

Personal Development Curriculum

Eastlea's Personal Development Curriculum Aims:

The aim of Eastlea's Personal Development Curriculum is to provide our students with a variety of learning experiences that support both their personal development and well-being. The curriculum permeates across the school and extends beyond the academic, technical or vocational curriculum and also exists in the everyday interactions that students experience around the school

Our aims are that it provides for our students' broader development, enabling them to:

- develop and discover their interests and talents
- learn how to keep themselves safe and make healthy life choices
- be guided in their long-term plans and decisions so that they can have, and realise, their high aspirations

In particular, much of the content is designed to raise aspirations, broaden students' Social, Moral, Spiritual and Cultural (SMSC) experience, increase their awareness around Relationship Sex Health Education (RSHE), their Personal, Social, Health and Economic education (PSHE) related issues, and to provide relevant and up-to-date Career Education Information Advice and Guidance (CEIAG).

How is the Personal Development Curriculum delivered?

The Personal Development Curriculum will be delivered through morning tutor time: termly extended tutor sessions, assemblies, 'Thought of the Week', parents/carers information evenings and through themed events and celebrations.

- **PSHE** - Our PSHE and RSHE programmes are tailored to meet our students' needs and are appropriate to their age group. These programmes are delivered as part of the Humanities curriculum at KS3 (Year 7-9), and through termly extended tutor sessions, weekly assemblies and other opportunities at KS4 (Year 10-11). We ensure that the themes are age appropriate, and meets the needs of our students.
- **SMSC** - SMSC will be delivered through elements of all subjects across our academic curriculum, particularly in Religious Education, and included in Tutor Time and termly extended tutor sessions, weekly assemblies and other weekly/monthly events.
- **CEIAG** - Our CEIAG programme provides activities appropriate to the age of each student and their individual needs, it aims to provide students with the best possible foundation on which to base not only their post-16 choices following Year 11, but also their options choices for GCSE subjects in Year 9. Some CEIAG topics are covered in KS3 PSHE, however our more personalised sessions take place on a 1:1 basis with our Career Advisor,

assemblies, 'Thought for the Week' activities, Parents/Carers information evenings, and a Careers Fair.

- **Citizenship** - Citizenship education develops knowledge, skills and understanding that our students need to play a full part in society as active and responsible citizens. Our students will learn about politics, parliament and voting as well as human rights, justice, the law and the economy. These citizenship skills and knowledge will be delivered through various aspects of our academic and Personal Development curriculum, which include weekly assemblies, 'Thought of the Week', our School Council and Student Leadership opportunities.

Spiritual, Moral, Social and Cultural Development Overview

At Eastlea Community School, we aspire to encourage students to develop into thoughtful, confident, well-informed and compassionate people who are able to lead happy and responsible lives.

Our school motto is 'Engage, Commit, Succeed', and we aim for our students to embrace opportunities both within the classroom and in the wider world.

In addition, we aim to educate students in Democratic Values, also sometimes referred to as British values:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Our SMSC education is a focus of everything we do, from curriculum lessons to tutor time, and from PSHE to Assemblies and special events.

Every week there is a 'Thought of the Week', and a tutor time session is spent discussing this issue. There are Year Group assemblies each week on key topics. Our students engage in

There are some further details below.

Spiritual Development

OfSTED (2004) defines spiritual development as follows: "Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality."

The school aims to promote spiritual development by:

- Engendering high-self-esteem by encouraging students to take risks or face challenges in their learning within a secure and positive environment
- Demonstrating its appreciation for the work of the pupils' imagination and providing opportunities for them to employ their own creativity and imagination
- Offering opportunities for aesthetic experience in art, music, dance, drama, literature etc.
- Making time for stillness and reflection. Posing questions that encourage pupils to consider issues of meaning and purpose
- Developing pupils' good listening skills; the School is able to show that it is taking account of children's views through its responses to issues raised by them, via a variety of channels, including the Student Parliament
- Fostering emotional well-being by encouraging pupils to express their feelings and to have the ability to control their emotional behaviour
- Improving cooperation and understanding in relationships
- Developing the capacity for evaluative reasoning and critical thought by encouraging pupils to look beyond the surface.

Moral Development

OFSTED (2012)² states: Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- understanding of the consequences of their actions.
- interest in investigating, and offering reasoned views about, moral and ethical issues.

The school aims to promote moral development by:

- Developing pupils' awareness and understanding of the moral code of the school and the community(ies) in which s/he lives.
- Helping pupils to realise that to enjoy rights, they must also accept responsibilities.
- Developing pupils' understanding of why rules are necessary.
- Developing pupils' self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions.
- Giving pupils the knowledge and ability to question and reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action.
- Valuing physical well-being, privacy, feelings, beliefs and rights of others.
- Helping pupils to recognise the difference between right and wrong and to be ready to apply this understanding in their own lives.

The school is firmly committed to a policy which is opposed to bullying, irresponsibility, dishonesty, selfishness. It seeks to recognize and affirm good conduct, commitment to service to others through its reward system and through celebration of achievements.

Social Development

OfSTED (2004) also refers to social development as follows: "Social development refers to pupils' progressive acquisition of the competences and qualities needed to play a full part in society"

The school aims to promote social development by:

- developing social skills and insights through a full range of activities in school involving all members of the community, and by creating situations where they have opportunities to relate to visitors and do so with increasing politeness, tact and confidence.
- fostering the commitment and ability to live and work with others, to share resources and show concern and responsibility for others in the school and wider community.
- offering a wide range of educational, creative, social, sporting and extracurricular activities to all members of its community.
- involving pupils in fund-raising and other support for charitable causes to develop the habit of care and support for those in need. Pupils are given the opportunity to choose charities the school community should support and to take an active part in their planning and carrying out fund-raising activities.
- Using classroom management to promote group cooperation and mutual responsibility. Pupils are pointed to the value and importance of working and playing together.

Cultural Development

Cultural development is concerned with teaching pupils to appreciate their own cultural traditions and the diversity and richness of other cultures. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. Pupils need to appreciate the distinctive features of their own culture and those of others. We all need to remember that cultures are dynamic and are constantly changing.

OfSTED (2004) defines cultural development as follows:

“Cultural development refers to pupils’ increasing understanding and command of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups”

The school aims to promote cultural development by:

- introducing pupils to a range of cultural activities and experiences.
- building up knowledge and an appreciation of their own cultural heritage and traditions.
- introducing them to examples of the variety of human cultures, beliefs and ways of life.
- highlighting the cultural diversity within their local community, the UK as a whole and in the world.