

Grace Academy



GRACE ACADEMY

# Personal Development

# Our Vision For Personal Development

Personal development is a **thread** that runs through everything we do at Grace Academy. Our vision is to prepare our students to find their future in Modern Britain through the explicit teaching of our core values of Grace, Integrity, Respect, Potential and Excellence.

Our students are proud to be part of this community. They take pride in how they present and conduct themselves, and in the quality of work they produce. Our staff take pride in their work with students to develop them both academically and socially.

We are respectful of each other and our beliefs, allowing individuals to grow into their own unique selves without fear of prejudice.

Students at Grace Academy are able to feel **successful** every day, not just through the fantastic academic results they achieve, but through small wins each time progress is made or an obstacle is overcome, knowing that being the best version of themselves is the ultimate quest and the only expectation we have is for them to “Try their best”

## Strategic Delivery of Personal Development

We strategically deliver personal development offer to our students by carefully considering which students need which experiences at each stage of their Grace Academy journey.

We select from our three delivery strands...

### Universal

Experiences that we believe **ALL** students need to benefit from

### Targeted Specific

Experiences that we target to specific individuals based on need and knowing our student exceptionally well.

### Choice

Experiences we offer to students for them to opt-in to based on their choice, with support given to individuals to help them make proactive choices.

# Our Personal Development Team



GRACE ACADEMY

Rachael Wright  
Assistant Principal

*Pastoral, Safeguarding and Personal Development*

Louise Knight  
Assistant Principal

*Post 16 and Careers*

Personal Development  
Co-ordinator

Brad Pettitt  
Careers Co-ordinator

Michael Norbury  
PSHE Lead

Emily Foster  
Ethos Lead

*Grace Foundation*

Katie Seazell  
SENDCo

Rup Lotay  
Literacy Lead

Laura Duxbury  
Behaviour Lead

Zoe Mead  
Mental Health and Wellbeing

Ellie Watkiss  
Online Safety

Heads of Year

Heads of Department

Tutors

Emma Broughton  
Place 2 Be

Sophie Harding  
MHST

# Our Personal Development Curriculum



At Grace Academy we are unwavering in our commitment to deliver the highest quality of education for all our students, ensuring the best possible life chances for them. This involves achieving success in public examinations but also involves the development of the individual, to be able to lead fulfilling, happy and purposeful lives - to find their future in modern Britain. We want our students to leave Grace Academy being able to contribute to society in a positive and valuable way; being able to think freely, make informed choices and explore the world around them.

We believe that equipping students with knowledge and understanding is pivotal in ensuring they achieve their ambitions. As such, our curriculum and strategy for learning is crafted to empower students with knowledge and provide a broad and diverse range of enriching opportunities.

Through a robust Personal Development curriculum and a strong emphasis on **character education**, we instill the core values of **Grace, Integrity, Respect, Potential and Excellence** in every student.

With a firm commitment to equity of experience, we ensure that all learners, regardless of background or need, have equal access to high-quality education and essential experiences to foster both academic and personal growth, fully preparing our students for adulthood.

This curriculum is delivered to students through tutor time, assemblies, PSHE lessons, clubs and values days or sessions.

It links together aspects of SMSC, British Values, PSHE/RSHE, reading and other key opportunities to allow our students to engage in their own personal development.

## Strategic Planning

We strategically deliver our personal development curriculum through thematic strands. (RSHE, British Values, Careers, Cultural Capital, Ethos and Values, Student Leadership, Behaviour, Safeguarding.

The curriculum map highlights where these strands of Personal Development are taught and in which method they are delivered (universal, targeted or choice).

### Personal Development in the Curriculum 2025-26



Key areas of Personal Development covered; guidance taken from the OFSTED Framework, KICSIE 2025, and RSHE Statutory Document. We have an evidence-based curriculum – supported by student voice, impact measures (including attendance/behaviour/pastoral and SWEMH scale), and staff voice. We offer a broad curriculum to ensure a high uptake from Disadvantage and SEN students – adapting to individual and group needs as required.

**Grace Academy Curriculum Intent** - The Personal Development Curriculum will enrich the lives of our young people through a variety of activities to become well rounded and informed members of society who will use acquired skills to enhance the probability of future success.

Key	
RSHE, British Values, Careers, Cultural Capital, Academy Ethos and Values, Student Leadership, Behaviour and Restorative Justice and Safeguarding	

**Tutor/Assembly**  
The table below highlights the identified learning each year group will focus on as part of the Personal Development within the curriculum. The specific area of Personal Development is highlighted in the colours indicated above.

**Impact measure – Half term quality assurance learning walks alongside student and staff voice**

This is the planned curriculum, however is subject to change with academy demands - making the curriculum proactive and reactive.

	Autumn		Spring		Summer	
Assemblies	1	2	3	4	5	6
All	Transition HOY pastoral priority	Anti Bullying HOY pastoral priority Christmas	British Values HOY pastoral priority	Mental Wellbeing - Kooth.com Apprenticeships/careers	Its Not Bawler HOY pastoral priority	Change - Transition HOY pastoral priority

### Delivery Strands

- Universal
- Targeted
- Choice

# Character Education Curriculum



## Strategic Planning

Heads of Year, Heads of Department alongside other key stakeholders all have a role to play with the Personal Development Overview, which sequentially outlines the curriculum offer for the given year group. It sets out the Personal Development thematic strands for assemblies and tutor time sessions as well as an additional enrichment experiences students receive.

The Personal Development Curriculum clearly outline where students will receive opportunities to engage with the Personal Development offer.

At Grace we aim to remove all barriers to enrichment opportunities, bringing many experiences to our students in creative ways. We use 'Provision Maps' to track where students have accessed opportunities right across the curriculum.

We also partner with expert educators and organisations to ensure our students have access to the very best that is available.

With consistency and routines being a foundation to student belonging and establishing relationships we pride ourselves in an excellent tutor and assembly programme.

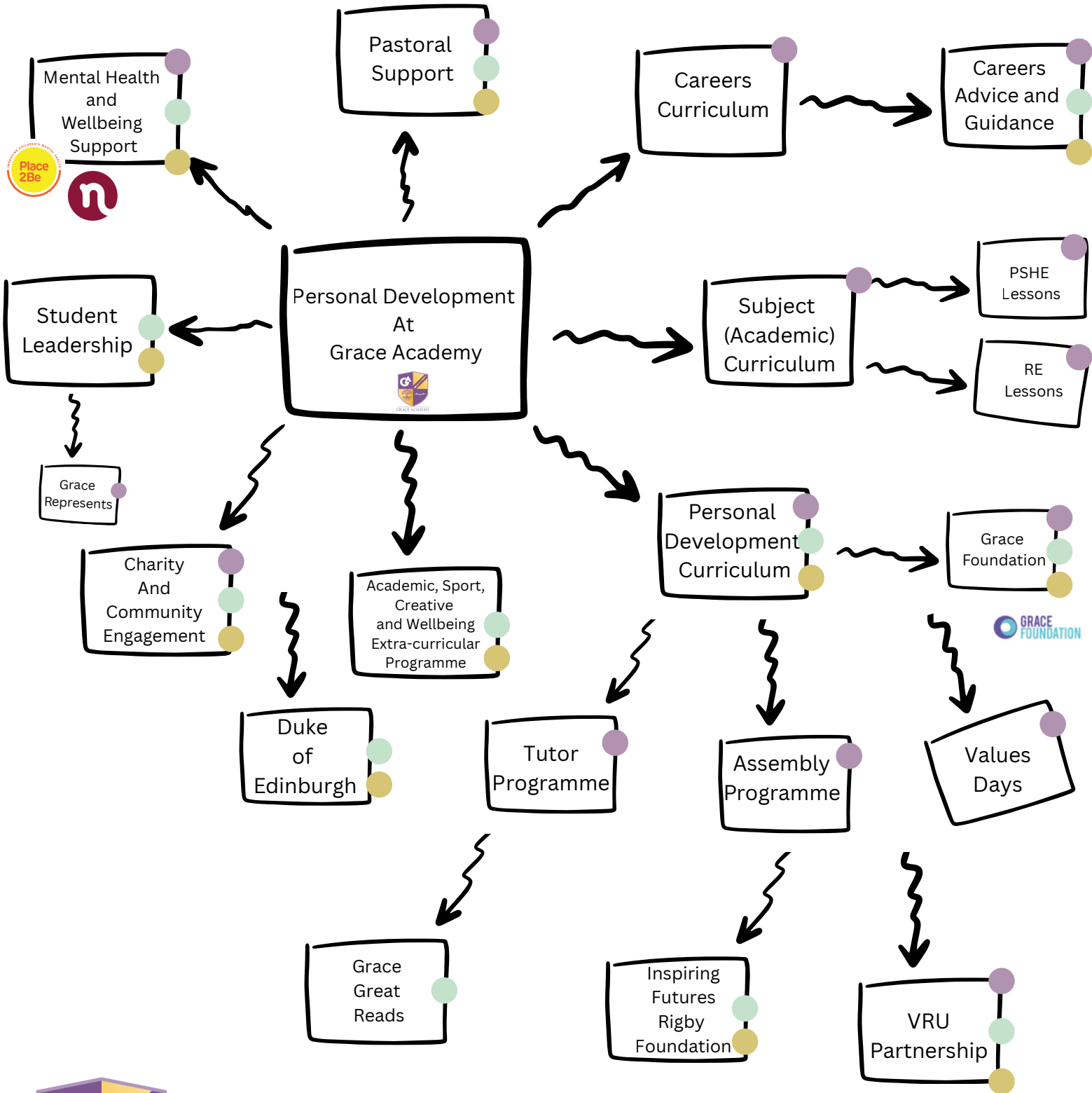
## ● Structure of Tutor Time and Assemblies

All	Morning Tutor happens each and every day. Giving all students the opportunity to engage in a Nurturing environment and a calm start to every day.					
Year 7 - 10	1 Assembly	1 Literacy session	2 RE sessions	1 Ethos session	1 careers session	1 Attendance Focus
Year 11	1 Assembly	3 Academic focus session	1 Attendance and values	5 Weeks of Personal Development Focus	1 Personal Development session	1 Attendance Focus
Thematic Strands	Values and Character curriculum	Cultural Capital	Careers	Attendance and Expectations	British Values	RSHE and Safeguarding

# Personal Development Curriculum

## Delivery Strands

- Universal
- Targeted
- Choice

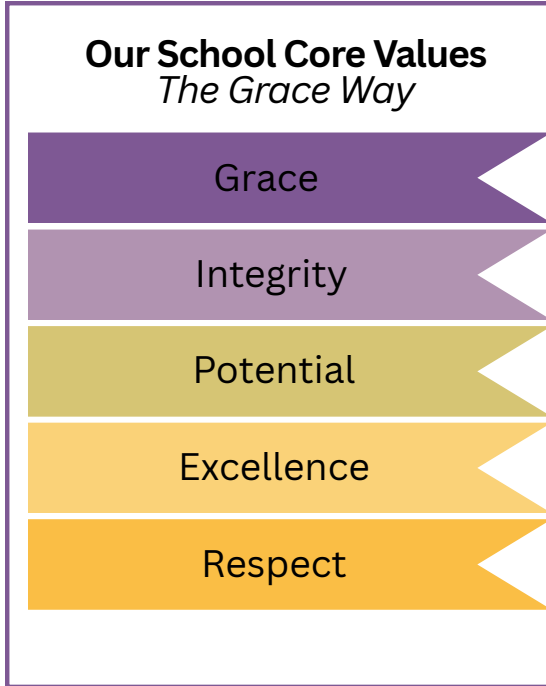


And Lots More...

# Values and Personal Development



Our students are proud to be part of this community.



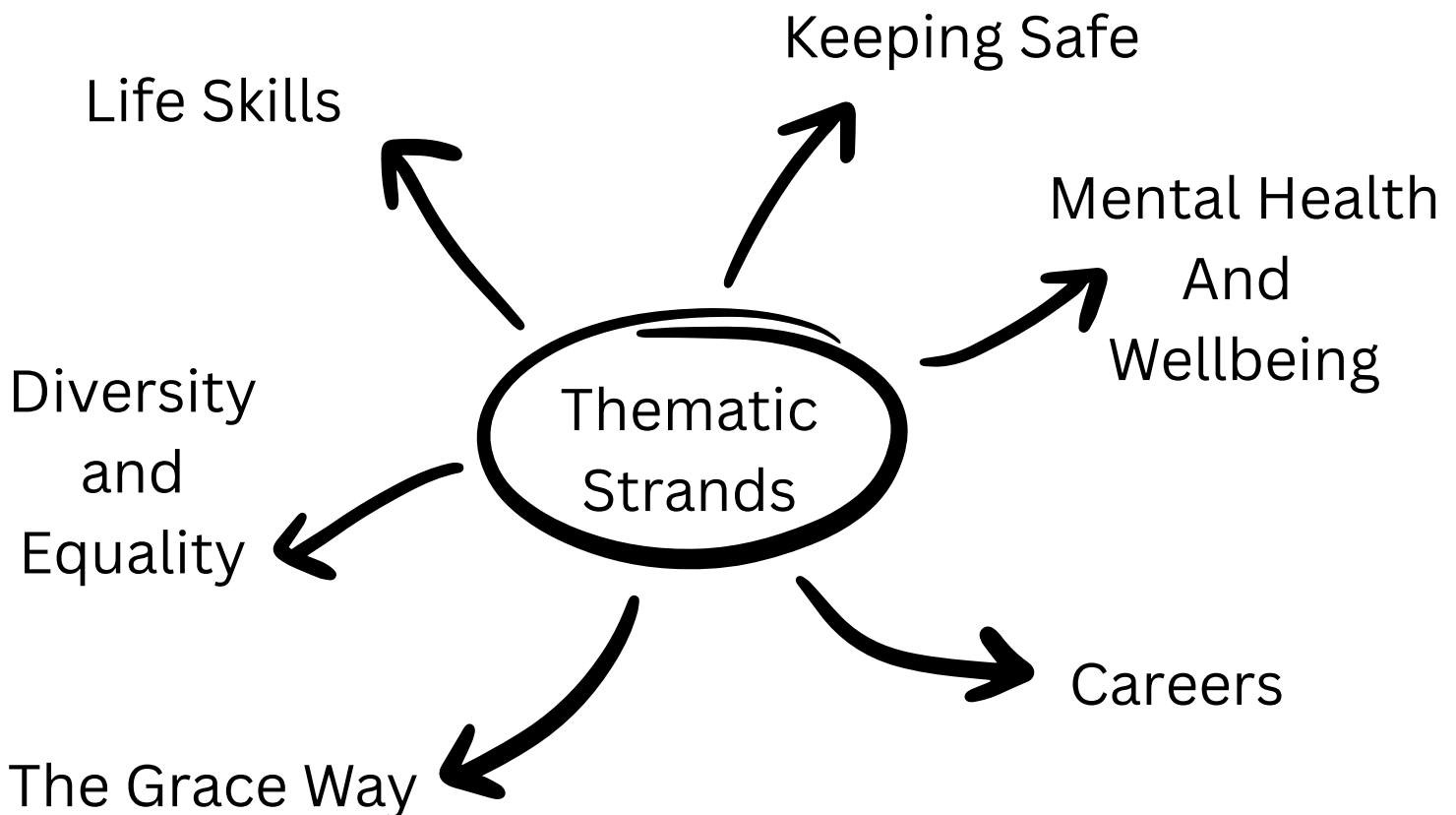
They take pride in how they present and conduct themselves, and in the quality of work they produce. Our staff take pride in their work with students to develop them both academically and socially. Everyone working together to show genuine integrity.

We are respectful of each other and our beliefs, allowing individuals to grow into their full potential without fear of prejudice. Students at Grace Academy are able to feel successful every day, not just through the outstanding academic results they achieve, but through small wins each time progress is made or an obstacle is overcome, knowing that being the best version of themselves is the ultimate quest and the only expectation we have is for them to “Try their best”, this is excellence.

Giving grace to each other, a second chance, is so important, allow students to learn from mistakes and have another go is important both pastorally and academically.

## Character Curriculum

This curriculum is delivered to students through tutor time, assemblies and values days or sessions. It links together aspects of SMSC, PSHE, reading and other key opportunities for our students to engage in personal development. It is planned strategically along side the other aspects of personal development, such as PSHE lessons, Safeguarding priorities and pastoral issues. The character curriculum has six thematic strands which are planned to sequential develop knowledge over five years.





# Grace Academy Experience Map

At Grace Academy we believe in providing our students with an extraordinary range of experience to help them grow, develop and nurture their talents and interests. These experiences help shape them into extraordinary young people ready to find their future in modern Britain. The following sets out some key.

Experiences on our students journey through Grace Academy...

## Year 6 - Transition

 Universal

 Targeted

 Choice

- Y6 Transition Day
- Y6 Induction Evening
- HOY Assemblies
- Grace School Production Show
- Ethos Transition primary school visits
- CAMHS Transition support
- Transition Assemblies
- Welcome Evening

- SEND Welcome Meetings
- Tours
- LA Liaison Programme
- SEND Additional Transition days(s)
- Grace Academy Choir opportunities
- Sports opportunities

- Primary School Sports activities
- Summer School
- Head of Year Summer Challenge

# Year 7



## Universal

- Y7 Welcome Day
- Transition Week Activities
- Grace Great Reads
- Grace Ambassador Elections
- Big Brum Theatre Production
- Loudmouth - Performance
- African Drumming
- University Experiences
- Anti bullying & Confidence workshops
- Special RE Ethos Sessions
- National Awareness Days
- Sports Day
- Celebration Assemblies

## Targeted

- Parent Welcome Evening
- Grace Academy Represents
- Student Ambassadors
- Movie Nights
- P16 peer support activities
- Lift Boys Workshops
- Miss Understood Workshops
- Miss Understood Workshops
- Rewards Trips & Activities
- Awards Celebration

## Choice

- Summer school
- PGL Transition Trip
- Grace Plus
- Music Tuition
- Grace Sports Teams
- School Production
- School Choir
- Theatre Trip
- Fund Raising Opprotunities
- Family Activities

# Year 8



## Universal

- Sept Welcome Day
- University Experience
- Leadership Workshops
- Black History Workshops
- 3 x Celebration Assemblies
- Grace Great Reads
- Grace Ambassador Elections
- National Awareness Events
- RE Ethos Sessions
- Theatre Performance
- Ethos Values Day
- Team building day
- Sports Day

## Targeted

- Student Ambassadors
- Grace Academy Represents
- Grace Academy Represents
- Christmas Movie Night
- Miss Understood Workshops
- Maximising Memory Sessions
- Character Workshops
- Big Business Visit
- Rewards Trips & Activities
- Awards Celebration

## Choice

- Grace Plus
- Music Tuition
- Grace Sports Teams
- School Production
- School Choir
- Theatre Trip
- Fund Raising Opportunities
- Family Activities

# Year 9



## Universal

- Grace Great Reads
- Harevest Activities
- Options Evening
- Employability Skills and Leadership Workshops
- The Importance of GCSE's Workshop
- World Awareness Days
- Knife Crime Workshops
- Royal Engineering Workshop
- Prevent and Online Safety Workshop
- Loudmouth Theatre Performance
- Y9 Graduation Event
- Sports Day

## Targeted

- Student Ambassadors
- Grace Academy Represents
- Duke of Edingbrough
- VR Head set Experience
- Interview Panel Experience
- Rewards Trips & Activities
- Awards Celebration
- Outside the Box Workshops
- The boys Project

## Choice

- Grace Plus
- Music Tuition
- Grace Sports Teams
- School Production
- School Choir
- Theatre Trip
- Fund Raising Opprotunities
- Family Activities

# Year 10



 Universal

 Targeted

 Choice

Sept Welcome Day

Career Fayre

KS4 Transition  
Activities

Grace Ambassador  
Elections

3 x Celebration  
Assemblies

Grace Great Reads

NAtional Awareness  
Events

Theatre Performance

BHR Day

CV Writing and  
Interview practice

Sports Day

Student Ambassadors

Grace Academy  
Represents

Christmas Movie Night

Duke of Edingburgh

Aston Villa Mentoring

Day in the life of P16

Communication  
Workshops

Rewards Trips &  
Activities

Awards Celebration

Grace Enrichment

Music Tuition

Grace Sports Teams

School Production

School Choir

Theatre Trip

Fund Raising Opprotunities

Family Activities



# Year 11

 Universal

- Grace Leadership Elections
- BHR day
- Mock Interviews
- P16 Open evening
- Career Fayre
- P16 Application Support
- National Awareness Day's
- Exam Stress Workshops
- Exam revision sessions
- Exam Breakfast Sessions
- Graduation Assembly
- Y11 Prom/Gala

 Targeted

- Student Ambassadors
- Grace Academy Represents
- Community Christmas Meal Volunteering
- Movie Nights
- Y11 - Y12 Transition Day
- Rewards Trips & Activities
- Skills 4 Success Mentoring

 Choice

- Grace Plus
- Music Tuition
- Grace Sports Teams
- School Production
- School Choir
- Theatre Trip
- Fund Raising Opportunities
- Family Activities

# PSHE Lessons

PSHE is an exciting subject. It joins together knowledge from the PSHE Curriculum, RSE Curriculum and Fundamental British Values.

The PSHE Curriculum is supported by enrichment days/activities and tutor time sessions.

**PSHE Lessons** enable our students to become healthy, independent and responsible members of society. We encourage our students to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth.

We teach them how society is organised and governed. We ensure that they experience the process of democracy and understand Equality in school through the school ambassadors and the Its Not Banter Campaign. We teach them about rights, respect and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

**The PSHE curriculum** has been planned with a spiral approach in mind where students revisit and are reintroduced to topics at a deeper and more complex level, as they progress through the Academy. Through exposure to various topics and subject matter students use different viewpoints, texts and terminology to express their opinions and utilise and build on the skills they have learned.

**RSHE** promotes lifelong learning. Grace Academy is committed to the social, moral and emotional development of our students. We ensure our RSHE programme is relevant and appropriate to the age and maturity of our students.

Underpinning our RSE teaching is the importance of promoting stable and loving relationships, respect, love and care. We will always teach RSE in a positive and understanding manner that allows for an environment of confidence understanding, trust and respect within our community. These elements will allow our students to learn, practice and embed the key skills they need in order to keep them healthy and safe inside and outside of school.

Our curriculum supports them in decision-making, and prepares them for the rest of their life; within relationships, jobs and of course within their community.



## Key Strategic Documents



PSHE Lesson Curriculum Y7-9			
Year Group	Autumn 1:	Autumn 2:	Spring 1:
7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid.	Living in the wider world Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Relations Diversity, pre-discriminatio Discriminatio Including ras discriminatio discriminatio homophobia transphobia
SEN Consideration	Transition into secondary school - Travel focus	Dreams and Goals setting	Bullying, pre-discriminatio
RSHE Statutory	1.1, 8.1, 10.1, 10.4, 7.1, 7.2, 7.3, 8.1, 8.2, 14.3		2.2, 10.2, 10.14.7, 14.8
PSHE Association Program of	H1, H2, H30, H33 R13 L1, L2	R15, R39 L1, L4, L5, L9, L10, L12	R3, R38, R39

## Bespoke Adaption and provision

For a small and specifically targeted group of learners, many with identified learning needs, there is an adapted PSHE provision to match their needs. Our head of subject works closely with the SEND team to adapt the provision, ensuring learners have access to an equity of content, but an adapted delivery model is in place.

RSHE Policy

PSHE Curriculum  
Overview and  
Schemes of Work

# Grace Academy Careers Offer

## Intent

At Grace Academy Solihull we aim to equip every student with the knowledge, understanding and resilience needed to navigate an evolving working world. Our framework follows the Gatsby Benchmarks and complies with Provider Access Legislation (PAL), ensuring impartial understand and knowledge development of technical, vocational, academic, and apprenticeship pathways.

## Spiral Curriculum

We deliver careers education through a structured Spiral Curriculum, ensuring that learning aims are revisited with increasing complexity as students progress.

- **Weekly Careers Sessions:** Every Friday, students participate in a dedicated tutor-time session. These sessions focus on employability skills, Labour Market Information (LMI), and self-reflection.
- **PSHE Careers Offer (Key Stage 3 & 4):** For Years 7–10, careers education is embedded within the PSHE curriculum, linking personal well-being with professional ambition which allows pupils to develop a greater understanding of the working environment, resulting in better preparation.
- **Curriculum Discussions:** Our teaching staff actively links subject content to industry applications, demonstrating the relevance of academic study to future career paths which allows pupils to develop a better understanding of content and career links.

## Unifrog

Grace Academy invests in Unifrog, a market-leading destinations platform available to all students. This comprehensive tool supports our strategy by:

- **Opportunities:** Allowing students to compare university courses, intermediate to degree-level apprenticeships, and FE college courses impartially.
- **Competency Tracking:** Facilitating the recording of "soft skills" and engagement with interventions such a careers interviews with a professional careers advisor.
- **LMI Access:** Providing real-time data on salary projections, sector growth, and required qualifications.

## Personal Guidance

We recognize that tailored advice is essential for effective decision-making, and supporting pupils with ensuring they know the next steps available to them.

- **Targeted Support:** We provide priority, 1:1 guidance interviews for students with SEND and EHCPs, ensuring inclusive transitions and bespoke advocacy.
- **Key Stage 4 Consultations:** Every Year 11 student receives a formal 1:1 interview with a qualified careers advisor to finalize post-16 applications.

## Employer Encounters

We bridge the gap between education and employment through meaningful encounters.

- **Key Stage 3 Aspirations:** Students participate in educational visits to university campuses to demystify Higher Education.
- **Industry Insight:** A robust guest speaker programme brings professionals from diverse sectors into the school to address all year groups.
- **Key Stage 5 Immersion:** Year 12 students undertake a compulsory two-week Work Experience (WEX) placement, fostering professional maturity and networking skills.



Careers Tutor Sessions - Spiral Curriculum



Unifrog Platform For all students



Educational Visits KS3 and KS4

# Charity and Community

## Building Stronger Communities Through Partnership

At Grace Academy, we believe that the well-being of our students and their families is paramount. In light of the ongoing cost of living crisis, we have sought to make a tangible difference by forging meaningful partnerships with local charities, organisations and businesses.

Our collaboration with Grace Foundation, Faire Share, Langar Aid, Renewal Church and Local Family Hubs is a shining example of this commitment, allowing us to provide essential support to families who are struggling to make ends meet.

These partnerships reflect our commitment to supporting our community. By working together, we have been able to share resources and expertise, ensuring that families receive the help they need when they need it most. This partnership is not just about giving; it is about creating a sustainable support network that can continue to assist those in need across our school and wider community.



With the help of Grace Foundation, LA Family Hub and Renewal Church, we donated 80 Christmas food hampers in December 2025, bringing joy and relief to many households during the festive season. Additionally, we provided 12 larger Christmas hampers filled and 7 families with age-appropriate presents for identified families.

Since 2021, we organised a food larder, where families could pick up grocery items donated by Langar Aid and Fair Share, including fresh fruit and vegetables. This initiative supported approximately 50 families each academic year.



Additionally, we have donated 20 food parcels throughout the year, in addition to the Christmas hampers and summer larder.

This amounts to an average of one request per week through the academic school year, highlighting the ongoing need for support within our community.

Belfour Beaty Vechi and our own school community has also been a vital partner in helping us provide school uniforms, including backpacks and shoes, ensuring that every child has what they need to succeed in school.



One of the standout initiatives last academic year was our free cooking programme, offered in partnership with Grace Foundation. This programme allowed families to participate in cooking sessions where parents and children learned to prepare budget-friendly meals together. Not only did this initiative provide practical skills for cooking on a budget, but it also facilitated valuable 1:1 time between parents and children, strengthening family bonds. Each week, participants could take home the meals they prepared, providing a nutritious and cost-effective solution for dinner.

# Charity and Community

## Building Stronger Communities Through Partnership

Grace Academy is also committed to building relationships with parents through events such as parents' evenings, coffee mornings and on the school gate each day.

By being present at these gatherings, we can connect directly with parents, ensuring they are aware of the support available and encouraging them to reach out when needed.

### The Parenting Programme

Supporting Parents and Children Emotionally

Including our Young carers - in partnership with the Careers Trust



At Grace Academy, we understand that supporting students means also supporting their families. We offer the Parenting Programme to a group of our parents/carers, offering them a unique opportunity to explore and enhance their parenting skills in a safe and supportive environment.

The programme runs over six weeks, providing a dedicated space for parents to discuss sensitive topics related to their own childhood experiences and parenting styles. Parents who participated in the programme shared that they had gained valuable strategies to better support their child's emotions as well as their own. Many also recognised and addressed past traumas from their own childhood experiences, which had influenced their parenting approaches. This process not only empowered the parents but also helped us to build stronger, more trusting relationships with both the parents and their children. As a result, families now feel more confident seeking support from our school. We run parallel programmes to help students understand their emotions, behaviours, resilience and the concept of repairing relationships after conflicts.

The Parenting Programme is a vital tool in fostering emotional well-being and resilience within families, reinforcing our commitment to creating a supportive and nurturing community for both students and their families.

## Fundraising & Charity

Over **£25,000** raised for local, national and international charities in the last ten years, and over **£1800** this academic year so far.

Fundraising Month



Christmas Jumper Day



Cookie sales and movie nights



And  
Lots  
More...



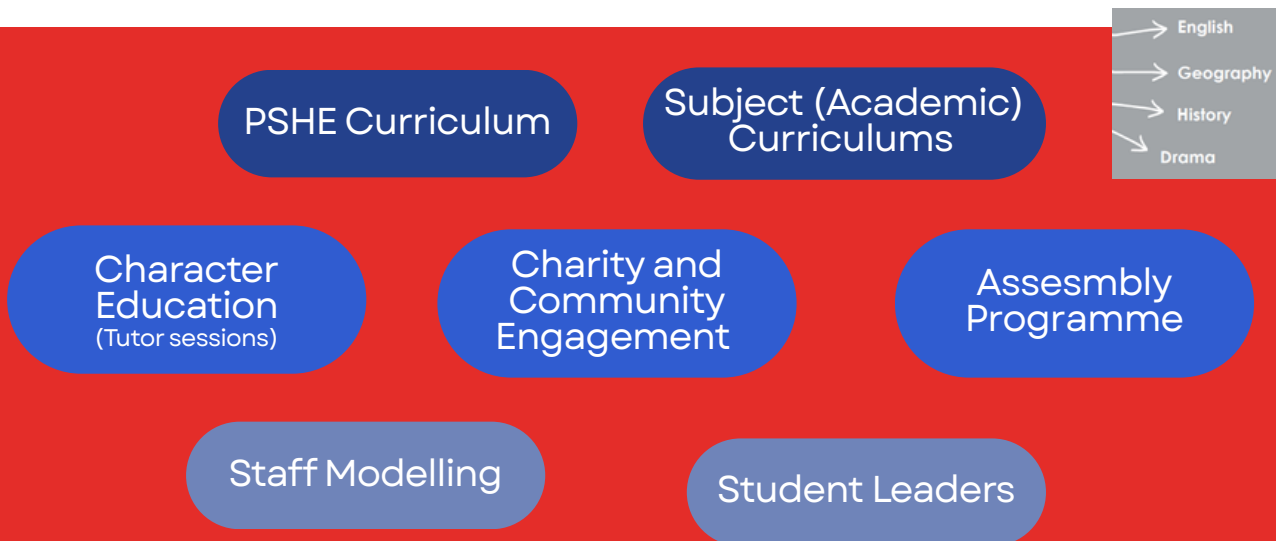
# British Values at Grace Academy

We give our students regular, genuine and impactful ways to live the British values in our school community. One of our five school Core Values is Respect. We want all our students to feel happy and safe in the Grace Academy community and respect is a cornerstone of our culture.

We embed the British values throughout our provision:



The British values are taught strategically through a range of different provisions at Grace Academy. This includes, but is not limited to the following:



We strive to teach our students to take responsibility for their actions and behaviours, making sure they understand right and wrong.

## Weekly Democracy

Through our weekly referendum students are given the opportunity to vote on issues and ideas that are relevant to their daily lives - giving students

Wednesday, 25<sup>th</sup> February 2026

**Good Morning!**  
"Everyone Matters and Everyone Belongs"

If you are worried about anything this morning, please speak to your tutor.

1. Reading for pleasure (08:20 - 08:30)
2. Register and welcome
3. Uniform and equipment check

**How are you today?**  
Which of the emojis best represents you this morning?

**Getting to know you:**  
How do you think school connects to what you want to do later on when you finish your GCSEs?

**The British Value of the week is RESPECT:** Treating all individuals with dignity, courtesy, and consideration, regardless of their background, beliefs, or lifestyle.

**Weekly referendum and debate:**  
Is banter respectful?  
Yes No  
Explain your reasoning.



# ARE BRITISH VALUES TAUGHT IN SUBJECTS:

The following table outlines some of the opportunities we take to teach British values in our Academic Curriculum. These should be viewed alongside the opportunities through our other delivery methods:

English	Respect	Tolerance	Democracy	Rule of Law	Individual Liberty
Y7	A Kind of Spark - respect for difference	Refugee Poetry - respect for other cultures and experiences	Lightning Strike - a novel about the power of strikes in the Victorian era.	Refugee Poetry - rights of Asylum.	Creative writing - freedom of expression. Non-fiction writing - freedom of opinion.
Y8	War Poetry - learning respect for the sacrifices made.	The Bone Sparrow - lack of tolerance for refugees	The Bone Sparrow - lack of democracy in Australian response to refugees.	The Bone Sparrow - Australian laws linked to refugee experiences.	The Bone Sparrow - refugees are deprived of their liberty.
Y9	Poetry - War, Nature, Love	Animal Farm - intolerance of different regimes explored	Animal Farm - lack of democracy by the end of the novel.	Animal Farm - laws edited to suit the powerful.	Animal Farm - loss of individual liberty to state control.
Y10	Romeo and Juliet - respect linked to honour.	Romeo and Juliet - lack of tolerance behind the tragedy	An Inspector Calls - the lack of democracy in 1912	A Christmas Carol - few laws to protect the poor and many to persecute.	All three KS4 texts examine the lack of individual liberty within systems.
Y11	Romeo and Juliet - respect linked to honour.	Romeo and Juliet - lack of tolerance behind the tragedy	An Inspector Calls - the lack of democracy in 1912	A Christmas Carol - few laws to protect the poor and many to persecute.	All three KS4 texts examine the lack of individual liberty within systems.



## ARE BRITISH VALUES TAUGHT IN SUBJECTS:

The following table outlines some of the opportunities we take to teach British values in our Academic Curriculum. These should be viewed alongside the opportunities through our other delivery methods:

Drama	Respect	Tolerance	Democracy	Rule of Law	Individual Liberty
Y7	WW2 - Respect for soldiers and families affected	Macbeth - lack of tolerance in this tragedy	WW2 - seeing democratic countries align	Macbeth - highlights dangers of breaking the law	Curious Incident - encourages individuality and self-discovery
Y8	Verbatim - Ensemble work, respecting one another	T.I.E - tolerating one another in the small theatre company	Greek Theatre - democratic society of ancient Greeks	Our Day Out - Mr Briggs authority in the play	Our Day Out - a rare opportunity for freedom juxtaposes their every day lives
Y9	Blood Brothers - lower class respecting higher class	Blood Brothers - tolerance of social class	Noughts and Crosses - the noughts having a lack of voice	Brecht - explores law and politics	Stanislavski - emotional truth, promoting sense of individuality
Y10	DNA - mutual respect between characters	Blood Brothers - tolerance of social class	Blood Brothers - lack of democracy in society	Blood Brothers - injustice faced by working class	Freedom of expression in a safe environment
Y11	Group Work - respecting others in group and value diverse opinions	Collaborating with other to create a shared vision	Group Work - sharing ideas, negotiation, decision-making and voting	Respecting the 'laws' and 'rules' of the drama studios	Freedom of expression in a safe environment

# IT'S NOT BANTER

At Grace Academy, we are explicitly clear from the moment students join us, that we are a school that celebrates equality and diversity in every aspect of our community. Our commitment is unwavering - abuse and discrimination have no place here. We reinforce this through our guiding principle, which serves as a powerful reminder and educational tool for all, 'It's not banter'. This is embedded throughout our curriculum, prominently featured in assemblies and tutor times, ensuring these values are constantly reinforced.

Through our Personal Development curriculum and the wider curriculum, we give students a comprehensive understanding of equality and diversity issues, celebrate the rich diversity of our communities, both global and locally and ensure there are opportunities to debate and consider differing viewpoints. We recognise our responsibility to teach students about Protected Characteristics and their intrinsic connection to the fundamental British Values. We also understand that students may come across varied experiences and views outside of school that may conflict with these values. It is our duty to challenge such perspectives and ensure that our students leave Grace Academy with a clear understanding of why British Values are essential to a harmonious society. Our mission is to ensure that every student graduates from Grace Academy with a profound understanding of British Values, including democracy, the rule of law, individual liberty, respect, and true tolerance. Through our meticulously crafted Personal Development curriculum, extended tutor sessions, PSHE lessons and assemblies, we broaden our students' perspectives, helping them engage with current affairs on a global scale. We guide our students to appreciate and embrace diversity, recognising and respecting various religions, races, beliefs, and lifestyles. Moreover, we empower them to lead healthy, balanced lives—physically and mentally—by providing age-appropriate guidance on physical activity, nutrition, financial literacy and the responsible use of substances and technology. At Grace Academy, our staff model the positive behaviours we expect from our students, nurturing them to become responsible, respectful, and active citizens who make meaningful contributions to society.



## Key Aspects of Our Approach

**Teaching British Values and Protected Characteristics:** These essential concepts are woven into our PSHE, RE and History curriculum, and are reinforced through assemblies and tutor times. We ensure that students gain a deep understanding of these values and their relevance in today's world.

**Empowering Moral Decision-Making:** We equip our students with the knowledge and confidence to make ethical decisions, encouraging them to uphold the values of our school by holding themselves and others accountable. This fosters a strong culture of shared and collective responsibility.

**Effective Communication of Core Messages:** We deliver vital messages through a well-structured assembly programme ensuring that every student is engaged and informed.

**Targeted Support for Student Growth:** For students who encounter challenges, we offer tailored support through specialised programmes that address root causes and promote reflective learning to prevent recurrence, our community cohesion sessions, restorative justice conversations and

# Routines For Success

At Grace we create a culture of high expectations of respect across our school. All our staff create compassionate, purposeful and aspirational learning environments. Our routines for success complement our pedagogical choices, by helping to create exceptional learning habits for our students. Through their consistent implementation, they are designed to particularly advantage those students who benefit most from routine and structure. These are built on Nurture Uk Principals and Grace Values.

## ROUTINES FOR SUCCESS

### WARM WELCOME

**All students feel safe, welcome and that they matter and belong, when entering our school.**

We reinforce our values of excellence and respect supporting students to be successful.

- Leaders warmly welcome each individual student to the school by saying 'good morning' Students are encouraged to say 'good morning' in return.
- Leaders and pastoral staff support and resolve any uniform issues, so students can have a successful day.
- Leaders recognise and signpost those (students & parents/carers) who need support. Students who arrive late are greeted by leaders, safeguarding and attendance staff, expectations are reinforced.

### TUTOR WELCOME

**All students feel safe, welcome and that they matter and belong as they are welcomed to tutor time and are set up for a successful day. Tutor provides consistency and a clam start to the day**

- Tutor staff welcome and actively engages with students.
- The tutor corrects uniform as students enter issuing consequences as required.
- Students sit in designated seats. Students take packs and equipment out (ready for equipment check) as soon as they are seated.
- Tutor takes the register in silence, by 8:35am. Students respond to the register by saying 'Yes Miss' or 'Yes Sir'
- Tutor completes our morning tutor slide

### PASTORAL CHECK-IN

**All students feel safe, welcome and that they matter and belong as** pastoral team check-in on them each and every lesson. Giving students the opportunity share their concerns with a support member of staff throughout the day.

# Routines For Success



## All students start their day with silet reading

We reinforce our values of excellence and respect supporting students to be successful.

- Each child has access to a wide selection of books, including Grace Great reads.
- Tutors give the first 10minutes of each morning for silet reading before any focused activity starts
- This encourages students love of reading, exposure to literacy cultural capital, and a clam and welcoming start to thier day



## All students feel that they matter and belong during tutor time. They are able to reflect on their emotional wellbeing and hold thoughtful discussions.

We reinforce our values and support students to be successful from the very start of the day.

- Giving opportunity for emotional regualtion.
- Pastoral support.
- A weekly referendum, where students actively engage with the British Values.
- Getting to know you opportunities for the staff and students, building a sense of belonging and community
- Celebrating key events together
- Giving opportunity for debate and dicussion, with a focus on our values.



## All students feel safe during their social times, are supervised well, contributing to a respectful school community. Students are encouraged to self-regulate their behaviour and demonstrate the school values.

- Duty Staff read the guidance for their duty point.
- Duty Staff arrive promptly to duty points, proactively circulating the space, engaging positively with students.
- Duty Staff praise students for positive contributions and proactively teach positive behaviours, maintaining high standards of uniform, issuing consequences if appropriate.
- Students remain in their 'Break Areas', unless accessing facilities. Where possible students should be sat to eat, with bags on the floor.
- Students are respectful of each other, teachers and their environment.
- Duty staff signal movement time, Duty Staff staff send students to lessons, remaining until all students have left, leaders and teachers are present on corridors and stiarwells to ensure an calm transition.

# Routines For Success

## ROUTINES FOR SUCCESS



**All students feel safe and are respectful to each other when they transition through the school.** They move promptly and safely.

- Teachers dismiss students promptly from lessons, using external routes, supervising students as they leave.
- Staff challenge uniform, behaviour and students using internal routes.
- Students move more quickly and calmly around the school site.
- Students arrive to lessons on time.
- Teachers model excellent punctuality, issuing consequences for lateness to lessons
- Senior leaders and pastoral teams supervise corridors and stair wells during transitions.



**All classrooms are safe learning environments.** All students know what is expected from them which contribute to a respectful school community, and allows students to reach their potential. When a student knows what to expect it reduces anxiety and build confidence to access the curriculum

- Staff use a 'Consistent Start' to every lesson - a interactive slide that provides students with the familiar experience of retrieval practice and stretch questions.
- AHoY's complete ready to learn check's in every lesson
- All use out consistent high behaviour expectations to ensure student engagement and a calm learning environment
- When behaviour fall below our expectations



**All students feel safe, and valued leaving our school. We reinforce our values of pride, respect and success.**

- Teaching staff dismiss students calmly with correct uniform.
- Duty Staff arrive promptly on corridors.
- Duty Staff check standard of uniform on departure, and correct as necessary
- Duty Staff thank students and say goodbye
- Students are calm and respectful as they leave the school site and transition into our community

# Reading At Grace

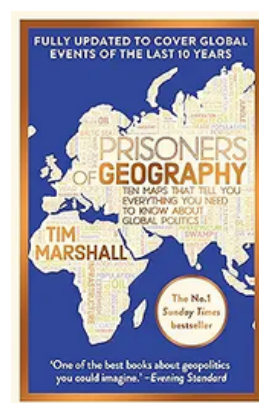
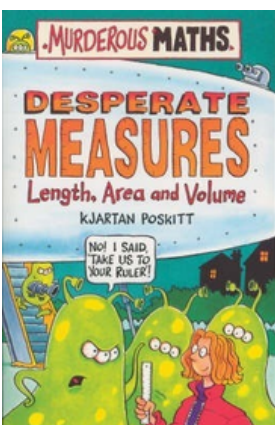
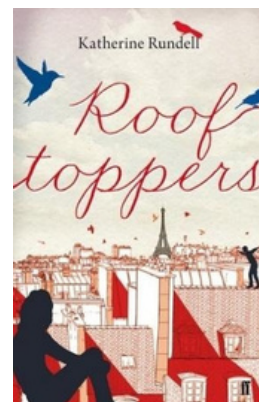
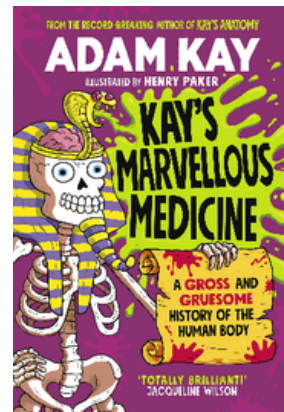
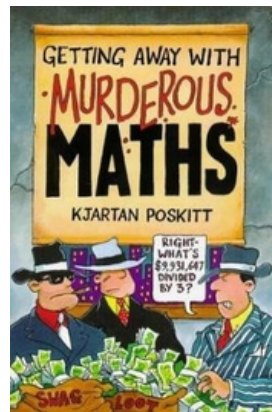
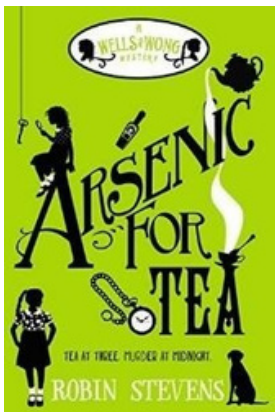
At Grace Academy, reading is of paramount importance to succeed in all aspects of education and life beyond school. Consequently, we are proud to read in tutor everyday.



A fluent adult reader will also read to the students during specific times. This allows students to follow the story, as well as modelling key aspects of reading such as pace and inflection. Students follow line by line in their own books by tracking with a reading ruler. Not only does this increase the linguistic knowledge, cultural capital and hinterland of our students, but teaches a love of reading; encourages new insights into other worlds; and helps to foster the respect we need to have for other people and the living world around us.

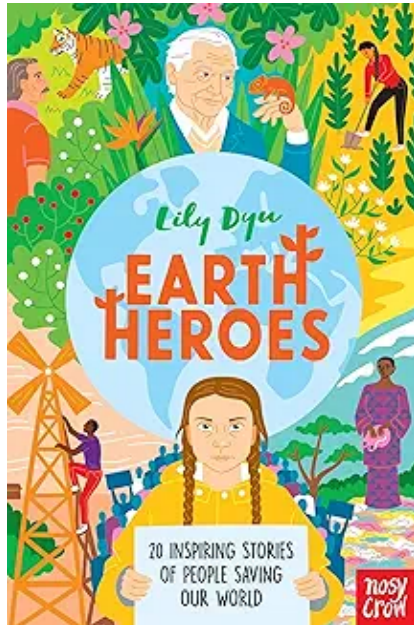
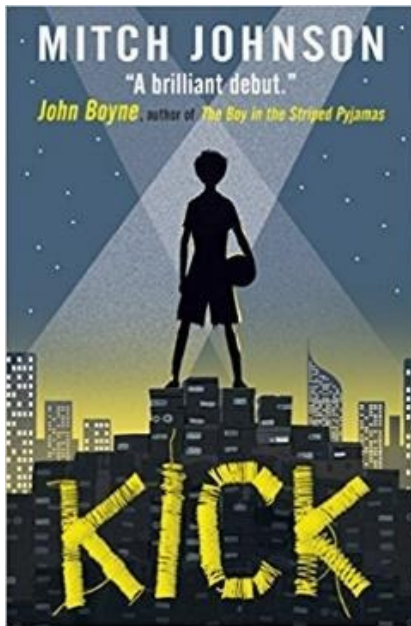
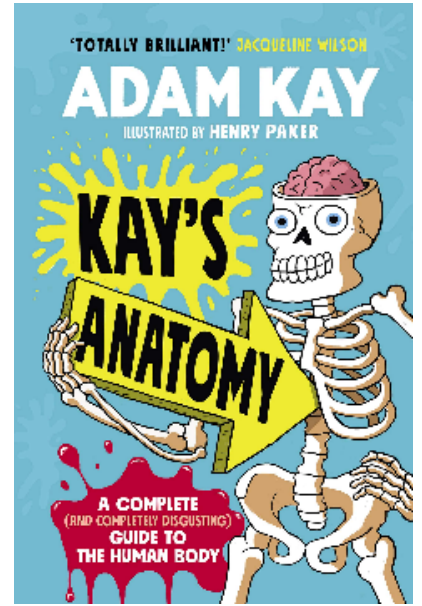
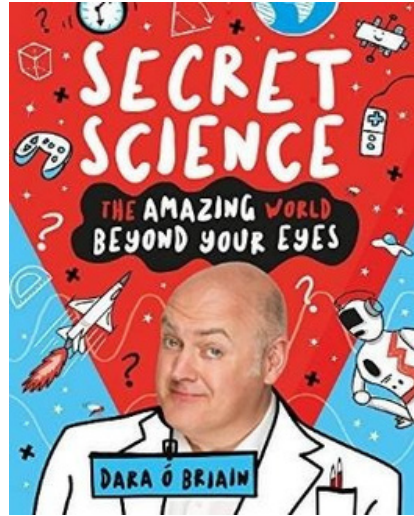
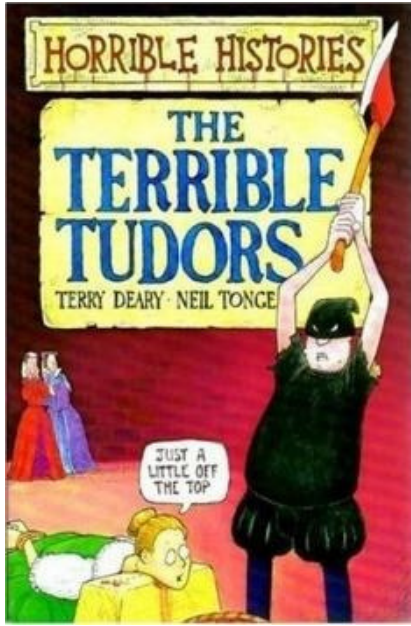
Grace Great Reads have been selected carefully to ensure that the range of narratives available address age-appropriate themes, but offer a high level of challenge too. We invite parents to regularly engage with their child about the books being read. All books follow carefully selected character themes that are explored in depth throughout tutor times and in assemblies. This forms an essential part of our Personal Development and Character Curriculum.

## Grace Great Reads





# Grace Great Reads



## Whole School Reading

The whole school celebrate and enjoy reading together. We recognise national events like Word Book Day. All children receive a free book kindly donated by local businesses.

Books have become a part of our rewards opportunities with the introduction of a book vending machine in Summer 2026.

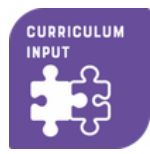

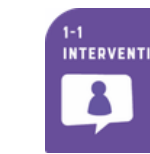



We are also able to partner with a charity called 'The Children's Book Project - Birmingham' who have gifted us over £500 worth of books over the last 2 years.



At Grace Foundation, our vision is simple: to transform young people's lives through holistic education. Schools across the UK are seeing more young people struggling with their mental health, attendance and behaviour. Many students deal with anxiety, low confidence and unhealthy relationships. At the same time, some families are facing money worries, stress or instability. Schools are also trying to help pupils grow in character, values and healthy relationships, which are key to helping them feel safe, engaged and ready to learn.

Grace Foundation works alongside schools by placing specialist teams on site. These teams support students and families, help remove barriers to learning and build wellbeing, character, relationships and hope for the future. Our work is shaped by a Christian ethos that values every person and promotes compassion, dignity and hope. We work with people of all faiths and none, helping schools build strong, caring and resilient communities.

## Our Ethos Programme is built around six core foundations that enable our teams to have a deep and wide impact in each partner school.

 <p><b>CURRICULUM INPUT</b> Enhance RE, PSHE, and personal development with ethos-based sessions on values, faith, and life skills.</p>	 <p><b>TUTOR &amp; ASSEMBLY</b> Create space for students to reflect on life, values, and relationships.</p>	 <p><b>1-1 INTERVENTIONS</b> Help students overcome barriers to behaviour, well-being, and attendance.</p>
 <p><b>GROUP INTERVENTIONS</b> Build emotional literacy, well-being, and engagement through focused group sessions.</p>	 <p><b>ETHOS ENRICHMENT</b> Provide a safe space to explore life, character, and values.</p>	 <p><b>PARENTAL ENGAGEMENT</b> Equip parents with tools to support well-being and personal growth.</p>

## Our Learning Outcomes

Our Ethos Learning Outcomes underpin all of our work as Grace Foundation. They form the basis of our Ethos Programme which embeds into each Partner School's curriculum, content, and culture in a bespoke manner.

All of Grace Foundation's resources and content fit within 3 Key Themes: Developing Character and Values, Building Healthy Relationships, and Understanding Christian Perspectives. These are linked by our 10 Ethos Learning Outcomes.



Our Goal is to Help Student's Develop Character and Values by Raising Aspirations, Building Resilience, Cultivating Respect & Supporting Well-being.



Our Goal is to Help Student's Build Healthy Relationships by Growing Self-Worth, Shaping Relationship Values & Developing Relationship Skills.



Our Goal Is to Help Student's Understand Christian Perspectives by Examining Key Beliefs, Exploring Faith Questions & Making A Difference.

### The Team

#### Emily Foster - Ethos Lead

The Ethos Leader drives the work of the Ethos Team in their partner school to embed a whole school approach that includes curriculum input, Tutor & Assembly, Group and 1-1 Interventions, Ethos Enrichment and Parental Engagement. This contributes towards better outcomes for students and improved standards for schools. Our Ethos Leaders continually measure the impact of all their work by providing OFSTED ready statistics, student voice and stories.

#### Lydia Blount - Youth Worker

The Ethos Youth Worker offers evidence-based interventions for tackling low self-esteem, anxiety, anger, resilience, loss, and behaviour difficulties. Onsite Ethos Rooms provide a safe space for students to engage with our fully trained pastoral staff, which supports safeguarding needs. This leads to increased attendance levels, improved behaviour, better student progress, reduced exclusions, raised aspirations and enhanced wellbeing.

#### Jessica Edmiston - Family Support Worker

Our Family Support Workers work holistically to support disadvantaged families who need to overcome a variety of adversities and barriers. Family Support work is student-centred and led by the needs of each individual family. This can have a long-term impact by improving attendance, behaviour, self-esteem, and confidence whilst helping overcome obstacles to learning, and raising aspirations. It helps motivates parents and carers to bring about change, strengthens relationships within families and promotes overall emotional wellbeing and resilience.

## What we do?

- Group Interventions
- 1-1 Interventions
- Education & Attendance Support
- Ethos Enrichment
- Support at the point of need
- Nurture Group
- Practical Solutions for Families
- Parental Engagement
- Exam Support
- Breakfast Club
- RE lessons
- Assemblies
- BHR drop down days



## Inspiring Futures Project

Inspiring Futures aims to nurture and support Birmingham's young people into work. That starts with a good education, and we hope by bringing together schools, colleges and evidence-based charities that we can raise the aspirations of our city's students.

Grace Academy has been selected by the Rigby Foundation to be part of a 3 year programme of support to meet the specific needs in our school which causes barriers to future success.

### The 4 barriers identified by Grace Academy are...

- Mental Wellbeing
- First generation accessing University education
- Maths Focus
- SEND Focus for future options

### The 4 charities identified to help address barriers identified...

- Place 2 Be
- Into University
- Skills Builder - SEND Focus
- Action Tutoring - Maths Focus

## Our Partner Charities



Place2Be is a children's mental health charity with over 30 years' experience working with pupils, families and staff in UK schools.

We provide mental health support in schools through one-to-one and group counselling using tried and tested methods backed by research.

In addition, we also offer expert training and professional qualifications.



Action Tutoring is a charity that supports young people facing disadvantage to achieve academically, with a view to enabling them to progress in education, employment or training.

We do this through school partnerships, pairing high-quality volunteer tutors with pupils to increase their subject knowledge, confidence and study skills



At each local centre, IntoUniversity offers a programme that supports young people from disadvantaged neighbourhoods to attain their chosen aspiration, including further and higher education, employment and work-based training.

Our mission is to provide local support that can break cycles of disadvantage and open up new opportunities for young people. We believe in the talent of every young person, and do not limit our support to those young people who have been labelled 'bright' or 'gifted'. We believe that, with support, every young person can progress to an excellent post-school destination and we are committed to helping them on this journey.



The product of five years' cutting-edge research and design, the Skills Builder Universal Framework makes it possible for everyone to teach, learn, and measure essential skills.

The Framework breaks each of the eight skills down into a sequence of steps, supporting an individual's personal development from absolute beginner through to mastery. It takes soft skills and puts rigour behind them.



# Grace Plus - Clubs



GRACE ACADEMY

In order to offer as many opportunities as possible staff at Grace Academy offer additional clubs after school and during break and lunch times.

These clubs are 'Choice' moments for our children, giving them the chance to explore new experiences and talents.

## Some of our clubs are

- Movie Nights
- Science club
- Sports clubs
- Aston Villa Football Coaching
- Keyboard club
- Chess club
- Dungeons and Dragons
- Thrive - Ethos club



## And Lots More...





# HEALTHY & ACTIVE LIFESTYLES

GRACE ACADEMY

A key part of helping students to have successful futures, we believe, is to educate them in how to live an physically healthy and active lifestyle.

This is done through: PSHE lessons, Science lessons, Food & Nutrition Lessons and PE.

Using our precision planned curriculum the teaching of healthy and active lifestyles is explicitly taught to our students through our academic curriculum. It is also supported by additional enrichment opportunities and explicit teaching through the character curriculum.



**PE Lessons**



**RSHE Workshops**



**The Gym**



**Nutrition**



**Food Market**



**Sports Day**

## MENTAL HEALTH AND WELLBEING



Helping young people to become more resilient and to help them build that range of strategies to cope makes a huge difference.

We all get anxious, we all have times when things don't quite go right, and to teach the strategies for how to cope during challenging times is a skill for life.

Mental Health and wellbeing is a focus of PSHE lessons and is delivered and explored in morning tutor EVERYDAY. For those who need additional support Nurture Groups run each morning, with check-in opportunities throughout the day. Place 2 Be also offers opportunities for drop-in sessions and programmes of support.

Children's Mental Health week is an annual part of our pastoral calendar and students can access a plethora of Mental Health and Wellbeing advice and support from Place 2 Be. The knowledge and skills to support mental and physical wellbeing now and in the future is an integral part of the Personal Development of each and every student.





GRACE ACADEMY

# Student Leadership

**We want our students to be leaders.**

**To stand alongside any peer in an interview or opportunity.**

There are numerous opportunities for students to take on leadership roles during their time at Grace Academy, some are listed below..

Our leadership opportunities culminate in our KS4 Role Models and Y11 Student Leaders.

School ties are used as markers of leadership and legacy in KS4. These are given to Y9 in a graduation assembly at the end of the summer term.



- ***Grace Represents***
- ***Student Ambassadors***
- ***Student Voice***
- ***Weekly Reforendum***
- ***Head students***
- ***P16 Student Guild***
- ***P16 Peer Mentors***

