

Personal Development Curriculum 2024/2025



What are the aims of our Personal Development Curriculum?

We want to make sure our values are a core part of our students' lived experience at Ercall Wood Academy. We place a significant amount of importance upon our Personal Development curriculum with the aims of ensuring students build knowledge and skills and encounter meaningful experiences in much the same way as our subject based curricula. The curriculum is designed with the same design principles that underpin the learning journeys in our discreet subjects and place the same importance on inter-connectedness, progression, enrichment etc.

At Ercall Wood Academy, we promote and expect high aspirations for all our students. 'All students' truly means all students regardless of ability, gender, race or background.

We strive to empower our whole community with the knowledge, skills and habits necessary to make a positive difference to the community and the wider world.

Our Attributes of Character

	Empower	Respect	Aspire
Attributes of Character	Confidence	Integrity	Ambition
	Responsibility	Empathy	Optimism

Ercall Wood Academy is built on a culture of respect; respect for oneself, for others and for the environment. The academy has clear routines and responses to positive and negative behaviour, creating a safe and purposeful learning environment for all.

Improving character and developing personally is given equal emphasis to gaining qualifications.

Our Values

Empower: We strive to empower our whole community with the knowledge, skills and habits necessary to make a positive difference to the community and the wider world.

Respect: Excellence is built on a culture of respect. Respect for oneself, for others and for the environment.

Aspire: High aspirations by all, for all. 'All' truly means all regardless of ability, gender, race and background.



Where we teach the values and attributes of character – the wider curriculum.

Tutor Time and Assembly

	EMPOWER	RESPECT	ASPIRE
CBI Employability Skills	Problem Solving. Self-Management. Resilience. Teamwork.	Communication	
RSHE	Understanding risk. Knowing where to get advice. Reporting concerns. Respecting identity and challenging misconceptions.	Respect. Permission seeking. Kindness and commitment.	
PSHE	How to minimise common and context specific risks. Financial awareness. Understanding the risks associated with online media.		
Citizenship	Consider the views of others and play a full part in society.		
British Values	Democracy. Rule of Law. Individual liberty. Mutual tolerance.	Respect	
Online Safety	How to recognise and display respectful behaviour online.	Understand what positive, healthy and respectful relationships look like online. The effect of your online actions on others.	
SMSC	Understand different faiths and values. Socialise with confidence. Value cultural and religious diversity.	Understand own and others behaviour. Understand cultural influences in life in the UK.	Opportunities to enjoy the natural world and the range of human achievement and creativity.

Week A
Assembly
Character Development
PSHCE Enhance
Behaviour Expectations
Wellbeing
Rewards and Celebration

Week B
Assembly
Votes for Schools
Reading
PD Framework Support
Rewards and Celebration

Whole School Focus

Attribute	Term
Integrity	Autumn
Empathy	
Confidence	Spring
Responsibility	
Ambition	Summer
Optimism	

The whole academy focus will drive the theme of the input across lessons, tutor time and assembly. This will be extended by Form Tutors supporting completion of the *PD Student Framework* each term. This gets students to take responsibility for their own development and will be evidenced by completion of a range of tasks. In most cases, a Form Tutor authorisation signature is all that is needed. In some cases, additional sign-off is required. A PD Working Group of staff have an integral role to play.

Our Personal Development Framework – Gold

GOLD – Years 9 and 10

Empower - Confidence		Empower - Responsibility		Respect - Integrity		Respect - Empathy		Aspire - Ambition		Aspire - Optimism	
Task – Make a positive contribution to the school with ideas		Task – Raise awareness for charity		Task – Apologise without being prompted		Task – Perform a random act of kindness		Task – Research your career aspirations		Task – Do a creative project	
Evidence – Form Tutor		Evidence – Form Tutor		Evidence – Form Tutor		Evidence – Form Tutor		Evidence – Form Tutor		Evidence – Form Tutor	
Task – Be an Ambassador or Peer Mentor		Task – Do something that makes another feel valued and included		Task – Respond maturely to feedback		Task – Do something that helps a family member or neighbour		Task – Prepare for assessments		Task – Attend an extra-curricular activity focussed on health and fitness	
Evidence – Mr Furlong		Evidence – Form Tutor		Evidence – Form Tutor		Evidence – Form Tutor		Evidence – Form Tutor		Evidence – PE Department	
Task – Perform something in front of others		Task – Help a guest or visitor		Task – Attend well and be punctual		Task – Support another student		Task – Set targets for each term		Task – Investigate a real world climate problem and offer ideas	
Evidence – Form Tutor		Evidence – Form Tutor		Evidence – PYL		Evidence – Form Tutor		Evidence – Form Tutor		Evidence – Form Tutor	
Task – Ask for help when things are challenging		Task – Do something that helps the community		Task – Present your ideas on a topic based on morality		Task – Be positive in order to uplift others		Task – Take part in a competition		Task – Set positive goals for the future	
Evidence – Form Tutor		Evidence – Mr Furlong		Evidence – Form Tutor		Evidence – Form Tutor		Evidence – Form Tutor		Evidence – Form Tutor	
Spring	1	Spring	2	Autumn	1	Autumn	2	Summer	1	Summer	2



The House System

The House System plays an important part in our overall PD offer and provides opportunities for students to nurture a sense of belonging and wider identity as well as take part in activities and competitions that enrich the curriculum. The house names have been chosen to further promote the attributes of character and values that we hold so dear.

Burrow

Farah

Ennis

Storey

The importance of good conduct, extra-curricular opportunities and 'The Ercall Sparkle'

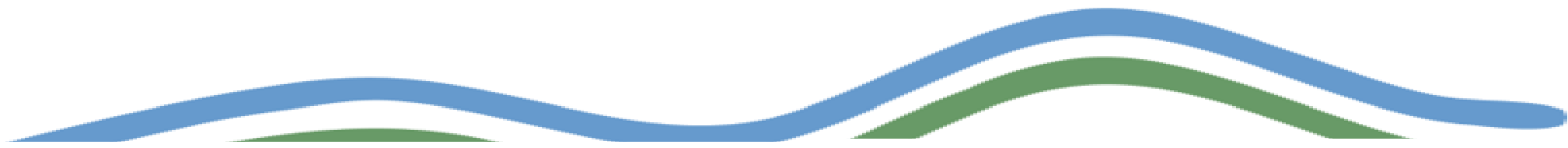
Every year we will celebrate students who have 'The Ercall Sparkle', meaning that they have not only completed the PD Framework but they have also attended regular extra-curricular activities. This is something that we think is really important! We offer a range of activities before, during and after school and have something for everyone whether you are sporty, artistic, creative or simply want to extend your learning and build new social skills.

Before final sign-off, our PD Working Group will look at your overall Bromcom and extra-curricular profile and they may set additional targets before 'The Sparkle' is yours. It's vital that you maintain good levels of attendance and punctuality in addition to showing the behaviours that meet our high expectations. You will be reminded every fortnight about these expectations during the 'Behaviour Expectations' Tutor Time session.

We will award badges to those who complete each section at Silver and Gold level. You have two years to complete each stage but with early completion, you can keep a track of additional things that you do.

This will earn you the *Principal's Commendation*.





Student Leadership

All students are strongly encouraged to push themselves outside their comfort zone. Our commitment to the Duke of Edinburgh award scheme is a good way to do this. Another way is to seek representation through one of our student leadership groups:

Eco Leadership

Careers and Aspirations

Wellbeing Committee

Sports Committee

Charity Working Group

Anti-bullying Ambassadors

Equality and Diversity Group

We also have a thriving Student Leadership Team and Peer Mentors who will support with Reading and Transition amongst other things.

Life Skills

We plan a purposeful Life Skills curriculum that aids the creation of respectful, well-rounded students who are prepared to enter society when they leave us. We want to prepare them for the complexities of modern life, helping them to understand and critically assess any situation they may face in the future. Our young people are interested in the world around them and the issues that affect them including drugs, gang culture, deprivation, relationships and many more. We have a responsibility to our students to not only provide them with accurate knowledge on these topics, as they often receive inaccurate information about issues from peers, the internet and possibly their families, but to also equip them with the skills to problem solve and keep them safe, healthy and happy. Some students will have received intense and detailed PSHE education prior to arriving at Ercall Wood Academy, while some will have been exposed to very little, so we must create an environment where everyone is able to develop their knowledge, confidence and skills in a safe environment. It is important that we help our students develop their self-expression so they are able to express their thoughts positively and clearly; setting them up for their future as global citizens. We also want students to build resilience, to be active within their community and have the tools to make a positive difference, always believing in themselves and having high aspirations.

Self-Improvement	Peer Influence	Values
Accessing Support	Recognising Risk	Compassion
Empathy	Respect	Diversity
Bias and Misinformation		



Careers Advice, Information and Guidance

The aim of the Careers Programme at Ercall Wood Academy is to support students to flourish and develop; whilst we support them in developing a deep understanding of the opportunities available to them through a variety of different pathways, following the completion of their education with us. Careers Information, Advice and Guidance will be delivered throughout the curriculum at Ercall Wood Academy, ensuring that as students progress through both KS3 and KS4, their knowledge and understanding of career opportunities increases and informs their post- 16 choices. All students are equal and therefore all will be able to access the careers curriculum and opportunities available throughout their time at Ercall Wood Academy. In line with Gatsby Eight Benchmarks for Careers Excellence, Ercall Wood Academy aims to:

- design and provide a stable careers programme for our learners
- expose students and their families to relevant labour market information (LMI)
- address the needs of all students, in line with our Academy vision
- link curriculum learning to careers across all year groups - provide opportunities for students to encounter employers and employees at a local and national level
- support students to obtain work experience placements within year 10 - provide opportunities for students to encounter further and higher education across all year groups
- provide personal guidance to students in a specified programme and have ad hoc access to our Careers Hub and the careers information it can provide.

Ercall Wood Academy Equality Statements

We will eliminate discrimination, harassment, victimisation and any other conduct that is prohibited. In relation to students, Ercall Wood Academy will seek to meet this aim by monitoring admissions, exclusions, attendance and prejudice related incidents. In respect of staff, our Trust may seek to meet this by ensuring that there are appropriate employment policies in place.

We will advance equality of opportunity between groups/people who share a relevant protected characteristic and groups/people who do not share it by: considering the need to remove or minimise disadvantage; taking steps to meet different needs; encouraging participation in our enrichment and extra-curricular opportunities when it is disproportionately low.



British Values and SMSC

Promoting Fundamental British Values as part of SMSC in schools: Departmental advice for maintained schools - November 2014 the DfE states:

“Schools should promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools’ duty to provide SMSC. The Teachers’ Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.”

Through our SMSC Policy, Ercall Wood Academy is aligned with the Government’s [PREVENT](#) theme of the anti-terrorist strategy [CONTEST](#). This policy also promotes the stance that this is everyone’s duty to ensure they do not undermine the British Fundamental Values which are detailed in the current Teacher Standards Part Two: Personal and Professional Conduct. This aims to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Promoting Positive Behaviour – STAR Classrooms

Students to:

Comply with STAR in the classroom.

SILENTLY wait for the first instruction from the teacher

TAKE and follow instructions. First Time, Every Time

ASK and answers questions – Work hard to develop your understanding.

RESPECT classmates and their right to learn.

Outside of Lessons (including movement around the building and when representing the Academy in the community or on external trips).

- Students are polite, respectful, and safe in their behaviour and attitudes, appropriate to the environment they are in.

ERCALL WOOD ACADEMY
An Empowered, Respectful Community of Aspiring Life-long Learners

Empower	Respect	Aspire
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Our Ercall Wood Classroom

Respectful threshold	<ul style="list-style-type: none"> Expert teachers are ready to meet and welcome their students into the classroom. Students will be ready to learn by arriving punctually and lining up in single file outside of the classroom.
Purposeful routines	<ul style="list-style-type: none"> Students will move to their allocated seat quickly and quietly. Students will have all equipment out on the table in front of them ready to learn. Students will start the starting activity.

Lesson expectations	Silently	wait for the first instruction from the teacher.
	Take	and follow instructions. First time, every time.
	Ask	and answer questions – Work hard to develop your understanding.
	Respect	classmates and their right to learn.

“Our children deserve an environment in which they can flourish and achieve their potential, no matter what their academic or social starting point.”

