

EGGLESCLIFFE SCHOOL & SIXTH FORM PERSONAL DEVELOPMENT CURRICULUM

Egglescliffe School & Sixth Form has developed an ambitious and carefully designed curriculum which has clearly defined knowledge that students will need to make decisions, that will strengthen them personally and build their character. This aims to encourage all students, both now and in the future, to be active citizens in modern Britain. This curriculum is at the heart of our school and is valued as highly as the academic curriculum.

The Personal Development Curriculum at Egglescliffe includes:

- Personal, Social, Health and Economic Education (PSHE)
- Relationships, Sex and Health Education (RSHE)
- Careers Education, Information and Guidance (CEIAG)
- Spiritual, Moral, Social and Cultural Education (SMSC)
- Character Education
- Wider Enrichment
- Diversity and Equality
- Religious Education (RE)

The personal development curriculum is delivered through formal PSHE/RSHE lessons, registration time activities, assemblies, enrichment activities, trips and visits as well as through the taught curriculum. The personal development curriculum builds upon, and enhances, the learning that has taken place outside of school to provide the necessary knowledge, skills and understanding that our students will need to lead healthy, fulfilling and meaningful lives, both now and in the future. Our ambitious curriculum aims to prepare students for the many challenges and responsibilities they will face growing up in modern Britain and the wider world.

PSHE/RSHE CURRICULUM

At Eggescliffe School, we provide a relevant knowledge rich curriculum of personal, health, social and economic education which includes RSHE, careers and citizenship. The aim of this curriculum is to equip students to live healthy, safe, productive, responsible and balanced lives through six core themes:

- Staying safe
- Health and wellbeing
- Relationships
- British values
- Celebrating diversity and equality
- Life in the wider world

Our intent is to provide an academic PSHE curriculum that provides opportunities for students to reflect on and clarify their own values and attitudes, exploring complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE acknowledges and addresses the changes that young people are experiencing, beginning with the transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life, and allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society. At Key Stage 4, students extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

There is a significant contribution in PSHE, to students' SMSC development, their behaviour and attitudes and it promotes students' wellbeing. PSHE promotes personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.

Curriculum plans for PSHE have a clear plan for what students should know and be able to do in PSHE by the end of KS4. The PSHE curriculum supports the students to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. It takes the 'learning opportunities' outlined within the six core themes and helps develop the students' concepts, skills and attributes and engage in respectful discussions about these issues. The curriculum is spiral in nature and is age appropriate.

PSHE aims to help students to:

- Identify their personal qualities, attitudes, skills, attributes and achievements and what influences these.
- Explore their attitudes, values and beliefs about them and develop the skills, language and strategies needed to manage any issues should they encounter them in their lives.
- Apply academic skills such as critical thinking and resilience, to their approach to the study of PSHE.
- Promote students' spiritual, moral, social and cultural development.
- Equip all students with the knowledge and skills they need to stay safe and be able to communicate when they do not feel safe
- Provide expert independent, up-to-date careers guidance that gives our students the best information and opportunities available and helps them progress into further education, training and employment.

The teaching of RSHE and health education helps to prepare students for the opportunities, responsibilities and experiences of adult life. All content in the statutory RSHE guidance is planned and delivered in an age appropriate and timely manner. Each school has a RSHE policy available on their website which outlines in detail the curriculum that is covered. Students are taught the knowledge they need to be safe and healthy and manage their academic, personal and social lives in a positive way.

CAREERS EDUCATION, INFORMATION AND GUIDANCE (CEIAG)

Our comprehensive careers curriculum is designed to support our students at all stages of their learning journey from Year 7 to Year 13. Through our careers curriculum we aim to offer impartial careers information, advice and guidance to all students. We provide a range of career related activities to give students accurate information to aid them in their post 14, post 16 and post 18 options process. We want our students to be inquisitive about career pathways and enable them to have a forum to ask questions to employers and education providers, such as colleges and universities. We actively encourage students to challenge stereotypical ideas about careers and educate students about local and national labour market information. All students have an opportunity to experience the world of work through work experience at KS4 and KS5.

Students across all year groups participate in a structured and comprehensive programme of Careers Education, complementing and supporting the Careers Information, Advice and Guidance provision within school. This is delivered through PSHE lessons through the 'Life in the wider world' theme and enrichment activities. A progressive programme of activities from Year 7 onwards helps students to explore career paths and to manage individualised career development. This curriculum is complemented by the signposting and discussion of careers through the academic curriculum specific to subject areas.

Our careers curriculum supports the achievement of the eight Gatsby benchmarks which are signposted on the school websites.

As a School, we have key aims to ensure the life chances of our pupils. These are to raise the aspirations of our pupils and to engage their parents, careers and families in this process. Students will have the opportunity to interact with local Employers, Colleges, Universities and Apprenticeship Providers and Universities and Colleges from across the region. This is the chance for our learners to ask the important questions for their next steps, curriculum choices for GCSE, A Level and careers and destinations at Post 16 and 18.



SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION (SMSC)

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. At Eggescliffe School & Sixth Form we deliver SMSC through a wide range of school activities that truly puts SMSC 'at the heart' of our personal development curriculum. Our SMSC curriculum is ambitious and considers the kind of people we aspire our students to be, the kind of world we aspire to create, and the kind of education we aspire to provide. SMSC is delivered through the academic curriculum, PSHE/RSHE, registration time activities, wider enrichment, trips and visits as well as a planned assembly programme.

We aim to develop the spiritual development of our students through the RE curriculum, The Moral Question lessons and other planned experiences so they have the ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Our students also develop the knowledge of, and respect for, different people's faiths, feelings and values as well as having a sense of enjoyment and fascination in learning about themselves, others and the world around them.

The moral development of pupils is shown by their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. They are also taught to understand of the consequences of their behaviour and actions through the PSHE curriculum.

The social development of pupils is shown by their use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. We encourage our students to have a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. We promote acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others as an essential element of their preparation for life in modern Britain. Through PSHE and other activities we build students' knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. Through a comprehensive wider enrichment offer, our students have a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. They also have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

CHARACTER EDUCATION

Character is a set of personal traits that produce specific moral emotions, informs motivation and guide conduct. Character education includes all explicit and implicit educational activities that help students to develop positive personal strengths called virtues. The practice of character education is based on the view that these strengths are not merely given but can be developed through instruction and practice.

Character education is a place in the culture and functions of families, classrooms, schools and other institutions. It is about helping students grasp what is ethically important in situations and how to act for the right reasons. Students need to decide wisely the kind of person they wish to become and to learn to choose between already existing alternatives or to find new ones.

Our character education is all encompassing and is embedded within school life. We believe that character is both 'taught' and 'caught'. Taught because pupils need to learn directly about character strengths and virtues, and to be given opportunities to practise them. Caught because students need to be exposed to the concepts and language of character throughout their experience of school. This is best delivered through the ethos of the school, by teachers and other adults in school acting as role models, by empowering students to be role models and recognising them publicly as such, and by engineering enrichment activity so that it emphasises character development.

At Eggescliffe School & Sixth Form, character education is what we do. It encompasses everything within our personal development curriculum and more. The students' development of their character fundamentally centres on our Trust ethos of 'Inspiring excellence in learning and life'. We have determined the character traits that we feel are most important for our students to develop in our local context. Our curriculum is infused with opportunities for students to develop these character traits. It is uniquely threaded through all areas of both the academic curriculum and the personal development opportunities that the students receive. Together, discrete and embedded learning gives the students the knowledge, language and moral exemplars to help them continue strengthening their character.

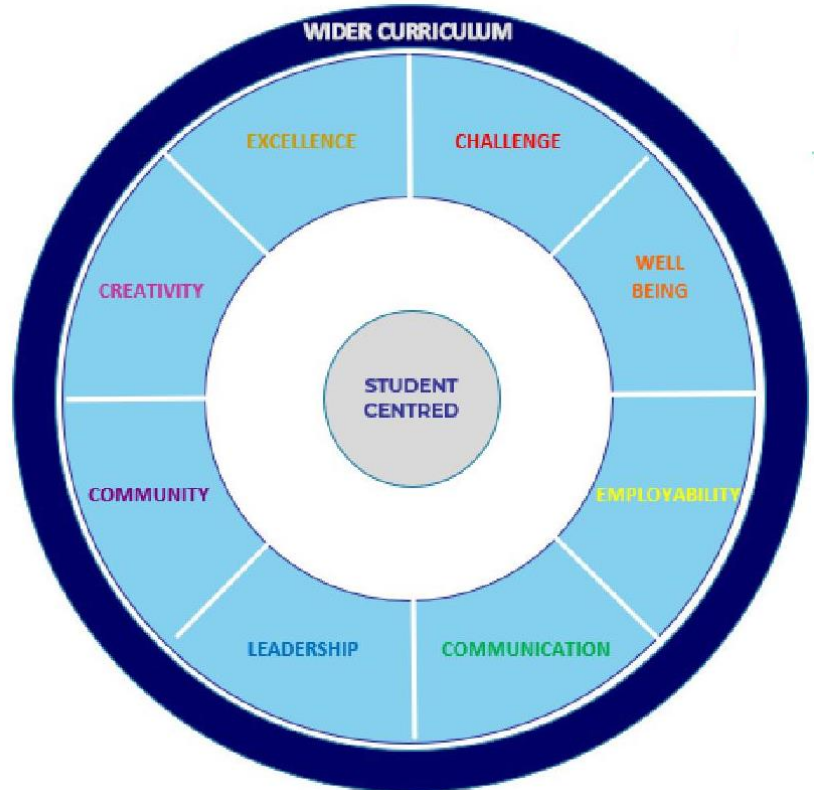
Character education is taught through our registration programme explicitly, and linked carefully to our PSHE programme. Regular themes, linking to both the registration programme and PSHE are embedded through assemblies, displays and other activities around the school. Whilst the opportunities for students to put their "character" into practise are wide-ranging, enrichment opportunities including STEM, music and drama productions, sporting activities, trips and events, student leadership programme, volunteering and charity work and Duke of Edinburgh at bronze, silver and gold level provide a wide range of opportunities for our students to build these positive character traits.

WIDER ENRICHMENT

At Eggescliffe School & Sixth Form we offer a lot more than academic excellence. We passionately believe that developing a thriving enrichment programme is an essential part of promoting employability, academic attainment and teaching young people the skills they need to make informed choices. These skills have benefits well beyond the classroom. In our schools the wider enrichment offer is diverse and is focused on students' personal development. It supports students in acquiring wider knowledge and skills, developing positive character traits and values and enhancing talents and interests.

Our wider enrichment offer is grouped into eight enrichment areas:

- Challenge - promoting the benefits of challenging oneself and healthy competition
- Well-being - supporting physical, social and mental well-being for happy and healthy lives
- Employability - developing transferrable skills such as organisation and problem-solving
- Communication - helping pupils to enquire, speak and read with confidence
- Leadership - empowering others to lead and take on responsibility
- Community - encouraging students to contribute to school, local and international communities
- Creativity - providing students with opportunities to express themselves
- Excellence - preparing students with key skills and knowledge to add academic depth, cultural capital and for the next stage of their education



We endeavour to make enrichment as inclusive as possible, ensuring all students have the opportunity to access these. We actively support students who are in receipt of the pupil premium funding to ensure they have access to these opportunities.

DIVERSITY AND EQUALITY

Egglecliffe School & Sixth Form provides an education for all, acknowledging that the society in which we live is enriched by diversity. We strive to recognise and celebrate the diversity within our school community where everyone is equally valued and treats one another with respect and fairness.

Community links are at the heart of what makes a strong and safe community. We aim that our school is a place where:

- There is a warm, welcoming, happy atmosphere that is secure, stimulating and supportive of learning.
- We encourage students to do their best to make them feel confident, valued and proud to be themselves.
- Positive relationships are adopted between students, staff and parents/carers; bullying and anti-social behaviour will never be tolerated
- Students can achieve to the highest level possible; achievement by others is celebrated; different intelligences are recognised; students can pursue many different interests; and achieve a broad knowledge of the world to equip them for life.

We do this by

- Eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010. This is evident in our Behaviour, Accessibility, SEND and Anti-Bullying policies.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it. This is primarily taught through our PSHE curriculum, assemblies, registration time activities, our involvement with the local community, including primary schools, and through the promotion of our 3 Rs-Be Ready, Be Respectful, Be Responsible.
- Developing and educating all students whatever age, disability, gender reassignment, race, culture, origin, religion or belief, ability, sex or sexual orientation to attain the highest levels possible.
- Preparing students to be full citizens in society promoting community cohesion at all times. This is explicitly taught through assemblies, registration activities and the PSHE curriculum.
- Ensuring that all students have access to the whole curriculum.
- Challenge racism, homophobia and celebrate diversity and act quickly to deal with all bullying.
- Address the issues of stereotyping and to ensure that teaching styles and resources do not strengthen them.
- Create a fair and just school community, that promotes social inclusion, community cohesion and equality; that respects diversity and which challenges and acts upon any form of discrimination and inequality including bullying.
- Celebrating diversity of our community and beyond through a range of planned activities throughout the academic year including our annual Celebrating Diversity month.
- Training staff, including support and administrative staff, to ensure our school is inclusive and all bias and stereotyping is challenged within our environment.

RELIGIOUS EDUCATION (RE)

The Religious Education curriculum is delivered through a weekly timetabled lesson at KS3. The KS3 RE curriculum is thematic and incorporates the pillars of progression: 'substantive knowledge', 'ways of knowing', and 'personal knowledge' (Ofsted 2021). Whilst adequate emphasis is placed on Christianity, students also study other religions represented in Great Britain to broaden their religious and cultural understanding. Our curriculum is intellectually challenging and personally enriching as it affords students the chance to explore the depth and breadth of religious and non-religious traditions and allows them to make sense of their place in the World. Our curriculum provides students with the opportunity to debate and discuss, enabling them to articulate their views verbally as well as developing their extended writing skills. Pupils are encouraged to research thoroughly, to weigh up evidence, to develop chains of reasoning and to evaluate views; this will then lead to them articulating their responses using religion-specific terminology.

At KS4 students can opt to study GCSE Religious Education. All students continue to study core content on World Religions through planned lessons within the PSHE curriculum entitled 'The Moral Question'. The aim of 'The Moral Question' is to enhance opportunities for students' personal and spiritual development. These lessons allow students to see RE in the "real world" by allowing them the opportunity to apply their learning and understanding of core religious views to current issues such as organ donation and infertility treatment.

The central pillars of our RE curriculum will provide the opportunity for:

- Students to develop their evaluative skills and debating techniques
- Students to build cultural capital
- Students to enhance their spiritual awareness
- Students to broaden their world views with the aim of increasing tolerance and empathy
- Students to prepare to engage in a complex, multi-religious, and multi-secular world

In addition, the planned assembly programme includes presentations on significant religious and spiritual events; this includes, but is not exclusive to, Christmas, Easter, and Ramadan. In addition to this, we organise events such as religious visits, remembrance services and Holocaust Memorial Day assemblies.

PERSONAL DEVELOPMENT POST-16

Personal Development at Eggescliffe Sixth Form goes far beyond the confines of the classroom. In addition to our strong academic focus, we encourage students to develop the whole self through engagement in enrichment activities, careers education and displaying behaviours that reflect fundamental British Values in order that they develop their character in readiness for life beyond school. Our personal development curriculum builds upon the KS3 and KS4 curriculum.

Eggescliffe Sixth Form students have access to the whole school personal development curriculum that has been outlined earlier in this document. In addition to this, sixth form students have other specific personal development opportunities at KS5 which are detailed below.

PSHE POST-16 - Our PSHE curriculum at KS5 is based on the PSHE associations programme of study and is split into three key areas. Relationships, health and wellbeing and living in the wider world. Our careers strategy is interweaved with our PSHE curriculum. The aim is for students to have the knowledge, understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career. Furthermore, we have flexibility in the curriculum to adapt to changes in society and meet the arising needs on our sixth formers.

CAREERS EDUCATION, INFORMATION AND GUIDANCE (SPECIFIC TO POST-16) - Eggescliffe has an outstanding careers provision which has equipped students with information as well as the skills and the confidence to apply for a huge variety of jobs, degree courses and apprenticeships over a prolonged period. This has allowed us to establish a strong network which feeds back into our system to provide our students with up to date guidance. We aim to work as a partnership with students, parents, external agencies and alumni to provide as much independent advice as possible to allow students to access the pathways most suitable to them.

An overview of Eggescliffe's offer is delivered to parents as early as the first week of Y12 at our initial Information Evening for parents. Central to the offer is the role of the tutors in developing an appreciation of their tutees plans and ambitions. They audit this by updating our Careers Tracker and working on the Future Plan Booklets in form groups.

Information is provided fortnightly covering:

- Universities and courses
- Open days
- Apprenticeships
- School leavers/apprenticeships
- Gap year information
- Employment options
- Career opportunities
- Details about specific careers and entry requirements
- Discussions with professionals
- Student finance

Students are expected to conduct their own research which is complemented by careers information within specific subject areas. In Y13 tutors offer individual support to students regarding completing their UCAS forms and writing Personal statements. In Y12 all students have access to a careers interview with Miss Smith our careers advisor after their mocks in May. Students also attend the UCAS Higher Education Event in Newcastle in June. The partnership with parents continues with the Higher Education

Parents Evening early in the Autumn Term of Y13 which focuses on university choice as well as the details of University Finance thanks to a presentation from a student liaison officer at Teesside University. The summer term in Year 12 sees students participate in two Careers Days. The first involves students receiving guidance from admissions tutors and former students about university applications as well as contribution from employers in a variety of fields matched to the needs of a particular year group.

Work experience is so important for developing knowledge and skills but also for ruling careers choices in but also out. Enrichment time is spent developing employability skills through social action programmes as well as more traditional experiences. In Y13 employability there is also a focus on employment. We have support workshops run by advisors from the department of work and pensions for students wanting to follow this career option. We work alongside the National Apprenticeship Service to provide an insight into the various types and levels of apprenticeships. This reflects a growing level of interest amongst our students for this pathway.

ENRICHMENT - Egglecliffe Sixth Form students have access to the a wider range of enrichment opportunities which are also open to Y7-11 students. In addition to this, Egglecliffe is unique in its enrichment offer, embedding enrichment into Year 12's weekly timetable, from 12.30 until 15.00 on Wednesday afternoons. We do this due to our continued commitment to the importance of enrichment, and our wider drive for a broad and balanced curriculum. This dedicated time off curriculum timetable is designed to help students build a range of different skills.

This range of personal and employability skills make our students highly sought-after in the world of work and university admissions. Our students develop their communication, teamwork, and leadership skills amongst numerous other areas in order to equip them fully for life after Egglecliffe. Their experiences, alongside their qualifications, make them stand out in future job and UCAS applications. Most crucially of all, many of our options are a fun and welcome break from the rigours of study, and a good way to make friends and feel a part of the 6th form community.

OTHER OPPORTUNITIES -Students spend the first 20 minutes of their school day with their tutor. This time is invaluable as it provides continuity, it develops relationships and is an important point of communication for students. We have a fantastic tutor team who are there to support our students as they strive to become independent adults. Their role encompasses many strands including checking attendance and punctuality, reflecting with students on academic progress as well as preparing students for UCAS and alternative destination applications.

We have a structured programme for registration including the following activities:

- Discussions and debates about news stories and current affairs
- Dedicated time to revise and compile detailed revision timetables
- Support with innovative revision strategies to try
- Research on post 18 options (university, apprenticeships and employment)
- Guidance on mental health and wellbeing
- Reflection on enrichment sessions
- Tutor groups compete against each other in the weekly quiz

Additionally, we have specific weeks where registration time changes and is dedicated to specific causes such as mental health awareness week, men's mental health, national apprenticeship week, #timetotalk and many more.

PSHE- YEAR 7 JOURNEY

Y7

TRANSITION

BE KIND TO YOURSELF

HEALTHY RELATIONSHIPS

UNHEALTHY RELATIONSHIPS



RESILIENCE

MENTAL HEALTH

CONSENT

MANAGING CONFLICT

FOR NEXT FOUR WEEKS

FOR NEXT TWO WEEKS



BODY CHANGES

ALCOHOL

VAPING

FIRST AID

RISK TAKING



ROLES IN BULLYING

BULLYING OR BANTER

IDENTITY

ONLINE SAFETY

FOR NEXT FOUR WEEKS



TACKLING RACISM

DIVERSITY

UK & IDENTITY

POLITICS

FOR NEXT TWO WEEKS

EXTREMISM & PREVENT

REASONS FOR CRIME

LAW MAKING



BANK ACCOUNTS

CREDIT & DEBIT

CAREERS-STRENGTHS



BEING AN ACTIVE CITIZEN

POST Y11 OPTIONS

APPLYING FOR A JOB

END OF TERM ACTIVITY

ES 6th FORM

Y8

Inspiring excellence in learning and in life

PSHE- YEAR 8 JOURNEY

Y8

ONLINE INFORMATION

CYBER-BULLYING

SEND A PIC

COUNTY LINES



SELF HARM

FIRST AID BLEEDING

FIRST AID-CHOKING

LAW & ONLINE



WELLBEING STRATEGIES

RESILIENCE

PERSONAL HYGIENE

HEALTHY LIVING

ALCOHOL & MEDIA

SEXUAL BULLYING

RISK & DRUGS

SMOKING

VAPING



IMPACT OF BULLYING

RACISM

LGBTQI+

EQUALITY

FOR NEXT TWO WEEKS

RESTORATIVE JUSTICE

LAW & JUSTICE - ASB

LAW & HUMAN RIGHTS-
DESERT ISLAND

FOR NEXT THREE
WEEKS



CAREERS-BRANDING

TEES VALLEY JOBS

CONSUMER RIGHTS &
PROTECTION



GENDER EXPECTATIONS

FAMILY UNIT
& MARRIAGE

ROLE OF THE MEDIA-
INSTA-LIES

TARGETED
ADVERTISING



GENDER
STEREOTYPES

DOMESTIC ABUSE

HARMFUL SEXUAL
BEHAVIOURS

STIS

ES 6TH
FORM

Y9

Inspiring excellence in learning and in life

PSHE- YEAR 9 JOURNEY

Y9

EXPLOITED ONLINE

FOR NEXT TWO WEEKS

ONLINE SAFETY-FOMO

GAMBLING



FIRST AID-CPR

FIRST AID-CHEST PAINS

KNIFE CRIME



ONLINE SEXUAL HARASSMENT

SUPPORTING VICTIMS

REPORTING HARASSMENT

SEXUAL HEALTH

DOMESTIC ABUSE

UNHEALTHY RELATIONSHIPS

INAPPROPRIATE BEHAVIOUR



CONTRACEPTION

OPTIONS

APPRENTICESHIPS

POST 16 OPTIONS

MONEY SAFETY

FOR NEXT TWO WEEKS

ALCOHOL

WELLBEING-RESILIENCE

EATING DISORDERS

MONEY AND MHWB

FOR THE NEXT TWO WEEKS



LEGAL/ILLEGAL HIGHS

SMOKING

WHY VOTE?

CHALLENGING DISCRIMINATION



SAME BUT DIFFERENT

TACKLING RACISM

INDIVIDUAL LIBERTY

EXTREMISM

FOR THE NEXT TWO WEEKS

FOR THE NEXT TWO WEEKS



REFUGE & ASYLUM

EQUALITY ACT

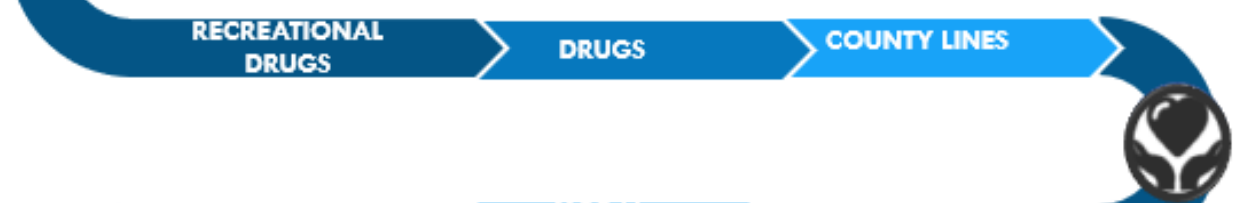
HUMAN RIGHTS

ES 6th FORM

Y10

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PSHE- YEAR 10 JOURNEY



Inspiring excellence in learning and in life

PSHE- YEAR 11 JOURNEY

Y11

ROUTES TO
EMPLOYMENT

EMPLOYABILITY

MORAL QUESTION

c

NATIONAL
INSURANCE

TAXATION & PAYSLEIPS

STUDY SKILLS & EXAM PRESSURE

MORAL QUESTION

COMMITMENT

DIFFERENT
RELATIONSHIPS

RISKY BEHAVIOURS

UNPLANNED
PREGNANCIES

DOMESTIC ABUSE

STRESS

MORAL QUESTION

HEALTH-SELF-
EXAMINATION

ONLINE SAFETY-DATA
PROTECTION

ONLINE SAFETY-
GAMING

IMPORTANCE OF
SLEEP

MORAL QUESTION

TACKLING RACISM

EQUAL RIGHTS

FOR THE NEXT TWO WEEKS

DISABILITY AWARENESS

GENDER EQUALITY

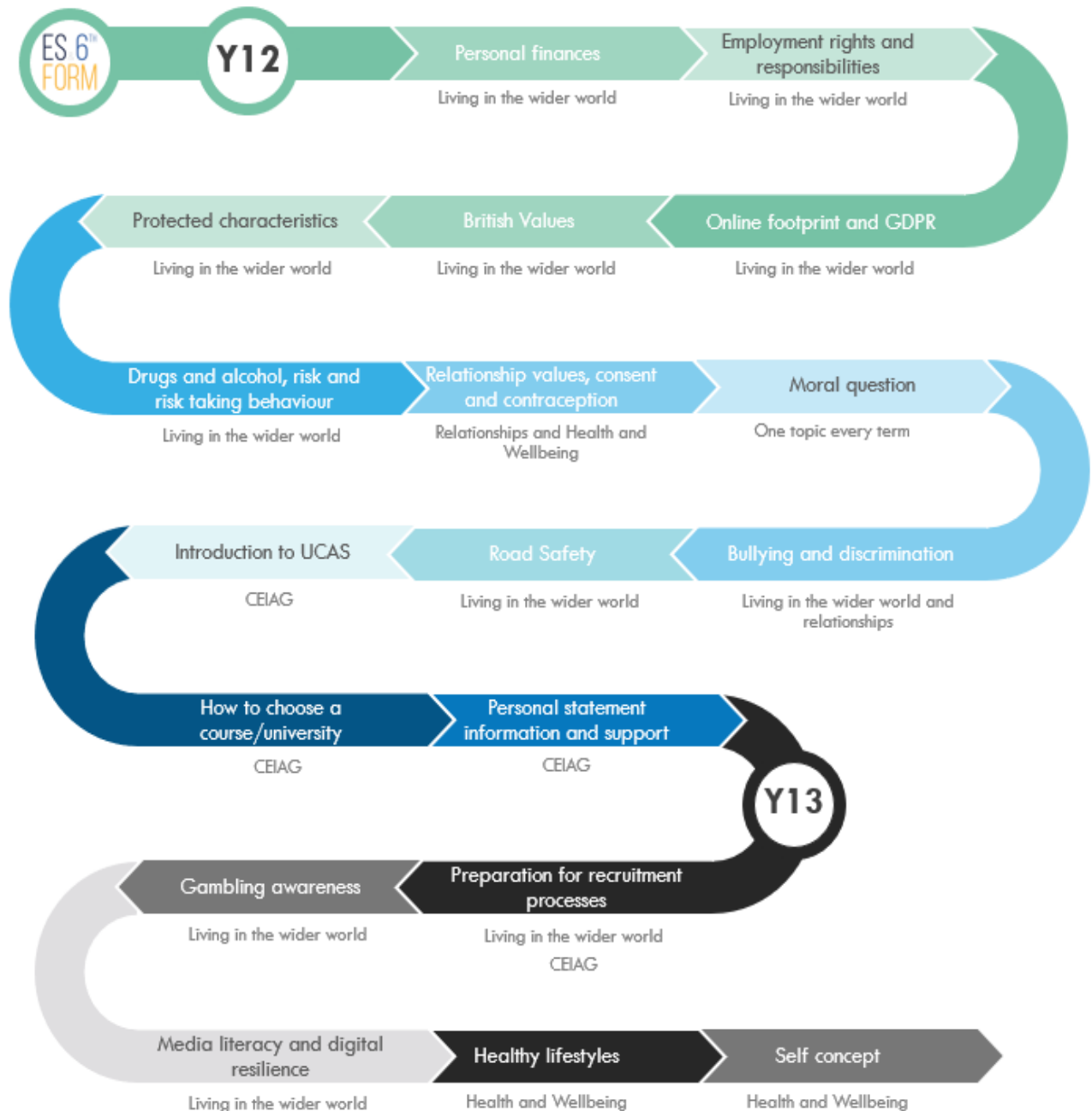
REVISION

ES 6th
FORM

KS5

Inspiring excellence in learning and in life

SIXTH FORM PSHE LEARNING JOURNEY



Ready, Respectful, Responsible: Be the best you can be