

Personal Development Document

PSHE/Careers/RSE (Jigsaw) SMSC/British Values

Intent

We believe that students are provided the opportunities to learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of wider communities. They learn about the world and the communities within it. They will learn how to make more confident and informed choices about their health and environment. Students will also be taught and provided with support to take more responsibility for their own learning, and to resist bullying.

We will provide google form questionnaires to staff, parents and students to inform our planning and to be aware of their understanding in the areas covered under personal development. It will also inform us on the speakers and trips that the students are further interested in learning about.

PSHE/RSE (Jigsaw):-

We aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education that gives children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

Relationships and Sex Education (RSE) provided through the jigsaw programme, along with Health Education (HE), will be statutory, and form part of the National Curriculum. Our RSE provision is appropriate for our students based on their:

Age appropriate in approach and content meeting physical and emotional maturity
Religious and cultural backgrounds
Special educational needs and disabilities

We believe sex education is best defined as '... lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity'. (Sex Education and Relationship Education Guidance 2000). In our academies PSHE and RSE are part of the personal, social and health education curriculum.

Through PSHE and RSE we inform children about sexual issues but in the context of morality and individual responsibility. This allows children to ask and explore moral questions. Under no circumstance do we use sex education as a means of promoting any form of sexual orientation. Our school's overarching intent for our students is to provide a Personal, Social, Health and Economic (PSHE) education programme which incorporates Relationship and Sex Education (RSE) which ensures all students are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.

- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Careers:-

Wellspring provides Careers Education, Information, Advice and Guidance to support students' transition, not only to further or higher education, vocational training or employment, but to support them in becoming independent managers of their own careers. They are also provided the opportunity to complete a financial course for which they gain a certificate. We provide educational trips for our year 9 students to enhance the careers learning and experiences. We organise speakers from various outside agencies to come in to school to talk with the students, for example, substance and weapons talks by **We Are With You**.

Our approach is to:

INSPIRE students in KS3 to enquire, be inspired and access CEIAG

Planning is mapped against the Gatsby benchmarks:-

1. **A stable careers programme**
2. **Learning from career and labour market information**
3. **Addressing the needs of each pupil**
4. **Linking curriculum learning to careers**
5. **Encounters with employers and employees**
6. **Experiences of workplaces**
7. **Encounters with further and higher education**
8. **Personal guidance**

SMSC/British Values

Within our British Values and SMSC subjects we cover the following:

Respect for the rule of law, individual liberty, democracy, mutual respect for and tolerance of different faiths and beliefs.

Spiritual, moral, social and cultural development

We value the diverse ethnic backgrounds of all students and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. Underpinning all of this is a range of curriculum topics, which have strong links to the British Empire.

Implementation

PSHE/RSE (Jigsaw):-

We work alongside the PSHE Association, which is recommended by the Department for Education Programme of Study and the Jigsaw programme, not only do they address the specific needs of the students but also reflect the universal needs shared by all students.

Through the Jigsaw programme we teach the following themes.

Being me in my world

celebrating difference

Dreams and Goals

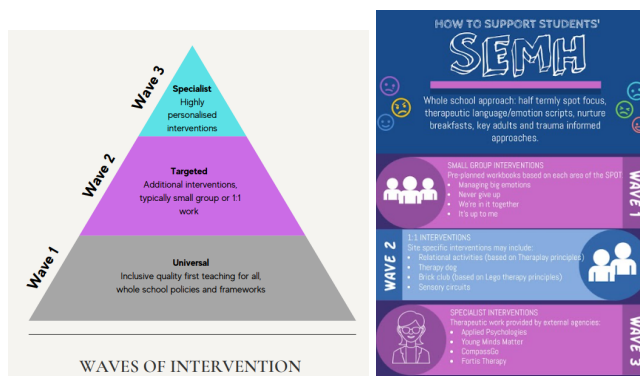
Healthy me

Relationships

Changing me

Jigsaw addresses both students' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE education should reflect the universal needs shared by all students as well as the specific needs of the students at our school.

PSHE/RSE will also be taught through our SEMH SPOT tools and profiles providing an individual support to each student within our academy. They will also be taught through our wave interventions:



Careers:-

The Careers Strategy implemented by the Trust supports the school's statements of intent by:

- **Approach:** A varied and staged approach to the exploration of career pathways and the development of employability skills across the curriculum and at key decision points, to ensure that students have the essential skills to be work ready.
- **Curriculum:** A careers curriculum that is aspirational, ensuring all students are aware of the possibilities open to them, delivered through a range of enrichment and extra-curricular opportunities.

- **High Standards:** Extensive support for students and parents to ensure students are best prepared for their Post 16 maximise potential.
 - **Intelligent assessment:** Tracking of students' career aspirations and progress towards achieving them, across each Key Stage, help to guide the tailored provision offered at each key point.
 - **Equipped:** Use and inform students of up to date local and national Labour Market Information to help them appreciate the role of British Industry and independently manage each stage of their career within it.
 - **Values:** Promotion of the rights and responsibilities of both employers and employees, helping students to develop the appropriate attitudes and values required to become work ready.
 - **Esteem:** Believe in and build students' self-esteem and develop confidence and resilience to aim high and attain their career aspirations.
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- Lessons will be delivered weekly with half termly opportunities for visits to higher/further educational settings, employment settings, work experiences, training providers.
 - Lessons will have key speakers meeting Gatsby 5 & 7
 - Work placement opportunities meeting Gatsby 6
 - Independent personal guidance for all students meeting Gatsby 8
 - All students will have a Lincs2 account to complete their employability passport and applications for post 16.
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SMSC/British Values

These areas are covered within our Elements, Careers, Enrichment, English, RSE and HE subjects.

All of the above areas are covered throughout our schools curriculum in the above subjects, this gives the students the opportunities to access this learning in different contexts.

Impact

PSHE/RSE (Jigsaw):-

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Having awareness days/internal speakers for RSE/PSHE will have a positive impact on the students as their awareness of reality situations that they may have experienced already will provide them with many opportunities to share these and discuss various situations that could happen in their lives. They also provide students with further knowledge on sexual health, alcohol awareness, smoking, suicide and many more. We believe as an academy that our students have a voice and are able and comfortable sharing their thoughts and opinions in all aspects of everyday life and these awareness opportunities will provide the scope for this, they will encourage students to make the right choices and build happy, safe and fulfilment in their lives.

Careers:-

Wellspring encourages students to aspire and value lifelong learning, provide opportunities to develop key employability and enterprise skills which are highly valued by employers, colleges, universities, and apprenticeship providers.

The careers programme has been developed to engage parents and local employers, both in school and externally, to support our students in becoming employable and aspirational young people in accordance with the recommended Gatsby Benchmarks and GBM Codes.

- Self-aware
- Self-determined
- Self-improving as a learner
- Exploring careers and career development
- Investigating work and working life
- Understanding business and industry
- Investigating jobs and labour market information (LMI)
- Valuing equality, diversity and inclusion
- Learning about safe working practices and environments
- Making the most of careers information, advice and guidance (CEIAG)
- Showing initiative and enterprise
- Planning and deciding
- Developing personal financial capability
- Identifying choices and opportunities
- Handling applications and interview
- Preparing for employability
- Managing changes and transitions

Assessment: Confidence checkers, portfolio of evidence of engagement of education providers and employers, feedback/ witness statements during encounters with education providers and employers.

We have all year-round projects embedded within our CEIAG calendar days to broaden our students experiences in the wider world, these will include Global Enterprise week,

SMSC/British Values

Spiritual Development

We strive to provide an environment and range of experiences that will develop students with an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. Through our day to day teaching and learning we aim to ensure all students experience a sense of enjoyment and fascination in learning about themselves, others and the world around them; that they use their imagination and creativity and demonstrate their learning willingness to reflect on their experiences.

Moral Development

We offer a diverse range of experiences to develop our students ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England. We ensure that our students have a clear understanding of the consequences of their behaviour and actions. Later, through curriculum delivery, we strive to provide opportunities for students to foster an interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social Development

We offer a diverse range of experiences to develop students awareness of their social responsibility, acceptable social behaviours and provide a positive experience of working and playing socially with others, including those from different religious, ethnic and social economic backgrounds. The students will use a range of social skills in different context.

Cultural Development

We offer a diverse range of experiences to develop students awareness of their own culture and that of the community and world in which they live.

Democracy:

Students have the opportunity to have their voices heard through our School and Pupil questionnaires. The partner/group discussions.. Our school behaviour policy involves rewards (Respect, Perseverance, Responsibility, Above and beyond) and consequences.

The Rule of Law:

The importance of Laws, whether they be those that govern the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty:

Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young students to make choices safely, through the provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety, RSE, SEMH, HE lessons. Whether it be through choice of challenge, or how they record.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect' and Unconditional Positive Regard. Students know that every day is a new day.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing students understanding of their place in a culturally diverse society and by providing them opportunities to experience such diversity. Discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in Elements, HE, RSE, SEMH.

Capture

Each class has a floor book which demonstrates the students interactions with the subjects RSE/PSHE/SMSC/Careers and careers, this captures their learning experiences and knowledge enhancement.

Cross Curricular

PSHE/RSE (Jigsaw) and careers is implemented within other subjects. Science covers reproduction in humans along with birth and the menstrual cycle, health, which includes recreational drugs.

All other areas in this document are also covered within our Elements, Careers, Enrichment, English and Maths subjects.