

PERSONAL DEVELOPMENT 2024-25

'The only person you are destined to be is the person you decide to be.' Ralph Waldo Emerson

"I have come that they may have life, and have it to the full." John 10:10

Intent statement

Our intent is that the students of St Cuthbert's build on and improve their knowledge of the world God created; that they develop their talents and interests, and make the most of their opportunities and experiences to live their lives in the way that Jesus taught us.

We aim for excellence in all areas of personal development and character education so that our students may leave us as confident, resilient citizens who understand life in modern Britain, contribute positively to society and who challenge injustice and prejudice in relation to race, sexual orientation, disability and all other aspects of the Equality Act 2010.

Research the curriculum is based on

The PD curriculum is continually under review, we continue to follow current research and guidance from robust sources. These sources include the DfE, the PSHE Association, the Association for Citizenship, the Education Endowment Foundation and various organisations conducting research around aspects of PD including the Police for risky behaviour, Natwest Bank for Money management, Ten Ten for RSE, The Careers Hub and the Careers and Enterprise Company for CEIAG, UK Parliament for citizenship, amongst others.

Powerful knowledge *(List the powerful knowledge you expect students to know through studying your curriculum)*

Following the PD curriculum, we expect students to have secured the following knowledge:

- An understanding of what the British Values and Protected Characteristics are and what we mean by each.
- A secure knowledge of the citizenship curriculum and how to contribute positively to society.
- The strength of character and knowledge of how to deal with risky situations.
- An understanding of how to manage money.
- An understanding of how to manage physical and mental health.
- Secure knowledge of CEIAG aspects and how to progress post-16.
- Secure knowledge of how to stay safe online.

KS3 Curriculum Rationale and Sequencing

Curriculum:

Cross curricular:

The entire curriculum has been thoroughly audited to ensure all aspects of PD are highlighted in all subjects and any areas which are not covered can be addressed elsewhere. There are so many links between so

many subjects that we feel this is the best way to address them and link each subject into PD wherever possible. This is continually evaluated. There is a member of staff in each department who focuses on PD so that when any curriculum changes occur, they are able to think about these from a PD point of view.

The delivery of lessons in all subjects allows students to develop and stretch their abilities and staff continually use a variety of teaching methods which allow students to grow while they learn. Methods include flip learning, group work, independent work, students leading their own lessons and extra-curricular clubs under supervision, student presentations and projects and many more.

Our knowledge organisers contain a page on PD to ensure students learn the concepts through independent study as well as within lessons and activities.

We have stand-alone PD lessons in years 7, 8, 9 and 10. Here, students follow a carousel and rotate around the sessions. The reason for this is to allow staff to become skilled in certain areas of the PD curriculum. For example, one member of staff would teach 4 sessions of online safety to all classes in that year group. If they then get PD on their timetables in future years, where possible, they will keep the same topic or may share their experience and resources with another member of staff taking over, to give the students the best experience.

External provision:

Any areas not addressed in subjects or PD lessons, those we feel need a little more attention or are more current; we pick up on with one off sessions delivered by staff or outside providers. These days not only address the PD aspects in the curriculum, but are also bespoke to each year group and the challenges they are facing. They can include elements from PSHE, RSE, Health, Citizenship, SMSC, British Values, CEIAG, Growth Mindset, Character Education and more.

Extra-curricular activities:

We provide a wide range of extra-curricular activities for our students so that they are able to develop and celebrate their talents, or try something new and make new friends. Staff keep a register and push these activities with students, particularly those who are disadvantaged.

Assemblies:

Our Collective worship and assemblies are a huge part of our PD at school. Sacred Time has a theme each week and this ties into British Values, SMSC and the assemblies. This will cover a wide range of topics to educate our students about topical issues including culture, racism, equality, prejudice, discrimination and many other themes. Along with this we also celebrate talents, embed growth mindset and resilience, set challenges, expose student to issues which challenge their thinking and promote healthy lifestyles and volunteering. This is a mere snapshot of what is on offer from collective worship. It is an invaluable part of our PD programme.

PD Bitesize:

We have a PD Bitesize programme which runs weekly, in form time to address any additional gaps, consolidates knowledge and highlights any current issues.

Year 7

During PD sessions Year 7 cover the following (rotating programme):

Citizenship and Parliament – students will know why we have rules and laws, have a basic knowledge of the difference between civil and criminal law; have a basic knowledge of what equality and diversity is and what The Equality Act (2010) is and how we can promote this in school; know what the British values are and what SMSC means and how we can apply all these topics to everyday life. Students will learn what Parliament and the Monarchy is, how it is formed, the difference between the House of Commons and the House of Lords, the difference between democracy and dictatorship. They will also gain a knowledge of what political parties are, how voting works and what careers are available in politics.

We deliver these aspects in year 7 as a start to school life and to provide a basis to some of the fundamentals of PD. They are then aware of the terminology we use across lessons and in collective worship and can apply these as they carry out our mission statement.

We teach this at this stage to provide a grounding to how their country works. We feel that promoting voting at a young age and providing opportunities to vote throughout school like in the annual Youth Parliament Make Your Mark Vote, will encourage them to vote when they are of age.

Money Management – Students will gain a basic knowledge of the difference between wants and needs and how to separate these; understand the difference between some bank accounts available; what a pension is and why it is important; the basics of budgeting and how to do it.

We teach these topics in Year 7 due to the vast amount of issues surrounding debt. We also are aware that in Year 7 students may begin to get pocket money and they should begin the process of learning how to manage money and begin to look at why it might be important to work hard to build a successful career from a financial point of view. When looking at the pension we want them to also be aware that if they are self-employed they will need to sort this out for themselves as they will not have an employer to do this for them. This is also a good age to open a bank account and we will look at the possibility of bringing in a bank to do this for the whole of Year 7.

Online safety – Students will gain an understanding of what it means to be online and using social media, how it is different than being face to face are and some of the jobs available in this industry. They will also gain a knowledge on some of the laws and dangers around social media and being online, such as grooming, and why there is an age restriction set. They will be able to apply their knowledge to real life situations and know how to protect themselves and where to find help if they need to.

We teach these topics in Year 7 as this is the time we find they start to get mobile phones and begin to open social media accounts. We feel some of the benefits and dangers of being online need to be highlighted at this stage as students are extremely vulnerable to exploitation and bullying.

RSE 1 – These resources are from Ten Ten and are sequenced according to the recommended programme from the Archdiocese.

Year 8

During PD sessions Year 8 cover the following (rotating programme):

Drugs and alcohol awareness – Students will gain a knowledge of what drugs and alcohol are and why people choose to use them. They will gain a background of what measures are and understand how to keep themselves safe in risky situations. They will apply their knowledge to real life situations and understand how to get themselves out of something they do not feel comfortable with. They will also gain a knowledge of where to find support.

We teach this at this age because students are beginning to have even more freedom and may be exposed to these substances. We feel they need to be aware of the dangers and where to find help for themselves or their friends.

Online Safety 2 – Students will gain further knowledge on the importance of privacy and passwords; online reputation linking to their future; fake websites and how to identify these; sexting; where to find support; how companies use persuasion to keep you online and make money; how companies target young people to provide parent's bank details; how harmful language is used in gaming; why people behave differently online than face to face; what cyber bullying is and the consequences of this and mob mentality; the mental health issues surrounded by spending too much time online. In addition, students gain knowledge on the issues surrounding challenges and hoaxes online.

We teach this at this stage because students are getting more access to being online and again are still vulnerable. They may be getting onto more gaming sites and will need to be aware of the risks here too. We split the online safety curriculum up mainly across Computing lessons and PD lessons as well as addressing it where appropriate across the curriculum. We then ensure all the topics are covered age appropriately. Any additional issues which crop up can be addressed with targeted sessions where necessary.

Mindfulness -

Students will learn about what mindfulness is and how it can help. They will learn about how the body responds to stress and different mindful techniques to make us calm; what emotions are and how to recognise and manage them.

We teach this at this stage to provide tools for students to manage stress and anxiety from a young age. We revisit these techniques at times throughout school life either through PD Bitesize, or on occasions when students may need support, such as leading up to exams.

RSE 2 – These resources are from Ten Ten and are sequenced according to the recommended programme from the Archdiocese.

Year 9

During PD sessions Year 9 cover the following (rotating programme):

Character Education and Growth Mindset – Students will build on knowledge of what these terms mean and how they can apply them in their lives. They will look at role models who have made mistakes and grown as a result of this. They will gain a knowledge of marginal gains and the impact these can have; start to look at goal setting and how this can aid focus and motivation; develop a knowledge of what they can do themselves to improve their mindset, and therefore, their self-belief and aspiration.

We teach this at this stage as students are in their options year and will need to develop their coping skills and start to think a little more about their future and we want this process to be as aspirational as possible. We begin the grounding in Year 7 and 8 and continue to build on this as students progress through their education with us.

Mental Health Awareness – Students build on knowledge of various sessions they may have had on the annual school Health day and the Prevention programme we run at school. They gain a knowledge of what we mean when we talk about mental health and why it is just as important as our physical health; why happiness, positivity and gratitude are important; what suicide is, the warning signs and why people might feel there is no other option; what self-harm is and why people do it.

We deliver this at this stage because students are feeling more pressure with their studies and are old enough to discuss some of the concepts included in the topic with more maturity. They need to be aware of how to look after their own mental health as well as looking out for others and learning how best to support one another. We also link in online activity where appropriate here and discuss some of the impact it can have on some of these issues.

Nutrition and Body Image – Students will gain a knowledge of what we mean by body image and the issues surrounding this. They will cover the part the media plays in how we feel about ourselves; how technology has affected this; what eating disorders are and how they can link into this; the support available; the balance between being happy and healthy and setting realistic challenges to achieve this; how to celebrate your body; things we can do to get these messages out to others.

We deliver this in Year 9 as this tends to be the time where students start to take more pride in their appearance and become more body conscious. We focus on girls and boys separately and the separate issues they may face. This builds upon the mental health elements of the curriculum and also the character and growth mindset concepts.

RSE 2 – These resources are from Ten Ten and are sequenced according to the recommended programme from the Archdiocese.

Key Stage 4 Rationale and Sequencing

Year 10

During PD sessions Year 10 cover the following (rotating programme):

Citizenship – Students will gain further knowledge of Parliament and they will gain an understanding of the EU and the Commonwealth and how each of these works. They will look at human rights and what they are and the issues around these in different circumstances. They also look at far right views and delve into radicalisation and extremism and what we mean by key terms around this topic.

We teach this at this age as students are more mature to handle more adult issues and they need a refresh of parliament and to understand what other leaders there are globally and how the wider world works. They also need to be aware of the impact of far-right views and how human rights can be abused. They should be able to have more informed debates at this age now and learn how to back up their opinions on these matters, as well as considering others' viewpoints.

Money Management – Students will learn about managing a budget, how borrowing money works and what outgoings they may have to consider in the future to run a household. They will learn about different bank accounts and about interest and comparing bank accounts. They will gain knowledge of what a payslip looks like and how wages work; also, where taxes go and what benefits they may get from an employer e.g. pension contributions. Some knowledge of government spending is also included here. They will cover financial risks and how insurance works. They will also cover the difference between digital money and cash and the risk and benefits of technology relating to this.

We choose to revisit, and go into more detail on money management as students at this age will be considering their futures and may have their own accounts and be starting to manage their own money. They are also able to process more complex work which requires them to think hard about their future and what challenges they may face linking LMI and CEIAG aspects about being aspirational regarding their future careers.

CEIAG – This unit aims to equip students with the knowledge of how to navigate the Unifrog careers platform. They will explore their interests and look into the careers library to enable them to discover LMI about various choices. They will look at how to search for work experience and why it is important and how to complete a CV and letter of application.

We deliver this unit in year 10 as students need to be considering their future more seriously and they are coming to the age where they need to make use of the Unifrog platform and they are then able to use their CV to apply for jobs when they are old enough. They will also be applying for college at the start of year 11 and will have considered their skills and qualities to then talk about them in their application and interview.

RSE 4 - These resources are from Ten Ten and are sequenced according to the recommended programme from the Archdiocese.

Year 11

Stand alone PD sessions are not delivered in Year 11, however, they do have their RSE 5 built into RE and Science lessons which is sequenced in accordance to the Ten Ten programme. They will also cover other aspects as separate sessions across the year. These include; Mock interviews, College application support and bespoke sessions arising from current issues arising.

Teaching and Learning

Every teacher needs to improve, not because they are not good enough, but because they can be even better."

(Professor Dylan Wiliam)

A great teacher is one who is willing to do what it takes to be demonstrably more effective next year than this: it is not about how good you are today, but the journey you are on and the commitment to relentless improvement".

(Professor Rob Coe)

All Curriculum Leaders will:

- Oversee and ensure the creation of high quality, well-sequenced, broad and balanced teaching and learning resources that builds knowledge and skills.
- Ensure all curriculum documentation is available to all teachers to plan teaching and learning
- Sequence teaching and learning in a way that allows students to know more and remember more over time
- Use their budget effectively to resource their curriculum area, providing teachers with the necessary resources for teaching and learning
- Drive improvement in teaching and learning, working with teachers to identify any challenges or barriers
- Timetable their subject to allocate time for students to achieve breadth and depth in teaching and learning
- Understand their subject fully and demonstrate excellence in their own teaching and learning
- Monitor progress in teaching and learning across their curriculum area by systematically reviewing a range of evidence, such as curriculum reviews, outcomes/assessment data, lesson observations, work scrutiny and student voice
- Improve on areas for development identified in their monitoring activities
- Create and communicate clear aims and intentions for teaching and learning in their curriculum area
- Create a culture of teacher development and improvement where all teachers are encouraged to share ideas, resources and good practice.

- Ensure all teachers in their curriculum area are engaged in T&L CPL activities such as subject knowledge development, T&L information briefings, instructional coaching programme and Steplab learning resources

All Teachers will:

Understand the content they are teaching

- Have a deep and fluent knowledge and flexible understanding of the curriculum content they are teaching
- Be clear and precise about the knowledge and skills they want students to learn in every lesson. *What will students know, understand or be able to do by the end of the learning sequence?*
- Make Key Learning explicit to students in every lesson
- Be clear and precise about the subject specific vocabulary that students will need to know and understand to access the learning, and plan to pre-teach where necessary
- Ask themselves questions when planning effective implementation of the curriculum content, such as:

1. *Where are the students starting from?*
2. *Where do I want them to get to?*
3. *How will I know when they are all there?*
4. *How can I best help them all to get there?*
5. *What may be the common sticking points in this content?*

Maximise opportunities for all students to learn all of the content

- Know students; their prior attainment, gaps in knowledge and specific needs, and use this as key part of planning.
- Demonstrate quality first teaching as the first wave of intervention for meeting the needs of SEND students
- Consider the different pedagogical approaches used to engage, motivate and challenge all learners in *subject*
- Aim for all students to access learning and succeed with even the most challenging content if scaffolded appropriately

Activate hard thinking for all students through a range of high quality teaching and learning strategies

What a “typical lesson” will look like in *subject* will vary depending on the individual teacher and students. Teachers will utilise a variety of their own teaching and learning strategies based upon their professional judgement and their knowledge of students and classes. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons. “All knowing all” is the explicit goal in all lessons.

Structuring

- Ensure learning activities are appropriately sequenced; signalling Key Learning, Review of Learning, overview and key vocabulary from the outset
- Have high expectations of all students all of the time, regardless of their prior attainment, SEND need, disposition or background.
- Make learning accessible to all by matching tasks to learners needs
- Ensure that learning activities and outcomes focus on what students know and understand rather than what tasks they have completed.
- Aim to remove scaffolds over time and gradually increase independent practice for all students.
- Limit the amount of material students receive at one time, and then check that they have understood it before moving on
- Aim to provide students with time and opportunities to think, respond, make meaning and practice in every lesson.

Explaining

- Plan instruction and exposition with awareness of demands on students' cognitive load, by presenting new material in small step
- Give clear and simple instructions and explanations
- Model steps and procedures during explanations
- Provide many examples (and non examples)
- Use worked examples and part worked examples in explanations
- Connect new ideas to prior learning and knowledge in explanations to help students build schema
- Check for listening and check for understanding during explanations

Modelling

- Teach to the top with expert instruction, explanation, exposition and modelling
- Understand students need to watch and listen to experts guide them through the process, step by step, before they attempt it themselves.
- May demonstrate the worked activity in front of students, eg using a visualiser or live on the board
- Think aloud to narrate their thought process.
- Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
- Integrate quick fire questioning e.g. why am I doing this now?
- Provide a range of models
- Guide practice with scaffolding (we do)
- Use examples and scaffolding to support students to demonstrate their learning. eg. sentence starters, key word definitions, procedural steps visible etc.
- Encourage effective class discussion
- Guide Independent, deliberate practice (you do)
- Provide the time they need to practise new material in a number of ways in order to master it.
- Aim to ensure scaffolding is reduced or removed for majority of students over time

Responsive Teaching

- Ensure that learning has stuck by checking for understanding of all students
- Confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt.

- Ensure that if learning is not yet secure for most students the lesson should be adapted or retaught differently
- Ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons

Accountable Questioning

- Plan and ask a large number of questions to a large number of students skilfully, as the main tool to probe, check and extend all students' understanding
- Ensure that the majority of questions are asked through cold calling, with targeted questioning used to support and challenge students.
- Ensure that whole class responses to questioning can be done effectively with mini whiteboards and other similar strategies.
- Use a wide range and combination of questioning such as cold calling, process questions, probing questions, elaborate interrogation, think pair share, show me, affirmative checking, multiple choice, convergent, divergent, hinge and stretch it questions.
- Focus as much on error as on correctness when asking questions
- Focus on 'who still *doesn't* know' instead of 'who knows..'
- Ensure that all questioning is accountable and encourages all students to think
- Ensure no opt out for students by using 'I'll come back to you'

Retrieval Practice

- Ensure there is a review of learning (ROL) activity at the start of each lesson.
- Use retrieval practice regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory.
- Ensure retrieval practice is low stakes, completed without access to notes and used in a spaced manner

Effective feedback

Feedback exists in many forms (e.g. Key assessed task marking, teacher live marking of exercise books, whole class marking and feedback, verbal feedback, peer and self-assessment), but what matters is what students do with it.

Teachers will ensure that effective feedback in lessons:

- Is frequent and timely
- Informs their future planning and teaching
- Generates action and should be more work for the recipient than the donor.
- Is specific and focused on the most prominent areas to improve.
- Is accompanied by support in how to be successful with the next steps
- Allows appropriate time to make it better (MIB)

Creating a supportive learning environment so that all students can learn

Teachers know that in order for there to be excellent learning behaviours there needs to be the right classroom conditions, where all students feel safe, supported, appropriately challenged and valued. Teachers will ensure all students are confident in knowing what is expected of them in terms of learning and behaviour. Clear rules, routines and expectations are in place in all *subject* lessons.

All teachers are expected to:

- Have high expectations of all students
- Teach to the top, with necessary scaffolds to support those who need it
- Have clear and consistent routines and procedures so there is a safe, orderly environment, transitions are smooth and learning time is maximised
- Promote active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated, use language such as “not there yet”, “Who still doesn’t understand?”
- Aim to build positive interactions and relationships with all students through positive behaviour management, mutual respect and professionalism at all times.
- Model the manners, warmth, kindness and calmness that they expect from students
- Welcome all students into your class by greeting them at the door
Use positive framing to remind students of expectations and learning routines
Use meaningful praise and rewards as much as possible
- Provide students with the opportunity to adapt their behaviour before consequences are implemented
- Demonstrate that consequences are temporary, eg new lesson, fresh start approach
- Ensure that learning begins immediately and is sustained for the absolute maximum time in lessons
- Students sit in a seating plan that has been strategically thought out by teachers to maximise learning and support all students most effectively
- Have consistent classroom rules and expectations which are fair and reasonable, so that all students know exactly what is expected of them.
- Aim to use the least invasive behaviour correction strategies such as: Non Verbal Intervention (**NVI**) Anonymous Individual Correction (**AIC**) Positive Group Correction (**PGC**) Private Individual Correction (**PIC**) Lightning Quick Public Correction (**LQPC**)

Assessment in Personal Development

Assessment Rationale

The impact of Personal Development cannot always be measured at school, however, we make use of whole school practice and use review of learning (ROL) in each lesson and have a mini assessment at the end of each topic. We continually look for different methods to track whether the students have taken on board the knowledge. Using student voice, discussion, scenario-based learning and data surrounding risky behaviour, health and destinations, amongst other relevant aspects.

Assessment Strategies in Personal Development

- Review of Learning
- Questioning

- Whiteboards
- Self and Peer assessment
- Debate
- Live feedback

Cultural Capital

Ofsted describes the term 'cultural capital' as "...the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping them to engender an appreciation of human creativity and achievement."

Each curriculum area plays a part in the development of cultural capital and the PD curriculum builds on this in various aspects. Understanding the British Values and education students around parliament and voting allows them to have an inside into the basics of politics; understanding how to look after their health both physically and mentally allows them to be in a position to be creative and achieve their best. Debate and discussion helps them to formulate their own views and opinions on topics, as well as understanding that they need to consider more than one point of view.

The CEIAG provision strives to prepare students to understand and develop employability skills and resilience in order to understand expectations of the workplace. They also should be aware of labour market information (LMI) to help them to be aware of jobs in the area.

Various trips across the curriculum provide students with experiences which helps them to understand the world around them and be able to contribute to conversations surrounding these experiences.

Catholic Social Teachings

Catholic Social Teaching Principles:

Many of these principles are reflected in the PD curriculum and as part of the wider ethos of the school. Strong links are with British Values and SMSC.

Developing the whole person means that we are linking Catholic Social Teaching throughout many topics and through the wider aspects of PD such as assemblies, outside provider sessions and PD bitesize. Some examples are:

- Dignity - When we deliver lessons on risky behaviours and RSE, we are linking respect for ourselves and each other.
- Solidarity – Lessons linking to citizenship such as SMSC and British Values and any risky behaviours we observe and help others with. Also, first aid and mental health awareness.
- The common good – Aspects relating to bullying and money management links to wants and needs.
- The option for the poor – links with citizenship and human rights and threads through whole curriculum about treating others and you would like to be treated (Matthew 7:12)
- Peace – links within citizenship and the rule of law and human rights and the British Values. Also, through character education, mindfulness and mental health awareness.
- Creation and Environment – links through money management and wants and needs, RSE and family planning. Also, links with risky behaviours and the impact they have on the planet.
- The dignity of work and participation – links through citizenship and government spending and through money management units.