will start to understand the different characteristics that make us who we are.</p> <p>Debating current worldwide issues relating to Equality</p> <p>Pupils display their work using various diagrams and tables.</p> <p>Written Assessment.</p> <p>Researching and writing a report.</p>	<p>of the effects of stereotyping, labelling, prejudice and discrimination and will start to understand the different characteristics that make us who we are.</p> <p>Statistics.</p> <p>Reading of Case Studies</p> <p>Learner report or presentation</p> <p>Role play/sketch</p> <p>Written or oral questioning</p>	<p>part of this they will develop an understanding of the potential inequalities which can occur within a community and the support services and groups which exist to ensure equality and diversity is maintained.</p> <p>Reading news reports</p> <p>Presenting information in charts</p> <p>Learner report or presentation</p> <p>Role play/sketch</p> <p>Written or oral questioning</p>	<p>understanding of the potential inequalities which can occur within a community and the support services and groups which exist to ensure equality and diversity is maintained.</p> <p>Annotated case studies</p> <p>Learner report or presentation</p> <p>Role play/sketch</p> <p>Written or oral questioning</p>	<p>diversity is monitored in the workplace and how the rights of individuals are protected.</p> <p>Rights- order of importance.</p> <p>Sequencing.</p> <p>Written Assessment.</p> <p>Researching and writing a report.</p>	

KS4 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 English	AQA Paper 1 Reading Exam Skills Fiction- Exam skills reading and writing Moral/ cultural- Capital Punishment debate/speech	AQA Paper 1 Written Exam Skills A Xmas Carol/ Animal farm. How have British values changed since the Victorian/Edwardian era? How has diet changed since?	AQA Paper 2 Section B Exam Skills /Link to equality and diversity- Ruth Ellis/ Derek B/ Capital punishment	AQA Paper 2 Section B Exam Skills /Gothic Short Stories/ dystopian/Lord of the Flies- creative writing Careers- publishing- authors- short stories etc How to make money from creative writing.	AQA Paper 1 and 2 Exam Skills revision /R and J or Macbeth Shakespeare. Writing a CV for job and personal statements for college and apprenticeships	AQA Paper 2 Section A Exam Skills – mock practice. Blood Brothers play / AIC Link to Citizenship- social inequality: Gangs; Bullying; Responsibility
Year 11 English	AQA Paper 1+2 Recap Reading Exam Skills - Non-Fiction-Jack the Ripper Moral- how did the environment help Jack the Ripper?	AQA Paper 1 Recap Written Exam Skills creative writing Impact of food wastage	AQA Paper 2 Section A and B Exam Skills AQA past papers Link text to equality and diversity	AQA past papers College applications- clearing procedures in colleges.	AQA past papers College applications- clearing procedures in colleges.	
Year 10 Maths	Exchange rates: Converting between different currencies from around the world. Using and applying Maths involves being able to solve problems and being able to do this individually, as part of a team or pair when a task requires it, is fundamental. Students are encouraged to communicate mathematically when	British coins and giving change. Calculating with money.	Tessellation of quadrilaterals and triangles -Islamic tiling patterns and Rangoli patterns. Awareness of possible causes of bias in data collection (e.g. race, age, gender).	Pupils will learn how mathematics is relevant in industry and future careers. All careers require a level of mathematical competency- Level 1 Functional Skills is required for entry to Apprenticeship scheme.	Food miles and data interpretation. Mathematics is the universal language of the world and at VPA, we aim to develop a realization that many topics we learn today have travelled across the world and are used internationally	Discussion of available qualifications and courses. Entry Level Certificates and Functional Studies (Level 1)

KS4 Personal Development Themes across the Curriculum						
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	discussing, explaining and presenting ideas, through which they are able to develop their Mathematical reasoning skills.			GCSE for further study at College.		
Year 11 Maths	Car Survey Investigation to test the hypothesis: Are Essex people more likely to buy Ford cars than any other make? Discussion of the use and abuse of statistics in the media. Interest rates, pay day loans and the banking industry promoting moral debate and a sense of personal financial responsibility.	Use of metric (Km, litres) and imperial (miles, pounds, inches) units, converting between the two systems	Taking part in Mathletics annual online competition against other pupils across the globe. uk.mathletics.com.		Mathematics from other cultures, e.g. roman numerals, deciphering Egyptian hieroglyphics, Ancient Greece and the birth of geometry	Revision for GCSE and written examination papers.
Year 10 and 11 Food Tech	Explore how culture influences cooking skills and the variation around	Unit 2 will be delivered. Unit 2 is about nutritional value of food, healthy eating and adapting	Explain nutrient requirements for different groups of people e.g., babies and toddlers, pre-	Visit to Southend College to look around at the facilities. 121 appointments with the career's advisor.	Final assessment- Cook a three-course meal according to a brief. The brief will contain elements	Preparing for job and personal statements for college and apprenticeships

KS4 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
	the world; links to 3.4 Describe cooking skills. Cook a vegetarian dish and discuss ways of adapting the dish to suit different dietary requirements, such as kosher and vegan.	recipes to make them healthier. British Values- Themed recipes from around the world.	schoolers, children, teenagers, older people, active people, those with lactose intolerance, those with nut allergy, those with coronary heart disease.	Pupils will start work experience.	of citizenship e.g., use organic veg.	
Duke of Edinburgh	Community Voluntary work	Visit to help at local food bank Exercising politeness, empathy and respect for others less fortunate	Community Voluntary work	Career planning unit	Citizen science in the environment	Prepare for expedition
Year 10 & 11 Science	Ethics and responsibility in modern science - Understand ethical issues in contemporary science (e.g., cloning, GMOs) - Explore moral dilemmas in experimentation and research - Appreciate the social and cultural impact of scientific advancements	Science of personal and public health - Understand the biological and chemical principles behind health - Recognize the impact of lifestyle on physical and mental wellbeing - Explore the role of science in public policy and British healthcare	Inclusion and accessibility in STEM - Recognize barriers to participation in science careers - Understand the importance of diversity in innovation and research - Reflect on stereotypes and biases in scientific contexts	Careers pathways in science and related industries - Explore a range of careers in STEM sectors - Identify skills and qualifications needed for different pathways - Develop personal career plans and professional skills	Science, society, and the environment - Understand the societal impact of scientific discoveries - Recognize environmental responsibilities and sustainability issues - Develop teamwork, leadership, and problem-solving skills	Transition to post-16 education, apprenticeships, or work - Identify personal strengths, weaknesses, and development needs - Develop study, revision, and goal-setting strategies - Build confidence for future academic or professional challenges

KS4 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 Art	<p>Explain how art can be used to improve society.</p> <p>Research how artist use sustainable resources to create art, then create your own.</p>	<p>Look at how artists have portrayed people undertaking leisure pursuits.</p> <p>Research artists that have depicted the human form.</p> <p>Experiment with different materials to create an interesting piece of work.</p>	<p>Look at work produced by artists with disabilities. Work in pairs and direct each other to draw something.</p> <p>Look at work produced with diverse unusual materials such as fabrics and material.</p>	<p>Talk about careers and jobs in Art and Design. Look at the diverse range of jobs there are.</p> <p>Research jobs that involve working in retail.</p>	<p>Investigate how art depicts and comments on current events from different viewpoints.</p> <p>Research how art can be used to shape peoples' emotions.</p>	<p>Show work that will be expected to complete for the externally set exam.</p>
Year 11 Art	<p>Look at artwork from other cultures and explore the different ways things can be depicted.</p> <p>Research how colour is used in different cultures to represent different aspects of life. Create your own artwork based on just colour.</p>	<p>Look at how artists have depicted British values in various art forms.</p> <p>Create a piece of artwork that promotes a British value.</p>	<p>Look at work produced by artists with disabilities.</p> <p>Look at work produced with diverse unusual materials. Look at artists who use recycled materials.</p>	<p>Talk about careers and jobs in Art and Design. Look at the diverse range of jobs there are.</p> <p>Research jobs that involve working in the entertainment industry such as designing film sets etc.</p>	<p>Investigate how art depicts and comments on current events from different viewpoints.</p> <p>Research how art can be used to shape peoples' political views.</p>	<p>Help identify courses in college that involve art.</p>
Year 10 Prince's Trust	<p>Pupils will be looking at a broad range of careers and how this can differ in different cultures.</p>	<p>Looking at customer services and how this is defined within British culture.</p>	<p>Pupils will be learning about Money management and how equality and diversity could affect this.</p>	<p>Pupils will be looking at healthy lifestyles and possible careers in this sector</p>	<p>Pupils will be looking at healthy lifestyles and how staying fit contributes to citizenship</p>	<p>Making choices for next year's options.</p>

KS4 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 11 Prince's Trust	Looking at interpersonal skills and how different skills are valued in different cultures.	Pupils will be looking at healthy lifestyles and how sport plays a big part in British values.	Pupils will be looking at healthy lifestyles and sport engages with equality and diversity	Looking at working as part of a team and its advantages and how this can influence the career you may choose	Looking at working as part of a team and its advantages and its role within citizenship	Deciding on next steps in career or education.
Year 10 Occupational Studies	Working on a decorating project as a team, students will understand how working as part of a team with a common goal is effective and more productive.	Healthy living Working with new tools and materials students will be looking at PPE and what is needed for different tasks to ensure their safety British values Reflecting on British values during coronavirus pandemic.	Students will examine any possible barriers for people working in the construction industry in the UK and create posters for what they have discovered.	Students will look at the new skills they have gained so far and research possible career options these.	Students will have designed and developed an outside space for all the pupils and staff to enjoy.	Students will look at how this qualification can help them gain apprenticeships jobs or FE.
Year 11 Occupational Studies	Working on a decorating project as a team, students will understand how working as part of a team with a common goal is effective and more productive.	Healthy living Working with new tools and materials students will be looking at PPE and what is needed for different tasks to ensure their safety British values Reflecting on British values during coronavirus pandemic.	Students will examine any possible barriers for people working in the construction industry in the UK and create posters for what they have discovered.	Students will look at the new skills they have gained so far and research possible career options these.	Students will have designed and developed an outside space for all the pupils and staff to enjoy.	
Year 10 and 11 Child Development	Understanding diversity in children and ethical responsibilities - Recognize the importance of respecting	Promoting health, wellbeing, and safe practice - Identify strategies to promote children's	Inclusion and anti-discriminatory practice	Exploring careers in childcare and youth work - Identify career pathways in childcare and education	Supporting communities and positive social impact - Understand the role of childcare professionals in society	Transition to further education, apprenticeship, or employment

KS4 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
	children's backgrounds, beliefs, and values - Understand ethical responsibilities in childcare - Develop empathy and communication skills	physical and mental health - Understand the importance of hygiene and safeguarding - Recognize how British values support inclusive and safe environments	- Understand equality legislation and its application in childcare - Recognize discrimination and bias affecting children - Develop inclusive communication and practice	- Recognize required skills and qualifications - Develop CVs, portfolios, and interview skills	- Explore ways to support families and communities - Develop teamwork and leadership skills	- Identify personal strengths, goals, and development needs - Develop study, planning, and reflective skills - Build confidence for professional and academic progression
Year 10 & 11 Hair & Beauty	Understanding client diversity and ethical responsibility in hair & beauty. - Recognize the importance of respecting client beliefs, cultures, and values - Understand ethical practices in beauty treatments - Develop empathy and communication skills	Promoting wellbeing for both clients and professionals - Identify healthy lifestyle habits for hair & beauty professionals - Understand hygiene, safety, and mental health in the workplace - Recognize how British values influence professional behaviour	Inclusion in the beauty industry - Understand equality legislation and diversity principles - Recognize discrimination and bias in beauty settings - Develop inclusive communication skills	Exploring pathways in hair & beauty. - Understand different career options in the sector - Identify personal strengths and development needs - Learn how to prepare a CV/portfolio and interview skills	Contributing positively to the community through beauty - Understand professional responsibility to clients and society - Recognize environmental and social impact of the beauty industry - Develop teamwork and leadership skills	Transitioning to further education or employment. - Identify next steps in career/education pathways - Develop goal-setting and time management skills - Build confidence for future professional challenges