



# **Personal Development Curriculum**

## **2023/24**

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## Intent

We are aspirational in engaging students in our Personal Development programme. Following the pandemic, where many additional experiences and opportunities were unable to take place, we are now focusing on returning to an offer equivalent to and beyond that we had in place pre-Covid.

The aim of our Personal Development curriculum is to have high aspirations for all students, particularly those from disadvantaged backgrounds, in order to enhance and develop their skills and experiences, allowing students to make successful and positive contributions to society. We want our students to have the opportunity to be exposed to a variety of activities, both within and beyond the curriculum, which help them have a broader appreciation and understanding of multicultural Britain; this includes awareness of race, ethnicity, and a deep-rooted respect for the diverse communities we live in.

We believe the opportunities we create for our students ensure they have the skills and abilities to lead happy, safe, and successful futures, with beliefs, attitudes and behaviours closely aligned with British Values.

We pay particular attention to our SEND (Special Educational Needs and Disabilities) and disadvantaged students, ensuring that the barriers they face are overcome, promoting their engagement in activities they may not encounter otherwise.

## British Values

British Values are embedded in the culture of the school. During lessons, around school and beyond the school gate, students are encouraged to understand the importance of British Values and how they play a key role in their future success.

Our own school beliefs are rooted in ‘Valuing People, Supporting Personal Best’ and expectations of ‘100% Effort, 100% Respect’. We feel strongly that these two sets of core values encapsulate the British Values and bring them to life for our students

Within the taught curriculum, we signpost students to links to British Values. Examples include understanding the Rule of Law within PE, where students learn the importance of playing fairly and within the laws of games, and in English, where leadership and democracy is covered in Macbeth. Outside the taught curriculum, we regularly promote with our students the importance of respect and tolerance, particularly focussing on healthy relationships and engagement with peers from diverse

groups in a positive way; our student voice highlights this is seen as important to our school and is something we get excellent feedback on.

Understanding of British Values is monitored through Ipsative assessment within our Cornerstones programme of study, and through regular student voice activity.

We believe British Values are central to our Personal Development Curriculum, with all sessions having strong links to one or more of these values.

## Cornerstones/Momentum Curriculum

Our Cornerstones Curriculum is written and overseen by our Personal Development Coordinator. The programme of study seeks to ensure students have the understanding, awareness, and skill to lead happy, safe, and successful lives. The curriculum covers key safeguarding content, Spiritual, Moral, Social and Cultural topics and more.

The programme is tailored to our students and the context of the school and wider community. This ensures that students have the awareness of what modern Britain looks like and how they can make positive contributions to society. We glean information from our students about their contextual challenges and risks and ensure that they receive appropriate and useful information to help them to manage these risks and challenges effectively.

Each academic year we run three drop-down mornings, where we engage with external agencies, guest speakers and more to broaden our students' minds and allow them to think more deeply about important topics. Examples of such activities include opportunities to discuss and debate contextual topics, encounters with employers, training around mental, physical, and sexual health, and age-appropriate relationship education, to name a few.

## RS/Citizenship Curriculum

Our RS and Citizenship programme is planned and developed in line with the SACRE guidance. Our Curriculum Lead for RS ensures the curriculum is planned and sequenced to best meet the needs and context of our school community, focusing on broadening student awareness of world views and diversity. Our students are encouraged to understand multicultural Britain and be respectful of those of different world views and belief systems, encouraging them to broaden their knowledge beyond their own community context and explore ethical and philosophical issues in doing so.

In Year 9, 10 and 11, Religious Studies is delivered through our Cornerstones lessons by Form Tutors, who receive support, guidance, and training to become knowledgeable and confident in delivering the curriculum. Dedicated assemblies are delivered at identified calendar dates to celebrate and raise awareness of religious celebrations and occasions. In addition to this, students can select Religious Studies as a full course GCSE option in Key Stage 4. The programme of study for the course can be found on our school website, via the following link - [Shelley College, A SHARE Academy - Religious Studies](#).

As a school in a less diverse area of the country, and our local authority, we feel it is of utmost importance to ensure our students understand a broad range of world views, values, and ways of living to enable them to be respectful citizens, as well as being successful in their chosen future pathways.

## Careers

Careers at Shelley College is led by our in-house careers advisor. Having a full-time staff member overseeing careers in our staff body enables students to receive ongoing, impartial careers advice and guidance from the time they join us in Year 9, right through to the end of their studies, which for many we hope to be completion of post-16 studies.

We work hard to ensure that our provision meets the expectations set out in the Gatsby benchmarks, and constantly monitor and review our careers offer to ensure it not only meets these benchmarks, but more importantly meets the needs of giving our students all the information they need to make appropriate choices for their future, with the highest possible aspirations.

Students from disadvantaged backgrounds and those with Special Educational Needs are given additional one to one support and guidance from enrolment onwards, to ensure that they pick the most appropriate courses at KS4 and beyond. We strongly believe this helps our students achieve well, and work towards our school closing the attainment and progress gap that widens nationally between KS2 and KS4.

We are ever developing our links with external organisations, employers, and the community to ensure students have access to a broad range of speakers and employers. We believe this improves aspirations, gives students the understanding that no matter what their background, they can achieve well, and offers opportunities for meaningful interactions that could lead to better life choices beyond GCSE and A Level study.

## Tutor time plan

We are extremely fortunate at Shelley College to have a staff body that sees the value and importance of the role of the form tutor. The vast majority of staff take on form tutor roles and are supported by the relevant Student Manager for the year group in which they lead a form.

The role of the tutor at Shelley College is broad and detailed, but is underpinned by four key criteria:

- Being the first port of call for pastoral, wellbeing and academic concerns and needs;
- Being the link between home and school to ensure students are prepared and supported to make progress across their curriculum (both academic and extra-curricular);
- Delivering high quality resources through the Cornerstones curriculum to broaden the awareness of key contextual information that meets their needs both now and in the future;
- To recognise, reward and celebrate success, understanding that this will look quite different for everyone in their tutor group.

Tutors support the Pastoral Team in ensuring their groups access and engage in a detailed assembly curriculum, which covers a range of topics including:

- Coverage of more detail to enhance the Cornerstones curriculum;
- Cultural, religious, and contextual points in the year, such as Black History Month, Pride, Mental Health Awareness week and more;
- Key safeguarding context to help students remain safe both now and in the future.

Our disadvantaged and SEND students gain additional support, advice, and guidance from their form tutors to ensure that they understand the content being delivered to them and have enhanced guidance around their personal wellbeing. Form tutors pay particular attention to potential signs of safeguarding concern for our SEND students because of them potentially being less able to report concerns to an adult; this sits as part of our safeguarding ethos of 'Report Everything, Ignore Nothing.'

We believe our tutor time plan and assemblies support personal development of our students by teaching beyond the curriculum and providing opportunities and experiences they may not otherwise get outside school.

## Extra-curricular Opportunities & Student Leadership

The aim of our extra-curricular programme is to offer opportunities that enable students to access experiences and develop skills that they may otherwise be unable to. This covers a broad range of activities, including: sports clubs and teams; artistic groups such as Dance, Drama and Music; educational and non-educational trips and visits and more.

Our SHC Scholars handbook (available on request) covers all the opportunities available to our students.

In addition to trips, visits, sporting groups etc, we also offer clubs that encourage students from marginalised cohorts of society to share their views and feelings. One group is our LGBTQ+ group, led by the Personal Development coordinator. This offers students from the LGBTQ+ community, those who are supporters/allies of those young people, or students who want to know more, the opportunity to meet and discuss their thoughts and feelings, which are then fed back into the wider school to enhance respectful interactions.

Wherever possible we try to provide a timetable of activities which offers all students the opportunity to access multiple sessions, broadening their experience as far as is possible. Students from disadvantaged and SEND cohorts are prompted to attend such activities, and are encouraged to go to specific sessions that we feel will bridge gaps in their interpersonal skills, including resilience, confidence, and awareness of the world.

Student Leadership is something we are proud to offer; as an experience it offers vital links between British Values, particularly Democracy and Tolerance & Respect, so students can understand their importance in multicultural Britain. Students develop skills to be future leaders, and have opportunities to share their views, and the views of the student body they represent, with the senior leadership team to constantly improve the school experience.

Although a snapshot of the offer we have in place, we strongly believe that these opportunities give our students the experiences they may not otherwise have access to, enabling them to develop key skills and abilities for successful, safe, and happy futures.

## The SHC Scholars Club

The SHC Scholars Club seeks to recognise and reward students for their widening participation in a range of activities beyond the classroom. Students access various levels of SHC Scholar Club accreditation based on the number of activities they have engaged with.

At Shelley College, we provide a wealth of experiences for all students outside the classroom and beyond the curriculum. Our ambitious curriculum extends beyond the academic by providing students

opportunities to develop and discover their interests and talents. Our wider work with students develops their character including their resilience, confidence and independence helping them to know how to keep physically and mentally healthy. We also aim to encourage further education through programmes such as the 'Brilliant Club' and subject specific university visits to prepare students for future success in their next steps.

We recognise all staff are crucial in preparing students for adult lives, teaching them to understand how to engage with society, providing them with plentiful opportunities to do so. For example, we promote the Duke of Edinburgh's Award scheme from Year 9 and offer an array of trips and visits to places in the UK and abroad. In line with our school motto 'Valuing People and Supporting Personal Best,' we go beyond the expected, so that students have access to a wide, rich set of experiences. Opportunities for students to develop their talents and interests are of exceptional quality, not to mention, vast. We have a considerable proportion of students involved with these extracurricular opportunities.

## Linked documents

Cornerstones and Momentum (PSHE) Programmes of Study - [Shelley College, A SHARE Academy - Cornerstone & Momentum \(PSHCE\)](#)

Religious Studies Programmes of Study - [Shelley College, A SHARE Academy - Religious Studies](#)

Careers information - [Shelley College, A SHARE Academy - Careers Education, Information & Guidance](#)

SHC Scholars handbook - available in main reception in school