

# Learning Beyond the Curriculum



Consilium  
Academies

EXCELLENCE AND EQUITY WITH INTEGRITY



## OUR VALUES

### *Excellence and Equity with Integrity*

We are dedicated to fostering a learning environment that enables high standards whilst ensuring equal opportunities for every student to succeed, all within a framework of honesty and ethical behaviour.



### COMMITMENT TO EXCELLENCE

Schools focus on delivering high-quality education, encouraging students to excel academically and in extracurricular activities. This includes continuous improvement in teaching practices, curriculum development, and facility enhancement.



### ENSURING EQUITY

Every student receives the support they need to succeed, regardless of their personal circumstances. Schools work to eliminate barriers to learning and promote an inclusive culture. This could involve tailored support programs, inclusive classroom practices, and ensuring all students feel represented and heard.



### OPERATING WITH INTEGRITY

Operating with Integrity allows trust and respect among students, parents, staff, and the wider community. This commitment to integrity sets the standard for ethical behaviour across our schools.

# Consilium Academies Trust

## Learning Beyond the Curriculum

Our Trust is committed to the highest standards of curriculum, teaching, and learning, leading to excellent outcomes for our students. Our academies align with collective aims, including prioritising holistic development of students academically, socially and emotionally.

With our commitment to **excellence, equity and integrity**. We aim to instil a passion for lifelong learning empowering students to pursue their aspirations and ambitions.

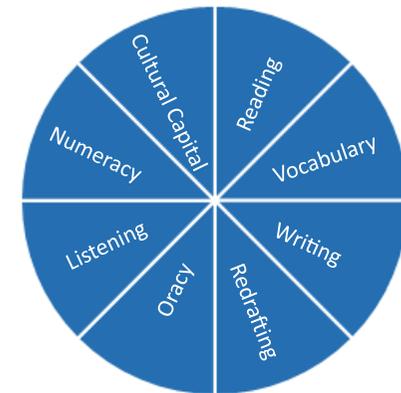
There is a commitment at Consilium Academies Trust that personal development opportunities are accessed universally and with full equity. We know that all students benefit from this, especially those who are most vulnerable. It promotes the spiritual, moral, cultural, mental and physical development of our students and prepares them for the opportunities, responsibilities and experiences of adult life, developing **'Socially Responsible Citizens'**.

The curriculum is designed to be well-balanced and gives rich opportunities. Literacy is a key element and is delivered throughout the curriculum via the 'Hidden Curriculum'.

## The Hidden Curriculum

*"Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world."*

*The Literacy Trust, 2023*



## Learning Beyond the Curriculum – The Extended Curriculum

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The extended curriculum at Consilium Academies Trust is:

- A five-year journey which runs from Year 7 - Year 11
- An alignment within the schools' individual vision and values whilst underpinning the values of Consilium Academies Trust
- A curriculum with core content that all students can access and one that is interwoven within the subject curriculums
- A spiral structure with recurrent themes which are revised and built upon over time across the curriculum
- An uncompromising focus on high academic standards and excellence for all
- One that encourages participation in a wide-ranging programme of extra-curricular activities and opportunities to develop leadership skills
- There to promote the importance of being socially responsible citizens and preparing students for adulthood

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PSHE/RSE Curriculum	Form/Tutor Time	RE Curriculum	The Wider Curriculum/Extra-Curricular
Healthy Relationships	Behaviour Curriculum	World Religions & Worldviews	Community Engagement
Consent and Safety	Attendance Curriculum	Moral and Ethical Reflection	Citizenship
Sexual Health	Reading/Literacy Curriculum	Respect and Tolerance	Leadership
Identity and Diversity	Pastoral/Well-Being	Spiritual Development	Clubs & Sporting Opportunities
Emotional Wellbeing	Futures/Careers	Religious Identity and Culture	Trips & Visits
Media Literacy and Influence	Rewards and Recognition		Charity

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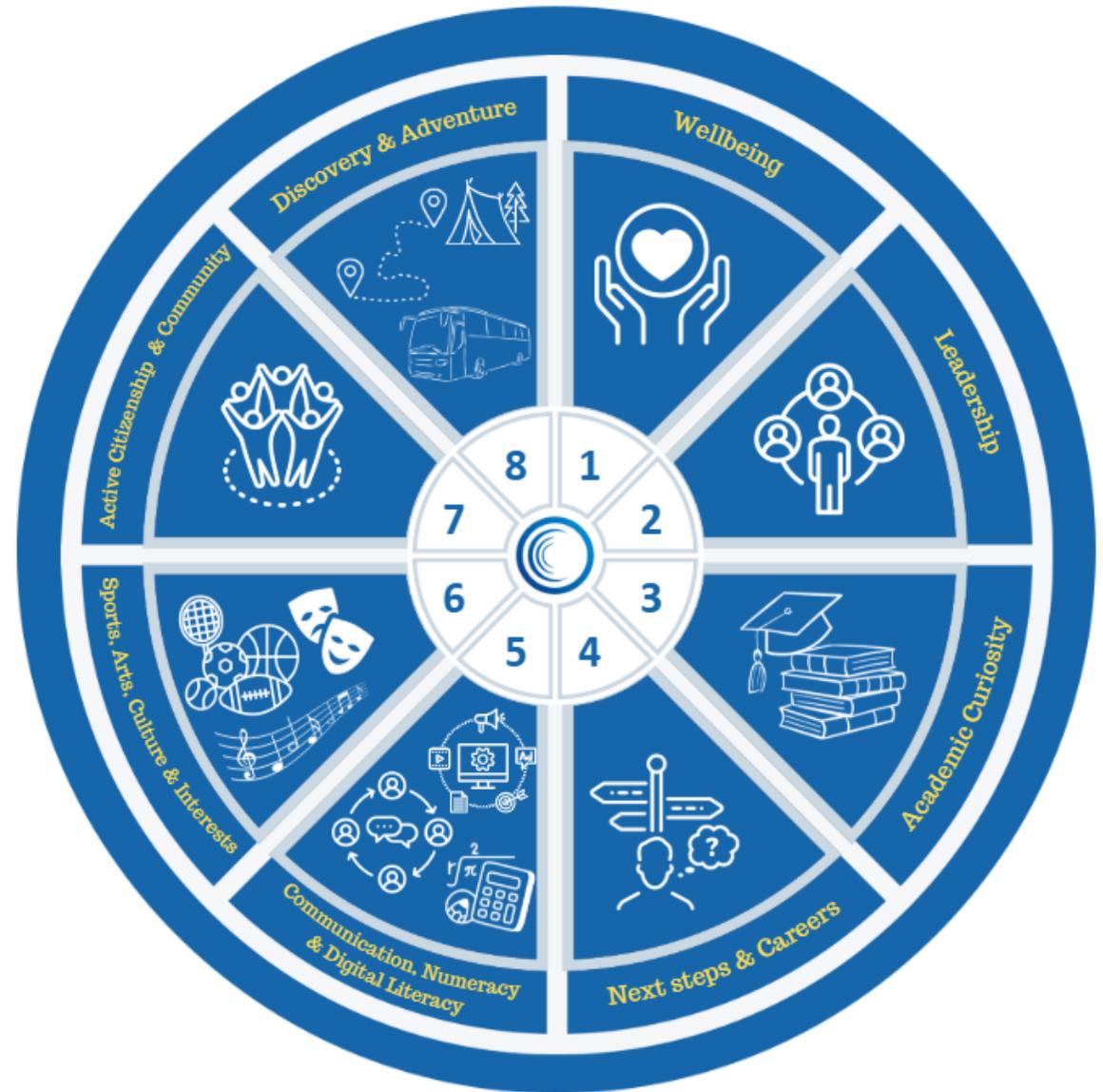
**British Values** – Democracy, Tolerance and Respect, The Rule of Law, Individual Liberty

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The extended curriculum will be delivered via the Assembly Programme, Awareness Weeks and 'drop down' days, Tutor Time, PSHE sessions, Religious Education lessons or delivered through expert teaching within curriculum areas.

## Learning Beyond the Curriculum – The Extended Curriculum

- 1 Wellbeing
- 2 Leadership
- 3 Academic Curiosity
- 4 Next Steps & Careers
- 5 Communication, Numeracy & Digital Literacy
- 6 Sports, Art, Culture, Interests
- 7 Active Citizenship & Community
- 8 Discovery & Adventure





Wellbeing	
<b>Every young person spends an extended period of time in nature (at least 4 hours) during their time at secondary school.</b>	There is significant evidence that spending time in nature improves physical and mental wellbeing as well as enhancing cognition, focus and stress response. In addition, the greater the time spent in nature the greater the impact, and the more likely young people are to repeat the activity. Therefore, we consider showing students the benefits and the methods for engaging with nature for extended periods to be a core experience which can support them in onward self-care and regulation, physical activity and environmental engagement.
<b>Every young person has access to a healthy lunch option.</b>	For many young people, lunch is a key meal of the day in terms of securing adequate nutrition, which directly impacts their growth, health, cognitive function and mental wellbeing. Schools should work to ensure that meals provided on site are high quality and that packed lunches are equally nutritious. Some studies suggest only <b>2%</b> of packed lunches in the UK meet dietary requirements.
<b>Typically, every young person engages in at least 30 minutes of social play and leisure every day.</b>	Play is an integral feature of wellbeing for all humans, and an essential development tool for young people. We hold a wide definition of play as 'an activity that is freely chosen and directed by the participants'. As such, play can provide many benefits, including physical and mental health boosts, opportunities to engage and learn to navigate in social relationships, risk management and opportunities to try on different identities, which is a key developmental feature of young adolescence. Therefore, every student should have time set aside to play and socialise, with the environment tailored to enable this to happen. Schools should be mindful of how this entitlement can be delivered where break or lunch times are short or where sanctions involve the loss of leisure time.
<b>There is provision to enable every young person to spend at least 15 minutes outdoors every day if they choose</b>	The research base for the value of spending time outdoors on physical and mental wellbeing (including vision) is now significant. In addition, there are well evidenced benefits for children's concentration and brain function. Inevitably much of students' time each day is classroom based but it is important that students have at least a daily opportunity to spend time outdoors. Schools should consider how this can be facilitated and supervised, including arrangements in adverse weather.
<b>There are daily opportunities for physical activity for all young people</b>	Only around half of all children get the recommended 60 minutes of physical activity per day. Opportunities to do this before or after school in the home or community environment may be limited by cost, time, space, homework or other family priorities. To ensure all students have the opportunity to get a full hour of physical activity, schools should provide this throughout the school day, including break and lunchtimes, and before/after school.

<p><b>There are extra-curricular clubs on offer so that every young person from Year 7-11 can participate in an activity to support health and wellbeing each year if they want to.</b></p>	<p>This offer may include lacrosse, yoga, cooking, running, art, knitting, gardening, self-expression activities, and so on, at least one of which should be on offer each year to students.</p>
<p><b>Support is available to young people who are struggling with physical or mental health, which should include access to:</b></p> <ul style="list-style-type: none"> <li>• <b>First aid and medical assistance</b></li> <li>• <b>Environment adaptation</b></li> <li>• <b>Quiet spaces</b></li> <li>• <b>Someone to talk to</b></li> </ul>	<p>In keeping with our philosophy of inclusion, schools should ensure that they have a programme of support in place to support young people who are struggling with either their mental or their physical wellbeing. All schools that have access to a mental health support team (MHST) should take advantage of this offer to provide support to students and build staff capacity to help students.</p>
<p><b>A peer mental health support programme is on offer such that students who wish to can become trained peer supporters.</b></p>	<p>Schools should have a programme whereby students who choose to can be trained to provide peer support with mental health and other wellbeing issues. There are a range of possible programmes including mental health champions, peer supporters and Be What You See Champions.</p>
<p><b>Whole school initiatives to support wellbeing will be high profile and engaging for all students to access, these will include:</b></p> <ul style="list-style-type: none"> <li>• <b>Feel Good February</b></li> <li>• <b>Motivational March</b></li> <li>• <b>Stress Relief April</b></li> <li>• <b>Move in May</b></li> </ul>	<p>Initiatives like Feel Good February, Motivational March, Stress Relief April, and Move in May offer structured, purposeful ways to promote student and staff wellbeing throughout the academic year.</p> <p>Feel Good February - To boost mood and morale during a time of year that can feel flat or low-energy. This is a time when seasonal poverty can hit families hard. Focusing on positive activities helps combat seasonal affective symptoms. Encourages gratitude, kindness, and self-care across the school community.</p> <p>Motivational March - To reignite focus, goal-setting, and personal drive mid-year. It can help students and staff reconnect with their goals. Supports a growth mindset and resilience. Reinforces that effort and attitude are key to progress and success.</p> <p>Stress Relief April - To support mental health and coping strategies during a potentially high-pressure period. April often coincides with revision, deadlines, and growing exam anxiety for the Year 11, it is a busy time in schools, so this promotes positive strategies for managing stress (e.g. mindfulness, breathing techniques, talking therapies). Encourages staff and students to ask for help and look after themselves.</p>

## Examples of Personal Development activities - Wellbeing

CORE All students – Delivered in school	In-school organised by school	Out of school organised by the student
<p>Mental Health, self-care and wellbeing lessons in PSHE/Tutor Time - Managing emotions and friendships, making healthy lifestyle choices, managing risks, puberty, staying safe online.</p> <p>High Profile Key events – Feel Good February etc.</p> <p>Mental Health Awareness Weeks</p> <p>Speak Up, Speak Out Campaigns.</p>	<p>Lunchtime or after school sports club/Art/drama music club, other school clubs that students find relaxing.</p> <p>Quiet room at lunchtime.</p> <p>Pastoral Interventions.</p> <p>Stop, Breathe, Think Support.</p> <p>Kooth.com Assemblies</p>	<p>Being a member of a gym</p> <p>Being a member of a church</p> <p>Meditation</p> <p>Yoga classes, Taequondo, Tai Chi</p> <p>Supportive online groups you are part of that support mental health</p> <p>Regular exercise, walking</p>





### Leadership

<p><b>Every young person represents the school in an event, performance or competition during their time at the school.</b></p>	<p>Having the opportunity to represent the school is a powerful experience for children in terms of their values and mindset development and their sense of self-worth. It helps to develop their confidence. Every child benefit from being selected as a representative in a field relating to their talents or interests.</p>
<p><b>Every young person experience being part of a purposeful team in a competition, project or other meaningful endeavour at least once each academic year.</b></p>	<p>Skills in working cooperatively are beneficial to all humans, personally and professionally. To support young people to develop these, they need regular exposure to authentic and meaningful team experiences that provide the opportunity for them to work together, take on collaborative roles and build resilience and confidence. This benchmark is very much a minimum and encourages schools to formalise this process at least once a year. Opportunities should be carefully mapped to ensure they are widely spread across and beyond the formal subject disciplines.</p>
<p><b>Every young person formally leads a team or a group in a competition, project or other meaningful endeavour at least once during each key stage.</b></p>	<p>We believe that leadership can be learnt and is not innate. As such it requires us to provide young people not only with the knowledge and skills to equip them as leaders but also the opportunities to apply these skills and to develop their leadership identity and experience. Every young person should have a suitable opportunity to explore leadership in this way in each key stage, with the necessary adult support to gain the most from the experience. This will also build their self-confidence and resilience.</p>
<p><b>A range of peer leadership development opportunities are available so that every young person who wishes to can take on a leadership role.</b></p>	<p>Students should be able to take on positions of responsibility and leadership that help them to further develop their leadership skills, identity and values. There are also practical benefits to using older students as role models and supports for younger students. Opportunities on offer might include (but are not limited to):</p> <ul style="list-style-type: none"> <li>- Peer Mentors</li> <li>- Peer mental health supporters</li> <li>- Peer reading programmes</li> <li>- Student Ambassadors</li> <li>- Prefect schemes</li> <li>- School council</li> <li>- Eco committee</li> <li>- Sports Leaders</li> </ul>

## Examples of Personal Development activities – Leadership

CORE All students – Delivered in school	In-school organised by school	Out of school organised by the student
<p>Leadership launch assembly</p> <p>Team building during transition events</p> <p>Engage in Leadership roles/activities within school</p>	<p>Helping at school events such as Open Evening</p> <p>Captain/vice-captain of a school sports team</p> <p>Leading a warmup/ coaching session in PE</p> <p>Sign up to become a student ambassador</p> <p>Be part of the Student Council / Sports Council</p> <p>Be a Form Tutor Rep</p> <p>Participating in an assembly</p> <p>Be a Sports Leader</p> <p>Be part of the Student Leadership Team</p> <p>Be a Peer Mentor</p> <p>Be a student Ambassador</p>	<p>Scouts, Brownies or Guides, Cadets Performing or presenting in public connected to anything you do out of school</p>



## Suggested Student Leadership Model



**Consilium**  
Academies

# Student Leadership Model

### Year 11 - Senior Head Student

Responsible for

- School Council
- Heads of House
- Year Group Student Leaders
- Heads of Wellbeing, Community Engagement and Wider Curriculum

### Year 11 - Head Student Team

**Wellbeing, Community Engagement and Wider Curriculum**

Responsible for

- Wider curriculum – Enrichment Fair
- Peer Mentoring
- Positive Peer talks/Drop ins
- Social Responsibility/Safety
- Interhouse Competitions
- Charity Work

### Year 11 - Senior Head Student

Responsible for

- School Council
- Heads of House
- Year Group Student Leaders
- Heads of Inclusion, Culture, Diversity and Transition

### Year 11 - Head Student Team

**Inclusion, Culture, Diversity and Transition**

Responsible for

- Year 6 Transition
- KS3 Buddy System
- Culture Days
- Raising Awareness Events
- Inclusive Learning
- Assemblies

**Year 11 Senior Prefects - 2 per Prefect Team**

**Year 10 Prefect Teams - 5 Teams**

**Year 8 & 9 Sports & Wellbeing Leaders**

**Year 7 & 8 Literacy Leaders**

**Year Student Leaders - 2 per Year Group represented on the School Council**

**Form Captains - 2 per Form Group**



## Learning Beyond the Curriculum – The Extended Curriculum

### Academic Curiosity

<p><b>Every young person should have access to a broad academic curriculum that allows for a range of learning and supports critical thinking, creativity, literacy, numeracy, and problem-solving – skills that are essential for life and work. Students should develop a love of learning and Academic Curiosity in the lessons that they experience across their five years.</b></p>	<p>A broad and academic curriculum is not just about passing exams — it's about preparing students for the complexity of modern life, enabling them to think critically, act ethically, and thrive in a changing world. A rich and varied curriculum fosters intellectual growth, promotes cultural awareness, and helps shape well-rounded, thoughtful individuals who are prepared for the demands of the modern world. Through exposure to diverse subjects over their five years of secondary education, students should be inspired to develop a genuine love of learning and academic curiosity. High-quality teaching across the curriculum should challenge students, spark their interest, and encourage them to make connections between ideas, explore big questions, and think independently.</p>
<p><b>Every young person visits a historical monument or museum during their time at secondary school.</b></p>	<p>Every young person should visit a historical monument or museum as it brings history to life in a tangible, memorable way. It helps students understand the significance of national and local heritage and builds empathy by connecting with stories from the past. It also reinforces key curriculum themes through real-world context.</p>
<p><b>Every young person engages in at least one-off site geography fieldwork experience during their time at secondary school.</b></p>	<p>Geography is about understanding the world and that means going out into it. It will develop inquiry, observation, and analytical skills. It also encourages curiosity about human and physical environments and makes learning active, practical, and relevant.</p>
<p><b>Every young person visits a place of worship or has a meaningful encounter with a local faith group during their time at secondary school.</b></p>	<p>This promotes tolerance, respect, and understanding in an increasingly diverse society. It will encourage open-minded discussion and challenges stereotypes. By visiting a place of worship, it supports spiritual, moral, social, and cultural (SMSC) development and fulfils important aspects of Religious Education and British Values.</p>
<p><b>Every young person visits a museum during their time at secondary school.</b></p>	<p>Museums are treasure troves of knowledge, sparking imagination and critical thinking. They enrich learning across subjects from science and art to history and technology. Visiting a museum offers interactive and experiential learning not possible in the classroom. It builds cultural capital, especially for students with limited access to such experiences outside school.</p>
<p><b>Every young person participates in the celebration or marking of at least two cultural festivals or significant/commemorative events per year.</b></p>	<p>By encouraging all students to participate in the celebration or marking of at least two cultural festivals or significant/commemorative events per year will foster a sense of belonging, respect, and shared identity across the school. It encourages pride in one's own heritage and appreciation of others. It also builds</p>

	awareness of global events and historical moments e.g. Black History Month, Holocaust Memorial Day, Diwali, Pride Month and it supports personal development and social cohesion.
<b>Every young person is provided with regular, meaningful and appropriate homework to engage in further study or practice of curriculum content.</b>	Homework is an important component of learning as young people mature and develop, giving them ownership and responsibility for self-regulation and engagement. Homework can take many forms and schools are encouraged to ensure that the type, size and frequency of homework is well matched to students' needs and to the demands of the subjects. Consideration to how students with additional needs can be supported should be made. In addition, schools should consider and review the balance of the expectation over time (including total screen time required, total study time required, manageability, materials required and so on).
<b>A programme of additional study or recommended reading is provided to enable young people (and families) to engage in appropriate further study or practice of curriculum content beyond the core provision where desired.</b>	Beyond compulsory homework, it is important that appropriate suggestions of what children can usefully do additionally to practise or develop their knowledge at home are provided. This ensures that families and the school can work effectively together to help children learn coherently. This provision might include further reading lists, websites where students can practise their skills or work on their knowledge gaps, revision suggestions and other tasks.
<b>Students have the opportunity to acquire an additional qualification during Key Stage 3 &amp; 4.</b>	The opportunity to acquire an additional qualification is a strong benefit for students in terms of making their personal statement stand out and supports them in the development of self-efficacy and resilience. This is particularly true where the qualification links to an area of interest or possible future pathway, including higher project qualifications where the topic is chosen by the candidate. Possible qualifications might include: a Higher Project Qualification, a Duke of Edinburgh award, Further Maths GCSE, an additional GCSE e.g. statistics or law, Food Hygiene Certificate, a Level 1 /2 Fitness Instructor qualification, and so on.

## Examples of Personal Development activities - Academic Curiosity

CORE All students – Delivered in school	In-school organised by school	Out of school organised by the student
<p>Subject specific approaches to effective study (e.g. how to revise in English, Maths, Science, Spanish etc.</p> <p>Guided Reading in lessons and in tutor time</p> <p>Oracy Workshops</p>	<p>Independent research / extension work suggested by teachers</p> <p>Lessons on effective study /revision skills</p> <p>Subject-related clubs e.g., languages club</p> <p>Subject-related trips and visits</p> <p>Subject Competitions – Spelling Bee</p> <p>Subject Intervention sessions</p> <p>Subject workshops</p>	<p>High-quality and informative websites/podcasts / films that challenge thinking</p> <p>Trips/visits which link to a subject at school</p>





**Next Steps & Careers**

**Every child experiences an appropriate programme of transition to enable them to smoothly join the school at the start of Year 7.**

It is critical that young people transitioning to secondary school are well prepared to cope with the new environment and are supported by effective information transfer to support their next steps. Schools should work with their primary partners to ensure that all new children can visit their new school, meet key staff and have any questions answered. In addition, schools should endeavour to obtain and review as much information as possible about individual student’s prior performance, knowledge, skills, aspirations, needs and support mechanisms to smooth the transition. On arrival, carefully planned induction programmes should support students to understand and prepare for what is required at secondary school.

It is essential that young people transitioning to secondary school are well prepared to adapt to their new environment and are supported through effective information sharing to aid their next steps. Secondary schools should collaborate closely with their primary partners to ensure that all incoming students could visit their new school, meet key members of staff, and have any questions addressed. Furthermore, schools should make every effort to gather and review comprehensive information about each student’s previous attainment, knowledge, skills, aspirations, individual needs, and existing support systems to facilitate a smooth transition.

Upon arrival, a carefully structured induction programme should help students understand and prepare for the expectations of secondary school. At the beginning of the academic year, we ask our new Year 7 cohort to complete a Future Skills Questionnaire. This not only assesses their transition from Year 6 to Year 7 but also identifies the skills they may need to develop further.

**From Year 10, every young person (and their parents/carers) has access to a high-quality CEIAG digital platform**

Students and their parents/carers require high-quality information regarding future study pathways and labour market opportunities, particularly those relevant to the local area. Access to a digital platform is a key element of this provision. Our recommended platform is Morrisby, although alternative programmes are also available.

Parents and carers are among the most significant influences on young people’s career thinking and decision-making. It is therefore essential that we engage with them consistently, providing clear advice, information, and guidance. Much of this can be accessed via our CEIAG (Careers Education, Information, Advice and Guidance) platform. Both students and parents should be provided with login details, along with guidance on how to use the platform effectively.

	<p>An Information and Guidance Evening should be held at the beginning of Year 10 to outline what students can expect during Key Stage 4. This event should also detail the support available to help students prepare for their post-16 options.</p>
<p><b>Every young person has at least 10 meaningful* employer encounters during their time at secondary school, spanning a diverse range of industries, subjects, employer sizes, and employee demographics.</b></p>	<p>Every young person should therefore be given multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. They should regularly and meaningfully encounter a wide range of employers and employees spanning across different industries, fields and areas of interest and a variety of workplace types. Encounters should represent all sectors of working life and qualification routes. Best practice suggests that schools should support young people to have multiple touch points with employers across the school year. In addition, young people need to meet a diverse range of people during their encounters with employers, including those who enable them to 'see themselves' in the fields or industries they represent.</p> <p>“Definition of 'Meaningful' for Benchmark 5. A meaningful encounter gives the young person the opportunity to learn about what work is like, what skills are valued in the workplace, their recruitment processes and what it takes to be successful”.</p> <p>It is important that the person imparting knowledge about jobs and careers brings real-life, authentic experience of the workplace. When employers engage with young people, they are perceived as having real authority and authenticity. However, there is no requirement for these encounters to be visits: models of virtual engagement are also possible. Students could access these employees via career fairs with local employers attending, talks within PSHE/Assemblies from different companies, staff delivering talks from previous experience of employment, visits to local workplaces.</p>
<p><b>Every young person benefits from at least five days of high-quality work experience during KS4, of which at least three days should be via in-person work placement.</b></p>	<p>All students should have access to meaningful, first-hand experiences of the workplace—including visits, job shadowing, and formal work experience placements, to support their career exploration, develop essential employability skills, and broaden their professional networks.</p> <p>By Key Stage 4, schools should ensure that high-quality opportunities are tailored to align with each young person’s interests and future aspirations, while also providing a supportive and developmental environment. This entitlement may be delivered through a traditional one-week block placement, a hybrid model combining in-person and virtual experiences, or a series of shorter, targeted engagements. Provision should be flexible and inclusive, with adaptations made to meet individual needs, such as supported placements without compromising the value and impact of the experience.</p> <p>Workplace experiences may include:</p> <ul style="list-style-type: none"> <li>• Employer talks and workplace visits</li> <li>• Virtual work experience programmes</li> <li>• Mini-enterprise projects</li> </ul>

	<ul style="list-style-type: none"> <li>• Skills-based competitions</li> <li>• Exposure to real-world working practices, even outside of formal placements</li> </ul> <p>Work experience placements are defined as sustained, in-person work carried out in a specific workplace setting, either as a continuous block (e.g. one or two weeks) or on a regular basis (e.g. one day per week over several months).</p>
<p><b>Every young person has the opportunity to engage one-to-one with an adult mentor at least once across the year to reflect on their progress to their goals and aspirations, their character development and their next steps (including their characteristics, traits, habits and behaviours).</b></p>	<p>All young people benefit from dedicated time to focus on both their academic progress and personal development. These one-to-one conversations not only support the reflective and developmental processes essential for growth but also help shape meaningful aspirations and actionable next steps for their future pathways.</p> <p>Mentoring sessions serve as a valuable opportunity to explore a young person’s performance, goals, interests, and mindset in a structured and supportive setting. Schools may choose to integrate these sessions with broader character education programmes or align them with parental progress reporting. Regardless of the model adopted, every student should be guaranteed this individualised support at least once per academic year.</p>
<p><b>Every young person experiences a comprehensive and high-quality options programme, including</b></p> <ul style="list-style-type: none"> <li>• <b>Explicit and timely student education on the significance of the options process, the recommended approach to making these decisions and the details of the process.</b></li> <li>• <b>High quality information literature about the options available and suitability criteria.</b></li> <li>• <b>High quality information about the future subject, qualification and destination pathways that options typically lead to.</b></li> <li>• <b>Where options are new subjects, the opportunity for students to 'taste' or experience these prior to sign up.</b></li> <li>• <b>At least one student and parent information event.</b></li> <li>• <b>Individual guidance and support through at least one individual mentoring session</b></li> </ul>	<p>The process of selecting optional subjects for onward study—and the associated decision to discontinue others—is a pivotal moment in shaping a young person’s future pathway. It is essential that students and their families are provided with timely, accessible, and comprehensive information to support well-informed decision-making.</p> <p>In line with the updated Gatsby Benchmarks (May 2025), particularly the strengthened Benchmark 8, schools must ensure that all students receive both group and individual careers guidance that is impartial, inclusive, and tailored to their needs. This guidance should be delivered by trained professionals and embedded within a whole-school approach to careers education.</p> <p>Subject choices should be framed within the context of long-term destination pathways, helping students understand how their decisions at this stage connect to future qualifications and career opportunities—post-16 and post-18. Schools should actively support students in exploring how their interests, strengths, and aspirations align with available options, ensuring that no student is left behind in accessing meaningful progression routes</p>
<p><b>Every young person experiences an appropriate programme of transition to enable them to smoothly progress to further education post-16</b></p>	<p>Ensuring that young people are well-prepared for the transition to a new post-16 education provider is essential for their continued success. Schools must prioritise high-quality, inclusive personal guidance and robust transition planning to support every learner.</p>

	<p>Beyond providing broad encounters with further education (FE) providers, schools should collaborate closely with these institutions to facilitate meaningful transition experiences. This includes enabling all students to visit their future setting, meet key staff, and have their questions addressed in a supportive environment. To ensure a smooth and confident transition, schools should also share comprehensive information about each student’s academic performance, skills, aspirations, support needs, and any relevant contextual factors. This proactive information transfer helps receiving institutions tailor their support and provision, ensuring that every young person is set up to thrive in their next phase of education.</p>
<p><b>Every young person experiences at least one encounter with an approved provider of higher education in each key stage.</b></p>	<p>Raising awareness of the opportunities, accessibility, and transformative potential of higher education is essential to broadening aspirations and ensuring equitable participation for all students. Schools have a responsibility to ensure that every student, regardless of background, has meaningful exposure to higher education experiences.</p> <p>This entitlement includes opportunities to explore what university and other forms of higher education are really like, helping to demystify the experience and make it feel achievable. Schools should actively support students in exploring a diverse range of higher education pathways, including institutions beyond their local area, and ensure that guidance is inclusive, impartial, and tailored to individual aspirations and needs. By embedding these experiences within a whole-school careers strategy, schools can empower students to make informed, ambitious choices about their future learning and career destinations</p>
<p><b>Every young person benefits from at least two encounters with approved providers of apprenticeships and technical education in each key stage</b></p>	<p>Ensuring that young people, parents, and carers are fully informed about all available pathways at key transition points is a shared responsibility across the education and careers ecosystem. In line with the updated Gatsby Benchmarks, schools must promote all progression routes—academic, technical, and vocational, with equity and clarity, enabling students to make confident, well-informed decisions about their futures.</p> <p>Schools are required to follow statutory guidance by providing access to a wide range of education and training providers from Year 7 onwards, including those offering technical education and apprenticeships. This access must be clearly outlined in a provider access policy, published on the school’s website, detailing how local education and skills providers can engage with students to inform them about the full spectrum of post-16 and post-18 options.</p> <p>In Key Stage 3, these encounters should take place in Years 8 and 9, as specified in the statutory guidance. Schools should also ensure that these engagements are meaningful, inclusive, and tailored to the needs of all learners, including those with SEND or from disadvantaged backgrounds.</p> <p>By embedding these opportunities within a stable, structured careers programme (Benchmark 1), supported by up-to-date labour market information (Benchmark 2) and personalised guidance (Benchmark 3), schools can ensure that every student is equipped to navigate their next steps with confidence and ambition.</p>

<p><b>During KS4, every young person benefits from the experience of</b></p> <ul style="list-style-type: none"> <li>• <b>Completing a CV</b></li> <li>• <b>Completing practise application forms</b></li> <li>• <b>Completing practise formal interviews</b></li> </ul>	<p>Schools should support students in articulating and showcasing their experience and skills through three key employability activities. It is critical that these are not just knowledge based but experiential in nature. Research demonstrates that this is a key area of deficit for disadvantaged students that this entitlement attempts to mitigate. Additionally, schools may choose to support students towards establishing and widening a professional network by supporting them to create a draft LinkedIn profile.</p> <p>Schools should actively support students in developing, articulating, and showcasing their employability skills through three key experiential activities: meaningful employer encounters, workplace experiences, and personal reflection on skills development. In alignment with Gatsby Benchmarks 5 and 6, these activities must go beyond theoretical knowledge and provide students with real-world, hands-on experiences that build confidence and capability.</p> <p>This entitlement is especially important for addressing the opportunity gap faced by disadvantaged students, who research shows often have fewer chances to engage with professional environments. By embedding these experiences into the careers programme, schools can help level the playing field and ensure all students are equipped to succeed.</p> <p>In line with Benchmark 3, which focuses on addressing the needs of each young person, schools should also support students in capturing and communicating their experiences—such as through CVs, personal statements, or digital portfolios. As an extension, schools may choose to guide students in creating a draft LinkedIn profile, helping them begin to build and widen their professional networks in a safe and supported way.</p> <p>These activities should be tracked and recorded as part of each student’s careers journey, ensuring that they can reflect on their growth and use this evidence to support future applications and transitions</p>
<p><b>Every KS4 student benefits from at least one personal careers guidance interview with a qualified careers adviser.</b></p>	<p>Every young person should have opportunities for guidance interviews with a qualified* careers adviser, who could be internal (a member of the school staff) or external, provided that they are trained to an appropriate level, whenever study or career choices are being made. These interviews will be available for all students and are timed to meet their individual needs. By the time students leave school they will have had at least one such interview. Disadvantaged students may require additional support and typically should receive additional guidance to their peers over a longer period of time and beginning at KS3. *The CDI defines the appropriate level of training as at least the full QCF Level 6, which is the minimum qualification level for admittance to the ‘institute’s Register of Career Development Professionals’.</p> <p>Every young person should have access to high-quality, personalised careers guidance at key decision points throughout their education. In accordance with the updated Gatsby Benchmark 8 (May 2025), schools must ensure that all students have opportunities for individual guidance meetings with a qualified careers adviser,</p>

	<p>either internal or external, who holds at least a QCF Level 6 qualification, as defined by the Career Development Institute (CDI).</p> <p>These guidance meetings should be timely, impartial, and tailored to each student’s needs, particularly during moments of significant study or career choice. All students must receive at least one personal guidance interview by the age of 16, with the opportunity for a further meeting by the age of 18. These sessions should be embedded within the school’s structured careers programme and scheduled to reflect students’ individual readiness and aspirations.</p> <p>Recognising the additional barriers that disadvantaged students may face, schools should provide earlier and more frequent guidance beginning in Key Stage 3, to ensure these students receive the sustained support they need to make informed and ambitious choices. The careers leader should work closely with the adviser, SENDCO, and other key staff to ensure that guidance is inclusive, effective, and well-integrated into the wider careers’ strategy. Information about how students and families can access personal guidance should be clearly communicated, including via the school website, ensuring transparency and accessibility for all stakeholders.</p>
<p><b>Opportunities to engage in careers, real world challenges and wider partner activities in industries, subjects and themes related to young people's interests and skills are provided so that any student who wishes to can pursue a suitable option.</b></p>	<p>In addition to the core entitlement to employer encounters above, opportunities to explore a specific industry or theme in more detail should be provided where this can enhance an individual or group of students’ pursuit of their pathway. Commonly these may be linked to schemes and projects offered by partner organisations, which can support schools to offer a breadth not possible internally.</p> <p>In addition to the core entitlement of annual, meaningful employer encounters outlined in Gatsby Benchmark 5, schools should provide opportunities for students to explore specific industries, sectors, or career themes in greater depth where this aligns with their interests, aspirations, or identified needs. These enhanced experiences support the CDI Framework’s emphasis on developing career management skills through real-world, contextualised learning.</p> <p>Such opportunities may be delivered through targeted projects, mentoring schemes, or thematic programmes offered by external partners, including employers, training providers, and third-sector organisations. These partnerships enable schools to broaden the scope and diversity of their careers provision beyond what can be delivered internally, ensuring that students—particularly those from underrepresented or disadvantaged backgrounds—can access a wider range of career insights and networks. These extended engagements should be purposeful, inclusive, and recorded as part of each student’s careers journey, contributing to their ability to make informed, confident decisions about their future pathways.</p>

<p><b>Opportunities to complete additional work experience or supported internships are in place for students for whom this is suitable.</b></p>	<p>In addition to the core entitlement to employer encounters above, workplace experiences and opportunities to explore a specific industry or theme in more detail should be provided where this can enhance an individual or group of students’ pursuit of their pathway. Commonly these may be linked to more focused and bespoke options, including professional pathways, and may include in person or high-quality online work experience programmes that allow young people from every region access to professional pathways including law, medicine and finance.</p> <p>In addition to the core entitlement, meaningful employer encounters as outlined in Gatsby Benchmark 5, all students should have access to first-hand experiences of the workplace, as required by Benchmark 6. These experiences should be designed to deepen understanding of specific industries or professional pathways and support students in making informed, aspirational decisions about their futures.</p> <p>Where appropriate, schools should offer more focused and bespoke opportunities, such as thematic projects, sector-specific placements, or virtual work experience programmes, that allow students to explore areas such as law, medicine, finance, and other professional sectors. These experiences may be delivered in collaboration with external partners and should be inclusive of high-quality online formats, ensuring that students from all regions and backgrounds can access prestigious and competitive pathways.</p> <p>Every student will participate in at least one workplace experience during Key Stage 3 or 4, with a block placement in Year 10 forming a key part of this entitlement. These experiences should be planned, purposeful, and recorded as part of each student’s careers journey, in line with the CDI Framework’s focus on reflection, skill development, and progression planning.</p> <p>By embedding these opportunities into a structured and inclusive careers programme, schools can ensure that all learners, particularly those from disadvantaged backgrounds, are equipped with the insight, confidence, and networks needed to pursue their chosen pathways.</p>
<p><b>A process for providing additional careers advice and guidance is in place such that any young person who needs it receives the support they require to secure their onward next steps.</b></p>	<p>Whilst not every student will require this, all schools should ensure that they have the process and capacity necessary to extend the personal careers advice and guidance to individuals set out above for all students to support those requiring additional input and support.</p> <p>As part of our commitment to delivering high-quality, inclusive careers education, it is essential that we have a clear and responsive process in place to identify and support any young person who may require additional careers advice and guidance.</p> <p>In line with the updated Gatsby Benchmark 8 (May 2025), every student must have access to timely, personalised guidance from a qualified careers adviser—particularly at key transition points. However, we</p>

	<p>also recognise that some students will need more frequent or intensive support to navigate barriers, explore options, or secure their next steps.</p> <p>To meet this need, schools should:</p> <ul style="list-style-type: none"> <li>• Proactively identify students who may benefit from additional guidance, including those who are disadvantaged, have SEND, are at risk of NEET, or have experienced disruption or transition.</li> <li>• Ensure early intervention, with guidance beginning in Key Stage 3 where appropriate, to build confidence and raise aspirations over time.</li> <li>• Maintain clear referral pathways for staff, parents, and students to request additional support.</li> <li>• Track and record all guidance interactions to ensure continuity, monitor impact, and inform future support.</li> <li>• Work collaboratively with the career’s adviser, SENDCO, pastoral teams, and external partners to provide holistic, student-centred support.</li> </ul> <p>This approach not only fulfils our statutory duties but also reflects the CDI’s principles of equity, empowerment, and progression—ensuring that every young person, regardless of background or circumstance, is equipped to make informed, ambitious choices about their future.</p>
<p><b>A range of 'pipeline' programmes that cultivate and nurture young people's talents and abilities in a specific area should be on offer to identified students throughout KS3 and KS4.</b></p>	<p>In addition to the core entitlement to university and technical destinations above, students with high potential due to their academic ability and/or specific interests should be identified early and supported to access a wide range of opportunities that will allow them to develop their interests and strengths. This might include summer schools, talent development programmes and work with a wide range of partners and schemes, both local and national. It is expected that take-up will be tracked and monitored to ensure wide and fair access.</p>

## Examples of Personal Development activities - Next Steps & Careers

CORE All students – Delivered in school	In-school organised by school	Out of school organised by the student
<p>Future careers fair</p> <p>Finance module in PSHE - the function and use of money, the importance of budgeting</p> <p>Next Steps unit in PSHE</p> <p>Research and activities around job roles and sectors</p> <p>College/Employer/Apprenticeship assemblies</p>	<p>Careers links made in subject lessons</p> <p>Trips and visits which are linked to careers and student futures</p> <p>Visitors to school who talk about their jobs</p> <p>Careers meeting/interview at parent evening</p> <p>Year 9 Choices Evening</p> <p>Year 11 Mock Interview with feedback from an employer</p> <p>Year 9 &amp; 11 Guidance Interviews</p> <p>Next Steps Assembly Year 11 – Post 16 options</p>	<p>Part-time job</p> <p>Entrepreneurial activity</p> <p>Independent work experience / visits to a workplace</p> <p>Volunteering for local businesses/organisations</p>





## Learning Beyond the Curriculum – The Extended Curriculum

### Communication, Numeracy & Digital Literacy

<p><b>Every young person writes (creatively or otherwise) for a real, external audience during their time at secondary school.</b></p>	<p>Writing for a real purpose enables young people to see the value of their formal (English) learning in practice and develop their sense of agency and self-efficacy. It also provides an opportunity to connect with the wider community. Examples of provision could be a blog post that is published on line, a letter to an MP or participation in a writing competition.</p>
<p><b>Every young person writes and delivers a speech to an audience during their time at secondary school.</b></p>	<p>The experience of preparing and delivering a speech is an important application of the learning about speech, language and presentational talk that young people will undertake. In addition, it presents an opportunity to build confidence, to learn to manage nerves and to hone performance skills, which in turn drive resilience and influence a student's mindsets. The delivery of this entitlement can look different for different young people in order to ensure the appropriate level of challenge.</p>
<p><b>Every young person watches a live debate or speech (or attends a spoken event) as a spectator during their time at secondary school.</b></p>	<p>Observing expert speakers present or debate is an important learning opportunity for students to see presentational talk in action and to inspire them to comprehend its power. This experience also presents young people with a chance to develop cultural capital around the norms of audience behaviour in such scenarios as well as the wider context in which such activity takes place (e.g. [local] politics, law)</p>
<p><b>Every young person participates in a live debate during their time at secondary school.</b></p>	<p>As above, the experience of preparing for and participating in a debate is an important application of the learning about speech, language and presentational talk that young people will undertake as well as a chance to develop wider skills of persuasion. In addition, it presents an opportunity to build confidence, learn to manage nerves and hone performance skills, which in turn drive resilience and influence a young person's mindsets.</p>
<p><b>A book club or equivalent provision exists so that every young person who wishes to can participate in group reading for pleasure.</b></p>	<p>In addition to the teaching of reading and the individual reading for pleasure provision on offer, children should have the opportunity to engage in literature as a social pursuit. There are benefits here to developing reader identity, to exploring new ideas and in oracy terms as these are discussed.</p>
<p><b>Maths clubs are provided so that all students can develop a love of maths outside the classroom.</b></p>	<p>Research shows that high-achieving mathematicians are at risk of 'dropping off' the maths excellence pathway unless their talent and interest is nurtured, particularly if they are disadvantaged and/or female. The provision of maths circles has been shown to mitigate this risk by providing young mathematicians with a community and a forum in which to encounter and grapple with complex mathematics, thus retaining their interest and onward high attainment in this discipline.</p>

<p><b>The school participates in external public speaking and debating events and competitions such that every young person who wants to can represent the school.</b></p>	<p>Young people with an interest and aptitude for public speaking or mathematics or digital literacy (or any area) should be encouraged to develop this, including through external contacts where expert feedback, validation and growth opportunities are on offer.</p>
<p><b>The school participates in external mathematical events and competitions such that every young person who wants to can represent the school.</b></p>	<p>By engaging in external mathematical events and competitions it ensures that every young person who wants to can represent the school—because it provides powerful opportunities for enrichment, challenge, and personal growth beyond the classroom. By getting involved it will promote a love of mathematics and will allow students to see maths as exciting, creative, and relevant beyond exams. It will encourage curiosity, enjoyment, and a growth mindset by showing that maths is more than just textbook work.</p>
<p><b>The school participates in external digital and technology events and competitions such that every young person who wants to can represent the school.</b></p>	<p>Representing the school gives students a sense of achievement and belonging. It boosts self-esteem, especially for those whose talents may lie outside of traditional classroom settings.</p>

### Examples of Personal Development activities - Communication, Numeracy & Digital Literacy

CORE All students – Delivered in school	In-school organised by school	Out of school organised by the student
<p>PSHE Topics - Living in the wider world - politics, democracy, elections, campaigning, parliament &amp; debates</p> <p>Inter-tutor-group debating in form groups</p> <p>Inter Trust Debate Club</p>	<p>Model UN</p> <p>Delivering a presentation to a class</p> <p>Discussion and debate in lessons</p> <p>Debating club and competitions</p>	<p>Engaging in discussion and debate in an organised way online or in person</p>





### Sports, Arts, Culture & Interests

<p><b>Every young person attends a (live) sports performance or match during their time at secondary school.</b></p>	<p>Young people benefit both from participation in sport and the opportunity to experience sport as a spectator. The latter enables them to witness strong (elite) performance which can be inspiring in their own lives and provides them with a chance to learn the norms of spectating, which is a common recreational activity for adult life. A wide definition of performance is held here to enable schools to match provision to students' interests and locally available opportunities.</p>
<p><b>Every young person has the opportunity to experience at least one non-standard sport during their time at secondary school.</b></p>	<p>Typically, the formal PE curriculum focuses on traditional sports, and particularly those lending themselves to mass participation. However, young people may have interests and (undetected) talents in a much wider field of sports, which are more challenging to deliver within school grounds and logistics. Therefore, this entitlement is designed to ensure that students have the opportunity to try out more unusual sports available in the local area to help broaden their access to lifelong sport and build their confidence and resilience as they try out a new activity. Possible sports might include golf, lacrosse, tennis. Using a local provider that can provide a route for interested students after the session is an important consideration.</p>
<p><b>A programme of local sporting partnerships exists such that any young person showing an interest or talent in a sport can be referred for continued (specialist) provision externally.</b></p>	<p>Strong links to local providers can ensure that students have the opportunity to pursue a sport for a longer term and thus realise the physical and wider benefits of sporting commitment over a lifetime.</p>
<p><b>The school participates in external sports competitions and events so that every student who wants to have the opportunity to participate during their time at secondary school.</b></p>	<p>The opportunity for young people to represent the school in sports is beneficial not only as feedback and encouragement source for those with an interest or talent for a sports activity but for any child as a means of developing their self-efficacy and confidence. Schools should ensure that such opportunities cover a good breadth of sports to enable as many students as possible to benefit meaningfully. There is no requirement for such opportunities to be competitive.</p>
<p><b>There are extra-curricular clubs on offer so that every child from Y7-11 can participate in an extra-curricular sports or games activity each term if they want to.</b></p>	<p>Any extra-curricular programme should enable children to pursue their interests and talents. Sport is an important area in which young people will be developing both enthusiasm and skill and therefore should form a part of the extra-curricular provision on offer each year to students. At secondary level it is expected that the clubs on offer will span a wide range of sports and games to maximise participation.</p>

<p><b>Every young person attends a (live) theatre performance during their time at secondary school.</b></p>	<p>The Arts represent the expression or application of human creative skill and imagination, producing works to be appreciated primarily for their beauty or emotional power. Children benefit both from participation in these activities as artists and the opportunity to experience the arts as an audience for a wide variety of reasons, including:</p> <ul style="list-style-type: none"> <li>• The health and wellbeing benefits of engagement in arts activities or exposure to art including the development of self-care strategies and personal hobbies</li> <li>• The development of tacit knowledge about what it feels like to participate in or watch an arts activity e.g. to sing in a choir</li> <li>• The cultural capital from experiencing and learning the norms and customs of behaviour in public places including theatres, galleries and museums</li> <li>• The opportunity to experiment, to perform and to exhibit provide important developmental experiences to shape mindsets and values, as does the honing of a performance or work for an audience in terms of character development</li> </ul> <p>The six experiences identified here represent a manageable but deliverable breadth across the various arts forms that support the above outcomes. These experiences also provide additional strength and meaning to the pursuit of knowledge within the academic disciplines of art and design, design technology, music and English (including drama).</p>
<p><b>Every young person experiences attending a live concert or musical performance during their time at secondary school.</b></p>	
<p><b>Every young person visits an art exhibition or gallery during their time at secondary school.</b></p>	
<p><b>Every young person has their (arts) work exhibited publicly during their time at secondary school.</b></p>	
<p><b>Every young person produces a (craft) product to take home during their time at secondary school.</b></p>	
<p><b>There is a musical instrument tuition programme in place so that every young person who wants to can learn to play an instrument.</b></p>	<p>There is considerable research showing that learning to play a musical instrument brings about changes in the brain which may enhance a range of intellectual skills and that the self-discipline required for sustaining musical practice may enhance executive functions, self-regulation and concentration. In addition, there is evidence that it can lead to increased self-efficacy and raise aspirations. Typically, children from disadvantaged backgrounds do not access this provision at the same rate as their more advantaged peers. The provision of this opportunity to children in our schools is therefore an important part of our commitment to closing the disadvantage gap and preparing all children to be successful adults. A number of resourcing factors need consideration here, including sourcing expert tutors, effective delivery models, instrument availability and costs for the above. There are also cultural barriers to overcome in some communities and, for some children, a need to scaffold access to enable them to make a decision about whether they would like to learn this.</p>
<p><b>The school participates in external art exhibitions and competitions so that every young person who wants to have the opportunity to participate during their time at secondary school.</b></p>	<p>The opportunity for children to submit their work for external evaluation, exhibition and feedback is beneficial not only as a feedback and encouragement source for those children with an interest or talent for an arts activity but for any child as a means of developing their self-efficacy.</p>

<p><b>There are extra-curricular clubs on offer so that every child from Y7-11 can participate in an extra-curricular arts activity each term if they want to.</b></p>	<p>Any extra-curricular programme should enable children to pursue their interests and talents. The Arts is an important area in which children will be developing both enthusiasm and skill and therefore should form a part of the extra-curricular provision on offer each year to children.</p>
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### Examples of Personal Development activities - Sports, Arts, Culture & Interests

<b>CORE All students – Delivered in school</b>	<b>In-school organised by school</b>	<b>Out of school organised by the student</b>
<p>One or more creative subjects Art, Drama, Media, Technology, Music            Extracurricular timetable            Core PE lessons</p>	<p>Attending a lunch/afterschool club – Strategy Games, chess, D&amp;D            Playing in a sports team            Participating in the school drama production/ Christmas concert /Creative Arts Evening            Taking part in Battle of the Bands            Playing a musical instrument</p>	<p>Playing for a local sports team            Member of a gym            Walking/biking/hiking            Any out of school club e.g. martial arts, dance, swimming            Doing activities for enrichment e.g. painting            Playing a musical instrument            Performing in a band / cooking/ musical/ theatre</p>





### Active Citizenship & Community

<p><b>Every young person engages with a local community group or service at least once during their time at secondary school.</b></p>	<p>Local experiences, enable young people to become more aware and understanding of their local area and community, including their own role.</p>
<p><b>Every young person engages in activity with peers from a local school at some point during their time at secondary school.</b></p>	<p>Contrasting experiences, which help young people to understand the breadth of place and people within (and beyond) this country and to become more curious about life beyond their current experience</p>
<p><b>Every young person engages in activity with peers from a contrasting environment at some point during their time at secondary school.</b></p>	<p>Engaging with peers from different schools is another way of helping young people to build their social confidence and collaboration skills and to understand the breadth and diversity of places and people to help widen their perspectives. Engagement with local peers and those from a school in a contrasting environment offer different benefits and possibilities. The contrasting environment school might be another Consilium School, a partner school from another part of the UK or indeed an international partner school.</p>
<p><b>Every young person participates in a school-based democratic process at least once per year.</b></p>	<p>Young people necessarily learn about the concept of democracy and the structures that support it. However, there is an experiential power to experiencing democracy as a voter and seeing your view count (whether you get what you want or not!) that helps young people to understand their own agency and significance. Activities to deliver this entitlement might include, for example, a mock election, a school council or eco committee election or voting for name of something, choice of etc</p>
<p><b>Every young person participates in a sustainability event or project at least once during their time at secondary school.</b></p>	<p>A key facet of citizenship is the preparation of young people to be stewards of the planet. Young people will learn about the threats to the planet and ways to live more sustainably but this is greatly enhanced by practical experience of putting sustainability into action.</p>
<p><b>Every young person engages in a social action activity or a project to create or campaign for change at least once during their time at secondary school.</b></p>	<p>Understanding how to bring about change is an important facet of citizenship, which is brought alive by the practical experience of engaging in social action or a change campaign and complements more theoretical learning about systems of democracy, law and order. The specific focus can vary, and might be linked, for example, to sustainability or wellbeing or equality and diversity or local decision-making.</p>
<p><b>There is a programme of sustainability events, clubs and practices in place such that every child who wants to can take part in sustainability activities at least once per year.</b></p>	<p>While all young people should experience sustainability in practice during their time at secondary school, for others this will be a key interest or passion. For such students, provision should be in place to enable them to pursue this interest each year and to develop their knowledge and skills over time. Provision in this space might include, for example, a gardening club, an eco-committee, recycling monitors, re-use events, charity events and campaigns.</p>
<p><b>Every young person completes an act of charity or service to benefit others at least once during their time at secondary school.</b></p>	<p>Engaging in service of others is an important process for developing habits of compassion and empathy and can also provide children and adults with a sense of purpose. This experience can bring to life some of the character virtues that form part of the character knowledge specification.</p>

<p><b>Every Y9/10 student who wants to can complete a Duke of Edinburgh award</b></p>	<p>The Duke of Edinburgh award scheme is a well-recognised mark of achievement, respected by employers. Participation in the scheme can help young people to discover new interests and talents and build character virtues and skills that will support them in further study, work and life. The four aspects of the programme cover community/environmental involvement, the development of physical fitness and health, skills development and an expedition.</p>
<p><b>A programme of charity and service opportunities is in operation such that every young person who wants to have the opportunity to take part to help others at least once each year.</b></p>	<p>Young people should be exposed to the concepts of service and charity regularly, with opportunities to participate in events, campaigns and service available at least annually. Commonly this may take place as an event to raise funds for charity. However, care should be taken to ensure that this is not always about donating money, which can be challenging for children and families, but that other ways to provide service or support a charity are promoted.</p>

### Examples of Personal Development activities - Active Citizenship & Community

CORE All students – Delivered in school	In-school organised by school	Out of school organised by the student
<p>Charities launch assembly Charities research in PSHE/Tutor Time Charities week activities Children In Need Cake Sale Citizenship lessons in PSHE/Tutor Time School Council Campaigning to make a difference Laws and rules - how they keep us safe Bronze/Silver DofE (Year 9 &amp;10)</p>	<p>Any activity where students are involved in fundraising for charity Fundraising activities for Children in Need Donating items to the food bank Eco Club Member - Litter picking Community Role - Supporting school events e.g. Open Evening, offering to help around school. Student Ambassador/Student Reception meet and greet.</p>	<p>Volunteering at local events /for local organisations e.g. community litter picks/Park Run Donating clothes/other items to charity Supporting local organisations or events at the local sports/community club</p>





## Learning Beyond the Curriculum – The Extended Curriculum

### Discovery & Adventure

<p><b>Every young person visits a contrasting place or environment within the UK at some point during their time at secondary school.</b></p>	<p>Contrasting experiences, help young people to understand the breadth of place and people within (and beyond) this country and to become more curious about life beyond their current experience</p>
<p><b>Every young person visits a historical monument or museum during their time at secondary school.</b></p>	<p>Visiting a historical monument or museum during secondary school is important for every young person as it provides powerful, real-world learning experiences that go beyond textbooks. Seeing historical artifacts, structures, or places where major events happened makes history feel real and tangible. It's one thing to read about World War II or ancient civilizations, but walking through a war museum or Roman ruins makes those lessons stick. Museums and monuments help students understand their own heritage and the diverse histories of others. This fosters respect, tolerance, and a sense of shared humanity.</p>
<p><b>Opportunities for students to visit another country are provided so that every student who wants to participate can do so during their time at secondary school.</b></p>	<p>International travel has many benefits for young people, including the acquisition of cultural capital about the country visited, the process of travel and social relationship development with peers and supervisors. It is also an opportunity to develop a specific skill e.g. a language or a sport and to prepare for adulthood. Such experiences are of benefit to the vast majority of young people but there may be difficulties for some young people in participating, hence this entitlement not being set for all. Despite this, schools should be mindful of supporting wide access and considering ways to mitigate costs to enable this.</p>
<p><b>The opportunity to undertake a residential trip is provided to all students at some point during their time at secondary school</b></p>	<p>Staying away from home, when appropriately scaffolded and prepared, enables young people to build independence and resilience. Typically, this is most appropriate as children enter young adolescence. The benefits of such activities can also include the opportunity to develop self-efficacy, to engage in practical compromise and to manage change. However, it should be noted that there can be challenges and specific reasons why some children may not be able to participate in this provision and consideration should be applied to provide alternative experiences for these students.</p>
<p><b>There will be an opportunity to visit a university or Science Centre.</b></p>	<p>Visiting a university or science centre during secondary school is a powerful and valuable experience that can inspire students academically, broaden their horizons, and help shape their future. Visiting a university shows students that higher education is an achievable goal. For many especially those from underrepresented or disadvantaged backgrounds it can be the first time they imagine themselves in that environment. It demystifies university life and opens doors to future possibilities. Science centres and university labs are filled with exciting, hands-on exhibits and experiments. These experiences spark curiosity</p>

	and make abstract scientific concepts real, fun, and memorable, often igniting long-term interest in science, technology, engineering, and maths.
<b>Every young person will have the opportunity to be involved in Themed/Awareness Weeks (e.g., Science Week, Careers Week, International Day)</b>	By having Themed/Awareness weeks, it provides exciting, enriched learning experiences that support personal growth, academic development, and broader life skills. Themed Weeks allow students to explore subjects in creative, hands-on ways. Activities like experiments, guest speakers, and workshops bring topics to life and deepen engagement. Themed/Awareness Weeks often involve collaboration across year groups, departments, and even families. This builds a sense of unity, belonging, and shared purpose key ingredients for a positive school culture.

### Examples of Personal Development activities - **Discovery & Adventure**

<b>CORE All students – Delivered in school</b>	<b>In-school organised by school</b>	<b>Out of school organised by the student</b>
Participating in Challenge and Celebration Weeks Work Experience	Visits to school by external speakers Trips linked to subject areas Year 7 & 11 residential	Holidays where you did 'more than just relax' such as activity holidays or visiting a capital city Trips to art galleries, the theatre, cities Attending major sporting events



