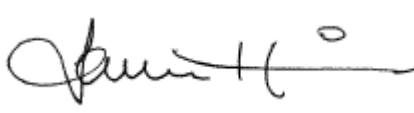
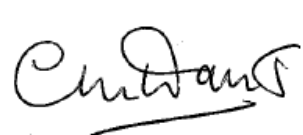


DEAN TRUST **Rose Bridge**

# Personal Development Policy

## Dean Trust Rose Bridge

Version and Date		Action / Notes
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<b>Signature of Headteacher:</b> 		<b>Signature of Chair of Local Governing Body:</b> 

At The Dean Trust, we believe that the acquisition of powerful knowledge and transferable skills, together with experiences that build social and cultural capital, is a fundamental right for all young people. Our curriculum ambition is to provide all our pupils with carefully crafted and sequenced knowledge enhancement and social development experiences, so that they are academically, socially and altruistically equipped to contribute positively to a global community.

We have four core values, equally important and interconnected, that shape our curriculum. Our curriculum is designed so that all our pupils become;

- Powerfully Knowledgeable
- Global Citizens
- Healthy in Mind, Body and Soul
- Ambitious and Aspirational

### **Curriculum Intent (Our Rationale & Ethos)**

At Dean Trust Rose Bridge, we recognise the essential need to prioritise the holistic development of all of our pupils. This policy outlines our dedicated approach to ensuring such development, and the ways in which we strive to achieve such outcomes. We recognise that measuring the development of pupils in this manner is not a tangible process, but seek to provide a wide variety of opportunities for all pupils to succeed and flourish in an array of environments.

We define personal development as the continual growth of all pupils' confidence, resilience, respect, knowledge, appreciation, ethical understanding and social situation. This includes Relationships Education, Relationships and Sex Education (RSE) and Health Education, as well as the understanding of an important and positive family life, through stable, loving and appropriate relationships. We encourage all pupils to make responsible and well-informed decisions about their lives and hope to support such taking place through our commitment to their personal development. Integral to our ethos is to support pupils' understanding and appreciation of equality and diversity. We recognise that our specific context may limit some pupils' experience of such, and as a result, we find this promotion integral to all that we plan, say and do. Assemblies, wider opportunities, discussions and our curriculum design seek to develop these fundamental features of society in our pupils.

### **Curriculum and staying safe**

At Dean Trust Rose Bridge we recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. School uses the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety. Pupils will also be educated at a level appropriate to their age and ability about a range of safeguarding

concerns through personal, social, health and economic education (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), healthy relationships, consent, body confidence and self-esteem, radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, online safety, gender- based violence/sexual assaults/harassment and 'sexting'. All year groups follow a Trust co-curriculum which has been devised to meet the needs of pupils within PHSE lessons. The introduction of PHSE lessons at Key Stage 4 enables pupils to experience all of the statutory requirements of the curriculum which includes Citizenship and Religious Studies.

### **Roles and Responsibilities**

The personal development curriculum is coordinated by the Deputy Headteacher alongside the Head of Faculty for Social Sciences and the Trust Lead for PSHE, in line with the benchmarks as set out by statutory Department for Education guidance and The PSHE Association's recommended curriculum.

A key aspect of the personal development curriculum is the teaching of Relationships and Sexual Education. The programme for KS3 and KS4 is coordinated by the Head of Social Sciences, and will include SMSC development, Character development, PSHE/Citizenship, Careers, Religious Studies and British Values. The delivery of the curriculum will be supported by the Pastoral team who will endorse curriculum content.

Form Tutors and middle leaders support content delivery via a robust and thought-provoking form time and assembly programme. Collaboration with external agencies and guest assembly speakers also enhances the offer for all pupils. Through their roles Curriculum Leads and the Designated Safeguarding Lead ensure that the delivery of statutory content is robust and that there is a collaborative approach to the delivery of RSE in the interests of the young people. To ensure there is no duplication of content across subject areas this is carefully mapped out and monitored via schools PSHE tracker and curriculum audits undertaken by the Deputy Headteacher and Head of Social Sciences. This continuous monitoring and evaluating ensures that the schools Personal Development curriculum continually evolves to cater for the emerging needs of our pupils.

It is the role of all staff to develop our pupils. Leaders have established the vision across the school to holistically develop pupils and their character through our Personal Development strategy. As a result, pupils are to become powerfully knowledgeable of the world around them, supportive of differences in themselves and others, as well as being able to remain healthy in mind and body. Our work to develop the character of pupils will ensure that all staff contribute to the development of resilience and perseverance in the face of the difficult situations our context provides for our pupils.

### **Legislation & Statutory Requirements**

Relationships Education, Relationships and Sex Education (RSE) and Health Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

At DTRB we believe that Relationships Education, Relationships and Sex Education (RSE) and Health Education should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people.
- Be set within the wider pupil development context, supporting family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. a nuclear family. It includes a variety of types of family structure and acceptance of different approaches.
- Encourage pupils and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

**At DTRB we ensure that:**

- All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.
- We regularly monitor our RSHE schemes of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil needs.
- This policy will be reviewed by the school's leadership team in conjunction with the school lead of RSHE and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.
- As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.
- Parents/carers do not have a right to withdraw their child from Relationships Education.
- Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.
- Parents do not have the right to withdraw their child from Health Education.
- All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.
- Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

## **Working with visitors and external agencies**

From time-to-time Dean Trust Rose Bridge may invite external experts and visitors to deliver or support parts of our PSHE curriculum.

External visitors will be selected in order to enrich and supplement our PSHE by bringing particular skills, methods and expertise to the classroom and the whole school.

A teacher will always be present throughout these sessions so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

## **Sex education offer in school:**

- As forming the content of specific lessons within the curriculum within Science lessons across all year groups; (see below for details)
- In curriculum time PSHE lessons in KS3 (x1 lesson a week)
- In curriculum time PSHE lessons in KS4 (x1 lesson a week)
- In the course of pastoral contact between staff and pupils both inside and outside the classroom. The pastoral team undertake annual training and accustomed to providing advice on such matters where necessary and appropriate
- Designated drop-down sessions in KS4 which are supported through external agencies

Pupils will have opportunities to review and reflect on their learning during lessons with verbal and written feedback, target setting as well as self-assessed end of unit tests. Pupils will then be provided with opportunities to improve their learning in light of feedback. Pupil voice will be influential in adapting and amending planned learning activities.

As outline before, parents can under section 405 of the Education Act 1996 withdraw their child from sex and relationship education lessons. They have the right to withdraw their child from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity.

It is the responsibility of the Head of Social Sciences, alongside the Deputy Headteacher ic Personal Development to oversee and organise the monitoring and evaluation of Sex and Relationships Education, in the context of the overall school plans for monitoring the quality of teaching and learning.

## Delivery Design

In order to achieve our intent, our personal development strategy comprises of several strands of delivery:

- Our highly ambitious **personal development curriculum**;
- Our bespoke suite of **personal development days**;
- Our engaging, motivational and inclusive **enrichment** calendar (including the Duke of Edinburgh provision);
- Our rigorous **careers** offer;
- Our wide-range of meaningful **pupil leadership** positions;
- Our varied and thought-provoking **assembly** calendar;
- Our commitment to helping those less fortunate than ourselves through **fundraising**;
- Our **House System**
- Our diverse collection of **educational visits and trips** to enhance **Culture Capital** experiences; and
- Our interleaving and ambitious **curriculum coverage** that supports the personal development of all pupils.

Through this suite of features, we encourage pupils to understand fundamental British values, develop their own character, and have an accurate understanding of the latest RSE guidance. You can find more detail on each of these areas below. Our commitment to the development of pupils derives from our understanding of the context in which we practice, the statutory guidance and the PSHE Association's recommended curriculum. We will utilise the wide array of resources at our disposal to deliver our curriculum content, as well as engaging appropriate external agencies as required.

Our highly ambitious **personal development curriculum** is delivered via many forums;

### 1. PSHE statutory content

All pupils across all year groups have one PSHE lesson within their timetable every week. To support this, we also utilise form time, planned events and drop-down days to ensure the PSHE association's guidelines and curriculum is met. This provision is mapped out by the Head of Social Sciences supported by The Deputy Head Teacher, Trust PSHE lead and Curriculum Leads, to ensure that all objectives are met by pupils across all 5 years of study. Some concepts, as dictated by the PSHE Association, are deserving and needing a mastery approach and so are frequently revisited across multiple years.

Through discussions and debate, all pupils have the opportunity to study the PSHE Association's recommended topics. PSHE lessons incorporate all statutory content under three core themes: Living in the wider world (radicalisation, respect, cultures, careers, finance etc), Health and Wellbeing (physical, mental and emotional health, Safety including online etc) and Healthy Relationships (RSE).

A range of staff are used to support the delivery of such and training is offered and provided after regular feedback is sought to ensure all staff are supported and able to deliver the highest-quality provision.

### 2. Form time

Each morning pupils partake in form time, which is tailored to support our highly ambitious personal development curriculum. This model has been put together to ensure all pupils

have the opportunity to develop holistically and to supplement classroom learning. These events mirror the assembly PDC theme of the week and ensures that a greater understanding is achieved through class discussions. The literacy and numeracy mornings are also mapped out against the focus.

3. Our bespoke suite of **personal development events**;

Personal Development events take place at strategic points throughout the academic year to support the delivery of curriculum content to an identified year group. These provide opportunities for pupils to learn beyond the academic curriculum in a variety of ways, and through different settings. For example, pupils may experience small workshops with external staff, engage in off-site provision at a specialist centre or be part of an internal session designed to address specific cohort needs. These days supplement the core themes of the personal development curriculum and are run by school staff and external agencies such as the Manchester United Foundation and Spectrum.

4. Our engaging, motivational and inclusive **enrichment** calendar (including the Duke of Edinburgh provision);

Pupils develop their character through a complimentary enrichment programme with a wealth of opportunities available for all year groups. A wide variety of programmes are provided by our own staff as well as external agencies to fully support the holistic development of all pupils. Some examples include the delivery of sports clubs, performing arts sessions, culture capital experiences and subject specific clubs. Further, The Duke of Edinburgh Award is available for Year 9 pupils and above, beginning with the Bronze certification programme.

5. Our rigorous **careers** offer;

We endeavour to provide our pupils with high quality, impartial careers guidance which will help pupils to make informed choices about which courses suit their academic needs and aspirations. Our provision is founded upon the Gatsby benchmarks which help to provide us with the appropriate framework to support us in providing our pupils with the best possible careers, education, information, advice and guidance. Our pupils will gain the required skills and knowledge for future learning and employment through both our curriculum and Careers Programme. We regularly engage with colleges and ensure that all pupils have access to further education providers during school time. These providers come into school to deliver assemblies and apprenticeship sessions as part of the programme we deliver. We value pupil feedback and ask for pupil evaluation after each event. In this way our strategy is continually being reviewed and updated to meet the needs of our learners. Our school's Careers Strategy and Access Policy can be found on the website.

All pupils in all years have the opportunity to join and be a part of a range of leadership positions at Dean Trust Rose Bridge. Through our affiliation with the Manchester United Foundation, we have a KS3 Ambassador programme that looks to equip and accredit pupils prior to KS4 and becoming Sport Leaders. Further, all pupils within school are given the opportunity to enhance the school community through joining one of the six committees on offer in the Pupil Parliament. This body suggests and leads on substantial changes across the school and acts as the voice for their own year group. At KS4, we also have our Prefect team, who help to facilitate and shape whole-school events, ably led by our Head Boy and Head Girl. The team undertakes a rigorous application and interview process in order to be awarded such leadership positions in the school.

6. Our varied **assembly** calendar;

All pupils attend weekly assemblies which are focused on a variety of topics to supplement the wide-ranging personal development curriculum we offer at Dean Trust Rose Bridge. Assemblies help to supplement the tutor time programme, providing a time where pupils can engage and enquire in a different context. Assemblies are delivered by senior leaders, middle leaders, guest speakers as well as visiting speakers from organisations.

7. Our commitment to helping those less fortunate than ourselves through **fundraising**;

Via the school's House System, each pupil is affiliated to a chosen charity that becomes a fundraising focus for that house. This fosters a wider appreciation of those who are not as fortunate as ourselves, as well as providing invaluable education to the wider issues in the world. The selected house charities are: CALM, Sport Relief, The Brick, Cancer Research UK and Wigan and Leigh Hospice.

Our diverse collection of **educational visits and trips**;

All pupils have the opportunity to take part in educational visits and trips, to develop their understanding of historic and culturally significant events and landmarks within the world. These visits and trips give pupils the opportunities to develop an association when retrieving key information whether this be in lessons or in conversations in their everyday lives, including possible trips to Barcelona, mock court trials and Wigan School Games. Through our affiliation with the Manchester United foundation, we are also able to take pupils to Old Trafford for motivational events, cultural insights and professional football games on a regular basis. Cultural Capital experiences are also integrated into subject curriculum intent documentation to ensure that such experiences are carefully planned for and enhance curriculum delivery.

8. Our interleaving and ambitious **curriculum coverage**.

Every subject taught at Dean Trust Rose Bridge aims to embed aspects of personal development within delivery, content and approach. Whether it is understanding the need for Socratic debate in English, or appreciating the need for healthy competition in Physical Education, all of our curriculum areas support the holistic development of pupils. In particular, we have shaped our broad curriculum to ensure that the proceeding subjects are delivered by well-trained experts in the area:

### **Religious Education**

At Key-Stage 3, all pupils are taught Religious Education as coordinated by our Head of RE & Citizenship. Within this curriculum area, pupils grapple with ethical discussions, as well as global religions and beliefs, engaging in discursive debates to do so. Pupils are encouraged to ask questions in which to broaden their understanding and consider the wider impact on society for their own beliefs as well as to further support their understanding and appreciation of faith diversity in our local community.

Pupils have the opportunity to take this study further by electing to study this at KS4, and for those that do not it is incorporated into KS4 PSHE lessons as well as RE-specific Personal Development events as coordinated by our Head of RE.

### **Science**

Within the Science curriculum, a range of topics are covered at both Key Stages that covers a range of concepts that are required as set out by the PSHE associations guidelines. This provision is mapped and covers concepts relating to Sexual Health and Fertility, Drugs and



Tobacco, Mental Health and Emotional Wellbeing within the core themes of Health and Wellbeing and Relationships and Sexual Education. These are taught by their Science teachers within the GCSE combined curriculum.

### **Citizenship**

Citizenship is offered as a GCSE option subject at KS4. The pupils who undertake this option will experience a range of topics such as democracy, government and law, whilst developing the ability to create sustained, well balanced arguments. These topics enable the pupils to gain an understanding of these fundamental British Values throughout their course.

### **Promotion of British Values**

We recognise, and actively promote, fundamental British Values. For us, these are democracy, the rule of law, liberty, respect and tolerance of those who differ from ourselves. All that we do, whether it be our curriculum design, the external opportunities we develop, our ambitious student leadership programme or whole-school assembly programme, look to develop these aspects in our pupils. As staff, we model what is expected and deliver a diverse curriculum that explores these difficult concepts. Further, we ensure that all pupils have the opportunity to partake in a wide array of experiences that seek to broaden their personal outlook and show pupils differences that they may not be accustomed to. In turn, this will develop pupils' self-esteem, ability to distinguish right from wrong, notion of responsibility, a wider appreciation of culture and, through participation, encourage respect in democratic processes. Our whole-school assemblies help pupils understand and respect differences around us in society; our enrichment opportunities support the development of self-esteem; our student leadership opportunities allow pupils to develop their understanding of responsibility and our high expectations ensure that all pupils know right from wrong. The work of our Pupil Parliament also supports this.

### **Safeguarding**

All staff understand that some aspects covered through this curriculum can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead (or deputy in their absence) to resolve and report any issues that emerge. Visitors/external agencies which support the delivery of personal development will be required to be DBS checked and provide their planning and resources in advance of delivery for approval by the Senior Leadership Team. They will be briefed by the member of staff who is coordinating their session and members of staff will remain present at all times. All staff have the option of attending training on particular topics of contention and personal discomfort should they choose to do so. Annual training for key staff is also delivered by the Head of Social Sciences.

### **How will we know if we've been successful?**

Outcomes will be monitored using a range of measures. The success of the delivery of statutory content will be captured via pupil voice and lesson audits which will be supplemented by a rigorous monitoring of curriculum intent documentation as part of the whole school monitoring cycle. All key stakeholders will contribute to the Department School Improvement Plan and calendared reviews of targets in line management will support the ongoing evaluation and inform medium term plans. Our success will be measured on the

conduct, views and actions of our pupils. If we have supported their professional development in the holistic manner as set out in this policy, our pupils will understand their role within wider society. We will continue to measure our success by using pupil voice, and the input of all other stakeholders, to influence the delivery and design of our provision. When pupils converse with each other, their families and other members of our school community, they will demonstrate the lofty ambitions as set out in this policy. Progress will be measured if pupils are able to articulate and understand the notion of difference in the world, and what their own aspirations amount to within society. We appreciate that measuring success of such intangible concepts can prove difficult, but we will know we have reached success when our enrichment opportunities are the bedrock of pupil life here at Dean Trust Rose Bridge; our pupils are desperate to ascend to positions of leadership and influence; all pupils understand the pathways available to them following KS4 study; our pupils appreciate the need for continued resilience and adaptability in the modern world; and all of our pupils support each other when experiencing difficult periods in their lives.

This policy works in conjunction with:

- The school's Anti-Bullying policy
- The school's Safeguarding policy
- The Personal Development Strategy
- The Trusts Relationship and Sex Education and Health Education Policy