



STOCKSBRIDGE HIGH SCHOOL

— This is Just the Start —

Personal Development, SMSC & British Values Policy

Responsible	PD/Life+ Co-ordinator
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Personal Development

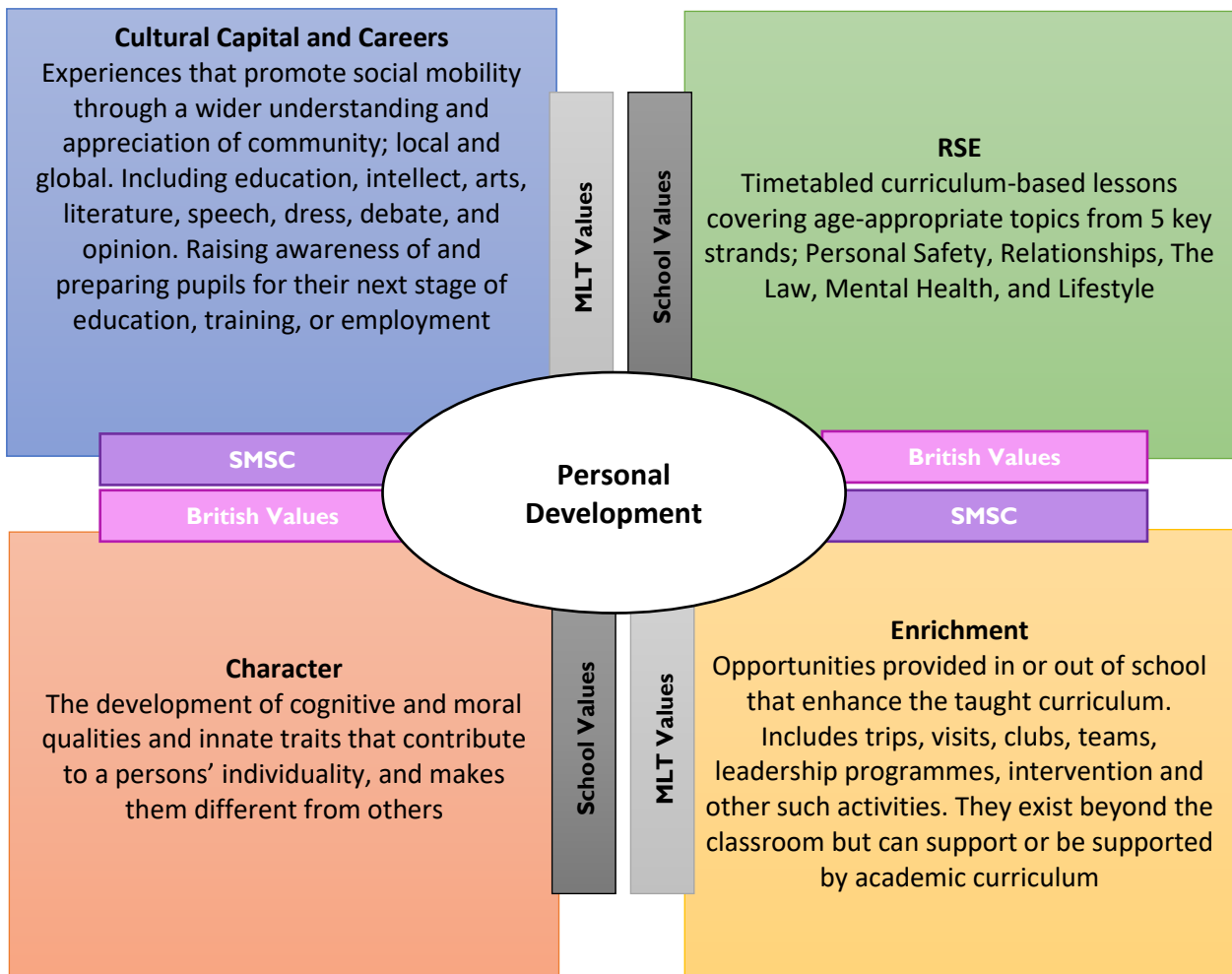
Introduction

Personal development involves knowledge, attitudes, skills, relationships, and behaviour that can be utilised in and outside the classroom. This involves thinking processes, managing emotions, values, and relationships along with a range of life skills that are associated with performing as a successful member of society.

The intent is:

'To ensure the holistic development of students through the provision of outstanding learning opportunities. To develop and equip students with the necessary character, social skills, and moral compass to drive their own success and make a positive contribution to society.'

Across the Minerva Learning Trust, our Personal Development curriculum will consist of 4 key elements:



Purpose

The over-arching purpose of the Personal Development curriculum is that:

'Students will have studied and enjoyed experiences that teach them valuable life skills. They will have developed the confidence, tenacity and intuition to look after themselves, and others. They will demonstrate a deep understanding of the beliefs, faiths, cultures, rights and opinions of others and will be openly accepting and tolerant of differences; physical, cognitive or otherwise. Our students will value democracy and independence; they will seek justice in, at times, an unjust world and strive to make it a better place for themselves and those they are in contact with. They will know the value of honesty, kindness, empathy and compassion, as well as hard work, money and relevant qualifications. Our students will be as unique and diverse as the communities and families that they come from and celebrate these with integrity and respect. They will be morally proud and culturally aware. They understand and be able to apply the skills required to be successful in life, and also save a life. Students will be honourable and driven to achieve, in relation to their own capabilities; they will be humble in success and dignified in defeat, but they will never give up.'

Aims

The discrete aims of Personal Development as set out in this policy are:

- To extend our school and trust-wide provision beyond the academic, vocational and technical
- To provide inclusive and accessible opportunities for all students
- To support and encourage students to pursue their individual talents and interests
- To provide the opportunities to learn from experience
- To address the holistic development of all students
- To ensure our students are safe and happy and know how to maintain these, and what to do if either is compromised
- To support the successful development of students in many diverse aspects of life
- To promote and celebrate the diversity of the Trust and the individual schools within it

The aims and intent of this framework are based on the Trust values of:

- **Inclusion**
- **Independence**
- **Respect**
- **Success**

For individual schools, their own mission, vision, and values will also be deeply rooted in the Personal Development curriculum delivery and planning.

Links with other policies

This policy should be read in conjunction with the following Trust/School policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality Information
- RSE Policy
- Curriculum Policy

Delivery of the Programme

Each of the school will maintain autonomy regarding the specifics of the delivery of elements of Personal Development. However, all schools will audit, map and deliver the following elements:

Cultural Capital

Cultural Capital can be defined as the range of experiences that promote social mobility through a wider understanding and appreciation of community; local and global. These include education, intellect, arts, literature, speech, dress, debate and opinion. The purpose of these activities is to raise awareness of society and community. Cultural Capital opportunities develop the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement (Ofsted 2019). Exposure to Cultural Capital will enable our children to stand on the shoulders of those that have gone before and "create new and exciting forms of culture; things which may well help them fuel solutions to society's problems, build our creative industries and help UK plc to survive the turmoil of Brexit."

Careers

The careers education programme is designed to prepare students for their next stage of education, training or employment through access to relative industry links, employers and workplaces. Students will be exposed to a variety of training routes and career pathways through a detailed and explicit careers programme that meet the requirements of the Gatsby Benchmarks.

Enrichment

Defined as an action or act that enhances, betters or improves the quality of something already in existence, Enrichment is the strand of the framework that directly supports and enhances classroom-based academic, vocational and technical curriculum provision. The purpose of Curriculum Enrichment is to raise achievement by motivating young people to become more effective learners through activities which enrich the curriculum, improve key skills and raise achievement. Enrichment is any type of learning, or activity, which is outside the core of learning which most students undertake. It is additional to the established curriculum. It can broaden students' horizons and help them look at the world differently.

Curriculum Enrichment is grounded in the belief that all young people can achieve success through three key ingredients:

- Opportunities to learn
- Sustained support for learning
- A challenge to succeed

RSE

The contents of the Statutory Guidance for RSE (2020) will be delivered to Year 7-11 through age and context-appropriate provision. (See schools' RSE policies)

MLT recognises that the Spiritual, Moral, Social and Cultural (SMSC) aspect of students' education is crucial to their development as an individual. SMSC development plays a significant role in their ability to learn and achieve and allows them to take their rightful place in their community, as a local, national and global citizen. SMSC development is fundamental in preparing young people for society. In Our Trust students are helped to develop positive attitudes and beliefs through opportunities to:

- Develop spiritual values and reasoned personal and moral values
- Consider the pluralistic nature of society and develop their understanding and respect for those with different religions, beliefs and ways of life
- Value everyone equally
- Develop personal relationships, based on trust, self-esteem and mutual respect
- Become active, responsible citizens in a democratic society
- Develop an appreciation of the world in which they live and the interdependence of individuals, groups, nations and the environment
- Develop an understanding of their social and cultural traditions and appreciate the diversity and richness of other cultures.
- Develop and demonstrate fundamental British values

Character

The Character strand of Personal Development focusses on the development of cognitive and moral qualities and innate traits that contribute to a persons' individuality and makes them different from others. Students can demonstrate and develop a wide range of personal skills, qualities and attitudes through the Enrichment, Cultural Capital, Careers and RSE strands of the Personal Development Framework. Students are encouraged to reflect on their characteristics and areas for development throughout each academic year.

Rewards and Awards

Individual schools will include links to achievement in PD within their existing rewards policies.

The Trust will deliver on CEO awards; students from each school will be nominated for awards representative of the core values of the MLT. All schools will recommend up to 3 individuals from each year group for awards for Inclusion, Independence, Respect and Success. Winners will be selected by the CEO and presented at a ceremony for all nominees.

Students with Special Educational Needs and Disabilities (SEND)

Personal Development, and the strands of, will be accessible for all students. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all students. Academies will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for students with SEND. The Trust is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some students, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some students there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

Roles and Responsibilities

All Staff

Staff are responsible for:

- Delivering Personal Development in a sensitive way within their subject areas
- Modelling positive attitudes to Personal Development
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of Personal Development

Staff do not have the right to opt out of teaching Personal Development. Staff who have concerns about teaching Personal Development are encouraged to discuss this with the Head teacher.

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and students can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety, or breach of confidentiality
- All students are offered the opportunity to explore ideas, situations, and feelings in an atmosphere of confidence and support
- At all times teaching will take place in the context of an explicit moral framework
- All points of view they may express during teaching Personal Development are unbiased
- The teaching of Personal Development is delivered in ways that are accessible to all students with SEND
- The emphasis of teaching Personal Development will always be the importance focusing on changes affecting the whole person
- Where appropriate they direct students to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception.
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

Spiritual, Moral, Social and Cultural Education

Stocksbridge High School recognises that the Spiritual, Moral, Social and Cultural (SMSC) aspect of students' education is crucial to their development as an individual. SMSC development plays a significant role in their ability to learn and achieve and allows them to take their rightful place in their community, as a local, national and global citizen. SMSC development is fundamental in preparing young people for society. At our school students are helped to develop positive attitudes and beliefs through opportunities to:

- Develop spiritual values and reasoned personal and moral values
- Consider the pluralistic nature of society and develop their understanding and respect for those with different religions, beliefs and ways of life
- Value everyone equally
- Develop personal relationships, based on trust, self-esteem and mutual respect
- Become active, responsible citizens in a democratic society
- Develop an appreciation of the world in which they live and the interdependence of individuals, groups, nations and the environment
- Develop an understanding of their social and cultural traditions and appreciate the diversity and richness of other cultures.
- Develop and demonstrate fundamental British values

Introduction

At our Stocksbridge High, SMSC development permeates the life and the work of the school. Through SMSC we seek to develop attitudes and values which will enable students to become responsible and caring members of society. Promoting fundamental British values is at the heart of the school's values. We give students the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life, including their own personal existence, journey and purpose. Students are provided with a curriculum which will enable them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. We seek to foster an attitude of tolerance and value towards those from a culture and background different from their own. Students are encouraged to develop an understanding of the world, society and the community in which they live and accept responsibility as a local and global citizen. Students are guided in the development of their capacity to tackle moral and spiritual dilemmas and their ability to reach independent judgements. Through discussion, group work, sensitivity and tolerance Stocksbridge High expects students to develop questioning, enquiring minds and the ability to express their ideas appropriately.

As a school we are aware of our collective responsibilities towards spiritual, moral, social and cultural development. We ensure that:

- All staff are aware of their role in developing student's morals, interpersonal skills, self-esteem and in preparing students for the opportunities, responsibilities and experiences of adult life.
- Fundamental British values are at the heart of the school's values.
- We celebrate student's achievements and foster a sense of community. Explore relevant SMSC issues and involve students as active participants at every opportunity. This is demonstrated through a wide range of celebration events.
- The rewards system encourages a culture of success and achievement for all. Students are also encouraged to contribute to the success of the school by developing their leadership roles as prefects, peer mentors, form representatives, and by completing the Duke of Edinburgh award scheme.
- Students have information about all extra-curricular and enrichment activities
- The form time routines programme provides opportunity for discussion and reflection on the assembly themes and character and culture activities.
- We build community and business links into the curriculum wherever possible
- Displays reflect and display cultural variety

- Provide opportunities for all students to discuss issues and to take in responsibility within lessons, extra-curricular activities, trips, visits and enrichment days.

Spiritual development

Spiritual development is concerned with how a student develops:

- Personal values and beliefs
- A willingness to reflect
- An ability to communicate these beliefs in discussion and behaviour
- An understanding of the value and role of faith and religion in societies
- Tolerance of other people.

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and ultimate values. It includes imagination, inspiration, creativity and an awareness of self-identity and self-worth.

We promote spiritual development as part of a student's personal development through:

- School routines - The rewards system
- Religious & Social Issues lessons
- Life+ lessons for all students
- Assemblies
- Character and culture activities during form time with topics for discussion
- The ethos of the school - values, attitudes and expectations which encourage opportunities for students to develop their understanding of spiritual issues.
- Specific subjects of the curriculum heighten awareness of the spiritual dimensions in our lives. This is achieved through tasks and lesson content which questions students and enables them to work out their own position on issues, both moral and religious.

Moral Development

Moral development is concerned with students' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practice of society.

As an academy we aim to provide learning opportunities that will enable students to:

- Understand the difference between right and wrong
- Respect people, truth and property
- Have a concern for how their actions may affect others and to take responsibility for their own actions
- Develop the skills and confidence to make decisions
- Gain the confidence to cope with setbacks and learn from mistakes
- Demonstrate positive personal behaviour which has been established through principles rather than fear of punishment
- Understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Acquire a broad general knowledge of and respect for public institutions and services in Britain
- Show respect for democracy and support for participation in the democratic processes, including respect for the basis on which law is made and applied in Britain

The school has agreed Core Values which permeate the life of the school in all experiences and interactions:
Be Positive, Be courageous, Be reflective, Be caring

The essence of moral behaviour is to build a framework of values which regulate personal behaviour, through principles rather than fear of punishment or reward. These values provide the framework for students to develop their attitudes and understanding on morality and develop the self-confidence to hold to this code of values against a variety of pressures.

At our school we reject:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Obscenity
- Intolerance including racism, homophobia, sexism, religious and disablist discrimination

At our school we promote moral development through a range of activities and opportunities both within and outside the classroom such as:

- Working with teachers and form tutors
- PD programmes
- Assemblies
- The rewards system
- School values
- Welfare and guidance
- GCSE Sociology
- Life+ lessons

Social Development

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in the school is crucial in forming students' attitudes to good social behaviour and self-discipline. Stocksbridge High helps prepare students to live in society by providing knowledge and understanding of society, its institutions, structures and characteristics, political and non-political and economic organisations. The school systematically plans for social-development of students through a range of teaching and learning activities including:

- Classroom organisation and management
- The development of social skills is monitored informally through pastoral interactions. Supportive measures are available where they may be needed
- Student grouping and opportunities for group work
- The school's code of conduct
- School productions
- Residential trips including the Duke of Edinburgh expeditions
- Social trips
- SMSC/Life+ drop-down days, providing outside speakers
- The SMSC programme
- An extensive range of Extra-Curricular activities which promote team work and cooperation
- Student leadership opportunities which support students in the school community
- Links with primary and secondary schools
- External speakers are used to expose the students to a balance of viewpoints and opinions.

Cultural Development

Through cultural development students gain an understanding of those beliefs, values, customs, knowledge and skills which link groups together and give people a sense of identity. Cultural Development is closely related to, and integrates, certain aspects of spiritual, moral and social development.

- Stocksbridge High reinforces the values and customs of society as a whole and celebrates diversity and multiculturalism
- The cultural influences of home, community and religion are explored in order to extend the students awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the students own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture.

The school seeks to provide an education, which not only develops and strengthens students' current awareness, but also allows them to develop new cultural insights by:

- Avoiding cultural bias
- Promoting an appreciation of cultural diversity

Students should be able to:

- Know about their own culture and society and value their own cultural identity
- Be aware of, and understand cultural diversity
- Understand the interdependence of groups within society
- Know about societies and cultures other than their own
- Be aware of the principle ways in which different people interpret the world

The school seeks to enhance the cultural development of students through:

- The formal curriculum. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible
- Extra-curriculum activities
- Incorporating students own home influences into discussions
- Creative and performing arts for all students
- Cultural visits abroad
- Visits to centres of cultural interest

Teaching and Organisation

Development of SMSC will take place across all curriculum areas, within activities that encourages students to recognise the spiritual, moral, social and cultural dimensions of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitudes and lifestyle. Life+ will now be provided as a lesson to all students, once a fortnight covering a range of topics. Alongside this, there will be a range of days provided to each year group in which outside speakers will be invited in to talk to our students and broaden their knowledge on the outside world.

As a school we recognise the importance that every member of staff plays in providing provision for SMSC. We ensure that:

- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families
- The school community will be a place where students can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of Stocksbridge High
- Effective communications are maintained between the school and parents to ensure students maximise their potential. Formal parental/carers contact is made during parents/carers evenings, interim and full reports and options evenings. A significant amount of contact is made through telephone calls, emails and ad hoc meetings in the school with individual members of staff
- All curriculum areas have a contribution to make to student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Subject leaders identify aspects within their subjects to be included in teacher planning
- Subject leaders monitor lesson plans, schemes of work and their evaluations and assessments
- Subject leaders will monitor resource provision, identifying shortfalls.
- Sharing of classroom work and good practice
- The SMSC Lead within the school is responsible for auditing and monitoring of the school's provision of SMSC and providing support to subjects when necessary
- The Headteacher/leadership link for SMSC shall have oversight of this policy and monitor the provision of SMSC.

British Values

Introduction

Stocksbridge High School is committed to the importance of enabling students not only to flourish academically, but also to prepare them to become positive and active members of their communities both within Sheffield and as part of the wider British society. To do this, we recognise the importance of actively promoting British Values and do so through the formal curriculum as well as via many extra-curricular activities.

We also understand the vital role that we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Democracy

The principle of democracy is taught through several areas of the school. We participate in the UK Youth Parliament, each year encouraging all pupils to use their right to vote in elections. We encourage pupils within the school to have an active voice in how the school is run, regularly holding pupil voice surveys into their experiences in and out of lessons and ensuring that the curriculum is adapted to meet everyone's needs. The importance of democracy is also taught through the curriculum in lessons, history, life plus and sociology. Pupils are encouraged to understand how democracy has been formed, how the UK parliament works and some of the difficulties that can arise when citizens do not have an active say in how their country is run.

Rule of the Law

The importance of laws and rules are constantly reinforced throughout the school. We have a clear behaviour policy, displayed in all classrooms and understood by all pupils and staff; this clearly sets out our expectations of pupils. Pupils are taught the principles behind this policy and understand the need for rules in protecting others and creating a safe and productive learning environment. These principles are reinforced through the curriculum and drop-down days and through visits from agencies such as the police and fire service.

Individual Liberty

Pupils at Stocksbridge High School are encouraged to make independent choices and throughout their time at the school are taught the skills and knowledge to be able to do this effectively. Pupils are taught, for example the importance of e-safety and of making informed life choices through Life plus lessons and form time activities/assemblies. As they progress through the school they are increasingly encouraged and supported to take decisions affecting their futures through the year 9 options process through to making choices about their future careers when they leave us at age 16. To protect individual liberties, the school has a robust anti-bullying policy and has trained pupils to act as anti-bullying ambassadors. Pupils are encouraged, through form time and lessons such as Life+ to be able to recognise their own rights and responsibilities as pupils within the school and citizens of the UK, and to exercise these rights in an accountable way.

Mutual Respect

Respect for all is a core part of the Stocksbridge ethos. In all areas of the curriculum pupils are encouraged to respect themselves and each other. Understanding of others is promoted through a range of subjects particularly the humanities, modern foreign languages and Life+. As a school we place a strong emphasis on promoting sporting values of fair play and responsible leadership throughout the school. Through the promotion of SMSC pupils are encouraged to recognise difference and both embrace and respect this. We

actively promote events such as Holocaust Memorial Day and World languages day and encourage pupils to appreciate the value of these.

Tolerance of those of different faiths and beliefs

During Life plus lessons, pupils learn about a variety of belief systems and ways of life and can explore the importance and value of these. Pupils also learn about different faiths and beliefs in other areas of the curriculum, for example through texts studied in English lessons and explorations of different cultures in geography. The importance of tolerance and acceptance is further reinforced in history lessons when the Holocaust is studied. Tolerance is reinforced through the school behaviour policy which school behaviour policy which clearly states that discriminatory behaviour or language towards any group is unacceptable and is not tolerated.