

# PERSONAL DEVELOPMENT CURRICULUM



**Trinity High School  
& Sixth Form Centre**

PART OF BORDESLEY MULTI ACADEMY TRUST



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## PERSONAL DEVELOPMENT CURRICULUM

### What are the aims of our Personal Development Curriculum

To ensure that our mission statement is achieved, and students really can realise their talents and create their futures, we place a significant amount of importance on our Personal Development Curriculum.

Our exceptional Personal Development curriculum has been designed to support students to develop their mastery of the world, prepare themselves for 21st century modern Britain and thoroughly enjoy their high school experience. More specifically the aims of our Personal Development Curriculum is to develop young people;

- who are not disadvantaged by the social context in which they live.
- who have the confidence, resilience and knowledge to stay mentally healthy.
- who are able to demonstrate The Trinity HEART values on a daily basis and have incredibly high expectations of themselves and their futures.
- who have a work ethic in them achieving, and exceeding, their academic potential.
- who are happy and have a desire to pursue a healthy, active lifestyle.
- who are respectful, tolerant and empathetic towards the values and beliefs of others.
- who are self-aware and know their own strengths through reviewing and evaluating their progress.
- who are capable of making informed decisions and are aware of their rights and responsibilities.

This document is designed to inform all visitors to our school and website of the elements of our Personal Development Curriculum. We believe that this complements our academic curriculum and allows our students to receive the very best, rounded education.

## Broadening Horizons – Extra Curricular

At Trinity High School and Sixth Form Centre, we place a high importance on academic excellence and provide a rich and varied curriculum. However, we don't underestimate the value of our students having access to pursuits outside of the classroom. We want to provide a learning experience that continues long after the bell rings at the end of the day!

We do this through our extensive extra-curricular opportunities that aim to provide new experiences, build confidence, and help every student reach their full personal potential. At Trinity High School, we call this our Broadening Horizons Programme.

In addition to what are seen as traditional after school activities, such as team sports

and music, we try to offer a broad range of pursuits so that every student will have at least one activity of interest available to them.

The opportunities include an of clubs from Politics and Debating to Creative writing, from Art club to the Rainbow Alliance. Our extra-curricular opportunities are broad, varied, and available to everyone.

We also offer the Duke of Edinburgh Award Scheme to students.

A full timetable of the clubs that form part of our Broadening Horizons programme is published at the beginning of each academic year, and places are allocated on a first-come, first-served basis.

## Broadening Horizons – Cultural Capital

We acknowledge that students come to Trinity High School from a wide range of backgrounds ranging from privileged to disadvantaged. As such there will be a wide variance in the experiences that they have had when they join us in Year Nine.

It is our mission to create well-rounded individuals who will be proactive citizens making a positive contribution to society in Modern Britain. We will achieve this through

providing a wide range of experiences to all students, regardless of background, within the Cultural Capital programme.

All students in Years Nine and Ten will take part in one Cultural Capital event or visit per term during the school year. Details of our current schedule of events for each year group follow below;

### Year 9

Term	Date	Details
<b>Autumn</b>	Thursday 1st December 2022	<b>Dicken's 19th Century Fiction...</b> A performance of 'A Christmas Carol' in our own school hall, staged by Quantum Theatre, a professional touring theatre company. This is a hugely valuable opportunity for students to experience a live performance of one of their GCSE set texts. This links with our character values by developing creativity and wisdom.
<b>Spring</b>	Tuesday 7th February 2023	<b>Orchestral Wonder...</b> The chance to hear a symphony orchestra in full flight at the City of Birmingham Symphony Orchestra's schools' concert in the world class Birmingham Symphony Hall. Students will hear a range of well-known pieces of music, with a full commentary explaining the instruments of the orchestra and the music they play. Transport to and from Birmingham will be by coach. This links with our character values by developing curiosity and respect.
<b>Summer</b>	Tuesday 4th July 2023	<b>Oh I do like to be...</b> beside the seaside! A daytrip to the great British seaside. The precise destination will be confirmed nearer the time, but students will get to experience all the usual attractions of a seaside resort. Transport to and from the coast will be by coach. This links with our character values by developing civility and friendliness.

## Year 10

Term	Date	Details
<b>Autumn</b>	Wednesday 7th December 2022	<b>STEM in Birmingham...</b> A visit to Thinktank in central Birmingham. Students will watch the Energy Show in Thinktank's theatre as well and will be guided around the museum by Trinity staff, using the wide range of hand-on exhibits to explore aspects of science, technology, engineering and maths. Transport to and from Birmingham will be by coach. This links with our character values by developing critical thinking and focus.
<b>Spring</b>	Thursday 30th March 2023	<b>Malvern Adventure...</b> A day spent exploring and walking across our local Area of Outstanding Natural Beauty, the Malvern Hills. Students will learn to navigate in lesser-known parts of the hills, observe wildlife and conservation projects and have a picnic lunch together on top of Midsummer Hill. Transport to and from the Malvern Hills will be by coach. This links with our character values by developing perseverance and teamwork.
<b>Summer</b>	Tuesday 4th July 2022	<b>Time Travel....</b> A visit to the world famous Natural History Museum in London. Students will be led by Trinity staff, exploring the vast array of exhibits and linking together their understanding of science, geography and history. Transport to and from London will be by coach. This links with our character values by developing curiosity and reflection.

## Broadening Horizons – House System

We strongly believe that whilst at high school, students should feel a constant sense of belonging as well as creating opportunities for healthy competition.

Our fantastic House System is the vehicle for both of these elements of school life and is a part of school life that truly does bring the joy to the Broadening Horizons Programme. Our wonderful Heads of House and House Captains lead the three houses BREDON, KINVER and MALVERN (all named after local hills) throughout the year and students are urged to participate in a broad and varied house events programme including house events such as House Masterchef, Spelling Bee, Sports Day and the annual Trinity's got Talent.

## Character Education Framework

The Character Education Framework is our whole school approach to the explicit teaching of character virtues. It is seamlessly aligned to our behaviour and rewards systems as we know that for our students to be truly successful, they should both understand character virtues but be taught to apply them in a practical sense.

Our Character Education Framework has, over time, created a culture where students behave well because it is the right thing to do, rather than just for the fear of a sanction. The Character Education Framework encompasses a dedicated tutor time and assembly programme, character reward system and explicitly teaches the behaviours that feature on our GET IT RIGHT code of conduct. To achieve the teaching of good character we frontload the explicit teaching of good behaviour, manage the behaviour and frequently review the impact through intelligent interrogation of data. The weekly character focus develops a shared language around the character virtues which underpin our HEART VALUES of Happiness, Excellence, Ambition, Respect and Tolerance.

*To be successful -*  
**GET IT RIGHT** ✓

**R**ESPECT OUR SCHOOL  
**I**MMACULATE UNIFORM  
**G**REAT MANNERS  
**H**IGH ATTENDANCE  
**T**IME MANAGEMENT

  
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## Diversity and Inclusion

At Trinity High School, we're passionate about inclusion and equal opportunity for all learners, whatever their ethnicity, background, ability or gender. We believe that everyone should have the same opportunity to achieve their full potential in school and beyond, flourishing in their own individual way. While the journey to make this a reality for every learner may be complex and far reaching, at Trinity High School, our Diversity and Inclusion strategy comprises an ever-evolving programme of study and celebrations that allows our students to have a particularly good understanding of diverse cultures and faiths celebrate diversity frequently across the Trinity community. Our Diversity and Inclusion programme is woven into our curriculum but has a particularly high profile in our PSHE curriculum and Diversity celebration assembly rota. We take the opportunity to celebrate key national awareness days as a community which helps our school to be an organisation where students are respectful and tolerant which are two of our core values. As part of our Teaching and Learning Framework, an explicit diversity in the curriculum strand has been explored to ensure that links our whole taught curriculum explores diversity and inclusion knowledge widely.

## Praise Culture – The Trinity Reward Systems

At Trinity, our ethos is underpinned by praise; this is so important to us. We have endeavoured to cement our ethos of inclusivity and the highest of expectations by creating a 'praise culture' amongst students and staff. This is characterised by our continuous mission to encourage and reward student effort and positive attitudes. We recognise that motivation comes from an intrinsic sense of success, encouragement and resilience. We utilise a wide range of methods to recognise and acknowledge our students' commitment, effort and achievements. All students are rewarded by applause moments which include staff and peers showing recognition and appreciation for success or effort. Applause moments are a constant feature of all lessons and demonstrate our commitment to meaningful and instant student praise. Our more formal reward system allows students to be recognised

for demonstrating our values and going the 'extra mile' in lessons and the wider life of school and our character education framework also has a reward element in the form of Character Cards that recognise students' ability to exhibit the desired character behaviours. It is not just the students who are subject to frequent praise and recognition; weekly 'Staff Star' and 'Extra Miler' Awards are awarded to staff over the week. Finally, our HEART Wall and Half Term Heroes schemes are visible elements of our praise culture ensure that our values are demonstrated every day. The Heart Wall is a space where students are encouraged to exhibit random acts of kindness and votes of thanks every week, and the most kind and compassionate are shared in the weekly parent bulletin.

## The HEART Centre – Trinity High School's Inclusion and Well-Being Service

The HEART Centre is our inclusion support and well-being centre. The aim of the centre is to provide swift and timely support for our students whenever issues arise related to our HEART core values. The swift support will enable students to be a full and active part of our thriving learning community and help every single student to be happy, excellent, ambitious, respectful and tolerant which are of course, our HEART core values.

We have a skilful and experienced team of staff in the HEART Centre whose role it is to ensure that students can live our values and understand that support is always close by!

### The HEART Centre Offer -

**HAPPINESS** – If students are unhappy for any reason, then they will be referred for an appointment at our HAPPINESS AT HEART mental health and well-being support service. This is located in the HEART Centre.

**EXCELLENCE** – Our Uniform Loan Service is based in the HEART CENTRE and will allow students to correct any uniform issues. There will also be bookable appointments for any students who need support with adopting a positive mindset in the form of MINDFULNESS clinics.

**AMBITION** – any students who require Careers, Information and Guidance will be referred to our dedicated Careers Advisor through the HEART Centre. This will help

students who are unsure of their next steps or require help with applying for further education, employment or training.

**RESPECT** – any students who are referred to REFOCUS will be booked into the HEART CENTRE during the REFOCUS day for restorative work related to the poor choices that they made. Any students who demonstrate major breaches of the behaviour policy will be referred to our RESPECT PROGRAMMES and will be required to complete a programme over a period of two weeks. The programmes that we run include VIOLENCE PREVENTION, ANTI SOCIAL BEHAVIOUR and STAYING SAFE ONLINE.

**TOLERANCE** – on the very rare occasion that any of our students demonstrate racist, homophobic or derogatory behaviour then they will be referred to the HEART CENTRE to engage in a DIVERSITY EDUCATION PROGRAMME.

## Happiness at HEART – Trinity High Schools Mental Health and Well-Being Service

Trinity High School is committed to promoting positive mental health and emotional well-being support. It is important that our students understand how to look after both their physical and mental health and develop a toolkit of coping strategies for when difficulties arise.

**Happiness at HEART** is Trinity's student mental health service delivered by The Heart Centre. **Happiness at HEART** has been developed to support students, parents and staff in understanding mental health issues and removing the stigma around talking about mental health, so that students don't feel isolated, ashamed or misunderstood and know where to go for help.

Over 50% of mental illnesses start before the age of 14 and 1 in 10 children and young people has a mental health disorder. Schools are on the frontline when it comes to supporting children and young people's mental wellbeing. Our staff are ideally placed to recognise and respond to early signs of mental health difficulties in children and young people.

We have a variety of services available to support students who are experiencing mental health problems. We work closely with a range of other services and can help direct you to the support you need.

It is normal to feel down, anxious or stressed from time to time but if these feelings affect your daily activities, inside or outside of school, then you need to seek help. Telling someone how you feel, whether it is one of our mental health first aiders or a friend, may bring an immediate sense of relief.

### What should I look out for?

Signs of depression and anxiety include:

- feeling low
- feeling more anxious or agitated than usual
- losing interest in life
- losing motivation

Some people also:

- put on or lose weight
- stop caring about the way they look or about keeping clean
- do too much work
- have sleep problems
- become withdrawn

### What can you do to help?

There are a range of different things we do to help different people, depending on what is causing their mental health to suffer and what they need to help fix that. Examples of things we can, and do, offer are:

- 1:1 Mental Health First Aid (Routine Appointments or Same Day Appointments for urgent issues).
- Group Sessions focused on helping with stress and general well-being.
- Referrals to professionally qualified counsellors and the school nurse.
- Parent Support Groups and Parent Advice Sessions
- Mindfulness Sessions

### **There are a number of ways of seeing our Happiness at HEART team.**

- You can complete a self referral form, which are available at The HEART Centre and on our website.
- A Head of Year may refer you, either because you have asked them to or because they feel that you would be helped by us.
- A parent/carer may contact us and ask us to refer you.
- The Designated Safeguarding Lead, Mrs Hannan may refer you.

Once we've had a referral we will assess it and make an appointment for you.

For more serious or longer lasting mental health symptoms we will contact your parents/carers and recommend that you see your GP.

Happiness at Heart referrals are also quickly accessible in the Pastoral section of the website and you can make a referral in the click of a button 24/7. Support is never far away at Trinity High School!

### **Careers Information and Guidance**

Trinity High School and Sixth Form Centre is fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning and career progression. Trinity High School and Sixth Form Centre has already established a range of effective careers guidance activities which we hope will guide support our students to achieve positive destinations such as A 'levels, Higher Education, Apprenticeships, Technical routes or Employment.

Our careers strategy sets out Trinity High School and Sixth Form Centre key approaches internally and externally to enhance the current careers guidance activities and participation opportunities already available to our students.


The aim is to ensure that students are fully prepared for and informed effectively about their next steps and can therefore aspire to achieve their full potential. We want to ensure that our students have both the aptitude and interpersonal skills to effectively communicate and add value

within the workplace. The school will collaborate throughout this strategy with a range of external agencies to help us ensure we will meet all of the mandatory requirements contained within the Department for Education's new careers strategy.


These partnerships will include working alongside The Careers and Enterprise Company (CEC), The Worcestershire Local Enterprise Partnership (WLEP), Worcestershire County Council (WCC), Further Education (FE) and Higher Education (HE) providers, Worcestershire Apprenticeships (WA) and a wide range of local employers. High quality careers guidance is a crucial part of improving social mobility. Young people make choices based on what they know and what they think is available to them. If our young people are made fully aware of the career pathways and opportunities available to them, they will be more able to make informed choices about which qualifications and career pathways which will enable them to achieve their goals.

The strategy includes measures to further develop and improve the current provision on offer to students and will ensure that Trinity High School and Sixth Form Centre will meet the requirement to meet the eight "Gatsby Benchmarks", set out within the Department for Education's careers strategy by August 2020. This strategy outlines our whole school approach to delivering careers guidance to all of our students throughout their journey through education. Careers activity will therefore take place across years 7 through to year 13 as part of the mandatory requirements set by Department for Education and contained within the Gatsby Benchmarks.



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