

RED ROSE SCHOOL PERSONAL DEVELOPMENT POLICY

Updated: January 2021

OUR VALUES STATEMENT

Personal development, including the spiritual and moral development, of our pupils is key to their ability to believe in themselves, where their positive self-esteem will enable them to learn and become valuable members of the school and their wider 'life-circle' communities. The values and attitudes that we instill in our pupils, including our core British and 'radicalize-never' values, the celebration and tolerance of differences and equality will produce 'rounded' young persons who are able to take their place as active citizens who have a yearning to become active 'givers' to society rather than 'takers'.

This policy is to be read in conjunction with the School's statement of its goals (Sec1 Chap1), ethos (Sec1 Chap3), curriculum planning (Sec3 Chap4), Learning Styles (Sec 3 Chap 2) and Personal Social Health & Economic (PSHE): personal wellbeing, and economic wellbeing and financial capability (Sec 3 Chap 20).

INTRODUCTION

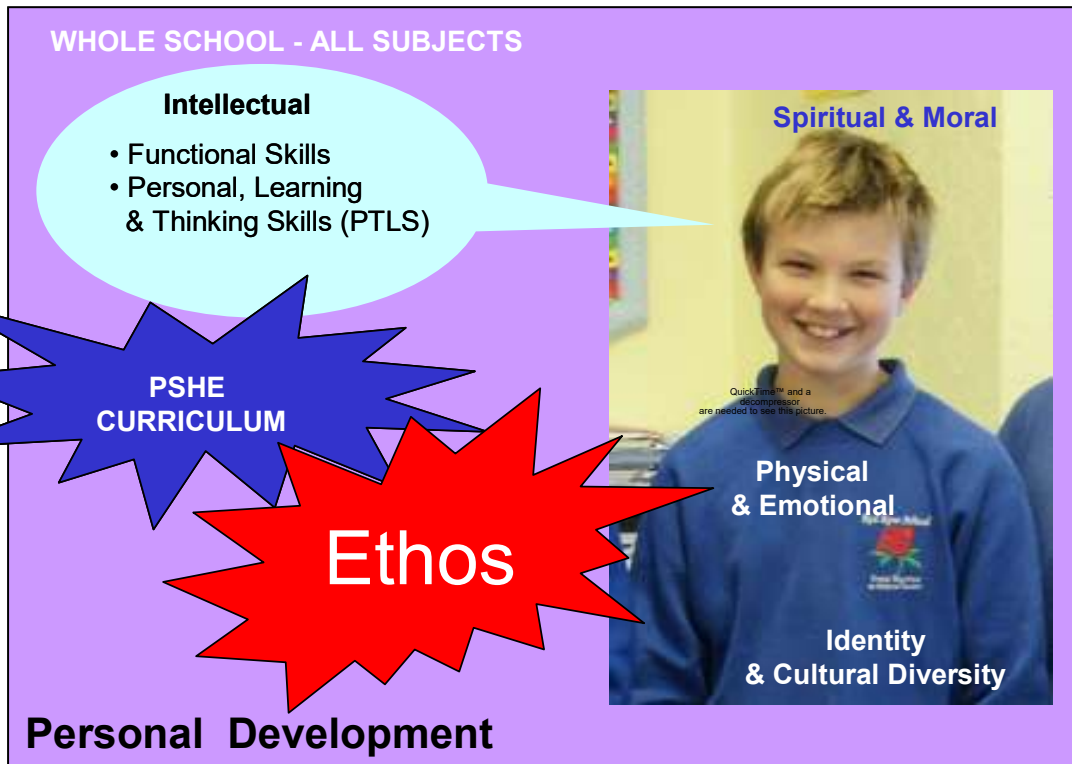
It is the responsibility of every member of the school's staff to contribute to the personal development and therefore to the wellbeing of each our pupils.

Using a coherent and planned approach across the whole curriculum we are able to promote high expectations, attainment and the personal development of all our pupils. Spiritual and moral development is at the heart of our ethos and the school community that transpires.

IMPORTANCE OF PERSONAL DEVELOPMENT

Personal development in our school is the means by which our pupils are supported in their spiritual, moral, physical, emotional, cultural and intellectual development according to their needs, and regardless of their social and/or economic backgrounds. It promotes their wellbeing and enables them to develop their potential as healthy, enterprising and responsible citizens in our society. It provides our pupils with a sense of identity in a diverse world and informs their academic and Personal Learning and Thinking Skills (PLTS).

Within our curriculum the personal, learning and thinking skills of our pupils are also integral to their personal development and the roles they take on in life – as family member, friend, neighbour, partner, parent, employee, employer, citizen and member of communities.



CURRICULUM

All subjects contribute to the personal development of learners.

All young people have opportunities to participate in a wide range of compelling learning experiences where they can try new things and meet new challenges. Examples include:

- √ performance – through drama, choirs, orchestras, public speaking, sports
- √ taking responsibility – undertaking leadership and support roles in events and activities, such as outdoor and adventure activities, playground leaders, peer mediation and buddy programmes
- √ collaboration and participation in events – such as mini-enterprise activities, environmental or local history projects, clubs and visits, community action, student council, students are researchers, school newspaper
- √ encountering challenging and unfamiliar contexts – such as residential and community-based work, work-related learning and working with professionals and experts.

The whole curriculum will help young people to:

- √ enjoy and achieve – develop the capacity to enjoy learning and succeed in it
- √ stay safe – learn how to stay safe and manage risk
- √ be healthy – understand how to maintain a healthy lifestyle
- √ make a positive contribution – form relationships and participate in society
- √ achieve economic wellbeing – acquire the skills, knowledge and understanding relevant to adult and working life.

Enjoy and achieve – develop the capacity to enjoy learning and succeed in it

Through becoming self-aware and self-managing (personal, learning and thinking skills: self-managers) our pupils will:

- √ develop a positive sense of their own identity and self-esteem
- √ be able to enjoy life and be positive about its challenges (aims: confident individuals)
- √ use their imagination and creativity to develop new ideas, insights and new ways of doing things (personal, learning and thinking skills: creative thinkers)
- √ learn to assess their skills, achievement and potential to set personal goals, negotiating and planning ways to meet them (personal, learning and thinking skills: reflective learners)
- √ understand that achievement is life-long and that there are different ways to succeed
- √ aim to achieve personal excellence, enjoy learning and be motivated to achieve their best (aims: successful learners).

Stay safe – learn how to stay safe and manage risks

Through learning how to make informed and responsible choices, our pupils will:

- √ understand how to identify risks, minimise them and deal with them in different situations (personal, learning and thinking skills: self-managers) be able to make safe choices (aims: confident individuals)
- √ develop the confidence to take on new experiences and ideas safely (aims: confident individuals)

- √ identify the dangers in new and different choices in a changing technological world (aims: responsible citizens)
- √ develop skills, such as negotiation and assertiveness, to resist unhelpful pressure (personal, learning and thinking skills: effective participators).

Be healthy – understand how to maintain a healthy lifestyle

Our pupils will understand:

- √ how to look after their physical, emotional and sexual health (aims: confident individuals)
- √ that they can and should make positive choices and take sensible actions and avoid harmful choices (aims: confident individuals)
- √ the consequences that some decisions might have on their health and that of others and how to deal with illness, in themselves and others (personal wellbeing).

Make a positive contribution – form relationships and participate in society

Our pupils will:

- √ understand the multiple roles individuals play (personal, learning and thinking skills: effective participators)
- √ develop the skills and strategies to form effective relationships in a variety of roles (aims: responsible citizens)
- √ know how to make a difference in a group, community or society (citizenship)
- √ know how to work effectively with a range of people of diverse cultures and backgrounds (personal, learning and thinking skills: team workers) understand the consequences of anti-social behaviour (aims: responsible citizens).

Achieve economic wellbeing – acquire the skills, knowledge and understanding relevant to adult and working life

Our pupils will be able to:

- √ understand the qualities and skills needed for adult and working life (aims: responsible citizens)
- √ handle uncertainty and respond positively to change (personal wellbeing)
- √ make reasonable risk/reward assessments and act upon them in a variety of contexts, both personal and work-related (personal wellbeing and economic wellbeing and financial capability)

- √ understand about the global economy, the way business works and that there are different kinds of business (citizenship and economic wellbeing and financial capability)
- √ manage their own money and be questioning and informed consumers of financial services (citizenship and economic wellbeing and financial capability).

SPIRITUAL AND MORAL DEVELOPMENT

Spiritual and moral development is an essential part of personal development.

Spirituality includes beliefs, whether religious or not, the search for meaning or purpose, relationships, creativity, a sense of otherness, wonder and awe, self-knowledge, and feelings and emotions. Spiritual development can be the process by which people acquire not only knowledge, understanding, skills and attitudes about spirituality, but also the disposition to foster their own inner spirit, and to recognise it in others.

Morality includes values and principles, attitudes and behaviour, knowledge of social conventions and codes of conduct, and the ability to make decisions about right and wrong. Moral development can be the process by which people develop the knowledge, understanding, skills and attitudes they need in order to make responsible moral decisions and act on them, and also the disposition to do what is right as a point of principle.

SPIRITUAL AND MORAL DEVELOPMENT ACROSS THE CURRICULUM

Spiritual and moral aspects of learning permeate the whole curriculum as the entire planned learning experience of our pupils. They relate to technological, social, scientific and economic aspects of learning, as well as the creative and expressive arts, languages, humanities and RE.

How can we start thinking about spiritual and moral development across the curriculum?

We use the following questions to explore how to incorporate spiritual and moral development across the curriculum.

For spiritual development, how well does our school's curriculum:

- √ foster and celebrate attributes such as wonder, wisdom, openness and selflessness?
- √ encourage pupils to consider whether there might be some aspects of existence that are difficult to explain?
- √ offer opportunities to explore their inner world of creativity and imagination as part of the essence of being human?

For moral development, how well does our school's curriculum:

- √ promote and celebrate positive values such as commitment, generosity, forgiveness and courage?
- √ develop skills in moral reasoning and critical, independent thinking?
- √ create structured experiences of hearing, speaking and thinking about universal human rights and standards of right and wrong?
- √ give pupils the challenge of serving and acting on behalf of others?

IDENTITY & CULTURAL DIVERSITY

Learning about identity and cultural diversity can help young people to live and work together in diverse communities, both in this country and the wider world. It can also help them develop their identity and sense of belonging which are fundamental to personal well-being and the achievements of a flourishing and cohesive society.

The UK already consists of a huge range of ethnicities, cultures, languages, beliefs and religions. These are not static but constantly changing and fusing, so that people identify with different aspects of their heritage in different situations. Diversity also encompasses age, social class, regional differences, gender, sexual orientation, religious and non-religious beliefs and values.

Young people need to develop the ability to see themselves as part of this diversity, and to critically reflect on who they are. Schools can give them the opportunity to explore their identities in a safe and positive environment, and to discuss what is important to them and their families. This develops a sense of belonging to a community that values them and improves their understanding of what binds people in communities together. When individuals recognise and value their own culture, beliefs and traditions, they can better understand how others develop their identities.

The identity and cultural diversity curriculum dimension helps learners to gain a broad understanding of the country they are growing up in: its past, its present and its future. They learn about its range of cultures and traditions, its political system, values and human rights, how it has evolved to be as it is, and in particular, how they are able to contribute through democratic participation to its future development.

Pupils will engage critically with the following questions:

- √ Who do we think we are?
- √ What connects us with and distinguishes us from others in the UK and the rest of the world?
- √ What are our roles in shaping a cohesive society?

IDENTITY AND CULTURAL DIVERSITY IN THE CURRICULUM

Our pupils learn to appreciate and understand the complex diversity of our society. Through our strong school ethos of valuing individuals and their contributions to the school community, our pupils will acquire a positive attitude towards difference.

Work on identities and cultural diversity may provoke extremely strong sentiments in some learners. There are a number of specific ways in which teachers can encourage learners to value diversity and challenge racism:

By using appropriate resources

- √ Explore how technology has transformed ways of working together to create knowledge and to share ideas and information.
- √ Use images and artefacts to show diversity within as well as between cultures and groups.
- √ Ensure representations of minority cultures and groups are not reduced to tokenistic artefacts and customs.
- √ Ensure the choice of examples and activities provide balance.
 - √ Ask questions such as 'Am I using examples and activities that represent only one dominant culture?' and 'Can I draw on a more diverse range of examples and activities?'

By presenting a broad and balanced view of diversity, culture and identity

- √ Give learners an accurate view of beliefs, practices and lifestyles of minority ethnic communities, cultures and groups.
- √ Emphasise that any specific culture or group is diverse, dynamic and changing.
- √ Avoid presenting minority cultures or groups as problematic or exclusively as victims.
- √ Compare and contrast minority ethnic communities, cultures and groups living in the UK with their counterparts in different countries to illustrate differences within a community, culture or group.
- √ Investigate with learners how minority and majority communities, cultures and groups influence each other.
- √ Recognise that many communities, cultures and groups share some, but not all, values. There may be values, attitudes or opinions that are problematic for others within the same community, culture or group and for those from other backgrounds.

By challenging assumptions

- √ Question commonly held opinions and stereotypes (for example that migration is a recent occurrence in the UK).
- √ Explore and highlight the influence of communities, cultures, groups and traditions from around the world on the UK.

- √ Investigate and challenge how the media portrays different countries and peoples (for example at times of natural disaster, war and conflict).

By creating an open climate

- √ Use ground rules and distancing techniques when discussing sensitive and controversial issues such as racism, to ensure learners can contribute ideas, listen to and respond to what others say, challenge ideas they do not agree with and reflect on what they have learnt.
- √ Avoid making any individual or group feel uncomfortable about who they are or the background they have, through careful management of discussion points.
- √ Encourage learners to take pride in their identity and culture including their nationality, faith and family traditions.
- √ Encourage learners to use their experiences of art, literature, music, film and artefacts from different cultures to explore their own values, ideas and identity.

COMMUNITY COHESION

Community cohesion refers to a society in which there is a sense of belonging across all communities, where diversity is appreciated and valued, and where there are similar life opportunities for all. A cohesive society is a fairer and happier one.

In addition to valuing individual members of the school and ensuring that pupils find out about the wide range of groups and cultures represented in society, schools should work with and use resources in the local community.

We do this by addressing three questions:

- √ What does our school know about the community it serves and community issues?
- √ How are we using that knowledge to promote community cohesion, serve the needs of our learners and address the issues?
- √ How will we know whether our strategy has been successful in promoting community cohesion?

PERSONAL, LEARNING AND THINKING SKILLS (PTLS)

If young people are to be prepared for the future they need to develop essential skills and qualities for learning, life and employment. These include skills that relate to learning in subjects as well as other more generic, transferable skills.

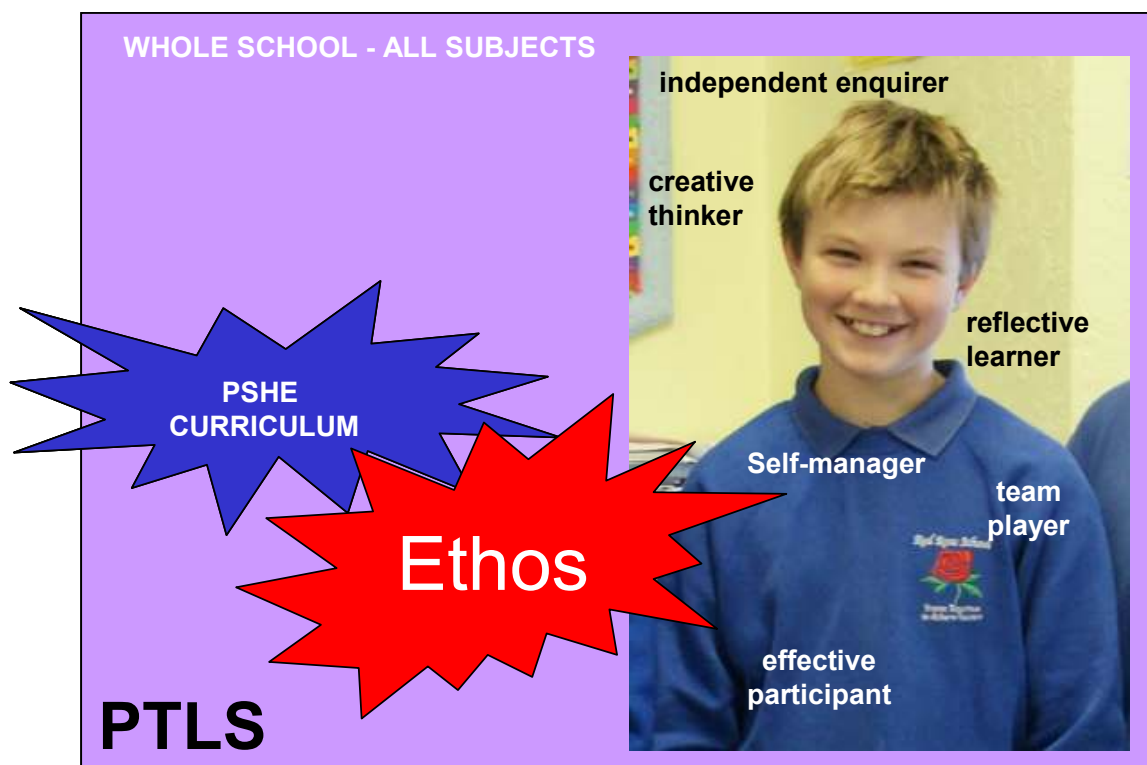
PLTS provides a national framework which schools can build on in order to meet the needs of their young people and broader communities.

A dynamic, forward-looking curriculum creates opportunities for learners to develop as self-managers, creative thinkers, reflective learners, problem-solvers, teamworkers, independent learners, and effective communicators.

Alongside the Functional Skills of English, mathematics and information and communication technology (ICT), PLTS are a fundamental part of learning across the curriculum.

PLTS provide a framework for describing the qualities and skills needed for success in learning and life.

WHAT ARE PLTS?



The framework comprises six groups of skills: independent enquirers; creative

thinkers; reflective learners; team workers; self-managers and effective participants. ***NOTE: Our use of Learning Styles throughout the school fulfills the PTLS framework.***

For each group of skills, a focus statement sums up the range of skills and qualities involved. This is accompanied by a set of outcome statements that describe the relevant skills, behaviours and personal qualities.

Each group of skills is distinctive and coherent. The groups are also interconnected and learners are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer sets goals for their research with clear success criteria (reflective learner) and organises their time and resources effectively to achieve these goals (self-manager). To develop independence, learners need to apply skills from all six groups in a wide range of contexts.

Independent enquirers

Focus

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities

Young people:

- √ identify questions to answer and problems to resolve
- √ plan and carry out research, appreciating the consequences of decisions
- √ explore issues, events or problems from different perspectives
- √ analyse and evaluate information, judging its relevance and value
- √ consider the influence of circumstances, beliefs and feelings on decisions and events
- √ support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Skills, behaviours and personal qualities

Young people:

- √ generate ideas and explore possibilities
- √ ask questions to extend their thinking
- √ connect their own and others' ideas and experiences in inventive ways
- √ question their own and others' assumptions
- √ try out alternatives or new solutions and follow ideas through
- √ adapt ideas as circumstances change.

Reflective learners

Focus

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Skills, behaviours and personal qualities

Young people:

- √ assess themselves and others, identifying opportunities and achievements
- √ set goals with success criteria for their development and work
- √ review progress, acting on the outcomes
- √ invite feedback and deal positively with praise, setbacks and criticism
- √ evaluate experiences and learning to inform future progress
- √ communicate their learning in relevant ways for different audiences.

Team workers

Focus

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Skills, behaviours and personal qualities

Young people:

- √ collaborate with others to work towards common goals
- √ reach agreements, managing discussions to achieve results
- √ adapt behaviour to suit different roles and situations, including leadership roles
- √ show fairness and consideration to others
- √ take responsibility, showing confidence in themselves and their contribution
- √ provide constructive support and feedback to others.

Self-managers

Focus

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Skills, behaviours and personal qualities

Young people:

- √ seek out challenges or new responsibilities and show flexibility when priorities change
- √ work towards goals, showing initiative, commitment and perseverance
- √ organise time and resources, prioritising actions
- √ anticipate, take and manage risks
- √ deal with competing pressures, including personal and work-related demands
- √ respond positively to change, seeking advice and support when

needed

- √ manage their emotions, and build and maintain relationships.

Effective participators

Focus

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Skills, behaviours and personal qualities

Young people:

- √ discuss issues of concern, seeking resolution where needed
- √ present a persuasive case for action
- √ propose practical ways forward, breaking these down into manageable steps
- √ identify improvements that would benefit others as well as themselves
- √ try to influence others, negotiating and balancing diverse views to reach workable solutions
- √ act as an advocate for views and beliefs that may differ from their own.

TEACHING PTLS

We plan for developing young people's PLTS by explicitly mapping PLTS objectives into schemes of work, alongside subject-based objectives.

EMBEDDING PLTS IN THE CURRICULUM

Chapter 6a identifies how to embed PLTS in the curriculum.