

Personal Development Training

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Personal Development

The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life.

The personal development judgement evaluates the **school's intent** to provide for the personal development of all pupils, and **the quality with which the school implements this work.**

It recognises that the **impact of the school's provision for personal development will often not be assessable** during pupils' time at school.

Ungraded Inspection

Spotlight area

Pupils' wider development

- The extent to which the curriculum goes beyond the academic, vocational or technical
- whether the school provides effectively for pupils' broader development
- whether the school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- Review and assess secondary schools' approach to careers information, education, advice and guidance (CIEAG)
- Inspectors will expect schools to assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports. They will expect schools to work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes an effective behaviour policy with appropriate sanctions, pastoral support and a carefully planned relationships, sex and health education curriculum that includes addressing issues of consent.

Graded Inspection

- whether the school has had due regard to the statutory guidance on RHSE
 - has formed a policy following consultation with parents
 - has staff trained to assess and deliver the RHSE curriculum
 - appropriately supports children with SEND to learn RHSE
- whether pupils have sufficient age-appropriate awareness and understanding of the protected characteristics
- whether pupils have sufficient knowledge about how to stay safe, including online
- pupils' spiritual, moral, social and cultural development, citizenship education,
- modern British values, the development of character and wider development
- in secondary schools, the effectiveness of CIEAG

Much of the evidence that inspectors will consider in making the personal development judgement will be drawn from across the deep dives carried out, and conversations with leaders, staff, pupils and governors. Inspectors will also draw on any other evidence they consider as part of the inspection.

Relationships, Sex and Health Education (RSHE)

- Statutory requirements – policy and consultation with parents / carers

Relationship Education

- Staying safe
- Healthy and unhealthy relationship
- Respect
- Morally wrong to discriminate / pressurising / harassing
- Permission-seeking
- Appropriate and inappropriate contact / Consent
- Kindness
- Commitment
- Risks
- How are pupils with SEND supported to learn the information they need

Sex Education

- Clear link to relationships education
- Understand and respect themselves and others
- Clear information using the correct vocabulary
- Staff need to be well-trained and supported
- Inclusive
- Timely curriculum – teaching puberty before it happens
- Pupils need a space to discuss topics which may be difficult
- Primary schools should consider small group teaching or individual
- Age appropriate
- Pupils should act with empathy and respectfully

Health Education

- Strong links between physical and mental health
- Pupils need a clear idea about what making healthy decisions
- Encourage openness – particularly around mental health – tackle stigma
- Pastoral support

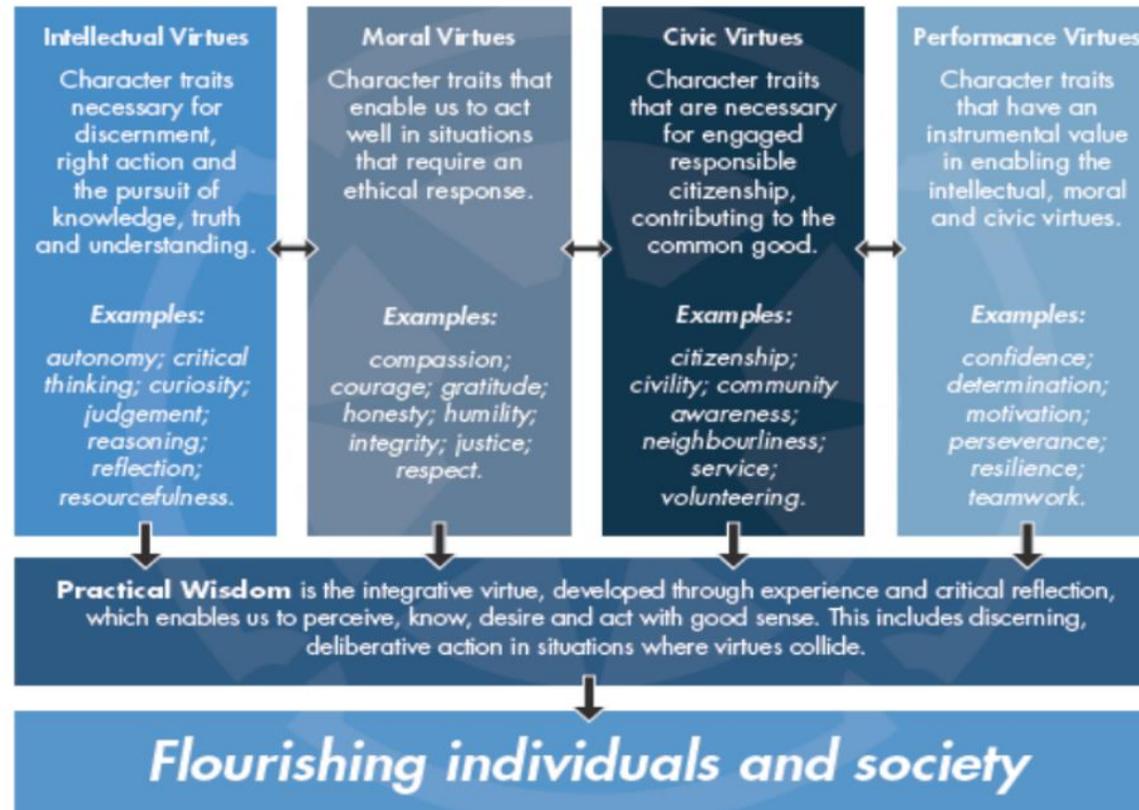
Development of Character

Developing pupils' character, defined as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

Development of Character

THE BUILDING BLOCKS OF CHARACTER

<https://www.jubileecentre.ac.uk/432/character-education>



Citizenship

The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

Including agencies or providers e.g. Duke of Edinburgh's Awards, Global Neighbours, Young Leaders

British Values

Developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Careers Information, Education, Advice and Guidance (CIEAG) (Y8 - 13 – but primary schools can show work in this area)

The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Spiritual, Moral, Social and Cultural

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

SIAMS Spiritual development enabling pupils to flourish

<https://www.churchofengland.org/sites/default/files/2019-11/2019%20Spiritual%20Development%20%20Interpretations%20of%20spiritual%20developments%20in%20the%20classroom.pdf>

Spiritual, **Moral**, Social and Cultural

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

SIAMS Character Development: Hope, aspiration and courageous advocacy

Spiritual, Moral, **Social** and Cultural

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

SIAMS Community and Living Well Together

Safe space to disagree well



Spiritual, Moral, Social and Cultural

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

SIAMS Community and Living Well Together
Safe space to disagree well

Pupils' wider safety, economic education, and understanding of technology and media

- Online safety
- Risks – including contextual risks / current issues
- Finance and budgeting
- Impact on people due to digital technology and the media

Equality and diversity

- promotes equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. This includes, but is not limited to, pupils' understanding of the protected characteristics and how equality and diversity are promoted
- ensures an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, and where no discrimination exists, for example in respect of wider opportunities for pupils

SIAMS Dignity and Respect
Valuing All God's Children



EYFS

- Environment, routines, expectations and the early years curriculum
- Teaching children about relationships and keeping healthy
- Laying the foundations for the RSHE curriculum in Years 1 and 2
- Vocabulary that will enable children to make sense of relationships
equal, different, safe touching, space, kind, special
- Develop good habits and early information to help them to look after their bodies and keep healthy

Evidence

Inspectors will use a range of evidence to evaluate personal development, including:

- the range, quality and take-up of extra-curricular activities offered by the school
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationships and sex education, contribute to pupils' personal development
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and **literature**
- how well leaders develop pupils' character through the education that they provide
- where appropriate, the quality of debate and discussions that pupils have
- pupils' understanding of the protected characteristics and how equality and diversity are promoted under the Equality Act 2010

During an inspection

- RSHE - statutory guidance - a policy consulted on by parents, what elements have been prioritised, and covered all the content by the end of this academic year
- Teaching of LGBT+ relationships
- Leaders and those responsible for governance are meeting their obligations in respect to the Equality Act
- CPD for RSHE
- Support for pupils with SEND to learn the knowledge they need
- Pupil voice – keeping safe / protected characteristics / sexual harassment and abuse
- No groups being discriminated against
- At least one aspect of SMSC
- Effectiveness of CIEAG – secondary allow may be taught in primary
- One or two other elements of PD

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Good (2)

- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks (<https://www.gatsby.org.uk/education/focus-areas/good-careerguidance>), a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of the Baker Clause. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

Pedagogy

- What is the rationale for the activities chosen in lessons?
- Do teachers check what pupils know?
- Are pupils misconceptions addressed and clarified?
- Are activities planned to revisit previous learning?

Assessment

- Are there opportunities planned for to check whether pupils have learned the knowledge they need?
- Is timely formative assessment used and focused appropriately?

Culture

- How does the profile of personal development in school compare to other subjects judged to be part of QE?
- Are there high expectations of what all pupils can learn?
- Is there a high value placed on the elements of personal development and do pupils have an understanding of their value?

Systems and Policy

- How do school-wide policies impact elements of personal development?
- What are the systems for the monitoring and evaluation of the personal development programme?
- How well are staff supported to understand and deliver all of the personal development programme?
- How is communication with parents supporting the personal development programme?

Key principles for the personal development programme

- Is the PD programme clearly defined? Are leaders clear about what knowledge will be taught when, and why?
- Are all elements given sufficient time and prominence so that their aims are met and pupils understand what they need to?
- Do elements support each other so that they contribute to a cohesive whole?
- Is content progressively more complex, reflecting ambition, or simply repeating the same as if new every year?
- Is the PD programme reflected by the school's culture, values, expectations and ethos?
- How well does each element of PD help, support and contribute to better behaviour and attitudes?

What is your intent for Personal Development?

How is it developed through:

- Curriculum
- Extra-curricular activities
- Collective Worship
- Wider opportunities
- Visits
- Visitors
- Discussions
- Literature

Questions / areas to consider:

- What makes up personal development in your school? What is the rationale behind it? Context
- What are the strengths and weaknesses?
- Monitoring and evaluating
- Needs to start in EYFS – prime area – what does it look like in EYFS including in the continuous provision?
- Connections across different areas e.g. British Values linking with combatting racism
- Pupils should be able to grasp important contents in PD – should be well sequenced and revisited frequently and building on learning
- PD should positively support pupils' attitudes and behaviour
- Pupils must understand respect – show this by behaving respectfully
- How do leaders prioritise PD? Expertise of PD leader?
- Staff training? CPD?
- Consistency of approach / teaching in PD? How well is RSHE taught – how do you know?
- How were parents consulted on the RSHE policy? Content? LGBTQ+
- Do governors fulfil their legal obligations in regard to equality?
- Links with other curriculum areas – are they planned for?
- How does PD meet the needs of pupils with SEND?

What is it like to be a pupil at your school on a daily basis?

