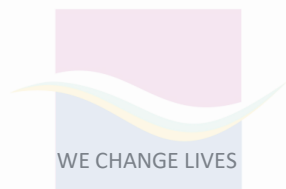


# RIVER TEES MULTI ACADEMY TRUST

## PERSONAL DEVELOPMENT CURRICULUM

- At River Tees Multi Academy Trust, we are committed to delivering a holistic Personal Development curriculum that goes beyond academic achievement. Our aim is to support pupils in overcoming barriers to learning while encouraging the development of their whole selves. We achieve this through engagement in social enrichment activities, careers education, and the promotion of positive behaviours that embody fundamental British Values. Our Personal Development curriculum is designed to empower pupils to embrace the values of our Trust, fostering character development and preparing them for successful lives in the wider world.
- Our Personal Development curriculum is designed to foster the growth of physically, emotionally, and socially healthy young people. Throughout the academic year, pupils will embark on a personal journey guided by their Personal Development learning journey, which aim to strengthen their individual character and resilience.
- This curriculum focuses on equipping pupils with essential employability skills, helping them recognise and regulate their own wellbeing, and promoting British Values to prepare them for active citizenship in modern Britain. Additionally, pupils will learn to appreciate the importance of equality and diversity, fostering respect and understanding for different beliefs and cultures.
- Personal development is central to our curriculum offer. Pupils will engage in formal PSHE lessons, assemblies, enrichment activities, and educational trips, all of which complement their taught curriculum. Our approach builds upon and enhances the learning that occurs outside of school, providing the knowledge, skills, and understanding necessary for leading healthy and fulfilling lives.
- The Personal Development Curriculum is seamlessly integrated into our core 3C's framework:
  - Character: Understanding who I am and who I want to be.
  - Currency: Learning for my future.
  - Community: Links with others and the wider world.
- Through this comprehensive approach, we aim to empower our pupils to thrive both academically and personally.



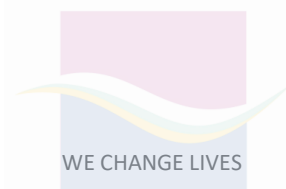
The Personal Development Curriculum at River Tees Multi Academy Trust includes:

- British Values
  - Careers / Preparation for Adulthood (CEIAG)
  - Duke of Edinburgh
  - Enrichment
  - Equality, Diversity & Inclusion
  - Health and Wellbeing
  - Protected Characteristics
  - Personal, Social, Health and Economic Education (PSHE) / Relationships, Sex and Health Education (RSE)
  - Residential
  - Spiritual, Moral, Social and Cultural Education (SMSC)
- 
- Our Personal Development curriculum is designed to empower pupils to be Resilient and Brave, encouraging them to approach each day and situation with a positive mindset. We foster an environment where they feel confident to seek help, support their peers, and advocate for their beliefs.
  - We emphasise the importance of being Trustworthy and Kind. Our commitment to understanding each pupil's unique needs and building trust is crucial, especially for those who may have faced challenges in their past. This foundation of kindness and trust will be reflected in how our pupils interact with staff and visitors alike.
  - Through meaningful engagement in community service and charitable events, we inspire our pupils to develop a passion for making a positive difference in both the school and the wider community.
  - We strive for all our pupils to be Aspirational and Hopeful, helping them build confidence in their abilities and create a clear vision for their future. We believe that with the right support, the world is their oyster, and anything is possible!
  - Finally, we instil values of Tolerance and Respect, ensuring that every pupil treats all members of the school community and the wider society with dignity and understanding.

**We are accepting**

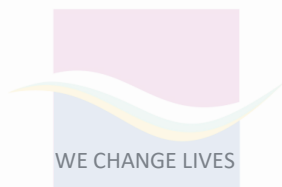
**We are safe**

**We are self-aware**



# BRITISH VALUES

- We have a fundamental duty to develop the whole child, emphasising their spiritual, moral, social, and cultural growth. We actively promote fundamental British values, ensuring that our pupils understand and appreciate the principles that underpin our society.
- This important work is primarily achieved through our contemporary and relevant PSHE (Personal, Social, Health, and Economic) programme, which is delivered to all pupils as part of their curriculum entitlement. Our PSHE curriculum equips pupils with the knowledge and skills needed to navigate their personal development, fostering a sense of responsibility, respect, and active citizenship.
- Through engaging lessons and activities, we create an environment where pupils can thrive, build positive relationships, and contribute meaningfully to their communities.
- Our curriculum incorporates discussions, activities, and projects that promote these values. For instance, we engage pupils in democratic processes through class discussions and decision-making activities, allowing them to express their opinions and understand the importance of civic engagement. Lessons on the rule of law are reinforced through our relational behaviour policy and discussions about rights and responsibilities, ensuring pupils appreciate the significance of laws in maintaining a safe and just society.
- We also emphasise individual liberty by encouraging pupils to make informed choices about their lives, fostering a sense of autonomy and self-worth. Through various enrichment activities, we celebrate diversity and promote respect for different cultures and beliefs, helping students to develop empathy and understanding for others.
- The impact of this approach is evident in our pupils' attitudes and behaviours. They demonstrate a strong understanding of British Values, engage thoughtfully in discussions, and show respect for one another, contributing to a harmonious school environment. By embedding these values in our Personal Development curriculum, we not only prepare our pupils for life in modern Britain but also empower them to become confident, compassionate individuals who can navigate the complexities of a diverse society.



# CAREERS

## (PREPARATION FOR ADULTHOOD)

- At River Tees Multi Academy Trust, we believe that a career encompasses our journey through life, learning, and work. Actively developing our careers is essential for making the most of our potential. Our school is dedicated to supporting all pupils through a structured programme of activities designed to identify the best 16-19 pathways for everyone. This programme empowers pupils to manage their careers, sustain employability, and achieve personal and economic wellbeing throughout their lives.
- Pupils across all year groups participate in a variety of career learning activities that include:
- **Understanding the Labour Market:** Learning how their school subjects relate to various career options.
- **Meaningful Encounters:** Engaging with employers and representatives from further and higher education providers.
- **Real-World Experience:** Gaining insights into the working world through practical experiences.
- **Personalised Guidance:** Receiving tailored support at key stages of their educational pathways to ensure informed decision-making.
- **Preparation for Adulthood lessons:** Every pupil will participate in two lessons per week, seamlessly integrated into their school timetable.

### Bespoke Careers Support

- We recognise that certain groups or individual pupils may require additional help and guidance. To address these needs effectively, we provide adapted Careers Information, Advice, and Guidance (CIAG) tailored to each pupil's circumstances. Targeted groups may include, but are not limited to:
  - Most able pupils
  - Disadvantaged/vulnerable pupils
  - Pupil Premium recipients
  - Pupils at risk of becoming NEET (Not in Education, Employment, or Training)
  - English as an Additional Language (EAL) pupils
- Throughout the year, we offer a variety of activities specifically designed to support these groups, including:
  - Apprenticeship Information and Guidance Events: Featuring employers and training providers.
  - College and Training Provider Open Days: Opportunities for pupils to explore further education options.
  - Individual Careers Interviews: Conducted in partnership with Tees Valley Learning Provider Network to provide personalised guidance.
  - Visiting Speakers: Professionals who share insights about various career paths and industries.
  - Employer Visits: Direct interactions with local businesses to understand workplace expectations.
  - Career Fairs: Events where pupils can explore multiple career options in one setting.
  - Mock Interviews: Practice sessions to help students prepare for real-life job applications.
- By focusing on individual support, we aim to empower our students to make informed decisions about their futures and ensure they are well-prepared for the next steps in their educational and career journeys.

# DUKE OF EDINBURGH

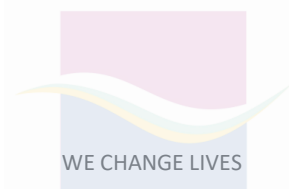
- The Duke of Edinburgh (DofE) Award presents a unique opportunity for pupils to engage in a structured and enriching programme tailored to their individual needs and circumstances. We have a thriving Duke of Edinburgh's Award Scheme and River Tees Multi Academy Trust is one of the few to be awarded the status of Licensed Organisations. All our Y10 pupils are encouraged to pursue the Bronze Award and all expeditions for the awards take place both locally and nationally. The curriculum intent for implementing the DofE Award in a hospital school context focuses on the following key areas:
- Objective: Foster personal growth and resilience in pupils facing health challenges.
- Implementation: Activities are designed to enhance physical, emotional, and social wellbeing, encouraging pupils to develop skills that contribute to their overall recovery and personal development.
- Objective: Ensure that all pupils, regardless of their health conditions, can participate in the DofE Award.
- Implementation: Tailor activities to accommodate varying levels of ability and health status, providing alternative options for physical challenges, volunteering, and skills development.
- Objective: Equip pupils with practical skills that can enhance their life chances and employability.
- Implementation: Offer a range of skill-based activities, such as arts and crafts, cooking, or technology projects, which can be adapted to suit the individual interests and capabilities of each pupil.
- Objective: Encourage pupils to connect with their local community and develop a sense of belonging.
- Implementation: Facilitate volunteering opportunities that can be done remotely or in partnership with local organisations, allowing pupils to contribute positively while building social connections.
- Objective: Help pupils develop resilience and self-confidence through achievement and recognition.
- Implementation: Create a supportive environment where pupils can set personal goals, reflect on their progress, and celebrate their achievements, fostering a sense of pride and accomplishment.
- Objective: Promote social skills and teamwork among pupils.
- Implementation: Organise group activities that encourage collaboration, such as team challenges or group projects, which can be adapted to the hospital environment.
- Delivering the Duke of Edinburgh Award can significantly enhance the educational experience for pupils. By focusing on personal development, social skills, skill acquisition, and holistic wellbeing, the DofE Award aligns with the school's commitment to providing a nurturing and inclusive environment. This initiative not only supports pupils during their time school but also prepares them for successful reintegration into mainstream education or specialised pathways.

# ENRICHMENT

- We may be smaller than many mainstream schools, but our aspirations for our pupils are anything but limited. We offer a diverse range of engaging enrichment activities designed to inspire and motivate pupils, helping them uncover and develop their hidden talents.
- Our vision is to provide a wealth of opportunities tailored to our unique setting, fostering skills, knowledge, creativity, and physical health. These enrichment programmes are integral in supporting every pupil to achieve their personal goals.
- We view enrichment as a powerful means to strengthen relationships within our school community, offering pupils a productive and social outlet for activities outside of regular school hours. Participating in our enrichment activities allows students to:
  - Demonstrate commitment to their interests
  - Be part of something meaningful
  - Develop skills and knowledge in areas they are passionate about
  - Make friends and enhance their social skills
  - Support their learning journey
  - Improve their educational and career prospects
  - Most importantly, have fun!

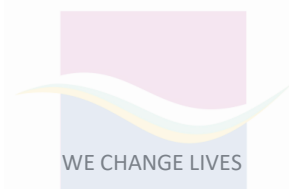
Various enrichment activities include:

- Sports Club (*Football, Tennis, Boxing*)
  - Forest School
  - Art & Craft Club
  - Hair & Beauty Club
  - Chess Club
  - Movie Club
  - Lego Club
  - British Sign Language
  - Life Skills
- Through these enriching experiences, we aim to create a vibrant and supportive environment where every pupil can thrive and flourish.



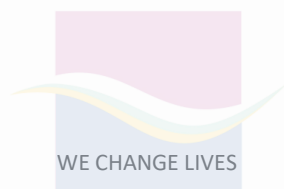
# EQUALITY, DIVERSITY & INCLUSION

- At River Tees Multi Academy Trust we are deeply committed to fostering an environment that values equality, diversity, and inclusion. Our Personal Development curriculum is designed to ensure that all pupils not only understand these principles but also actively embrace and celebrate them in their daily lives.
- Through engaging lessons and activities, we teach pupils about the importance of respecting individual differences and appreciating the diverse backgrounds of their peers. Our curriculum promotes awareness of the protected characteristics as defined by law, encouraging students to reflect on their own identities while respecting others. This holistic approach helps to cultivate a sense of belonging and community, where every pupil feels valued and empowered.
- We integrate discussions on equality and diversity into various aspects of our curriculum, including PSHE (Personal, Social, Health, and Economic education) and enrichment activities. By providing opportunities for pupils to explore different cultures, beliefs, and perspectives, we prepare them to become responsible, respectful, and active citizens in modern Britain.
- Our commitment to inclusion ensures that every pupil, regardless of their background or circumstances, has access to the same opportunities and support. We believe that by instilling these values, we are not only enhancing the personal development of our pupils but also equipping them with the skills and understanding necessary to thrive in a diverse society.
- Through our focus on equality, diversity, and inclusion, we aim to empower our pupils to make positive contributions to their communities and to lead lives characterised by respect, empathy, and understanding.



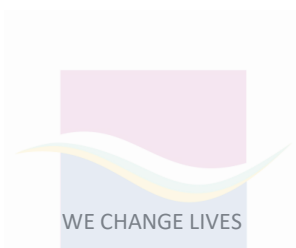
# HEALTH & WELLBEING

- The health and wellbeing of our pupils are at the heart of our Personal Development curriculum. We recognise that a holistic approach to health encompassing physical, emotional and mental wellbeing is essential for our pupils to thrive both academically and personally.
- Our curriculum is designed to embed health and wellbeing across all aspects of school life, ensuring that every pupil receives the support they need to develop resilience, confidence, and independence. Through a variety of engaging activities, including tailored PSHE lessons, mindfulness practises and social enrichment programmes, we empower pupils to understand and manage their own wellbeing effectively.
- We also promote healthy lifestyles by providing opportunities for physical activity and encouraging nutritious eating habits within our academic curriculum offer. By addressing the unique challenges faced by our pupils in a hospital setting, we create an inclusive environment where pupils feel safe, supported and valued.
- Our commitment to health and wellbeing not only prepares pupils for their immediate educational journey but also equips them with the skills and knowledge necessary to navigate life beyond school. By fostering a culture of wellbeing, we aim to nurture well-rounded individuals who are ready to contribute positively to society and lead fulfilling lives.
- We prioritise the wellbeing of our pupils, ensuring they have access to a high level of pastoral support. Each pupil is assigned a form tutor and a dedicated teaching assistant, to support behaviour for learning and addressing educational needs.
- Our pastoral team works closely with external agencies to enhance pupil wellbeing, collaborating with professionals and families to address any emerging needs. Wellbeing is woven into the fabric of our school culture, actively promoted during tutor time and weekly assemblies. These assemblies, led by various staff members or guest speakers, focus on key themes that help students understand the wider community, core values, and global issues.
- For those requiring additional support, we offer therapeutic interventions tailored to individual needs. Our teaching assistants regularly meet with pupils to set and work towards short, medium, and long-term SMART targets, fostering personal growth and development.
- We are proud to provide access to a dedicated SEMH practitioner, offering a confidential space for pupils to discuss a range of concerns. Information from counselling sessions is only shared if there is a safeguarding concern.
- Our school also emphasises the importance of smooth transitions, whether from primary to secondary, KS3 to KS4, or post-16. We implement focused transition periods, allowing pupils to familiarise themselves with new routines in advance.
- Additionally, our pupils actively engage in charitable initiatives, organising events like cake stalls or contributing to local food banks and the local residential care home. Each tutor group will work towards raising both funds and awareness about the vital work these organisations do.
- Through these comprehensive wellbeing initiatives, we strive to create a nurturing environment where every pupil can thrive and recognise their potential.



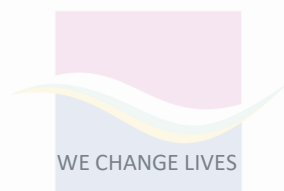
# PROTECTED CHARACTERISTICS

- Our Personal Development curriculum, particularly through our PSHE (Personal, Social, Health, and Economic) education, is designed to foster an inclusive environment where all pupils are valued and respected. We place a strong emphasis on teaching the protected characteristics as defined by law, including age, disability, gender reassignment, race, religion or belief, sex, and sexual orientation.
- By incorporating these themes into our curriculum, we aim to develop pupils' understanding and appreciation of diversity, promoting respect for individual differences. Our approach encourages pupils to engage in meaningful discussions about equality and inclusion, helping them to recognise the importance of these values in their everyday lives.
- Through interactive lessons, group activities, and reflective discussions, pupils learn to appreciate the richness of diversity and the significance of mutual respect. This not only enhances their social and emotional development but also prepares them to be responsible and active citizens in modern Britain.
- Our commitment to teaching about protected characteristics ensures that every pupil feels safe, supported, and empowered to express their identity. By fostering an environment of understanding and acceptance, we equip our pupils with the skills and knowledge they need to thrive in a diverse society.



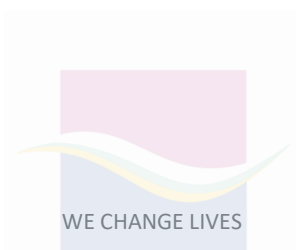
# PSHE / RSE

- We teach Personal, Social, Health, and Economic Education (PSHE) and Relationships and Sex Education (RSE) to equip our pupils with the knowledge, skills, and attributes they need to navigate their lives both now and in the future. This dynamic curriculum responds to local and national issues, providing essential support and guidance to help students make healthy choices across all aspects of their lives. While Maths and English serve as core subjects, PSHE/RSE is the heart of our educational framework, fostering an environment where pupils can thrive and succeed.
- Our universal PSHE/RSE curriculum ensures that all pupils engage with the topics and objectives outlined by the PSHE Association and the Department for Education's compulsory RSE guidelines. All Key Stage 3 and Key Stage 4 pupils participate in weekly PSHE lessons, where our department collaborates closely with the Designated Safeguarding Leads to address local community issues and direct pupils to appropriate support services.
- Lessons for KS4 and Post-16 pupils cover critical topics such as healthy relationships, financial skills, racism, democracy, the rule of law, equality, and diversity. Assemblies further enrich the curriculum by providing additional discussion opportunities, with whole school events like the Macmillan Coffee Morning and Comic Relief contributing to our PSHE/RSE objectives.
- PSHE/RSE is delivered through a variety of engaging methods, including whole-class teaching, group work, and independent activities. We incorporate drama, role play, and discussions to enhance engagement. For sensitive topics, pastoral staff are present to provide additional support. We also invite external visitors from local charities and organisations to promote British Values and offer further guidance on relevant subjects.
- Our PSHE/RSE curriculum employs a flexible and sensitive assessment approach. Students complete pre- and post-assessments for each topic, enabling our staff to identify focus areas and monitor progress. Throughout lessons, we utilise appropriate questioning to address misconceptions and foster the development of oracy skills alongside life learning knowledge.



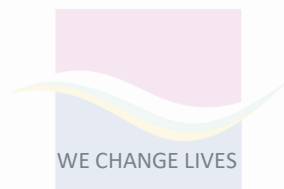
# RESIDENTIALS

- We recognise that experiential learning through annual residentials and educational visits plays a crucial role in our Personal Development curriculum. These opportunities extend beyond the classroom, enriching our academic programme and allowing pupils to engage with real-world experiences that enhance their learning.
- Our residential trips and visits are carefully linked to the academic curriculum, providing pupils with the chance to explore new environments, develop teamwork skills, and build resilience. These experiences not only deepen their understanding of the subjects they study but also foster personal growth, confidence, and independence.
- By participating in these activities, pupils are encouraged to step outside their comfort zones, embrace challenges, and discover their interests and talents. The impact of these experiences is profound, as pupils return with enhanced motivation and a broader perspective on their education and future aspirations.
- Through our commitment to providing these enriching opportunities, we aim to cultivate well-rounded individuals who are prepared for the challenges of modern life, equipped with the skills and confidence needed to succeed.



# SPIRITUAL, MORAL, SOCIAL & CULTURAL

- We recognise the vital role that Spiritual, Moral, Social, and Cultural (SMSC) development plays in shaping well-rounded individuals. Our Personal Development curriculum is thoughtfully designed to integrate SMSC principles, ensuring that every pupil not only excels academically but also grows as a responsible and engaged member of society.
- Through a variety of engaging activities and lessons, we promote spiritual growth by encouraging pupils to reflect on their beliefs and values, fostering a sense of curiosity about themselves and the world around them. Moral development is cultivated by teaching pupils to distinguish right from wrong, understand the consequences of their actions, and appreciate diverse perspectives on ethical issues.
- Social development is supported through collaborative projects, discussions, and community engagement, allowing pupils to build strong relationships and develop empathy for others. Cultural understanding is enhanced by exploring different traditions, beliefs, and lifestyles, promoting respect and tolerance within our diverse school community.
- The impact of our SMSC-focused curriculum is profound. Pupils demonstrate increased confidence, resilience, and a commitment to positive behaviour, which not only enhances their learning experience but also prepares them for successful futures. By embedding SMSC principles throughout our Personal Development curriculum, we equip our pupils with the tools they need to navigate life's challenges and contribute meaningfully to the wider community.



# PERSONAL DEVELOPMENT LEARNING JOURNEY

KEY OBJECTIVES: OUR PERSONAL DEVELOPMENT CURRICULUM OFFERS A COHERENT, THOUGHTFULLY SEQUENCED AND CUMULATIVE LEARNING JOURNEY FROM KEY STAGE 3 THROUGH KEY STAGE 4. IT IS DESIGNED TO CULTIVATE PUPILS' CHARACTER, ENHANCE THEIR CURRENCY COMPRISING ESSENTIAL KNOWLEDGE, SKILLS AND CULTURAL CAPITAL AND DEEPEN THEIR CONNECTION TO THEIR COMMUNITY. THE CURRICULUM IS DELIBERATELY ALIGNED AND INTEGRATED WITH PSHE, RELIGIOUS EDUCATION, PHYSICAL EDUCATION AND THE WIDER ACADEMIC FRAMEWORK, ENSURING MEANINGFUL CROSS-CURRICULAR LINKS AND PROGRESSIVE DEVELOPMENT OF KNOWLEDGE AND UNDERSTANDING.



**RESULTS DAY**

Post 16 Transition | Residential | **YEAR 11**

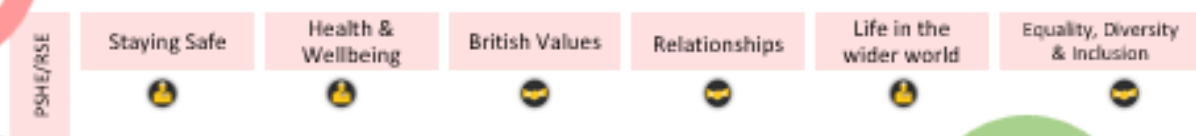
Assemblies / PFA / Class Reader / Enrichment / Target Tuesday



**YEAR 10**

Duke of Edinburgh | Subject Career Focus | Residential | Work Experience

Assemblies / PFA / Class Reader / Enrichment / Target Tuesday



Residential | Cultural Capital | Community Events | Subject Career Focus | **CYCLE 3**

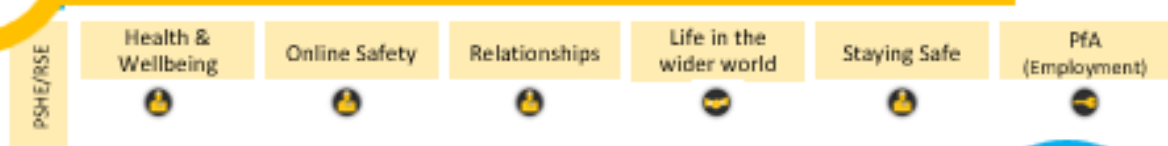
Assemblies / PFA / Class Reader / Enrichment / Target Tuesday



**CYCLE 2**

Subject Career Focus | Cultural Capital | Community Events | Residential

Assemblies / PFA / Class Reader / Enrichment / Target Tuesday



Cultural Capital | Community Events | Subject Career Focus | **CYCLE 1**

Assemblies / PFA / Class Reader / Enrichment / Target Tuesday



**MY PD JOURNEY STARTS HERE**