



# *Keelman's Way School*

## **Personal Development Policy**

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#### **Keelman's Way School Personal Development Core Principles**

Personal Development (PD) is at the heart of our school and is intrinsically linked to our vision statement and ethos. It encourages, promotes, adopts and embeds a range of skills that supports our children to be life-long learners. As a school our practice overarches and is closely related to the following policies:

- RSHE
- Equality & Diversity
- Careers Education Information Advice & Guidance
- Anti Bullying & E Safety
- Physical Education
- British Values

#### **Key Terminology**

PD (Personal Development)

RSHE (Personal, Social and Health Education)

RSE (Relationships and Sex Education)

CIAG (Careers Information Advice and Guidance)

BV & SMSC (British Values and Social, Moral, SPiritual and Cultural)

At Keelman's Way we have mapped out our Personal Development offer across 6 main areas:

1,RSHE 2, SMSC and British Values 3, Mental Health 4, CEIAG 5, Physical Development

6, Cultural Capital

## **Intent of Personal Development (PD)**

Adult life requires a range of skills in order for people to thrive, both in the workplace and in their daily lives. From the confidence and motivation to seek challenges and independently complete tasks, to the interpersonal skills that aid teamwork, social interactions and relationships.

These essential life skills are crucial to our learners achieving their potential, and therefore it is natural that PD lies at the heart of what we do as a school. PD is an integral part of our curriculum as we support students to acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

As part of a whole-school approach, our PD offer develops the qualities and attributes children need to thrive as individuals and members of society. At Keelman's Way we look at PD in a holistic manner. We provide opportunities for students to learn about being active, healthy and engaged citizens. PD opportunities also help students to connect and apply the knowledge and understanding they learn across curriculum areas to practical, real-life situations while enabling them to feel safe and secure.

The promotion of students' personal and social development underpins other learning. Our PD offer contributes to individual development by helping our young people to build their personal identities, confidence and self-esteem. Developing self-understanding, empathy and the ability to work with others helps our students to enjoy healthy and productive relationships in all aspects of their lives. PD encourages students to play a positive role in contributing to the life of the school and the wider community as confident and empathetic young people.

Key PD aims:

- ✓ Independence
- ✓ Communication & Social skills
- ✓ Self-efficacy & Confidence
- ✓ Self-control and tolerance
- ✓ Resilience – the ability to cope with stress

## **Impact of the Personal Development Policy**

PD is important in its own right and as a foundation for other areas of learning. It contributes to school improvement, health, achievement, the development of attitudes and values.

The objectives of PD encourages students to:

- Develop the confidence, self-esteem and responsibility to make the most of their abilities
- Develop self-understanding, empathy and healthy, productive relationships
- Be prepared to take an active role as members of the school community
- Develop healthy, safer lifestyles
- Develop good relationships and respect differences including protected characteristics of others
- Develop an understanding of good mental health
- Engagement in physical development activities
- Understand sexual health, emotions and relationships where appropriate
- Learn the importance of values, individual conscience and moral considerations
- Learn to manage emotions and relationships confidently
- Develop self-respect and empathy for others
- Learn to make choices based on an understanding of difference

## Implementation for Key Cross Curricular Areas of the Personal Development Policy:

### 1) RSHE

Relationship, sex, health and education is taught as a discrete subject in Keelman's Way. RSHE is a planned programme of teaching and learning that promotes pupils and students' personal and social development and their health and wellbeing. It links closely to the teaching of Relationships Education (EYFS Key Stages 1 and 2) and Relationships and Sex Education (Key Stages 3, 4 and Post 16). In addition to our curriculum sessions we cover RSHE topics during Assemblies, focus days, whole school events, educational visits and informal conversations between all participants at Keelman's Way School

It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. This helps to produce motivated and responsible learners, who relate positively to each other, to staff and to the surrounding community.

At Keelman's Way school we actively promote a whole school approach to RSHE as it is at the centre of all teaching and learning. RSHE is evident in all areas of school life, is central to our aims and underpins the ethos of the School, reaching out into the wider community. We therefore consider it essential to identify those everyday opportunities, but also plan special events and activities. A programme of visits and visitors are paramount to providing a breadth of opportunities, experiences and challenges to further enrich the children's lives. All external visitors are expected to follow the same policy and ethos of our school community. RSHE is coordinated to complement the existing curriculum pathways at Keelman's Way.

Across the Key Stages we offer learning within six areas;

- **Self-Awareness;** Me, who I am, my likes, dislikes, talents and interests
- **Self-care, support and safety;** Looking after myself, and keeping safe, this includes aspects of Relationship and Sex Education
- **Relationships: Managing Feelings;** Understanding feelings, and that how I feel and how others feel affects choices and behaviour. This includes aspects of Relationship and Sex education
- **Relationships: Changing and Growing;** How I see others are changing, new opportunities and responsibilities, this includes aspects of Relationship and Sex education
- **Healthy lifestyles;** Being and keeping healthy on the 'outside' and on the 'inside'
- **The World I live in;** Living confidently in the wider world

### 2) British Values and Social, Moral, Spiritual and Cultural

What is "Britishness"? British values have been defined as:

- Respect for democracy and support for participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Individual liberty, support and respect for the liberties of all within the law
- Respect for and tolerance of different cultures, faiths and other protected characteristics.

Aims

At Keelman's Way School we aim to promote these values in the following ways:

Democracy:

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Help pupils learn how to debate and defend points of view
- Help pupils to express their views in a tolerant and empathetic manner
- Model how perceived injustice can be peacefully challenged

### **School Council**

Our School Student Council is viewed as a crucial part of the democratic process in school. Representatives are voted for by the staff body. The Council are given an opportunity both to make a difference to the way the school operates, as well as to develop their citizenship and social skills. Our council is represented in the wider community through South Tyneside Youth Parliament and also their participation in Borough Wide student council activities. The work of our Council has been praised by external agencies for the honest and integral advocacy of young people with additional needs.

### **3) Positive Mental Health**

#### **Intent and Implementation**

*‘Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.’ (World Health Organization)*

At Keelman’s Way School, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

In addition to promoting positive mental health, we aim to recognise and respond to poor mental health. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly, and indirectly by mental ill health.

#### **Keelman’s Way School Intends to:**

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers

### **4) Physical Development**

We believe that Physical Development opportunities, experienced in a safe and supportive environment are vital to a pupil’s physical and emotional health, development and well-being. Our Physical Development programme gives all pupils opportunities to develop their physical skills at their own level and to apply those skills in different situations.

Physical Development is about developing children’s enjoyment, confidence and skills in physical activities and introducing them to the pleasures of physical activity. It is a practical subject which gives

students opportunities for participation, enjoyment and success. It will help pupils to achieve greater physical independence through building their physical ability and developing their self-confidence. Pupils should be physically active for sustained periods of time. Levels of physical activity can have a huge impact on the quality of life our students will experience in the future, both on their physical and mental wellbeing and is therefore an essential element of their provision, they should engage in at least 30 minutes of physical activity per day. As a school we understand that not all students are competitive or sporty by nature. We tailor our Physical Development offer to include a variety and breadth of physical activities to maximise the opportunity for all our learners to participate and develop life long engagement.

The Physical Development programme will provide a broad, balanced, relevant and differentiated curriculum for all children.

- **Broad** as wide a range of activity as can realistically be offered, in terms of number and the time available.
- **Balanced** variety in the nature of the activities eg, individual games, team games, water sports, athletics etc.
- **Relevant** does the programme reflect/match and encourage opportunities for physical activity in the locality.
- **Differentiated** must match the children's potential, age, medical statement etc; must be accessible to children of varying ability at different stages of development.

### **Intent**

- To provide a broad and balanced Physical Development offer which considers the needs, abilities and ages of all the pupils.
- To provide pupils with enjoyable, interesting and challenging experiences in addition to our standard curriculum offer. Encouraging children to explore and develop their own physical capabilities and skills.
- To develop a positive attitude to and knowledge of, the importance of health, hygiene, fitness and safety principles,
- To enable students to access various facilities in the community in order to enhance their Physical Development.
- To enable students to compete against themselves and others and work as individuals or as part of a team.
- To develop their personal qualities of commitment, resilience and enthusiasm during physical activity.
- To enable students to build their self-confidence and self-esteem and (according to their ability) become involved in all aspects of their learning including the recognition of their achievements.

## **5) Cultural Capital**

### **Intent & Implementation**

Our aim is to enrich every child's school experience and create an environment where they are encouraged to succeed and be the best they can be. Cultural capital is about preparing children with the knowledge and skills for what comes next. We realise the exploration of new skills and experiences helps to nurture resilience, curiosity and creativity. Ultimately, this leads to the growth of new forms of cultural capital that makes a difference in our students and helps to shape their futures.

It is about giving children the best possible start to their early education. The term 'cultural capital' comes originally from the field of sociology, which involves the study of society, including relationships, social interactions and culture. It is important to recognise that everyone has cultural capital – which is

the accumulation of knowledge, behaviours, and skills that can be drawn upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients a pupil will draw upon to be successful in society, in order to live as independently as possible. It helps children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire no matter their demographic.

Cultural Capital is not something that is 'given' or 'taught'. It is about culture, language, traditions and experiences. At Keelman's Way we provide a breadth of experiences from EYFS to Post 16 to imbed and maximise our learners' access to Cultural Capital.

Extra-curricular activities are an integral part of Keelman's Way School and particularly beneficial for developing children's wider skills, as a complement to what happens in the classroom. Activities such as debating, volunteering or team sports provide real-life situations where students can learn to develop relevant skills such as teamwork, responsibility and perseverance with the help of adult mentors. We promote a range of strategies to help students develop these skills, including encouraging students to speak to lessons, and to speak regularly in assemblies.

### **Implementation**

There are a range of extra-curricular activities at Keelman's Way School:

- Sports clubs (Termly Basis)
- Performing arts club
- Photography
- Volunteering (e.g. National Citizenship Service etc.)
- Book / literature/ reading club
- Cookery
- Little Movers
- Swimming
- Multi Skills
- Judo
- Music club

More recently we have implemented a staff wellbeing team in school. They schedule and develop a range of activities for staff to access over the course of the academic year.

- Theatre Visits
- Couch to 5k Running Club
- Staff bake off
- Overnight shopping visits
- Circuit Training Classes
- Staff Choir

### **6) Career, Education, Information, Advice and Guidance (CEIAG)**

At Keelman's Way School we believe in the importance of daily living skills and the promotion of independence. In line with the Preparation for Adulthood outcomes of Employment, Independent Living, Community Inclusion and Health our Work Experience platform prepares our learners to live as independently as possible in the future.

- Work related learning allows our students to
- experience the world of work
- improve communication
- increase aspirations

- build upon existing levels of independence
- link real life experiences to school studies
- develop new skills and understanding
- improve employability chances.
- uncover hidden talents and abilities

We work closely with local businesses and providers to carefully nurture opportunities for our young people, to get a real taste for employment and the skills required to best prepare them for entry into the world of work.

Staff from Connexions CEIAG provide high quality, impartial careers guidance and help students and their families to make informed choices about available provision following their time at Keelman's Way. Students learn how their vocational studies equip them with the behaviours and attitudes necessary for success in their next stage of education, training or employment.

- **CEIAG Activities include:**
- Business Breakfasts
- Talking Transition Event
- Connexions involvement from Y8 onwards
- Compass + Monitoring for Gatsby Benchmarks
- Careers Day
- Work Related Learning programme 14-19 (Eco School, CAG, Little Haven Hotel)
- Future Routes Community work placements (Subject Specific Learners)
- Work Experience Awards
- Termly enterprise fairs (Summer, Easter, Christmas)
- ASDAN Vocational Accreditation (Personal Progress, Personal Social Development)

## **Expectations**

Teachers and Support Staff ensure:

The whole school community is involved in the implementation, development and evaluation of Personal Development.

When outside agencies are to be involved in the delivery of the RSHE curriculum they will work within the school's policies.

Teachers will work alongside visitors and external agencies in the classroom.

Teachers report on the achievements of their students through termly assessment and [astoral monitoring

All staff at the school support and understand the aims and philosophy of the policy.

## **Subject Leaders ensure:**

Information, resources and guidance are disseminated to staff

CPD delivery and support to ensure staff understanding and practice is informed and up to date.

Share current developments, relevant courses and by providing a lead and direction for the subject in school.

Work alongside SLT to monitor standards of student work and opportunities available across school

Source external agencies and the local community, e.g. the school police liaison officer, local surgery, LA, local support agencies and national organisations.

## **SLT ensure:**

External visitors help bring our PD curriculum to life

Parents are invited to join in events in school and regularly informed of activities and developments through email and newsletters.

Links developed with local businesses, councillors,.

Monitoring and reviewing progress, standards of work and the quality of teaching and learning

Staff are supported with information and relevant resources as well as providing a strategic role in leading PD within the school.

Evaluation and action planning within PD is completed, indicating areas for further improvement.

Up to date information on PD is available to all staff, students and parents

PD offer is shared with wider stakeholders of Keelman's Way School

Named link governor for PD

**Date.....Head Teacher**

**Date.....Chair of Governors**

**To be reviewed:** Spring 2024