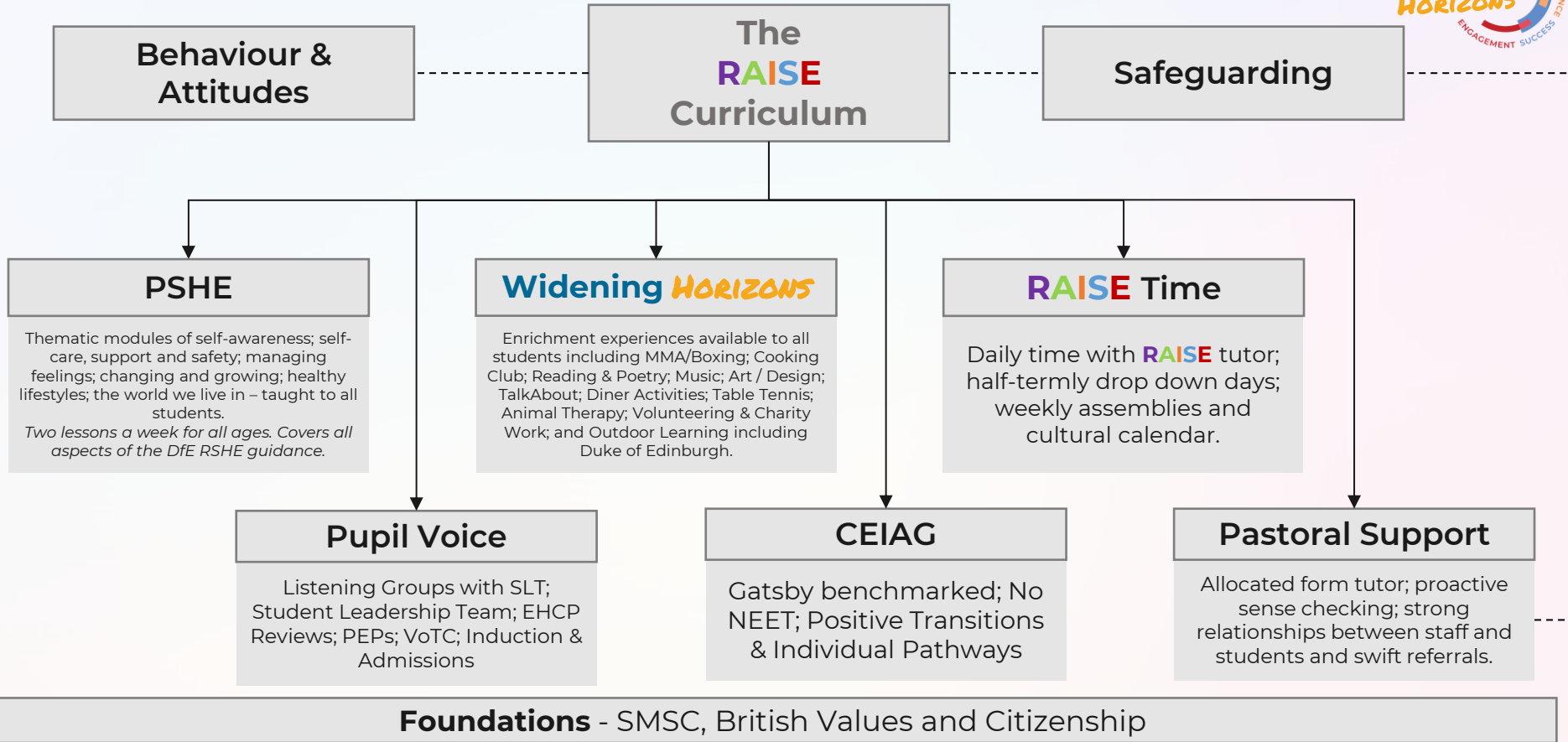


Personal Development at
Secondary (2023-2024)

Widening HORIZONS



Blueprint for Personal Development



#ValueofValues

Widening
HORIZONS



Our New Values



From September 2023, we have launched our new **RAISE** values. The values of **Respect** **Aspiration** **Independence** **Success** **Engagement** give students the opportunities to learn and understand how to be positive role models; successful citizens and ready for their next step. We teach students how to demonstrate the values through our **#ValueofValues** approach.



RAISE Time



From September 2023, we have launched our new RAISE 'Time' programme. Every morning, for 20 minutes, students take part in a well planned and sequenced curriculum, with their tutor. Activities include:

Mindset Monday	On a Monday, the RAISE group reflect on the previous week; set targets for the week ahead and consider how the staff will support students.
Talkabout Tuesday	On a Tuesday, we look in depth at the RAISE value that we are focussing on. This goes hand-in-hand with our behaviour curriculum.
What's happening Wednesday	On a Wednesday, we explore current affairs and a specific topic around keeping you safe; SMSC and British Values.
DEAR Thursday	On a Thursday, we focus on developing a 'love of reading' so we 'Drop Everything And Read'. Tutors made read; students may read; or it may be a reading cannon.
Feel-Good Friday	On a Friday, we focus on celebrating what has been a SUCCESS this week! We give our certificates and prizes at our RAISE Get Togethers.

Term Dates	Autumn Term 1	Topic Focus	Individuality	RAISE Value Focus for half term	RESPECT
Week 1	Welcome back to school, preparing for the year ahead	RSHE – Respectful relationships SMSC – Moral, Social FBV – Respect, Responsibility RAISE Link – Respect			<ul style="list-style-type: none"> Set goals and targets for the year ahead Revise the Student Induction Booklet Look ahead at topics
Week 2	National Suicide Prevention Day	RSHE – Families: Being Safe SMSC – Spirituality, Moral FBV – Liberty, Responsibility RAISE Link – Respect			<ul style="list-style-type: none"> Mental Health Resources Inc Handbook Open discussion with group Visuals and pre-written information Folder on Teams for Bridge resources
Week 3	National Inclusion Week	RSHE – Respectful relationships SMSC – Moral, Social FBV – Tolerance, Respect RAISE Link – Respect			<ul style="list-style-type: none"> https://www.inclusionweek.org.uk/national-inclusion-week/ Open discussion with group Visuals and pre-written information Folder on Teams for Bridge resources
Week 4	Black History Month	RSHE – Respectful relationships, The Law SMSC – Social, Cultural FBV – Tolerance, Respect, Liberty RAISE Link – Respect			<ul style="list-style-type: none"> https://www.blackhistorymonth.org.uk/ Open discussion with group Visuals and pre-written information Folder on Teams for Bridge resources
Week 5	Dyslexia Awareness Week	RSHE – Families: Online and media SMSC – Moral, Social FBV – Liberty, Respect, Responsibility RAISE Link – Respect			<ul style="list-style-type: none"> https://www.scholarship.org.uk/support-page/https://www.scholarship.org.uk/support-page/ Open discussion with group Visuals and pre-written information Folder on Teams for Bridge resources
Week 6	Community & Charity Activities	RSHE – Families: Respectful relationships SMSC – Spirituality, Moral FBV – Liberty, Responsibility RAISE Link – Respect			<ul style="list-style-type: none"> The Bridge Academy Charity Manual

RAISE Value Focus	RESPECT	Term	Autumn Term 1
Curriculum Focus	1 - To know what it means to listen to others. 1 - To know how to listen to another individual.		
Duration	20 minutes		
Resources & Equipment	Flychart paper / A3 paper, pens, template worksheet		
Outline of the session			
Activity	<p>I do – Explain what communication is, that it can be simple and effective if done correctly. Use the three parts of communication to share the in simple terms, that there is a communication chain. Someone who wants to communicate (sender) Someone who needs to be communicated with (receiver) A message (written, spoken or visual) You can reveal the three parts of communication and then get students to guess (in pairs or as a whole class) the different types of message, and how it can be shared. You could try to get people to try and guess the three essential parts of communication before revealing them.</p> <p>We do – Thought showed different ways in which communication could be different in different ways. For example, some people communicate through message taking sign language, foreign language, bring together the discussion by explaining that how each message that needs to be shared, however it is shared, needs to be listened to. This will be covered in more depth in the next session as Active Listeners.</p> <p>You do – As a group, you are going to play 'Chinese whispers'. Ask a volunteer to start the circle with an appropriate message in which to send around the group. Aim to reveal if you need to. This could be to guide the whisper if needed. Follow up the session, with how we need to listen to others to be able to develop a conversation and to engage properly in an activity. This is a handwrite skill which can be shared across the school.</p>	<p>What are the students learning?</p> <ul style="list-style-type: none"> What communication is The different types of communication The different ways that messages can be shared The purpose of listening, as an active listener The application of listening of non-communication, and listening in particular is a handwrite skill 	

Sample Resources

RAISE Association



From September 2023, we have launched our new **RAISE Association**. Based on the concept of a Student Council, the group will be student led, share ideas, be solution focused and be the voice of the student body. The group will meet SLT each half-term to share their thoughts and feelings.



Help to shape the student experience!

Have your say on the things that matter to you!

Ask your raise tutor or Mr Knight about joining the

RAISE association

Closing date for applications is Friday 20th October

RAISE association

Name: _____

My Idea: _____

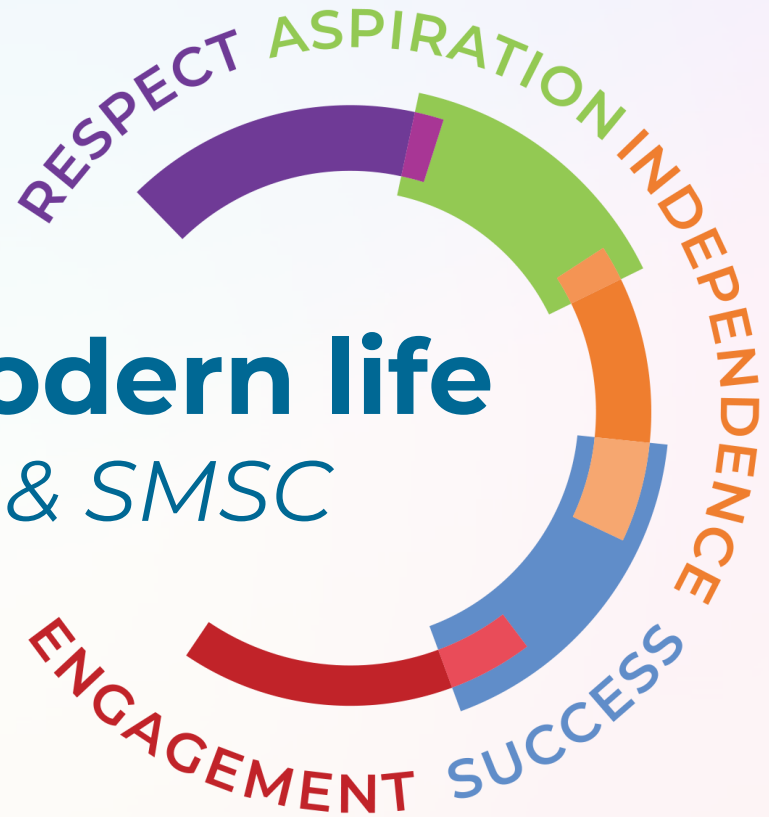
How does this benefit others (Think of students and the school):

Why do you want to be on the Raise Association? _____

Preparing for modern life

PSHE, British Values & SMSC

Widening
HORIZONS



From September 2023, we have re-launched our **PSHE Curriculum**. With a re-written, and well sequenced curriculum plan, taught in progression steps from our Medium Term Curriculum & Assessment Plans, students are better prepared for the future with the key strands to our curriculum.

Self-awareness	Self-care, support, and safety	Managing feelings
Changing and growing	Healthy lifestyles	The world I live in

Each theme of the curriculum has been mapped to ensure it is fully compliant, and incorporates, the statutory obligations of the RSHE guidance; SMSC themes and British Values. Additionally, all stakeholders have had the opportunity to share their thoughts on our curriculum, as part of the consultation last academic year.



Do and Done Plan

SA1	SA2	SA3	SA4	SA5	SA6	SA7	SA8	SA9	SA10	SA11	SA12	SA13
Understand teacher to explain what we mean by being self aware	x											
Understand Group to discuss what we mean by positive qualities		x										
Understand Group to discuss the importance of making positive comments to each other			x									
Understand Students to complete activity one - my positive qualities				x								
Understand Complete Students to complete activity two - @facts					x							
Understand Debate Group to debate what mental health issues can be raised by negative comments						x						

Assessment	Target	Actual	Score
Can explain what we mean by being self aware	+	+/	+/
Can explain what we mean by positive qualities	+	+/	+/
Can explain the importance of making positive comments to each other	+	+/	+/
Can complete my positive qualities	+	+/	+/
Can complete my @facts	+	+/	+/
Can debate what mental health issues can be raised by negative comments	+	+/	+/

The Bridge Centre Medium Term Planning & Assessment – PSHE Secondary

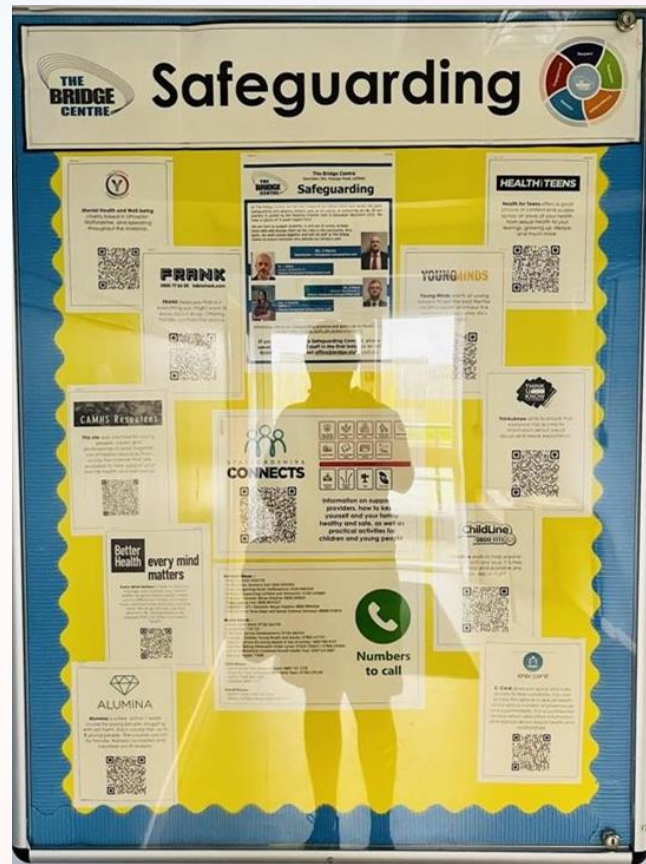
Autumn 1 - Self Awareness Fundamental					
Week	Lesson	Learning Objectives	Resources	R.A.I.S.E Target	Assessment
1	L1	Identify some of our own personal strengths and skills (things we are good at or can do well)	Teacher to explain what we mean by being self aware. Group to discuss what we mean by positive qualities. Group to discuss the importance of making positive comments to each other. Students to complete activity one - my positive qualities. Group to discuss what we mean by positive qualities.	Self awareness, positive, negative, qualities, reflective	Can list positive qualities about themselves
	L2	Describe our own learning targets or goals. Describe the ways we like to learn.	Teacher to explain what we mean by positive feelings. Group to identify a range of mental health concerns associated with negative feelings. Group to discuss how we can help ourselves and each other with mental health. Students to complete activity one - Identifying Mental Health concerns. Students to complete activity two - How to promote positive mental health. Group to debate pros and cons of medication for mental health.	negative, positive, encouragement, anxiety, depression, concerns, emotional and mental health	Can express how they like to learn
2	L3	Describe our own learning targets or goals. Describe the ways we like to learn.	Teacher to explain what we mean by learning journey, and introduce being ready to learn. Group to identify what we mean by ready to learn. Group to discuss how a B.I.G. differs from mainstream in terms of acquisition. Students to complete activity one - How I like to learn. Students to complete activity two - How to achieve my goals. Group to debate why it is important to have adults support.	learning journey, ready to learn	Can express how they like to learn
	L4	Identify the difference between a short term target and an aspirational, long term goal.	Teacher to introduce SMART targets. Group to identify what each letter of S.M.A.R.T might mean. Group to discuss whether SMART targets can help them achieve their goals. Students to complete activity one - What is a SMART target. Students to complete activity two - Transferable skills in school. Group to debate whether they believe the curriculum supports relevant skills.	Aspirations, Targets, SMART targets	Shows an understanding between short and long term goals, and how they relate to one another
3	L5	Recognise that everyone is unique and special, and no one should be treated unfairly.	Teacher to introduce equality act. Group to identify what we have in common and what is different in a proactive way. Group to discuss what different types of prejudice there are and why they're not right. Students to complete activity one - Defining Prejudice. Students to complete activity two - Common Misconceptions in stereotyping. Group to debate what there are any situations in which stereotyping is useful.	prejudice, discrimination, stereotypes, misconception	Can identify differences in people in a positive way
	L6	Recognise what prejudice means. Explain what it means to discriminate against someone.	Teacher to recap previous lessons - equality, discrimination and prejudice. Group to identify times that they have suffered discrimination or prejudice. Group to discuss common misconceptions that are made about them and why. Students to complete Activity one - Times I have seen prejudice / Stereotyping.	prejudice, discrimination, stereotypes, misconception	Understands what prejudice is and why it's not right. Can identify personal experience of discrimination / prejudice

Teaching Students to Stay Safe



At key points around the school, where students can access and take the time to read, we put up displays and information about key themes of concern for students, and the community.

In our Locker Room Lobby, we also have a Safeguarding QR Display, where students can use their smartphone to get support, for anything that they need. They also know who to speak to, with our Safeguarding Posters.



British Values

I recognise that it is **unacceptable** to dismiss the **beliefs and opinions** of anyone.

I understand that discussions about **sensitive issues** will be **controlled and structured**.

I can **influence** the way the school runs through the **Student Leadership Team** and by **talking to staff**.

I can **influence** my lessons through putting my hand up and **responding**.

I am **free to think** as I see fit.

I have the **freedom to make choices** that affect me by I recognise I am **accountable** for my actions.

Tolerance

Democracy

Liberty



Responsibility

Respect

I recognise that I am **equally responsible** for my learning as the teacher.

I take **responsibility** for all my actions - good or bad.

We all have a **responsibility to promote and protect** the wellbeing of others.

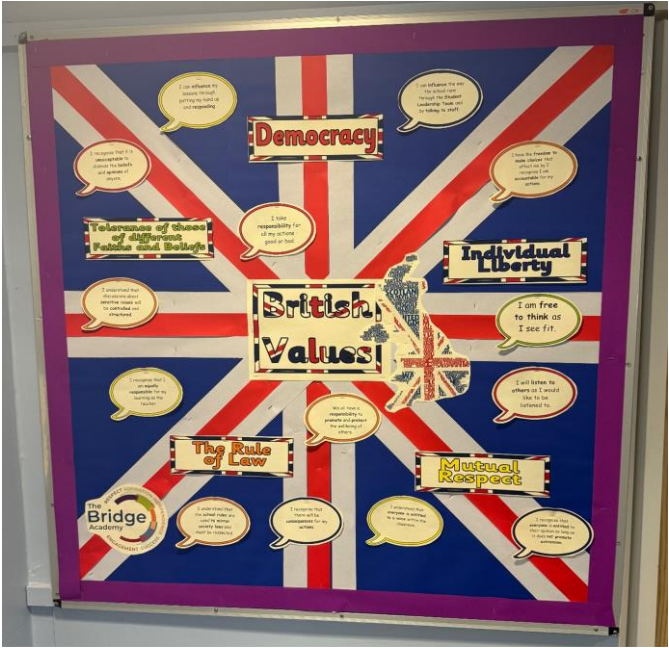
I understand that the **school rules** are used **to mirror society laws** and must be respected.

I recognise that there will be **consequences** for my actions.

I recognise that **everyone** is **entitled** to their opinion as long as it does **not promote extremism**.

I understand that **everyone** is **entitled to a voice** within the classroom.

I will **listen to others** as I would like to be listened to.



VotesforSchools

Votes for Schools is a weekly current affairs platform, completed on **What's Happening Wednesday**, which supports discussions on challenging topical issues, empowering our pupils to have their voices heard by voting and commenting on a key question relating to political and social issues.

Through weekly debating and voting, not only are our pupils learning about the world around them, they are becoming prepared for participating in our democratic processes, as they learn about themselves, others and the world around them.

Yeah pretty much. What's the point if you can't get to an answer?

If a question is easy to answer the response can then be used to check someone's understanding.

We haven't got time to endlessly answer endless questions! Meaning of life, who cares?!

Should a question be easy to answer?

A good question gets you to think, that's the most important thing.

You're never going to go in depth into anything if you don't pose tough questions.

If every question was easy, we wouldn't learn much.

We will be sharing your thoughts on this topic with **Royal Institute of Philosophy, British Philosophical Association, SAPERE, Newsround** and **The School of Life**.

©VotesforSchools2022

VotesforSchools Curriculum
Should everyone be able to vote?

The following SMSC, Prevent, British Values

1.8	Voters develop an appreciation of the intriguing (engaging, interesting),	wonder & fascination	2004
1.13	Voters develop a respect for insight as well as for knowledge & reason	Spiritual: Understanding human feelings & emotions	SMSC - Ofsted 2004
2.9	Schools give opportunities to explore rights & responsibilities, truth, justice, equality and right & wrong	Moral: Investigating moral & ethical issues	SMSC - Ofsted 2004
2.15	Voters understand the consequences both positive & negative of their actions (cause and effect)	Moral: Understanding consequences of actions	SMSC - Ofsted 2014
3.16	Voters develop skills & attitudes that will allow them to participate fully in democracy and contribute to society	Social: Understanding how communities function	SMSC - Ofsted 2014
3.18	Voters understand how society functions and is organised	Social: Understanding how communities function	SMSC - Ofsted 2004
4.5	Voters are given the opportunity to engage positively in cultural debates & opportunities	Cultural: Participating & responding to culture	SMSC - Ofsted 2004
4.9	Voters know about Britain's democratic parliamentary system and how it shapes our history & values	Cultural: Preparing for life in modern Britain	SMSC - Ofsted 2014
5.6	Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change	Prevent Strategy: HM Government (2007-present)	
5.14	Model participatory and representative democracy by engaging and examining views expressed	Prevent Strategy: HM Government (2007-present)	
6.1	Voters should gain an understanding of how citizens can influence decision-making through the democratic process	Promoting fundamental British Values: November 2014	
AH 12	"You have the right to give your opinion, and for adults to listen and take it seriously."	UNCRC: UNICEF	
SDG 16	Peace, Justice & Strong Institutions: "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions of all levels."	UN: Sustainable Development Goals	

©VotesforSchools2022

Sample Resources

Literacy Visits & Library Development

Students have had the opportunity to develop their social skills; demonstrating **RESPECT** by visiting Lichfield City Centre, and purchasing funded books from Waterstones. Students to bring back to read in our newly developing Literacy Intervention Space and Library.

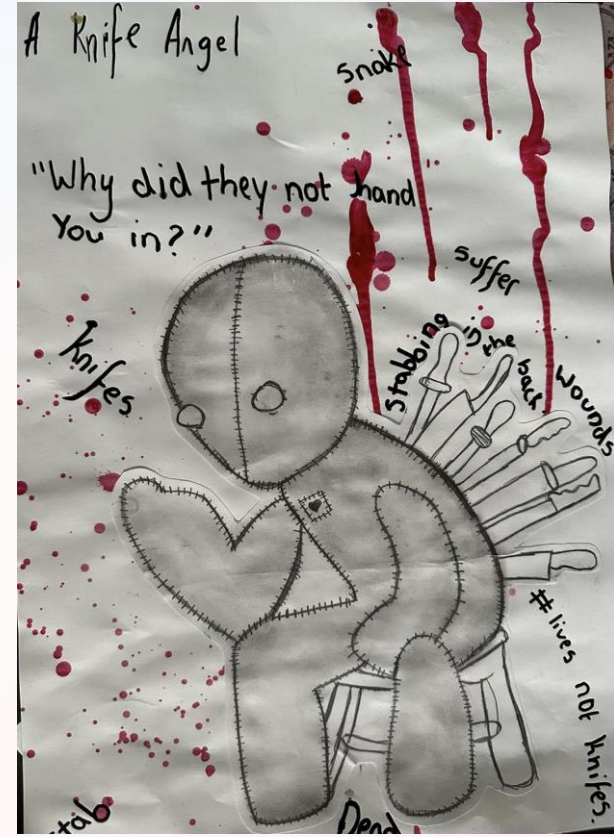


Knife Crime Awareness

After a visit to the Knife Crime during it's nationwide tour, students were inspired to enter proud to announce Lichfield District Council's Knife Crime Art Competition. Three of our talented students were selected as winners of the competition for their thought provoking; innovative and creative entries.



Winning students!

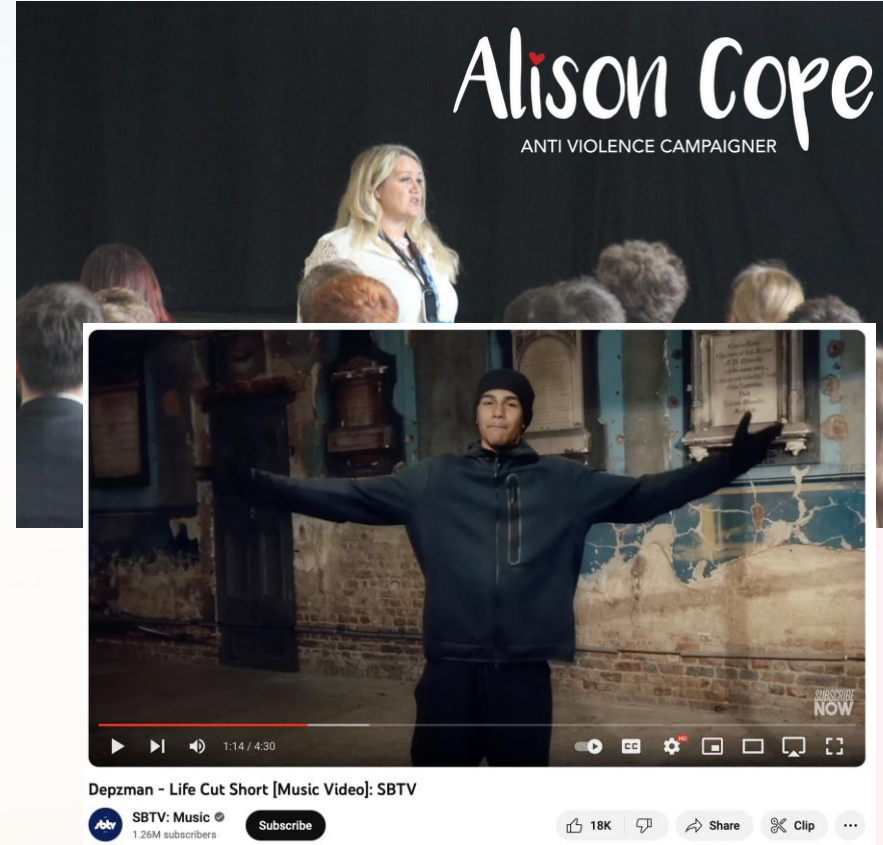


Alison Cope - Knife Crime

Students learned first-hand about the devastating impact of knife crime and violence, when they were visited by a high-profile campaigner - **Alison Cope** who spoke to all students, giving a hard-hitting and moving presentation that was based on her own tragic experiences of violence.

Students listened as Alison explained how social media use can aggravate seemingly low-key disagreements, and how police were now using new powers to access phones. She also highlighted how more and more young people were carrying knives – often due to a misguided belief in the need to protect themselves – with often tragic consequences. But she then left students shocked when she revealed the tragic story of her own son, Joshua Ribera.

Alison’s deeply personal story brought home the reality of knife crime to the students listening in the audience.



'StreetAid'

Our Key Stage 4 students learned valuable emergency first aid skills including how to do CPR and use a defibrillator.

There was excellent **ENGAGEMENT** from all, as they were talked through real-life situations, how to support others, and what to do in an emergency.

Supported by the **The Training Initiative**, students now have key, life saving skills.



External Visitors

The Academy regularly invites in external speakers and agencies to support students to develop a deeper understanding of key issues, themes and areas. This academic year, we have been supported by:



sarac
we're here to listen

SARAC - as a sexual abuse and rape service, we have received awareness sessions for both staff and students to support their understanding of healthy relationships; risky behaviours; CSE; and supporting victims. Additionally, we have been able to refer key vulnerable students to bespoke services within SARAC.

School Nurse Services - twice a month, the School Nurse Service, commissions a qualified and trained School Nurse to visit our school to offer a Drop In Service. Students can access the SNS for a variety of different things, including relationships; emotional health; sexual health; drugs and alcohol.



Your School Nursing Service
Someone you know and can trust ...

Your School Nursing Service can work both in and out of school to help provide or find you support about:

- Keeping Healthy
- Immunisations
- Emotional Health
- Weight Management
- Sexual Health
- Drugs and Alcohol
- Smoking

We can also help make sure that young people with disabilities, long term illness, or other needs can receive extra support when they need it. If we can't provide the help ourselves, we will connect you with someone who can.

Confidential
Your School Nursing Service is confidential. This means that you can discuss personal or sensitive issues privately. We will always respect your privacy and confidentiality. We will always respect your privacy and confidentiality. We will always respect your privacy and confidentiality.

Qualified
Your School Nursing Service is staffed by qualified nurses or midwives with specific graduate level education, and work with a health professional.

Non Judgemental
Your School Nursing Service is non-judgemental.

When and Where can I Access my School Nursing Service?

Careers

Widening
HORIZONS



Careers Curriculum

From September 2023, we have launched our new **'WORK READY'** curriculum, where all Year 11 students have a weekly, dedicated lesson to Careers and Transition Support.

The New Curriculum, written to support key employability targets and the Gatsby Benchmarks, is also delivered to our students in Years 7 - 10 across the **RAISE** time programme; drop-down days; and throughout the curriculum within other subjects.

Students also benefit from a Weekly Visit from a Trained Careers Advisor, who supports students with their next steps and develops transition activities.

The Bridge Academy
RAISE Careers Curriculum - a blueprint for Work Ready & Life Ready
The Careers Curriculum

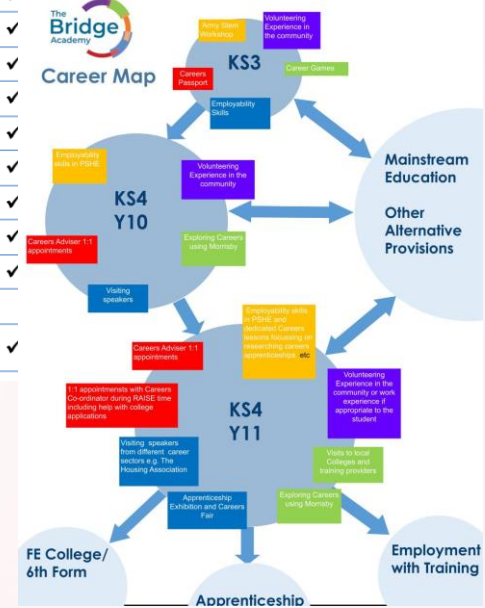
Courses/Modules/Unit Aims	Year 7	Year 8	Year 9	Year 10	Year 11
Self-Awareness-Module 1 <ul style="list-style-type: none"> Personal awareness Your strengths & Challenges Personal Development Planning 	Teamwork-Module 4 <ul style="list-style-type: none"> Teamwork & Role Conflict Resolution 	Problem Solving-Module 5 <ul style="list-style-type: none"> What's the problem? Solutions leads to success 	Flexibility-Module 6 <ul style="list-style-type: none"> Teamwork Healthy working relationships 	Resilience-Module 7 <ul style="list-style-type: none"> Check and developing your work Accounting support Keeping on track 	
Time Management-Module 2 <ul style="list-style-type: none"> Planning for success Stretching your time Being focused! 					
Communication-Module 3 <ul style="list-style-type: none"> Media communication Media communication Positive personal presentation 					
Learning Outcome	Self-Assessment	Teamwork	Problem Solving	Flexibility	Resilience
Personal Awareness <ul style="list-style-type: none"> Self-assess your current skills set based on the topics within this course Understand the importance of self-awareness in the work environment and as an individual Identify one area where you worked well today and an area to develop. 	Teamwork is Key <ul style="list-style-type: none"> Recognise the skills needed when working with others in a team Contribute to the success of a group task Identify how teamwork benefits employers and employees 	Conflict Resolution <ul style="list-style-type: none"> Understand that a team involves different roles Understand that compromise is important Be able to agree and disagree with others constructively 	What's the problem? <ul style="list-style-type: none"> Identify problems that occur Suggesting solutions that could resolve problems Recognising problems in the workplace 	Solutions leads to success <ul style="list-style-type: none"> Understand that Growth Mindset is when finding solutions Identify resources and support for problems Apply skills to your next career choice 	Think Positive <ul style="list-style-type: none"> Understand the importance of positive thinking for personal growth Learn strategies to develop and maintain a positive mindset Apply positive thinking to daily life and work situations.
Your strengths & Challenges <ul style="list-style-type: none"> Identify your own personal strengths and challenges. Understand the importance of self-development. Identify strengths required for various job roles 					
Personal Development Planning <ul style="list-style-type: none"> Understand the concept of Personal Development Planning and its importance. Understand how to set SMART goals. Create a Personal Development Plan - PDP 					
Planning for success <ul style="list-style-type: none"> Recognise the importance of organisation. Understand time management. Identify time management strategies 					
Philosophy of time <ul style="list-style-type: none"> Understand the importance of prioritising tasks for effective time management. Develop skills to assess importance of tasks. Apply prioritisation skills to daily routines. 					
Being focused <ul style="list-style-type: none"> Understand the importance of staying focused Identify strategies to manage focus. Develop a sense of responsibility for your own productivity 					
					Respect Ambition Independence Success Flow



GATSBY

Gatsby Benchmarks at The Bridge Academy

	A Stable Careers Programme	Learning from Careers and Labour Market Information	Addressing the Needs of Each Student	Linking Curriculum Learning to Careers	Encounters with Employers and Employees	Experiences of Workplaces	Encounters with Further and Higher Education	Personal Guidance
Work Ready Curriculum	✓	✓	✓	✓	✓	✓	✓	✓
Bespoke KS4 lessons	✓	✓	✓	✓	✓	✓	✓	✓
Daily RAISE time	✓	✓	✓	✓	✓	✓	✓	✓
Careers advisor appointments	✓	✓	✓	✓	✓	✓	✓	✓
Work experience	✓	✓	✓	✓	✓	✓	✓	✓
Mentoring – 1:1 and small group	✓	✓	✓	✓	✓	✓	✓	✓
External visits to colleges.	✓	✓	✓	✓	✓	✓	✓	✓
External visits to workplaces	✓	✓	✓	✓	✓	✓	✓	✓
Enrichment Experiences	✓	✓	✓	✓	✓	✓	✓	✓
Visiting Speakers	✓	✓	✓	✓	✓	✓	✓	✓
Transition Planning Forums	✓	✓	✓	✓	✓	✓	✓	✓



Careers Website



We have recently relaunched our Careers Portal on our website, which is a one stop shop for all things 'careers' for our students, and stakeholders.

As well as introducing our new Careers team, here we have information about our:

- Careers Curriculum
- Career Journey for Y7-11
- Careers Policy & Provider Access Statement
- Gatsby Benchmarks
- Careers Development Plan.

<https://thebridgeacademy.atlp.org.uk/students/careers-overview/>

The screenshot shows the Bridge Academy website's careers page. At the top, there's a navigation menu with links for About, Safeguarding, Primary, Secondary, Parents, Students, Events, News, and Contact. The main heading is 'Careers'. Below this, there's a 'The Careers Team' section featuring two team members: Mrs. Bryony Lindley, Careers Co-ordinator, and Mr. Elliot Payne, Assistant Headteacher and Senior Leadership Link for Careers. To the right, there's a 'Students' sidebar with a list of links including Careers Tools & Resources, College Open Days/Course Guides, Exams, Exam Timetable Summer 2023, Examination Policies, JCQ Information for Candidates, The new 9-1 Grades explained, Rewards, and Useful Links for Students. The main content area also includes a section for 'The Careers Curriculum 2023 - 2024' with a sub-heading 'Work Ready, Life Ready' and authors listed as Elliot Payne & Bryony Lindley - Careers Leaders. At the bottom, there's a 'Career Map' section with a KS3 focus.



Stoke-on-Trent & Staffordshire Careers Hub

In February 2024, we officially joined the Stoke on Trent & Staffordshire Careers Hub, in partnership with The Careers & Enterprise Company. We have access to a national network of good practice in Careers, partnership development and business engagement. With our allocated 'Careers Consultant', we will develop our Careers provision to ensure the next generation of successful employees and change-makers.

Careers Display

The display board is titled "Careers @ The Bridge Academy" and features several key elements:

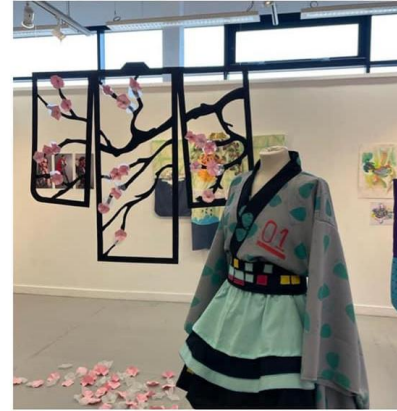
- Top Left:** "Links with Local Businesses" section featuring logos for GraceCares (Pre-Loved Care Equipment), whg, and SPV.
- Top Center:** "Careers @ The Bridge Academy" title with the academy's logo.
- Top Right:** "Volunteering Opportunities" section with photos of people and the text "Max & George".
- Middle Left:** "1:1 Careers Guidance" section with a "Big Ideas" graphic and the text "IDE ASPIRATION CAREERS THE FUTURE PLAN".
- Middle Center:** "Career Map" diagram showing pathways for KS3, KS4, Y10, Y11, and KS4, Y11, leading to "FE Colleges with Kun", "Apprenticeships", "Higher Education", and "Other Alternative Provision".
- Middle Right:** "Careers in the Curriculum" section with a "Big Ideas" graphic and icons representing different career paths.
- Bottom Left:** "Exploring career ideas with Morrisby" section featuring the Morrisby logo and a screenshot of their website.
- Bottom Right:** "Visiting Local Colleges and training providers" section featuring logos for Juniper, NOVA, and South Gloucestershire College.

Several green callout boxes provide additional information:

- Top center: "FIND OUT WHAT... AND... THAT YOU... HOW YOU GET THE MOST OUT OF YOUR..."
- Top right: "...GET THE MOST OUT OF YOUR..."
- Middle left: "DON'T BE AFRAID TO ASK QUESTIONS... COULD LEARN SOMETHING NEW!"
- Middle right: "CHOOSE A... AND YOU... DAY IN YOUR LIFE"
- Bottom right: "THINK OF YOUR PATH TO... JUST STARTED THE..."

Visit to South Staffordshire College

Students visited the local college to explore different opportunities and career pathways that they can progress on too. From the visit, students took away confidence to speak to others; and **ASPIRATION** for their futures.



Careers & Employability Fair



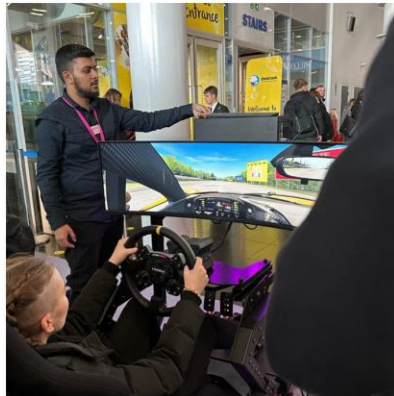
Students have visited the National Apprenticeship and Careers Event at Millennium Point, Birmingham. Students met with, and **ENGAGED** in talks with key employment organisations including The RAF, Jaguar Land Rover and CAT Finning.

NATIONAL APPRENTICESHIP & EDUCATION EVENTS

Since the visit, students have been able to demonstrate Careers Actions Plans, based on their **ASPIRATION** to work in key areas, or attend key post 16 destinations.



Careers & Employability Fairs



STEM Rocket Cars Workshop



Students spent the morning, working with the Army in a STEM workshop through **British Army Supporting Education**. Students learnt about opportunities and careers within the army. Students then designed and made rocket powered cars using tools such as a hot wire cutter! Students then tested the cars to see which travelled the fastest and was the most aerodynamic. Our pupils demonstrated our **RAISE** values of **ENGAGEMENT** and **SUCCESS** throughout the workshop, and we hope to work with the Army again.

Video of **The Bridge Academy** Rocket Car:
<https://youtube.com/shorts/ZOWUDEcWMgo>



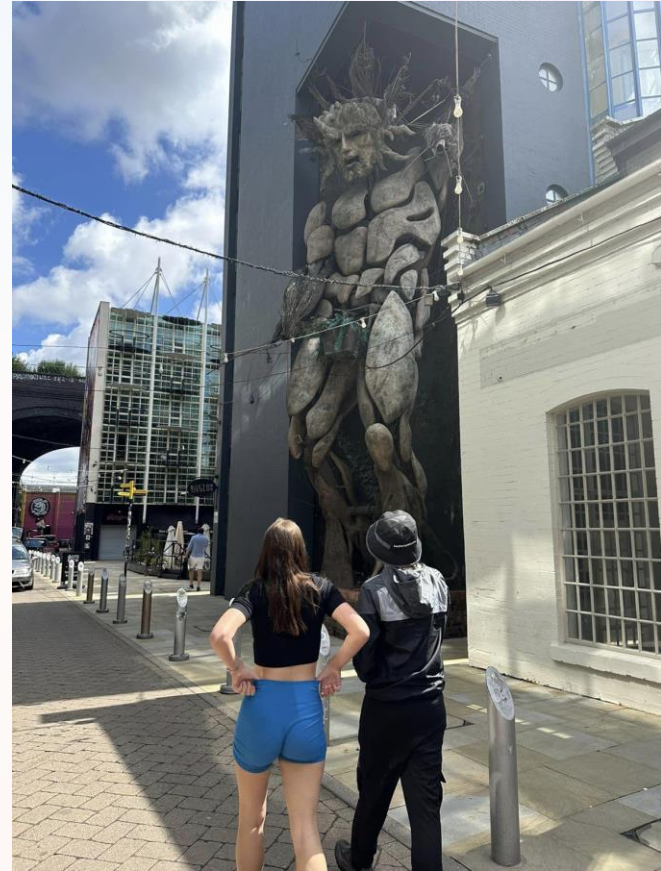
Think Tank

Students visited the Think Tank in Birmingham, to gain a deeper understanding, in a practical way, the wonders of historical and modern day science and environmental challenges.



Art Tours

Students visited Digbeth in Birmingham, known for its street art, and bespoke displays of contemporary art. Students were proud and **RESPECTFUL** to represent their school when talking to artists, photographing key pieces and discussing how they can incorporate these designs into their own GCSE art work.



Drayton Manor!

As part of our offer to ensure that students receive opportunities that they would not normally receive, we were proud to take students to the Drayton Manor theme park, as a reward for demonstrating our **RAISE** values.

Students conducted themselves excellently, demonstrating what they have learned through our Behaviour Curriculum, and most importantly enjoyed themselves!



Army Visit

The Bridge Academy welcomed Sgt Rowley-Johnson and his colleagues from Mercian Regiment at Whittington Barracks in Lichfield. Students **ENGAGED** in conversation about life in the arm, and got to try on some of the gear!



Enrichment

Widening **HORIZONS**

Wednesdays



Mixed Martial Arts

Each week, we support a number of different students attend a popular Mixed Martial Arts Centre in Burton.

Students that attend gain key skills in positive discipline; team-work; communication and **RESPECT**.



Health, Hair & Beauty

Students can now engage in a bespoke Health & Beauty Course with a professionally qualified beauty professional. Young people have accessed a variety of different activities, including:

- Nail
- Eye brows
- Hair and Extensions

Across a five week programme, young people have opportunity to experience these different elements of health and beauty.

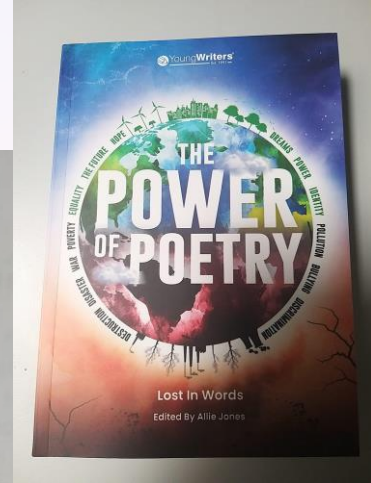
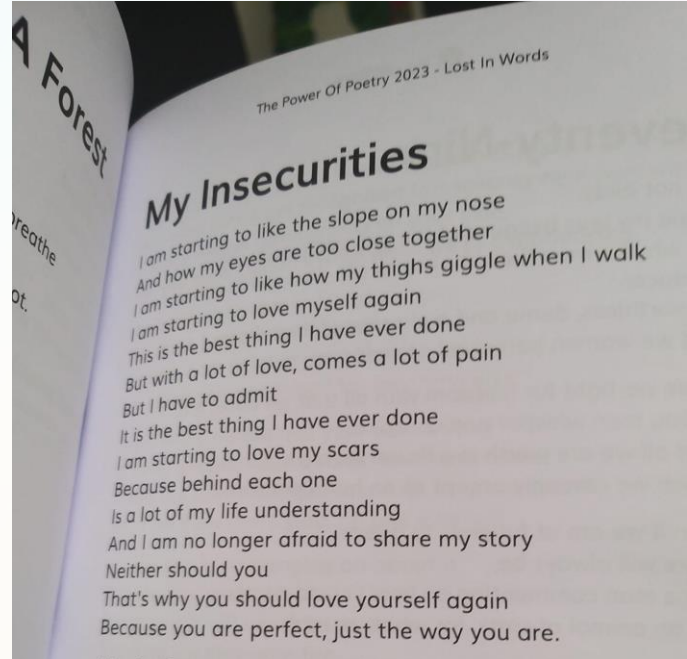


Published Poetry



A student from The Bridge was supported to write a thought-provoking poem as part of her English and PSHE lessons, which was later published in a brand new book - **The Power of Poetry!**

‘My Insecurities’ can be found in the Book to the right.



Cooking

As part of our curriculum, and enrichment offer, students can take part in a variety of cooking lessons giving them the confidence and the skills to be able to key dishes that they can then prepare at home, or later in life. Students have cooked dishes such as pizza; eggs; chips and enchiladas.



We also cook a number of different event-based dishes, such as pancakes for Pancake Day; a victoria sandwich for the King's Coronation; and pastry for the Bake Off!



Pottery

A new activity for our What's Happening Wednesday's with a ceramic 'pottery' workshop. Working with **Studio 20**, students are taught how to use a potters wheel, to make a bowl and a bird feeder. Their creations are taken to be fired and glazed ready to be decorated and used.



Mechanics



'Max & George Trust'

Students have started helping out at the Max & George Trust!

Students have met so many lovely dogs looking to be rehomed. Students got the opportunity to walk them and took some artwork that we had produced to help raise awareness for the Rescue Centre.

Students will be supporting this charity in the future by volunteering and collecting food and bedding etc.



Charity

Students who have worked with The Max & George Dog Trust, created individual pictures of each dog they met. They then populated them into a 2024 calendar to sell to others.

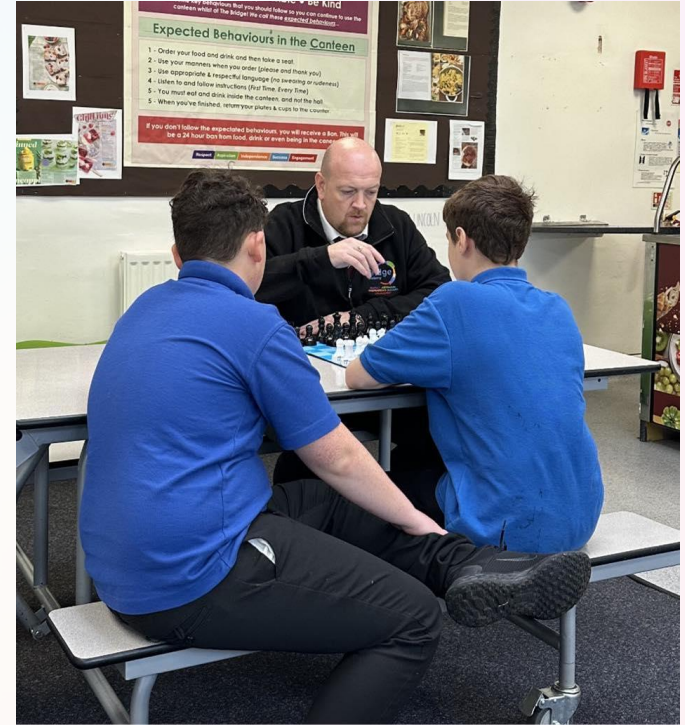
Students raised £160 for the charity, with all proceeds going to support the dogs at The Trust.



Extra-Curricular

Throughout the school day, students can take part in a range of Enrichment activities, which include:

- Playing chess with each other, or an adult.
- Library to read.
- Cooking different dishes, of varying difficulties, to be **LIFE READY**.
- Gym & Boxing
- Table-tennis
- Art, Graphics & Textiles
- Lego



Future Plans



Over the coming year, we are ambitious for our **Personal Development** offer. We are looking to develop the following activities:

RAISE Association and developing student voice

Vertical tutoring

Peer Mentoring

Outdoor Education

Duke of Edinburgh Award

Community Engagement & Charity Activity

Drop Down Awareness Days

RAISE Group Competitions