

POLICY



UNIVERSITY
COLLEGIATE
SCHOOL

University Collegiate School

Personal Development

- PSHE
- RSE
- Citizenship
- Careers

Board Approved November 2024
Review date: November 2025

Personal Development Education Policy

The Personal Development curriculum at UCS Bolton incorporates key statutory requirements to support and promote:

- The spiritual, moral, cultural, and personal well-being of pupils in the school,
- Opportunities for pupils to prepare for responsibilities and experiences of adult life,
- The development of healthy and nurturing relationships,
- British Values and Citizenship with respect to...
 - Democracy
 - Individual Liberty
 - Tolerance
 - Rule of law
 - Mutual respect

The teaching of the Personal Development curriculum is not just within discrete lessons during the school week, but can also be found during form times, assemblies, educational visits, work experience, and visits from external speakers and external agencies.

The key delivery points of the Personal Development curriculum are as follows;

- A personal development lesson as part of the student's weekly timetable. These lessons use the 'Jigsaw' platform as a foundation for learning. These lessons follow a series of repeated themes in each year,
 - Term 1 – Being me in the world.
 - Term 2 – Celebrating difference.
 - Term 3 – Dreams and goals.
 - Term 4 – Healthy me.
 - Term 5 – Relationships.
 - Term 6 – Changing me.
- Careers lessons occur termly for all students and are supported using the 'Unifrog' online platform to support student destinations.
- British Values and citizenship using the 'Votes for Schools' online platform allowing students to study and debate ethical issues on a weekly basis. British Values are also taught as a discrete unit as part of the Geography KS3 curriculum.
- Form time each week is also used to focus on key aspects of daily life both in and out of school, with underlying themes linked to behaviour and attainment as well as current affairs topics linked to both local, national and global affairs.

Aims and Objectives

The personal development curriculum will support students to: -

- Develop self-esteem, confidence, independence and responsibility.
- Make the most of their abilities.
- Acquire and understand essential information on which to base the development of their skills and attitude to learning.
- Develop positive attitudes towards both British Values and being a Global Citizen, and how to play an active role as a member of a democratic society.
- Develop a healthy lifestyle and keep themselves and others safe.
- Develop effective and fulfilling healthy relationships.
- Learn to respect the differences between people.

DfE Guidance for the teaching of the Personal Development Curriculum

The following are links to the key guidance documents that UCS Bolton base the design and development, and therefore implementation, of the Personal Development curriculum.

- KCSIE (Keeping Children Safe in Education)
[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)
- PSHE National Curriculum
[Personal, social, health and economic \(PSHE\) education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/personal-social-health-and-economic-pshe-education)
- RSE National Curriculum
[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/relationships-and-sex-education-rse-and-health-education)
- Citizenship National Curriculum
[National curriculum in England: citizenship programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study)
- Careers Provision in Schools
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>
- Cultural Capital in Schools (and what this means)
['Cultural capital': what Ofsted is looking for | The Key Leaders \(thekeysupport.com\)](https://www.thekeyleaders.com/cultural-capital-what-ofsted-is-looking-for)
- Supporting Behaviour in Schools
[Further guidance and resources for supporting behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/further-guidance-and-resources-for-supporting-behaviour-in-schools)
- Creating a Culture
[Creating a culture: a review of behaviour management in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/creating-a-culture-a-review-of-behaviour-management-in-schools)
- Mental Health and Well-Being
[Teaching about mental wellbeing - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/teaching-about-mental-wellbeing)
- SEND code of practice
[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years)
- Equality Act
[Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
- British Values in Schools
[Advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/advice-template)
- Anti-bullying
[School strategies for preventing and tackling bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-strategies-for-preventing-and-tackling-bullying)
- RSE additional guidance
[SRE for the 21st Century - Supplementary Advice | sexeducationforum.org.uk](https://www.sexeducationforum.org.uk/sre-for-the-21st-century-supplementary-advice)
- Harmful Sexual Behaviour
[Harmful sexual behaviour \(HSB\) or peer-on-peer sexual abuse | NSPCC Learning](https://www.nspcc.org.uk/learning/harmful-sexual-behaviour-hsb-or-peer-on-peer-sexual-abuse)
- Alternative Provision
[Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/alternative-provision)
- Science National Curriculum
[National curriculum in England: science programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study)

The 'Jigsaw' PSHE programme that underpins the UCS Bolton Personal Development curriculum aligns to these key statutory documents and associated materials - [Jigsaw PSHE The Mindful Approach to PSHE, Well-Being, SEL](#)

Rationale

The Personal Development curriculum and this policy have been designed with the support of key stakeholders in the school with the aim to deliver an outstanding PSHE, RSE, Citizenship and Careers curriculum.

In designing the curriculum there are three key areas of focus: -

1. Intent

Ofsted expects to see a coherently planned curriculum that equips young people for the real world. PSHE ensures wider development of our pupils, so plays a key part, but we need to ask ourselves: 'How can we make sure our PSHE curriculum is planned to meet our own pupils' needs?', 'How do we know what these needs are?', 'How do we know that the pupils understand the curriculum?'

2. Implementation

Knowledge and skills are revisited via the six key themes in the timetabled Personal Development lessons. Visits for Schools, Assemblies and visits from external speakers and organisations supplement this to ensure the statutory requirements are met. A 'roadmap' of the Personal Development curriculum is in place which allows all stakeholders to visualise the learning journey. Lessons are designed by the Personal Development lead with support and training for those staff delivering the lessons. Staff are encouraged to use these lessons as a foundation for their classes and to develop them further linked to the personalised needs of their class or classes.

3. Impact

The aim of all of this is to have a positive impact on our students. Through the Q/A of lessons, workbooks, and regular student feedback, we can ensure that our young people are being prepared for life now and their next steps. Effective Personal Development should also support our students with their academic performance.

Ofsted (2014) states that:

"In judging overall effectiveness, Ofsted will require evidence of pupil's social, moral, cultural, and spiritual (SMSC) development. The delivery of an age-appropriate and well taught RSE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent, and their human rights regarding physical harm and sexual exploitation".

Equality

DfE guidance states that “schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.”

Using the Equality Act (2010), UCS Bolton uses the Personal Development curriculum as a method to ensure the relevant provisions for all students of protected characteristics – for example with respect to sexual orientation and gender reassignment – are met. These lessons are taught in term 1 as part of the ‘Being me in the world’ units of work. Celebration of protected characteristics also takes place in line with national and international calendar dates of recognition and celebration.

We also promote respect for all and value every individual member of the school community, not just students. We respect the right of all members of the school community to hold beliefs, religious or otherwise, that may be different to others and that we will support all to show tolerance and understanding of these, where these beliefs are acceptable within British Society and the Law.

Special Education Needs and Learning Differences

Teachers will plan and adapt learning resources in the Personal Development curriculum to allow all students to access the learning, including those with special educational needs or learning differences. Activities focusing on communication and relationship skills, as well as on self-esteem and assertiveness allow all students to understand the key objectives of each stage of the curriculum.

Specific Issues and answering difficult questions

A vital part of any Personal Development curriculum is the creation of a learning environment that encourages questioning and extended thinking. However, sometimes in Personal Development, topics being covered can be more personal to some students than others. Staff are therefore encouraged to create a safe and trusting learning environment where all views are respected. To support this, staff will do the following in Personal Development lessons: -

- Create specific ground rules in the classroom with boundaries on what is and isn’t appropriate in lesson discussions. For example...
 - Personal questions shouldn’t be asked,
 - Personal information should not be given out,
 - Inappropriate language should not be used,
 - Warnings that particularly sensitive or embarrassing topics may be discussed.
- If a student wishes to make a disclosure linked to a discussion, teachers can record the disclosure after the lesson, direct the student to their trusted adult, or to a member of the safeguarding team.
- The final slides of every Personal Development lesson have ‘signposts’ to organisations external to the school that can provide support linked to the topic under discussion.
- No question will be deemed wrong; however, age and maturity of the students may sometimes be factored into inappropriate comments and staff can use this opportunity to correct these comments. Additionally, staff can consult the Headteacher/DSL about following up with this.
- Where a student may have misunderstood or used inappropriate vocabulary then parents/carers can also be contacted to allow further support and correction. Parents/carers can contact the school at any time to discuss any of the topics covered in Personal Development, using the ‘Roadmap’ on the school website to identify when topics are covered during the school year.

Safeguarding and Confidentiality

Some of the topics covered link to some very sensitive matters, with the position of law being integrated into the learning. This can lead to students making a disclosure to staff. At all times, the disclosure will be confidential, with the school Designated Safeguarding Lead (DSL) identifying the most appropriate course of action. These actions follow the procedures set out by the Bolton Council Safeguarding team.

Child Withdrawal Procedures

UCS Bolton encourages all parents/carers to allow their child/children to participate in all topics in all Personal Development lessons, as well as assemblies, Votes for Schools, and external visitors. As a school we understand that parents/carers are the primary providers of Personal Development for their child/children. The curriculum is designed to support this, and all topics covered have been identified as vital to support the development of mature, well rounded, supportive, and empathetic young adults. The Personal Development curriculum is available for all parents/carers to view on the school website, and they are encouraged to contact the school if they have any questions or concerns about any of the topics.

Many of the topics covered are statutory, and parents/carers have no legal right to request the withdrawal of their child/children from these lessons. We encourage parents/carers to contact the Headteacher if they would like their child/children to be withdrawn from any non-statutory topics, e.g., any aspects of sex education that are not part of the Science National Curriculum. We want the curriculum to be fully inclusive and we may, if required, adjust, and adapt certain materials to support all students being in all the Personal Development lessons all the time. If a parent/carer does wish to withdraw their child/children from a topic, then they must understand it becomes their responsibility to talk to their child/children about the topic – it is not to be avoided.

Monitoring and Evaluation

The Assistant Headteacher with responsibility for Personal Development will ensure that the standards of the delivery of the curriculum are consistent amongst all staff and students. They will therefore support all staff in the development of lessons and their delivery. The Assistant Headteacher will ensure that they are aware of all up-to-date literature linked to Personal Development. They will also report termly to the Headteacher and the Governing Body with respect to Personal Development.

Dissemination of Policy

This policy, and future updates, will be made available to all staff and governors. It will be published on the school website allowing all parents/carers to read through the policy and be aware of the statutory requirements of Personal Development.

SIGNED

C Pailing

Chair of Trustees