

Personal Development Years 7-13

INTENT

What is the curriculum aim / vision for this subject?

The Personal Development Vision statement (see separate document) states that

“This curriculum will inspire students to embody the message in John 10:10, where it states, "I have come so that you may experience life to the fullest' through using their God-given talents. In doing so, students will foster a deeper appreciation for tolerance, respect, and consideration, not just for themselves but for everyone they encounter. This journey will further enhance their social, moral, cultural, and spiritual development while equipping them with the knowledge and skills to keep safe in the world today. Students will also be able to stay safe and become resilient learners, making effective career choices, while becoming responsible members of society.”

What do we expect students to get from this subject?

- Students should be able to reflect and react to the rapidly changing world in which they are living and learning.
- They should be aware of global issues, understand nuances in opinion and reject extremist or discriminatory views. They should appreciate the diversity of the country in which they live and its fundamental British Values.
- They should understand the importance of consent in all relationships, how to enjoy supportive and mutually beneficial friendships and relationships, and how context may effect this.
- They should understand how to keep themselves physically and mentally healthy and should be able to identify and manage risks to their safety.

IMPLEMENTATION

How does learning develop at St Anselm's College?

Personal Development involves delivering key themes to students. This is delivered through a carousel of activities which increase in complexity in each academic year. They also attend and participate in Form Period activities, Year Group activities, enrichment and assemblies.

Personal Development is also delivered through the mainstream curriculum. Prior knowledge and understanding is built upon gradually throughout the five years of Personal Development. The thematic learning encompasses the following:

Relationships, Sex and Health Education (RSHE) including

- mental and physical health
- tobacco, alcohol and illegal drug use
- the different types of relationships and consent
- what makes a relationship healthy and unhealthy
- the importance of empathy in relationships
- the responsible use of technology
- the right to bodily autonomy and to make decisions
- identifying and avoiding stereotypes, including racist, homophobic and sexist language

Citizenship including

- British values and rejecting extremism
- Legal and Human Rights.
- Party politics, elections and pressure groups

Careers including

- Work experience
- Practice Interviews
- Careers Events
- Labour market information
- Apprenticeships
- Constructing a curriculum vitae

Economic Awareness including

- Personal Finance and Bank Accounts
- Budgeting
- Marketing

What principles have guided our decision making in developing this curriculum? What is distinctive about our curriculum?

The curriculum is based around the Department for Education's recently updated statutory guidance on Personal Development, including the addition of compulsory relationships sex and health education (RSHE). All lessons in the curriculum are based upon the needs of our students, as indicated through pastoral staff, issues in the local community, and emerging national and global events. All lessons are bespoke and are updated frequently to remain as relevant and impactful as possible.

How is the timetabled curriculum supplemented or enriched by other approaches to learning?

- Guest speakers and enrichment opportunities are embedded within the curriculum in relation to the themes covered.
- Assemblies and enrichment activities are delivered by subject teachers, who we consider to be our in-house experts within their fields. For example, Business studies and Economics teachers deliver an economic awareness activity to Year 10 while assemblies on Black History are delivered by the History Department.
- Activities which enable students to learn more effectively including Study Skills Evenings and activities for all Year Groups.
- Events are frequently hosted within school which give students an opportunity to contribute to wider society. For example, Sixth Form students participate in the Friday Club promoting positive links between our school and the local community while Year 9 students undertook a marketing exercise organised by Nat West Bank.
- Students are engaged with local and global issues and respond well to subsequent fundraising and charity events, such as the Brother Kerrigan Walk and the Good Shepherd Appeal.
- Cultural diversity and identity: Students encounter a range of viewpoints and situations that are different from their own in every lesson. They develop an appreciation of the diversity of our student community and Britain as a whole. They learn the importance of tolerance and mutual respect when interacting with people from different nationalities, cultures, languages, religions and identities.
- Physically and mentally healthy lifestyles: All students start the academic year with a range of age-appropriate lessons identifying the essential components of physical and mental health and wellbeing.
- Community participation: We frequently make links to local, national or global issues covered in Personal Development in our charity fundraising and events.
- Careers and enterprise: In Personal Development, students develop "soft skills" such as teamwork, communication and negotiation. These are essential to be able to flourish in any profession or career. Students also cover life skills such as CV writing and job interview techniques to prepare them for their next steps.

- Technology and the media: Learning in Personal Development is supplemented by a range of media. Students are directed towards online resources, including further reading, which can further their understanding, provide them with useful information and help them to access support both at a personal level and within their wider curriculum.

Creativity and Metacognition: Critical thinking is essential for Personal Development. Students are taught how to critically evaluate different points of view in different subjects using different techniques. Lessons across the curriculum address a range of issues in order to better understand the impact and ramifications of recent history on the present day. Pupils are encouraged to formulate their own opinions and share these in a discussion, either in small groups or as a class.

Enrichment Activities. The Personal Development of students is strengthened by enrichment activities offered by the College including Sport, Music, Modern Foreign Languages, Geography, History, and English. This strengthens students' resilience and leadership skills while providing them with opportunities for wider individual development. It also makes them more aware of different cultures and traditions both in this country and abroad.

IMPACT

What forms do assessments take? What is the purpose of assessment?

- Students complete an end of year assessment on Satchel One. This is a multiple choice assessment that examines the personal development of students in Years 7 to 9 and in Year 10.

How do we know if we have a successful curriculum?

- Learning walks. The Head of Personal Development, along with associated members of SLT, drop into lessons to ensure they have a realistic picture of the delivery of Personal Development and the experience of students. This feedback is vital to developing resources that engage and inspire all learners.
- Staff voice. Staff are surveyed to ensure that they feel confident and supported in their delivery of Personal Development;. They have the opportunity to suggest improvements, beneficial changes or additions.
- Pupil voice. Our Student Council frequently feeds back on what is working well in Personal Development and the potential areas for improvement.

In accordance with government guidance, our schemes of work, both in Personal Development and across the curriculum, will have covered the following by the time students leave the College:

- Respectful relationships including friendships
- Online and media
- Being safe including sexual consent, sexual exploitation and forced marriage
- Mental Wellbeing
- Internet safety and harm.
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco.
- Health and prevention
- Basic First Aid
- Economic Awareness
- Adolescence including emotional and physical health
- British Values including democracy, the rule of law, tolerance and citizenship.

The sequencing of Lessons for Personal development is set out in the Curriculum Map below. All scheduled lessons intend to consolidate and build on prior learning in previous years. Please note that these lessons are supplemented by assemblies, enrichment activities and lessons across the mainstream curriculum.