

## Personal Development at North Birmingham Academy.

### Curriculum Intent

At North Birmingham Academy, we recognise the importance of the wider school experience for pupils which complements and extends learning within the classroom. Our Personal Development curriculum is designed to support this experience by providing the opportunities and knowledge students require to take an informed and active role in society once they leave school.

We recognise the growing challenges in our local and national contexts which students will need to navigate independently whilst developing their unique characters. We have therefore developed a Personal Development curriculum centred around three key areas of focus: Character, Aspirations and Leadership; Equality, Respect and Understanding; Health, Wellbeing and Staying Safe. Each area includes essential strands which contribute to the overall development and empowerment of our students through an interleaved learning model. Our curriculum is responsive to the needs of our school, where the student-centred approach shapes our curriculum and its ongoing development.

Our students will learn the following:

- Healthy bodies and lifestyles, self-esteem and confidence, body image and the media, including keeping safe, puberty, substance misuse
- Healthy minds, including emotional wellbeing, resilience, mental health
- Economic wellbeing and financial capability
- Careers education, preparation for the workplace and making a positive contribution to society
- Different types of relationships, including friendships, family relationships, dealing with strangers, intimate relationship and bullying
- How to recognise, understand and build healthy relationships, including self-respect, respect for others, commitment, tolerance, boundaries, consent, how to manage conflict and how to recognise unhealthy relationships
- How relationships may affect health and wellbeing, including mental health
- Online Safety
- Gender and identity
- Factual knowledge, around sex, sexual health and sexuality, set firmly within the context of a healthy relationship
- Diversity, equality and discrimination
- Families and British Values
- Citizenship
- The environment
- Charities
- Religion and tolerance

### Character, Aspirations and Leadership.

We recognise the unique strengths and our abilities of our students which will be developed throughout their time at NBA. We nurture the fundamental skills of self-awareness, resilience and reflection, encouraging students to build confidence within themselves and their abilities to make meaningful connections with others. We therefore provide opportunities for pupils to learn from examples of inspirational character and to recognise the skills which contribute to personal and academic success. Mastery of self is complemented with high aspirations where we provide career specific advice, discussions of school and national achievements and experiences which encourage

students to 'Think Big' in line with E-Act values. These contributions to shared success begin in Year 7, where students are introduced to their role in the school community where pupils are encouraged to participate in extra-curricular activities and to manage personal relationships within the school setting. As students continue this learning journey, the focus extends to the wider community by developing leadership of self and others.

### **Implementation**

Students have access to Personal Development support through a combination of taught PSHE and RSE lessons, with additional opportunities in timetabled form sessions, assemblies, workshops and extra-curricular opportunities.

Each year group receives a timetabled form session using the engaging PiXL Loric programme; with its purpose being to equip students with the skills, knowledge and competencies that will help them succeed in the future. The key characteristics that the programme promotes are: Leadership, Organisation, Resilience, Initiative and Communication. These sessions underpin our goal to nurture the high aspirations and character qualities of each pupil, as they take responsibility for their outcomes and accept leading roles within their own lives.

Furthermore, we offer an ambitious PSHE/RSE curriculum which is planned appropriate to the specific ages of each year group and acknowledges the prior learning of each key stage and year group. However, the implementation of these topics will vary in response to the needs of our students in response to local, national and international concerns. We believe it is imperative that our Personal Development provision responds to the current needs of our students and community so students can respond to changing circumstances with a sense of safety and control. In support of this, our curriculum is planned in accordance with statutory regulations from the Department of Education. Planning is informed by the Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020), Keeping Children Safe in Education (2021) and the Equality ACT 2010.

### **Online Safety**

As an academy we recognise the impact of social media, the media and the digital world on our children and young people. Therefore, the approach of the PSHE and RSE curriculum will focus on recognising the power of the media world and ensure that students know how to keep themselves and their personal information safe, including images. Online safety is also delivered through Key Stage 3 New Technologies where pupils are introduced to the dangers of online threats and how to counter these with their own responsible and informed use. Assemblies are also delivered with a focus on online safety, social media and the law.

We also recognise that identity is no longer one-dimensional where individuals have the right and freedom to choose how they wish to be acknowledged in terms of gender or not. We aim to deliver a curriculum that recognises and addresses these differences which includes building self-esteem and confidence.

## **Health and Wellbeing**

We recognise the importance of a health in terms of mental and physical wellbeing and understand that both are imperative for the overall happiness and success of students. A high proportion of our students struggle with SEMH needs, particularly following the impact of COVID-19. We therefore offer mental health support through PSHE sessions and A2L specific intervention, where Urban Devotion offers counselling to some of our most vulnerable students. We also work with a number of other external organisations that provide specialist targeted support to identified students

## **Careers and Aspirations**

As an Academy, we deliver an engaging and important Personal Development curriculum through PSHE and RSE. Subject zones promote potential future careers within their fields of industry. Employability skills, career sectors and employment rights and responsibilities are all delivered to students. Students receive information on guided choices for their next steps, Post-16 and Post-18 and careers interviews, advice and support are provided for our pupils.

## **Extra-Curricular**

All our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, pupils learn to recognise their own worth, develop a sense of their own identity and the ability to take their place in the community as well as respect for, and working with, others.

## **SEND Provision**

- SEND students will follow the same PD curriculum as all other students.
- Tutors will ensure that content and delivery ensure inclusivity and meets the needs of SEND students.
- Where students have multiple needs and a higher level of vulnerability, topics can be revisited to reinforce the learning. For example, SEND students may be more susceptible to exploitation or bullying, and more time may need to be spent ensuring that the students have a clear understanding of this, or they may find it harder to address sensitive issues in a full class setting and need to have teaching in smaller groups.
- Tutors will liaise with the SEND/A2L team for further support where concerns arise about student understanding.

## **Legislation (statutory regulations and guidance)**

Documents that inform this PSHE curriculum include:

- Equality Act 2010
- Keeping children safe in education – Statutory safeguarding guidance
- Relationships Education, Relationships and Sex Education (RSE) and Health Education 2021
- SEND Code of Practice – Statutory guidance

## **Our RSE provision will be supported outside of PSHE through:**

- Modelling a caring ethos that supports positive relationships between all members of the academy community
- Subject Curriculum areas
- Assemblies
- Pastoral support
- Targeted workshops
- Appropriate literature and leaflets and other information sources shared with parents and students on the school website and parental newsletters
- Targeted intervention, where appropriate, with vulnerable individuals.
- Delivery in response to incidents

## **Safe and Effective practice**

In order for PSHE/RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep students safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Students will understand how disclosures will be handled.
- Students will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Students at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues.

## **Safeguarding**

Safeguarding considerations have formed an essential part of the Curriculum planning and intent. In order to keep students safe:

- Content is mapped against safeguarding concerns where required and mapped to support our students for example working closely with our school Police support officer who highlights key issues within the local community that may impact on our students.
- Any safeguarding concerns inform sessions that need to be delivered to our students, in the form of tutor sessions or assemblies for example a rise in logged CCA incidents.
- The Curriculum content has been sequenced to support the safeguarding of students. For example, by helping students recognise inappropriate behaviour towards them or others.
- To teach students how to access help and to enable students to access the appropriate internal and external support and resources to help themselves and wider peers, both now and in the future.
- Teaching the language, skills and strategies that enable students to tackle and mitigate risks to their (or others') physical or emotional safety, including; bullying, unhealthy relationships, sexual exploitation, gangs, radicalisation, drug and alcohol use and other risky behaviours.

Furthermore, this PSHE curriculum has been planned to support the academy's duty from the Equality Act 2010 to help to reduce prejudice-based bullying and in doing so to keep safe protected characteristic groups.

## **Effective practice and delivery**

- The PD curriculum is taught in two different aspects – morning tutor sessions and a 30-minute afternoon session.
- All students will have a pastoral lesson during tutor time where they will be learning about world and local events over the past week and what can be learnt from them, what impact it has on their lives and what more than they do as responsible citizens of Britain.
- All students complete vocabulary and model reading sessions during PD.
- All students will receive an assembly each week delivered by a member of the senior or middle leadership team or an external guest speaker.
- PowerPoint presentations coupled with teacher notes are provided for each session where activities are given to generate enthusiasm and engagement.
- For one session per week, staff will be using the PiXL Loric programme to deliver to students.
- Based on the real life learning nature of the topics, students are clearly instructed not to discuss, share any sensitive information based on their personal experience or knowledge of others.
- Students are informed and reminded during sessions about procedures in handling disclosures.
- Students will be expected to engage and listen during lessons, and accept where it is inappropriate to take part in a discussion.
- Clear guidance to be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
- Where a student's question is inappropriate, the teacher will attend to it later on an individual basis rather than in a whole class setting.
- Teachers will set the tone and pace of the topic, ensuring that students discuss issues in a way which encourages thoughtful participation
- If a teacher is concerned that a student is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.
- Decoding of vocabulary so students are aware of correct terminologies will be explained and students expected to use the correct terms when speaking and writing.
- The Safeguarding Team will inform where topics such as domestic violence, substance misuse, sexual exploitation may trigger trauma or distress.
- Sensitive topics will have signposts to sources for further information and support.
- Teachers are expected to attempt to answer students' questions and concerns sensitively, regardless of age, gender, ethnicity or religion. Individual teachers will use their professional judgement in every aspect of the PSHE topic.
- Even though there is a clear plan for Personal Development, amendments may be possible. Depending on events/issues in the local community or issues in different year groups sessions will be planned to provide students with understanding and support.
- At the start of every half term students will retrieve knowledge from the previous work in PD. This will inform future PD planning and will highlight topics/areas that may need to be revisited.

## **Parental consultation and right to withdraw**

This curriculum has been open for parental and community consultation since September 2020. This process is still open and ongoing. The Department for Education (DfE, 2019a) is clear that we “recognise the importance of strong, constructive and open conversation with parents in the education of their children.” This will empower you to continue the conversations started in class at home (DfE, 2020).

## **Summary**

We ensure that students gain the skills, knowledge and understanding they need to lead healthy, independent lives and to develop as informed, active and responsible citizens. Our Personal Development curriculum focuses on understanding, empathy, tolerance and respect and the understanding that true success comes from resilience and trying hard and that there are no barriers to their future selves. Our curriculum is based around our Academy’s core values of ‘Thinking Big’, ‘Doing the Right Thing’ and ‘Team Spirit’. We focus on developing students’ ethics and moral compass as we guide them into becoming the best version of themselves both in and outside of education.