

| Year | Character and culture development strand  | Tutor Programme/ Volunteering                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 7    | <b>respect and tolerance, self belief</b> | <p>As part of their transition to Treviglas, students create an 'All About Me' project, which is then shared with their new tutor groups to help build a sense of self-identity and belief.</p> <p>In the first month of Year 7, form time is dedicated to a Welcome to Year 7 programme, which includes a number of activities to best prepare students for life at secondary school including how to build resilience and overcome worries and barriers, as well as practicalities like organisation, again helping to build self belief.</p> <p>Throughout Year 7, students take part in Wellness Friday and keep wellness diaries, which include gratitude, and what they have achieved this week to help build self belief.</p> <p>Weekly assemblies include themes from The Day with a focus on tolerance such as anti-bullying, Modern Slavery, Human Rights, Hannukah. Extended PSHE time is also used to address International Women's Day.</p> <p>There is a focus on kindness throughout Y7, including weekly tutor and Head of Year nominations for students for kindness awards, again encouraging tolerance and respect.</p> <p>The PSHE curriculum in Y7 includes lessons on prejudice and discrimination, stereotypes, the Equality Act, and friendships and bullying.</p> <p>In addition, Y7 students are supported to work with both the Wellbeing Hub and Student Services on friendships, relationships, and restorative justice.</p> <p>All students will read the text <i>The Chronicles of Narnia</i> by C.S. Lewis. This text is part of the literary canon, as well as offering opportunities to develop cultural capital. Students will engage in discussion about the story, recognising its allegorical nature, complementing the delivery of the RSE curriculum.</p> <p>Over the course of the year, students will be involved in opportunities to care for our local environment. Plans will involve information from local environmental groups and national organisations.</p> <p>Students will be involved in projects to keep our school environment friendly.</p> <p>Students will be involved in charity events. These will include, non-uniform days, cake sales and other activities.</p> |

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| 8 | <b>participation and resilience</b> | <p>Throughout Year 8, students take part in Wellness Friday and keep wellness diaries, which include evaluations of their own wellbeing to allow food discussion and to help build resilience.</p> <p>Weekly assemblies include themes from The Day, mental health awareness as well as calendered national and international days. The focus often explores the theme of resilience.</p> <p>Praise letters and texts are sent home to students. These are not just for academic progress, but also reward resilience and participation.</p> <p>All students will read the text <i>Northern Lights</i> by Philip Pullman across the year. This text has been chosen as it supports students in being able to articulate aspects of resilience in a fictional setting, as well as supporting the development of cultural capital. Tutors will support students in engaging with discussion about the text and its key themes, recognising the importance of participation in forming a viewpoint.</p> <p>Over the course of the year, students will be involved in opportunities to care for our local environment. Plans will involve information from local environmental groups and national organisations.</p> <p>Students will be involved in projects to keep our school environment friendly.</p> <p>Students will be involved in charity events. These will include, non-uniform days, cake sales and other activities.</p>                                                                                                                                                                                                                                       |
| 9 | <b>independence and evaluation</b>  | <p>As part of preparation for GCSE, Year 9 students evaluate the next steps for their career choices. Students have the opportunity to evaluate their own strengths and consider what career paths might be best suited for them.</p> <p>Throughout Year 9, students take part in Wellness Friday and keep wellness diaries, which include evaluations of their current well being, fostering independence in recognising when they need support and how they can support themselves.</p> <p>Weekly assemblies include themes from The Day, mental health awareness as well as calendered national and international days. The focus often allows students to evaluate the importance of significant events.</p> <p>Praise letters and texts are sent home to students. These are not just for academic progress, but also reward independence.</p> <p>All students will read the text <i>Noughts and Crosses</i> by Malorie Blackman. This text has been chosen as it builds upon key themes of personal development, including tolerance, the celebration of diversity, and kindness, supporting students in being able to understand the role of society and the importance of equality in our daily lives. Tutors will support students in engaging with discussion about the text and its key themes, recognising the importance of students developing a voice upon key issues to help them make informed decisions and opinions as they develop.</p> <p>Over the course of the year, students will be involved in opportunities to care for our local environment. Plans will involve information from local environmental groups and national organisations.</p> |

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|    |                                   | <p>Students will be involved in projects to keep our school environment friendly.</p> <p>Students will be involved in charity events. These will include, non-uniform days, cake sales and other activities.</p> <p>The Bronze Duke of Edinburgh Award will be offered to all students. Students will complete volunteering, take part in physical activity and develop skills over a period of 3 months. They will develop independence through the planning and completion of an expedition, learning how to keep themselves, and others, safe in the countryside. Throughout the award, students will increase self-esteem and discipline, as well as personal and social skills in the completion of each section.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 10 | <b>Building social confidence</b> | <p>The Year 10 tutor programme has been formulated to develop students' social confidence in order for them to successfully complete their GCSE courses. The programme includes specific weekly sessions focused on mental health and wellbeing, reading, attendance and behaviour/praise.</p> <p>In Year 10 students are offered a tailored mentoring program with a theme of praise, perseverance and setting personal and academic challenges. Students are given one to one support by experienced staff to look at developing self esteem, manage GCSE expectations and develop a positive attitude to learning.</p> <p>Weekly assemblies include themes from The Day, mental health awareness as well as calendared national and international days.</p> <p>Praise letters and texts are sent home to students. These are not just for academic progress, but also reward resilience and participation.</p> <p>All students will read the text <i>The Hitchhiker's Guide to the Galaxy</i> by Douglas Adams. This text has been chosen as it builds upon key themes of personal development, supporting students to discuss the theme of existentialism and what it means to be happy, as well as supporting the development of cultural capital. In addition, this fiction texts also allows opportunities for students to build upon their understanding of tolerance, self-belief and respect. Tutors will continue to build upon students' discussion skills to support engagement with the text.</p> <p>Over the course of the year, students will be involved in opportunities to care for our local environment. Plans will involve information from local environmental groups and national organisations.</p> <p>Students will be involved in projects to keep our school environment friendly.</p> <p>Students will be involved in charity events. These will include, non-uniform days, cake sales and other activities.</p> <p>Students will have an opportunity to continue to complete the Bronze Duke of Edinburgh Award before moving onto the Silver. Students will complete volunteering over a period of 6 months and be expected to develop levels of independence, and social confidence, in the organisation of this. Students will continue to complete a section in physical and skills development and will prepare for an expedition. The expedition will be an extension upon that completed for bronze, requiring students to continue to</p> |

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|    |                                             | <p>build upon their social confidence and ability to work as part of a team to effectively plan and complete this. Students will build upon their understanding of the countryside, considering environmental impacts and how they reduce their own impact upon the environment. They will further develop communication skills and empathy towards others so that all members of the group are successful in the expedition.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 11 | <b>Motivation for life-long commitments</b> | <p>The Year 11 tutor programme has been designed to motivate learners by offering specific subject support to students. The Year 11 tutor team are highly experienced Heads of Department offering specialist support and planned interventions to students.</p> <p>The weekly programme includes wellbeing sessions that are tailored to the needs of Year 11 learners. This includes sessions on mental health, examination pressure, social development, confidence and managing stress. Other weekly sessions include reading and core revision sessions. Students continue with weekly reading; however, the texts chosen are tailored to the tutor group and subject intervention being offered, in addition to a range of fiction excerpts.</p> <p>Weekly assemblies include themes from The Day, mental health awareness as well as calendared national and international days. Further to this, Year 11 have specific assemblies centred around developing exam skills, revision techniques and managing time.</p> <p>Praise letters and texts are sent home to students. These are not just for academic progress, but also reward resilience and participation.</p> <p>Over the course of the year, students will be involved in opportunities to care for our local environment. Plans will involve information from local environmental groups and national organisations.</p> <p>Students will be involved in projects to keep our school environment friendly.</p> <p>Students will be involved in charity events. These will include, non-uniform days, cake sales and other activities.</p> <p>Following successful completion of the Bronze and Silver Awards, students will be able to complete their Gold Duke of Edinburgh Award. Students will be expected to complete the volunteering over a period of 12 months, consequently engaging in a sustained way with charitable and community causes. Students will continue to develop their physical and chosen skills sections over an extended period, supporting them to develop motivation and commitment, which they will be able to apply to other aspects of their lives. The extended residential and expedition settings away from the local area will challenge students to be able to develop confidence and team work to successfully complete this aspect of the award. Throughout the awards, students will need to utilise a range of skills to commit and be successful in the completion of the awards, which will benefit physical and mental health and emotional wellbeing. Students completing the Duke of Edinburgh Award will be able to use this as part of applications to university and future careers.</p> |

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| 12 | <b>Preparing for citizenship</b> | <p>Our induction into Year 12 includes a 6-day programme run by the National Citizenship Scheme. This includes 3 days off site, where students develop team building, resilience and communication skills while undertaking activities such as raft-building, paddleboarding and kayaking. During 3 days at Treviglas Sixth Form students participate in engaging, educational and inspiring sessions which have a focus on independent living, health and wellbeing, leadership and many more useful and exciting topics.</p> <p>The students use the rest of the term to deliver 30 hours of social action, which can involve support for a local charity, community beach cleans or involvement in the Treviglas Charity Week.</p> <p>During the first half of the year, the tutor programme for each week involves Study Skills, where students are encouraged to set aspirational goals and are reminded of healthy study habits, and of the importance of developing effective working systems and attitudes. We base this on the A Level Mindset VESPA programme, which includes Vision, Effort, Systems, Practice and Attitude. Students from Exeter University run sessions on revision skills</p> <p>In the second half of the year, students will begin their destination planning, using Unifrog, the UCAS course search tool and apprenticeship websites.</p> <p>All students will have the opportunity to continue their progress within the Duke of Edinburgh award, building independence, social confidence, resilience and a commitment to the successful completion of the award.</p> <p>On Tuesdays, students engage in the theme of the week, which links with the PSHE session during green weeks. Topics include the following areas: time management; dealing with stress; use of screens and the importance of sleep; mental health; legal responsibilities 16-18; preparation for charity week and charity days; positive relationships; sexual health; political awareness and democracy; safe driving; LGBTQ+ and money management.</p> <p>We encourage reading for information and discussion by having a weekly session, using The Day newspaper and other online news sites, such as BBC News. We encourage students to select topics of interest and to discuss in like-minded groups.</p> <p>Head Student Elections give students the opportunity to canvas, go through a hustings and voting procedure and to acquire a position of responsibility.</p> |
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| 13 | <b>Preparing for citizenship</b> | <p>The focus for students in Year 13 is on making high quality, personalised applications to university and apprenticeships. Through 1:1 meetings, students are supported with online applications, personal statements, CV and job/apprenticeship applications.</p> <p>On Tuesdays, students engage in the theme of the week, which links with the PSHE session during green weeks. Topics include the following areas: mental health; legal responsibilities 16-18; positive relationships; sexual health; political awareness and democracy; safe driving; LGBTQ+ and money management.</p> <p>We encourage reading for information and discussion by having a weekly session, using The Day newspaper and other online news sites, such as BBC News. We encourage students to select topics of interest and to discuss in like-minded groups.</p> <p>All students will have the opportunity to continue their progress within the Duke of Edinburgh award, building independence, social confidence, resilience and a commitment to the successful completion of the award.</p> <p>Head Students meet regularly to organise charity days and to plan developments for the sixth form.</p> <p>Students volunteer to attend Academic Board meetings, where they can articulate opinions about issues which affect their learning at Treviglas.</p> |
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