



Bradford Academy Personal Development Curriculum: Progression Map

Rational and Context – Using the Jubilee centre resources on character development ...						
Core concept	Year 7	Year 8	Year 9	Year 10	Year 11	Relevant end point
Giving Back to the community - Charity	*Develop oracy skills to discuss views of others debate in a respectful manner, about charity events/activities. **Understand social issues linked to the work of the chosen Charity. **Understand the impact charities can have in communities. **Develop and rehearse the skills of team working. ***Understand and explore the diversity of our local community. ***Celebrate people from the local community who have given back to their local area.	*Develop oracy skills to discuss views of others debate in a respectful manner, about charity events/activities. **Develop and rehearse the skills of team working. In planning for charities activities including (resilience / others’ views) **Understand social issues linked to the work of the chosen Charity. **Create a form group plan to raise money for their group charity. ***Celebrate people from the local community who have given back to their local area *** Use South Asian Heritage Month to celebrate diversity and identity, who they are and what makes them unique.	*Develop oracy skills to discuss views of others debate in a respectful manner, about charity events/activities. Focus on the use of language to help persuade others. **Understand social issues linked to the work of the chosen Charity. ** Develop and rehearse the skills of team working by creating a form group plan to raise money for their group charity.	*Develop oracy skills to discuss views of others debate in a respectful manner, about charity events/activities. Focus on the use of active listening when discussing topics. *Identify, evaluate, and independently research external bodies that are available to the year group to help understand charity focused issues within society. **Understand social issues linked to the work of the chosen Charity. *& ** Develop and rehearse the skills of team working by creating a form group plan to support charities. Raising awareness and money.	*Develop oracy skills to discuss views of others debate in a respectful manner, about charity events/activities. Focus on the use of language to create empathy. **Understand social issues linked to the work of the chosen Charity. *& ** Develop and rehearse the skills of team working by creating a form group plan to support charities. Raising awareness, exploring volunteering opportunities and raising money and how these activities support character development and mental wellbeing.	*Learners will have an age-appropriate understanding of issues with society and be able to share their opinions and listen, respectfully to the opinions of others. (OFSTED 345&346). **Learners will receive opportunities to volunteer and cooperate with others to help benefit the communities they live in. (OFSTED 347). ***Learners will have a good understanding of and appreciation of different cultures and faiths in the UK (OFSTED 348).
BE BA - Developing Character / Capital / Courageous Advocates	**To recognise and manage what influences their choices about physical activity, and how physical activity can help develop character. **Understand the role peers can play in supporting one another to be ready for the adult world, by resisting pressure and challenging harmful social norms. *Know and Understand the British Values, and why these are an important part of like in the UK. *Explore the variety of different faiths in our school community, and how we can celebrate everyone’s differences. *Know and understand what is means to be a courageous advocate and follow British law in the adult world.	**Challenge the need for peer approval can generate feelings of pressure and lead to increased risk-taking. **Research strategies that young people can use for support within he adult world. *Understand how to manage emotions, developing mutual respect and world celebrations. **Students will be courageous advocates by standing up for something they believe is right. When is the right and wrong time to do this?	**Understand the importance of learning at school, looking at the virtues of learning and Growth Mindsets. How to build on learners’ resilience to have a positive impact on their school life. **** Examine the different narratives looked at for Black History Month and create their own identity as a form that embodies all faiths and cultures found in the form.	*Learners will explore courageous advocacy, understanding that it involves standing up for what is right. **Evaluate how harmful behaviours influenced, both positively and negatively, even in challenging situations. **&***Reflect upon strengths and areas for development by engaging in self-assessment activities, such as identifying key skills/character, where they can improve and act upon feedback. **Develop personal self through goal setting, motivation for revision, understanding its importance in year 11.	*and***Understand the support strategies available to manage online presence and how to manage their emotions/tolerances when working in society. **Using the character curriculum ensure learners know hoe to implement strategies to understand and build resilience, as well as how to respond to disappointments and setbacks. **&***Create action plans and SMART targets on the back of receiving mock results to improve their grade. Informing personal develop plans and how this can affect future employment and opportunities. **&***Undertake opportunities to prepare for college interviews through form sessions and actual mock interviews.	*Learners will know and understand the British Values. (OFSTED 338.iii) **Learners develop character, so they are ready for the adult world. (including but not limited to honesty / motivation / integrity / a sense of justice / generosity) (OFSTED 338.v) (Year 11) ***Learners are supported in their preparations for their next phase of their life, whether that is in education, work or training. (OFSTED 338.xii) (YEAR 9)****Learners will have a good understanding of and appreciation of different cultures and faiths in the UK (OFSTED 348).



Living out the BA Vision	***Develop strategies to manage a range of influences on drug, alcohol, and tobacco use, including peers. *&*** Know the values of Bradford Academy, and how these apply to everyday life. They will look at how they can show Respect, build upon their Resilience, and show Responsibility in a diverse society. *Understand how to apply the school values and vision to the outside world, understanding how extreme views and behaviours can be influenced around national celebrations.	*Develop positive strategies on how to contribute to society, both of other and yourself. ***Understand ways of assessing and reducing risk in relation to health, wellbeing, and personal safety. *&*** Focus on the values of Bradford Academy. Learners will look at how they can show Respect, build upon their Resilience, and show responsibility in a diverse society. * Apply the school values and vision to the outside world, understanding how extreme views and behaviours can be influenced around national celebrations.	*Develop respect and understanding of different points of view. ***Understand using external bodies, the motivations, misconceptions, and consequences of carrying weapons and strategies for managing pressure to carry a weapon. ***Explore why people may enter gangs and the consequences that can come with this. ***Understand how financial exploitation is closely linked to gang activity and signs to look out for.	***Develop an understanding of the risks that are in the wider world and how decisions can affect personal health. *Understand resilience involves bouncing back from challenges and staying focused on their goals, even in tough situations. This can help them cope with difficulties in both their personal and professional lives. *&***&***Understand responsibility and the importance of taking ownership of their actions and choices, whether it's in their relationships, at work, or within their community. *&****Demonstrate mutual respect by valuing others' differences, listening, and treating people with kindness.	*and***Understand the cause and personal consequences of making negative life choices, and its impact on society. ** & *** Explore how to live out the BA vision to combat extremism, radicalisation, and general crime. *Understand the methods of how to protest, whilst being a shining light to others in the correct way. *Learners will explore the skill of resilience when preparing for their second set of mocks and how being resilient will help exam anxieties, making links to the real GCSE's.	*Learners will become responsible respectful and resilient, so that they contribute positively to society. (OFSTED 338.ii) **Learners will understand the benefits of diversity within society and understand the laws around equality in the UK. (OFSTED 338.vi) ***Learners will have a good understanding of right and wrong, know that actions lead to both positive and negative consequences. (OFSTED 345&346). ****Learners will have a good understanding of and appreciation of different cultures and faiths in the UK (OFSTED 348).
Preparing for Next steps	*Understand the importance and benefits of being a lifelong learner at BA and beyond. *Reflect on year 7 progress, and how they can use SMART targets to prepare for year 8.	*Explore options available at the end of key stage 3, and what skills employers/institutions value. *Explore sources of information, advice and support, and the skills to manage decision-making for options in year 9. *Understand the benefits of setting ambitious goals and being open to opportunities in all aspects of life	*Understand careers and your employment rights and responsibilities. *Engage in the options process to understand what is available and how to make an informed decision. *Prepare for transition into KS4 and explore how to manage emotions, with school support, in relation to new situations and employment.	*Explore financial literacy, such as budgeting, saving, managing debt, and understanding taxes. *Create a personal finance spreadsheet. *Research external bodies for information on career progression options, including in education, training, and employment. *Evaluate self to inform SMART plan. *Build upon SMART planning, understanding various career pathways. *Investigate the qualifications, skills, and experience required for each career, helping them identify the best options based on their interests and strengths.	Preparing learners for their next step in education, training or employment is covered across the other five areas covered in the 5 half terms year 11 are in school. We focus on giving learners the confidence, resilience, and knowledge of how to be a successful and positive member of society.	*Learners are supported in their preparations for their next phase of their life, whether that is in education, work or training. (OFSTED 338.Xii)



Core concept	Year 7	Year 8	Year 9	Year 10	Year 11	Relevant end point
Mental Health and Well-being Learners will develop...	*Identify you or others are struggling with their mental wellbeing, and strategies they can use to help improve health, wellbeing, and personal safety. *Explore fundamentals of mental health, and how to manage negative opinions, judgements, and comments.	*Understand the importance of mental health, how being aware of our mental health influences our everyday lives. *Develop strategies, with external agencies, to build resilience and it can help with disappointments and setbacks. *Understand the impact of negative opinions and comments. *Understand the effects of change and management strategies.	*Understand the importance of self-confidence and dealing with criticism and disapproval. *Develop awareness of how to recognise their mistakes and manage emotions for future employment.	*Develop and understand the importance of mental and emotional health. *Evaluate anxieties related to the challenges of approaching Year 11. *Explore techniques for maintaining mental and emotional health in daily routines. *Research reliable sources for advice and support for mental health. *Explore communication, enabling expression of emotions and concerns openly. *Revisit SMART targets to inform personal strengths and development.	*Develop personal characteristics to manage grief within their personal circumstances. *Understand self-awareness and the importance of mental health. *Explore how this can impact their life after school, including occupations and family. *Research the support available from external agencies surround mental and physical health. *Understand how to manage emotions and mental health. Experience box breathing and strategies to support during year 11.	*Learners will have the knowledge and skills to be proactive in their approach to maintain positive mental health and know where to go for support if they need help. (OFSTED 338.Vii)
Year group specific units	<u>Transition into KS3</u> *Reflect upon Year 7, and life in secondary school. Use this to set goals and engaging in opportunities. *Understand how to manage change and explore how to meet new people. *Develop techniques to adapt to new environments/ situations, and changes within daily life.	<u>Aspirations</u> *Explore the year 9 curriculum and support available for pathways and the decision making. *Consider the importance and benefits of pathways choices, their impact on lifelong learning and early career aspirations.	<u>Options</u> *Prepare for the options process and support availability in year 10. *Explore different career routes and education pathways, including clarifying personal aspirations.	<u>Transition into KS4</u> *Evaluate current/revision study and employability skills that they have used in KS3/start of KS4. *Revisit revision techniques, such as mind mapping, use of past papers and revision cards to establish successful strategies.	<u>GCSE ready</u> *Evaluate and further develop revision techniques and employability skills. *Identify the skills and qualities required to engage in enterprise. *Understand the strategies to manage exam anxieties and build resilience ahead of GCSE exams. *Develop coping strategies to deal with disappointment and setbacks, with emphasis on SMART target options.	*Learners will be prepared for significant changes at their specific educational stages, whilst raising aspirations to achieve their potential. (OFSTED 338.Vii)