



Personal Development Policy

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Introduction

One of the distinguishing features of Evolve Academy is the importance we place on the personal development of our pupils. We firmly believe that academic success must be complemented by the development of a wide range of soft skills. We do not believe that these characteristics are simply absorbed throughout the pupil's time in school. As a result, there is a comprehensive programme in place to help pupils develop and ensure that they leave as well-rounded individuals ready to contribute to society. We firmly believe that over the course of their time at Evolve Academy, the personal development programme and school ethos will give our pupils the edge when they take their next steps, whatever they may be.

Throughout their time at Evolve Academy, pupils are encouraged to assume responsibility for their own learning and actions, working productively with others. There are many opportunities for them to do so in all subjects across the curriculum. We believe that it is the right of every individual to be happy at school within an environment that promotes learning.

As a Rights Respecting School we have insured the (United Nation Convention Rights) UNCRC convention are embedded in our personal development curriculum. The key themes and criteria for each aspect of the personal development program are listed below:

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Healthy Living:

This reflects Article 24 of the UNCRC, which states that every child has the right to the best possible health, nutritious food, and a clean environment. It also aligns with Article 6, which ensures every child has the right to life and to grow up healthy.

Equality and diversity – British Values:

This supports Article 2 of the UNCRC, which ensures all children have rights without discrimination, and Article 12, which gives children the right to express their views and be listened to.

Spiritual, moral, social and cultural development:

This provision links to Article 14, which ensures children's right to freedom of thought, belief, and religion, and Article 29, which highlights that education must develop every child's personality, talents, and abilities to the full

Careers guidance:

Our Careers Guidance provision reflects Article 28 of the UNCRC, ensuring equal access to education and progression opportunities. It aligns with Article 29 by preparing pupils to develop their talents, abilities and aspirations fully. We also uphold Article 12 by ensuring student voice is central in career planning, Article 23 by providing inclusive pathways and tailored support for pupils with additional needs, and Article 3 by prioritising the best interests of every pupil when guiding their future options.

Citizenship:

Our Citizenship programme reflects Articles 12, 13, 14, and 15 of the UNCRC, ensuring that pupils' voices are valued, their freedom of expression is respected, and they can actively participate in democratic processes. It also upholds Article 29 by preparing them to live responsibly in society, and Article 42 by ensuring that children understand their rights.

Cultural Capital:

Our Cultural Capital provision aligns closely with Article 29 of the UNCRC, ensuring education develops pupils' talents and respect for cultural identity. It upholds Article 30 by celebrating and protecting pupils' rights to enjoy their own culture, practise their religion, and use their language. Furthermore, it reflects Article 31 by providing access to cultural, artistic and recreational life, and Article 15 by promoting opportunities for collective participation through enrichment and community projects."

The intent for Personal Development is that where the requirements are non-statutory, the personal development programme will aim to give all students access to cover all these areas at Key Stage 2&3. Where statutory guidance exists, these aspects will be covered according to the guidance. This is to allow our pupils a good grounding in Key Stage 1, 2 & 3 and also to take advantage of curriculum time to maximise outcomes at Key Stage 4.

Curriculum:

Personal development is an intrinsic part of the curriculum and is planned and delivered through the core curriculum, PHSE lessons, tutor time, assemblies, and the enrichment programme. Across the academy, students are encouraged to take part in activities that build on our core values such as resilience, managing emotions, communication skills, and relationships. These activities are timetabled and run on a weekly basis.

Healthy Living

Healthy Living is designed to promote the physical, mental, and emotional well-being of all students. The policy aims to equip students with the knowledge, skills, and attitudes necessary to lead healthy lives. By fostering a culture of health and wellness, Evolve Academy seeks to empower students to make informed choices, develop lifelong healthy habits, and thrive both academically and personally.

Aims and Objectives

The primary aim of the Healthy Living policy is to cultivate a holistic approach to health among students. Specific objectives include:

1. **Increasing Awareness:** Educating students about the importance of a balanced diet, regular physical activity, and mental well-being -We have a CrossFit gym in our playgrounds across both sites.
2. **Skills Development:** Providing practical skills for maintaining health, such as understanding what makes a nutritious meals, effective time management for balanced lifestyles, and techniques for stress management.
3. **Positive Attitudes:** Encouraging positive attitudes towards health and wellness, including self-care and respect for one's body.
4. **Healthy Environment:** Creating a supportive school environment that promotes healthy choices and reduces health risks.

Primary

In the primary school curriculum, the Healthy Living curriculum focuses on foundational concepts of health. Topics include:

- **Nutrition and Diet:** Understanding the food pyramid, recognizing healthy foods, and the importance of breakfast.
- **Physical Activity:** Daily exercise routines, basic fitness activities, and the fun of active play.
- **Personal Hygiene:** Importance of regular handwashing, dental care, and basic personal hygiene practices.
- **Emotional Well-being:** Identifying and expressing emotions, developing empathy, and understanding the basics of mindfulness.

Secondary

The secondary school curriculum builds on these foundations and introduces more advanced concepts. Topics include:

- **Advanced Nutrition:** Detailed study of macro and micronutrients, meal planning, and the impact of diet on health and performance.
- **fitness and Exercise:** Designing personal fitness plans, understanding the benefits of different types of exercise, and the role of physical activity in stress reduction.
- **Mental Health:** In-depth discussions on stress management, coping mechanisms, the importance of mental health, and how to seek help.
- **Lifestyle Choices:** Exploring the consequences of choices related to smoking, alcohol, and drug use, and the benefits of maintaining a balanced lifestyle.
- **Healthy Relationships:** Building and maintaining healthy relationships, understanding consent, and promoting respect and inclusivity. This is embedded in our RSHE curriculum.

Evolve Academy's Personal Development Policy on Healthy Living thus integrates these topics into a comprehensive programme, ensuring students are well-prepared to lead healthy, balanced lives.

Equality and diversity – British Values

Equality and Diversity is designed to foster an inclusive environment where every student feels valued and respected. The policy aims to equip students with a deep understanding of equality and diversity, promoting British values and preparing them for life in a diverse society.

Aims and Objectives:

The main aim of the Equality and Diversity policy is to instil a comprehensive understanding of these concepts among students. Specific objectives include:

1. Raising Awareness: Educating students about the importance of equality and diversity in various environments such as society, the community, and the workplace.
2. Combating Stereotyping: Highlighting how stereotyping and labelling affect individuals and contribute to prejudice and discrimination.
3. Understanding Effects: Outlining the effects of prejudice and discrimination on individuals and communities.
4. Rights and Responsibilities: Allowing learners to examine their rights and responsibilities within a diverse society.
5. Individual Responsibility: Stressing the importance of taking individual responsibility and action to help and support others.
6. Foundation for Further Study: Providing a basis for further study and/or career development in fields related to equality and diversity.

Primary phase

In the primary school curriculum, the policy focuses on introducing basic concepts of equality and diversity in an age-appropriate manner. Topics include:

- Understanding Diversity: Learning about different cultures, traditions, and perspectives.
- Combating Stereotypes: Recognizing and challenging common stereotypes.
- Rights and Fairness: Understanding the importance of fairness and equality in daily interactions.
- Respect and Empathy: Developing respect and empathy towards others, promoting inclusivity and understanding.
- British Values: Promoting British values such as democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different beliefs and faiths.

Secondary phase

In the secondary school curriculum, students delve deeper into these concepts and prepare for the NCFE Level 2 qualification in Equality and Diversity. Topics include:

- Equality and Diversity: Exploring these concepts in greater depth within society, the community, and the workplace.

- Impact of Stereotyping and Labelling: Understanding how these behaviours affect individuals and society.
- Prejudice and Discrimination: Examining the consequences and ways to combat them.
- Rights and Responsibilities: Detailed examination of individual rights and societal responsibilities.
- Active Support: Encouraging students to take responsibility and action in supporting equality and diversity.
- Career and Further Study: Providing a foundation for further education and career paths related to equality and diversity.

The objectives of these qualifications are to help learners:

- Awareness: Raise their awareness of the issues surrounding equality and diversity.
- Application: Apply this awareness through their actions in society, the community, and the workplace.

Equality and Diversity thus prepares students to be informed, responsible, and proactive members of society, equipped with the knowledge and skills to promote inclusivity and respect in all areas of life.

Spiritual, moral, social and cultural development

The main primary aim of the Spiritual, moral, social and cultural development (SMSC policy) is to nurture the holistic development of students. The specific objectives include:

1. Spiritual Growth: Encouraging students to explore their beliefs, experience awe and wonder, and develop their sense of identity and purpose.
2. Moral Understanding: Instilling a strong moral compass, understanding right from wrong, and respecting the law.
3. Social Skills: Developing social skills that enable students to interact harmoniously and contribute positively to society.
4. Cultural Awareness: Fostering an appreciation of cultural diversity and understanding different cultural influences and perspectives.

Primary phase

In the primary school curriculum, SMSC development is integrated into daily activities and specific lessons, with a focus on building a foundation for future growth. Topics include:

- Spiritual Development: Exploring feelings and experiences, understanding different religions and beliefs, and reflecting on personal experiences.
- Moral Development: Learning about fairness, justice, and the consequences of actions; exploring themes of honesty, kindness, and responsibility.
- Social Development: Developing teamwork and communication skills, participating in group activities, and understanding roles within a community.

This aligns with Articles 12, 13, and 15 of the UNCRC, ensuring children's rights to be heard, to freedom of expression, and to meet with others and join groups.

- Cultural Development: Celebrating cultural events and traditions, understanding the importance of diversity, and learning about different cultural heritages.

Secondary phase

In the secondary school curriculum, the SMSC policy builds on primary foundations and prepares students for adult life with a more in-depth exploration of these areas. Topics include:

- Spiritual Development: Deepening understanding of personal beliefs and values, engaging in reflective practices, and exploring philosophical questions.
- Moral Development: Discussing complex ethical issues, understanding the implications of laws and regulations, and fostering a sense of moral duty and integrity.
- Social Development: Enhancing leadership and collaborative skills, understanding social structures and their impact, and participating in community service projects.
- Cultural Development: Analysing the influence of culture on identity, exploring global cultures, and encouraging active participation in cultural exchanges and events.

Evolve Academy's Personal Development Policy on Spiritual, Moral, Social, and Cultural Development ensures that students grow into well-rounded individuals. By covering these essential aspects of development, the policy prepares students to navigate the complexities of modern life with confidence, empathy, and respect for diversity.

Citizenship/Tutor time

Citizenship, conducted during daily 20-minute tutor time, is designed to foster holistic growth in students, enhancing their understanding of civic responsibilities and personal growth. The primary aim is to nurture well-rounded individuals who are not only academically competent but also socially responsible and ethically sound. This policy is structured to cater to both primary and secondary school students, with content tailored to their developmental stages.

Primary phase

Our participation in the RRS programme embeds the UNCRC throughout daily school life, ensuring that all relevant Articles are lived experiences for pupils.

In primary school, the policy focuses on instilling foundational values and knowledge. The objectives are to help young students understand basic concepts of citizenship, including respect, empathy, and community involvement. Key topics include understanding rules and laws, recognizing the importance of kindness and cooperation, learning about different cultures and traditions, and participating in community service projects. These sessions are interactive, utilizing storytelling, role-playing, and group discussions to engage students effectively.

Our participation in the RRS programme embeds the UNCRC throughout daily school life, ensuring that all relevant Articles are lived experiences for pupils.

Secondary phase

For secondary school students, the policy aims to deepen their understanding of citizenship and its practical implications. The objectives expand to include critical thinking about social issues, developing leadership skills, and fostering a sense of global citizenship. Topics covered include human rights, democratic processes, environmental stewardship, and digital citizenship. Discussions

around current events, debates, and project-based learning are integral to these sessions, encouraging students to analyse, reflect, and propose solutions to societal challenges.

Across both educational stages, the policy emphasizes the development of soft skills such as communication, teamwork, and problem-solving. The daily 15-minute tutor time is designed to be a safe space for students to express their thoughts, ask questions, and build confidence in their abilities to contribute positively to society.

Evolve Academy's Personal Development Policy on Citizenship during tutor time aims to prepare students to be responsible, informed, and active members of their communities. By addressing age-appropriate topics and fostering essential life skills, the policy supports the holistic development of students from primary through secondary school.

This provision reflects Article 28, which gives every child the right to education, and Article 29, which states that education must prepare children for life, respect human rights, and help develop their abilities to the fullest.

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Rights Respecting Schools

Evolve Academy proudly participates in UNICEF's Rights Respecting Schools Programme, which is a cornerstone of our Personal Development Policy. This initiative is integral to both our primary and secondary education, ensuring that children's rights are embedded in our school culture. We promote understanding and respect for the United Nations Convention on the Rights of the Child (UNCRC), fostering a supportive environment where students learn about their rights and responsibilities, leading to improved well-being, respectful relationships, and active citizenship.

Careers Information, Advice, and Guidance (CIAG)

Evolve Academy's Personal Development Policy on Careers Information, Advice, and Guidance (CIAG) is committed to equipping students with the knowledge, skills, and opportunities necessary to make informed decisions about their future careers. The policy aims to inspire students to explore a wide range of career options and to prepare them for the ever-evolving job market, ensuring they are ready to thrive in their chosen paths.

Aims and Objectives:

The primary aim of the CIAG policy is to provide comprehensive career guidance that aligns with each student's strengths, interests, and aspirations. Specific objectives include:

1. Early Exploration: Encouraging students to begin thinking about careers from an early age, sparking curiosity about different professions.
2. Informed Decision-Making: Providing students with accurate and up-to-date information about various career paths, qualifications, and the skills required to succeed in those fields.

3. Skill Development: Equipping students with essential skills such as resume writing, interview techniques, and professional communication.
4. Personalized Guidance: Offering tailored advice to help students navigate their career journeys, including one-on-one counselling and the use of digital tools like the Unifrog platform for secondary pupils.
5. Transition Support: Assisting students in making smooth transitions from education to the workplace or further education.

Primary School

In the primary school curriculum, the CIAG policy focuses on introducing students to the concept of careers and the world of work. Topics include:

- Introduction to Careers: Exploring different jobs and professions through storytelling, guest speakers, and interactive activities.
- Skills and Interests: Helping students identify their interests and strengths and how these relate to different careers.
- Aspiration Building: Encouraging students to dream about their future and understand that there are many pathways to success.

Secondary School

In the secondary school curriculum, the CIAG policy becomes more focused, with an emphasis on practical preparation for future careers. Topics include:

- Career Research: Using the Unifrog platform to explore various career options, understand labour market information, and identify suitable qualifications.
- Work Experience: Facilitating work experience placements that provide real-world insights into specific industries.
- Pathway Planning: Helping students create personalized career plans that align with their academic achievements and career goals.
- Application and Interview Skills: Teaching students how to write effective resumes, cover letters, and how to succeed in job interviews.
- Post-16 Options: Providing guidance on A-levels, vocational qualifications, apprenticeships, and higher education options, with personalized support using Unifrog's tools.

Evolve Academy's CIAG policy ensures that students receive continuous support and guidance throughout their education, empowering them to make informed decisions and confidently pursue their chosen career paths. By integrating tools like Unifrog, the academy ensures that students have access to the best resources to help them navigate their future careers effectively.

Cultural Capital

At Evolve Academy, we are committed to ensuring that every pupil has access to a wide range of enriching experiences which enhance their cultural capital and prepare them for life beyond school. Many of our pupils arrive with limited exposure to opportunities outside of their immediate

community. It is therefore our responsibility to provide carefully planned experiences that broaden horizons, build confidence, and foster a sense of belonging in wider society.

Aims and Objectives

The aims of our Cultural Capital provision are to:

1. Provide pupils with access to cultural, social, and creative experiences they may not otherwise encounter.
2. Develop pupils' confidence to engage with new environments, people, and experiences.
3. Encourage pride in their own identities while developing respect for different cultures and traditions.
4. Equip pupils with the knowledge, experiences, and social skills to thrive in further education, employment, and adult life.

Enrichment and Experiences

- Trips and Visits: Students access cultural capital through carefully curated trips, including theatre performances, museums, galleries, sporting events, and university taster days.
- Outdoor Learning: Our KS1 & KS2 outdoor learning programme at Brockwell Park encourages exploration of nature through activities such as nature art, minibeast studies, and flower pressing.
- Community and Heritage Projects: Pupils are encouraged to celebrate their own cultural identities while learning about those of others, building a deeper sense of community and belonging.
- Student Voice and Leadership: The Student Council and our work as a Rights Respecting School ensure that pupils experience advocacy, democracy, and active participation in shaping their school community.

Wider School Life

- Mentoring Programmes: We deliver nationally recognised mentoring schemes, such as the TKAT Bronze Award, which develop resilience, leadership, and character.
- Reading and Literacy Initiatives: Partnerships with community bookshops, such as Meleain Dreams, promote reading for pleasure and create access to books through clubs and reward schemes.
- Guest Speakers and Role Models: Pupils are regularly exposed to external professionals, creatives, and leaders who share their experiences, broadening pupils' understanding of potential future pathways.
- Reward and Recognition: Our "Passport" system and reward trips incentivise engagement and allow pupils to celebrate achievements in meaningful ways.

Impact

Our approach to Cultural Capital ensures that:

- Pupils develop confidence in unfamiliar environments.
- Horizons are broadened beyond the local community.
- Pupils recognise pathways to education, employment, and training.

- A stronger sense of identity, belonging, and pride is cultivated.

By embedding cultural capital into the life of the academy, we ensure our pupils leave us not only with academic progress, but also with the knowledge, experiences, and resilience to succeed in the wider world.