



## Stowmarket High School Personal Development Statement

What is personal development “The curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents. The curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence, and independence – and help them know how to keep physically and mentally health. At each stage of education, the provider prepares learners for future success in their next steps and prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.”

Ofsted working definition: <https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework>

The personal development curriculum at Stowmarket High school is more than the lessons that our students enjoy. It is the whole school experience: from assemblies and tutor programmes to educational visits, from cultural capital discussions to student-voice sessions, from life skills to extra-curricular clubs and intervention sessions. It covers the following areas:

- Fundamental British Values and Citizenship education
- Social, Moral, Spiritual and Cultural education
- Personal, Social, Health and Economic and Sex and Relationship Education
- Careers (Gatsby Benchmarking) and Living in the Wider World education.

Our intention when delivering Personal Development is to widen the understanding of learning beyond the classroom to prepare our students to be successful adults upon leaving Stow High

### Curriculum Intent

#### Intent One:

Develop our students understanding of Personal Development topics and ensure they are expressed across the whole school offer. These would encompass the five key areas of focus

Preparing students for their future as responsible citizens, willing to make a positive contribution to society with an appreciation of **diversity** and a respect for British Values and **equity**. We will ensure that our **careers and employability** provision is worthy of acclaim across our Inspirational Futures programme and our student leadership opportunities enables our students to engage, inspire and achieve. We recognise that it is important that our students know how to keep themselves safe (including online) and how to care for both their mental and physical **wellbeing** whilst they also develop personal traits, and virtues that will motivate and guide our students to flourish in their community and in society, with confidence and resilience, enhancing their **cultural capital**. We will also focus on their **Character Education** which is promoted through all areas of the curriculum and wider curriculum offer; with a focus on the seven key areas of Aspiration, Communication, Resilience, Responsibility, Kindness, Respect and Wellbeing. These also link to British Values.

The purpose is to develop the appropriate subject specific knowledge, skills and understanding as set out in the 2020 PSHE guidance provided by the government, so that Stowmarket High School students can flourish, reach, and exceed their potential academically, physically, socially, and emotionally.

#### Intent Two:



Develop the **character** of our students.

To develop learners to have a holistic set of value and aspirations that prepares them for life in the modern world in a diverse and ever-changing community and workplace. Raising awareness of community and environmental issues using opportunities to enhance skills such as leadership, resilience, communication, kindness, and respect. Evolving to be responsible citizens. Developing behaviours and habits to become effective students. To raise the profile of Personal Development learning at Stowmarket High school, develop the behaviours learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement, and curiosity.

#### Intent Three:

Develop the moral compass of our students.

To understand morality in themselves and others, develop social skills and understand society, build a firm set of personal **beliefs**, and to engage in the community they live alongside understanding the communities of others; for example having a wider understanding of Religious studies and British Values, as well as appreciating **equity** and the **diversity** of life.

#### Intent Four:

Develop **cultural capital** of our students.

To provide a wide number of rich and varied experiences and opportunities through our curriculum and our co-curriculum to develop talents, interests, and an individual **cultural capital**; including the promotion of the Arts and STEM



Inspirational Futures	Character & Community	Equity	Well Being	Cultural Capital
<p>We aim for all our pupils to experience a careers curriculum that establishes a growing knowledge and awareness of the world of work and what they, as young people, can aim for as they prepare for adulthood and Post 16 transition.</p> <p>This includes delivering a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. This is tracked and a journey developed using Unifrog</p> <p>Our students will also learn about careers and other work-related learning aspects including citizenship and financial management within their Inspirational Futures taught curriculum and within PSHE.</p> <p>The goal of the Inspirational Futures programme at Stowmarket High School is to raise aspirations, give students the skills to achieve their full potential and provide them with the opportunity to understand and experience what there is to offer</p>	<p>All members of the school community (regardless of background or ability) understand, develop, and demonstrate the values that underpin our student ethos.</p> <p>???</p> <p>We aim to develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever-changing community and workplace.</p>	<p>All students have the right to the best education possible.</p> <p>We firmly believe that all students should be able to fulfil their potential and we work with our children, families, and external agencies to make sure this happens.</p> <p>Our School is committed to anti discriminatory practice, to promote equality of opportunity and valuing diversity for all staff, students, and families regardless of their race, gender, age, disability, religion or sexual orientation.</p> <p>We aim to be a beacon of excellence, in showing how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of our traditions.</p> <p>Our students will gain thorough understanding that difference is a positive, not a negative, and that individual characteristics make people unique.</p>	<p>We aim to ensuring that all students are aware of the 5 ways to wellbeing, feel supported and are aware of any risks and keep themselves safe.</p> <p>We recognise that it is important that our students know how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide our students to flourish in society with confidence and resilience.</p> <p>We will enlighten students so that they behave with integrity and cooperate consistently well with others.</p> <p>We want our students to develop so that they possess confidence, resilience, and knowledge so that they can keep themselves mentally and physically healthy.</p>	<p>Students will be exposed to a rich and diverse curriculum that presents them with a wide range of internal and external opportunities to expand their knowledge and understanding of the world around them.</p> <p>To inspire students to embrace ideas, art and culture that is beyond the confines of the classroom and the of the home.</p> <p>We aim to construct a curriculum that is ambitious and designed to give all learners, including SEND and the most disadvantaged, the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum</p>
<p>IAG, Options &amp; Pathways, STEM, Work Experience and employer interactions, Key Skills, GATSBY Benchmarks, Financial literacy, Alumni</p>	<p>Aspirations, Curiosity, Self-improvement, Communication, Resilience, Responsibility, Kindness, Respect, Rewards, Student Leadership, Student Voice</p>	<p>Ethnic minority groups, Age, Gender, LGBTQIA+, SEND &amp; disabilities, religion and beliefs</p>	<p>RSE, 5 Ways to wellbeing, Active citizens, Menal and physical health, Online wellbeing, Anti-bullying, Safeguarding</p>	<p>SMSC, Trips and Visits, Extra-curricular, Religious studies, British Values, Promotion of the Arts, STEM</p>



Curriculum Implementation

Intent 1	Intent 2	Intent 3	Intent 4
<p><b>Develop our students understanding of Personal Development topics. These would encompass the five key areas of focus in our bespoke Personal development offer.</b></p>	<p><b>Develop the <b>character</b> of our students.</b></p>	<p><b>Develop the moral compass of our students.</b></p>	<p><b>Develop <b>cultural capital</b> of our students.</b></p>
<p>Stowmarket High Schools Personal Development is taught in a combination of assemblies, tutor time learning, taught lessons (year 7 and 11) and drop-down learning days.</p> <p>During these times, a thoroughly planned curriculum is delivered which corroborates with the Relationships Sexual Education guidance and the PSHE guidance as issued by the government 2020.</p> <p>Additionally, the Schemes of work for the taught Inspirational futures programme are mapped against the Gatsby Benchmark and the CDC Framework.</p> <p>See below for a Map of the Taught curriculum mapped across the five key areas of our programme.</p>	<p>Stowmarket High school have introduced the Student Leadership Team and subsequent student union. This group of students develop and promote skills aimed at improving community awareness and Character.</p> <p>The Personal Development Curriculum is designed to provide learning opportunities that look for ways to develop positive learning behaviours.</p> <p>The Personal Development curriculum at Stowmarket High reflects that learning about learning helps us to be better learners. The curriculum is designed to help learners to look for ways to develop leadership, resilience, communication, kindness, and respect. These are all aspects of character that reflect in all learning that is carried out in all aspects of learning at Stowmarket High School.</p>	<p>The Personal Development curriculum is designed to promote discussion and challenge. misconceptions. This therefore challenges students to think around problems or scenarios. and identify the correct pathway.</p> <p>Alongside the spiral curriculum approach in Personal development, students are encouraged to think and then re-think about topics in order to build on understanding alongside a growth in maturity, age and knowledge.</p> <p>Additional groups such as EAL, Young Carers and LGBTQ+ club encourages a culture of equity and tolerance.</p>	<p>We offer a variety of extracurricular clubs across lunchtime and after school. This includes PE driven sports teams as well as PE for fun.</p> <p>Stowmarket High School offers a wide range of accessible trips that complement the curriculum but are also developing cultural capital.</p> <p>Promotion of the Arts is seen through the offer of an annual whole school production and the STEM lead offers a club, external speakers and trips to educate young people in the fields of Science, Technology, Engineering and Maths.</p>

Assemblies and tutor time learning mapped across the five key areas supports our intent.



## **Curriculum Experiences**

- Assembly – embedding our core values and successfully enriching our students morally, personally, and spiritually.
- Registration and tutor time
- Daily lessons
- Extra-curricular offer – with weekly opportunities at lunch and after school and additional opportunities for trips and events e.g., school performances, ski trip.
- Student union and student leadership opportunities
- Outside speakers
- Information, advice, and Guidance evenings (IAG)

## **Policy into Practice**

- Behaviour policy: excellent standards of behaviour and agency across the curriculum support successful delivery; teachers can teach, and students can learn. It promotes resilience and respect.
- Student charter: Underpins our work – core values
- Teaching and learning policy: encouraging pedagogical practices that allow for memory/retention, application and practice.
- Whole School Literacy strategy: to support learners making good progress across the curriculum and as a crucial skill in learners' future success. It also ensures students develop high level of Oracy.
- Assembly calendar and form time curriculum map.
- Curriculum maps and schemes of work: allowing teachers to know the core knowledge and skills to be taught and to follow a common assessment routine.
- Department meetings and Teaching & Learning Link meetings: focus on curriculum, pedagogy and personal development
- Pupil Premium strategy: documenting the actions we take to encourage curriculum access for all of our disadvantaged students. It also ensures that cultural capital practices are built in across the curriculum.
- SEND strategy: documenting the actions we take to encourage curriculum access for all of our SEND students.
- Personal development strategy: Focussed on continued developed of cultural capital and character development.
- KS4 options: students are guided towards informed choices so that they access the right elements of the curriculum for their ability.
- Fortnightly subject leader meetings with Link SLT, to retain sharp focus on broad (whole school) and department specific curriculum intentions.
- Gatsby Benchmark evidence for delivery of excellent careers advice and guidance.



By the end of our students' journey with us they will have developed the following skills:

- Students will demonstrate a healthy outlook towards school which will help with attendance and behaviour.
- Students will demonstrate and apply the British values of Democracy, Tolerance, Mutual respect, Rule of law and liberty.
- Students will have an understanding about healthy relationships, friendships and how to communicate with a wide range of people.
- Students will build emotional resiliency and become responsible active members of society.
- Students will be on their journey preparing them for life and work in modern Britain.
- Students will be able to use their learning throughout the other subjects and general life experience.

**Curriculum impact is assessed in the following ways:**

- Learning walks and observations
- Work scrutiny (including student voice)
- Student engagement in the curriculum (attitude to learning)
- Student Voice
- Stakeholder voice
- Meeting minutes (Department, Pastoral, CAT, PD, SLT)
- Line management meetings with subject leaders
- Uptake at KS4
- Extra-curricular range of opportunities attendance
- Trips and visits calendar and attendance logs
- Assembly PowerPoints and form time activities.
- Alumni tracking/NEET figures