



# WILLIAM FARR

C of E Comprehensive School

## Personal Development

At William Farr School, in partnership with parents and carers, we have a vital role in preparing students to negotiate the challenges and opportunities of the increasingly complex world. It helps students to develop the knowledge, skills and attributes they need for growing up and adulthood.

At William Farr School we aim to:

### Develop

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.
- Pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.
- Pupils' character, which Ofsted defines as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.
- Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.
- Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities.
- Pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education.

### Promote

- Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.
- An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

### Enable

- Pupils to recognise online and offline risks to their wellbeing – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them.
- Pupils to recognise the dangers of inappropriate use of mobile technology and social media.

## Support

- Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.

## Provide

- An effective careers programme in line with the government's statutory guidance on careers advice that offers pupils:
  - Unbiased careers advice
  - Experience of work, and
  - Contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire

## How is Personal Development taught?

Personal Development is taught once a week as part of the PSHE Programme as well as tutor time and assembly, other curriculum subjects also contribute. Students will cover a wide range of topics based on the three Core Themes of PSHE:

- Health and Wellbeing
- Relationships
- Living in the Wider World
- Relationships and Sex Education (RSE) is also delivered as part of Personal Development and through PSHE.

Further details of what we cover in each year can be found under PSHE on the school website.

## Why is Personal Development Important?

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- Contributes to physical and mental health and wellbeing, encouraging individual responsibility for health.
- Contributes to the safety and protection of our children and young people, from staying safe online to understanding risks associated with drugs and alcohol and knowing the law surrounding these topics.
- Contributes to the information young people need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, and know boundaries within the law.
- Promotes independence, resilience and responsibility — preparing children and young people for future roles as parents, employees and leaders.
- Supports employability by developing the personal and social skills demanded by commerce and industry.
- Supports pupils to be critical consumers of information, and develops the skills to identify misleading news or views on social media and elsewhere.
- Provides opportunities to consider SMSC.

## **Assessment of Personal Development**

To be successful young adults and independent learners, students need to reflect and identify what they have learned, what needs to be learned and what they need to continue their learning. The very nature of Personal Development means it cannot be assessed in the same way as other subjects. However, at the start of each new unit in PSHE we start with an initial activity to gauge the starting point for the student and recap of previous learning. Students, knowledge and attributes can then be recorded in their PSHE booklets (Yr7-11). Occasionally, we will do a formal assessment.

## **British Values and Citizenship**

Personal Development and the PSHE Curriculum provide ample opportunities to promote British Values, encouraging respect and acceptance across different cultures. Whilst Citizenship helps provide students with knowledge, skills and understanding to prepare them to play a full and active part in society.

## **SMSC**

SMSC plays an important role for pupils in Personal Development. Students should be able to:

### **Spiritual Development**

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- Knowledge of, and respect for, different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning .
- Willingness to reflect on their experiences.

### **Moral development**

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

### **Social development**

- Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

## **Cultural development**

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

