

| <b>PERSONAL DEVELOPMENT (PD) LESSONS</b>   | <b>Spiritual Development</b>  | <b>Moral Development</b>  | <b>Social Development</b>  | <b>Cultural Development</b>   |
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| <p>In years 7-10 students study PD during one timetabled lesson per fortnight. They study a different aspect of PD per half term. The units studied are:</p> <ol style="list-style-type: none"> <li>1. PSHE</li> <li>2. Citizenship</li> <li>3. Financial Capability (economic well-being)</li> <li>4. Careers</li> </ol> <p>They form part of a recurring spiral curriculum where students revisit these themes each year with a different focus. Throughout all units all students gain many learning opportunities to develop and experience SMSC in all its forms.</p> <p>Students are encouraged to engage with a wide range of issues that impact upon their journey of social, moral, spiritual and cultural development.</p> | <p>Personal Development lessons develop student's spiritual journey and students are offered a wide variety of opportunities to develop their own viewpoint.</p> <p>Students are given opportunities to consider their own spiritual standpoint and those of others.</p> <p>All PD lessons follow and conform to the guidelines set out by the PSHE Association and there are built opportunities for students to develop a set of principles that inform their own values and patterns of behaviour. Through the introduction of effective activities students are given a wide variety of introductions to topics such as bullying, e-safety, being a good citizen, religious diversity, SRE (Sex and Relationships Education), DAT (Drugs, Alcohol &amp; Tobacco), Financial Capability, being Enterprising, planning for the future, etc.</p> | <p>Personal Development lessons develop the following moral attributes within the PD curriculum:</p> <ul style="list-style-type: none"> <li>• An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures.</li> <li>• The ability to trust in their own judgement.</li> <li>• An ability to think through the consequences of their own and others' actions.</li> <li>• A willingness to express their views on ethical issues and personal values.</li> <li>• An ability to make responsible and reasoned judgements on moral dilemmas.</li> <li>• A commitment to personal values in areas which are considered right by</li> </ul> | <p>During PD lessons students engage in a wide range of social development activities that enables them to highlight their skills such as:</p> <ul style="list-style-type: none"> <li>• Relating well to other people and interacting with their peers, teachers and visitors is a mature, polite and sensible manner.</li> <li>• Working successfully, as a member of a group or team.</li> <li>• Giving them the opportunities to challenge, when necessary and in appropriate ways, the values of a group or wider community.</li> <li>• Having the opportunities to reflect on their own contribution to society and to the world of work</li> <li>• Showing respect for people, living things, property and the environment.</li> <li>• Exercising responsibility</li> <li>• Understanding the impact our school community can</li> </ul> | <p>In PD lessons students are given opportunities and learning to develop their appreciation of culture. Skills nurtured include:</p> <ul style="list-style-type: none"> <li>• An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality.</li> <li>• An openness to new ideas and a willingness to modify cultural values in the light of experience</li> <li>• An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture.</li> <li>• An appreciation of the diversity and interdependence of cultures.</li> </ul> |

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|  | <p><u>Experiencing awe and wonder</u></p> <p>Students are given the opportunity within the Citizenship units to</p> <ol style="list-style-type: none"> <li>1. develop a curiosity about the different religious view points on marriage, divorce and human rights.</li> <li>2. debating about politics and crime.</li> <li>3. notions of good and evil.</li> <li>4. The importance of understanding different viewpoints.</li> </ol> <p><u>Exploring the values and beliefs of others</u></p> <p>Students are given the opportunity within the PSHE unit to:</p> <ol style="list-style-type: none"> <li>1. a respect for the suffering groups within society go through when battling alcohol and drug addiction.</li> <li>2. Students are able to build upon issues</li> </ol> | <p>some and wrong by others.</p> <ul style="list-style-type: none"> <li>• A considerate style of life.</li> <li>• A respect for others' needs, interests and feelings as well as their own.</li> <li>• A desire to explore their own and others' views</li> </ul> <p><u>Investigating moral values and ethical issues</u></p> <p>Students have a number of opportunities to investigate moral and ethical issues for example:</p> <ol style="list-style-type: none"> <li>1. Students have the opportunity to discuss the morality and impact of celebrity culture within our modern day society.</li> <li>2. Students debate the morality of war They also have the time to look at the role of Martin Luther King Jr played in</li> </ol> | <p>have on their future wellbeing and that of their family and local community.</p> <ul style="list-style-type: none"> <li>• Participating in activities relevant to the community.</li> </ul> <p><u>Developing personal qualities and social skills</u></p> <p>Students have the opportunities to take part in a variety of lessons that enable them to develop their personal qualities and skills for example:</p> <ol style="list-style-type: none"> <li>1. In the Careers modules students look at highlighting their own personal skills and attributes so that they can demonstrate their employability skills, identify the interpersonal skills needed to hold down a responsible career and play an active role in their own future.</li> <li>2. In PSHE students are given the opportunity to challenge stereotypes within our society relating to the culture of celebrity and how body image is portrayed in the media.</li> </ol> | <p><u>Exploring, understanding and respecting diversity</u></p> <p>To understand, celebrate and respect diversity within our society students are given time to:</p> <ol style="list-style-type: none"> <li>1. In Citizenship students explore living in a diverse community with a multitude of faiths and beliefs.</li> <li>2. In Citizenship students look at who inspires them within the Christian, Hindu and Muslim faith.</li> </ol> <p><u>Participating in and responding to cultural activities</u></p> <p>To understand, celebrate and respect diversity within our society students are given time to:</p> <ol style="list-style-type: none"> <li>1. Look at what it means to be part of a diverse community. As part of a Year 9 day on diversity, students look at and create art work related to what it meant to be British and celebrating</li> </ol> |
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|  | <p>discussed in years 9 &amp; 10 within these units of work.</p> <p><b>3.</b> Within the unit on PSHE there is a focus on stereotyping, prejudice and discrimination and students are able to:</p> <ol style="list-style-type: none"> <li>1. Help students to understand what these terms mean and how they can impact upon different group's progress within different societies.</li> <li>2. Help students to understand the importance of tolerance within our school, local and wider community</li> </ol> <p><u>Understanding Human feelings and emotions</u></p> <ol style="list-style-type: none"> <li>1. Within the Citizenship unit students are encouraged to reflect upon who inspires them. This leads to a research task looking at an inspirational</li> </ol> | <p>combating attitudes to racism.</p> <p><u>Recognising right from wrong and applying it:</u></p> <p>Students are encouraged to know the difference between right and wrong not only within their own personal view of the world but also in how they view the world around them. For example:</p> <ol style="list-style-type: none"> <li>1. In looking at debt students get to look at the rights and wrongs of personal financial planning and dealing with debt.</li> <li>2. Students also are given the opportunity to look at cyber-crime &amp; cyber-bullying and how it can ruin families and careers.</li> </ol> <p><u>Understanding the consequences of their actions</u></p> <ol style="list-style-type: none"> <li>1. Staff consistently model the behaviour</li> </ol> | <p><u>Participating cooperatively and resolving conflict</u></p> <p>Through careful lesson planning teachers make PD lessons organised and purposeful and the lesson starters and activities are designed to allow students to model working as individuals, in pairs, in small groups and as part of a team.</p> <p>Classroom expectations are made explicit and students are both compliant and cooperative working in partnership with their peers and teachers.</p> <p>For example:</p> <ol style="list-style-type: none"> <li>1. In PSHE lessons on disability students are able to work as a team to prepare whole class presentations on disability not being a barrier to having a happy and successful life.</li> <li>2. In PSHE, students are able to debate the James Bulger case and to look at the emotive issues surrounding who is the victim in this.</li> </ol> | <p>our cultural diversity and achievements.</p> <ol style="list-style-type: none"> <li>2. As part of the same day students look at the role senior citizens play in our society and how they can often feel threatened and marginalised.</li> </ol> <p><u>Understanding and appreciating personal influences</u></p> <p>Here students have many opportunities in PD lessons to reflect upon - as part of the normal review section of PD lessons- how they arrived at a particular point of view. For example:</p> <ol style="list-style-type: none"> <li>1. In debates on 'are prisons good for society?' students have to come up with a stand point on the nature and function of prisons in our society.</li> <li>2. Likewise, in debates on capital punishment and on the causes and nature of war students have to be able to explain their own view point and be able to</li> </ol> |
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|  | <p>person from three world religions.</p> <ol style="list-style-type: none"> <li>Students are able to debate what it is like to live in a multi faith society and how this can lead to a lack of community cohesion or a factor in promoting it.</li> <li>Within PSHE students explore healthy relationships and the notion of consent.</li> </ol> <p><u>Using imagination and creativity in learning.</u></p> <p>All students are able to access the learning resources presented to them. Each lesson has a detailed lesson plan and teachers are encouraged to differentiate to meet the needs of all students. Lessons are designed to meet the learning needs of all.</p> <p>For example, some lessons require students to:</p> <ol style="list-style-type: none"> <li>Complete individual research tasks</li> <li>Work individually, in pairs and in small groups</li> </ol> | <p>they expect to see from their students.</p> <ol style="list-style-type: none"> <li>Staff are polite, firm but fair.</li> <li>Staff follow clearly embedded routines of behaviour management and expect students to focus on their learning at all times</li> <li>Staff follow clearly embedded routines of behaviour management and expect students to focus on their learning at all times. Students do not stop teaching or learning, where possible.</li> <li>Where there is a drop in standards PD teachers deal with this swiftly, firmly and with compassion.</li> <li>Within PSHE, students explore the consequences of early sexual activity, using social media, the notion of 'consent' and e-safety.</li> </ol> | <p><u>Understanding how communities and societies function</u></p> <p>Students are given many opportunities to reflect on what it means to be part of a community and how different communities make up the multi-faceted nature of our modern society. For example:</p> <ol style="list-style-type: none"> <li>In Citizenship students look at what it is like to live within a multi faith society and debate and discuss what impact this has upon community cohesion or the development of community segregation and social isolation. These types of debates are often brought back to the impact they have on our school community and what we can do as a school to make our community better.</li> <li>In the Grow Your Money charity challenge, students aim to raise money during tutor time but also within PD lessons students and look at the reasons for homelessness, especially amongst teenagers and that it is not a school issue but a local, national and international issue.</li> </ol> | <p>articulate a clear and logical reason for their personal opinions.</p> <ol style="list-style-type: none"> <li>In PSHE, students look at the impact that Smoking, New Psychoactive Substances and alcohol have on society, health and mental health.</li> </ol> |
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|                             | <ol style="list-style-type: none"> <li>3. Work as part of a team</li> <li>4. Use their numeracy and literacy skills</li> <li>5. Have opportunities to self and peer assess their own work and the work of others</li> <li>6. Engage in class debate</li> </ol>   |  | <p>3. In PSHE students look at 'socially acceptable' behaviours and the impact of these on society.</p> <p>These are often very powerful lessons.</p>  |  |
| <p><b>PD Tutor time</b></p> | <p>Tutor time is an organised learning activity where there are a wide variety of opportunities to nurture all students' spiritual education and development.</p> <p>All tutorial activities are differentiated to meet the varying ages of the students and there are built opportunities for students to develop a set of principles that inform their own values and patterns of behaviour. Our students demonstrate on a daily basis:</p> <ul style="list-style-type: none"> <li>• An awareness and understanding of own and others' beliefs</li> <li>• A respect for themselves and for others</li> </ul> | <p>Tutor time is an organised learning activity where there are a wide variety of opportunities to nurture all students' moral education and development. All activities and themes encourage our students to be able to:</p> <ul style="list-style-type: none"> <li>• An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures</li> <li>• An ability to think through the consequences of their own and others' actions</li> <li>• A willingness to express their views</li> </ul> | <p>Tutor time caters for students' social development and all our tutor sessions and interactions with our students encourages the development of these skills for example:</p> <ul style="list-style-type: none"> <li>• Adjust to a range of social contexts by displaying appropriate behaviours</li> <li>• Relate well to other people's social skills and personal qualities</li> <li>• Work, successfully, as a member of a group or team</li> <li>• Challenge, when necessary and in appropriate ways, the values of a group or wider community</li> <li>• Share views and opinions with others, and work towards consensus</li> <li>• Resolve conflicts and tension within the tutor</li> </ul> | <p>Planned tutorial activities allow our students to develop:</p> <ul style="list-style-type: none"> <li>• A willingness to participate in, and respond to, artistic and cultural enterprises</li> <li>• A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures</li> <li>• A regard for the heights of human achievement in all cultures and societies</li> <li>• An appreciation of the diversity and interdependence of cultures</li> </ul> <p><i><u>Exploring, understanding and respecting diversity</u></i></p> |

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|  | <ul style="list-style-type: none"> <li>• A sense of empathy with others, concern and compassion</li> <li>• An ability to show courage in defence of their beliefs</li> </ul> <p>The Form Tutor activities allow students to engage their innate and natural curiosity about the world and community in which they live, and are delivered in line with National awareness events.</p> <p>For example, our students have high standards related to attendance and behaviour. These are supported by formal activities relating to monitoring and tracking student standards in these areas.</p> <p><u>Experiencing awe and wonder</u></p> <p>Our students have many opportunities to show enjoyment and fascination in their learning for example there are tutorial sessions relating to:</p> | <p>on ethical issues and personal values</p> <ul style="list-style-type: none"> <li>• An ability to make responsible and reasoned judgements on moral dilemmas</li> </ul> <p><u>Investigating moral values and ethical issues</u></p> <p>Our students have many opportunities to investigate moral values and ethical issues in their learning for example there are tutorial sessions relating to:</p> <ol style="list-style-type: none"> <li>1. What it means to be a hero?</li> <li>2. Exploring homelessness</li> <li>3. Being part of an isolated community</li> </ol> <p><u>Recognising right from wrong and applying it:</u></p> <ol style="list-style-type: none"> <li>1. Our students are given clear guidance on the difference between right and wrong. Form tutors role model the behaviour we expect from our students. Tutor time is a positive experience for all our students and gives</li> </ol> | <p>group – and across the school</p> <ul style="list-style-type: none"> <li>• Reflect on their own contribution to society and to the world of work</li> <li>• Show respect for people, living things, property and the environment</li> <li>• Benefit from advice offered by those in authority or counselling roles</li> <li>• Exercise responsibility</li> </ul> <p>These are seen within tutor time sessions for example:</p> <ol style="list-style-type: none"> <li>1. Working as a team to create run a Christmas Party for the elderly within our local Community</li> <li>2. Working as a whole school to collect toys or the less fortunate in our community via our Christmas Toy Appeal.</li> </ol> <p><u>Developing personal qualities and social skills</u></p> <p>These are seen on a daily basis within form time.</p> <p>Our students are polite and courteous to staff, each other and visitors to the school.</p> | <p>For example, there are tutorial activities that celebrated the success of:</p> <ol style="list-style-type: none"> <li>1. A British Winner of Wimbledon</li> <li>2. Activities week events devoted to the arts and a celebration of our culture</li> <li>3. A year 9 day (during Activities Week) devoted not only to developing community but also an arts based session on what it means to be British.</li> </ol> <p><u>Participating in and responding to cultural activities</u></p> <p>All students belong to a tutor group that is part of a year group.</p> <ul style="list-style-type: none"> <li>• They take an active part in preparing form assemblies to be delivered to the whole year group. Students take a theme from the assembly calendar. They are given opportunities to improve their</li> </ul> |
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|  | <ol style="list-style-type: none"> <li>1. Celebrating success</li> <li>2. Defining achievement</li> <li>3. Problem solving</li> <li>4. Learning from mistakes</li> </ol> <p><u>Exploring the values and beliefs of others</u></p> <p>Our students have the opportunity to look at and explore the values of and feelings of others for example:</p> <ol style="list-style-type: none"> <li>1. During Remembrance week students look and explore the reasons why we wear poppies and how war still impacts on people's beliefs and values.</li> <li>2. During anti-bullying week students explore what it means to be bullied on line and the impact it has on an individual's personal well-being.</li> <li>3. During National Anger Week students reflect on</li> </ol> | <p>them the ability to discuss and reflect upon issues of right and wrong within their own lives, our school and the local community. For example, there are tutorial sessions on:</p> <ol style="list-style-type: none"> <li>1. Prejudice and discrimination</li> <li>2. Is ever OK to lie?</li> <li>3. Volunteering</li> <li>4. Positive and negative thinking</li> </ol> <p><u>Understanding the consequences of their actions</u></p> <p>Our students are given many opportunities to reflect and recognise the consequences of choices, actions and beliefs for example there are Learning for life tutor sessions related to:</p> <ol style="list-style-type: none"> <li>1. Being a hero</li> <li>2. Celebrating successes</li> <li>3. Time management</li> <li>4. Future planning</li> </ol> | <p>Socioeconomic background, race or gender is not a factor that discourages these life skills.</p> <p><u>Participating cooperatively and resolving conflict</u></p> <p>During tutor time our students are seen working together in teams, sharing their learning and supporting each other. Each tutor group has a tutor board that is used weekly to celebrate individual successes and to showcase those students whose are developing their leadership skills by taking a full and active part in our school council, organising charity events (such as children in need and Red Nose Day), promoting Remembrance Day, Our Youth Health Champions also support by developing podcasts and digital signage displays for specific National Events – such as LGBT awareness, Mental Health Awareness, Eating Disorders, Healthy Lifestyles, Smoking, etc.</p> <p><u>Understanding how communities and societies function</u></p> | <p>learning through planned intervention sessions and to reflect upon exam performance</p> <ul style="list-style-type: none"> <li>• Every student takes part in sports day and represent their form and sports house with pride.</li> </ul> |
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|  | <p>what makes people angry and what strategies can be put in place to manage anger relating issues.</p> <p><u><i>Understanding Human feelings and emotions</i></u></p> <p>Our students are given a range of opportunities to develop an understanding of others feeling and emotions for example:</p> <ol style="list-style-type: none"> <li>1. Via our Future in Mind initiative (and Mental Health Awareness week) students reflect on what mental health is, what strategies can be put in place to manage mental health relating issues and how to access the services available to support them.</li> <li>2. Students reflect upon the diversity of our local community and how be working together we can place our</li> </ol> |  | <p>Our students show on a regular basis the following skills and attributes within tutor time:</p> <ul style="list-style-type: none"> <li>• Exercise responsibility</li> <li>• Appreciate the rights and responsibilities of individuals within the wider social setting</li> <li>• Understand how societies function and are organised in structures such as the family, the school and local and wider communities</li> <li>• Participate in activities relevant to the community.</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>1. Students come to school prepared for learning and use tutor time as a vehicle to prepare for their learning during the day</li> <li>2. During a house week on being part of a community our students learnt about ways communities can become segregated</li> </ol> |  |
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|  | <p>school at the heart of our local community.</p> <p><u>Using imagination and creativity in learning.</u></p> <p>During tutor time learning, activities are designed to hook and engage our students as quickly as possible. The activities always begin with an engaging starter/settler. For example:</p> <ol style="list-style-type: none"> <li>1. During remembrance week students reflect upon why we wear a poppy and look at the work of the Royal British legion.</li> <li>2. During the tutor sessions on homelessness in the Spring term our students see a number of hard hitting you tube clips relating to anger and homelessness.</li> </ol> |  | <p>and how groups can become isolated within a community. Students are able to reflect on what makes a community successful</p> <ol style="list-style-type: none"> <li>3. As mentioned our students contribute to Age UK.</li> </ol> |  |
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