



# Personal Development

## September 2023



### Personal Development Programme 2023-24

#### Curriculum Statement

Our curriculum at Madeley School is underpinned by our core values of:

- Pride and respect
- Confidence
- Resilience
- Aspiration
- Positivity
- Enjoyment
- Politeness

#### Curriculum Intent

At Madeley School, we are committed to providing a curriculum, which inspires excellence in all its forms and gives all pupils the opportunity to experience success. This curriculum, which is knowledge and experience rich, encourages depth of study and a life-long love of learning, celebrates British values and prepares our pupils with a wealth of transferable skills. As a result, our pupils will be healthy, happy, well-rounded individuals who contribute positively as citizens in the global society of tomorrow.

The Personal Development Programme is key in developing those skills that will make our pupils positive contributors to society.

#### Aims and Intended Outcomes

- To empower pupils to become actively involved and engaged in their communities and civil society
- To provide pupils with the knowledge and skills to live a healthy, safe and fulfilling life
- To encourage pupils to develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- To make pupils aware of their own rights and responsibilities
- To make pupils aware of topical and global issues

- To develop an understanding of how and when individuals and group actions can affect their communities, the environment and the world
- To raise pupils self-esteem, aspiration, and empower pupils to be able to form and maintain satisfying relationships
- To develop pupils skills of communication, participation, enquiry and responsible action
- To recognise the challenges of technological developments including internet safety, e-safety and social media.
- To understand what British values are and to recognise the importance of diversity in society

The programme is split into key areas. The can be seen in Appendix A.

- Relationships & Sex Education
- Health & Wellbeing
- Financial Capability
- Citizenship
- Careers Enterprise Information & Guidance

### **Relationships and Sex Education**

Consultation with all stake holders, in line with government recommendations has taken place to develop the RSE topics. This ensures that we are statutorily compliant and meeting our obligations to pupils parents and carers.

RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. RSE will sit within the context of the broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. Teaching of RSE will enable students:

- to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- to understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- to believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face
- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

## **Health & Wellbeing**

In health and Wellbeing topics we cover the statutory requirements of new government legislation. We look at healthy lifestyle perspective including, diet, exercise, drugs and alcohol, healthy relationships, sexual and mental health. We look at how these things are portrayed in the media and how this can also impact on our lives. We focus on self awareness, accepting who we are and celebrating this. We identify poor lifestyle choices and reflect on the reasons why people may make these choices, sometime out of no choice. We ask pupils to consider and evaluate the risk of lifestyle choices and how those choices impact on them selves and on others. We look at what happens when poor choices are made and how those choices can be rectified including getting support from others. The programme is structured to reflect age appropriate topics and to illicit deep discussion on what can be sensitive topics.

## Financial Capability

Money matters! Money is important in our every day lives and we want our pupils to be financially astute when they leave school. Pupils learn about where money comes from, how we earn it and where it goes to. We look at the impact that money or a lack of it can have on ourselves and our wellbeing and that of those around us. We look at budgets, starting with spending and saving our pocket money, then how we might budget to furnish a flat or buy a home. We look at jobs, careers and earning and how some of that money goes back to the government in National insurance and tax and also to support pensions. We look at and analyse, bills, pay slips, we evaluate phone contracts and pay day loans. Pupils are asked to consider and evaluate the risk of borrowing money and living beyond their means. The programme is progressive across the five years of school. We work closely with HSBC who run a virtual and face to face structured programme empowering young people to be good with money.

## Citizenship

Citizenship looks at how students fit into the community and the impact that they can have upon it We explore what it means to be a good citizen, to have and support a range of communities and to recognise their importance in having shared goals. We look at our local community, the issues and how we can support and improve it. We explore national issues and global issues and how we can all make a difference. We look at the rule of law, we explore the structure of government in the UK and the types of governance here and around the world. We look at the importance of democracy and what it means and why it is important that we participate in elections to have our say! That as part of a democratic society we are entitled to our own opinions – this does not always mean that we are right! We look at the role of the press and the media. We look at human rights, what they are why they are important, and what we can do to support those whose basic human rights are denied. We explore and celebrate what it means to be British, we investigate British values, our diversity and celebrate our differences. We fundraise and work with and explore the work of a range of charities. We investigate local and national issues and interject as appropriate to react to everchanging scenarios.

It is expected that all year groups will participate in charity fundraising each year lead by the head of year.

## Careers Education Information & Guidance

For 2023-24 Our CEIAG programme, which currently maps, where appropriate to the CDI framework for careers will transition to an new framework created in collaboration with the Stoke and Newcastle Careers Hub, the Careers and Enterprise Company and local business and we will work to their employer competency framework. We continue to work relentlessly to achieve the Gatsby Benchmarks for outstanding careers provision.

In our CEIAG modules we explore the difference between jobs and careers and we explore the world of work. We will consider why choice of job / career may be influenced by whole host of facts, location, children, travel etc. We will look at job applications, write CV's carry out mock interviews. We will make the exposure to the world of work as broad as possible with visits to careers fairs and events an essential part of the programme.

The programme looks at employability skills, those essential soft skills required to be successful in careers. They will identify their strength and weaknesses and consider how to improve them.

We will utilise the U-explore START careers package across all years. This programme brings together Exploration of the world of work and post 16 opportunities, evaluation tools, careers profiling etc. It enables pupils to record their interactions with employers.

Through our "Business sector of the half term" focus pupils will be exposed to a range of employers delivering talks about their career pathways. Pupils will be able to ask questions and reflect on whether that is a career for them.

In Y10 all pupils will participate in a weeks work experience. This is a highly valuable experience set up in conjunction with Changing Education our Careers and Work Experience partner. Pupils are encouraged and support to find an aspirational work experience placement linked to a career that they are considering. Pupils unable to self place are supported by our Careers Advisor John knight to find a placement.

Each year pupils will be exposed to post 16 encounters. These encounters are to arm pupils with the tools to make informed decisions about the next steps in their career on leaving Madeley School.

These encounters will include but not be exclusive to :

- Local tertiary colleges, NCSG, CCSW
- Sixth form colleges – and additional sixth form establishments
- Land based colleges – Reaseheath
- Apprenticeships and apprenticeship providers
- Work based learning providers

In addition the aim will be that all pupils in Y7-10 will have a university experience.

### **Programme Delivery**

In Y7-9 pupils have a dedicated lesson per week devoted to personal development time. PD is usually delivered by the form tutor in form groups.

In Y10 and 11 we have drop down days. These days are focussed days which are set on the school calendar at key points in the year . i.e. The first PD day for year 11 coincides with college applications so this day is given over to presentations from our most popular post 16 education providers.

In all topics external visitors will be added to the programme where this enhances the delivery of that aspect of the topic. Frequent visitors include:

- Jo Hales – School Nurse
- Keele University Law Students
- NCS- National Citizenship Service

The drop down days take place once each half term – this way pupils in Y10 and Y11 access approximately the same amount of Personal Development input as pupils at Key Stage 3.

The PD programme can be found on the school website and in appendix B below

## **Assessment**

### **KS3**

The emphasis in lessons is to discuss, debate, reflect and ensure all pupils access the Key learning information for each lesson. At Key stage 3, Years 7-9 we endeavour to use the ipads that all pupils have and showbie to share information and resources and for pupils to share their work and reflections with their PD teacher.

At the start of the year all pupils will be given a copy of their PD Learning journey for the year and a personal development annual review sheet. See Appendix A

At the start of each topic pupils will be given a “key learning sheet” for the whole topic this identifies the key information we want all pupils to acquire and consolidate during the lessons. They will complete an initial reflection at the start about what they already know – this will be recorded on the key learning sheet. See Appendix B

At the end of each lesson (and/or) the end of the topic the pupils will then complete the “end reflection on how well they now understand the key learning element for the topic.

Pupils will be asked to evidence work on showbie which can then be reviewed by the class teacher during the lesson. Self and peer assessment are to be encouraged.

At the end of the topic class teachers will review the Key learning sheets of the class to identify where there are still gaps. This will be fed back to the head of year and PD coordinator so that further action can be taken. This may include assemblies, intervention as required.

In addition at the end of the topic pupils will complete a SWANS sheet reflecting on the strengths and weaknesses and setting themselves targets. They will also reflect on and record evidence of the core values they have used during the topic (either in PD lessons or elsewhere)

Pupils will then set targets for the topic completed on the personal development annual review sheet. This will build up across the year with key targets for each module identified. Pupils will also build up evidence of where they have used the schools core values. The sheet will also give pupils opportunities to record post 16 education engagement activities and employer engagement activities. Finally the sheet will conclude with a copy of the employer competency framework where the pupils can record evidence of where they have used their employability skills across the year.

The completion of the end of year review sheet and pupils achievements should be celebrated. This time is built into the overall PD plan.

#### **KS4**

On each drop down day pupils will be given a student action plan sheet. In each session pupils will be given time at the end of the session to reflect on the key learning elements of the workshop. Pupils are encouraged to set themselves a target for themselves as part of the SWAN for each session.

At the end of the day the action plan sheets are collected in and returned to form tutors. Form tutors use the sheets to identify any gaps, trends that require further intervention and report them to the head of year and PD coordinator who can then action a response as required. This may be further assemblies or group or individual intervention as required.

At the end of each day all pupils are encouraged to complete a feedback evaluation for the day in the form of an online Microsoft form. This again gives an opportunity for the PD coordinator to have an overall evaluation of each session and identify where further intervention is required and to have a picture of the overall effectiveness of the day.

#### **Programme Evaluation and Feedback.**

Constant review of modules content and resources needs to take place to make sure the lessons are relevant and interesting and current. This will be done in the following ways:

#### **Y7, 8, 9 Modules and Y10 / 11 Drop down days**

- Staff will complete an online “FORMS” survey at the end of each module evaluating resources, topic content and relevance. This will feedback to the programme lead to evaluate and action.
- Pupils will complete an online “FORMS” survey at the end of each module evaluating resources, topic content and relevance. This will feedback to the programme lead to evaluate and action.
- Parents / Carers will be invited to complete an online “FORMS” survey at the end of the year to feedback / inform the planning for the next year.
- The programme will be share each year with the Academy councillors.

### **Staff & Programme Development**

Staff training takes place in the summer term where we hold our development days. Staff work in groups on the upcoming years PD delivery to update, improve, enhance the materials we are using for delivery. Staff are given the opportunity to highlight any issues arising from the upcoming topics i.e FGM in year 7. Resources are then updated, adapted to remain appropriate and give staff the skills and confidence to deliver them.

### **Links to Other Policies**

This policy takes into account and recognises the Personal Development programme’s role in contributing to the successful delivery of other initiatives and policies at Madeley School

- Anti bullying policy
- RSE policy
- Behaviour policy
- Safeguarding policy

Policy updates September 2023 – To be reviewed Summer 2025



## Appendix A

### Y7 Personal Development Annual Review sheet

Name \_\_\_\_\_ Form \_\_\_\_\_

Module	Personal Development Action Points
All about me – Relationships and Sex Education	• • •
Citizenship	• • •
Health & Wellbeing	• • •
All about Careers - CEIAG	• • •
Financial Capability	• • •

Post 16 Education experiences – list your encounters with post 16 educators here, (colleges, sixth forms, apprenticeships)

Employer engagement activities – list any employer engagement activities you have done this year – record them in your locker on START

### Core Values

Examples of where I have used / developed my core values

Confidence	• • •
Resilience	• • •
Aspiration	• • •
Positivity	• • •
Enjoyment	• • •
Pride & Respect	• • •
Politeness	• •

Employability Skills – this is where I have used employability skills this year

Competency	Summary	Component Skills	KSB	Give Examples
1. TIME MANAGEMENT	Organizing and planning how to divide your time between different activities.	Plan	be properly <del>equipped</del> <del>at all times</del> plan to complete a task	
		Prioritize	be able to prioritise different tasks based on importance	
		Focus - take responsibility	stay on task, seek extension tasks	
2. COMMUNICATION	Giving, receiving, and sharing information.	Understand that style and content should be adapted to suit different media	be aware of the strengths and weaknesses of different media and styles of communication	
		Speak, listen, read and write appropriately for medium, context and audience	explore SLRW appropriately in different forms and for different audiences	
		Present myself appropriately for medium, context and audience	present yourself appropriately in person and when communicating in writing	
3. RESILIENCE	Being able to bounce back, recover quickly from difficulties - toughness.	Learn from mistakes	identify when you have made a mistake and take steps to correct it	
		Use support	use support from resources, <del>peers</del> and adults as appropriate	
		Focus on progress towards goals	behave well when facing difficulties	
4. SELF-AWARENESS	Having conscious knowledge of one's own character, <del>capabilities</del> and feelings.	Be aware of how you perceive yourself and how you are perceived by others	identify qualities in others that lead to success	
		Show awareness of your actions, feelings and thoughts	know how your thoughts and feelings affect your behaviour	
		Understand your strengths and areas for development	be able to list your key strengths and areas for development	
5. INTEGRITY	Behaving honestly and ethically.	Be truthful and honest	be honest in what you do and say	
		Treat others with respect - give credit and thanks where due	treat peers and adults <del>respectfully</del>	
		Work hard, be trustworthy	complete tasks to a high standard	
6. POSITIVITY	Being optimistic in your thoughts, attitude and actions	Think positive - improve and develop your skills	apply yourself well in all <del>circumstances</del> for learning	
		Build positive relationships	encourage peers and recognise success	
		have a healthy work/life balance	pursue different extra-curricular <del>activities</del>	
7. PROBLEM SOLVING	Finding solutions to difficult or complex issues.	Identify and analyse a problem	identify a problem and suggest a solution	
		Use resources and support	identify resources and support to help you solve the problem	
		Implement and evaluate a solution	implement a solution, rate its <del>success</del> and say how you would improve next time	
8. TEAMWORK	Working collaboratively with a group of people in order to achieve a goal.	Speak and listen openly to others in a group	take account of the feelings of others when speaking and listening in a group	
		Lead, challenge, think, do and support to work towards a common goal	understand that a team includes different roles	
		Deal with conflict assertively and constructively	be able to compromise with others in a group with support	
9. SELF-CONFIDENCE	Believing that you are capable of successfully meeting the demands of a task	Understand your strengths and weaknesses and opportunities for development	understand what a skill set is and what your skill set includes	
		Evaluate feedback to set realistic goals and aim to achieve them	understand that feedback is critical to development	
		Be prepared to take risks	understand what your comfort zone is	

# APPENDIX B – KEY LEARNING EXAMPLE



## Year 9 – Financial Capability



### Personal development pre-assessment and progress monitoring

So that we can see just how much you benefit from this Personal Development topic (and you can too!) we will now complete a quick pre-assessment task. At the end of the unit we will return to this sheet and you will complete the second part of each table.

## Key Learning

			Pre - Assessment				Post Assessment				
			Not confident about this topic yet	can describe some aspects of this topic	could confidently explain some aspects of	am very confident I could explain all about. Correctly and in detail	Not confident about this topic yet	can describe some aspects of this topic	could confidently explain some aspects of	am very confident I could explain all about. Correctly and in detail	
L1	Our Rights as Consumers	To know what is meant by consumer rights									
		To understand your consumer rights									
		To understand your responsibilities as a seller / consumer									
L2	Managing Money	To understand what financial products are and be able to name 3									
		Be able to describe the purpose of different types of financial products									
		Be able to explain the purpose of different financial products									
L3	Savings and Borrowing	To understand how and why saving and borrowing can help us to manage our finances to understand the concept of interest in relation to saving and borrowing									
L4	Avoiding Debt	To be able to state what is meant by debt									
		To be able to identify how to avoid debt									
L5	Poverty	To understand what is meant by the term poverty To appreciate that there are connections between personal wealth and the global economy									

Self Assessment - SWANS - What have you done well? What do you need to improve? What are your next steps?

SKILLS & KNOWLEDGE - what have you learnt? What can you do now? What do you now know

THOUGHTFUL REFLECTION What did you do well? What could you improve on? What did it make you think?

ADVICE & TOP TIPS - What advice have you learnt? What tips would you suggest? How can you stay safe/happy / healthy?

RISKS & WARNINGS - What risks are there? What should you look out for? What should people be aware of? What alarmed you?

NOW - ANS use the information above to set yourself 2 personal development targets and write them into your year tracker at the back of your book

Core Values - In this topic I have used the core values in the following ways:

Confidence	*
Resilience	*
Confidence	*
Aspirational	*
Positivity	*
Enjoyment	*
pride & Respect	*
Politeness	*

# APPENDIX C – PD PROGRAMME

## Personal Development Programme 2023-24



Year	Public Sector	Health & Wellbeing	Education, Skills and Social Inclusion	Research and Innovation, Manufacturing	Resilience and Skills, Retail	Financial Capability
<b>Year 7</b>	<p><b>Public Sector</b></p> <p>Staffordshire Police</p> <p>Employee Director: [Name]</p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Health &amp; Wellbeing</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Education, Skills and Social Inclusion</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Research and Innovation, Manufacturing</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Resilience and Skills, Retail</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Financial Capability</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>
<b>Year 8</b>	<p><b>Public Sector</b></p> <p>Staffordshire Police</p> <p>Employee Director: [Name]</p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Health &amp; Wellbeing</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Education, Skills and Social Inclusion</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Research and Innovation, Manufacturing</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Resilience and Skills, Retail</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Financial Capability</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>
<b>Year 9</b>	<p><b>Public Sector</b></p> <p>Staffordshire Police</p> <p>Employee Director: [Name]</p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Health &amp; Wellbeing</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Education, Skills and Social Inclusion</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Research and Innovation, Manufacturing</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Resilience and Skills, Retail</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Financial Capability</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>
<b>Year 10</b>	<p><b>Public Sector</b></p> <p>Staffordshire Police</p> <p>Employee Director: [Name]</p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Health &amp; Wellbeing</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Education, Skills and Social Inclusion</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Research and Innovation, Manufacturing</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Resilience and Skills, Retail</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Financial Capability</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>
<b>Year 11</b>	<p><b>Public Sector</b></p> <p>Staffordshire Police</p> <p>Employee Director: [Name]</p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Health &amp; Wellbeing</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Education, Skills and Social Inclusion</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Research and Innovation, Manufacturing</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Resilience and Skills, Retail</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>	<p><b>Financial Capability</b></p> <p>ESMF Officers Activity: [List]</p> <p>ESMF Officer: [Name]</p>

Policy Review:

Signed by: ..... (Principal)

Signed by: ..... (Chair of  
Academy Council)

Date: .....

Next Review Date: September 2024