



**NETHERWOOD
ACADEMY**

Astrea Academy Trust
INSPIRING BEYOND MEASURE



Personal Development Handbook



Welcome to the

Netherwood Academy

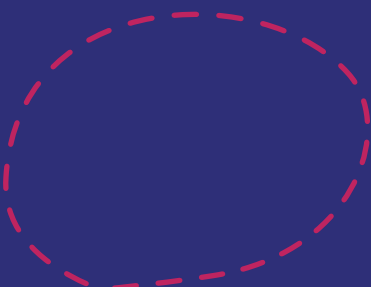
Personal Development

Handbook

At Netherwood Academy, we strive to fulfil the potential of all students. Academic success of our students is a key priority, but Netherwood Academy is equally committed to nurturing essential life skills to allow our students to thrive in the wider world. These skills and knowledge are delivered through our bespoke Personal Development programme which has been designed to suit the needs of our community.

Personal Development is delivered through three discrete core themes; Relationships and Sex Education, Health and Wellbeing and Living in the Wider World. These lessons are interactive, participative and engaging; students' views are sought and members of the student council are involved in the development of the curriculum. All lessons aim to celebrate and respect the diverse nature of British society, including different cultures, ethnicities, disabilities, faiths, ages, sexual orientations and gender identities.

Our Personal Development curriculum is a carefully sequenced, responsive curriculum that is increasingly ambitious year on year and accessible to all students. The statutory guidance is comprehensively covered by learning opportunities across all three core themes. Even though much of 'Living in the Wider World' is not included in statutory requirements, the theme as a whole remains vitally important for students' Personal Development and economic wellbeing. This strand also helps Netherwood Academy to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy, as we seek to nurture aspiration and inform our students about the range of opportunities open to them including higher education, apprenticeships and employment.



Programme of Study

The programme of study identifies a broad range of important issues which are relevant for young people in the modern world, such as healthy relationships, alcohol, drugs and mental health.

Personal, Social, Health and Economic (PSHE) Education is one aspect of Personal Development. This is a school curriculum subject that focuses on teaching how to keep young people healthy, safe and prepare them for life and work. PSHE not only supports students' health, relationships and wellbeing but also their academic attainment. A DfE review of PSHE education provision found a range of positive outcomes, including improved attitudes to health, being able

to deal with personal difficulties and improved behaviour.

At **Key Stage 3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At **Key Stage 4**, students deepen their knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes 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.



RSE

Relationships and Sex Education

At Netherwood Academy, all staff sensitively teach lessons to help our students identify signs of healthy and unhealthy relationships and their impact. We aim to develop knowledge and understanding of the different types of families and relationships, including LGBTQ+.

Students are shown how to develop positive and healthy relationships with

their peers, both now and in the future, as well as demonstrating respect for themselves and others.

Students will also develop knowledge and understanding of their own emotions, so they are able to manage them effectively.

Sex Education is taught from Year 9 by specialist staff who provide information about sexual health, intimacy and staying safe in sexual relationships as directed by the DfE's statutory guidance on RSE. Parents have the right to withdraw their child from sex education but not from lessons on relationships.

Health and Wellbeing

We help students get to know and understand their bodies, including having a healthy and positive body image. Students develop knowledge on the importance of diet, fitness, oral hygiene and the impact of puberty. Positive self-esteem is nurtured by promoting self-

care and encouraging all students to talk about their emotions, signposting where students and families can access support.

Students are educated in how to look after their own, and others', mental health and wellbeing. Students also learn key life skills, such as how to respond in emergency and non-emergency situations, and first aid.



Living in the Wider World

British Values are embedded into every strand of Personal Development. Students are taught - through a range of lessons, enrichment activities and the ethos of the school - how to apply the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for different faiths and beliefs, to support a positive outlook towards school and the wider community.

Through a range of real-life situations, students are supported to apply their skills and attributes to navigate their

CEIAG Careers Education, Information, Advice and Guidance

Students are provided with a range of information about future choices and given a significant amount of support in relation to their next steps.

way through modern life. Our tailored careers guidance interventions boost self-confidence and enhance decision-making skills helping students to understand post-16 pathways. Students are taught about risks such as knife crime, strangers, road, rail and water safety, drugs, gangs, sexual harassment, anti-discrimination and extremism. Lessons provide advice on how to stay safe online and the impact of digital footprints, as well as how to report concerns. Students develop age-appropriate knowledge on saving, debt and budgeting, helping them to make informed choices as they progress through the different life phases.

Students develop their knowledge and understanding of employability skills, and learn how to successfully apply for college or post-16 courses and how to access a variety of employment opportunities, understanding how to create a professional CV and how to effectively plan and perform in an interview.

Student Voice

Students' opinions and views are heard and regularly collected, so that they feel part of the Personal Development offer at Netherwood Academy. Student feedback is valued and their ideas help our team to adapt the Personal Development offer

SMSC

Spiritual, Moral, Social and Cultural Development

There are opportunities in lessons across the curriculum to develop student understanding of SMSC.

- **Spiritual** – students connect with other faiths and values and reflect on their experiences.

Character Education

“Character becomes your destiny,”
Lao Tzu, Philosopher

The choices an individual makes determine their future, and the purpose of developing good character is the ability to make good choices. Character allows us to flourish as individuals, and as a wider society. Character education at Netherwood is shaped by the needs of the students and our community. It

to suit their needs. There are numerous opportunities for students to lead initiatives and deliver change, which helps to develop skills for the wider world.

Our Student Council is democratically elected, including students from all year groups.

- **Moral** – students understand the difference between right and wrong, consequences and how to solve moral/social dilemmas.
- **Social** – students develop and use a range of social skills with others and feel a part of our school and the wider community.
- **Cultural** – students develop knowledge, understanding and appreciation of their own culture or heritage.

is planned, intentional and embedded as part of our Personal Development programme.

To support successful character education, Netherwood Academy provides opportunities for students to strengthen their character with a wealth of activities in lessons, as part of enrichment programmes and work with the wider community. In lessons, students are exposed to a series of age-appropriate moral dilemmas to help them identify values that are important when making decisions.



Wider Opportunities

We provide all students with the opportunity to participate in initiatives and activities, which aim to develop their interests, talents, leadership skills and

connections with the local community. This is conducted through an array of enrichment opportunities such as sports leaders qualifications, Duke of Edinburgh, Student council, etc. Engagement in these opportunities is monitored and analysed to ensure equity for all of our students.

SEND and Vulnerable Students

Reasonable adjustments are made to support learning and empower SEND and vulnerable students through the Personal Development programme. Resources

and materials are reviewed by specialist staff to ensure they are developmentally appropriate and considers the context of individual students.

Personal Development supports our SEND and vulnerable students by promoting independence and transition and helping students to stay safe in and out of school. We also target support for SEND and vulnerable students at Netherwood to increase attendance, participation and engagement where concerns are identified.



Behaviour, Culture and Context

Our Personal Development programme supports our behaviour curriculum, which encourages positive behaviour patterns to promote good relationships throughout the school community built on trust and

understanding. The behaviour curriculum helps to embed good manners, our core values and instil high expectations to create a positive school culture underpinned by respect.

Students are explicitly taught:

| | | | |
|---|---|---|---|
| To develop impeccable manners by being respectful, polite and courteous | To follow all instructions | The importance of excellent attendance and punctuality | How to be responsible in the classroom and at social times |
| The importance of being fully equipped to every lesson | To always dress smartly | Expectations when transitioning with pace and purpose | How to respond calmly and politely to a consequence or sanction |
| How to listen attentively | How to work hard | To respect all staff, our community and environment | Expectations in the reset base and in detention |
| Why all electronic items must be turned off | How to answer and ask questions | How to act as an ambassador outside of school and towards any school visitors | To speak clearly and respectfully |
| High standards of presentation | How to stay safe during a fire evacuation | To manage expectations around homework | How to seek medical help or pastoral support |

In addition, staff responsible for behaviour, attendance and safeguarding meet each half term to reflect upon trends so that

we can ensure our students' Personal Development lessons are targeted and relevant.

Parent and Carer Partnerships

At Netherwood, we recognise the importance of continuing Personal Development education at home and seek to develop strong relationships with our families. All Parents and Carers will receive Personal Development

communication on topics taught, support available and student achievements. This aims to empower and inform families so that they feel part of Personal Development.

Parents and Carers will have access to the PD curriculum online and our SRE Policy should they require more information.

Morning Address

The start of the day is the most important. The purpose of a morning address is to ensure a calm, organised and purposeful start to every day. The morning address will be led by Progress Leaders, Heads of Year and senior staff, and supported by form tutors. Staff will check for any uniform issues and ensure that all students are ready to learn. It sets the tone and standards at the beginning of each day.

Each week has a theme linked to important character traits and developing

good habits. It is also an opportunity to cultivate the school's culture and over communicate our vision, values, and ethos on a regular basis. The themes each week will link to and complement the PSHE and form time curriculum to reinforce key messages across the whole school. Morning Address also provides an opportunity to publicly reward students, celebrate success and draw attention to national or significant events. Examples of the themes covered each week include: scholarship, tenacity, resilience, respect, kindness, responsibility.

It Stops Now

The 'It Stops Now' campaign is a high profile, whole school approach to tackling key issues across the school community. 'It Stops Now' runs throughout the academic year and includes relevant and specific themes at key points, each reflecting the needs of our students, the school and the local community. Topics include:

- Sexual Harassment
- Racism
- Bullying
- Using derogatory language
- Homophobia

The aim of the 'It Stops Now' campaign is not only to educate students on how to deal with these incidents, but also to provide knowledge and understanding of the short and long-term impact of being involved in such incidents, both in and outside of school. This will also provide a greater understanding of what constitutes racism, homophobia and sexual harassment etc., empowering students to report such incidents.

With this increased understanding amongst students, Netherwood Academy

aims to reduce incidents of this nature not only within the school, but also in the local community.

Students learn to understand the importance of the whole community taking a stand against this kind of behaviour, changing the culture, and ensuring students feel safe in the Academy and beyond.



PSHE and Form Time Curriculum

Key Stage 3



| YEAR 7 | | | |
|-------------|--|---|--|
| | PSHE Curriculum | Form Time Activities | Morning Address Themes |
| AUTUMN TERM | <p>Managing Change Transition to secondary school, managing emotions and personal safety in and outside school.</p> <p>Health and Puberty Healthy and unhealthy lifestyles, vaping, smoking, healthy routines, hygiene, puberty, unwanted contact and FGM.</p> | <ul style="list-style-type: none"> Challenges of starting a new school Building effective relationships Road and bus safety Rail and water safety Black history month What can impact a healthy lifestyle Healthy eating choices Remembrance Day Vaping Energy drinks Personal hygiene Managing puberty Managing your own physical health FGM | <ul style="list-style-type: none"> Scholarship Curiosity Tenacity Ambition Enthusiasm Responsibility Gratitude Resilience Respect Kindness Generosity Integrity Honesty Self-control |
| SPRING TERM | <p>Building Healthy Relationships Self-worth, romance and friendships (including online). Boundaries and consent.</p> <p>Diversity Diversity, prejudice, stereotyping and bullying. Protected Characteristics and the Equality Act 2010.</p> | <ul style="list-style-type: none"> Health and unhealthy relationships Expectations of romantic relationships Self-worth and self-efficiency Dealing with change and conflict Consent Communicating consent and getting support with this Equality, diversity and values Discrimination and prejudice Challenging stigma and stereotypes Bullying and its impact | <ul style="list-style-type: none"> Scholarship Tolerance Enthusiasm Responsibility Resilience Ambition Respect Curiosity Generosity Self-control |
| SUMMER TERM | <p>Digital Literacy Online safety, digital literacy, media reliability, safe gaming and gambling hooks</p> | <ul style="list-style-type: none"> Managing online safety and seeking help Online safety and grooming Cyber bullying and its impact Online relationships, consent, coercion and manipulation Secure personal information online Online safety and privacy Misleading information online | <ul style="list-style-type: none"> Scholarship Kindness Gratitude Integrity Tolerance Self-control Responsibility |

| YEAR 7 | | | |
|--------------------|---|--|--|
| | PSHE Curriculum | Form Time Activities | Morning Address Themes |
| SUMMER TERM | <p>Self-Awareness Job families, skills, qualities and working as part of a team.</p> | <ul style="list-style-type: none"> Jobs families and the different sectors Developing enterprise skills and key life skills Acquiring employability skills Evaluating personal skills and abilities for progression routes Effective interview and application skills Team work Learning from setbacks and challenges | <ul style="list-style-type: none"> Respect Honesty Resilience Ambition Enthusiasm Kindness Reflection |

| YEAR 8 | | | |
|--------------------|--|--|---|
| | PSHE Curriculum | Form Time Activities | Morning Address Themes |
| AUTUMN TERM | <p>Drugs and Alcohol Vaping, smoking, energy drinks, caffeine, alcohol, counter/ prescription drugs and county lines.</p> | <ul style="list-style-type: none"> Vaping and smoking Energy drinks and caffeine Alcohol Counter medications and prescription drugs Black History month County lines Contributing to your daily mental health and wellbeing | <ul style="list-style-type: none"> Scholarship Curiosity Tenacity Ambition Enthusiasm Responsibility Gratitude |
| | <p>Emotional and Physical Health Mental Health, healthy and unhealthy coping strategies, digital resilience and body image.</p> | <ul style="list-style-type: none"> Remembrance Day Mental and emotional wellbeing Challenging mental health stigma Healthy and unhealthy coping strategies Digital resilience Body image | <ul style="list-style-type: none"> Resilience Respect Kindness Generosity Integrity Honesty Self-control |
| SPRING TERM | <p>Identity and Relationships Protected characteristics, gender and sexual orientation, stereotypes, sexting and consent.</p> | <ul style="list-style-type: none"> Communicating personal values in different relationships Expectations of romantic relationships Gender identity The impact of gender identity on individuals Consent | <ul style="list-style-type: none"> Scholarship Tolerance Enthusiasm Responsibility Resilience |

| YEAR 8 | | | |
|-------------|--|--|--|
| | PSHE Curriculum | Form Time Activities | Morning Address Themes |
| SPRING TERM | <p>Labour Market Information Professional behaviour, Health and Safety, LMI. Action Planning.</p> | <ul style="list-style-type: none"> Communicating consent and getting support with this What is work? Acquiring employability skills Affects of personal and professional reputation Professional conduct, health and safety protocols in the workplace | <ul style="list-style-type: none"> Ambition Respect Curiosity Generosity Self-control |
| SUMMER TERM | <p>Citizenship What is democracy? Parliament and Government, the law and how laws are made. Local government.</p> <p>Financial decision making Budgeting, saving and borrowing and making financial choices.</p> | <ul style="list-style-type: none"> What is democracy? Democracy in the UK What is parliament? What is the government? The role of the monarch Importance of laws in society How are laws made? Budgeting Budgeting for different stages of life Saving money Financial decisions and consequences Risks of poor financial choices Signs and support for poor financial decisions Online safety and privacy | <ul style="list-style-type: none"> Scholarship Kindness Gratitude Integrity Self-control Tolerance Responsibility Respect Honesty Resilience Ambition Enthusiasm Kindness Reflection |

| YEAR 9 | | | |
|-------------|--|---|--|
| | PSHE Curriculum | Form Time Activities | Morning Address Themes |
| AUTUMN TERM | <p>Peer influence, substance use and gangs Healthy and unhealthy friendships, risky behaviours (ASB), substance misuse and gang exploitation.</p> <p>Respectful Relationships Different families, positive relationships, parenting, conflict resolution and relationship changes.</p> | <ul style="list-style-type: none"> Peer pressure Risky behaviour Impact of gangs Personal safety Black history month Gun and knife crime and gangs Anti-social behaviour and personal safety Remembrance Day Different family units Commitment in relationships Forced marriage and where to get support | <ul style="list-style-type: none"> Scholarship Curiosity Tenacity Ambition Enthusiasm Responsibility Gratitude Resilience Respect Kindness Generosity Integrity Honesty |

| YEAR 9 | | | |
|-------------|--|--|--|
| | PSHE Curriculum | Form Time Activities | Morning Address Themes |
| AUTUMN TERM | | <ul style="list-style-type: none"> Communicating personal values in different relationships Communicating consent and where to get support Unhealthy and exploitive relationships and relationship abuse | <ul style="list-style-type: none"> Self-control |
| SPRING TERM | <p>Opportunity Awareness Decision-making, work motivation and challenging stereotypes.</p> <p>Intimate Relationships Relationship and sex education including consent, contraception, the risks of STIs and attitudes to pornography.</p> | <ul style="list-style-type: none"> Decision making Career choice and action planning Opportunity awareness and labour market information Careers of the future Adversity and challenges in the workplace Expectations of romantic relationships Consent Sexual health services, how to access and use these services Contraception and safer sex Sexting and pressure | <ul style="list-style-type: none"> Scholarship Tolerance Enthusiasm Responsibility Resilience Ambition Respect Curiosity Generosity Self-control |
| SUMMER TERM | <p>Employability Skills Rights and responsibilities, first impressions, managing your online presence.</p> <p>Healthy Lifestyles and Summer Safety Diet and exercise. Vaccinations. Summer safety including, sun safety, water and railway safety.</p> | <ul style="list-style-type: none"> Managing online presence in the workplace Positive and professional identity, online presence Creating and maintaining an online presence Acquiring employability skills Evaluating personal skills and abilities for progression routes Post 16 progression routes Post 18 progression routes Healthy lifestyles for a successful student Physical health and its impact on quality of life Vaccinations and immunisations Anti-social behaviour and personal safety Personal safety Road and bus safety Rail and water safety | <ul style="list-style-type: none"> Scholarship Kindness Gratitude Integrity Self-control Tolerance Responsibility Respect Honesty Resilience Ambition Enthusiasm Kindness Reflection |



PSHE and Form Time Curriculum

Key Stage 4



| YEAR 10 | | | |
|-------------|---|---|--|
| | PSHE Curriculum | Form Time Activities | Morning Address Themes |
| AUTUMN TERM | <p>Mental Health Looking after your wellbeing, impact of drugs and alcohol, managing pressure and benefits of sleep.</p> | <ul style="list-style-type: none"> Managing pressure Impact of drugs and alcohol on mental health Healthy sleep routines Reframing negative thinking Black History month Healthy lifestyle for success as a student Relationship between physical and mental health | <ul style="list-style-type: none"> Scholarship Curiosity Tenacity Ambition Enthusiasm Responsibility Gratitude |
| | <p>Securing a job Applying for a job, interview techniques, action planning for the future.</p> | <ul style="list-style-type: none"> Remembrance Day Contributing to your daily mental health and emotional wellbeing Application process and preparing for interviews Performing successfully in interviews Effective interview and application skills Progression routes and researching options, creating plans Evaluating personal skills and abilities for progression routes | <ul style="list-style-type: none"> Resilience Respect Kindness Generosity Integrity Honesty Self-control |
| SPRING TERM | <p>Healthy Relationships Relationships, consent, sexual harassment, sexual pleasure and challenges, including the impact of the media and pornography.</p> | <ul style="list-style-type: none"> Pleasure and intimacy Sex and the media Communicating consent and where to get support with this Consent, misconceptions and myths Sexting and pressure | <ul style="list-style-type: none"> Scholarship Tolerance Enthusiasm Responsibility Resilience |
| | <p>Citizenship Rights and responsibilities of ordinary citizens. Jury service, magistrates and special constables.</p> | <ul style="list-style-type: none"> Rights, roles and responsibilities in society Democracy in the UK Magistrates in the UK Jury service Special constables | <ul style="list-style-type: none"> Ambition Respect Curiosity Generosity Self-control |
| SUMMER TERM | <p>Respectful Britain Multi-cultural Britain, Equality Act and promoting tolerance. Gangs, hate crime and challenging extremism.</p> | <ul style="list-style-type: none"> Culture and diversity What makes a responsible citizen living in a diverse society Human rights Religious discrimination and racism Prejudice and discrimination | <ul style="list-style-type: none"> Scholarship Kindness Gratitude Integrity Self-control Tolerance Responsibility |

| YEAR 10 | | | |
|--------------------|---|---|--|
| | PSHE Curriculum | Form Time Activities | Morning Address Themes |
| SUMMER TERM | <p>Keeping finances secure Gambling, debt, cybercrime, fraud and the importance of keeping your details safe online.</p> | <ul style="list-style-type: none"> • Safely challenging discrimination • Extremism and radicalisation • Gambling • Poor financial decisions • Risks of poor financial choices • Financial decisions and consequences • Online safety and privacy • Fraud • Money mules | <ul style="list-style-type: none"> • Respect • Honesty • Resilience • Ambition • Enthusiasm • Kindness • Reflection |

| YEAR 11 | | | |
|--------------------|---|--|--|
| | PSHE Curriculum | Form Time Activities | Morning Address Themes |
| AUTUMN TERM | <p>Building for the future Self-efficacy, stress management, mental health and future opportunities.</p> <p>Post 16 Transitions Writing CVs, different types of employment and apprenticeships.</p> | <ul style="list-style-type: none"> • Stress and managing stress • Work life balance • Emotional health and wellbeing • Contributing to your daily mental health and emotional wellbeing • Black history month • Mental health and the media • How to deal with your own mental health and wellbeing • Remembrance Day • Revision techniques and strategies • Different types of employment • Working whilst studying • Acquiring employability skills • Application process and preparing for interviews • Apprenticeships | <ul style="list-style-type: none"> • Scholarship • Curiosity • Tenacity • Ambition • Enthusiasm • Responsibility • Gratitude • Resilience • Respect • Kindness • Generosity • Integrity • Honesty • Self-control |
| SPRING TERM | <p>Families and Relationships Parenting and family conflicts. Different long-term commitments, marriage and forced marriage. FGM.</p> | <ul style="list-style-type: none"> • Parenting and conflict • Long term commitments • Forced marriages and where to get support with this • FGM • Sexual health services and how to access these | <ul style="list-style-type: none"> • Scholarship • Tolerance • Enthusiasm • Responsibility • Resilience |

| YEAR 11 | | | |
|-------------|---|--|--|
| | PSHE Curriculum | Form Time Activities | Morning Address Themes |
| SPRING TERM | <p>Self-Examination and Sexual Health Sexual health and self-examination. Pregnancy outcomes. Routes to parenthood, fertility and the menopause.</p> | <ul style="list-style-type: none"> • Fertility changes over time and managing this • Advice and support for unintended pregnancy and young parenthood • Advice and support for pregnancy and miscarriages • Reducing the risk of STI • Links with lifestyle and cancer | <ul style="list-style-type: none"> • Ambition • Respect • Curiosity • Generosity • Self-control |
| SUMMER TERM | <p>Being independent Being ready for progression, rights and responsibilities and active citizenship.</p> | <ul style="list-style-type: none"> • Goal setting for progression routes • Progression routes and researching your options • Employment rights and responsibilities • Equality in the community • Rights, roles and responsibilities in society • Budgeting • Budgeting for different stages of your life | <ul style="list-style-type: none"> • Scholarship • Kindness • Gratitude • Integrity • Self-control • Tolerance • Responsibility |



Enrichment and Extra-curricular

At Netherwood Academy, we offer a variety of opportunities for our young people, outside of their curriculum time, which provides a rounded, culturally rich education through activities that enhance their learning.

Enrichment gives our students the chance to try new and varied activities which may not strictly fit into the curriculum, but which develop character, resilience and motivation, and encourage them to pursue wider goals. It helps to teach life skills that benefit children beyond the classroom, and can develop an appreciation for cultural and community issues, teamwork and social responsibility.

At Netherwood, we encourage all students to take up as many of these enrichment opportunities as possible to help develop their interests and talents.

Enrichment opportunities at Netherwood include:

- Lunchtime and after-school clubs like chess, computing, art or sport
- Music lessons (part funded by the school) and opportunities to use musical talents, for example in choirs, or bands
- School plays, shows, assemblies and sports day
- School trips and residential visits
- Being active in the local community, such as through litter picks, river surveys, or carol singing in elderly care homes
- Whole-school events like World Book Day and Sports Day
- Supporting charities through activities like Macmillan Coffee Morning or food bank collections
- Working on a school newspaper / newsletter
- Local or national challenges like National School Sports Week, British Science Week
- Duke of Edinburgh Award
- Sports Leaders



Assemblies

Students across all Key stages will experience character education, through the assembly programme, and develop their knowledge and understanding of awareness events throughout the academic year. Netherwood staff will deliver key messages to students through the assembly programme. The programme will include Children's Mental Health Week, the Holocaust, what it was and why it happened, Black History Month, why it is important to remember those lost during WWI and WWII, Anti-Bullying Week, Honour Based Abuse, and Local and Community History month.

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|---|--|--|--|
| Behaviour, culture and context and the Astrea behaviour curriculum | National walking month, increasing physical activity | Safeguarding at Netherwood, personal and E-Safety | Why is it important to have respectful relationships? |
| Developing strategies to manage influence and decision making, regulating emotions, diet and exercise | International day against Homophobia, transphobia and biphobia, what does this mean and what is the impact | Children's mental health week, strategies to access support for mental health, healthy coping strategies | How will I keep myself safe over the summer? Making responsible and positive choices |
| The Holocaust: what happened and why. Why should it never be repeated | Personal and professional development—applying to join the student council | Does racism still exist in the UK? Black history month, anti-slavery day | Why is Fair trade necessary? Leading to Fair trade fortnight |
| Developing goal setting skills to support my education | Developing self-awareness and professional skills | How can we address gender inequality | Scholarship—how can knowledge empower me? |
| LGBT+ history month | Celebrating PRIDE month | Personal Safety on Bonfire night | British Science week |
| Why is reading important? World book day | Gypsy, Roma and Traveller history month, explaining culture | Women's History Month, International Women's Day | Why is it important to remember those lost in during WWI and WWII |
| Plastic free month, what is the impact and how can we support this more | Anti-bullying week, theme: reach out, how can we support each other? | Pathways and progression routes. Anniversary of UK lockdown, day of reflection and moving forward | Deaf awareness week, what does this mean to you and how can we support others |
| Sexual violence and harassment | Easter, what are we celebrating and why? | How can I contribute to Sports day | Local and community history month |
| RSE day, what does this mean and what is the impact | Stress Awareness month, coping strategies and supporting each other | What are your human rights? Human rights day 10 th Dec | What does it mean to be a citizen of the world? World religion day |

Student Leaders

We have numerous opportunities for student leadership here at Netherwood Academy. These include prefects, student councillors, anti-bullying ambassadors and subject leaders such as sports leaders. All play a key role in representing school and leading activities for other students. Being involved as a leader helps our students in so many ways; it helps to build confidence, improve teamwork, encourage problem solving and gives a sense of responsibility.

PREFECTS

Prefects are role models for all students in school and represent school at key events such as parents evenings and coffee mornings for elderly local residents. They are integral in the transition process with our new Year 7s, accompanying them around school on the first three transition days, enabling a seamless integration into Netherwood Academy. Prefects have regular meetings with their Head of Year to discuss ideas of what they would like to do in school, and this is implemented regularly.

STUDENT COUNCILLORS

Student councillors are elected by their peers and are an important link between students and school leaders. Issues that arise in our regular meetings are fed back to school leaders along with student councillors' suggestions for improvement. Student councillors have also had key input on the rewards system, with opinions sought on the 5-star learner and the end of year rewards. Student councillors play an integral role in planning school events such as Pride Month and Women's History Month.

Student Councillors spoke eloquently in assembly about feminism and the impact of sexism and in another assembly around Pride Month students spoke of their experiences of being trans and what effect hurtful words had on them.

ANTI-BULLYING AMBASSADORS

Anti-Bullying Ambassadors believe that bullying behaviour is not acceptable and should not be part of everyday life at school. They support others and are upstanders against bullying behaviour and a support network for their peers. They stand to shape attitudes and change behaviours. Our anti-bullying ambassadors complete the Diana Award training for young people to enable them to tackle bullying behaviour and create a safer, kinder school community.

Netherwood Academy is extremely proud of the contributions we have made over the years to support local charities. In 2022 our students voted to support Sheffield Children's Hospital, and with the help of our amazing student leaders, we planned and hosted various fundraising events throughout the year culminating in the Netherwood 3K, in which all of Key Stage 3 participated. We raised an incredible £3148 for Sheffield Children's Hospital, which enabled us to sponsor a snowflake on the building for Christmas 2022. We aim to continue this amazing work throughout each academic year, to help promote a number of different charities and to encourage others to get involved, spread the word and make positive contributions to society and the local community.



CEIAG

Careers Education, Information, Advice and Guidance

Every young person is entitled to high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality careers guidance.

The current transformation of technical education in England means that high quality technical pathways into rewarding careers have never been a more attractive option. It is vital that good careers guidance is embedded throughout education, so that young people will be better equipped to make informed choices about their next steps.

At Netherwood, our students receive this guidance and support through a well planned careers education, information advice and guidance programme, which meets the requirements set out by 'The Gatsby Benchmarks'. The eight benchmarks serve as a framework for improvement in careers provision and have been adopted as part of the Government's Careers Strategy and statutory guidance for schools and colleges.

The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme—Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.
2. Learning from career and labour market information—Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information
3. Addressing the needs of each student—Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout
4. Linking curriculum learning to careers—All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.
5. Encounters with employers and employees—Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces —Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education —All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance—All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.



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