



Sawtry Village
Academy

**Personal
Development
2026-27**



Sawtry Village
Academy

Personal Development

SVA's Curriculum extends far beyond the academia and offers opportunities and experiences for students to thrive. It allows students to develop and explore their interests further than timetabled lessons. 'Made at SVA' is a motto we use in order to illustrate how students develop their character and build confidence and resilience throughout their journey at SVA. We are dedicated in giving students the best possible experience, which ensures students are well equipped for their future lives as responsible citizens.



SMSC, British Values, Cultural Capital, Character

Sawtry Village Academy is committed to creating well-rounded students who are equipped with the fundamental understanding and skills required for life within SVA and beyond. Through a range of Core Studies lessons, registration activities, PLEDGES and extra-curricular opportunities and visits, students will:

- Be provided with the opportunities to have complex discussions on moral and ethical issues and understand how to appreciate the viewpoints of others
- Develop an understanding of the fundamental British Values of democracy, individual liberty, the rule of law and mutual respect and tolerance, and the importance of them in contributing positively to life in modern Britain
- Develop their understanding and appreciation for a wide range of cultural influences that have shaped their own heritage and that of others, and recognise the commonalities between them
- Understand that difference is a positive, not a negative, and that individual characteristics make people unique

Develop character - a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others

Develop confidence, resilience and knowledge so that they can keep themselves mentally healthy

Recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and be aware of the support available to them

Recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities

Know of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

Explore and improve their understanding and respect for different faiths and cultural diversity

- Identify the dangers of inappropriate use of mobile technology and social media
- Know how to keep physically healthy, eat healthily and maintain an active lifestyle

Develop an age-appropriate understanding of healthy relationships through Relationships and Sex Education

- Become reflective about their own beliefs (religious or otherwise) and perspective on life

Know of, and respect, different people's faiths, feelings and values

Have the opportunity to enjoy and be fascinated in learning about themselves, others and the world around them

Be given the opportunity to use their imagination and creativity in their learning

Develop a willingness to reflect on their experiences

Recognise the difference between right and wrong and readily apply this understanding in their own lives recognise legal boundaries and, in doing so, respect the civil and criminal law of England

- Understand the consequences of their behaviour and actions
- Be able to use a range of social skills in different contexts, for example working and socialising with other students including those from different religious, ethnic and socio-economic backgrounds

Develop a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

Understand and appreciate the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain

Core Studies

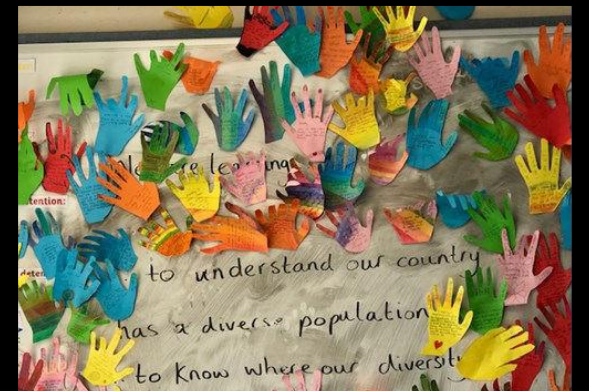
It is the aim of the Core Studies department to ensure we equip our students with the knowledge, skills and understanding to be able to make safe, informed, reliable decisions in their lives beyond SVA.

Key Stage 3 and 4 students are timetabled in mixed ability groups for one hour per week.

Key Stage 5 learning is timetabled through the Sixth Form Enrichment Programme and Tutor Time. Core Studies is a compulsory subject.

Core Studies is a combination of 4 subject areas:

- Successful learners who enjoy learning, make progress and achieve : CEIAG
- Confident individuals who are able to live safe, healthy and fulfilling lives : PSHE
- Responsible citizens who make a positive contribution to society : CITIZENSHIP & RE



PLEDGES



Sawtry Village
Academy

PLEDGES

Extending the Boundaries of Learning

CMAT Cambridge Meridian
Academies Trust

Gold: TO LEAD

Silver: HELP ORGANISE

Bronze: TAKE PART IN

	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	GIVING	ENVIRONMENT	SERVICE
B R O N Z E	Attend a Session 6 for at least six weeks	Take a lead role in and be a significant part of a lesson's success	Receive an academic sporting or cultural award	Have sustained contact with people from a foreign country e.g. a penfriend or approved social media	Take part in the PLEDGES day Giving activities	Volunteer to litter pick around the site on 3 consecutive days	Be a tour guide for parents or visitors to the school both during school times and/or at after school events
	Regularly read in class so that the teacher is able to identify you as a regular reader	Make a positive contribution on student reception	Take part in an out of school activity which called for determination, grit and resilience	Take part in the PLEDGES day Diversity activities	Take part in an event which raises awareness of a charity within the school through assemblies and events	Take part in the PLEDGES day Environment activities	Play a role in supporting an after-school activity through providing a service to staff/parents/community
	Receive a Bronze Credit Certificate for your work and participation in lessons	Take part in the PLEDGES day Leadership activities	Complete the English Literacy Challenge 'Read it and Reap'	Learn to speak or make significant progress in a language not taught in the school's curriculum	Donate old school uniform/PE kit to school	Actively participate in improving the school environment	Take part in a service activity outside school such as Scouts, Guides or Cadet Forces
	Participate in a school or outside school concert, show or sporting event	Write a poem or a story which is read out to an audience	Receive regular and substantial praise in your books in a number of different subjects	Produce a project about a culture new to you or a country that you have not lived in	Donate regularly to a foodbank	Complete a litter pick at a community event or an activity out of school time	Take part in the PLEDGES day Service activities
	Attend an out of school club for a sustained period of no less than 6 weeks	Write an article for the school news letter	Take part in a holiday/weekend activity where your skill and/or knowledge has deepened in a particular subject	Visit a place with a significant cultural difference within the UK	Fund raise for an approved charity	Help with the various gardening/environmental projects around the school for at least 5 hours in a term	Be part of a design or service which either helps make life easier or helps make people make progress in their daily lives



Pledges extend the boundaries of learning and give students different experiences than that they would have in school. Students can complete these in and out of school and all Pledges are recorded in their student experience files.



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PLEDGES

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	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	GIVING	ENVIRONMENT	SERVICE
S I L V E R	Help to organise a sporting, cultural or academic activity for at least 6 weeks	Help to organise a House assembly	Help to organise an activity where significant endeavour has to be demonstrated	Actively promote anti-racist and/or anti-homophobic activities and view points	Organise a fund raising activity in school	Organise a group of students in cleaning duties in the school hall for 3 consecutive days	Organise tour guides for parents or visitors to the school both during school times and/or at after school events
	Be part of the organisation of a reading group or organise a group reading project in class	Take a key role in a sporting, cultural or academic fixture/concert/challenge	Organise an activity which called for determination, grit and resilience on behalf of the competitors	Organise a link with a school in a different country in order to learn about their culture and traditions	Organise awareness of a charity within the school through assemblies and events	Organise 5 litter picks during your free time on consecutive days	Help to organise an after-school activity through providing a service to staff/parents/community
	Organise and stand your work experience placement	Organise a school activity such as a charity stall	Help to lead at House level on a significant issue which you believe needs addressing in school	Make significant progress in a language not taught in the school's curriculum	Organise the collection of old school uniform/PE kit to school	Help organise activities which would actively improve the school environment	Organise an activity or event at your Scouts, Guides or Cadet Forces
	Help to organise a concert, show or sporting event	Help to organise a school production	Evidence where you have made substantial effort in and out of class in a number of subjects	Help to organise a project about a culture new to you or a country that you have not lived in	Organise donations to a foodbank	Have a substantial piece of environmental work on display in a classroom or in the school	Complete a successful work experience placement
	Encourage others to attend an out of school club for a sustained period	Help to organise and write a school news letter	Be an active organiser in a holiday/weekend activity where your skill and/or knowledge has deepened in a particular subject	Help to organise a trip to a place with a significant cultural difference within the UK	Organise a speaker to come into school to talk about their charity	Help to organise a gardening/environmental project around the school for at least 5 hours in a term	Help to organise a design or service which either helps make life easier or helps make people make progress in their daily lives
G O L D	Lead a sporting, cultural or academic activity for at least 6 weeks	Be a member of the Student Leadership Team	Lead an activity where significant endeavour has to be demonstrated	Lead on promoting mutual respect and tolerance of different faiths and beliefs	Lead on organising a collection in aid of a charity	Lead a group of pupils in cleaning duties in the school hall for 3 consecutive days	Complete a work shadowing placement or complete National Citizens Service
	Lead a reading group in or out of school	Be a leader of a sporting, cultural or academic team event	Complete the 'Skills' section of the Silver D of E award	Be a leader in promoting another country's cultural capital	Volunteer in a local charity shop or for an out of school charity event	Lead independently five litter picks during your free time on consecutive days	Lead and support an after-school activity through providing a service to staff/parents/community
	Regularly lead a small group or support a teaching group within school	Lead a significant project which is seen by your House/school	Lead, at school level, on a significant issue which you believe needs addressing in school	Run a club or extra-curricular session teaching another language not taught in the school's curriculum	Lead on creating a shop/stall/event which helps sell old uniform in or outside the school	Lead on creating a better school environment	Hold a position of responsibility in a service activity outside school such as Scouts, Guides or Cadet Forces
	Take a lead role in a concert, show or sporting event	Lead a group of students in preparing for a school production	Be someone whose behaviour and learning profile is something to be admired	Lead on a project about a culture new to you or a country that you have not lived in	Lead on establishing a foodbank donation scheme at Christmas or other times of the year	Lead a scheme to reduce the carbon footprint which has a significant impact on the community and/or school	Complete the Service section of the Silver Duke of Edinburgh's Award
	Take some form of leadership in an out of school club	Take a leading role to plan, organise and create a school news letter	Lead a holiday/weekend activity where your skill and/or knowledge has deepened in a particular subject	Lead a trip to a place with a significant cultural difference within the UK	Promote and organise a fund raising event in or out of school	Lead a gardening/environmental project around the school for at least 5 hours in a term	Lead on a design or service which either helps make life easier or helps people make progress in their daily lives



Many of the PLEDGES have at their core the 'British Values' of:

• Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance

Session 6

SVA offers a variety of extracurricular activities to promote students to stay at school after 3pm.

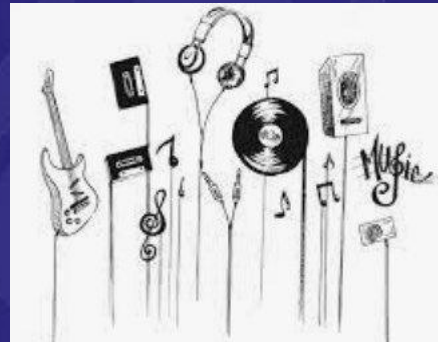
We believe these experiences and activities build students character and help in many ways including

building:

Resilience Confidence

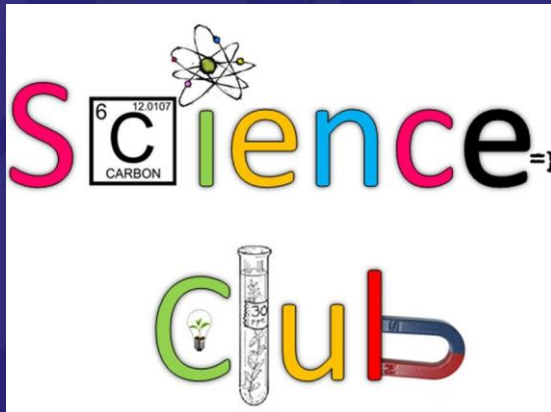
Improved mental health

Social skills



Key Stage 3/4

- Sports clubs and fixtures
- Art Club
- Science Clubs
- Lego Club
- Arts and Crafts
- Encore Drama Club
- Mind Matters Club
- LGBTQ+ Club
- Robotic Club
- Wargames Club
- Autism and Me
- Cooking Club
- DofE
- Homework Club
- Classics Club
- Music and Orchestra Club
- Book and Film Club
- Friendship Club
- Strategy Games Club



Sporting activities

SVA offers a wide range of physical activity and sporting opportunities for all students all year around. Many students take up these opportunities for fun and participation and to improve their sporting ability, participating in training sessions as well as regular fixtures. SVA competes competitively against other Hunts schools in the following sports:

- Football
- Rugby
- Cricket
- Basketball
- Netball
- Rounders



SVA competes annually in the following sports:

- Swimming
- Athletics
- Cross Country
- National cup football
- Handball
- Table Tennis
- American Football
- Badminton

A large group of students and staff posing for a photo in a school hall. Many students are wearing black t-shirts with a logo, and some are making 'rock on' hand gestures. A staff member in a high-visibility vest is visible on the left.

We encourage student leadership in these areas in particular within Dance where we have student dance captains and a prop and costume department. We also link with Young Technicians and Sawtry have a Tech team of 13 students who provide sound and lighting for our shows.

1 students who want to get

As we offer are – Professional West End performer
Theatre Trips throughout the year.

opportunity for students to achieve their Bronze Arts
ncore sessions.



PLEDGES & Futures Week

19th – 21st July 2027

- Gain new experiences
- Extend the boundaries of learning
- Gain essential cultural capital
- Make memories with friends that last forever

Each year students will have one week completing a variety of activities on a different curriculum. Many of the activities are linked to PLEDGES and are off school site.

The aim of the week is for students to gain experiences they would not gain within lessons, extending the boundaries of learning.

Year 7	Year 8	Year 9	Year 10	Year 12
• Sports day • Ferry Meadows • Enterprise challenge  	• Sports Day • Environment day • Diversity Day • First Aid Service Day   	• Sports day • 4 Day trip to Paris (18th – 21st July) • Diversity Day • Bushcraft • Preschool Sports   	• Students take part in <u>1 weeks</u> work experience. Students self place and find their own placement.   	Options from: • Work shadow • DofE Gold • Helping with SVA activities week   

Careers Education

CEIAG is embedded well into the curriculum ensuring all Gatsby Benchmarks are met. CEIAG is taught through a variety of paths including Core Studies, Tutor time and off timetable activities.

Each year group has a particular day a year where they replace regular lessons with a CEIAG activity, this includes a enterprise challenge (Y7) careers dating (Y8) The game of life (Y9) Work experience (Y10) NCS (Y11). We achieved the national 'Quality in Careers Standard' in July 23.

All students have log ins to Uni Frog and have 3 specific lessons using this as well as access from home.

For more detail and the year group provision please follow the link:

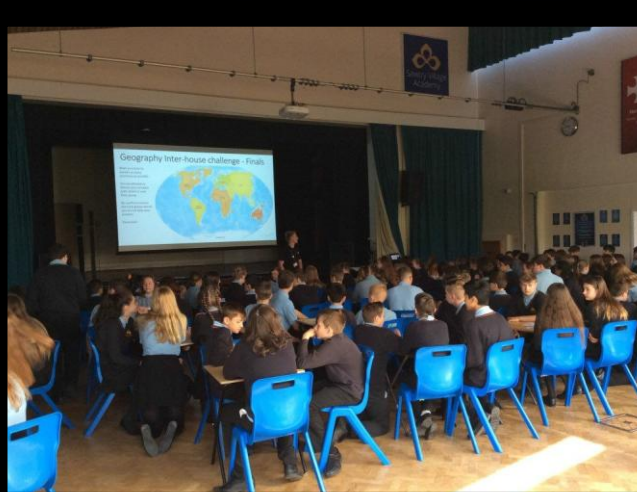
www.sawtryva.org/academy-information/caiag/



Form Time Plan

Each house strategically plans the form activities that are delivered by tutors every morning. The activities follow 4 big themes that include:

- SMSC
- British Values
- Global citizenship
- Oracy
- Literacy
- House challenge



Inter-House competition 2019/2020

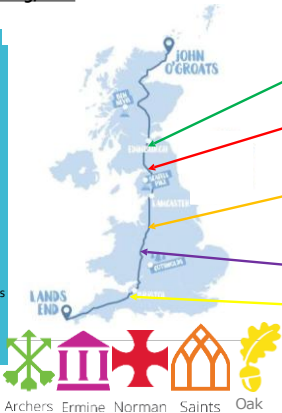
What is the competition?

Your Houses are competing against each other to travel from the most Southern point of the UK to the most Northern point. Lands' End to John O'Groats.

Your aim is to be the first House to complete the 1398km in the fastest time.

Each kilometre you run, walk or cycle will contribute towards your House total. The maximum contribution for each person is 50km

This challenge is open to both students and staff of Sawtry Village Academy and runs until 17th July.



Archers have covered a total of 894km and have crossed into Scotland, 20km away from Edinburgh

Norman have covered a total of 749km and have reached Carlisle

Saints have covered a total of 508km and have reached Stoke on Trent

Ermine have covered a total of 424km and have reached Kidderminster

Oak have covered a total of 240km and have reached Taunton



Each time you run, walk or cycle make sure you track your activity on an app and send evidence to kkefford@sawtryva.org



Saints



Educational Visits

SVA offers a range of educational visits for students in every year group including a residential visit in every school year.

The Educational Visits are arranged in order appropriate to age throughout their time at SVA. They run annually so students know the journey as they go through SVA.

KS3 Educational visits:

- Ramsey field trip
- Space Museum
- Ferry Meadows adventurous residential

Caythorpe residential

Careers Fair

Globe Theatre visit Art Trip to

- Cambridge

Computing History Centre



KS4 & KS5 Educational visits:

- Paris residential
- Ski trip
- Berlin History trip
- Iceland Geography trip
- Harry Potter Media Studies trip
- Computer Science Trip
- London and Paris Art Trips
- London & Bedford University Day
- Washington DC
- Apprenticeship Exhibitions

Global Citizenship Club



Our Global Citizenship form time activities and assemblies are linked to UN Sustainable Development Goals (Global Goals). Through these activities, students reflect on diversity, Human Rights and the importance of being responsible citizens contributing to the Global Goals.

We also run the World Activists Club linked to the Global Goals. Through the Club, students develop their critical thinking as well as organisational, leadership and public speaking skills.



44 things to do before you are 14



The Adventurer

1. Put up a tent
2. Build a den
3. Watch a sunset
4. Make a kite
5. Fly a kite
6. Go on a really long bike ride
7. Play 5 different sports
8. Catch a public bus
9. Make a home for a wild animal
10. Navigate using a map
11. Go orienteering
12. Catch a falling leaf
13. Do a nature walk at night
14. Collect fruit from a tree
15. Identify 6 different trees
16. Go star gazing
17. Go geocaching
18. Walk in a wood
19. Go 3 days without technology
20. Feed an animal from your hand
21. Identify 6 different birds
22. Climb a huge hill



The Discoverer

23. Visit a Castle
24. Lead an activity
25. Make a grass trumpet
26. Hunt for fossils and bones
27. Play a card game
28. Go out for a 3 course meal
29. Listen to live music
30. Make a pot of tea
31. Learn CPR
32. Send a letter in a post box
33. Bake a cake
34. Wash Up
35. Take a photo using a camera
36. Make origami
37. Visit a zoo or park
38. Go bird watching
39. Plant it, grow it, eat it
40. Build a raft
41. Cook on a campfire
42. Learn to tie 3 different knots
43. Swim 50m
44. Play a board game

SVA promotes students to complete the '44 things to do before you're 14' initiative. This aims to ensure students experience varied yet simple activities in their childhood. Many students will have the opportunity to complete these activities during school Educational Visits and PLEDGES week. Students are also tasked to complete these activities with their families over the weekend and school holidays.

Mental Health

Keeping healthy– We believe that students need to be taught about mental health and should be supported in achieving positive mental health

We work to reduce the risk factors that increase the risk of poor mental health. The school works through its own policies and with external agencies to mitigate the factors below:

- being in social care (looked after children)
- homelessness
- youth offending
- low household income
- family disharmony/parental breakup
- domestic violence and abuse
- parental substance misuse
- parental mental ill health and school absence and exclusions

As part of this the school’s strategy we work to improve the protective factors for the young people in our care to reduce the vulnerability.

Protective FactorSVA’s Support for this:

High self-esteem	Self-esteem is covered in Core Studies and in Tutor activities. Students have a tutor that they see every day who encourages and motivates them.
Good education	SVA is graded ‘Good’ by Ofsted.
Someone from the family being involved	Parents are also invited to our careers evening. We also signpost parents to support groups.
Development of good oral language	“To grow as confident and articulate speakers” is part of our teaching and learning strategy.
Positive relationships with parents	Supportive advice is given by House staff on parenting. Further we refer and help parents to attend parenting workshops run by the local authority.
Social/community inclusion	Our House system aids cohesion and belonging. We focus on keeping students in the classroom as much as possible as part of our philosophy.

In addition to the explicit preventative factors we also support positive well being through the areas below:

Taught curriculum– mental health

Mental health is explicitly taught at SVA through the Core Studies Curriculum, assemblies and tutor activities. This empowers students in understanding their own mental health and that of others allowing them to have influence over it.

Support given/ offered to students

Tutors, SSAs and Senior Tutors are the front line staff to support students with mental health. All of which have had some form of training in this area. In addition key staff are mental health first aiders including the mental health lead. Where further support is needed we have a referral system in place.

Support given/ offered to parents

We offer clear signposting to parents where they need support with their mental health and also in supporting their child. For the exam year groups training is offered in helping to reduce stress through parents forums and parent evenings.

Behaviour, Bullying & Safeguarding

We know that good behaviour and feeling safe are important preventative factors in maintaining positive mental health. SVA has a clear process in place for when bullying takes place including a follow up check in that the situation has resolved. A robust safeguarding system is used in the school with careful monitoring and follow up.

Physical Activity

All students take part in the PE curriculum which provides and promotes physical activity for our students. This opportunity not only develops sporting talent but supports physical fitness and health. The link to physical activity and mental health is made clear through these lessons. This adds to a student’s toolkit in staying healthy.

Physical Relaxation/ Breathing Exercises

Students in each year group are taught breathing exercises for mindfulness practice. This gives students a technique to use when stress or worry sets in. Through PE physical relaxation is taught and discussed as a way of recovering from exercise and helping to clear the mind. This also includes the use of yoga in the curriculum.

Duke of Edinburgh

Bronze & Gold Awards

All Students in Year 10 are given the opportunity to start their Bronze Award. Sixth form students are encouraged to start their Gold Award during Enrichment time.

Students develop team working, independence, time management, sense of community, communication skills, self reliance, resilience , confidence to handle new situations and plenty of grit along the way to completing their DofE.



Volunteering

Giving service to individuals or the community. This cannot be for a business or family member but can be for a charity or for a not-for-profit organisation. Examples:

- Raising money for a charity
- Being a football coach
- Helping at an after-school club.

Physical

Improving in an area of sport, dance or fitness activities.

- Joining a local athletics club
- Improving their martial arts skills
- Taking weekly dance lessons.

Skills

Developing practical and social skills and personal interests.

- Learning how to juggle
- Improving musical skills
- Build a website, blog or video diary.

Expedition

Planning, training for and completing a supervised adventurous journey as one of a team in the UK or abroad. It can be by canoe, kayak or boat; on foot; on horseback; by wheelchair or by bicycle.

Residential

At Gold level, participants must do an additional fifth Residential section, which involves staying and working away from home doing a shared activity.

- Assisting at a kids' summer camp
- Helping deafblind young people and adults to enjoy a holiday in France
- Joining a conservation camp.

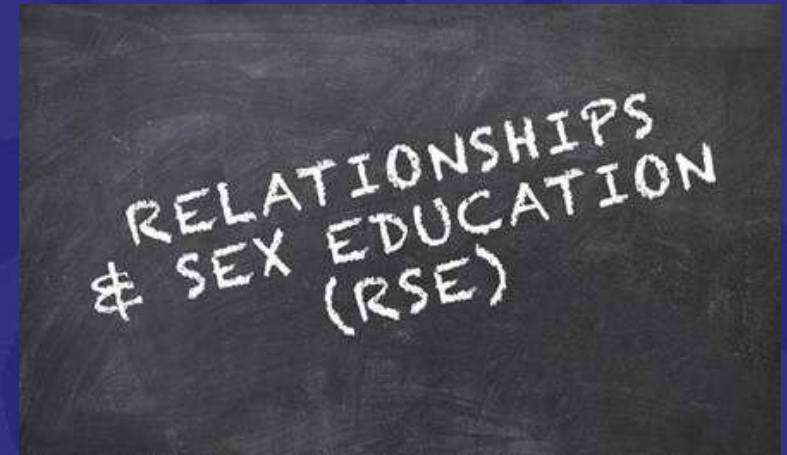
Relationships & Sex

We want all students to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why they are taught Relationships, Sex and Health Education through Core Studies – a timetabled lesson in mixed groups for one hour per week throughout Years 7 – 11.

These lessons are designed to equip our students with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful future. The world for all young people looks very different today from the way it did 20 years ago.

It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. We cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, giving students the knowledge they need to make safe, informed and healthy choices as they progress through adult life.

Health Education provides students with the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of Year 11, students will have been taught content on:

- Families
- Respectful relationships, including friendships
- Online media
- Being safe
- Intimate and sexual relationships, including contraception and sexual health
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent bodies

Recording of Experiences & PD

At SVA we do not just want students to have these experiences and create many positive memories but we also want students to remember them and reflect on them.

When students complete PLEDGES, go on educational visits, take part in extra curricular activities or complete significant CEIAG activities we ask students to write them up and reflect what they have learnt. These reflection sheets are held in their personal experience files and presented to students in their celebration assembly.

Name: _____ Date: _____

ENCORE 'Our House Production' 

What did you do in the 'Our House' production?

What Pledge did you achieve and why?





Name: _____ Date: _____

Year 6 Induction Day Assistant

What did you do on the induction day?

What Pledge did you achieve and why?



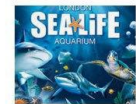
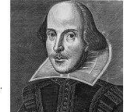


Name: _____ Date: _____

Year 7 visit to London 

What did you do and learn in London?

What Pledge did you achieve and why?



Name: _____ Date: _____

Environment Pledge Day 2019 

What did you do on the environment pledge day?

What Pledge did you achieve and why?





Name: _____ Date: _____

Diversity 

What did you do on the Diversity pledge day?

What Pledge did you achieve and why?





Name: _____ Date: _____

YEAR 7 BOOK BUZZ 

Describe how you achieved the Pledge?

What Pledge did you achieve and why?





Name: _____ Date: _____

Representation of a Sports Team 

What did you do for the sports team? Results? Fixtures? Positions? Key moments?

What Pledge did you achieve and why?



