

## SUBJECT INTENT STATEMENT

### **Curriculum Intent for PERSONAL DEVELOPMENT**

Personal development is at the heart of everything we do at North Durham Academy. We offer a comprehensive learning environment that encourages students to take active control of their learning and behaviour and to embrace challenge. We promote fundamental British Values and students' spiritual, moral, social and cultural development, helping them to develop into responsible adults. Our mission of putting 'students first' defines the core values of our curriculum, ensuring that students have the key qualities to prepare for adulthood and are able to become active members of their community.

### **Curriculum Intent for Life (RSHE, Citizenship, RE, CEIAG, SMSC, British Values)**

At NDA, we recognise that both academic and personal development will have a significant impact on our students' ability to become confident and hardworking citizens of today's society. We aim for the young people in our Academy to acquire and develop the relevant knowledge and skills as well as forming positive beliefs, values and attitudes on subjects including Relationships, Sex and Health Education (RSHE), Citizenship, Religious Education (RE), Careers Education, Information, Advice and Guidance (CEIAG), Spiritual, Moral, Spiritual, Cultural (SMSC) and British Values. Our commitment to our ethos and vision of 'students first' ensures that we provide high quality lessons covering the knowledge, understanding and skills from these subjects that our students will need in order for them to live as part of today's society; contributing positively as law-abiding citizens, forming considered opinions and making informed decisions that will keep themselves and other's safe. Please see our 'RSHE Policy' for more details on RSHE including information on parental right to withdraw.

### **Curriculum Intent CEIAG**

The main intent of the CEIAG curriculum is to find out about technical education qualifications and apprenticeships opportunities as part of a career's programme which provides information on the full range of education and training options available at each transition point; to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through options events, assemblies and group discussions and taster events; to understand how to make applications for the full range of academic and technical courses. Stanley has a high level of deprivation, the residents have low aspirations, children have low self-esteem and are not encouraged to pursue education, rather enter into the world of work in low paid and low skilled jobs. The number of students leaving education at 18 and attending higher education has historically been quite low. On average, each academic year, 70% of our students attend a College, 20% a Sixth Form and 10% go into Apprenticeships or Training (See NEETS Document attached). The number moving onto Higher Education from college is less than 10%\*. By opening up students to new experiences and opportunities, introducing them to people from new and existing industries which they may not have previously experienced and then giving them a wider knowledge of job gaps in the local labour market which are waiting for them when they leave education, the hope is that they will have higher aspirations and a better grasp of where their education could take them.