

The Nidderdale High School Personal Development Handbook 2025-26



1. What is Personal Development?



Personal Development is the combination of experiences across the taught curriculum, and beyond, which lead to the development of qualities such as...



Kindness



insight



Empathy

character

2. The vision for Personal Development at Nidderdale High School



"The only person you are destined to become is the person you decide to be" Ralph Waldo Emerson

Curriculum Intent Statement:

Nidderdale High School is committed to supporting all young people to develop the personal qualities and values that will enable them to grow into citizens who understand themselves, the role they play in their community and the wider world. Students are ambitious for their future, proud of their achievements, have the resilience to face challenges, can take responsibility for leadership and work alongside a variety of people. Students understand the importance of equality and diversity, displaying kindness, empathy and respect. We aim to equip them with the knowledge and skills to live healthy and purposeful lives, to thrive and make a positive contribution.



3. Core principles for Personal Development at Nidderdale High School



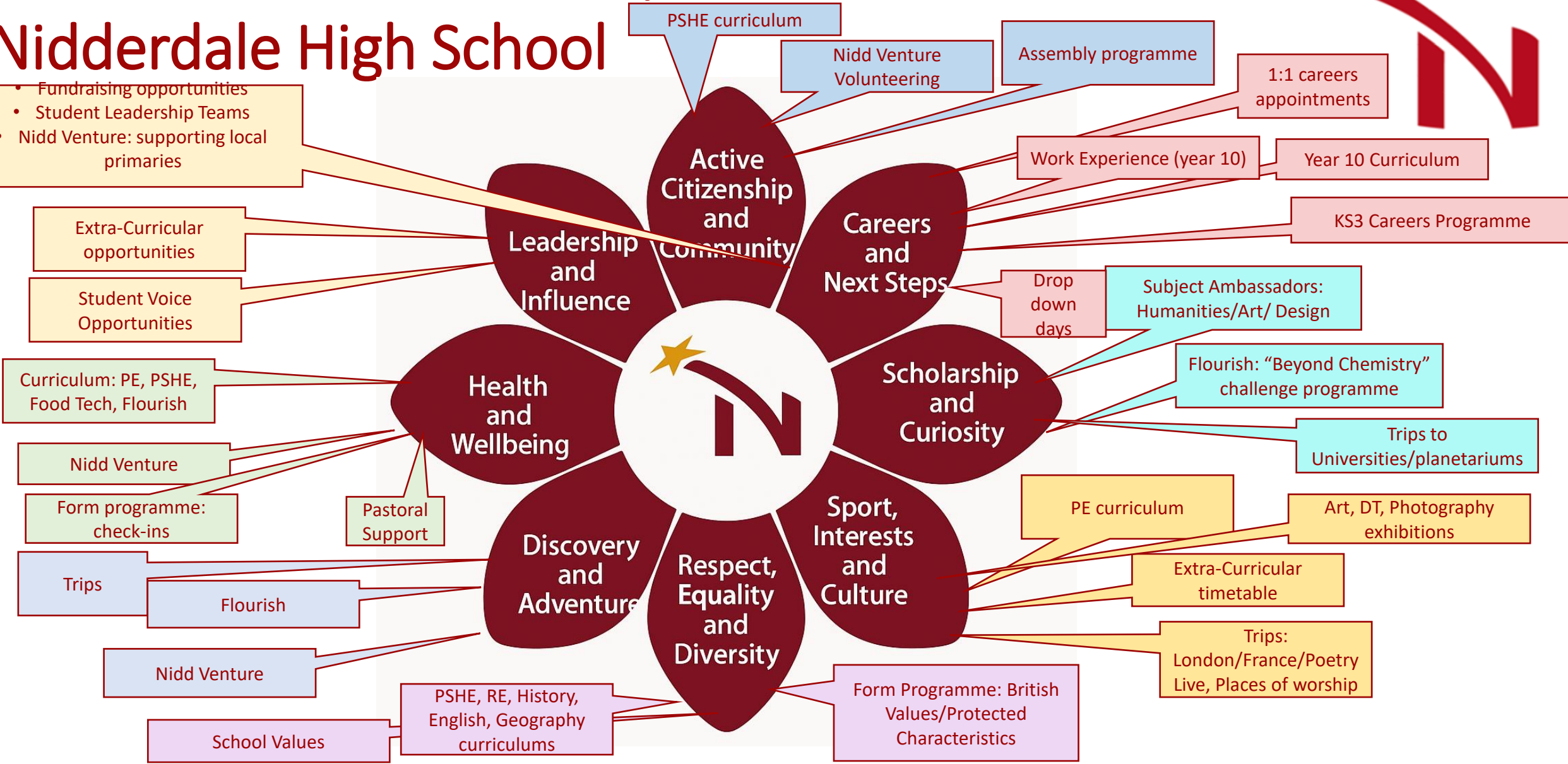
The Personal Development curriculum:

- is a 5-year *journey* which runs from Y7-11
- is a **growth model** which enables students to **develop** at a rate which is appropriate for them individually
- is **responsive to changes** in society and issues in the wider world
- has **our school vision** and **values** at the **core** of personal development
- is a *curriculum* with **core content** that **all students** will access each year in tutor time and in PSHE.
- sits alongside the range of **opt-in additional enrichment opportunities** on offer which take place **in and out of school**
- is **unique** and **celebrates** the rurality of our location and addresses the **challenges** it has
- is *interwoven* with the main subject curriculum
- has a *spiral structure* with **recurrent themes** which are revisited and build over time as part of a *joined-up vision* for years 7-11
- offers a **balance of experiences for all** alongside the opportunity for **bespoke** programmes

4. The 8 Personal Development strands at Nidderdale High School



- Fundraising opportunities
- Student Leadership Teams
- Nidd Venture: supporting local primaries





Active Citizenship and Community



- Fundraising initiatives led by the Senior Student teams: Christmas Stalls
- Form competitions
- Anne Frank Ambassadors (year 7 and 8)
- Kindness club (all)
- Recycling ambassadors
- Year 8 runner
- Nidd Venture Community programme



Careers and Next Steps



- Careers are taught to everyone through the PSHE programme
- Each year, every student is offered an opportunity to meet with our careers advisor
- Compulsory careers appointments for KS4 students
- Year 10 have specific careers lessons
- KS4 have careers assemblies form colleges and next steps
- Drop-down days
- University trips (open to all)
- Guest visitors
- Careers Fair (open to all)



Scholarship and Curiosity



- "Chemistry and Beyond" programme in Flourish
- Form time reading programmes
- Form time Maths enhancement
- Anne Frank Trust (year 7/8)
- Subject curriculums draw on PD links to enhance the PSHE programme of study for each year group
- Maths competitions throughout KS3 and KS4



Sport, Interests and Culture

- Extra-curricular sporting opportunities at lunchtime and after school
- The Flourish curriculum enables students to select sports and interests to pursue further
- Extra-curricular trips to places of worship (open to all and linked to RE programme of study)
- Nidd Venture opportunities (open to all)
- Sports Day
- DT/Art extra-curricular workshops
- Formula 1 Challenge
- Robotics challenge





Respect, Equality and Diversity

- Core school values
- Protected Characteristics and British Values are explicitly taught through the weekly form tutor programme
- RED Award
- LGBTQ group





Discovery and Adventure

- Nidd Venture programme: all year 7 climb their house hill. Year 8 have a Nidd Venture Challenge day in the Summer term.
- Extra-Curricular visits to: France (8), Lime Tree Farm: Science (8), Battlefields (9). Pateley Memorial, Rewards trips-Castleford (10). London (11) York (11)
- Rewards trips: open to all- Blackpool Pleasure Beach/Flamingo Land
- Flourish curriculum: bushcraft, mountain biking etc





Health and Wellbeing



- Understanding mental health and wellbeing
- Stigmas and misconceptions
- Coping with stress – practical approaches
- Meditation and mindfulness
- Understanding where to access support
- Extra-curricular opportunities to belong to clubs and develop skill
- Student Voice opportunities to enhance "belonging" and enable all students to communicate their views with staff



Leadership and Influence

- Junior and Senior Student teams
- Art/DT Ambassadors
- Year 8 runner
- Fundraising Ambassadors
- Mentoring programmes within the curriculum

From experiences to outcomes...



Experience of...	Knowledge, skills and experiences in these core areas...
Active Citizenship & Community	will enable students to be engaged with the world outside school and supportive of others
Leadership and Influence	will enable students to make a positive difference to the lives of others
Scholarship and Curiosity	will empower students to ensure that their learning is deep, durable and self-sustaining
Next Steps & Careers	will empower students to make informed decisions about their future
Health & Wellbeing	will enable students to be kind to themselves and to empathise with others
Sports, Interests & Culture	will enable students to specialise in areas where they have unique talents and also to gain a wider range of enriching experiences
Respect, Equality & Diversity (RED)	will make students to be more compassionate, understanding and tolerant of others
Discovery & Adventure	will give students a deeper insight into the world around them



Nidd Venture



NiddVenture sits within the Inclusion Team at Nidderdale High School.

What is it?

NiddVenture has various strands which combine to create a unique Personal Development offer. The strands intertwine to generate powerful strategies for building character, resilience, confidence, independence, skills and emotional and SEND support systems.

The Strands:

AQA Unit Awards

Key Stage 4 Outdoor Education long course

Curriculum Development Opportunities

SEND Support – Enhancement of Personalised Curriculums, EHCP Outcome support, Intensive Interactions for SALT needs

Pastoral Support – Time to talk, Friendship opportunities, adult role models and mentors, decompression time and space.

Personal Development Support – Duke of Edinburgh Award, Year7 House Hills exploration, Specialist trips (Eigg, Cairngorms), Community Involvement projects.

External offer

Alternative Provision Support

RESPECT RESPONSIBILITY AMBITION EMPATHY RESILIENCE INCLUSION KINDNESS PRIDE

Nidd Venture

Why do we do it?



Staff at Nidderdale High have long believed in 'Nidderdale Magic'. This is an intangible feature of our school which emerges in different ways in different contexts across the school. It is a quality apparent in what we do and what we offer that is difficult to define. It is underpinned by our motto of '**Achievement for All**', recognising that success is not 'one size fits all' and that accomplishment manifests in different ways for different learners.

It is inherent in our school values, recognising that **Responsibility, Ambition, Empathy, Resilience, Inclusion, Kindness** and **Pride** take many forms and that these qualities transcend a traditional classroom or curriculum. Whilst some students thrive within a traditional structure, all students also benefit from additional opportunities to explore and to develop themselves. For some students, these opportunities are pivotal, necessary and transformative

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Nidd Venture

AQA Unit Awards



These are short, focused, certificated units of study that are used to support learners in a variety of ways:

- Provide focus for group work and interactions
- Provide a vehicle through which to develop sound study skills
- Provide opportunities to develop minor and gross motor skills
- Develop reading, vocabulary, spelling and writing skills
- Additional preparation for GCSE studies
- Develop knowledge where GCSE qualifications are not appropriate
- Address specific needs (such as knife safety)
- Support personalisation of curriculum through provision of meaningful alternatives to inappropriate or inaccessible curriculum subjects (MFL, PE, Food Technology, etc)

**** The attainment of the certificate is not the focus – the focus is the skills developed through the process of meeting the certification criteria****

Nidd Venture

KS4 Outdoor Education

The KS4 Outdoor Education Year-Long Course is designed to run across the academic year and is structured around six progressive half-term blocks. The course blends practical outdoor skills with personal development, wellbeing, and employability skills, while supporting engagement and positive behaviour at KS4.

Each half term has a clear focus, starting with skills, safety, and confidence building, before moving into navigation, teamwork, responsibility, resilience, and reflection. Activities are deliberately progressive, allowing students to revisit and apply skills such as risk management, leadership, communication, and self-regulation in increasingly challenging environments.

The KS4 course places a strong emphasis on personal development outcomes, including resilience, confidence, teamwork, and mental wellbeing, alongside practical outdoor competencies. Assessment is ongoing and holistic, based on engagement, attitude, skill development, problem-solving, and reflection rather than formal exams. Where appropriate, students may work towards recognised qualifications such as First Aid, Hill Skills, Paddle Power, or elements of the Duke of Edinburgh Award, helping to build cultural capital and provide meaningful accreditation.

Overall, the KS4 NiddVenture Outdoor Education course offers a structured, year-long alternative curriculum pathway that supports students to succeed both in and beyond school, using outdoor learning as a powerful tool for re-engagement, personal growth, and preparation for life after secondary education.



RESPECT RESPONSIBILITY AMBITION EMPATHY RESILIENCE INCLUSION KINDNESS PRIDE

Nidd Venture

SEND Support



Since the Covid pandemic we have seen a rise in EHCP outcomes that require us to provide young people with enhanced opportunities to communicate and interact in ways which are not commonly available through the traditional curriculum.

Examples of actual EHCP support requirements that NiddVenture is currently supporting students at Nidderdale High to work towards:

- Student will have a better understanding of what others are expressing and of their points of view**
- Provide timetabled opportunities to develop friendships based around shared experiences or common interests in school.**
- Use of structured activities designed to facilitate social interaction between the student and their peers in a controlled environment to enable them to practise and implement social interaction skills.**
- Social group which provides a direct focus on turn taking, active listening and communication and interaction skills.**
- Student will need support to develop their understanding of the social element of communication skills, such as how to initiate and maintain conversation, how to indicate interest, how to seek information and opinion from others, as well as interpreting non-verbal cues.**

Nidd Venture



Intensive Interaction is an approach to interacting with, and developing communication and interaction skills, to those who do not find it easy communicating or being social, whether or not they have an EHCP.

Intensive Interaction aims to develop the Fundamentals of Communication such as;

Enjoyment of being with another person or people.

Sharing personal space and experiences with others.

Understanding and use of eye contact.

Turn taking and shared enjoyment of tasks.

Using vocalisations with a purpose.

Developing attention and concentration.

Understanding and using physical contact positively and effectively

Understanding and using facial expressions positively and effectively.

Understanding and using non-verbal communication positively and effectively.

Around 25% of the students at Nidderdale High have an SEND which could be expected to result in challenges around the acquisition and utilisation of effective communication skills.



NiddVenture



RESPECT RESPONSIBILITY AMBITION EMPATHY RESILIENCE INCLUSION KINDNESS PRIDE

Flourish



Our Flourish programme complements our academic curriculum. This aspect of our curriculum aims to ensure that the social and emotional wellbeing and resilience of the school community and all its partners is a strength.

The Flourish curriculum plays a pivotal role in our core enrichment entitlement for all students. Students are taught flourishing skills in their PSHE lessons and at KS3 students have the opportunity to enrich their school experience by opting for a physical and a creative experience during their timetabled Flourish slot.

In PSHE lessons students develop core skills and learn a range of techniques to empower them with the tools they need to flourish. The content includes a range of theory that will help students understand the mind, learn about themselves and create healthy habits for life. The Flourish programme encompasses concepts such as growth mindset, goal setting, self-reflection, and resilience

RESPECT RESPONSIBILITY AMBITION EMPATHY RESILIENCE INCLUSION KINDNESS PRIDE

Benefits of being creative, challenged and physically active?



3

ways we use creativity as coping mechanisms to control our emotions:

1. a distraction tool
2. a contemplation tool
3. a means of self-development to face challenges

Opportunity to flourish through;

- ✓ open communication
- ✓ developing life skills
- ✓ developing physical wellbeing
- ✓ establishing healthy hobbies



Leading to the following benefits;

- ✓ developing relationships
- ü bringing the community together
- ü increasing self esteem
- ü improving mood and regulating emotions
- ü improving social relations

Flourish Structure

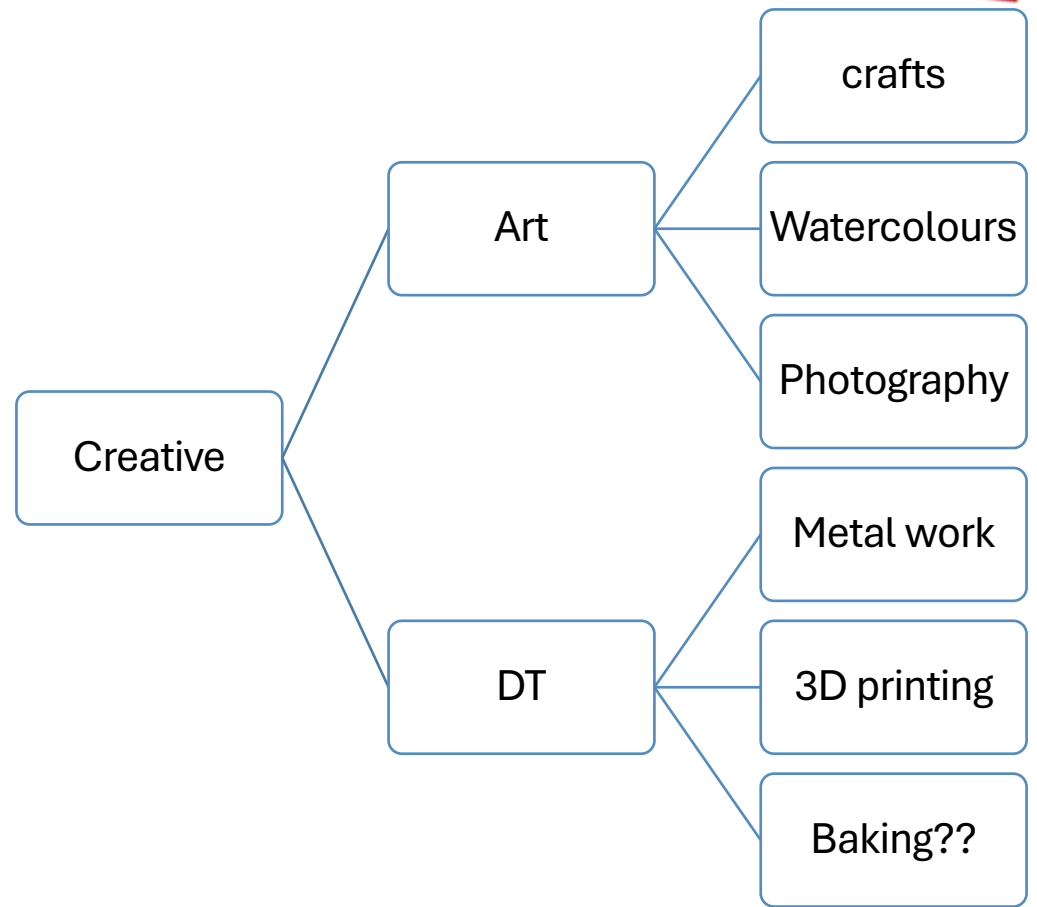
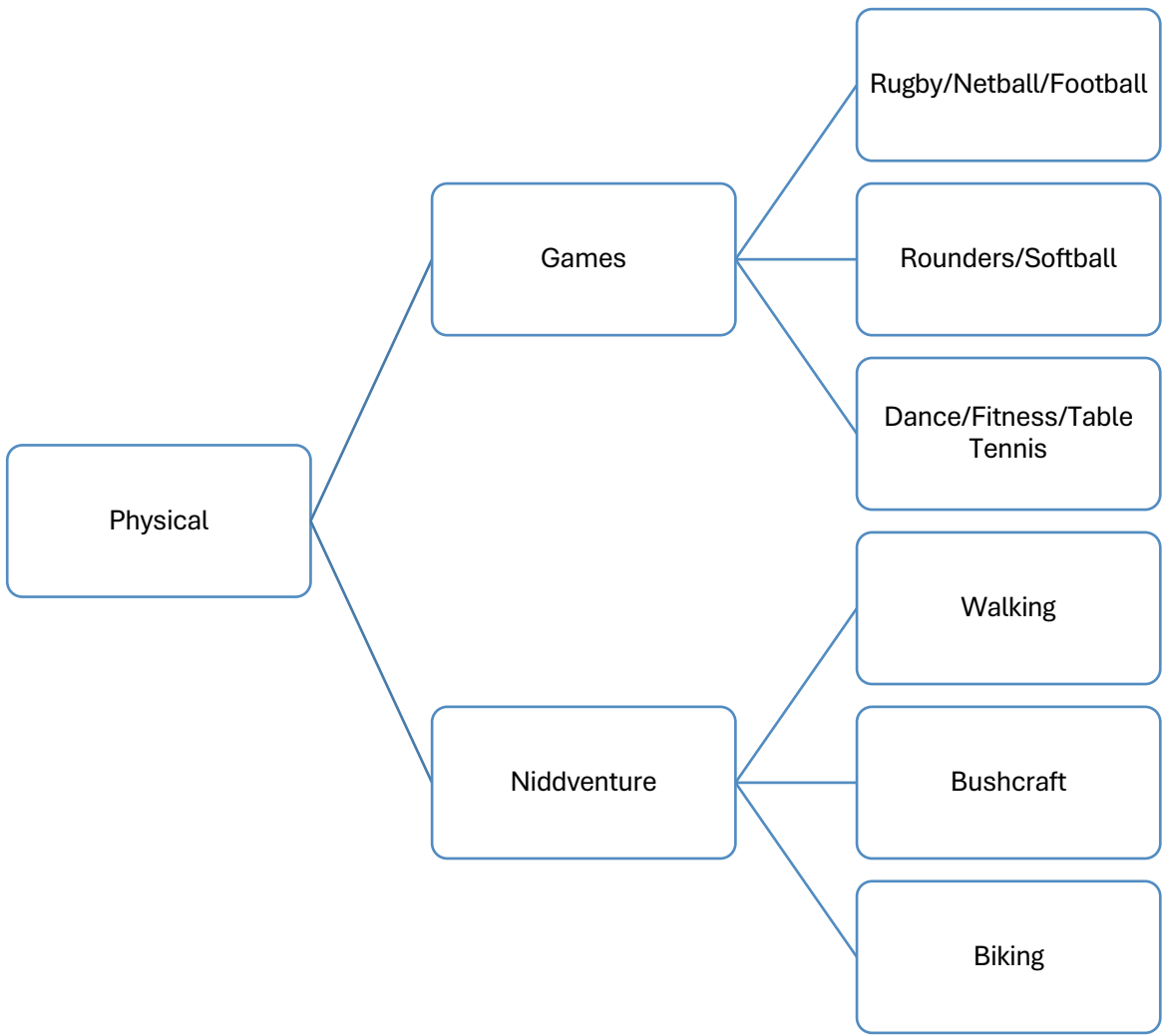


The Flourish Curriculum is taught to years 7-9 in their house groups (Ingleborough, Pen-y-ghent and Whernside). Every student will be taught a core component and will choose a physical and a creative activity for the other two terms.

	Core	Physical	Creative
Term 1	I	W	P
Term 2	P	I	W
Term 3	W	P	I

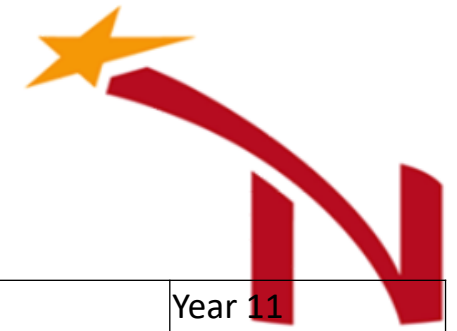
Year group	Core Component
7	Online Safety
8	Nidderdale Values
9	Chemistry and beyond

Flourish options





RESPECT RESPONSIBILITY AMBITION EMPATHY RESILIENCE INCLUSION KINDNESS PRIDE



PSHE Curriculum

	Year 7	Year 8	Year 9	Year 10	Year 11
1. Personal Development and Health	Transition and community Changing bodies	Healthy bodies	Ready, Respectful, Safe	Healthy lives	Resilience
2. Flourish	Learn to flourish	A flourishing mind	Choose to flourish	Time to flourish	Freedom to flourish
3. Relationships and Sex Education	Healthy relationships	Respectful relationships	Sexual relationships	Extreme relationships	My future relationships
4. Living in your wider world	Welcome to online	Diversity	Your community Homelessness Farming	First aid	The environment recycling
5. Careers, enterprise & economic wellbeing education	Academic goals	Employment goals	Career Advice My money planning	Enterprise Economic wellbeing	Career goals Personal Finance
6. Citizenship	British Citizen Identities and communities	British Values	British Government	My Citizenship Your safety	Life in 21 st century

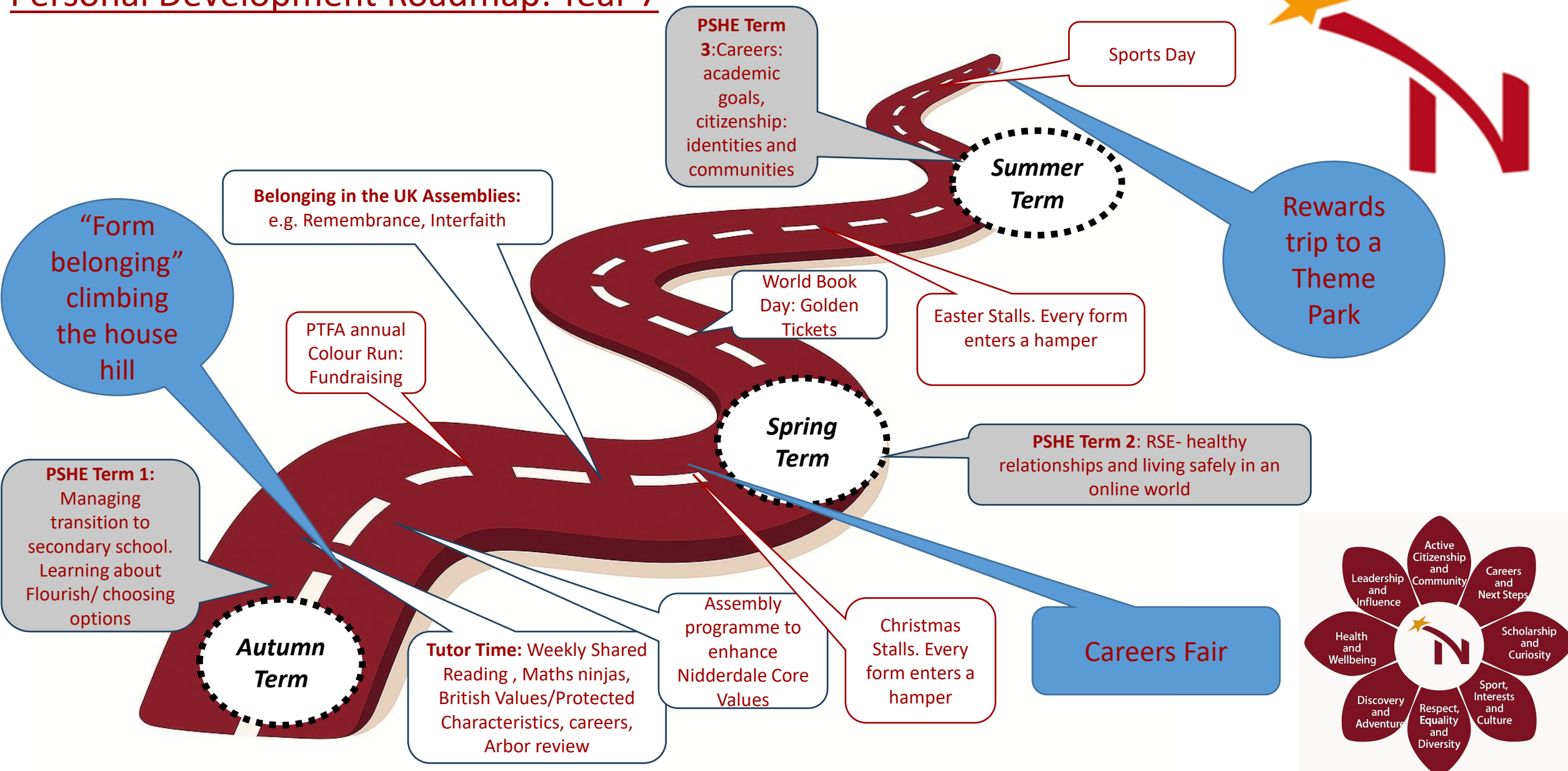
The PSHE Curriculum in greater depth

<p>PSHE 1</p> <p>PD and health</p> <p>Transition and community: Changing bodies</p> <ul style="list-style-type: none"> • Transition • Friends • Settling in • Changing bodies: puberty/periods • The truth undressed 	<p>PD and health</p> <p>Healthy Bodies</p> <ul style="list-style-type: none"> • Effects of social media on body image • Energy drinks, alcohol, tobacco • Drug and alcohol education • Habit and dependence 	<p>PD and health</p> <p>Ready, respectful, safe</p> <ul style="list-style-type: none"> • Drug and alcohol education • Peer pressure, substance misuse • Legal and health risks • Addiction and dependence 	<p>PD and health</p> <p>Healthy lives</p> <ul style="list-style-type: none"> • Drug and alcohol education • The influence and impact of drugs: gangs, role models and media • Families and wider communities • Exit strategies for pressured/dangerous situations. How to seek help. 	<p>PD and health</p> <p>Resilience</p> <ul style="list-style-type: none"> • Self-efficacy, stress management • How to balance ambition and unrealistic expectations • Motivation, perseverance, resilience • sleep habits
<p>PSHE 2</p> <p>Learn to Flourish</p> <p>-Introduction to Flourish -Attitudes to Mental Health -Journals, self- regulation techniques.</p>	<p>A Flourishing Mind</p> <ul style="list-style-type: none"> • Promoting emotional wellbeing • Sleep • Digital resilience • Un/healthy coping strategies 	<p>Choose to Flourish</p> <ul style="list-style-type: none"> • The link between language and mental health stigma, strategies • Strategies to build resilience, as well as how to respond to disappointments and setback 	<p>Time to Flourish</p> <ul style="list-style-type: none"> • Stressors & triggers • Self-confidence self-esteem, • Strategies to develop assertiveness and build resilience to peer and other influences • the characteristics of mental and emotional health 	<p>Freedom to Flourish</p> <ul style="list-style-type: none"> • Change and its impact on mental health and wellbeing • Strategies cognitive and practical for promoting wellbeing • The consequences of substance use and misuse
<p>PSHE 3</p> <p>RSE</p> <ul style="list-style-type: none"> • Identity, rights and responsibilities • How to challenge prejudice, stereotypes and discrimination • Bullying • How to develop self-worth and self-efficacy • Qualities and behaviours relating to different types of positive relationships • How to recognise unhealthy relationships • Consent, and how to seek and assertively communicate consent 	<p>RSE</p> <ul style="list-style-type: none"> • Managing influences on beliefs and decisions • How to develop self-worth and confidence • Gender identity, transphobia and gender-based discrimination • Racism and religious discrimination • Positive behaviours in healthy relationships • Gender identity • The law in relation to consent . Moral duty • Risks of 'sexting' 	<p>RSE</p> <ul style="list-style-type: none"> - Safe family relationships -Recognising unsafe relationships in others -Making disclosures -Positive relationships for raising a child -Wider family relationships -Healthy intimate relationship? -CONSENT -Diversity within intimate relationships -Good communication within intimate relationships -Sexual pressure , health, contraception -Sexually transmitted infections 	<p>RSE</p> <ul style="list-style-type: none"> • Consent • Healthy Connections Intimacy • What is good sex • Addressing pornography - Impact on attitudes and behaviour - The potential damage on relationships from viewing explicit material - Exploitation - Spiral of addiction - Pornography and the law • Relationship Safety • Family Life Lesson 	<p>RSE</p> <ul style="list-style-type: none"> • Alcohol, drugs and sex • Fertility and reproduction - dispelling myths • Fertility and infertility Internet safety and harms: Online relationships and harmful behaviour Being safe: Honour based violence and FGM Intimate sexual relationships: Pregnancy and parenting • Marriage & Cohabiting • Parenting roles

	Year 7	Year 8	Year 9	Year 10	Year 11
PSHE 4	<p>Living in your wider world</p> <ul style="list-style-type: none"> • Online: pressure/ strategies to manage it • Personal boundaries/ right to privacy • Gambling: recognising and reducing risk, minimising harm and strategies for help • Substance abuse risks • Anti Fraud • Social and moral dilemmas about the use of money. 	<p>Living in your wider world</p> <ul style="list-style-type: none"> • Amnesty • Being British • British Democracy • Accountability and fairness • Freedom and tolerance • Human rights • Migration • Planet X • Own and British Values 	<p>Living in your wider world</p> <ul style="list-style-type: none"> • Homelessness • First impressions 	<p>Living in your wider world</p> <ul style="list-style-type: none"> • First Aid • Basic life support • Giving First Aid • Accident or Emergency 	<p>Living in your wider world</p> <ul style="list-style-type: none"> • Revision techniques
PSHE 5	<p>Careers, enterprise and economic wellbeing</p> <ul style="list-style-type: none"> • Money • Salaries • Budgeting • Pros and cons of borrowing money 	<p>Careers, enterprise and economic wellbeing</p> <ul style="list-style-type: none"> • How do you manage your time? 	<p>Careers, enterprise and economic wellbeing</p> <ul style="list-style-type: none"> • Gender stereotypes • Labour market • Labour market trends • How can we pay for things? • Implications of borrowing • Best way to look after money 	<p>Careers, enterprise and economic wellbeing</p> <ul style="list-style-type: none"> -Economic wellbeing -Where can we save money -Keeping track of money -Implications of borrowing -How to avoid debt Online banking, prepaid cards -Keeping safe online, in relation to digital citizenship, different kinds of online money crimes. -Fraud, such as phishing, pharming, money mules and other types of common scams. 	<p>Careers, enterprise and economic wellbeing</p> <ul style="list-style-type: none"> • Adapting to different types of interview • CV writing • Interview skills • Mortgage, income tax • Understanding tax • What are your rights as consumers

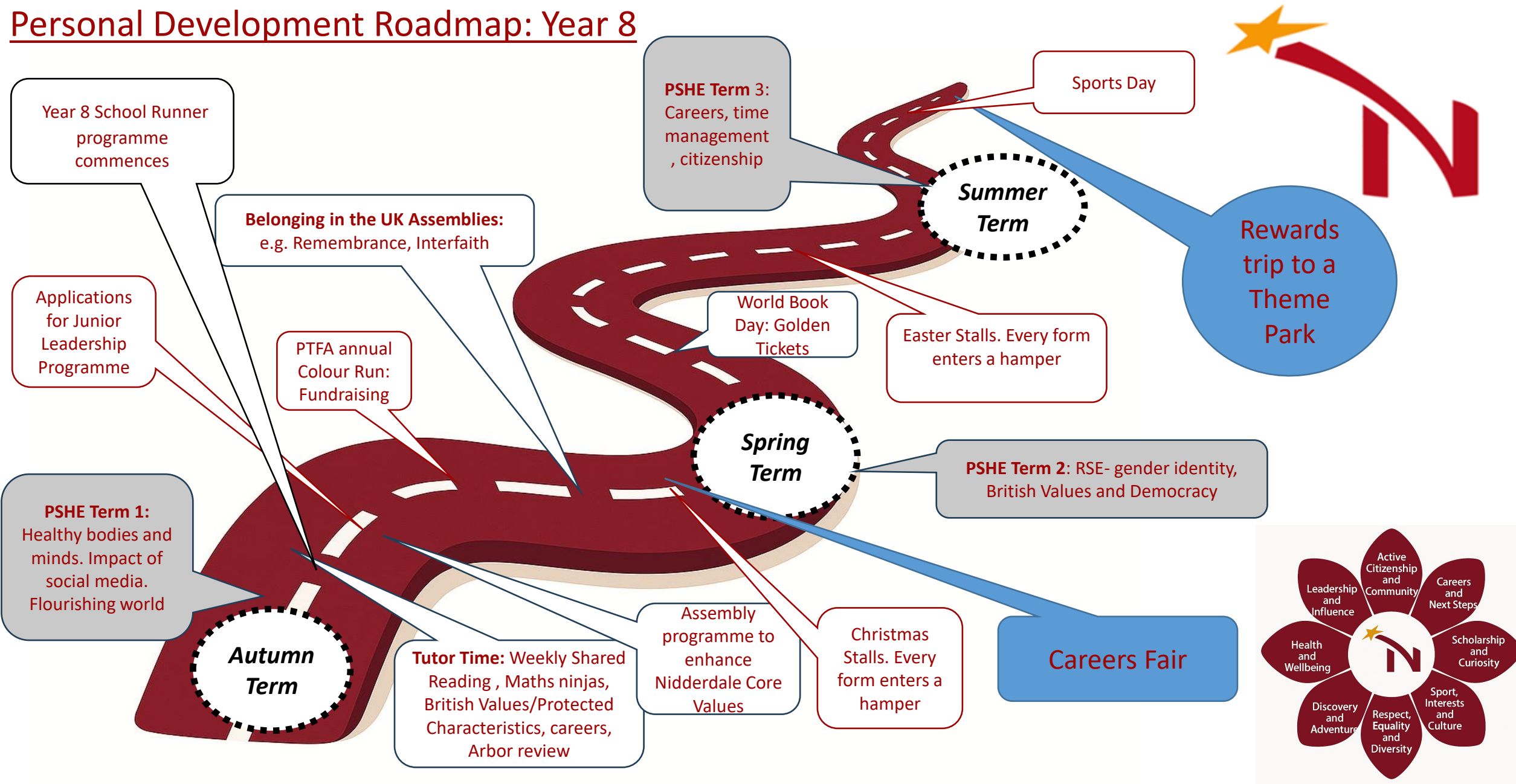
Knowledge organiser 7	Active citizenship and community	Careers and next steps	Scholarship and Curiosity	Sport, interests and Culture	Respect, Equality and Diversity	Discovery and Adventure	Health and Wellbeing	Leadership and influence
CORE: delivered to all students in school	<ul style="list-style-type: none"> • PSHE curriculum: • Transition and community: Belonging/ Friends /Settling in • Children in Need non uniform day • Christmas Stalls: every form group enters a hamper • Protected characteristics and British Values form time programme 	<ul style="list-style-type: none"> • Form tutor programme introducing careers • Assembly programme sharing next steps (staff experiences) • Form time powerpoints focusing on qualifications, skills and routes 	<ul style="list-style-type: none"> • Shared reading in form timer • World Book Day activities- Golden ticket • Approaches to effective study in different subjects (e.g. how to revise in English, maths, French etc. 	<ul style="list-style-type: none"> • All the sport and creative subjects on your timetable • PE lessons • Drama lessons • Art lessons • Music lessons • DT, Food lessons • ELT homework projects in History and Geography 	<ul style="list-style-type: none"> • RSE curriculum Identity, rights and responsibilities • How to challenge prejudice, stereotypes and discrimination • Nidd Values linked to every assembly • Remembrance & Interfaith week assemblies • Topics in, RE, History 	<ul style="list-style-type: none"> • Nidd Venture • Every student has the opportunity to climb their house hill • Flourish curriculum enables every student to choose a creative and a physical option 	<ul style="list-style-type: none"> • Learn to Flourish curriculum • Introduction to Mental Health • Journals, self-regulation techniques. • How to develop self-worth and self-efficacy • How to recognise unhealthy relationships 	<ul style="list-style-type: none"> • Delivering a presentation to your class • Discussion and debate in lessons
In school: organised by school	<ul style="list-style-type: none"> • Fundraising for PTFA: Colour run • Kindness club • Fundraising activities for Children in Need, donating to Easter/ Christmas Stalls • Litter-picking • Supporting school events e.g. Open Evening tour guides 	<ul style="list-style-type: none"> • Careers fair • Careers links made in subject lessons • Trips and visits which are linked to careers and your future- Ripon cathedral • Visitors to school who talk about their jobs 	<ul style="list-style-type: none"> • Anne Frank Trust • Axiom Maths circle Challenge • Independent research / extension work suggested by your teacher • Lessons on effective study / revision skills • Subject-related clubs at school e.g., Maths club • Competitions: F1 	<ul style="list-style-type: none"> • House tournaments • Attending or leading a lunch time or after-school club – football, netball, chess • Playing in a sports team • Musical instrument-performance at Xmas stalls 	<ul style="list-style-type: none"> • Topics studied in a variety of subjects e.g. History 	<ul style="list-style-type: none"> • Nidd Venture bespoke programmes 	<ul style="list-style-type: none"> • Lunchtime or after school sports club • Art/ DT/ music club (lunchtimes) • Kindness club • Library club • Bible club 	<ul style="list-style-type: none"> • Student librarians • Junior Leadership Team • Participating in an assembly • Performing music/drama in public e.g. Christmas stalls • Helping at school events e.g. Open Evening • Presentation to class/group
Out of school: organised by school	<ul style="list-style-type: none"> • Taking over Parkrun • Rewards trip: theme park 	<ul style="list-style-type: none"> • Trip to the STEM Centre at York University for regional Axiom Maths circles 	<ul style="list-style-type: none"> • Theatre trips-Percy Jackson • Cinema trips • Trip to the STEM Centre at York University for regional Axiom Maths circles 	<ul style="list-style-type: none"> • Dales Cup competitions • Rewards trip: theme park 	<ul style="list-style-type: none"> • Pateley memorial remembrance service (leadership team) 	<ul style="list-style-type: none"> • The Lion the witch and wardrobe theatre (40) • Rewards trip: theme park 	<ul style="list-style-type: none"> • Dales Cup: Cross Country event • Trial Running club 	

Personal Development Roadmap: Year 7



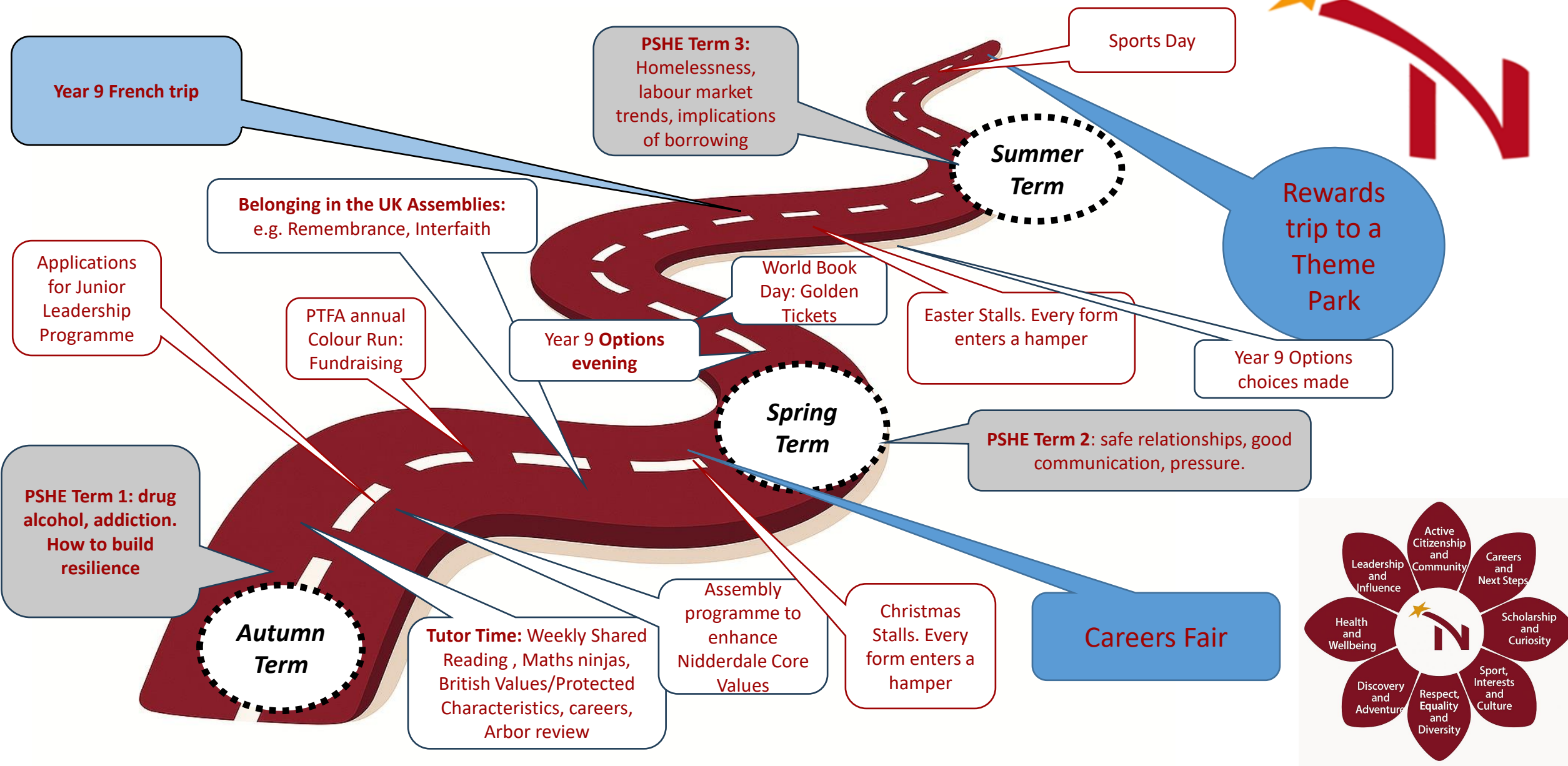
Knowledge organiser 8	Active citizenship and community	Careers and next steps	Scholarship and Curiosity	Sport, interests and Culture	Respect, Equality and Diversity	Discovery and Adventure	Health and Wellbeing	Leadership and influence
CORE: delivered to all students in school	<ul style="list-style-type: none"> PSHE curriculum: British, democracy Accountability and fairness Freedom/tolerance Human rights Children in Need non uniform day Christmas Stalls: every form group enters a hamper Protected characteristics and British Values form time programme 	<ul style="list-style-type: none"> Form tutor programme introducing careers Assembly programme sharing next steps (staff experiences) Form time powerpoints focusing on skills and attributes Lime tree farm: countryside classrooms 	<ul style="list-style-type: none"> Shared reading in form timer World Book Day activities- Golden ticket Approaches to effective study in different subjects (e.g. how to revise in English, maths, French etc. 	<ul style="list-style-type: none"> All the sport and creative subjects on your timetable PE lessons Drama lessons Art lessons Music lessons DT, Food lessons ELT homework projects in History and Geography 	<ul style="list-style-type: none"> RSE curriculum: Gender identity, transphobia and gender-based discrimination Racism and religious discrimination Nidd Values linked to every assembly Remembrance & Interfaith week assemblies Topics in, RE, History 	<ul style="list-style-type: none"> Flourish curriculum enables every student to choose a creative and a physical option 	<ul style="list-style-type: none"> PSHE curriculum: Healthy Bodies, Effects of social media/energy drinks/smoking/ drugs PE curriculum healthy bodies and minds 	<ul style="list-style-type: none"> Delivering a presentation to your class Discussion and debate in lessons
In school: organised by school	<ul style="list-style-type: none"> Fundraising for PTFA: Colour run Kindness club Fundraising activities for Children in Need, donating to Easter/ Christmas Stalls Litter-picking Supporting school events e.g. Open Evening 	<ul style="list-style-type: none"> Careers fair Careers links made in subject lessons Trips and visits which are linked to careers and your future- Ripon cathedral Visitors to school who talk about their jobs 	<ul style="list-style-type: none"> Anne Frank Trust Junior Maths challenge Independent research / extension work suggested by your teacher Lessons on effective study / revision skills Subject-related clubs at school e.g., Maths/DT Competitions: First Tech Robotics 	<ul style="list-style-type: none"> House tournaments Attending or leading a lunch time or after-school club – football, netball, chess Playing in a sports team Musical instrument-performance at Xmas stalls 	<ul style="list-style-type: none"> Topics studied in a variety of subjects e.g. History 	<ul style="list-style-type: none"> Nidd Venture bespoke programmes 	<ul style="list-style-type: none"> Lunchtime or after school sports club Art/ DT/ music club (lunchtimes) Kindness club Library club Bible club 	<ul style="list-style-type: none"> Student librarians Junior Leadership Team Participating in an assembly Performing music/drama in public e.g. Christmas stalls Helping at school events e.g. Open Evening Presentation to class/group
Out of school: organised by school	<ul style="list-style-type: none"> Taking over Parkrun Rewards trip: theme park Memorial service at St. Cuthbert's church 		<ul style="list-style-type: none"> Theatre trips Cinema trips 	<ul style="list-style-type: none"> Dales Cup competitions Rewards trip: theme park 	<ul style="list-style-type: none"> Pateley memorial remembrance service (leadership team) 	<ul style="list-style-type: none"> French trip Theatre visits Rewards trip: theme park 	<ul style="list-style-type: none"> Dales Cup: Cross Country event Trial Running club 	

Personal Development Roadmap: Year 8



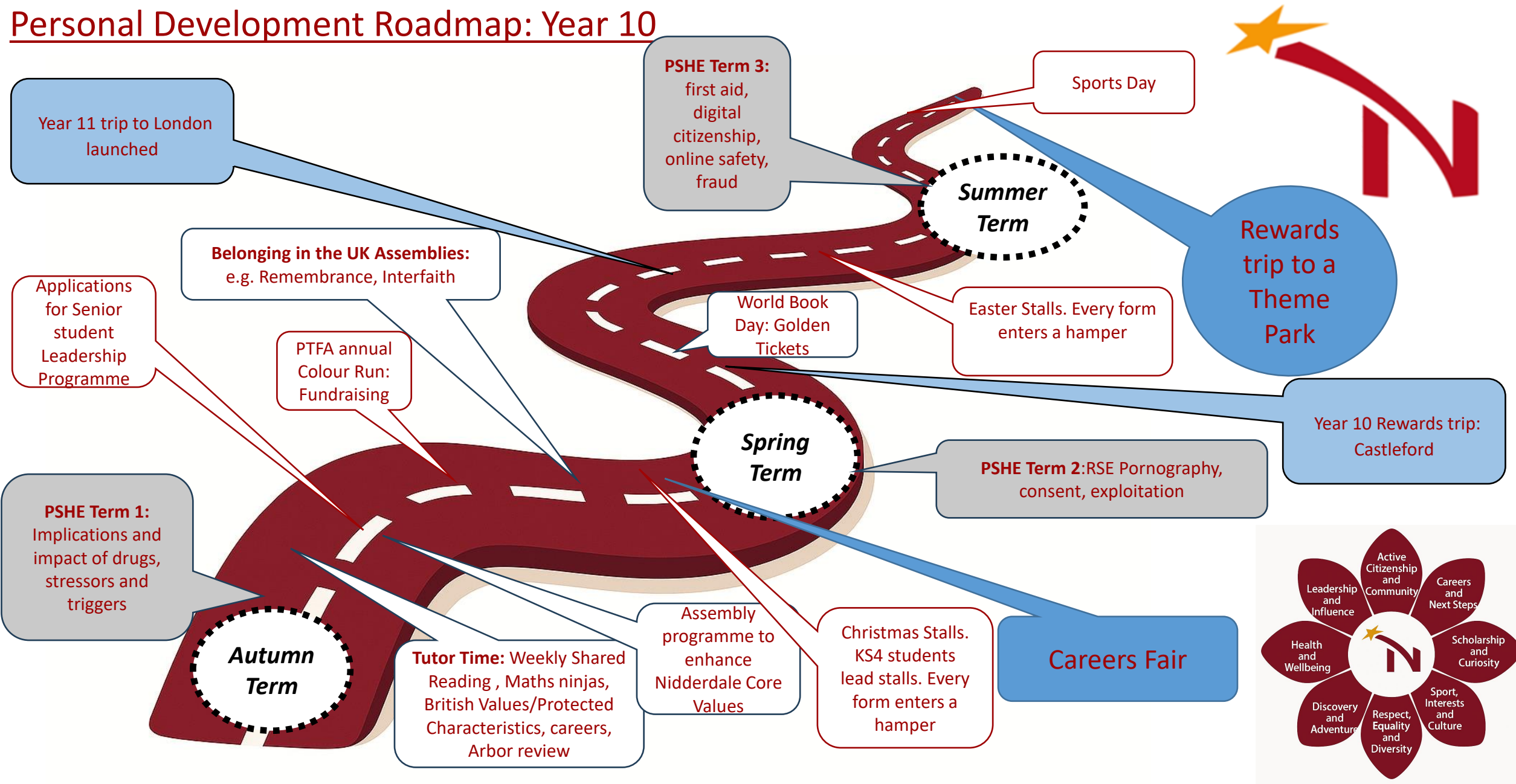
Knowledge organiser 9	Active citizenship and community	Careers and next steps	Scholarship and Curiosity	Sport, interests and Culture	Respect, Equality and Diversity	Discovery and Adventure	Health and Wellbeing	Leadership and influence
CORE: delivered to all students in school	<ul style="list-style-type: none"> • PSHE: homelessness • Children in Need non uniform day • Christmas Stalls: every form group enters a hamper • Protected characteristics and British Values form time programme 	<ul style="list-style-type: none"> • Form tutor programme introducing careers in the local area • PSHE: labour market trends • Assembly programme sharing next steps (staff experiences) • Form time powerpoints focusing on: next steps and different routes 	<ul style="list-style-type: none"> • Shared reading in form timer • World Book Day activities- Golden ticket • Approaches to effective study in different subjects (e.g. how to revise in English, maths, French etc. 	<ul style="list-style-type: none"> • All the sport and creative subjects on your timetable • PE lessons • Drama lessons • Art lessons • Music lessons • DT, Food lessons • ELT homework projects in History and Geography 	<ul style="list-style-type: none"> • RSE : safe and healthy relationships • Nidd Values linked to every assembly • Remembrance & Interfaith week assemblies • Topics in, RE,, History 	<ul style="list-style-type: none"> • Flourish curriculum enables every student to choose a creative and a physical option 	<ul style="list-style-type: none"> • PSHE curriculum: • Drug and alcohol education • Peer pressure, substance misuse • Legal and health risks • Addiction and dependence • PE curriculum healthy bodies and minds 	<ul style="list-style-type: none"> • Delivering a presentation to your class • Discussion and debate in lessons
In school: organised by school	<ul style="list-style-type: none"> • Fundraising for PTFA: Colour run • Kindness club • Fundraising activities for Children in Need, donating to Easter/ Christmas Stalls • Litter-picking • Supporting school events e.g. Open Evening 	<ul style="list-style-type: none"> • Careers fair • Careers links made in subject lessons • Trips and visits which are linked to careers and your future- Ripon cathedral • Visitors to school who talk about their jobs 	<ul style="list-style-type: none"> • Maths: Edge Hill University competition • Independent research / extension work suggested by your teacher • Lessons you have had on effective study / revision skills • Subject-related clubs at school e.g., Maths club • Competitions: First Tech Robotics • Competitions: F1 	<ul style="list-style-type: none"> • House tournaments • Attending or leading a lunch time or after-school club – football, netball, chess • Playing in a sports team • Musical instrument-performance at Xmas stalls 	<ul style="list-style-type: none"> • Topics studied in a variety of subjects e.g. History 	<ul style="list-style-type: none"> • Nidd Venture bespoke programmes 	<ul style="list-style-type: none"> • Lunchtime or after school sports club • Art/ DT/ music club (lunchtimes) • Kindness club • Library club • Bible club 	<ul style="list-style-type: none"> • Student librarians • Junior Leadership Team • Participating in an assembly • Performing music in public e.g. Christmas stalls • Helping at school events e.g. Open Evening • Presentation to class/group
Out of school: organised by school	<ul style="list-style-type: none"> • Taking over Parkrun • Rewards trip: theme park • Memorial service at St. Cuthbert's church 	<ul style="list-style-type: none"> • Maths team visit to Aviation taster day • France trip (35) • Edge Hill University competition 	<ul style="list-style-type: none"> • Theatre trips • Cinema trips 	<ul style="list-style-type: none"> • Dales Cup competitions • France trip (35) • Rewards trip: theme park 	<ul style="list-style-type: none"> • Pateley memorial remembrance service (leadership team) 	<ul style="list-style-type: none"> • France trip (35) • Rewards trip: theme park 	<ul style="list-style-type: none"> • Dales Cup: Cross Country event • Trial Running club 	<ul style="list-style-type: none"> • France trip (35) • Eigg trip • Cairn Gorms

Personal Development Roadmap: Year 9



Knowledge organiser 10	Active citizenship and community	Careers and next steps	Scholarship and Curiosity	Sport, interests and Culture	Respect, Equality and Diversity	Discovery and Adventure	Health and Wellbeing	Leadership and influence
CORE: delivered to all students in school	<ul style="list-style-type: none"> Children in Need non uniform day Christmas Stalls: every form group enters a hamper Protected characteristics and British Values form time programme 	<ul style="list-style-type: none"> Form tutor programme careers in the local area Assembly programme sharing next steps (staff experiences) PSHE lessons: Economic wellbeing Saving/borrowing / debt/online safety Form time powerpoints focusing on specific industries 	<ul style="list-style-type: none"> Shared reading in form timer World Book Day activities- Golden ticket Approaches to effective study in different subjects (e.g. how to revise in English, maths, French etc. 	<ul style="list-style-type: none"> All the sport and creative subjects on your timetable PE lessons Art lessons Music lessons DT, Food lessons 	<ul style="list-style-type: none"> RSE curriculum: discrimination Nidd Values linked to every assembly Remembrance & Interfaith week assemblies Topics in, RE, History 	Year 10 rewards trip: exploring new places and experiences	<ul style="list-style-type: none"> PSHE curriculum: Healthy lives Drug and alcohol education Stressors & triggers The characteristics of mental and emotional health 	<ul style="list-style-type: none"> Delivering a presentation to your class Discussion and debate in lessons Art/DT Ambassadors
In school: organised by school	<ul style="list-style-type: none"> Kindness club Fundraising activities for Children in Need, donating to Easter/ Christmas Stalls Litter-picking Supporting school events e.g. Open Evening Music club: togetherness 	<ul style="list-style-type: none"> Careers fair Careers links made in subject lessons Trips and visits which are linked to careers and your future- Ripon cathedral Visitors to school who talk about their jobs 	<ul style="list-style-type: none"> Intermediate Maths challenge Independent research / extension work suggested by your teacher Lessons you have had on effective study / revision skills Subject-related clubs at school Maths/History/ Geog/German/ French/RE Science clubs 	<ul style="list-style-type: none"> House tournaments Attending or leading a lunch time or after-school club – football, netball, chess Playing in a sports team Musical instrument-performance at Xmas stalls 	<ul style="list-style-type: none"> Topics studied in a variety of subjects e.g. History Trips to local places of worship 	<ul style="list-style-type: none"> Nidd Venture bespoke programmes 	<ul style="list-style-type: none"> Lunchtime or after school sports club Art/ DT/ music club (lunchtimes) Kindness club Library club Bible club 	<ul style="list-style-type: none"> Student librarians Senior Leadership Team Participating in an assembly Performing music in public e.g. Christmas stalls Helping at school events e.g. Open Evening Presentation to class/group
Out of school: organised by school	<ul style="list-style-type: none"> Taking over Parkrun Rewards trip: theme park Memorial service at St. Cuthbert's church 	<ul style="list-style-type: none"> Aviation taster day 	<ul style="list-style-type: none"> Bronte Museum trip (30) Ripon Cathedral trip Theatre trips Cinema trips 	<ul style="list-style-type: none"> Dales Cup competitions 	<ul style="list-style-type: none"> Pateley memorial remembrance service (leadership team) 	<ul style="list-style-type: none"> Bronte Museum trip (30) Poetry Live (38) Rewards trip: theme park 	<ul style="list-style-type: none"> Dales Cup tournaments Trial Running club 	<ul style="list-style-type: none"> Castleford rewards trip: behaviour and attendance Eigg trip Cairn Gorms

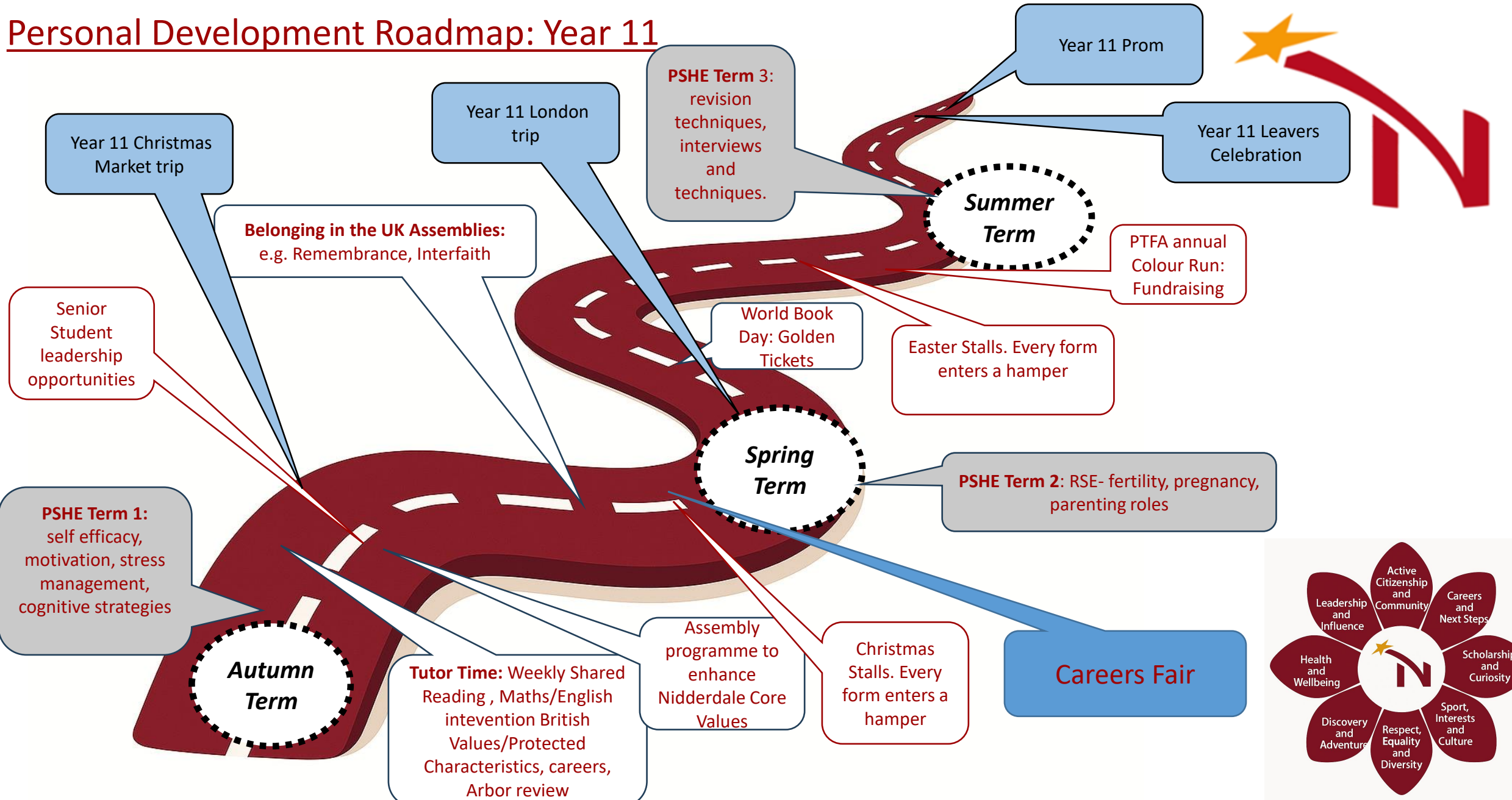
Personal Development Roadmap: Year 10



RESPECT RESPONSIBILITY AMBITION EMPATHY RESILIENCE INCLUSION KINDNESS PRIDE

Knowledge organiser 11	Active citizenship and community	Careers and next steps	Scholarship and Curiosity	Sport, interests and Culture	Respect, Equality and Diversity	Discovery and Adventure	Health and Wellbeing	Leadership and influence
CORE: delivered to all students in school	<ul style="list-style-type: none"> Children in Need non uniform day Christmas Stalls: every form group enters a hamper Protected characteristics and British Values form time programme 	<ul style="list-style-type: none"> Form tutor programme introducing careers Assembly programme sharing next steps (staff experiences) PSHE: interviews/ CV writing Mortgage, income tax Consumers rights Form time powerpoints focusing on specific industries such as NHS Careers assemblies from colleges/Sixth forms 	<ul style="list-style-type: none"> Shared reading in form timer World Book Day activities- Golden ticket Approaches to effective study in different subjects (e.g. how to revise in English, maths, French etc. Year 11 lunchtime revision timetable/after school 	<ul style="list-style-type: none"> All the sport and creative subjects on your timetable PE lessons Drama lessons Art lessons Music lessons DT, Food lessons 	<ul style="list-style-type: none"> RSE curriculum: Alcohol, drugs and sex Fertility and reproduction - dispelling myths Parenting roles Nidd Values linked to every assembly Remembrance & Interfaith week assemblies Topics in, RE, History 	<ul style="list-style-type: none"> York Christmas Market PE lessons: walking in the local area 	<ul style="list-style-type: none"> PSHE curriculum: Resilience/ Self-efficacy, stress management Change and its impact on mental health and wellbeing PE curriculum 	<ul style="list-style-type: none"> Delivering a presentation to your class Discussion and debate in lessons
In school: organised by school	<ul style="list-style-type: none"> Kindness club Fundraising activities for Children in Need, donating to Easter/ Christmas Stalls Litter-picking Supporting school events e.g. Open Evening 	<ul style="list-style-type: none"> Careers fair Careers links made in subject lessons Trips and visits which are linked to careers and your future- Ripon cathedral Visitors to school who talk about their jobs Careers assembly programme Trips to local colleges 	<ul style="list-style-type: none"> Independent research / extension work suggested by your teacher Lessons on effective study / revision skills Subject-related clubs at school Maths/History/ Geog/German/ French/RE Science clubs 	<ul style="list-style-type: none"> House tournaments Attending or leading a lunch time or after-school club – football, netball, chess Playing in a sports team Musical instrument-performance at Xmas stalls 	<ul style="list-style-type: none"> Topics studied in a variety of subjects e.g. History Remembrance assembly Christmas achievement certificates distribution 	<ul style="list-style-type: none"> Nidd Venture bespoke programmes 	<ul style="list-style-type: none"> Lunchtime or after school sports club Art/ DT/ music club (lunchtimes) Kindness club Library club Bible club 	<ul style="list-style-type: none"> Student librarians Senior Leadership Team Participating in an assembly Performing music in public e.g. Christmas stalls Helping at school events e.g. Open Evening Presentation to class/group
Out of school: organised by school	<ul style="list-style-type: none"> Taking over Parkrun Geography fieldwork: tourism Memorial service at St. Cuthbert's church 	<ul style="list-style-type: none"> Aviation taster day London (49) Lime Tree Farm planetarium 	<ul style="list-style-type: none"> Ripon Cathedral trip A Christmas Carol Theatre trips Cinema trips London (49) 	<ul style="list-style-type: none"> Dales Cup competitions London (49) 	<ul style="list-style-type: none"> Pateley memorial remembrance service (leadership team) Poetry Live (38) London (49) 	<ul style="list-style-type: none"> York Christmas market (65) London (49) 	<ul style="list-style-type: none"> Geography fieldwork: river study Trial Running club 	<ul style="list-style-type: none"> Eigg trip Cairn Gorms

Personal Development Roadmap: Year 11



RESPECT RESPONSIBILITY AMBITION EMPATHY RESILIENCE INCLUSION KINDNESS PRIDE

Assembly programme

At Nidderdale every member of staff delivers an assembly focusing on the school values. Students benefit from their world experiences, challenges and successes.



Date of assembly	Theme	Core Value covered
w/c 1st Sept	New beginnings	Respect
w/c 8th Sept	Reading	Resilience
w/c 15th Sept	Countryside Code	Respect
w/c 22nd Sept	Recycling	Responsibility
w/c 29th Sept	Diabetes	Empathy
w/c 6th Oct	Challenge	Resilience
w/c 13th Oct	Try something new	Ambition
w/c 20th Oct	British values	Empathy
w/c 3rd Nov	Remembrance	Respect
w/c 10th Nov	Interfaith Week	Respect
w/c 17th Nov	Passion	Resilience
w/c 24th Nov	Set backs	Ambition
w/c 15th Dec	Term 1 reflections	Pride

Date of assembly	Theme	Core Value covered
w/c 6th Jan	Moral Development	Ambition
w/c 12th Jan	Power of nurture	Empathy
W/C 19th Jan	Overcoming stress and anxiety	Resilience
w/c 26th Jan	National LEGO Day	Responsibility
w/c 2nd Feb	French Candlemass	Kindness
w/c 9th Feb	Women in science	Ambition
w/c 23rd Feb	Embracing difference	Inclusion
w/c 9th March	Science week	Ambition
w/c 16th March	F1: STEM challenge	Ambition
w/c 23March	Difficult decisions	Resilience

How we share celebrate within the community

Nidd NEWS

Volume 11 Issue 6 – 28th November 2025



PSHE update

Since the start of September students in PSHE have been covering their personal development and health unit. For year 7 students this has included support with transition, healthy friendships and will look at the menstrual cycle. We recommend the following websites for further information. We would like to have this opportunity to remind students that we have feminine products including eco-friendly options available at school.

In years 8 and 9 students have been developing their knowledge around drug and alcohol use including the impact of vaping. In year 10 this knowledge is used to help students develop their skills on how to deal with peer pressure. We recommend and signpost the following websites if parents or students want to find out more information or seek support. Alternatively, teachers and pastoral staff are here to support all students.

Year 7
<https://www.always.co.uk/en-gb/>
<https://www.youniminds.co.uk/>

Year 8 – Year 10
<https://drinkdrughub.co.uk/>
<https://talktofrank.com/>

Year 11
<https://www.nspcc.org.uk/about-us/about-impact/childrens-stories/>

This half term students have moved onto their flourish section of the PSHE lessons where they will learn, understand and develop their skills to look after their mental health.

Mrs Kay

RIPON RUGBY CLUB

GIRLS RUGBY TRAINING

STARTS MONDAY 1ST DECEMBER

MONDAY NIGHTS 6-7PM

3 Week leader

No experience necessary - Learn new skills

All girls welcome to come and give it a try

Boots & Gum griels required, bring a drink.

U14 - U15 (YEAR 9-10) U12 - U13 (YEAR 7-8)

15 BURN BY CROFTON ROAD BRIDGE | 01535 620000 | 01535 620000

Student Librarians

Our student librarians were recently rewarded for all their hard work helping run our school library with a trip to The Everyman in Harrogate to see a live recording of the musical *Six*!

As well as providing toe-tapping musical entertainment, the show retold Henry VIII's wives' stories through empowering songs, teaching history, gender roles, and resilience in a modern context.



During their dedicated reading lesson this week, our Year 7 students were delighted to receive their Bookbuzz gift book.

The Bookbuzz scheme gives students the chance to choose a book and keep a book they'll love from 16 fantastic titles, selected by an expert panel of librarians.

Ms Lester

One of the joys of Niddventuring is making the most of the different opportunities that arise with the arrival of different weathers. Snow is certainly one that brings great excitement and we seized the opportunity for a snowy local adventure when it came last week - an absolute privilege to have such beauty on our doorstep that requires nothing other than some determination, fitness & spirit of adventure to reach it.

Well done to Ollie, Leo & Ethan for summiting Great Whenside on an absolutely beautiful day. Great to see you embracing all the fun that winter can bring!

Miss Tufts

Headteacher's Introduction

Dear Parent / Carer

We are pleased to share lots more news exemplifying our school values of respect, resilience, empathy and ambition in this Nidd News. The contributions need little introduction from me.

Thank you for all donations to Children in Need several weeks ago as we raised over £600.

Kath Jordan, Headteacher

Thanks to all our visitors who attended **Nidderdale High School Careers Fair**. This event brought together a variety of colleges, sixth forms, training providers, and career specialists who were eager to share insights into their fields. Whether students are considering further education, apprenticeships, or exploring different industries, Nidderdale High School Careers Fair 2025 provided valuable information to support informed decision-making.

A big thank you to our contributors: St Aidan's Sixth Form, Ripon Grammar Sixth Form and Isabella, Y12 student and Nidd alumni, Harrogate Grammar Sixth Form Hallie & Lily, Y12 students and Nidd alumni, Harrogate College, Leeds City College, York College, North Yorkshire Police, Army Recruitment team, Evolve, Ripon / Craven College, Sunflowers Day Nursery, The National Horseracing College, Alice Clarke Jeweller, Nidd alumni.



EXCELLENCE AWARDS 2025

Student recognition

Recently Harry Peel attended the Annual 25th Design and Technology awards at the Triumph Visitor Experience in Hinkley, to receive The Royal Academy of Engineering Excellence Award for Outstanding Pupil. Age 12-16. He won this award for his ambitious Year 11 GCSE Design Technology project.

Harry gave himself the challenging goal of designing and manufacturing a gritter attachment for his ATV. Harry's idea addressed the real issue on his family's farm: feed wagons and farm vehicles often struggle to access the lane in icy conditions, risking wasted produce and financial loss. By reusing materials on the farm and applying knowledge gained from visiting Econ, a professional gritter manufacturer, Harry analysed existing technologies and developed his own design and through 2D and 3D modelling he refined his concept into a safe, efficient and fully functioning product.

Harry's solution touched on all three Eduquas contexts: improving safety, supporting net zero through reuse and recycling, and sustaining farming as a cultural tradition. His ability to justify every design choice and explain each component's function demonstrated maturity far beyond his years. He scored 100%. You can learn more about the awards and hear Harry talk about his design on our tube by [clicking here](#).

Harry is pictured receiving the award from Beccy Sanderson Senior Programme Manager with Mr Clemmett, his DT teacher featuring amazing Art, Photography and Design Technology work. This was a really well attended event celebrating the success of all of our talented students and giving parents/carers the opportunity to see the end result of months of hard work and inspiring younger students in their own Design projects.

Cairngorms Winter Trip Team 2026 announced

Congratulations to Jonny, Max, Alfie, Daniel, Rosie & Heather - our Cairngorms Winter Trip Team 2026. Their places on the team were hard earned due to the very high quality of application & effort from all 17 applicants. Some of this year's team have previously applied for these trips and not gained a place, but they've taken feedback positively and worked hard where improvement was required which makes it even more special to be able to reward their efforts with a place this year. It also hopefully sends a strong message to others that resilience and perseverance are key and with continued effort, you give yourself the best possible chance for the next opportunity!

Training for our 2026 team begun this week with a first attempt at crampon fitting and a speedy hill walking session to work on mountain fitness. A strong team is building already, along with a great deal of excitement for the adventures ahead.

DESIGN & TECHNOLOGY ASSOCIATION



1. Active Citizenship & Community

Through active citizenship and service, we show **kindness** for others and by taking action we are taking **responsibility** for making a positive difference to others. Sometimes active citizenship demands **resilience** as we are standing up for what we believe in

2. Leadership & Influence

By taking on positions of leadership **responsibility** through sport, departmental roles, or the student leadership roles, we will develop skills which will enable us to have a positive influence on the world around us. Effective leaders show **respect** for others by listening carefully to different points of view and show **kindness** by acting fairly and consistently towards those that we lead. Great leaders are **inclusive** by speaking up for those that don't have a voice and **resilient** when trying to resolve conflict. Leaders are also **proud** of the community and people they serve.

3. Scholarship & Curiosity

On our learning journeys at Nidderdale we will have the opportunity to become ever more **resilient, proud and ambitious** for ourselves as effective learners and scholars. Every learning journey is unique and includes a unique combination of subjects, skills, knowledge and experience. If we read more widely, we will be taking greater **responsibility** for our learning. Deep and durable learning requires **resilience**, but this will also enable us to feel **proud** of what we achieve precisely because the process of learning is not always easy.

4. Next Steps & Careers

As we start to consider our next steps and possible careers, we start to take increasing **responsibility** for our decisions and show **resilience** in the face of uncertainty or when required to move outside our comfort zone. We should all be **ambitious** for the future and embrace the opportunity to feel **proud** of the informed choices we make and **proud** of the rich and varied destinations we secure.



5. Sport, Interests & Culture

Through engaging with sport, art and culture and in a wide range of other interests (in or out of school) we will be able to develop skills and gain valuable knowledge and experience that combine in a way that is unique and personal to each of us. These experiences and skills will often require us to show **resilience, kindness, empathy** and to take **responsibility** for getting involved. These experiences will feed our characters and enrich our understanding of the richness and complexity of human relations.

6. Health & Wellbeing

As we learn more about the factors influencing our health and wellbeing, we will reflect on the range of choices we have and on the choices we make. We will need to **respect** ourselves as well as others and be **kind** to ourselves and show **empathy** to others. We never know what life will throw at us and we therefore know that at times we will all need to be **resilient** so we can carry on in the face of adversity and to ask for help. We will increasingly take **responsibility** for our own health and wellbeing, having been provided with the right information about how to make informed choices.

7. Respect, Equality & Diversity

Over the course of our time at Nidderdale we will learn the fundamental value of **Respect, Equality and Diversity (RED)**. We will take **responsibility** for the impact of our words and actions on others and will understand the power and importance of **kindness** in all our interactions. Sometimes we will need to stand up for what is right, to think of others so that we are truly **inclusive**. Sometimes it will require **resilience** and patience while things start to improve.

8. Discovery & Adventure

We want to develop the confidence to be adventurous and to seek out new experiences and this requires having **ambition** to take a step into the unknown. We will feel **proud** of going outside our comfort zone and of therefore having the opportunity to grow as a person. By opening ourselves up to new experiences we will have the opportunity to develop insight into other cultures and in doing so to **respect** other cultures and countries because we understand them better.



RESPECT RESPONSIBILITY AMBITION EMPATHY RESILIENCE INCLUSION KINDNESS PRIDE