

## **Personal Development Intent, Implementation and Impact**

### **PSHE**

#### **Intent**

PSHE sessions aim to help children make choices that keep them safe, happy and healthy. They equip them with the knowledge and skills needed to be independent, responsible citizens who go on to contribute positively to society. Students learn about moral, social and cultural issues so that they have a well-rounded understanding of the world around them. PSHE sessions promote the British values of tolerance, respect, liberty, democracy and the rule of law. We are aware of the way that PSHE supports many of the principles of safeguarding and links closely to our school's Safeguarding Policy. We are aware of the important role the PSHE curriculum has in supporting school to implement the protected characteristics of The Equality Act 2010. Our PSHE (& RSE) curriculum runs in accordance with the DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.

#### **Implementation**

Our PSHE programme of study is split into three core themes.

- **Core theme 1:** Relationships and Sex Education
- **Core theme 2:** Living in the wider world and Careers
- **Core theme 3:** Health and Wellbeing

PSHE is taught every week during form time by form tutors who know their students well and can tailor lessons to meet specific student needs. This is 40 minutes per week and sessions are mainly discussion-based, where students are encouraged to express their opinions and ask questions. Term planning has been developed by the PSHE lead in guidance with The PSHE Association to meet the needs of our pupils. Staff have had CPD training on PSHE on inset days and through directed time; using Brook, Loudmouth, specialist speakers and the National College.

PSHE objectives are also taught throughout the whole school curriculum in various subjects such as L4L and P.E (see the PSHE Map which includes an audit across subjects). Specialist speakers in Relationships and Sex Education have delivered topics to all Year groups on topics such as Consent, Contraception, Pornography, Sexting and Sexual Harassment throughout the year. Loudmouth and The Banter Game Workshop are examples of external speakers/agencies that have been used. Assemblies also cover some PSHE objectives and have been delivered by the safeguarding Team (see the PSHE Map which includes an audit of assemblies).

#### **Impact**

##### **Core Theme: Living in the Wider World and Careers**

Pupils will develop knowledge, acceptance, and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This builds pupils ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. It builds their knowledge of, and respect for, different people's faiths, feelings and values. Students will explore what it means to have a mortgage and how to budget. This will enable students to assess and manage risk in relation to financial decisions that

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young people might make and make them aware of responsibilities they will have when they are older. Students will explore the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues. This will allow students to utilise social media responsibly and positively. Students will also recognise and challenge stereotypes and family or cultural expectations that may limit aspirations which will allow students of all backgrounds to push themselves and be ambitious. Additionally, students will recognise the potential influence of extreme views on people's attitudes and behaviours and explore a range of viewpoints to broaden their own opinions about different perspectives and to be tolerant of others.

Pupils will develop and demonstrate skills and attributes that will allow them to participate fully in and contribute positively to life in modern Britain. Students will explore different career aspirations and what they might like to do in the future and they will start to think what they might need to do to get there, planning for the future. Students will explore times of change in their lives and how this links to qualifications and careers and will also reflect on creative and long life skills, and the importance of these within careers. Students will plan for future financial needs which will equip them to become responsible members of society. Students will reflect on further skills such as teamworking, interpersonal and communication skills, and the importance of these within careers. Students will explore STEM Careers and will learn about different roles and misconceptions. Pupils will be able to recognise legal boundaries and, in so doing, respect the civil and criminal law of England. Students will explore what work skills are and break these down into usefulness per type of job. Students will begin to have an understanding of what Labour Market Information is and why it's important to have an understanding. Students will gain information on choosing their options and how to correctly create a CV and Cover Letter. Students will also understand the importance of helping other people in particular third world countries which allow students to develop into positive, good citizens in the community.

### **Core Theme: Relationships and Sex Education**

Relationships and Sex Education topics are important to cover with students as it will equip our young people with knowledge, skills, attitudes and values that will empower them to realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and understand and ensure the protection of their rights throughout their lives. Sometimes young people can receive confusing and conflicting information about relationships and sex, as they make the transition from childhood to adulthood. This has led to an increasing demand from young people for reliable information, which prepares them for a safe, productive and fulfilling life. Relationships and Sex Education empowers young people to make informed decisions about relationships and sexuality and navigate a world where gender-based violence, gender inequality, early and unintended pregnancies and STIs that still pose serious risks to their health and well-being. To not receive RSE education risks students getting a warped view of relationships from the internet and social media and risks them coming to harm through lack of knowledge and understanding.

Students will look at E-safety and will identify and look at ways to risk from people online that they do not already know; they will explore when and how to access help. Students will explore the dangers of peer pressure by focussing on the role peers can play in supporting one another to resist pressure and influence, challenging harmful social norms and how to access appropriate support. Pupils will understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

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Students will gain knowledge on domestic conflict which will help students understand places they can get support if they are or someone they know are affected by this. Students will reflect on body image and learn techniques to think positively about body image which will ease students going through puberty and experiencing changes in their body. Additionally, students will explore stereotypes regarding disability and challenge misconceptions and will explore homophobia; promoting inclusivity and tolerance within students. Students will gain knowledge on Child Sexual Exploitation which will help students understand warning signs to look out for, techniques to put in place and places they can get support if they are or someone they know are affected by this.

### **Core Theme: Health and Wellbeing**

It will give students the information that they need to make good decisions about their own health and wellbeing. It will enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Students can create dialogue and discuss health as well as learning about looking after themselves and others around them. Students will build on their knowledge from Science, focusing on puberty, periods and will also look at criminal offences such as FGM to gain an understanding of what is and isn't okay. Students will look at healthy eating and how this impacts their life. Students will evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use and explore the negative consequences and risks of drug use. This will reduce the chance of risk taking from students in the future. Students will learn about looking after themselves and others around them. Students will learn about taking more responsibility for their own health with a focus on cancer awareness which will allow students to manage their own health in the future through self-examination for example. Students will explore unhealthy coping strategies, focusing on self-harm and eating disorders. This will equip students with how they can seek help and look out for warning signs in other young people. Additionally, students will learn effective strategies to deal with emotions and stress which will be useful throughout school life, particularly as they start to approach GCSE's.

Students will recap the importance of maintaining personal hygiene with a focus on the spread of disease and the prevention of infection. This allows students to be responsible for their own hygiene, reduces the risk of some medical conditions and also increases self-confidence and positively impacts personal relationships. Students will evaluate the link between language and mental health stigma. This will allow students to develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns. It will also help students to recognise when they or others need help with their mental health and wellbeing.

Students will focus on addiction for the first time, assessing risks which will equip students with the knowledge of the consequences of addiction and will reduce the risk of students going onto having an addiction later in life. Additionally, students will learn about Endometriosis, which will allow students to be aware of the condition and the struggles people face, particularly as students will be going through puberty and may experience this themselves. It will allow students to know where to access help. Students will also look at STI's which will give them an understanding of why safe sex is so important and will encourage them to make safe decisions in the future.

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### **Careers Guidance at West Bromwich Collegiate Academy**

Incorporated into our delivery of Personal Development is CEIAG (Careers Education Information Advice and Guidance), which is statutory from Year 8 but we begin from Year 7 in order to raise aspirations, challenge stereotypes and encourage all learners to consider a wide range of careers. This follows the statutory guidance: 'Careers Guidance and access for education and training providers' (October 2018) and the 'Education Act 2011'.

#### **Intent**

Careers should be transformational to the lives of young people. At West Bromwich Collegiate Academy careers will provide a platform for motivation, for students to aim higher, achieve more and reach their aspirations. The careers provision at West Bromwich Collegiate Academy is designed to meet the needs of all learners in the school. The curriculum has been designed to enable all students to progress through a competency-based model, developing skills and knowledge.

- To provide all students with access to an outstanding careers curriculum which prepares them for the future.
- To enable all students to have access to excellent careers advice.
- To enable all students to experience a variety of career roles annually.
- to ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- To equip students with the necessary decision-making skills to manage these transitions
- To promote equality of opportunity, celebrate diversity, challenge stereotypes
- To ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 7 to Year 11 for the purpose of informing them about technical education qualifications or apprenticeships.
- To understand what it means by Enterprise and Higher Education

We follow the Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

#### **Implementation**

The Careers Programme at West Bromwich Collegiate Academy is delivered to Years 7 through to Year 11 via:

- Careers Focus Days
- Careers Workshops

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- Guest Speaker Sessions
- Tutorial Programme Sessions
- Subject specific Careers Trips
- One on one careers interviews with our Careers Adviser
- Work Experience at Key Stage 5
- PSHE Sessions
- Group Talks by Employers, Universities and Training Providers
- Skills Development Activities
- Engagement in competitions and workshops
- Visits to Universities and Careers Events

### **Impact**

It encourages students to begin to think about their future and careers, this also increases an awareness of career priorities to staff and students. Celebrates the opportunities for young people aspiring to different careers. It provides an opportunity for external partners to engage with school. Have the opportunity to work closely with business, partners, and external agencies to develop skills and learn about the wider aspect of careers. Students are provided access to careers guidance and information, access CV templates and application letters. Students can apply for opportunities advertised by partners outside of the school usual provision.

### **Religious Studies**

#### **Intent**

The principle aim of Religious Studies is to explore what people believe and what difference this makes to how they live, so that students can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Religious Studies is an essential component of a broad and balanced education and is a focal point in the curriculum for work on SMSCD and British Values. It enables the growth of religious literacy, essential for life in modern Britain and the wider world.

The above aims are fulfilled through:

- provoking challenging questions
- learning about religions and beliefs in local, national and global contexts
- learn to weigh up the value of wisdom from different sources
- equip students with systematic knowledge and understanding of a range of religions and beliefs
- develop an aptitude for dialogue
- articulate their personal beliefs, ideas, values and experiences while respecting the right of others to differ

#### **Implementation**

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Religious Studies is compulsory through KS3 and KS4 and so students who don't choose Religious Studies as an option at GCSE will receive statutory Religious Studies sessions via the form time programme.

### **Impact**

Religious Studies is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences.

It provides young people with an understanding of different religious beliefs, practices, and customs. This can help young people to develop tolerance and respect for the beliefs and practices of others, and to foster intercultural understanding and harmony. It encourages young people to think critically about religion and to form their own opinions about spiritual and moral issues. This can help young people to develop their own personal values and beliefs, and to become more confident and self-assured.

Helping young people to understand the role that religion has played and continues to play in shaping society and culture can give young people a greater appreciation of the diversity of human experience and the ways in which people have tried to make sense of the world around them. Providing young people with an opportunity to learn about the ethical and moral issues that are central to many religions can help young people to develop a sense of right and wrong, and to think more deeply about their own values and beliefs.

### **Cultural Capital**

#### **Intent**

Cultural Capital within PSHE aims to promote character-building qualities that lead to creating well-rounded, trustworthy, and resilient global citizens. Our aim is to provide pupils with the essential knowledge that they need to be educated citizens. Cultural capital refers to the knowledge, skills, education, and experiences that individuals acquire and that can be used to gain social and economic advantage.

#### **Implementation**

The Academy ensures that the Personal Development curriculum reflects the diversity of our student body and includes a range of cultural perspectives and experiences. This can involve incorporating materials and resources from different cultures and incorporating discussions about diversity into the classroom. WBCA encourages a culture of cultural awareness and understanding by promoting respectful and inclusive interactions among students and by providing resources and support for students to learn about and appreciate different cultures. Careers lessons give students the desire to aspire and achieve and will allow them to look at different career opportunities available to them, colleges, and university. It will be emphasised that these need not be limited by their starting points. Lessons will look at employability skills and how to develop these.

The Academy ensured that students have access to a range of resources, including books, films, music, and other materials that reflect diverse cultural experiences.

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Additionally, outside of the form time programme, the Academy provides opportunities for students to engage in extracurricular activities that expose them to new cultures and experiences. This can include cultural clubs, field trips to cultural institutions, and participation in community events and service projects.

### **Impact**

Students with high levels of cultural capital may be more likely to perform well academically, as they may have access to a range of educational resources and experiences that can support their learning. Cultural capital can also help students to access higher education and other opportunities that can facilitate social mobility. Cultural capital can influence the type of education that students receive, as well as the types of educational opportunities that are available to them. For example, students with high levels of cultural capital may be more likely to attend prestigious schools or to participate in extracurricular activities that can enhance their educational experiences.

By exposing students to different cultures and ways of life, it can help students to develop an understanding and appreciation of diversity. This can involve learning about different languages, customs, and traditions, as well as developing an understanding of how cultural differences can shape perspectives and behaviours.

By providing students with opportunities to work with and learn from others who come from different cultural backgrounds, it can help students to develop the communication and collaboration skills needed to work effectively in diverse environments.

By exposing students to a range of cultural perspectives and experiences, it can help students to develop the problem-solving and critical thinking skills needed to navigate complex and unfamiliar situations. Additionally, by exposing students to different cultures and ways of life, it allows students to develop the adaptability and flexibility needed to thrive in an increasingly globalized world. This can involve learning how to navigate unfamiliar environments, communicate with people from different cultural backgrounds, and adjust to new situations and challenges.