Buckler's Mead Academy

Personal Development Intent

Personal Development

Intent

- Develop students' understanding of PSHE topics, these include, but not be limited to health, British Values, Relationships and Sex Education and e-safety.

- Develop the character of our students to have a holistic set of values that prepare them for life in the modern world in a diverse and ever changing community and workplace. Raising awareness of community and environmental issues as well as providing opportunities to enhance skills such as leadership and resilience.

- Develop behaviours, character traits and habits that enable students to become successful learners. These are aligned with our whole school vision and values.

- Develop the moral compass, social skills and an understanding society. Build a firm set of personal beliefs and to engage in the community they live alongside understanding the communities of others

- To promote fundamental British values: respect, tolerance, the rule of law and liberty

We go far beyond the National Curriculum and use the curriculum time to shape kindness, compassion and empathy, celebrate equality and diversity, delivering rich and broad experiences, securing belonging and participation, in order for students to achieve in the broadest sense.

Students leave Buckler's Mead having the strongest sense of right and wrong, ambitious for themselves and with the knowledge of how to navigate the world and their responsibilities within it. Personal development is not a bolt on to a rigorous academic curriculum – it is integral to everything we do!

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Implementation

All students receive a timetabled Personal Development lesson within the fortnightly cycle. This is supplemented by our Beliefs & Values (R.S) curriculum alongside tutor time, assemblies and drop down days.

Our Personal Development curriculum map is refined in line with national and local priorities, and statutory requirements.

Tutor time and the Personal Development programme thoughtfully matches knowledge sequenced in assemblies and whole school messages.

Our Read to Succeed tutor time programme ensures equity of exposure to challenging literature, insisting on all students reading aloud and sharing experience.

The Personal Development curriculum is also supplemented by our pastoral provision, enrichment opportunities and the wider curriculum.
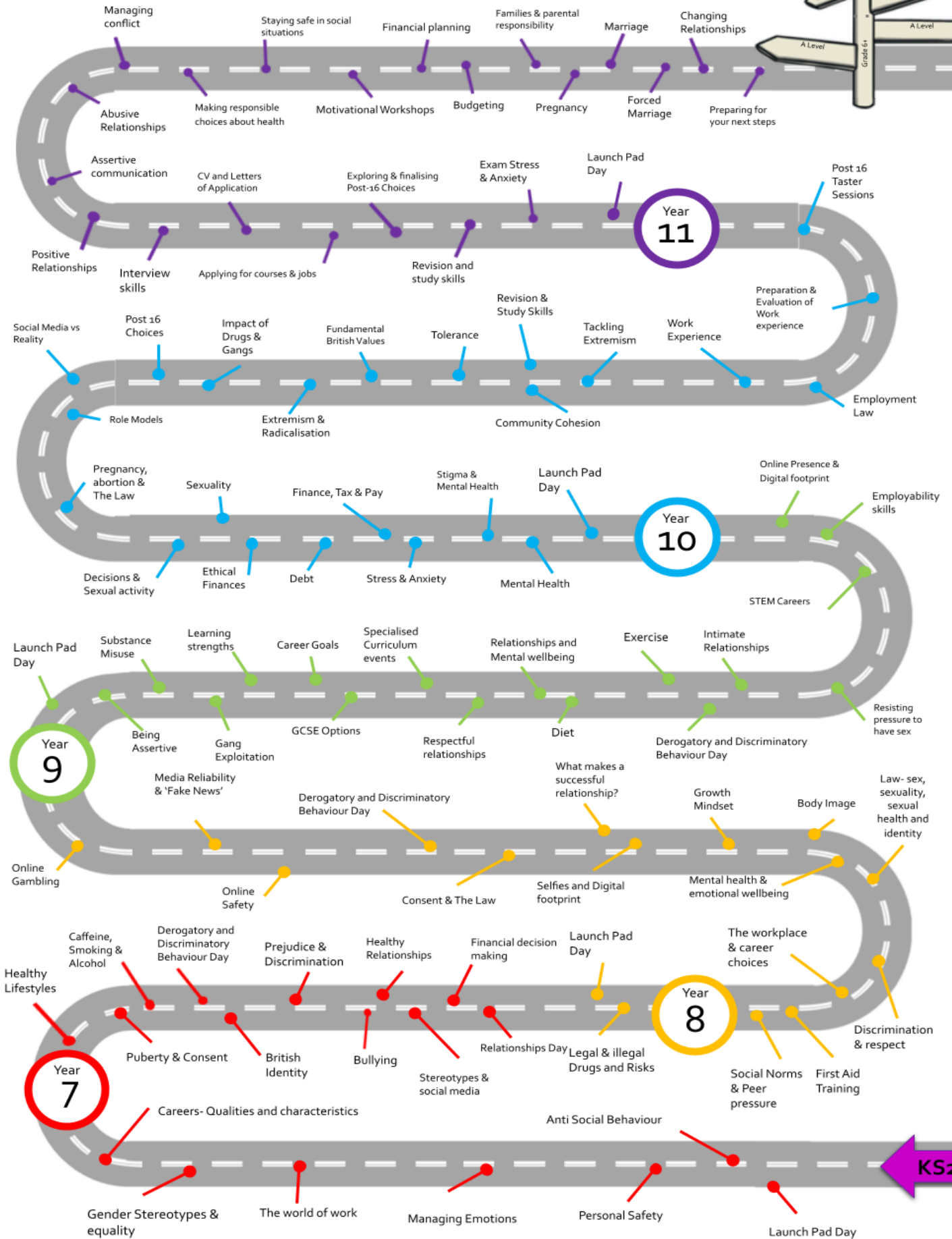
Students are taught in mixed ability groups at both KS3 and KS4, so our planning has an emphasis on providing support and challenge for all students. All lessons follow the school's Learning Cycle (Connect, Describe, Challenge and Demonstrate). A range of differentiated activities are provided to students, including challenge tasks for students who require stretching and support and scaffolding of tasks for those who require more support.

A comprehensive collection of workbooks and powerpoint presentations have been created to facilitate learning

Assessment in Personal Development is focused on "assessment and not evaluation". The focus will be to gauge what has been learned, and what still needs to be learned. Much of the personal attributes that are central to the Personal Development curriculum are difficult for staff to assess. Consequently Personal Development will focus on ipsative assessment ("of the self") where students make comparison of their learning against themselves, and thus measure individual progress. This is not comparative or levelled against external benchmarks.

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Buckler's Mead Academy's
Personal Development Learning Journey

Vocational Qualifications — College — Sixth Form — Apprenticeship — A Level — Grade 4+ — Grade 6+ — A Level

Year 11

Managing conflict — Staying safe in social situations — Financial planning — Families & parental responsibility — Marriage — Changing Relationships

Abusive Relationships — Making responsible choices about health — Motivational Workshops — Budgeting — Pregnancy — Forced Marriage — Preparing for your next steps

Assertive communication — CV and Letters of Application — Exploring & finalising Post-16 Choices — Exam Stress & Anxiety — Launch Pad Day — Post 16 Taster Sessions

Positive Relationships — Interview skills — Applying for courses & jobs — Revision and study skills

Year 10

Social Media vs Reality — Post 16 Choices — Impact of Drugs & Gangs — Fundamental British Values — Tolerance — Revision & Study Skills — Tackling Extremism — Work Experience — Preparation & Evaluation of Work experience

Role Models — Extremism & Radicalisation — Community Cohesion — Employment Law

Pregnancy, abortion & The Law — Sexuality — Finance, Tax & Pay — Stigma & Mental Health — Launch Pad Day — Online Presence & Digital footprint — Employability skills

Decisions & Sexual activity — Ethical Finances — Debt — Stress & Anxiety — Mental Health — STEM Careers

Year 9

Launch Pad Day — Substance Misuse — Learning strengths — Career Goals — Specialised Curriculum events — Relationships and Mental wellbeing — Exercise — Intimate Relationships

Being Assertive — Gang Exploitation — GCSE Options — Respectful relationships — Diet — Derogatory and Discriminatory Behaviour Day — Resisting pressure to have sex

Online Gambling — Media Reliability & 'Fake News' — Derogatory and Discriminatory Behaviour Day — What makes a successful relationship? — Growth Mindset — Body Image — Law- sex, sexuality, sexual health and identity

Online Safety — Consent & The Law — Selfies and Digital footprint — Mental health & emotional wellbeing

Year 8

Caffeine, Smoking & Alcohol — Derogatory and Discriminatory Behaviour Day — Prejudice & Discrimination — Healthy Relationships — Financial decision making — Launch Pad Day — The workplace & career choices

Healthy Lifestyles — Puberty & Consent — British Identity — Bullying — Stereotypes & social media — Relationships Day — Legal & illegal Drugs and Risks — Social Norms & Peer pressure — First Aid Training — Discrimination & respect

Year 7

Careers- Qualities and characteristics — Anti Social Behaviour

Gender Stereotypes & equality — The world of work — Managing Emotions — Personal Safety — Launch Pad Day

KS2

Personal Development Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Theme	**Health and Wellbeing**	**Living in the Wider World**	**Relationships**	**Health and Wellbeing**	**Relationships**	**Living in the Wider World**
Year 7	**Transition and safety** 1. Anti social behaviour 2. Personal safety 3. Managing emotions	**Developing skills and aspirations** 1. The world of work and what is a career 2. Gender stereotypes and equality of opportunity 3. Qualities and characteristics for careers	**Health and puberty** 1. Healthy lifestyle choices 2. Caffeine, smoking and alcohol 3. Puberty and consent	**Diversity** 1. British Identity 2. Prejudice, discrimination and stereotypes 3. Bullying or Bullying?	**Building relationships** 1. Healthy relationships 2. Media stereotypes and social media 3. Friendship	**Financial decision making** 1. Banks accounts, savings and loans 2. Different types of loans and mortgages 3. Tax, pensions and contributions
Year 8	**Drugs and alcohol** 1. Legal and illegal drugs including energy drinks 2. Risks of legal drugs 3. Social norms and attitudes/ peer pressure/ consequences	**Community and careers** 1. What makes a good colleague 2. Career and life choices 3. Investigating career choices	**Discrimination** 1. Respect for themselves and others 2. Law about sex, sexuality, sexual health and gender identity (human sexuality) 3. Discrimination in all its forms	**Emotional wellbeing** 1. Mental health and emotional wellbeing 2. Body image 3. Growth mindset and positive affirmations	**Identity and relationships** 1. Selfies 2. What makes a successful marriage/committed relationship 3. 3. Age of consent and what consent is, delaying sexual activity	**Digital literacy** 1. Online safety 2. Media reliability 3. Online gambling
Year 9	**Peer influence, substance use and gangs** 1. Being assertive	**Setting goals** 1. Learning strengths and interests (target setting) 2. Career goals	**Respectful relationships** 1. Acceptable and unacceptable behaviour in relationships	**Healthy lifestyle** 1. Diet 2. Exercise 3. First aid	**Intimate relationships** 1. Developing intimate relationships	**Employability skills** 1. STEM careers 2. Employability skills

	2. Substance misuse 3. Gang exploitation	3. GCSE Options	2. When relationships are not right – how situations can be managed 3. Positive effects of relationships on mental wellbeing		2. Resisting pressure to have sex (and not applying pressure) 3. Delaying sexual activity and Contraception	3. Online presence and interview skills
Year 10	**Mental health** 1. Mental health and ill health and removing stigma 2. Growth mindset and positivity 3. Dealing with stress and anxiety	**Financial decision making** 1. Finance tax and payslips * 2. Debt * 3. Ethical decisions	**Healthy relationships** 1. Human sexuality 2. Reasons for delaying sexual activity 3. Choices permitted by law around pregnancy	**Exploring influence** 1. What makes a good role model 2. Social media reality 3. Influence and impact of drugs and gangs	**Addressing extremism and radicalisation** 1. FBV – what makes us British? 2. Tolerance and community cohesion* 3. Extremism	**Work experience** 1. Employment Law * 2. Preparation for work experience 3. Evaluation of work experience
Year 11	**Building for the future** 1. Stress and exam anxiety 2. Revision techniques (2)	**Next steps** 1. Different high education courses and establishments 2. Application processes – CV and letters of applications 3. Interview skills	**Communication in relationships** 1. Assertive communication 2. Abusive relationships 3. Managing conflict and disagreements	**Independence** 1. Making responsible health choices (drugs, alcohol) 2. Safety in social situations 3. Financial planning and budgeting	**Families** 1. Different families and parental responsibilities 2. Pregnancy 3. Marriage, forced marriage and changing relationships	
Curriculum Enrichment Events	Year 7 and 10 "Launch Pad" Events Year 10 Mental Health	Year 11 Post 16 Options Event Year 8 First Aid Sessions	Year 9-11 Revision Skills	Whole School – Wellbeing Week Year 9 Specialised Curriculum Events	KS3 Relationships Day KS3 Derogatory and Discriminatory Behaviour Day	Year 10 Work experience Year 9 Jobs Race

Assembly Programme

Assemblies enrich our curriculum provision with a comprehensive and inspirational assembly programme to support our students' personal development and raise their awareness and appreciation of key issues, faiths, events and practices.

Assemblies occur in tutor time in year groups, to support age appropriate guidance and content. Assemblies can be extended to create time to allow guest speakers and deliver external programmes for example, Road Safety, E-safety, etc.

Our assembly programme is an important part of promoting the culture and ethos of our school, supporting our students and fostering fundamental British Values, raise social, moral, spiritual and cultural awareness; promote personal, social, health relationship and sex education.

Assemblies are also used to provide an opportunity to keep students informed about important current events of national and international significance. Examples of these include; the conflicts in Ukraine and Gaza; The death of the Queen and the King's Coronation; Remembrance Day and religious festivals such as Ramadan.

Assembly Programme Overview

w/c 4th September	w/c 11th September	w/c 18th September	w/c 25th September	w/c 2nd October	w/c 9th October	w/c 16th October
Sky-High Expectations	70th Anniversary of Wind Rush and NHS. International day of Democracy.	*Exploring the conflict between Israel and Gaza*	National day of European Languages	*How African Culture Shaped Modern Music* Next Steps South West (Year 11)	*How Islam and Asia was the cradle of Mathematics* Year 11 Strode College	*Celebration Assembly*
Character & Behaviour	Social and Cultural	Democracy, Morality and Tolerance	Social and Cultural	Cultural and Spiritual	Cultural and Spiritual	*Character & Behaviour*

w/c 30th October	w/c 6th November	w/c 13th November	w/c 20th November	w/c 27th November	w/c 4th December	w/c 11th December	w/c 18th December
Sky-High Expectation Year 11 Yeovil college	*Remembrance Day Service - WW1 roots of conflict in Gaza* Year 11 Huish Sixth Form	The significance of Guy Falkes	*Geography Awareness Week* Year 11 Gryphon Sixth Form	*10 year anniversary of Mandela's death how politics and sport collided at RWC* Yr 11 Fast streamer civil service	*Musical Launch - 'Legally Blonde'*	*'Greatest Story Ever Told' - How Nativity inspired a religion.*	*Celebration Assembly*
Character & Behaviour	Tolerance and Morality	Democracy, Rule of Law and Individual Liberty	Cultural	Individual Liberty, Morality, Tolerance and Democracy	Character & Behaviour	Spiritual, Morality and Cultural	Character & Behaviour

w/c 4th January	w/c 8th January	w/c 15th January	w/c 22nd January	w/c 29th January	w/c 5th February
Sky-High Expectations	*1989 - 35th Anniversary Year of Revolutions - Berlin*	LGBTQ+ History Month	*Holocaust Memorial Day - Freedom. How to identify and react towards prejudice.*	*Burns - the Scottish Bard who articulated humanity*	*Celebration Assembly*
Character & Behaviour	Democracy and Individual Liberty	Tolerance	Tolerance and Individual Liberty	Cultural	Character & Behaviour

w/c 19th February	w/c 26th February	w/c 4th March	w/c 11th March	w/c 18th March	w/c 25th March
Darwin Day	*Fairtrade Fortnight*	*Women's History Month/International women's day and Poetry Day*	*Women in Science Week. Challenging stereotypes within STEM subjects*	*Ramadan and The Easter story - How the passions inspired a new religion*	*Celebration Assembly*

Cultural	Democracy	Individual liberty	Individual liberty	Spiritual and Cultural	Character & Behaviour

w/c 15th April	w/c 22nd April	w/c 29th April	w/c 6th May	w/c 13th May	w/c 20th May
Sky-High Expectations	*D-Day 80th Anniversary*	*1989 - 35th Anniversary Year of Revolutions Tiananmen*	**40th Anniversary of Miners' Strike.**	*1989 - 35th Anniversary Year of Revolutions Bucharest*	*Celebration Assembly*
Character & Behaviour	Democracy and Individual Liberty	Cultural, Democracy and Individual	Democracy and Rule of Law	Cultural, Democracy and Individual	Character & Behaviour

w/c 6th June	w/c 13th June	w/c 20th June	w/c 30th June	w/c 5th July	w/c 12th July	w/c 17th July
Ethos/Standards	*Pride Month*	*Healthy Eating Week*	**Success - Reflective**	*Community - Inclusive*	*Summer Safety*	*Celebration Assembly*
Character & Behaviour	Character & Behaviour	Character & Behaviour	Character & Behaviour	Character & Behaviour	Character & Behaviour	Character & Behaviour

Character Development

Our vision and values sit at the heart of our curriculum, ensuring that students get the best education and opportunities. Students are taught explicitly and implicitly about the behaviours required to be successful students, fully integrated members of our community and well rounded young individuals.

Our character traits and the 'show me your best' framework are taught to the students through-

- ❖ Assembly programme
- ❖ Tutor time activities
- ❖ Rewards and celebration
- ❖ Participation and Enrichment Programme

Success
Sky high expectations and aspirations for all, making success inevitable.

Opportunity
A wealth of opportunities to acquire powerful knowledge and culturally rich experiences.

Ambition
Building desire and determination. Inspiring hope to be the best version of yourself.

Community
An inclusive community working together to succeed together.

Enjoyment
Challenging one another, finding the joy in every day and fostering a lifelong love of learning.

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Our 'Show me your best framework'

In order to promote positive behaviour and teach these explicitly, students are taught to 'Show me your best'. We believe that all students should be the best version of themselves. Staff are encouraged to use positive language to remind students of appropriate learning behaviours. These are rewarded and recognised by staff as part of our rewards and praise procedures. Assembly and form time sessions are   also dedicated to teaching these behaviours.

Show me your **BEST**

Participant	playing an active role in every lesson.
Best Books	smart, well presented books demonstrating your best work.
Attentive listener	attention to the speaker, sat up straight, arms still, pens down. (ASAP)
Answering like an expert	sophisticated full sentence answers using technical terms
Expert Readers	following along and ready to read aloud in class
Proactive	having a 'can do' attitude, working out solutions, owning your learning
Home Learner	working on tasks independently and completing homework to a high standard
Organised	bringing the correct equipment, kit and uniform. Meeting deadlines
Kind	caring, polite, looking after one another and the site.
Looking smart, acting the part	wearing the school uniform correctly and acting as a role model to other students

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Character Development

We believe that character education is best taught through whole school expectations, ethos and culture, alongside planned curricular opportunities, that all students will experience universally. The school promotes character traits that link to it's vision and values.

Success

Reflective - To consider, think about and review situations. To think about your own actions and review them.
Resilient - To be able to withstand or recover quickly from difficult or disappointing situations

Opportunity

Self Motivated- To be motivated to do or achieve something, because of your own interest or enthusiasm
Open minded- willing to consider ideas and experiences without prejudice

Ambition

Enterprising- showing initiative and resourcefulness
Work Ethic- a willingness to work hard to achieve your goals
Optimism- the belief that all things are possible

Community

Respectful - To show deference and respect for yourself and others
Inclusive - allowing, accommodating and encouraging all members of our community.

Enjoyment

Positive - To remain constructive, optimistic and confident. To seek the positives in a situation.
Creative - To show imagination and original ideas.

Celebrating and recognising behaviour and character

Students are taught the high expectations we hold for them and how to meet them from the moment they start at Buckler's Mead. Every academic year begins with 'Launch pad' events, where students are reminded of routines and expectations, along with our vision and values.

There is an insistence on good behaviour and excellent standards in and out of lessons, as well as in the community. This includes manners, kindness and respect. Adults role model this and are skilled in building strong relationships, understanding SEMH and attachment well, setting standards for students to follow. We believe in a 'warm-strict' approach – care through sky high expectations.

Students are positively recognised with points, feeding into the House competition and individual awards. These are accessible on the ClassCharts app, to ensure pride in learning and reinforcement of values, character traits and behaviour expectations.

Public celebrations for upholding school values take place frequently– including celebration assemblies held half termly with SLT .

The school has a simple to follow and sensible Behaviour for Learning policy, with no tolerance for low level disruption. We teach the behaviour curriculum alongside the academic curriculum through clear consistent routines and structures intended to make students responsible, organised and effective learners.

Every half term, students return to an expectations tutor time, where they are reminded and retaught what we expect.

Participation and Enrichment

Wider opportunities are planned as part of the school's universal offer, so all students experience character building and teaching within the taught curriculum. We go above and beyond for disadvantaged students and their families, shaping futures and potentially changing lives. Students know that they have a voice in the school and contribute effectively. There are many platforms to secure student leadership and give opportunities for students to shape their school, leaving a legacy for the next cohort.

• Rich, broad and varied enrichment programme, including trips , drop down days, clubs and visiting speakers

• Participation is tracked through Provision Map

• Subsidies and support to ensure disadvantaged students have full access to enrichment offer

• A five year roadmap has been written to ensure all students (particularly disadvantaged students) receive enrichment opportunities across four key areas (Cultural Capital, Celebration, CEIAG & Personal Development)

• Tutor time, Personal Develop curriculum, assemblies and drop-down days include metacognition and self-regulation, and revision skills.

• Reading to Succeed– developing confidence, responsibility, oracy, as well as cultural capital and literacy

• Careers programme (including work experience Summer 2024) – ambitious for futures and all about character, responsibility and aspirations

• Full time careers adviser who works closely and collaboratively with the Student support tem

• Senior Prefects in Year 11 shape are visible and act as role models

• Primary festivals with Year 8 and 9 leaders

• Year 5 & 6 induction days

• Student surveys and student voice are taken regularly. This has influenced support in school, reviewing processes, curriculum, assessment and teaching.

• Students are involved in all recruitment –tours of the school and student panels..

Our Enrichment Provision

Creative & Arts	Peripatetic Lessons School Production Termly music concerts Assembly Performances Music Practise Lunch and Break Music Club Theatre Workshops Creative writing club Visiting authors Art Club Art & Photography Exhibitions Theatre Trips National Gallery visits and trips
STEM	Aircraft Challenge Stem Day Flight Club Coding Workshop THALES Events
Sports	Swimming for beginners Exeter Chiefs coaching Visiting coaches and workshops Dance workshops Sports Clubs and Competitions
Wider Enrichment	Lego Club Study Centre 'Fix Up' Motivational workshops Years 10-11 MADE Revision workshops Years 9-11 European Languages week and events Public Speaking and Debate competitions Maths Challenge Competitions Duke of Edinburgh KS3 Residentials Trips and Visits to locations of local and national significance Battlefields Trips Reward/Celebration trips and activities e.g. Thorpe Park, Crealey

Leadership	Sport Leadership Prefect Team Student voice and Ambassador roles Roles in recruitment (student panels & tours) House Captains
Careers	Year 10 Work Experience Year 8 College Taster Days Career's Fair Assemblies and talks from Post 16 Providers Bath University Visit Work experience Mock Interviews with employers Young Enterprise

Curriculum Enrichment Days & Events

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Year 7	Launch Pad day		Wellbeing week		Derogatory and Discriminatory Behaviour Relationships Day	
Year 8	Launch Pad day	First Aid Training	Wellbeing week		Derogatory and Discriminatory Behaviour Relationships Day	Work Experience Risk Taking and Exploitation Workshops
Year 9	Launch Pad day		Wellbeing week Specialised Curriculum Events	MADE Revision Training	Derogatory and Discriminatory Behaviour Relationships Day	Risk Taking and Exploitation Workshops
Year 10	Launch Pad day Year 10 Mental Health		Wellbeing week	MADE Revision Training	Relationships Day	Risk Taking and Exploitation Workshops College Taster Day

						Work Experience
Year 11	Launch Pad day Post-16 Providers	Career's Fair Fix-Up Motivational Sessions	Wellbeing week			

Impact

Our students will have high aspirations, and good subject knowledge that will allow them to make appropriate, and safe decisions in their personal lives.

By the time they leave our academy, personal, social and health education (PSHE) enables our learners to become healthy, independent and responsible members of a society. It helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

Our students, regardless of starting point, will have a broad understanding of a range of issues that affect them, and positive personal characteristics that allow them to be productive and successful young members of modern society. Our curriculum allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Students will develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

All children understand the importance of PSHE, RS, SMSC and British Values and the effects it can have on life in and out of school.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective provision can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

Holistic personal development will be evidenced in student work, student voice, wider student achievement and within the cohesion of the school community. Student participation is recorded and tracked to ensure all learners are accessing and making the most of the opportunities available to them