

BOURNE COMMUNITY COLLEGE



Aspiration, Innovation, Motivation

PERSONAL DEVELOPMENT POLICY

September 2020
Next Review July 2021



Our Mission:

To ensure every student achieves great outcomes to flourish and be successful

To have high expectations of all staff and students

To respect those in our community locally, nationally and internationally

Our Vision:

To be the school of choice and the Learning Hub for the locality

Our Values:

Our values respect the charter of the UNICEF rights of the Child and our Bourne ID mirrors this.

We gained GOLD status as a rights respecting School and are building on this great achievement.

Our strap line:

Aspiration, Innovation, Motivation

Policy on Personal Development

"Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law"

Article 13 – UNCRC

"Every child has the right to reliable information from the mass media. Television, radio, newspapers and other media should provide information that children can understand. Governments must help protect children from materials that could harm them"

Article 17 – UNCRC

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human right, as well as respect for their parents, their own and other cultures, and the environment" **Article 29 - UNCRC**

Section 1

A – Rationale

Our aims at Bourne Community College are:-

- To provide opportunities for all students to learn and to achieve
- To promote students spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other. The personal development of students, spiritually, morally, socially, emotionally and culturally plays a significant part in their ability to learn and to achieve. Development in both areas is essential to raising standards of attainment for all students.

The College understands the need to develop students' personal qualities and attitudes, knowledge and understanding of themselves, others and their surroundings. We also aim to develop their personal abilities and skills. We understand that one of our primary responsibilities is to "prepare students for the opportunities, responsibilities and experiences of life". (Education Act 1999). We also recognise our role in promoting the spiritual, moral, cultural and personal development of the students.

The philosophy of the College is to support the development of the students, "so that they may mature into responsible, thoughtful and caring adults able to take their place in the community with confidence".

B – Outcomes for Personal Development

Students should:-

- Have sense of purpose
- Value self and others
- Form positive relationships
- Make and act on informed decisions
- Communicate effectively
- Respond to challenge
- Be active and responsible for their own learning
- Be active citizens within the local community
- Explore issues relating to living in a democratic society
- Become healthy and fulfilled individuals
- Gain an insight into the world beyond the classroom and their secondary education

C – Objectives for Personal Development of Students

Objectives

We aim to develop our students personally and socially by:-

- Fostering their self-esteem and self-awareness
- Increasing their knowledge and understanding about self and their role in society
- Increasing their understanding of what is a sense of moral responsibility
- Developing their abilities to be able to interact positively with others
- By allowing the opportunity for them to explore values and attitudes.

D – Roles and Responsibilities in the Personal Development of Students

Leadership Team to receive a development plan each year from the Subject Leader for Personal Development and to ensure that the students' entitlements are being met.

Leaders of Years	-	Personal Development will communicate regularly with the Leaders of Years so that any whole school or whole year issues can be raised and supported in discrete Personal Development lessons.
Subject Teachers and Tutors	-	Staff to identify curriculum and enrichment opportunities for Personal, Social and Emotional Development in SOW.
Support Staff	-	Support staff need to be aware of the Personal Development Policy and scheme of work and the very important role they play in the personal, social and emotional development of students.

E – Relationship of the Personal Development of Students to other Policies

There are other policies that relate to the Personal, Social and Emotional Development of students. These are:-

- Behaviour Policy
- Equal Opportunities Policy
- Teaching and Learning
- Anti Bullying Policy
- Child Protection Policy
- Emotional Wellbeing Policy

Complex issues may be raised through Personal Development so the Personal Development team will be aware of the Child Protection Procedure.

Section 2

A Aim of Personal Development

We believe Personal Development to be a lifelong process of learning, refining and making sense of ourselves as individuals, our relationships with others and the society in which we live.

B Rationale of Personal Development

Personal, Social and Emotional Education has a crucial role in ensuring that students have the opportunity to develop self-confidence, and a sense of responsibility with a view of their role in society, consequently it is a major element of our philosophy. The principals that underpin the philosophy are also reflected through the formal and informal Personal Development. We recognise that personal, social and emotional development will not only take place through a formal curriculum but also within a range of settings inside and outside the College.

C Learning Objectives for Personal Development Education

We aim for the students to develop:-

- Confidence, resilience and responsibility and to make the most of their abilities
- A healthy, safer lifestyle, good relationships and to respect the difference between people
- Knowledge and understanding about becoming an informed citizen
- Skills of enquiry and communication
- Skills of participation and responsible action.

D Content of Personal Development Education

Knowledge and Understanding

At Bourne Community College the main emphasis of knowledge and understanding within Personal Development is taught through the four cornerstones of the Education for Safeguarding Curriculum. These are:-

- Relationships and Sex Education
- Digital and Media Literacy
- Physical Health and Wellbeing
- Emotional Health and Wellbeing

It is also taught through:

- PIXL Character (delivered during Tutor Time)
- PIXL Edge (delivered during Tutor Time)
- Citizenship
- Careers

These themes are a context to enhance the personal, social and emotional development of the young person.

These themes contribute to personal, social and emotional developments by providing contexts in which to:-

- Explore values and beliefs which influence individuals and their relationships with others and the wider world
- Help students to express their feelings about their present lives in order to prepare them for work and adult life
- Develop and use skills in practical situations, learning through real experiences of school and the community
- Provide opportunities to transfer knowledge and understanding from one situation to another
- Support and add personal relevance to and across other subjects

Skills

Within Personal Development there are particular skills that the students should have the opportunity to develop. These are crucial to the students' personal and social development.

Values and Attitudes

An important element of Personal Development is developing an understanding of self and an appreciation of others. It is important that students recognise that on any issue there are a variety of values and attitudes. Part of the Personal Development programme will be ensuring there is the opportunity for students to discuss more complex issues.

E- Organisation of Personal Development Education

The curriculum for Personal Development is spread across three main curriculum contexts designated Personal Development, all other subjects, including form time and enrichment activities.

This combined model of delivery is effective in providing the breadth of opportunities needed to meet students' entitlement to personal and social education. There will also be informal Personal Development that arises from the student's experiences or situations in the media.

F – Teaching Methods within Personal Development Education

The teaching methods employed within personal and social education are as significant as the content of the programme. We have a commitment to active learning methods which involves students' full participation and includes use of single gender groups where appropriate and relevant. The teaching strategies employed will enable the students to develop and practise their skills of negotiation, decision-making, assertion, research, problem solving and collaboration. Students will also be given a range of opportunities to explore and

develop their own attitudes and values, including exploring their own and others' prejudices, engaging in discussion, preparing presentations, challenging stereotypes and considering evidence.

It is important for teachers to create an atmosphere in which students:-

- agree ground rules
- feel supported
- feel comfortable and trusted
- support each other
- feel able to contribute
- express their feelings
- can use languages as a tool of exploration

Students should be encouraged to work in active ways through such methods as:-

debating
playwriting
role play
TV Soaps
discussion

brainstorming
projects
simulation games
TV films and videos
case studies

displays
surveys
visits and visitors
trigger photographs
Theatre in Education

G – Monitoring

In Personal Development – end of unit teacher and student evaluation will inform future planning – methods used include:-

Circle time
Evaluation
Forms
Plenaries
Reflection
Observation

H – Roles and Responsibilities

Personal Development will be taught by the Subject Leader, Personal Development and a small team of staff. Careers is considered an element of the Personal Development programme and is delivered within the subject.

The Personal Development Co-ordinator will:-

- Prepare guidelines;
- Provide guidance and support on implementation;
- Organise, review and order resources;
- Ensure staff are aware of new resource;
- Stay up-to-date on developments in Personal Development;
- Monitor assessment and record keeping; and identify;
- Arrange staff training in consultation with the person in charge of staff development;
- Liaise with colleagues in other secondary schools and outside agencies.

I – Professional Development of Staff involved in Personal Development Education

The Personal Development team will be encouraged to update their skills by attending relevant INSET and county programmes.

J – WORKING WITH OTHERS

a) Senior Leadership Team

The Subject Leader, Personal Development in conjunction with the CPD Co-ordinator will arrange staff and training meetings according to need. Visits and resources will be co-ordinated and planned with Personal Development staff.

b) Leaders of Years

The Subject Leader, Personal Development will communicate regularly with the Leaders of Years to ensure that a relationship between tutor time and Personal Development is maintained.

c) Working with Parents

The College recognises that the Personal, Social and Emotional development of the students is in partnership with parents. They will be sent appropriate information when necessary and kept up-to-date on any issues that arise.

d) Outside Agencies

Representatives of other agencies will deliver elements of the Personal Development programme. They will be made aware of the Personal Development Policy and other policies within it e.g. Relationships and Sex Education, Drug, and Confidentiality policies.

K – POLICIES WITHIN PERSONAL DEVELOPMENT EDUCATION

Some elements of Personal Development will have their own policies eg:-

Relationships and Sex Education
Drug Education
Confidentiality