



WADE DEACON HIGH SCHOOL

Personal Development Curriculum

Information for Parents and Carers



Our Curriculum

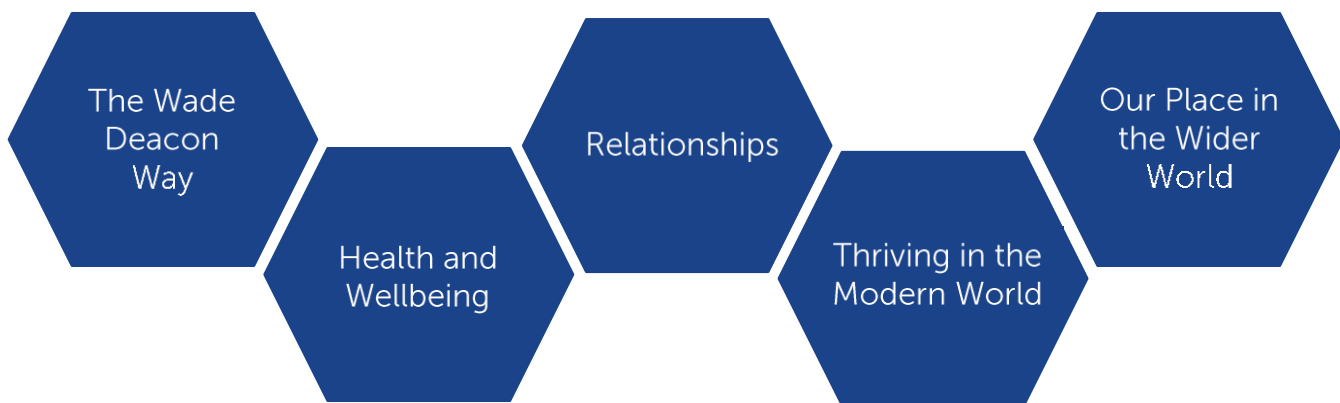
We believe our responsibility to educate students extends beyond their academic studies. Our Personal Development curriculum is carefully designed to instil our core values, ensure our students understand the wider world and their place within it and enrich their wider experience so that they are well placed to thrive in modern society.

Personal Development incorporates:

- Social, Moral, Spiritual and Cultural (SMSC) Education,
- Religious Education
- Relationships, Sex and Health Education (RSHE)
- Personal, Social and Health and Economic Education (PSHE)
- Careers Information, Advice and Guidance (CEIAG)
- Character Education
- Citizenship and British Values
- E-Safety
- Extra-curricular activities and wider opportunities

Curriculum Content

The Wade Deacon Personal Development Curriculum is comprised of five key themes:



We insist on a curriculum that removes the notion of disadvantage, encourages resilience, provides equity and equality of opportunity and instils independence and aspiration in our students, so they can become hard working, respectful, tolerant and compassionate citizens who are ready to make a difference.

The Wade Deacon Way

Topic	What do we want students to know and be able to do?
Joining our school - transition and induction	Students will understand the way the school day runs and be confident in managing and organising themselves independently. They will know how to use key IT systems and know who key staff are (such as tutors, pastoral leaders and senior staff). Students will also become familiar with ways of learning and the expectations placed on them in terms of feedback and acceleration. Students will understand the importance of the use of purple pen in their lessons.
Our Character and Values - A Commitment to Excellence	Students will understand the values and core commitments of the school and be able to explain their importance to their success. They will understand how they can demonstrate the values and how this is beneficial to them and the whole school community.
Respect and self-regulation	Students will be able to explain how they can show respect and why it is important, as well as understand the importance of self-respect.
Goals and Aspirations	Students will be able to reflect on and express their aspirations and dreams for the future. They will understand practical methods of goal-setting and how to overcome challenges through a resilient approach. Students will understand the skills and habits of successful learners, so that they can develop and apply them themselves.
Growth Mindset	Students will be able to describe the differences between a growth and fixed mindset and recognise when they display both approaches. Students will learn how a growth mindset can be cultivated and its benefits to them. They will understand the importance of using effective strategies to achieve success.
Critical Thinking	Students will be able to question information, identify the most valid arguments and formulate informed opinions on matters. They will know how to look at situations from different perspectives and understand how other people may have reached decisions or conclusions. Students will be able to explain the process of thinking critically and can identify how they can apply it in their learning to help them succeed across the curriculum.
Learning how to learn - Metacognitive strategies	Students will understand the process of learning and the underlying neuroscience that underpins it. Students will be able to describe parts of the brain that influence their behaviour and how they can empower themselves to learn through the use of effective metacognitive strategies. They will be introduced to practical strategies for achieving independence in their learning, with emphasis on retrieval and revision techniques that are reinforced across the curriculum.

Health & Wellbeing

Topic	What do we want students to know and be able to do?
Health and hygiene and prevention	Students will know about personal hygiene, germs including bacteria, viruses, and how they are spread, treatment and prevention of infection, and about antibiotics; about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. They will understand the benefits of regular self-examination and screening (years 10 and 11); the facts and science relating to immunisation and vaccination; the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Understanding the body	Students will know the role of muscles and muscle groups so that they are able to understand their role in keeping fit and healthy. They will understand how their bodies will change over time including key facts about puberty, the changing adolescent body and menstrual wellbeing. They will recognise the main changes which take place in males and females, and the implications for emotional and physical health.
Physical health and fitness	Students will know the associations between physical health and mental wellbeing, the characteristics of a healthy lifestyle including regular exercise, maintaining and healthy weight, cancer and cardio-vascular health, the risks of inactivity and strategies for getting help. They will appreciate the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. They will know about the science relating to blood, organ and stem cell donation and the moral imperatives associated with them as well as the moral and cultural/religious implications of donation.
Healthy eating	Students will know the constituent parts of a healthy diet including calories and nutrition, the principles of planning and preparing healthy meals, strategies to maintain healthy eating and the links between a poor diet and health risks, tooth decay and cancer, eating disorders.
Emotional wellbeing	Students will know the range of emotions and how to recognise and communicate about emotions sensitively using appropriate vocabulary. They will know about the nature and importance of self-esteem and links between exercise and mental wellbeing. They will know strategies for self-care and ways of receiving support and supporting others

Health & Wellbeing (continued)

Topic	What do we want students to know and be able to <i>do</i> ?
Mental health	Students will know that happiness is linked to being connected to others; how to recognise the early signs of mental wellbeing concerns; common types of mental ill health (e.g. anxiety and depression); how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health; the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Drugs, alcohol and tobacco	Students should know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions; the law relating to the supply and possession of illegal substances; the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
Addiction	Students will understand the physical and psychological consequences of addiction, including alcohol dependency; have awareness of the dangers of drugs which are prescribed but still present serious health risks; know the facts about the harms from smoking tobacco (particularly the link to lung cancer); recognise the methods for and benefits of quitting and how to access support to do so.
Basic first aid	Students will know what First Aid is, basic first aid strategies including the recovery position. They will know other common first aid treatments including epi-pens, CPR, defibrillators, and how to relieve choking. They will be able to deal with common injuries and know how to call the emergency services.
Personal safety	Students will have knowledge and strategies around road safety, crime, confrontation; safe usage of mobile phones and the link between phone usage and increased risks in a variety of areas. Students will have an understanding of the law around offensive weapons and violence including assault, battery, possession of an offensive weapon and knife crime. They will know strategies for managing pressure to carry a weapon.

Relationships

Topic	What do we want students to know and be able to <i>do</i> ?
Intimate and sexual relationships	Students will learn how the use of alcohol and drugs can lead to risky sexual behaviour and know how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. They will know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. They will learn that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing, and understand that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. Students will know that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) and that they have a choice to delay sex or to enjoy intimacy without sex. Students will understand the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and be aware of the facts about the full range of contraceptive choices, efficacy and options available. They will also learn the facts around pregnancy including miscarriage.
Sexually Transmitted Diseases	Students will understand the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted.
Contraception	Students will know how risks of unprotected sex and how they can be reduced through safer sex (including through condom use) and the importance of and facts about testing, and be aware of the facts about the full range of contraceptive choices, efficacy and options available. They will learn facts around pregnancy including miscarriage and the support available for new parents and families.
Being safe	Students will understand the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. They will know how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Relationships (continued)

Topic	What do we want students to know and be able to do ¹
Healthy and respectful relationships	Students will recognise the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. They will know practical steps they can take in a range of different contexts to improve or support respectful relationships. Students will see how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice). They will understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. They will learn about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. Students will understand that some types of behaviour within relationships are criminal, including violent behaviour and coercive control and will know what constitutes sexual harassment and sexual violence and why these are always unacceptable. They will be able to describe the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	Students should know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. They will learn about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. Students will know that they should not provide material to others that they would not want shared further and not to share personal material which is sent to them, and what to do and where to get support to report material or manage issues online. They will understand the impact of viewing harmful content, that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours and can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. They will understand that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail; how information and data is generated, collected, shared and used online.

Our Place in the Wider World

Topic	What do we want students to know and be able to do?
Identity: What makes us who we are?	Students will understand the nature of identity and its importance, including the different sources of identity and the way in which identity is made up of a composite of different identities.
Culture and Diversity	Students will know about the diverse national, regional, religious and ethnic identities in Widnes and local areas, as well as the rest of the UK. They will understand the need for mutual respect and understanding regardless of differences and the importance of accepting and celebrating differences. Students will learn about the potential tensions between rights, law and cultural and religious expectations and practices. They will also understand the relationship between language and culture and the benefits and challenges of speaking different languages.
Liberty: Rights and Responsibilities	Students will be encouraged 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. They will have an understanding that the freedom to choose and hold other faiths and beliefs is protected in law and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
Discrimination and Prejudice	Students will know the various forms that discrimination and prejudice can take and the actions that can be taken to tackle this. They will consider the concept of inherent privilege (e.g., white, male, able bodied) and gain an understanding of the importance of identifying and combatting discrimination.
Making moral judgements	Students will know how our morals help us to understand right and wrong. They will develop their skills of empathy to allow understanding of different perspectives. These skills will help our pupils deal with peer pressure and negative influences.
Activism and movements for change	Students will know that they can facilitate change through activism. They will know of a range of movements for change, these groups' motives and their activities. This will allow pupils to develop their own ideas about change that they would like to become part of.
The Climate Crisis	Students will know the causes and effects of climate change at different scales. They will know how they can influence climate change at a personal scale, as well as know how climate change is being tackled at a national and global level.
British Values	Students will acquire a broad general knowledge of and respect for public institutions and services in England. They will know key British values and consider the concept of patriotism.

Our Place in the Wider World

Topic	What do we want students to know and be able to do?
Democracy and Governance	Students will understand Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account. They will be able to explain the different roles of the executive, legislature and judiciary and discuss the importance of a free press. They will understand the nature of local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.
Parliament and Parties	Students will understand that political views are diverse; they will understand the key similarities and differences between the main UK political parties and recognise their position on the political spectrum; they will be able to reflect on how their developing views may be shaped and how they align with key political parties.
The UK constitution	Students will understand the role of the executive, the legislature and the head of state; know that the UK parliament is sovereign and be able to explain the key principles and purpose of the UK constitution.
Electoral systems	Students will know about different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond. They will be able to recognise and discuss other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.
The UK Justice System	Students will gain an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
Britain and the World	Students will explore how Britain has shaped the world throughout modern history; they will be able to describe the positive and negative legacy and impact of the British Empire and Commonwealth. Students will know about how Britain has contributed to science and technology and be aware of the work and deeds of significant British individuals, both past and present.
Inequality	Students will understand the scale of inequality on a local, national and international basis. They will learn about the causes of inequality of wealth and income and the consequences of such inequality on individuals and societies. Students will recognise the divide between the rich and poor and be able to express their views using appropriate vocabulary. They will be able to discuss the moral issues arising from inequality and explain how governments, social enterprises and charitable organisations try to address inequality. Students will understand how the tax and welfare system in the UK is used to reduce inequality. Students will also understand the concept of social mobility, its importance in society and how it affects them.
Contributing to society	Students will learn the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities. Students explore the different ways in which a citizen can contribute to the improvement of their community, including the ways they can participate actively in community volunteering, as well as other forms of responsible activity.

Our Place in the Wider World: Religion & World Views

Topic	What do we want students to know and be able to do?
Spirituality and Belief	Students will know that human life is not merely material, be open to the opportunity of transcendent or spiritual life, looking at their own lives and those of others. Students will approach sensitively and respectfully the beliefs, actions and feelings of all people.
Religious communities: Where do we belong?	Students will understand the rights and responsibilities of belonging. Students will know why community life is important, especially in religion. Students will know what they can learn from religious communities.
Religion and guidance: How to live our lives	Students will know if words have power. Students will learn how to discover what is true and identify a myth, as well as learning that reading can make us wiser. They will learn why religious stories have lasted the test of time. Students will discuss if words can ever describe God and understand what they can do when words are not enough. Students will consider if laws today should still be influenced by religious writings and consider the ideas around the creationist debate.
Seeking truth and meaning	Students will develop insight and their own interpretations of questions of meaning, purpose, truth, values and commitment. Students will devise enquiries and examine answers to questions about God, the meaning and purpose of life found in different religions and world views.
Religious knowledge	Students will know about people from different religious, cultural and philosophical groups. Students will know about places of major religious significance and question important issues in religion and philosophy, ultimate questions and ethical issues.
Traditions and beliefs in the main religions	Students will consider how beliefs and values address ultimate questions, and the ways in which believers from different faiths may view each other and learn from each other. They will be able to describe traditions and festivals associated with a range of faiths including Yom Kippur, Diwali, Eid, Easter and Vesak.
Sacred texts	Students will know how religious beliefs and ideas are transmitted by sacred texts and revered literature. They will know facts when considering issues of truth in religion and philosophy, referring to sacred texts. Students will know how religious beliefs and teachings and sacred texts inform answers to ultimate questions and ethical issues. Students will know a range of religious sources, texts and authorities and the relationship between beliefs, teachings and ultimate questions in sacred and revered literature.
Religious perspectives	Students will be able to discuss the similarities and differences between faiths in relation to important ethical and moral issues such as war, crime and punishment, relationships and families, abortion, euthanasia and animal experimentation.

Thriving in the Modern World

Topic	What do we want Students to know and be able to <i>do</i> ?
Online safety	Students will understand that for most people the internet is an integral part of life and has many benefits but will understand the benefits of rationing time spent online. They will be able to explain the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Students will understand the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. They will understand how and why social media, some computer games and online gaming are age restricted. They will also be able to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Digital literacy	Students will understand that search engines are based on algorithm and learn to use advanced search techniques to improve the effectiveness of internet research. They will know how to use digital communication including video conferencing and cloud storage services productively.
Living with social media	Students will understand the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online. They will learn the risks of over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. Students will understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. They will know where and how to report concerns and get support with issues online.
Managing personal data and privacy	Students will learn practical strategies for managing their personal data, including effective password protocols and the ways that they can prevent their information from being shared without their permission.
Media consumption	Students will know the nature of modern media including broadcast and print. They will know the different kinds of journalism including broadsheet and tabloid and how to recognise fake news and propaganda. They will know the impacts of media on personal and social wellbeing as well as media portrayals of young people and minorities.
Careers pathways	Students will know that there are many different types of work and occupation and understand the various routes from education to employment. They will recognise that people can have numerous occupations throughout their career and how life-long learning is a key feature of the 21st Century. They will be able to discuss their career aspirations and have the opportunity to explore careers.
Educational pathways	Students will know the different pathways through education including range of qualifications at Key Stage 4 and 5, post-16 and post-18 destinations, different kinds of courses, qualifications, costs, and opportunities for further and lifelong study. Students will learn about the need to challenge stereotypes about particular career pathways, and to maintain high aspirations for their future and embrace new opportunities

Thriving in the Modern World (continued)

Topic	What do we want students to know and be able to do ¹
The labour market	Students will explore the opportunities available to them in their local area and the wider UK. Students will learn about the way industry and employment in Widnes, the North-West and the UK have changed over time. They will understand that different occupations generate different relative earnings and be able to describe the correlation between qualification levels and average earnings.
The nature of work in the 21st Century	Students will know the differences between employment and self-employment, examples of self-employed jobs, the features of enterprise and related skills, business plans and investment. Students will consider the nature of contracts, employment rights, salaries, taxation, benefits, and how to access support. Students will examine how technology has changed the nature of work and its likely impact on them in the future. Students will learn how the law protects them and others when at work.
Applications and employability	Students will know the components of successful course and job applications including interviews, the value of networking including the use of professional platforms. They will understand the importance of their social media footprint, be aware of online job sites and recognise the benefits of volunteering and gaining experience of the workplace.
Experience of the workplace	Students will know how to access work experience and contact employers while still in education and training. They will take part in work experience and have contact with employers so that they understand their needs and requirements.
Challenges in the workplace	Students will learn the ways in which discrimination can occur in the workplace and its effect on individuals and society. They will recognise occupational segregation and be able to discuss the gender pay gap. Students will know about the concept of unconscious bias and how it can affect them and others in the workplace.
Professional bodies and Trades Unions	Students will learn about the role Trade Unions play in the UK and how this has changed over time. Students will explore the wider activities of the largest unions and examine examples of their work. They will evaluate the benefits of membership.
Health and Safety in the workplace	Students will know about the importance of safety in the workplace and be able to explain how they can keep themselves and others safe. They will understand the legal responsibilities of employers in ensuring the health and safety of employees.
Financial literacy	Students will know the functions and uses of money, the importance and practice of budgeting, and managing risk. They will know about income and expenditure, credit and debt, insurance, savings and pensions, financial products and services.
Economic literacy	Students will be able to understand key economic vocabulary and recognise the importance and impact of fundamental macroeconomic issues on their lives and the lives of others, including changes in inflation, interest rates and exchange rates.

Curriculum Principles

Our Personal Development curriculum has been designed to be:

Dynamic
and
Responsive

The curriculum will continually evolve on the basis of changing needs, issues and evaluation.

Context-
driven

The curriculum is designed with the needs and circumstances of Wade Deacon students in mind. It reflects our local context and the experiences of our community.

Impactful
and
Meaningful

The curriculum is intended to have a powerful and lasting effect on students' knowledge, skills and understanding.

Collaborative

Staff, students and parents each contribute to the design, implementation and evaluation of our curriculum. There is significant **emphasis on cross-curricular learning** to reinforce key themes and provide students with a wider source of knowledge.

Research-
led

The curriculum is based on statutory guidance and best practice drawn from other schools and organisations and draws on key elements of effective curriculum design.

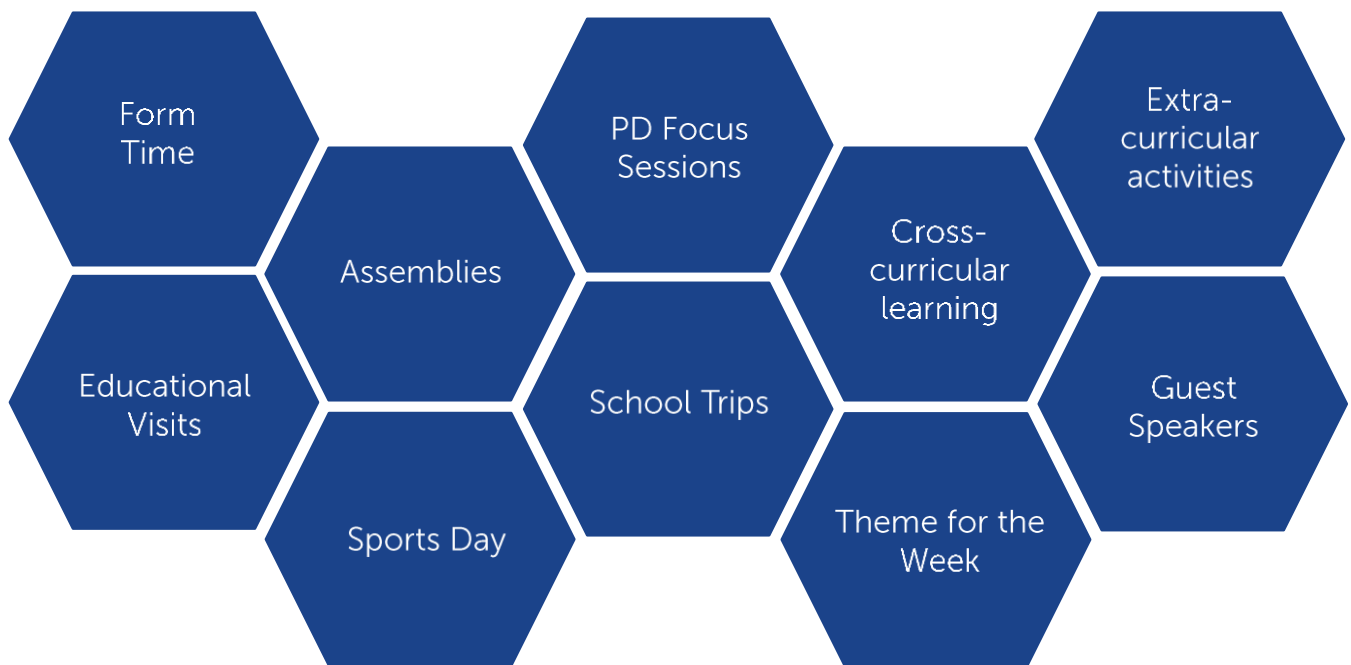
High Quality

We are committed to exceptional learning and teaching, with rigorous quality assurance in place to evaluate and improve the implementation and impact of our curriculum.

Delivering our Curriculum

Alongside a daily programme of morning activities and assemblies, our students take part in extended half-termly Personal Development Focus Sessions to build important knowledge and skills and have access to extensive extra-curricular opportunities through our Wade Deacon Experience.

Crucially, personal development opportunities are encountered every day, with key learning woven into our academic curriculum so that it can be explored more deeply and to enable our students to interconnect their learning.



Implementation of the Personal Development curriculum is the responsibility of every teacher in the school.

As form tutors, teachers play a key role each day by maintaining high standards, building positive relationships and ensuring their students are well-prepared for learning. They also deliver planned activities as directed each week.

As subject specialists, teachers are able to identify opportunities to discuss aspects of the personal development in the context of their subject curriculum, and each department has highlighted such opportunities in their Curriculum Map.

All members of staff play a key role as role models in demonstrating and upholding the school's values and contributing to the personal development of students.

Daily Form Time Activity

Form time with tutors, from 8.40am to 9.00am each day, provides significant opportunities to support the personal development of students. A daily programme of activities enables key elements of the curriculum to be addressed and enables positive relationships to be developed and strengthened.

Each week has a 'theme' highlighting important values or issues which staff and subject teachers encouraged to take advantage of opportunities to promote and discuss. Carefully planned literacy and numeracy activities reinforce key knowledge, while weekly personal development sessions enable students to discuss and debate issues in the curriculum.

Form time activities are quality assured by leaders to ensure consistency and impact.

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Assembly	Theme of the Week*	Careers/ Unifrog	Literacy/ Numeracy	PD/Current Affairs
Year 8	Theme of the Week*	Assembly	Careers/ Unifrog	Literacy/ Numeracy	PD/Current Affairs
Year 9	Theme of the Week*	Careers/ Unifrog	Assembly	Literacy/ Numeracy	PD/Current Affairs
Year 10	Theme of the Week*	Careers/ Unifrog	Literacy/ Numeracy	Assembly	PD/Current Affairs
Year 11	Theme of the Week*	Careers/ Unifrog	Literacy/ Numeracy	PD/Current Affairs	Assembly

* Including standards and equipment check and review of AtL and behaviour

Theme of the Week-

The themes of the week are chosen to challenge and inspire our pupils. They are carefully sequenced through the year to compliment assemblies and other form time activities.

Assemblies-

Assemblies are delivered by members of the senior leadership team, progress leaders and Personal Development leaders. Assemblies are used to address standards and expectations and to instil a culture of aspiration and self-regulation (The Wade Deacon Way). They are also a chance to celebrate outstanding achievements and to mark important events on the calendar (e.g., Remembrance, Holocaust Memorial Day, Pride Month).

Careers-

Using resources from Unifrog, Personal Tutors will support students in becoming 'career ready' by developing their soft skills and exploring post 16 options. Students will be able to consider who they are as a learner, and use this self-awareness to set themselves targets. Students will also learn about the multitudes of post-16 options available to them, and explore local (and national) provisions, as well as career sectors. Each session will be tied in to the Personal Development theme of the week.

Literacy and Numeracy-

Alternate weeks are dedicated to discussing and practicing good numeracy and literacy. Pupils will work through the Numeracy Ninja challenges, engaging with questions that challenge their day-to-day, real world numeracy skills. During Literacy our pupils indulge in our word banquet, feasting on words by using etymology and morphology to break down language and build up their vocabulary. Opportunities to develop oracy are also embedded as think, pair, share and class discussions are regular features of various form activities.

Personal Development and Current Affairs-

Pupils will take part in debates through the Votes for Schools programme. Through weekly, age-appropriate discussions about key topical issues, Votes for Schools gives pupils across the UK an opportunity to consider their opinions on a range of topics, from AI to incel culture, global conflict and child poverty. Over time, pupils are able to listen carefully to others, respectfully engage with a variety of perspectives and reflect on their own values. Votes for Schools will on the issues they care about.



Weekly Assemblies

Year group assemblies play an important role in the delivery of the curriculum. Led by Senior Leaders and Progress Leaders, assemblies are an opportunity to share key information, address important and challenging themes and take part in a collective act of 'worship' or communal reflection. An assembly rota is mapped each year in line with themes in the Personal Development curriculum and form time activities, as well as key events in school. Religious festivals, national events and significant days of celebration or reflection are also addressed through assemblies.

Assemblies also provide an important opportunity to share and reinforce the core values and expectations of the school. As such they are formal events in which students' conduct will be of the highest standards.

Assembly Rota - STC		Values	Assemblies
	Week	Theme for the Week	Assembly Focus
Autumn 1	1.	Core Values	Standards and Expectations.
	2.	Commitment to excellence.	Expectation for learning
	3.	Aspiration	Aspiration- Wade Deacon Experience
	4.	Independence	Independence- Reading
	5.	Acceptance	Acceptance- Misogyny
	6.	Resilience	Resilience- Numeracy
	7.	Celebration	Recognition and rewards
Autumn 2	8.	Core Values	Standards and Expectations
	9.	Remembrance and Reflection	Remembrance Day
	10.	Dream Big	Dream Big
	11.	Inclusivity and Diversity	Inclusivity and Diversity
	12.	Understanding other beliefs	Understanding yourself
	13.	Human Rights	Human Rights
	14.	Celebrations around the World	Celebrations around the World
Spring 1	15.	Core Values	Standards and Expectations
	16.	Observance	Observance
	17.	Resolutions	Resolutions
	18.	Tolerance	Tolerance
	19.	Achieve	Achieve
	20.	Celebration	Celebration
Spring 2	22.	Core Values	Standards & Expectations
	23.	Freedom	Freedom
	24.	Online Safety	Online Safety
	25.	Learning from Mistakes	Understanding how to move forward.
	26.	Community	Community Engagement
	27.	Faith/Celebration	Faith/Celebration
Summer 1	28.	New Beginnings	New Beginnings
	29.	Positivity	Positivity
	30.	Altruism	Altruism
	31.	Mental Health	Mental Health
	32.	Numeracy	Numeracy
	33.	Celebrating Identity	Celebrating Identity
Summer 2	34.	Ambition	Ambition
	35.	Persistence	Persistence
	36.	Discrimination	Discrimination
	37.	Pride	Pride
	38.	Celebration	Celebration
	39.	Recognition	Recognition

PD Focus Mornings

PD Focus Sessions are curriculum 'drop-down' events, running from 8.45am to 12.15pm that enable more intensive learning and discussion to take place. In most circumstances, students will work in their tutor groups for these sessions.

Year Group	Themes are subject to change.	HT 2 October 2025	HT 3 February 2026	HT 4 May 2026	HT 5 July 2026	The order of themes is also subject to change.
Year 7	Respectful Relationships Forming positive relationships Team building	Respectful Relationships Diversity, kindness and tolerance Discrimination Hate Crime	Respectful Relationships Living with social media Bullying	Respectful Relationships Different types of relationship Family life	Health and Wellbeing Positive mental health Puberty and adolescence FGM	Careers and Aspirations Enterprise Teamwork
Year 8	Health & Wellbeing Living Healthy Lifestyles Sleep health Dental health Staying healthy	Respectful Relationships Healthy behaviour in relationships Dealing with gender stereotypes Understanding sexuality including LGBTQ+ Homophobia / Transphobia	Learning for Life Activism and change (G7) Feminism Animal rights	Staying Safe Alcohol/Drugs/Smoking/Addiction Peer pressure Gangs and Knife Crime	Learning for Life Critical thinking Moral judgements	Staying Safe Basic First Aid CPR Dealing with emergencies
Year 9	Learning for Life Responsibility & the Law Cells Project	Careers and Aspirations Guest Speaker - Growth Mindset Career/educational pathways (L6/L7) Preparing for Options	Respectful Relationships Consent Sex and the Law Youth-produced sexual imagery Sex in the media / pornography	Health & Wellbeing Mental Health Healthy eating	Respectful Relationships Contraception STIs Pregnancy choices	Respectful Relationships Identifying risky and harmful behaviour Knife Crime
Year 10	Learning for Life Religious traditions and beliefs Religious perspectives	Respectful Relationships Criminal behaviour in relationships Sexual harassment Sexual Violence Legal rights in relationships	Careers and Aspirations Work Experience	Careers and Aspirations The Labour Market Employability and applications Post-16 choices	Respectful Relationships Choices and responsibilities Pregnancy choices Forced marriage and honor-based violence	Health & Wellbeing Emotional wellbeing Healthy coping strategies Positive choices Seeking support
Year 11	Health & Wellbeing Revision skills and strategies Coping with exam stress Mindfulness	Careers and Aspirations Guest Speaker (Growth Mindset) Study support	Careers and Aspirations Economic literacy Inequality Challenges in the workplace Nature of work in 21st century	Careers and Aspirations Financial literacy Life skills	Exams	Exams

The Wade Deacon Experience



We believe our responsibility to educate students extends beyond their academic studies. Our Wade Deacon Experience is designed specifically to enhance the provision of our Personal Development curriculum by ensuring that students gain exposure to a wide range of enrichment activities. At Wade Deacon, we believe that education is about more than just grades; it's about creating well-rounded individuals who are happy, healthy, and ready to take on the world. We want our students to be able to explore new interests and develop their talents, within a commitment that every child can choose to take part in regular after-school activities, school trips, school events, and community events throughout their time at school.

We want all of our students to explore new interests and develop their talents, enabling them to be successful global citizens in an ever-changing world. We have a commitment to ensure that all students engage in activities outside of their directed curriculum time by participating in extra-curricular activities, curriculum trips, enrichment trips, community events, challenges and more throughout their time in our school. The Wade Deacon Experience is a students' passport to success.

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School				Year 11 Breakfast club – mentor room (Ms Leach)	
During School	Library lunch time (Ms Gallagher)	Library lunch time (Ms Gallagher)	Library lunch time (Ms Gallagher)	Library lunch time (Ms Gallagher)	Library lunch time (Ms Gallagher)
		Student leaders (form time)		Prefects (form time)	
After School	Boy's football (Year 7, 8, 9) (Mr Delahunty)	Fitness suite (Ms Locker)	Badminton/table tennis (Ms Locker)	Chess club – library (Ms Gallagher)	Fitness Suite
	Boy's rugby (Year 7 and 8) (Mr Pickering)	KS4 Comp Dance Squad (Ms Paton)	Band club music rooms (Mr Gallagher)	Choir - music room (Mr Gallagher)	Girl's rugby – Week A (Ms Duggan)
	Cookery club inclusion building (Year 7, 8 and 9) (Ms Watters)	Library after school (Ms Gallagher)	Born this way LGBTQ+ mentor room (Ms Hesketh and Ms Speed)	Library after school (Ms Gallagher)	KS3 Comp Dance Squad
	Creative writing club (All years) room 63 (Ms Paton)	Music GCSE Launch Pad (Mr Gallagher)	Culture club - room 77 (Ms Robbins)		Library after school (Ms Gallagher)
	Dance (Year 7, 8, 9) (Ms Paton)	Netball (All years) (Ms Duggan)	Fitness suite (Ms Collacott)		
	Devising Year 10 – drama (Ms Prescott)	Open Art Studio (Year 10 and 11)	Girl's football (Ms Duggan)		
	Fitness suite (Mr Power)	Rugby (Boys) (Mr Pickering)	Homework club - room 39		
	Geography club - room 41 (Ms Hughes)		Lego club - room 36 (Ms Jack)		
	Homework club - room 39		Library after school (Ms Gallagher)		
	Lego club - room 36 (Ms Jack)		Life Skillz - room 38		
	Library after school (Ms Gallagher)		Open Art Studio (Year 10 and 11)		
	Life Skillz - room 38				
	Open Art Studio (Year 10 and 11)				
	Neo Nerd Club – room 15 (Mr Morton)				

*Sports clubs vary dependent on the term

Residential Experiences, Educational Visits and School Trips

Students will have the opportunity to participate in local and overseas residential activities throughout the year that support their learning in subjects and memorable and rich cultural experiences. We value the opportunity to bring learning to life through a range of educational visits, both locally and further afield. 'Rewards Trips' allow us to celebrate the success of students and strengthen relationships, building that sense of connectivity and belonging for all students.

Attaining a RISE badge

At Wade Deacon we believe passionately that all students should have a sense of connectivity and belonging, and we believe this comes from powerful relationships. These powerful relationships are built through our staffs' ability to reward and recognize the positive behaviours that our students demonstrate on a daily basis. At Wade Deacon we do this through the awarding of RISE points, RISE badges and WAD shop tokens.

Sports Teams

Students will be able to take part in a wide range of sporting activities that may give them the opportunity to join a school team. Membership of a school team is a privilege and brings a responsibility to represent the school with pride and respect for our values. Our teams have experienced success in a range of sports and across a range of competitions, including on a national scale.

Extra-curricular clubs

Students have the opportunity to engage with a wide range of extra-curricular clubs, our staff run around 50 extra-curricular clubs throughout the week across a range of areas from sports clubs, to Dungeons and Dragons to chess club. We work hard to ensure that our students are given a range of activities to engage them in school life, and our student voice tells us how much our students value this.

Careers events and clubs

We believe strongly that students at Wade Deacon should be exposed to a range of careers and employers across their 5 years with us. We believe that careers education is just as important in Key Stage 3 as in Key Stage 4, and as such we ensure that students have access to our 'So you want to be a...?' clubs, along with our Key Stage 3 and 4 careers fairs. In addition, we have developed strong relationships with local employers who run a range of projects with our students.



Attending a workshop

As part of our Personal Development curriculum and as part of our academic curriculum we strive to provide an offer to engage students in school life. In doing so we run a range of workshops throughout the academic year including poetry workshops, where our staff showcase their own poetry creations, and our personal development workshops such as elevate.

Learning a new skill

Through our extra-curricular offer, we challenge our students to push themselves beyond their comfort zone, to try new activities, to learn new things. Students are challenged to try a new skill such as learning an instrument, lifting weights, or writing poetry. By challenging students to learn a new skill, students are taught the importance of hard work and resilience.

Charity events/ fundraising

At Wade Deacon we value the community in which we sit. As part of our community, we believe in the importance of giving back. Each year staff and students run charity events to raise money for charities in the local area, and for charities which mean something to our school community. We ask our students to engage in the charity events and fundraising as part of our wider community.

Take part in a physical activity

At Wade Deacon we understand how important it is to culture a sense of physical activity from an early age. We know how much a healthy lifestyle can affect our success in later life, so we provide opportunities from students to be physically active across the academic year, whether that be through our sports clubs, or through fun runs for charity events.

Volunteering/ representing the school

Our students are incredibly proud to be part of the Wade Deacon family, and they readily give up their time to support school life. We give many opportunities for students to represent us, through Open Evening, Parents Evenings or with external visitors. Students want to talk to our stakeholders and we want to give them the opportunity to learn how to speak in public. Our students thrive in these events, and we see this as an important part of their education.

Reading

Reading is fundamental to the success of our students in their future lives. Visitors can see this through the introduction of our reading curriculum, but reading is also a skill which should be developed outside of the classroom, so we challenge students to find their love of reading.



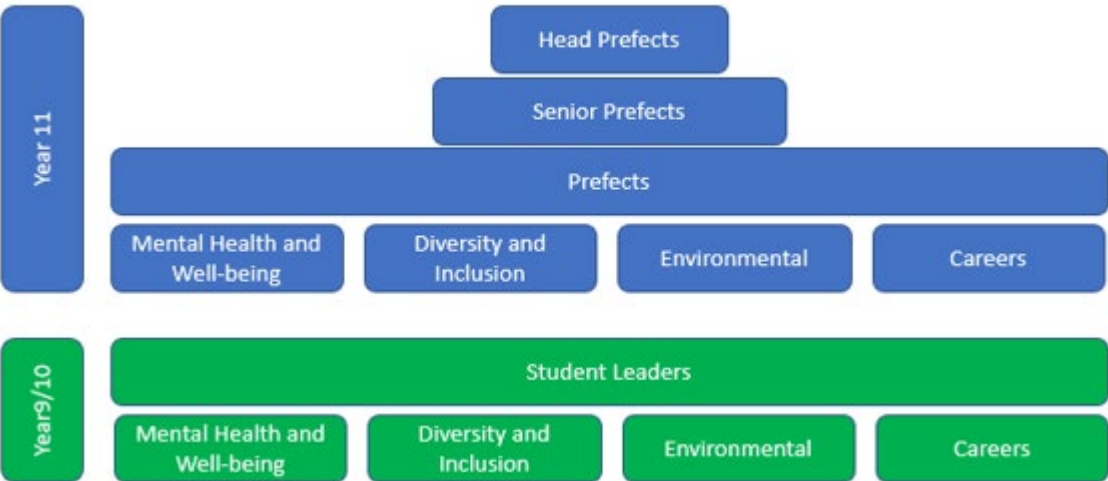
Student Leadership

Students are given a range of opportunities to make a meaningful contribution to school life. We are passionate about giving our students opportunity to lead, to make meaningful change. Our students embark on leadership roles from Year 7 through to Year 11 as we believe in empowering our students to make change for the better. Senior student leaders take ownership over a school parliament, allowing them to discuss issues relevant to them and their experience at Wade Deacon and also opening a route for younger students to grow into student leadership.

Our Head Students are the students who drive student leadership in school. This filters through to the Senior Prefects, the Prefects, and our Student Leaders. They decide on the core themes which will run through all years, and they decide these core themes together. These are the themes that students believe will make the best change for our school. Head Students are then responsible for managing groups of students to drive change, they feedback on a regular basis to the Assistant Vice Principal, and report to SLT on key actions or ideas for change.

Below is a representation of the leadership structure for students although the themes change each year dependent on the drive from students.

Student Leaders



Careers

Careers Education, Information, Advice and Guidance (CEIAG) is an essential part of the support we offer to students at Wade Deacon High School. Effective careers helps to prepare our young people for the opportunities, responsibilities and experiences of life and helps them to make informed decisions about their future steps. The careers curriculum, as part of students' wider Personal Development, is sequenced to ensure progression through activities that are appropriate to students' age, stage of learning and context. At Wade Deacon we are committed to ensuring all pupils secure appropriate post-16 provision and leave us equipped to meet their full potential.

In order to achieve this purpose, the objectives for the careers programme are as follows:

- Helping students to understand the changing world of work
- Facilitating meaningful encounters with employers for all students
- Supporting the transition to post-16 education, employment or training
- Enabling students to develop the research skills to find out about opportunities
- Helping students to develop the skills, attitudes and qualities ready for the world of work
- Inspiring participation in continued learning, including further and higher education and apprenticeships
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity
- Contributing to strategies for raising achievement, particularly by increasing motivation.

The Careers curriculum is a key element of the school's wider Personal Development curriculum and addresses the following topics:

- Careers pathways
- Educational pathways
- The labour market (local, regional, national and international)
- The nature of work in the 21st Century
- Applications and employability
- Experience of the workplace
- Challenges in the workplace
- Professional bodies and Trades Unions
- Health and Safety in the workplace
- Financial literacy
- Economic literacy

From Year 7, students' knowledge and understanding of careers is supported through a blend of discrete and cross-curricular learning activities, including Personal Development lessons and extended 'Focus Mornings', a structured programme of form-time activities and assemblies led by senior staff and selected external speakers. Additionally, all subjects actively promote relevant careers information and enrichment opportunities, allowing students to experience diverse provision. Within lessons, teachers use the context of work to develop the knowledge, skills and understanding that will be useful in future workplace. Furthermore, subject teachers inform students about how their learning in the classroom relates to the world of work and future careers.

During Year 9, students are supported through the GCSE Options process, receiving personalised guidance about subject choices which helps them to access an appropriate and ambitious Key Stage 4 curriculum.

In Year 10 all students complete a work experience placement, ideally in a field that they wish to pursue their future career. Work experience provides our students with a taste of the world of work, by experiencing interviews, applications, time keeping, health and safety and much more. The purpose of work experience for the student is to:

- Develop their understanding of the world of work
- Inform decisions about potential careers and occupations
- Build their confidence and self-esteem

In Year 11 students have further opportunities to meet employers, apprenticeship providers and further and higher education institutions from across the borough and the region. Students are able to engage one-to-one through events such as an annual Careers Fair to discover new careers, extra-curricular and training opportunities. In addition, Year 11 students are provided with opportunities to attend sample at days at local FE Colleges and each student will have a one-to-one interview with the school's independent Level 6 qualified careers advisor, who will provide guidance and support in students' career paths. Interviews are bespoke to each student's needs, with further guidance and support provided as required.

