

Personal Development Curriculum Statement

At Endeavour Academy, strengthening the personal development, promoting positive mental health and wellbeing of staff, students and their family members is paramount.

The Academy is determined to do everything we can to make sure that people are treated fairly and that everyone has access to the best education possible. We are committed to eliminating unfair and unlawful discrimination, harassment, and victimisation and to advancing equality of opportunity and fostering good relations between different groups within the Academy and the local / wider communities. Endeavour Academy encourages, celebrates, and values the diversity of all within our community. We actively promote the principle of equality for all and aim to ensure that everyone within our community is treated fairly, with respect and dignity and seek to eliminate any form of inequality, bullying or discrimination.

All staff work rigorously to ensure all with whom we work have a positive experience whilst working with the provision. Developing personal characteristics and essential skills such as confidence, determination, positivity, and teamwork. These enable students to use their newly acquired abilities to benefit both current and future ventures, creating opportunities for leadership through peer mentoring and individual mastery in these areas. The skills developed enable each young person to contribute to society as a responsible, respectful, and caring citizen, able and keen to make a positive impact on the world around them.

Opportunities to enhance, recognise and reward Personal Development is entrenched throughout all areas of the provision, specifically within curriculum areas such as Ologies, Citizenship, Employability, Money and Finance and Outdoor Education. Training opportunities, tutor group sessions, assemblies, Student Council, and other focus group meetings also provide opportunities for individual growth and development.

We feel strongly that encouraging students to develop and then master the skills below, positively impacts on individual and whole school behaviours, resilience, tolerance, and relationships, thus creating the respectful family culture of which we are so proud.





Opportunities are given for all to participate and achieve a Mental Health Qualification through Nebular Learning which empowers students and enables them to recognise the differences between depression and a bad day, reducing stigma and improving self-assessment skills. Staff utilise time within 'Ologies' lessons for the Pastoral Team to identify and swiftly implement bespoke interventions on a needs basis for example; relationships, sexual behaviours, extreme views, personal hygiene, drugs, alcohol, or smoking cessation support.





Students thrive from receiving and being able to offer peer support and are more likely to engage with members of their wider communities in a safe and respectful manner, viewing every interaction, an opportunity for intervention.

Endeavour staff work closely with partner agencies such as the Childrens and Adolescence Mental Health Services (CAMHs), Counsellors, the Resilience Nurse, local PCSOs, One Point and Families First advisors, all of whom report positive outcomes for the students and families they have been involved with who attend the Academy. More recently we have been asked to share our best practice with Public Health England and The NHS who created and deliver MECC across the country and have invited us to share our experiences and strategies across the Northeast, presenting as guest speakers and

contributing to a newly appointed Focus Group specifically aimed at MECC for Young People and Education.

The management team feel very fortunate to have such an amazing staff team who believe in the process and model excellent interpersonal skills. Respect is consistently displayed from every level, with all whom enter the academy doors feeling included and valued as individuals. Leaders feel honoured to be part of something so very special and hope that anyone accessing the Personal Development programme passes on their knowledge and skills in a bid to further spread kindness whether this be in the present or the future.

Skill	How is this developed
<p>Listening</p> 	<p>Students will receive, retain, and process information, ideas, views of others. They are taught how;</p> <ul style="list-style-type: none"> - Listen to other people’s opinions respectfully and encourage appropriate interactions. - Display appropriate body language to support listening skills. - Take in and act upon instructions. - Summarise situations, opinions, and possible outcomes. - Provide opportunities for healthy discussion and debate. - Listening to others in a supportive manner to offer interventions.
<p>Speaking</p> 	<p>Students are taught and provided with opportunities to master confidently and respectfully verbalise information and ideas using MECC (Making Every Contact Count approach).</p> <ul style="list-style-type: none"> - Respectful use of correct terminology. - Support individual and whole group confidence to validate opinions. - Effective communication / mindful of tone of voice and words used. - Asking appropriate questions. - Encouraging others to join in discussion to support with individual self-esteem and relationships. - Describing and explaining concepts to peers, staff, and wider community. - Providing good role models, recognising that effective communication is crucial within the community to make a difference to self and others. - Using interactions to support mental health and signpost others for support,
<p>Problem Solving</p> 	<p>Students will be taught skills and how to master a solution focussed approach to challenges faced using a restorative approach.</p> <ul style="list-style-type: none"> - Recognising problems may have multiple solutions. - Recognising competence requires time and effort. - Developing independence and teamwork in problem solving. - Tailoring challenges and responses to individual needs of others.
<p>Creativity</p> 	<p>Students can use their imagination to generate new ideas to support and encourage self and others to participate in activities and creative learning opportunities.</p> <ul style="list-style-type: none"> - Investigation of problems from multiple perspectives, being considerate of others. - Creating methods to explore possible outcomes. - Exploring historical and contemporary examples of specific situations and their impact on society / culture. - Imagining how scenarios impact on the ‘everyday’, in own and other cultures, being mindful of differences and similarities.

<p>Staying Positive</p> 	<p>Students are taught skills to support self and others, using a CBT approach in changing mindset and look for opportunities to use positive interactions to influence outcomes.</p> <ul style="list-style-type: none"> - Using a restorative approach, recognising that making mistakes is a crucial part of the learning process and by being accepting and willing to work through mistakes, learning from experience, we each have the opportunity to grow. - Developing resilience when faced with difficult situations and supporting. - Recognising that support is available to overcome difficulties, learning where and how to access services and signpost others.
<p>Aiming High</p> 	<p>Students are encouraged to set high aspirations and expectations of self and others;</p> <ul style="list-style-type: none"> - Students are provided with opportunities to broaden their social and emotional understanding, self, and peer assessment. - Providing students with aspirational goals and real-life examples of what they can achieve through MECC. - Providing opportunities for students to experience life outside the classroom, including different cultures. - Always looking for opportunities to celebrate individual achievements and successes as well as that of others. - Encouraging and enabling students to make a positive contribution to society, making contacts count and being the difference to support others within their communities.
<p>Leadership</p> 	<p>Students are provided with opportunities to lead, encourage, and support others to achieve, and make a difference to the world around them.</p> <ul style="list-style-type: none"> - Student led discussions using real life experiences to support peer development and understanding. - Effective sharing of tasks during group work / discussions / debates. - Modelling of expected behaviours. - Supporting staff and peers with challenges. - Peer Mentoring opportunities.
<p>Teamwork</p> 	<p>Students can work cooperatively with others using MECC and Restorative approaches.</p> <ul style="list-style-type: none"> - Recognising that opinions may differ but maintain respectful whilst working to overcome barriers. - Encourage cooperation, responsibility and support in group discussions, and debates. - Create opportunities for inclusion / involving others to support relationships and individual self-esteem. - Working with others, understanding that our own interactions influence others and using this to obtain positive outcomes for all. - Encourage class-based discussion and peer-support for problem solving. - Recognising the importance of the contributions of others during class discussions and practical work. - Recognising that teamwork and peer contribution is essential to hold healthy debate and discussion, always being respectful of others.

Student, parent and staff surveys are used at various points throughout the year to identify areas in need of attention along with progress, individual and whole school.

Although many of the lessons mentioned above are primarily discussion based, evidence of the lesson content and feedback from each can be accessed.

Supporting Documents

[Lesson record sheet Blank.docx](#)

[Understanding Relationships, Sex and Health Education - a guide for secondary school parents \(publishing.service.gov.uk\)](#)

[RSE Policy .docx](#)

[RSE Statement 2022-23.docx](#)

Breakdown of individual subject areas which support Professional Development

'Ologies'

Within 'Ologies' lessons, students are taught how to effectively use MECC (Making Every Contact Count) and Restorative Practices to create a positive culture within school, all of which supports positive relationships, reduces conflict, and allows for swift resolution, avoiding unnecessary escalation and increased resilience. Students are shown the importance of inclusion and the positive impact of interacting with those they may have otherwise looked past in other settings. This has proven to have an unambiguous impact on the overall personal development and mental wellbeing of the young people and adults that we have worked with. Efforts have been recognised by leaders of MECC from Public Health England. Within Ologies, students learn about online risks, how to keep themselves and others safe, prevent harm and report concerns, utilising many wonderful resources through the National Online Safety Programme. Another important topic covered is how to help self and others, empowering individuals to use designated supporting agencies to gain advice and access support where necessary.

There are several core themes which cover the many aspects of Personal Development including:

- Personal Conduct / Effective Communication Skills.
- Physical and Sexual Health
- Identity
- Mental Health and Wellbeing Qualification / Basic First Aid / Safeguarding and Signposting
- National Online Safety
- Religious Education
- Healthy Relationships
- Preparation for life outside and beyond school.

Citizenship, Ologies / Religious Education

During lessons, students access topics which enhances their knowledge around different faiths, religions, beliefs, and behaviours. They participate in regular group discussions and debates where they are taught how to express themselves effectively, support their peers to feel comfortable in speaking up, and how to appropriately challenge opinions evidencing maturity and respect. Students learn about where they (humans) came from, personal characteristics, different forms of boundaries including personal and materialistic, along with many other relevant topics. Each topic helps to promote healthy relationships at home and encourages students to engage in conversations and activities with family members to find out about their immediate and extended family, community histories etc and participate in conversations they might not have ordinarily.

Employability and 'Ologies'

With a specific focus on essential skills and personal characteristics linking resources from Skills Builder and Amazing People's School to personal specifications on job descriptions, staff across the school promote, recognise, and reward specific strengths and areas for development. The aim is to have students able to confidently describe strengths of themselves and others and work with staff to enhance areas in need of attention.

The skills taught within 'Ologies' and Employability, not only assist students within school to develop confidence, build friendships and effectively support one another, but they also encourage and promote healthy relationships at home and within the community. It helps develop a sense of self-worth and the confidence to tackle situations in the real world and as they move forward into post 16 destinations, improving self-awareness and a drive to achieve, reducing mental health issues and reliance on services as they move towards adulthood.

Within Employability sessions, students work with professionals from colleges, apprenticeship programmes, the Job centre, and Groundworks, all the while supported by our own level 6 qualified

Careers Lead and Progression Mentor. They support with advice and guidance, support with applications, meetings, and interviews, alongside travel training and bespoke interventions to assist their transition into post 16 destinations. Each young person is tracked and communicated with over a three-year period to ensure they remain within education, training, or employment in a bid to reduce the risk of them becoming NEET.

Money and Finance and Vocational Subjects

Students are taught life skills such as how to open a bank account, work out interest rates to support their financial situations, reducing risk of debt and poor credit, providing opportunities to discuss real life events and how to best manage. Other areas offer opportunities to develop basic catering skills, gym access and support with healthy lifestyles through the EDC health and fitness team.