

## Rationale

Supporting the personal development of pupils is a core part of the Forwards Centre's work. Our intent is to support pupils to grow into healthy, confident, resilient adults who can make a positive contribution to society and be prepared for life in modern Britain. To that end, teachers use opportunities presented by the Forwards Centre curriculum to promote both the Spiritual, Moral, Social and Cultural aspect of pupils' lives and their understanding Fundamental British Values. Opportunities to support each child to develop their character are identified and they are given the opportunity to try lots of new things. Children are taught about helping others to and preparing for the next stage in their education. They are taught to recognise the difference between right and wrong and how this impacts on their own life and on the lives of the others. Opportunities are sought to celebrate similarities, be respectful of our differences and how to keep safe and healthy. Children are supported to develop an appreciation of human creativity and achievement, develop their own skills as artists and musicians and develop the cultural capital they need to go on be successful.

## Curriculum Design

Personal Development is woven through our curriculum offer. Each class teacher takes the Forwards Centre Five and identifies how it will be delivered across the school year. It is broken into five broad categories.

- Contribution and readiness
- Conduct and morals
- Celebrating similarity and difference
- Caring for ourselves
- Culture and creativity

### Contribution and readiness

I have the knowledge and skills I need to be fully prepared for the next steps in my education.

I know about a range of jobs and employment and how these will help me play an active role in society as an adult.

I can take part in age-appropriate volunteering and the service of others.

I can contribute to class life.

I can work towards an award.

I can show commitment to learning something over time and develop expertise.

I can reflect wisely on my own experiences about an event.

I can demonstrate pride in my achievements.

### **Conduct and morals**

I know why we need rules and routines and can commit to following them.

I can recognise the difference between right and wrong in my own life.

I know the positive and negative consequences of my conduct.

I know and understand the rule of law.

I can contribute to the calm environment in the centre across the whole school day.

I know the importance of acting with honesty and integrity.

I can demonstrate a commitment to attendance and punctuality.

I can demonstrate positive conduct beyond the centre.

### **Celebrating similarity and difference**

I know the impact of bullying and derogatory language and how to respond to incidents.

I know about protected characteristics.

I can celebrate the strengths of my classmates and others across the centre.

I know about and respect different people's faiths, feelings and values.

I can recognise, and value, the things we share in common across all communities.

I can find out the views of others and listen courteously and politely.

I can make arguments clearly and constructively in order to persuade other people.

I know about voting and Britain's democratic parliamentary system.

### **Caring for ourselves**

I know how to keep mentally healthy.

I know how to eat healthily and maintain an active lifestyle.

I know about my emotions and how they impact on my own life and the lives of others.

I can stay safe online and recognise the danger of the inappropriate use of technology.

I know about risks such as criminal and sexual exploitation, domestic abuse, substance misuse, gang activity, radicalisation and extremism.

I know about healthy relationships with others.

I can use the opportunities I have to be physically active during the school day.

I can represent the centre in a sporting festival or competition.

### **Culture and creativity**

I know about and can appreciate the best of human creativity and achievement.

I can develop skills as an artist.

I can develop skills as a musician.

I can develop skills in a sporting activity.

I can use imagination and creativity in my learning.

I can demonstrate pride in being a member of the Forwards Centre community.

I know about and can develop a connection to the local area.

I can visit new places within the town.

# The Personal Development Curriculum Intent

## Assemblies

Assemblies give us an opportunity to celebrate and share our school values, to celebrate pupil achievements and to share in cultural events happening across the world. Pupils attend assembly twice a week.

## Careers

At the Forwards Centre, we want to inspire and enable all pupils towards valuable and rewarding roles in society. Our Y6 pupils have the opportunity to visit the vocational provision in our secondary settings. This includes hair and beauty, photography, construction and land based studies. This allows them to experience the type of training needed to work towards careers in these sectors. Tackling unconscious bias is a focus of these visits in order to develop aspirations across all sectors for all pupils.

## Activities Beyond the Classroom

Our pupils all have sessions with a key worker built into their timetable to address their individual needs, on a bi – weekly basis. These sessions are both responsive and supportive to individual pupil needs, and these sessions provide time and space for pupils to discuss their provision map targets, and the progress that they are making towards them.

Our pupils partake in activities to support charities and the community such as litter picking, spending time with the elderly in the local care home and collecting items for the local food bank.

Within our Personal Development curriculum, pupils partake in a vast array of different school trips.

These range from:

Music trips to Mere Hall, and the theatre;

Visiting Bolton Museum, Quarry Bank Mill and art galleries;

Visiting different sporting venues such as The Brick community stadium

Pupils are exposed to a variety of different trips with different focuses including other cultures and communities.

Pupils are also given the opportunity to represent the school and participate in sporting events including interschool football matches, as well as sporting festivals for activities such as boccia, fencing, and cricket.