



**Bishop
Young**
CHURCH OF ENGLAND
ACADEMY



**PERSONAL
DEVELOPMENT PROSPECTUS
BISHOP YOUNG ACADEMY**





Contents

- 2** Our Vision
- 3** Introduction
- 5** Personal, Social, Health and Economic Education (PSHE) & Citizenship
- 11** Building Character
- 12** Spiritual, Moral, Social and Cultural Development (SMSC)
- 16** Fundamental British Values
- 19** Student Leadership
- 20** Extra-Curricular
- 24** Careers



Our Vision

The vision for PSHE and Character education within Bishop Young Academy is for all students to feel safe and valued. Through oracy strategies students have a safe space to discuss worldwide issues and topics, so they can be informed on real world scenarios and make positive choices in their lives to help them flourish. We want students to celebrate the diversity within our community and world, to become a school family and positively influence their communities when they leave school.



Bishop Young Academy is a safe and welcoming family, where all God's children are valued and all are enabled to flourish. We rejoice in the diversity of the many individuals who make up our community, as we learn to live well together and to serve one another in love.

Bishop Young C of E Academy offers a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. It is a broadly academic curriculum, with sights set firmly on the highest possible percentage of students achieving or exceeding their potential, and going on to

further their education at university, college or with an apprenticeship.

Through high expectations, expert teaching and targeted intervention, students from all beliefs, backgrounds and starting points will be able to achieve. Timetabled lessons are enhanced by a varied and motivational enrichment programme, creating a well-rounded educational and spiritual experience for Bishop Young students, with the development of skills that will help them to succeed in further education and employment. The curriculum is tailored to meet the needs of our students and the needs of our local community.



Be Your Best



Be articulate

Be aspirational

Be compassionate

Be proud

Be resilient

Be trustworthy



PSHE Education is a non-statutory subject in which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. This is a crucial part of our Personal Development programme as students follow a five-year journey that enables them to learn and revisit an abundance of topics surrounding their daily lives. This is delivered through biweekly timetabled lessons.

Instead of learning their usual curricular, students take part in a variety of sessions which benefit their personal development. These sessions are delivered by various visitors and external agencies, such as Leeds United Foundation, who have worked closely with the academy for a number of years delivering an outstanding PSHE provision on Positive Choices. Students are given the opportunity at the end of each lesson to ask questions and are signposted to any extra support services.

Praise forms a huge part of the success of these lessons, and the academy seeks many ways to reward those who demonstrate respect, are inquisitive and fully participate. This is achieved using Classcharts (awarding positives for Oracy, and the Bishop Character Values: Benevolence, Integrity, Self-Fulfilment, Health and Happiness, Oneness and Perseverance). Furthermore, for any student who may be absent for a particular session, all resources from each session are uploaded on to Teams online so that they don't miss out on the vital signposting which the lessons provide.

Student and staff voice are key during the evaluation of our PSHE curriculum with every stakeholder having the opportunity to provide feedback on the success of lessons and offer suggestions for further improvement. Any external visitors who deliver workshops and sessions alongside our PSHE curriculum are always 'blown away' by how engaged and enthusiastic the students at Bishop Young Academy are. Bishop Young Academy are proud to have been recognised as a 'PSHE Friendly' school; this award certifies our work around PSHE in school.



Relationships & Sex Education

Bishop Young Academy regard RSE to be an essential part of the curriculum, in which students receive the information they require to develop healthy, nurturing relationships of all kinds, not just intimate relationships. It is to be emphasised that RSE does not encourage early sexual experimentation, but rather teaches students to understand human sexuality, and how to respect themselves and others.

It enables young people to build confidence, self-esteem and to understand the reasons for delaying sexual activity. It builds the knowledge and skills that are needed to make informed choices when there are conflicting pressures on young people.

The academy's overarching aim for our students is that they know how to care for themselves and others, and this is fostered by ensuring the RSE curriculum is fully inclusive of all protected characteristics. The intended programme of study for RSE is planned in accordance with the following four learning intentions:

- To know and understand the law surrounding sexual relationships.
- To know that they have a right to feel safe and healthy.
- To know that they have a responsibility to respect others.
- To know how to critically evaluate in order to dispel myths and misconceptions.





Mental Health & Wellbeing

Bishop Young Academy is committed to promoting and supporting the mental health and wellbeing of our whole school community.

We adopt a 'whole family approach' focusing on the wellbeing of our staff, students, parents, and carers. We recognise that student mental health and wellbeing is as equally as important as physical health and is pertinent for future success. In addition to promoting positive mental health, the academy aims to recognise and respond to all mental health concerns and topics through an outstanding and passionate PSHE focused curriculum.

Here at Bishop Young Academy, we have a designated SEMH (Social, emotional, and mental health) Wellbeing Lead, Miss Field. One of our SEMH leads roles is to provide intensive and bespoke group and individual interventions tailored to the current need of the students. The aim of our interventions is to help students develop coping strategies to manage stress and build resilience. They encourage our young people to practise self-care and healthy habits. The delivery of our wellbeing sessions helps students foster a sense of belonging both in and out of school by providing them with the know-how to approach life and its challenges confidently.





The way in which these interventions are created are by using Thrive. We are delighted to have introduced Thrive to our school. Thrive is a model that looks to meet the emotional and social developmental needs of all students. Using Thrive Online school staff can systematically identify where students are at within their emotional and social development. Once students have been profiled staff are then able to deliver sessions based on the Thrive suggestions. Students are then re-profiled to ascertain whether there has been development. This session can take place in a 1:1 session or within groups.

The ARK is our Special Educational Needs provision. The provision is made up of 1 small group room and 3 classrooms, 2 of which are used for targeted interventions and an additional room that is used for students with either a special educational need or any social, emotional, mental health issues. Identified students have an ARK pass that can be used when a student is in crisis so that they can then receive support within this setting. We are extremely proud to be able to offer our most vulnerable students a space where they can feel cared and heard.

Interventions that take place within The ARK are as follows:

- Numeracy
- Literacy
- Phonics
- Neurodiversity
- Drawing and Talking Therapy
- Thrive
- Well-being interventions

We encourage our students to access the wellbeing button on class charts; having access to this software within the school environment allows our SEMH lead to monitor student wellbeing. This allows for the identification of students requiring support so help can be offered to encourage more positive outcomes. In line with maintaining the wellbeing of our students, those identified as requiring additional SEMH support regularly undergo a wellbeing check with either their Head of Year, Wellbeing Lead, or an Ark TA. These checks are focussed upon assessing how the student is feeling and addressing any worries or concerns they might have.

Bishop Young Academy also hosts Wellbeing Weeks in school every half term. These weeks are full of events and activities. They have both a student and staff focus with the aim of supporting the building of bonds within our community through shared happiness and enjoyment. Bishop Young Academy strives towards creating a culture which is open, honest and passionate about providing support where it is most needed.



Bishop Character Lessons

The Bishop Character Curriculum is the planned provision at the academy for promoting the emotional, social and health development of young people and is interwoven throughout the PSHE curriculum, with some students receiving other targeted interventions. Bishop Character lessons are delivered to all students biweekly and in 1 form time a week. Students develop the knowledge, skills, and attributes they need to keep themselves healthy and safe and prepare themselves for life and work in modern Britain; these sessions also include economic wellbeing.

Students will learn skills and qualities such as resilience, self-esteem, risk management, teamwork, and critical thinking in the context of learning around our core themes: Benevolence, Integrity, Self-Fulfilment, Health and Happiness, Oneness and Perseverance.

Furthermore, students cover the following topics in their units of study: Healthy Minds, Healthy Lifestyles, Healthy Relationships, Employability Skills, Money Management and Government, Politics and Religion. Students assess their knowledge through low stakes testing, oracy strategies and confidence lines at the start and end of a unit or lessons, which explicitly demonstrate how much progress they have made.

Bishop Character lessons promote the understanding that young people can be assertive with the correct knowledge and skills and can be better able to navigate situations and choices with clarity and consideration for themselves and others, whilst being true to their own personal values and moral positions.



Themed Weeks

Themed Weeks form a huge part of advocating for personal development as they provide a strong focus on a particular subject matter which creates a fantastic buzz across the academy. Some examples of themed weeks are Wellbeing Week, Anti-Bullying Week, Equality and Diversity/Culture Week.

A typical themed week would resemble the following: all students receive a thought-provoking year-group assembly, followed by more in-depth activities during form time.

Academic departments alter their curriculum that week in order to address the particular theme within their subject area and a pop-up display provides further signposting and support.

Furthermore, students are also offered to take part in a 'Bishop Character Award', in which they must complete various challenges to demonstrate the character that they have built - for example, demonstrating that they have shown 'benevolence' during doing an act of kindness throughout the year. Students are heavily praised and rewarded for going that extra mile.





Building Character

At the academy, we are totally committed to improving the life chances and aspirations of students. With a focus on the 5 pillars of building character and resilience, we ensure students have access to a wider curriculum which provides numerous opportunities in sport, creativity, performing and world of work/enterprise. An extensive enrichment programme supports the development of students into well rounded citizens.



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So much of what we do well at Bishop Young Academy stems from our Christian ethos and we wanted to make sure that this was reflected in our Christian vision statement. We like to think of the vision as the roots of a tree, and the branches that grow out from the tree are our Christian values and affirmations, our Character Curriculum, our pastoral care, our academic aspirations for our students and our approach to inclusion and support through the Ark and Dovecote.

We think of our school community as a family, and we wanted to reflect this in the vision. We want every member of our Bishop Young family to feel safe, welcomed and loved.

We are proud that Bishop Young Academy received the highest possible judgement of EXCELLENT in our most recent SIAMS (Statutory Inspection of Anglican and Methodist Schools) Inspection.



Our Christian Character

- We are fully inclusive and celebrate the rich diversity of the whole school community. We encourage every individual to thrive, tailoring care and support to the specific needs of individual children and their families.
- We work in partnership with our local church and diocese, and leaders ensure that the distinctly Christian vision is at the heart of all we do.
- We provide a broad and balanced curriculum for all children to encourage a love of learning, enabling all to flourish and creating opportunities for children to be confidently curious.
- We give children the confidence to challenge social injustice and equality on a global scale, within a culture that encourages courageous advocacy.
- We provide opportunities for children and adults to express their differing points of view in a safe, respectful environment where all opinions are valued but where prejudicial behaviours are challenged.
- We ensure collective worship is invitational, varied and interactive allowing all to develop spiritually.
- We ensure children flourish through the provision of high-quality religious education, which is seen as a core subject.
- We ensure the safeguarding of children is a priority for all adults involved with the academy.
- We are dedicated to leading the whole school community towards tolerance, understanding, justice and sensitivity towards the needs of others, regardless of gender, race, culture, sexuality, disability and faith.



Worship and Spirituality

As a Church of England Academy, our Christian ethos is fundamental to our identity. Within the academy, we seek to offer many opportunities which allow students and staff alike to engage with spirituality on a personal level and collectively, and to consider how faith is part of our lives and the way we live them.

Collective Worship is one of the key ways in which our distinctive Christian vision is expressed. We view daily worship as an entitlement that empowers our young people to grow in confidence to explore and express faith. It is also important to us that this is invitational worship, as our school community serves those of all faiths and none.

Our mission to 'educate, nurture and empower in partnership' underpins our Christian ethos and this is supported by our exploration of the fifteen Christian Values for schools: Reverence, Wisdom, Thankfulness, Humility, Endurance, Service, Compassion, Trust, Peace, Forgiveness, Friendship, Justice, Hope, Creation, and Koinonia. Each of these is taken as the theme for Collective Worship on a half termly basis, and these are linked to the six strands of our BISHOP character curriculum and to our affirmations.

Collective worship takes place in a number of ways. There is a daily reflection and morning prayer at the start of every day in form time and at the end of every school day when staff and students come together in their classrooms to share in our school prayer. Once a week, there is an extended worship focus during form time.





Chaplaincy

At the heart of our provision for students and staff at the academy is our Chaplain, who works alongside a team of staff and members of our local church community to ensure that the spiritual needs of students and staff are met. We have a growing number of student Chaplaincy groups, including worship leaders, social and community action volunteers, a worship music group and an ever-growing Welcome Team for students who join the school part way through the year.

At break and lunchtimes, students can come to the Chapel to pray and reflect and we also have a prayer space for our Muslim students. We have a weekly Bible study and a discussion group called 'The Big Q', where students can explore big questions about life and religion.

Fundamental British Values

Fundamental British Values have been taught at the academy for many years throughout a meticulously planned curriculum and they are at the heart of every student's experience. The curriculum is mapped across the whole school to ensure that all the elements of these values are covered in a wide variety of lessons and assemblies. Furthermore, all staff and students are responsible for ensuring that they are promoted and upheld throughout academy life.





The Department for Education sets out five clear strands in their definition of British Values, which are:

- Democracy - the right to vote and have your say.
- The Rule of Law - rules created to keep people safe.
- Individual Liberty - the freedom to believe what you want, and be who you want, within the law.
- Mutual Respect - no matter how different people are, they can live harmoniously in the same society.
- Tolerance of Others - to have a fair attitude to those people who are different to yourself.

Bishop Young Academy translate the above strands into the following list; knowing what is right and wrong, democracy and how you can influence decision making, why we have rules and responsibilities, holding institutions to account, freedom to hold faiths and non-faiths and accepting others, identifying and combating prejudice and discrimination, being tolerant of others and demonstrating respect and being an up-stander within society

Democracy - pupil voice is incredibly important to Bishop Young Academy, with two fully functioning Student Leadership teams across Key Stage 4, as well as Student council and an Eco-Committee, who meet regularly across the academic year to provide feedback on a wide range of issues to make a real difference to their education.

The Rule of Law - throughout their daily lives at the academy, students will encounter rules and laws and understand the reasons and values behind them, and why they are required in order to keep people safe. Examples of which could be following the academy rules, following the Behaviour Policy, Anti-bullying Policy etc, working with external agencies during Drop-Down Days/talks from public services such as the police or the fire service.

Individual Liberty - by providing a safe environment for students, the academy can offer them informed choices as they progress through their time within education. The curriculum teaches students how to express their opinion in a respectful manner, whilst being able to listen to others. Students are encouraged to exercise their rights and personal freedom through a huge range of choices and decision making. This is supported through our Oracy framework and our recognition as a Voice21 School.





Mutual Respect - this core value at Bishop Young Academy is demonstrated by how students and staff treat each other with a great amount of respect and is something that the academy is extremely proud of. Behaviour is at its best when it is taught, explained and understood to provide an inclusive environment.

Tolerance of Others - students understand their place in a culturally diverse society through the many fantastic opportunities they experience. This could be through the outstanding delivery of RE, trips and visits, and the personal development program at Bishop Young Academy or inviting people of faith into the academy building. These opportunities provide students with a rich and enlightening understanding of various faiths and beliefs.

The academy challenges those opinions contrary to the value of tolerance, including 'extremist' views in order for our students to become knowledgeable and understanding citizens. Students' cultural development is shown by their ability to understand and appreciate a wide range of cultural influences which have shaped their own heritage, willingness to participate and respond to cultural opportunities, show an interest in exploring cultural diversity and demonstrate a positive attitude towards different groups locally, nationally and globally. This is celebrated by our CCQM (Cultural Cohesion Quality Mark) Bronze Award.





Student Leadership forms an incredibly important part of the life of Bishop Young Academy. It is an opportunity for students to voice their views and opinions on their education, sustainability issues, academy processes and issues affecting the academy community. Leadership opportunities provided for all students enable them to flourish individually, within teams or groups and as the academy community. The aim is for students to become responsible citizens that can make and influence decisions based on education, experience and knowledge gained through opportunities.

There are numerous opportunities for students to get involved in leadership.

Students in Year 10 can apply to be a member of the Student Senior Leadership Team (SSLT) in Year 11. If their written application is successful, they can apply to become one of the four Head Students. Year 9 students are invited to apply to become members of the Student Junior Leadership Team (SJLT) in Year 10. They carry out tasks such as:

- academy tours
- student panels
- being members of the school council
- providing greeters and guides at whole school events.

Each form democratically elects a representative who attends regular meetings to discuss and share their form group's views on various issues that affect them as a year group. They then provide feedback to their forms regarding any outcomes and also deliver presentations to the School Leadership Team.



The academy's intent is to offer a student learning experience which goes beyond the classroom. Students are offered the opportunity to develop their knowledge, skills and interests through an extensive provision of extended learning and diverse enrichment. A multitude of subject specific and special interest enrichment groups are held during lunchtime and after school extra-curricular time.

These range from sporting and music clubs to film clubs and bar mock trials.

In addition, the academy offers an abundance of local and national trips and visits for students to fully experience their learning in a wider context and to build their cultural capital.



Cadets

The Academy has enjoyed a decade long collaboration with the Grammar School at Leeds (GSAL) and students combine from both schools to form the Leeds Combined Cadet Force (CCF). Bishop Young Academy can join the cadets at the beginning of Year 9.

The Cadet Forces provide opportunities for young people and adult volunteers to travel, gain qualifications, build confidence, leadership skills and resilience through

participation in a wide range of activities both within CCFs and community units. The social and personal skills that many cadets acquire is particularly important for those from disadvantaged backgrounds who often lack the cultural capital and economic power of their more advantaged peers.



The Duke of Edinburgh (DofE) Award Scheme



Students that take part in the D of E Award Scheme improve their confidence and resilience and this can lead to a boost in mental health and wellbeing and help them face and overcome personal challenges.



We have been nationally recognised as an 'Oracy Centre of Excellence.' This means we teach our students to be confident and articulate young people. We value the importance of widening students' vocabulary and supporting them to learn through talk. Our students learn to formally present, debate and discuss topics with different groups of people. This prepares them for their future careers and opens up opportunities for them to flourish in life beyond school.

- Accredited Centre of Excellence Oracy
- Trust debate team
- Oracy champions lead assemblies, having chosen the theme
- Oracy exchange, lunchtime topical news discussion
- National prayer book performance competition - Cranmer Awards
- Poetry by heart competition
- National speakers trust debate





Bishop Young Church of England Academy ensures that all students are supported to make informed decisions on their career choices and are provided with the opportunity to develop their employability skills to become responsible and employable members of society. We provide students with the knowledge and experiences to make career decisions based on their ability, aspirations and market needs in an increasingly competitive and ever-changing world.

The students should feel confident in making key decisions about educational and career choices and have a clear understanding of the routes to achieve their goal. This is achieved through a variety of means such as impartial and independent one to one guidance with a qualified Careers Advisor, strong links with businesses in Leeds and through collaborations with colleges and universities.

Students have access to a range of current online resources and programs as well as meeting a plethora of employers, further and higher education institutions and companies that offer apprenticeships.





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In partnership to Educate, Nurture & Empower

