



# Personal Development at Hayes School

Parent/Carer Handbook



## **Personal Development**

### **Intent**

Our Personal Development curriculum aims to raise students' confidence, and help them to develop interpersonal skills, social skills and appreciation for British Values, in preparation for their adult life.

### **ACTIVE:**

**APPRECIATION** of the impact you can make to the school and community and even the world

**CONTRIBUTION** to the school, local area and society personally. What do you do to make it better?

**TOLERANCE** of differences and a willingness to engage in debate and challenge intolerance

**INITIATIVE** taking responsibility for your own actions and inspiring others to tackle problems in school and beyond

**VALUE** others beliefs, religions and opinions and the democratic processes of the UK

**ENCOURAGE** and inspire others to be active citizens, to respect their environment, each other and their community

### **Implementation**

The Personal Development curriculum is delivered through:

- ACTIVE lessons
- Assemblies
- Tutor time/Padlet resources
- Drop down days/events (e.g. Your Choice Your Voice)
- Through other curriculum areas (e.g. Science and RE)
- Extra curricular activities
- Endeavour Award (Sixth Form)
- Tutor Cup (Sixth Form)

### **Curriculum content**

The statutory Relationships, Sex and Health education requirements are delivered predominantly through the Personal Development curriculum.

Alongside the statutory requirements, we use the following to help make decisions about content that should be delivered:

- Staff surveys
- Student feedback
- SHUE survey
- Local issues
- National and International issues

### **ACTIVE lessons**

Students in year 7-13 receive 1 ACTIVE lesson per fortnight on Wednesday B1 (Year 12 on Wednesday A1). In addition, year 7 and 8 have an additional lesson (ACTIVE+) per fortnight. Active lessons will be delivered using resources from Jigsaw (see below)

## The Tutor Programme

There is a tutorial session each morning before period 1.

The tutorial programme plan 2022/23 for Year 7-13 is as follows:

	Year 7	Year 8	Year 9	Year 10	Year 11
Monday	ACO Assembly (MPH)	Assembly	Assembly	Assembly	Assembly
Tuesday	Assembly	Wellbeing (week A) Character (week B)	ACO Assembly (MPH)	Votes for School	Wellbeing (week A) Character (week B)
Wednesday	Wellbeing (week A) Character (week B)	ACO Assembly (Hall)	PD/Academic review (week A) Jigsaw (week B)	PD/Academic review (week A) Jigsaw (week B)	PD/Academic review (week A) Jigsaw (week B)
Thursday	Votes for School	Votes for School	Votes for School	ACO Assembly (Hall)	Votes for School
Friday	Tutor reading	Tutor reading	Wellbeing (week A) Character (week B)	Wellbeing (week A) Character (week B)	ACO Assembly (Hall)

## Assemblies

The weekly Main School Assembly is delivered via a link (shared on the Padlet) which students watch in their tutor rooms.

All year groups (7-13) also have a Year Assembly which take place in the Main Hall or MPH.

	Main Hall	MPH
Monday (am)	6 <sup>th</sup> Form (week A)	Year 7
Tuesday (am)	6 <sup>th</sup> Form (week A)	Year 9
Wednesday (am)	Year 8	
Thursday (am)	Year 10	
Friday (am)	Year 11	

## **RSHE**

Under the Children and Social Work Act 2017, the government committed to making Relationships and Sex Education (RSE) statutory in all secondary schools, including local authority maintained schools, academies, free schools and independent schools.

Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education was published by the Department for Education (DfE) in June 2019 outlining what schools need to cover from September 2020.

We reviewed the Personal Development curriculum in light of the remote learning period to try to ensure that lessons were appropriate and of most benefit to students at that time (for example ensuring that lessons on Mental Health). This meant that some of our planned teaching of the RSHE requirements did not happen, however, we have started teaching these statutory requirements throughout the year. The curriculum next year has been designed to ensure that all statutory requirements are delivered and anything missed this year is covered in particular year groups.

The RSE Policy can be found on the school website

<https://www.impactmultiacademytrust.co.uk/assets/Documents/Policies/Impact-MAT-Relationships-Sex-and-Health-Education-Policy.pdf>

### **What is Jigsaw?**

Jigsaw is a whole-school approach to PSHE which includes statutory RSHE (England DfE 2019). Every year group studies the same learning theme at the same time\*, really spiralling the learning up through the age groups.

\*We have adapted the model slightly for year 7 and 8 – see Delivery Plan.

There are 6 half-term units (Puzzles) in each year group from ages 11-15 (UK Years 7-10), and 4 units (Puzzles) in ages 15-16 (Year 11) (to allow for the reduced teaching time because of examination season).

The Puzzles, sequenced and developmental from the beginning to the end of the school year, are thus:

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me

In year 11 there are just 4 Puzzles:

Being Me in My World

Dreams and Goals

Healthy Me

Relationships

Each Puzzle has a Big Question, encouraging a philosophical approach as well as providing a focus to be reflected upon as the Puzzle progresses, another way to assess learning progress and become aware of how opinions may be changing with added learning.

### **6 lessons in each Puzzle**

Each Puzzle has a Puzzle Map showing the overview of the 6 lessons with their Learning Intentions and 6 lessons (Pieces) comprising:

- a one-page lesson plan overview
- a slide show with teacher notes and student activities

### **What does Jigsaw 11-16 cover?**

Jigsaw's spiral curriculum covers:

- all the outcomes in the DfE statutory Relationships, Sex and Health Education guidance (England 2019)
- all the outcomes in the PSHE Association Programmes of Study (2020).