

Personal Development Intent

The purpose of the Personal Development curriculum at Willenhall E-ACT Academy is to engage students in a sequence of lifelong learning which is accessible to all. The curriculum has been designed to prepare students for life in modern Britain. We educate our students to make informed choices in their lives to keep themselves healthy and safe, and to develop life skills which will enable them to make a positive contribution to the wider community. Students will learn the following:

- Healthy bodies and lifestyles, self-esteem and confidence, body image and the media, including keeping safe, puberty, substance misuse
- Healthy minds, including emotional wellbeing, resilience, mental health
- Economic wellbeing and financial capability
- Careers education, preparation for the workplace and making a positive contribution to society
- Different types of relationships, including friendships, family relationships, dealing with strangers, intimate relationship and bullying
- How to recognise, understand and build healthy relationships, including self-respect, respect for others, commitment, tolerance, boundaries, consent, how to manage conflict and how to recognise unhealthy relationships
- How relationships may affect health and wellbeing, including mental health
- Online Safety
- Gender and identity
- Factual knowledge, around sex, sexual health and sexuality, set firmly within the context of a healthy relationship
- Diversity, equality and discrimination
- Families and British Values
- Citizenship
- The environment
- Charities

Relationships and Sex education will form part of the PD curriculum. The context and content of the RSE curriculum will be delivered to meet the appropriate age, scaffolding knowledge and life skills in preparation for the future. The RSE curriculum is in line with current and renewed regulations from the Department of Education (DfE) and is aimed to meet the requirements set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019)***. Throughout the curriculum the teaching of consent, sexual harassment and sexual violence is taught. During the teaching of these important topics students are clear on the zero tolerance approach that the academy has on this area and how such matters will be dealt with. Relationships, Sex Education and Health Education are taught as a statutory subject through this PD curriculum as well as wider subject curriculums.

As an academy we recognise the impact of social media, the media and the digital world on our children and young people. Therefore, the approach of the PSHE and RSE curriculum will focus on recognising the power of the media world and ensure that students know how to keep themselves and their personal information safe, including images. We also recognise that identity is no longer one-dimensional where individuals have the right and freedom to choose how they wish to be acknowledged in terms of gender or not. We aim to deliver a curriculum that recognises and addresses these differences which includes building self-esteem and confidence.

Effective practice and delivery

- The PD curriculum is taught at the end of the day in the PD session on the timetable. Out of the five sessions, three of these students will be learning areas laid out in the LTP covering topics mentioned above (one of these will be in an assembly setting). The other two sessions students will be using the time to improve their reading and literacy.
- All students will receive an assembly each week delivered by a member of the senior or middle leadership team.
- Quality assurance is carried out using a set of expectations to be seen carried out by students and teachers.
- PowerPoint presentations coupled with teacher notes are provided for each session where activities are given to generate enthusiasm and engagement.
- For some of the sessions for PD staff will be using X-Education to teach students. X-Education is an online platform that provides lessons linked to a wide range of skills that will support students in their life during their time within the academy and life outside. Each has been sequenced in order to support our students in their learning and ordered for the best fit for our year groups. Each year students receive the same topic, but each year the skill and challenge is developed further using the systems in place.
- Teachers are supported with short videos to aid effective delivery of the topics. This is particularly useful for NQTs and new members of staff to the academy developing their knowledge and experience.
- Teachers are provided with regular CPD for Personal Development.
- Based on the real life learning nature of the topics, students are clearly instructed not to discuss, share any sensitive information based on their personal experience or knowledge of others.
- Students are informed and reminded during sessions about procedures in handling disclosures.
- Students will be expected to engage and listen during lessons, and accept where it is inappropriate to take part in a discussion.
- Clear guidance to be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
- Where a student's question is inappropriate, the teacher will attend to it later on an individual basis rather than in a whole class setting.
- Teachers will set the tone and pace of the topic, ensuring that students discuss issues in a way which encourages thoughtful participation
- If a teacher is concerned that a student is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.
- British law and values will form the basis for responses to student questions.
- Decoding of vocabulary so students are aware of correct terminologies will be explained and students expected to use the correct terms when speaking and writing.
- The Safeguarding Team will inform where topics such as domestic violence, substance misuse, sexual exploitation may trigger trauma or distress. Students at risk will be identified and parents informed to ensure that they access the learning in a comfortable way or they have the right to withdraw.

- Sensitive topics will have signposts to sources for further information and support.
- Teachers are expected to attempt to answer students' questions and concerns sensitively, regardless of age, gender, ethnicity or religion. Individual teachers will use their professional judgement in every aspect of the PSHE topic, but if necessary where concerns arise, refer to the AHT for advice and support.
- Even though there is a clear LTP for Personal Development this does not mean the AHT for PD will stick to the plan at all costs. Depending on events, issues in the local community or issues in different year groups sessions will be planned to support students with understanding and support students gaining further knowledge in the subject.
- At the start of every half term students will be with their PD teacher where they will review areas of PD. This time will be used to retrieve knowledge for students from the previous work in PD, it may also be used to fill gaps where we as an academy had to remove elements of the curriculum as mentioned above.

Extra Curricular

All our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, pupils learn to recognise their own worth, develop a sense of their own identity and the ability to take their place in the community as well as respect for, and working with, others. Thus, the Personal Development curriculum is delivered in a number of ways. (The timetable is available on the academy website.)

Careers

The Careers curriculum is firmly embedded within the wider ethos of the school. The promotion of a 'life-long love of learning' is weaved into a curriculum which provides space for students to explore their futures and the labour market around them. Furthermore, the voices and expertise of subject-specialists inform lessons and modules which seek to incorporate subjects studied at school with future careers in a range of fields of industry. The Careers curriculum represents a crucial fixture of school life: half termly Careers lessons provide a valuable bedrock for students to realise, pursue and achieve their ambitions throughout the rest of their lives.

SEND Provision

- SEND students should follow the same PD curriculum as all other students. Emphasis will be placed on retrieval and recall of key vocabulary.
- Tutors will ensure that content, delivery and resources are differentiated and adapted to meet the needs of SEND students.
- Where students have multiple needs and a higher level of vulnerability, topics can be revisited to reinforce the learning. For example, SEND students may be more susceptible to exploitation or bullying, and more time may need to be spent ensuring that the students have a clear understanding of this, or they may find it harder to address sensitive issues in a full class setting and need to have teaching in smaller groups.
- Tutors will liaise with the SEND/Inclusion team for further support where concerns arise about student understanding.

Legislation (statutory regulations and guidance)

Documents that inform this PSHE curriculum include:

- Equality Act 2010
- Keeping children safe in education – Statutory safeguarding guidance 2021
- Relationships Education, Relationships and Sex Education (RSE) and Health Education 2021

The PSHE curriculum will be adapted and informed by:

- Our local health report.
- Public Health England Child and Maternal Health (CHIMAT) data sets
- Local Authority's joint strategic needs assessment (JSNA)
- KS2 Curriculum review
 - Communication with feeder school
 - Base Line assessment
 - Student Voice
- Parent Voice and Local community priorities.
- National Trends.
- Pastoral Data from CPOMS
- Relevant subject assessments and curriculum reviews.
- Walsall and West Midlands Annual Police Reports.

Our RSE provision will be supported outside of PSHE through:

- Modelling a caring ethos that supports positive relationships between all members of the academy community
- Science, ICT and PE as stipulated by the national curriculum
- Subject Curriculum areas
- Assemblies
- Pastoral support
- Appropriate literature and leaflets and other information sources shared with parents and students on the school website
- Targeted intervention, where appropriate, with vulnerable individual.
- Delivery in response to incidents

Safe and Effective practice

In order for PSHE/RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep students safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Students will understand how disclosures will be handled.

- Students will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Students at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues.

Safeguarding

Safeguarding considerations have formed an essential part of the Curriculum planning and intent. In order to keep students safe:

- Our DSL reviews content each half term and informs reasonable adjustment for vulnerable students
- Content is mapped against safeguarding concerns and mapped to support our students for example focused topics around key times of the year such as DVA at Christmas and Online Safety before school holidays.
- The Curriculum content has been sequenced to support the safeguarding of students. For example, by helping students recognise inappropriate behaviour towards them or others.
- To teach students how to access help and to enable students to access the appropriate internal and external support and resources to help themselves and wider peers, both now and in the future.
- Teaching the language, skills and strategies that enable students to tackle and mitigate risks to their (or others') physical or emotional safety, including; bullying, unhealthy relationships, sexual exploitation, gangs, radicalisation, drug and alcohol use and other risky behaviours.

Furthermore, this PSHE curriculum has been planned to support the academy's duty from the Equality Act 2010 to help to reduce prejudice-based bullying and in doing so to keep safe protected characteristic groups.

Parental consultation and right to withdraw

This curriculum has been open for parental and community consultation since September 2020. This process is still open and ongoing. The Department for Education (DfE, 2019a) is clear that we "recognise the importance of strong, constructive and open conversation with parents in the education of their children." This will empower you to continue the conversations started in class at home (DfE, 2020).

This was conducted in Summer Term in June 2021 and again in September 2021 in the Autumn Term.

Summary:

The Personal Development curriculum encourages students to learn more about themselves and how to look after themselves as growing and changing individuals.

Students can acquire the knowledge, skills and understanding necessary to enable them to make informed decisions about all aspects of their lives, as they develop from children into young adults. Students will also learn to respect the views, needs and rights of others, including people of different genders, ages and cultures to themselves, to reflect the make up our student and staff body. Throughout our PD curriculum signposting is available to internal and external support, in every session, not just sensitive topics.