

Personal Development Policy

Inspire - Impact - Independence

OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	J Hamer (Head of Personal Development)
Policy reviewed:	September 2022
Policy reviewed:	July 2023
NEXT policy review date	July 2024
Summary of changes 2022	Developed new curriculum concepts Changes to the curriculum content
Summary of changes 2023	Additional content introduced to the curriculum. More prescribed and detailed SOW/lessons/delivery of topic

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Policy Development (How)

This policy has been developed through:

- Advise from specific subject associations (The PHSE Association) - PSHE education planning framework for pupils with send key stages 1-4
- Review of Personal Development policy and subject action plan
- Curriculum Review summer term 2022 with senior leaders/updated July 2023 by J Hamer (HOD) and support from D Jones (SLT).
- Guidance on compulsory Sex and Relationships Education (DfE) from September 2020 onwards
- The policy has been developed by a specialist steering group of colleagues across Oakwood.

Teaching Personal Development

- The curriculum is taught within nine stands over the academic year (all topics are taught for 4 weeks/8 lessons) this is to provide consistency to all students.
- All year groups will cover RSE/British Values/Living in the Wider World etc. at the same time following the whole school curriculum map. The topics and sequence will build on prior knowledge and provide progression to enhance learning.
- It is taught by a team of 6 Members of staff (LC years 11/10/7, JH years 11/10/7, JB years 8/9, AH, SK, year 7, KT and JL years 5/6), this ensures consistency in delivering the variety of topics to different age groups as well as having the experience within that area.

Evidencing student work

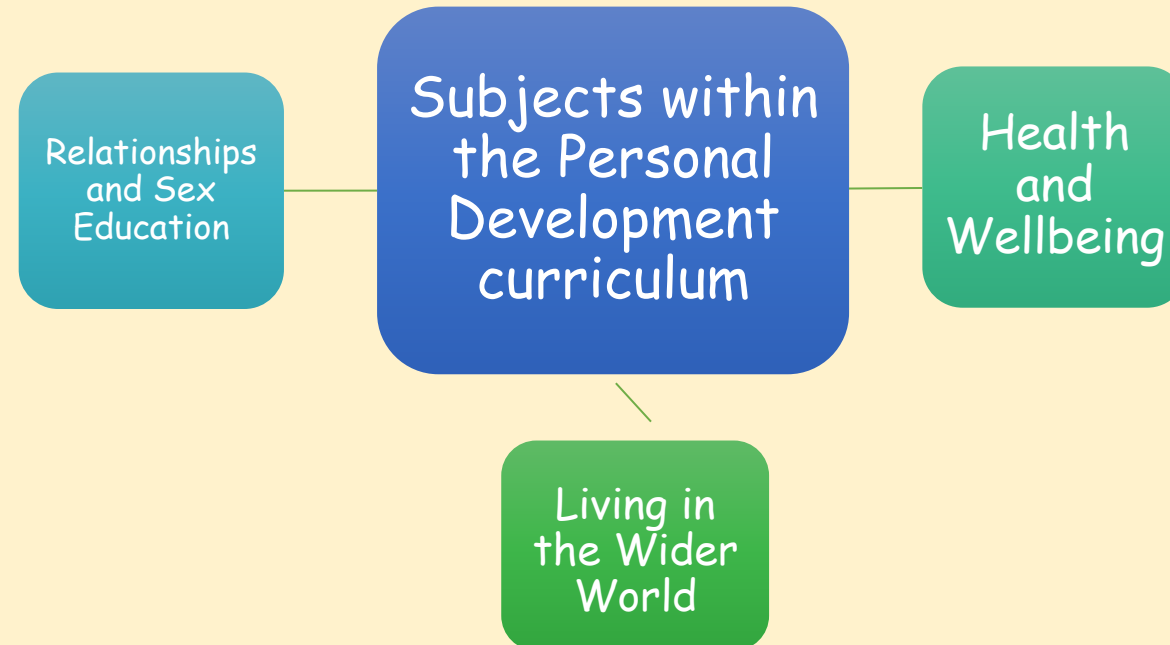
- Students have a book to organise their work in, with self assessments found at the back for every topic.
- Photographs and witness statements are used to support/evidence participation.
- We also use EFL to capture students work and participation in activities (especially more practical activities).³

Subject information

Personal Development

Aims of this policy

- To introduce the **vision** of Personal Development Curriculum.
- To provide a **rationale** for the curriculum intent, design and coverage.
- To explain the effective Teaching and Learning **strategies** involved in supporting pupils progress throughout the Personal Development Curriculum



Our Vision for Personal Development

The purpose of Personal Development is to:

- To foster independence and **life skills** for the future
- To provide further opportunities for young people which contribute towards developing well rounded, responsible young **citizens**
- To develop understanding of one's own **unique** development (both strengths and areas for improvement)
- *Making sure that our young people are **informed** about what is happening in the **world** -helping them to deal with **critical issues** they face every day such as friendships, emotional wellbeing and change.*
- Making **informed decisions** and **preparing** them for all the **opportunities, challenges, life decisions** and **responsibilities** they may face.

Personal Development at Oakwood

Introduction and aims

Introduction:

Personal Development curriculum is the school curriculum subject that supports pupils to be healthy, safe and prepared for modern life. This incorporates health education, relationships education/RSE and economic wellbeing and careers.

These subjects are designed to equip pupils with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

This latest revision to the curriculum accompanies the 2020 edition of the PSHE Association Programme of Study for PSHE education and is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department

for Education (DfE)

Professional links:

The PD department has professional links that support curriculum delivery with: The PD Association (Subject Association), Place 2 Be and VotesforSchools.

The guiding principles of our curriculum through the Personal Development Curriculum

Inclusion focus

- We want personal development lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success.
- We have built into the curriculum schemes of work that challenge stereotypes and respecting views, respecting difference, belonging to a community and diversity
- In all of our strands, we provide activities that support inclusion and disability
- Our tasks are all short and varied and where possible activities are modelled or sample answers will be shared to support learning and understanding

Appropriate content

- Content is a challenge for teachers as pupils development will not necessarily correspond to their chronological age or their key stage in many aspects of their learning in education
- Decisions about what to include in the personal development curriculum are always difficult and must take into account a number of different curricular aims alongside the cognition and learning barriers our pupils present with.
- The curriculum content has been chosen specifically for its appropriateness for our students, this is driven by rigorous assessments of student starting points by using the PHSE Association website that have provided exemplar curriculums for young people with SEND
- We also regularly consult with parents and carers on the curriculum changes to the personal development curriculum

Locality

- Where we can, we will identify stories and meaningful examples that are linked to our locality, for example schemes of work in Living in the Wider World on 'my local community' and 'taking care of the environment', for example Salford Quays/ The Three Sisters other local community places

Evidence informed curriculum design

- Our curriculum is evidence informed through rigorous application of the best practice and the science of learning. The pedagogical principles applied are grounded in research. We have developed our Personal Development curriculum through utilizing support from the PHSE association (SEND curriculum guide)

Making connections across subjects

- Schema theory is supported by making explicit links between subject areas. This supports opportunities for pupils to embed key vocabulary and learning.
- Our whole school curriculum has been designed with collaboration between all subject leads at its core. We want students learning to be joined up and connected where strong links are possible. For us, this will allow our students, many of who have difficulties with cognition and learning, the best opportunity to experience content across different specialisms. This repetition and opportunities for retrieval practice will allow for deeper learning.
- We have been provided with the opportunity to familiarize our self with the content from different subjects and the plan and build upon any links established.

Knowledge (Components and Concepts)

- Prototype theory is utilized by identifying key concepts across the Personal Development curriculum . These key concepts are then replicated across a range of contexts to embed key learning.

Curriculum Design

- We aspire to provide a rich, inclusive and diverse curriculum that provides and prepares our young students for life now and in the future
- **Organization**
- There is a curriculum map across the whole of KS2, 3 and 4. Each week students have two periods of personal development per week.
- At the end of each sequence of learning there are opportunities to review and reinforce the skills and learning gained over the duration of it.
- **Coherence**
- We recognise that knowledge of **concepts** must be developed through repeated encounters with meaningful examples in familiar contexts. The curriculum is designed to develop the depth and complexity of pupils' understanding over time to keep them safe and prepare them for a world that is ever changing including what is right/wrong, where to seek help and support, knowing the laws of this country relating to subject content.
- **Planning**
- The curriculum strands develop years after year, adding to previous knowledge and enhancing opportunities for new learning
- In Willows the curriculum has been based off the PHSE Association SEND curriculum KS1,2
- The Key Stage 3 curriculum is based on the PHSE Association SEND curriculum KS3,4
- The Key Stage 4 curriculum is based on the PHSE Association SEND curriculum KS3,4 and appropriate content from the mainstream PHSE curriculum (PHSE Association)
- We have identified the curriculum content taken from the PHSE Association mainstream curriculum.

The Personal Development Curriculum

Vision

The vision of Personal Development is to:

- To foster independence and life skills for the future
- To provide further opportunities for young people which contribute towards developing well rounded, responsible young citizens
- To develop understanding of one's own unique development (both strengths and areas for improvement)

Concepts

Self awareness	Self-care, Support and Safety	Managing Feelings	Changing and Growing	Healthy Lifestyles	The World I Live In
Me, who I am, my likes, dislikes, strengths and interests	Looking after myself and keeping safe; aspects of Relationships and Sex Education	Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education	How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education	Being and keeping healthy, physically and mentally	Living confidently in the wider world

Context

<i>Skills for learning</i>	<i>Managing pressure</i>	<i>Getting on with others</i>	<i>Identifying and expressing feelings</i>	<i>Keeping safe</i>	<i>Accidents and risk</i>	<i>Emergency situations</i>	<i>Puberty</i>	<i>Healthy eating</i>	<i>Physical activity</i>
<i>Drugs, alcohol and tobacco</i>	<i>Diversity/rights and responsibilities</i>	<i>Preparing for adulthood</i>	<i>Managing finances</i>	<i>Taking care of the environment</i>	<i>Rules and laws</i>	<i>Jobs people do</i>	<i>Belonging to a community</i>	<i>Mental wellbeing</i>	<i>Body image</i>



Our approach to teaching Personal Development

Our Oakwood pedagogical approach

We have developed a pedagogical approach based on a contextual analysis of our students and their needs.

We have used a large research base to inform our selection of approaches to teaching and learning, that we best feel will make the content accessible for our students.

We have divided these strategies into main sub categories:




Foundations



Lesson structure



Foundations

Classroom environment		Setting up a classroom that is welcoming, safe and nurturing. Welcoming students and allowing them entry in a calm and orderly fashion. Having a tidy, well organised space free of unnecessary distractions. Consistent routines that establish an effective classroom environment
Knowing students and developing relationships		Developing relationships with students cannot be under estimated. Get to know them well, their needs, strengths and weaknesses and personal circumstances. Familiarise yourself with the EHCP of students in your class to increase pupils motivation.
High expectations		'The higher the expectations of teachers, the better students perform' – (Rosenthal & Jacobson). Know students starting points and gaps in knowledge very well. Have the belief that all students can succeed and communicate this belief to the students.

Lesson structure



Questioning / Vocabulary / Oracy / Feedback

<u>How the Oakwood teaching and learning strategies are used to improve pupils learning in Personal Development.</u>	
Do It Now	<ul style="list-style-type: none"> Memory review activities are strategically planned to recall key knowledge and address misconceptions. This helps to support pupils on their knowledge and understanding. Pupils recall recent topics to secure understanding. Pupils also develop their knowledge and understanding of 'topic' / 'keywords' and are encouraged to use them fluently.
Signposting	<ul style="list-style-type: none"> Signposting cues students in to what they can expect from each stage of their lesson. It provides them with structure and clarity. It informs/guides them of what's happening next.
Chunking	<ul style="list-style-type: none"> Teachers use chunking to break down information and tasks into smaller manageable chunks or sections. This is important considering the low working memory demands of learners.
Modelling	<ul style="list-style-type: none"> Teachers provide examples for pupils to build up knowledge and confidence. This also provides students with both a visual and verbal example of what they will be expected to do Pupils develop ways to better themselves as well as increasing their self-awareness, self-esteem as well as increasing and developing their skills. Looking and focusing on ways to better themselves.
Adaptive teaching	<ul style="list-style-type: none"> Scaffolding - teachers use a range of strategies to provide temporary support for pupils and moving towards them being more independent. Some examples include, writing frames, partially completed examples and hinge questions Stretch and challenge - teachers use the Personal Development progression framework to identify the outcomes across all schemes of work. This helps to provide appropriate stretch and challenge for all learners
Inclusive Learning Environment	<ul style="list-style-type: none"> It's essential as PD teachers we know our students well including their backgrounds and family history due to the nature of the topics we are delivering - it may bring back memories/experiences. To be up to date of community issues or events which again could involve our young students or their families/friends. Some subjects we cover maybe very sensitive to our students so we may give alternative options and speak to them prior to the lesson so they can be part of making choices to help them. We want them to engage in debates and discussions and feel they can take risks to encourage this we always will adopt a SAFE environment inclusive to everyone. It is also important that they also show respect, listen to others and value others opinions that may be different to their own.

The concepts in the Relationships and Sex Education Curriculum

Personal Development Subject Policy

- Relationships and Sex Education (RSE)
- Health and Wellbeing (HWB)
- Living in the Wider World (LWW)




Self awareness

KS2	KS3/4
<ul style="list-style-type: none"> • Things we are good at • Kind and unkind behaviours • Playing and working together • People who are special to us • Getting on with others 	<ul style="list-style-type: none"> • Personal strengths • Skills for learning • Prejudice and discrimination • Managing pressure




Self-Care, Support and Safety

KS2	KS3/4
<ul style="list-style-type: none"> • Taking care of ourselves • Keeping safe • Trust • Keeping safe online • Public and Private 	<ul style="list-style-type: none"> • Feeling unwell • Feeling frightened/worried • Accidents and risk • Keeping safe online • Emergency situations • Public and private • Gambling



Managing feelings

KS2	KS3/4
<ul style="list-style-type: none"> • Identifying and expressing feelings • Managing strong feelings 	<ul style="list-style-type: none"> • Self-esteem and unkind comments • Strong feelings • Romantic feelings and sexual attraction • Expectations of relationships/abuse






Changing and growing

KS2	KS3/4
<ul style="list-style-type: none"> • Baby to adult • Changes at puberty • Dealing with touch • Different types of relationships 	<ul style="list-style-type: none"> • Puberty • Friendship • Healthy and unhealthy relationship behaviour • Intimate relationships, consent and contraception • Long-term relationships/parenthood

The concepts in the Health and Wellbeing Curriculum


Personal Development Subject Policy

-  Relationships and Sex Education (RSE)
-  Health and Wellbeing (HWB)
-  Living in the Wider World (LWW)



Making healthy/good choices KS2

Elements of a healthy lifestyle KS3/4




Taking care of physical health KS2

Physical activity KS3/4



Keeping well KS2

Mental wellbeing KS3/4






Body image KS2

Medicinal drugs

Drugs, alcohol & tobacco KS3/4

The concepts in the Living in the Wider World Curriculum

Personal Development Subject Policy

-  Relationships and Sex Education (RSE)
-  Health and Wellbeing (HWB)
-  Living in the Wider World (LWW)



Respecting differences between people KS2

Diversity/rights and responsibilities KS3/4



Rules and laws KS2

Managing online information

Managing finances KS3/4



Jobs people do KS2

Preparing for adulthood KS3/4






Belonging to a community KS2

Taking care of the environment KS2/3/4

The concepts in the Key Stage 4 Personal Development Curriculum

Personal Development Subject Policy


-  Relationships and Sex Education (RSE)
-  Health and Wellbeing (HWB)
-  Living in the Wider World (LWW)




Self awareness
Things we are good at and personal strengths



Self care, support and safety
Looking after myself and keeping safe; aspects of Relationships and Sex Education




Managing feelings
Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education.



Changing and growing
How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education



Healthy lifestyles
Being and keeping healthy, physically and mentally



The world I live in
Living confidently in the wider world

Links to wider learning

Personal Development Curriculum

Anti bullying

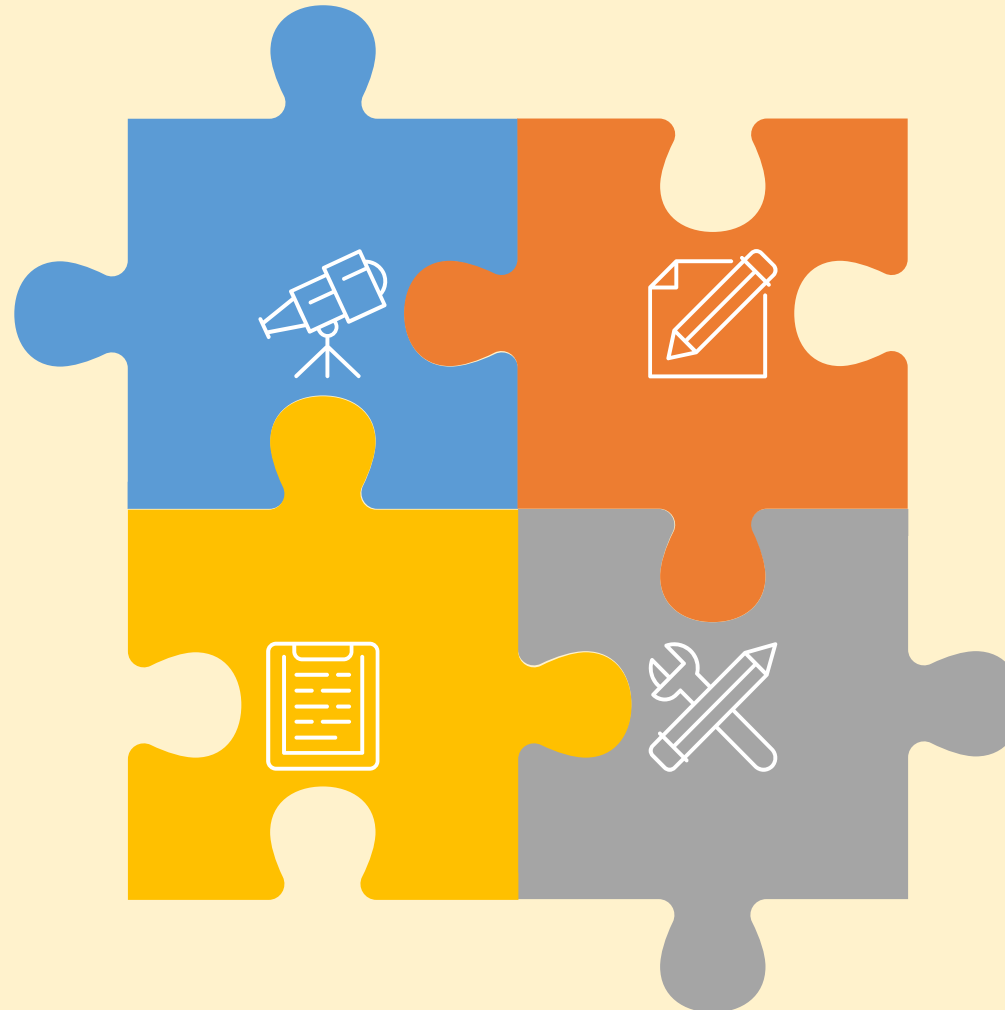
Examples of some schemes of work on friendships, respecting differences between people, feeling worried/frightened.

English

Exploring subject specific vocabulary
Reading and interpreting texts around curriculum topics
Writing to identify and describe.

Science

Learning about the importance of physical activity to support physical and mental benefits.
The impact of drugs, alcohol on the body



Citizenship

SOW to develop understanding of how the United Kingdom is Governed and its political system. The role of law and the justice system in our society. are equipped with the skills to think critically and debate political questions through Votes for Schools

Careers

Various schemes of work on: employment rights and responsibilities, aspirations, work and careers to prepare pupils for the future

Healthy eating

Links to other subjects areas such as Food studies. PE and science through explicit schemes of work on: elements of a healthy lifestyle and health related decisions

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN
Week of the year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Classroom Topics	Safety and Managing Risk				Health and Wellbeing				Health and Wellbeing				Making the right choices. Drugs, Alcohol, Tobacco				RSE				RSE				British Values				Living in the Wider World				Economic Wellbeing/Citizenship							
Willhour One	1 Self confidence, support and Safety Safe places/travelling Safety - water, roads, railways and fire Recognizing situations are emergencies				2 Taking care Of Physical Self Benefits of Physical and emotional activities Hygiene routines. Dental care and visiting the dentist; how to brush teeth correctly; food				3 Keeping Well Feeling unwell - how does it feel How do we become unwell - poor diet/hygiene routines/unhealthy lifestyle/transfer of germs. Who can help us if we are not well				4 Making the right choices. Who can help us? People we know/different professional people. Healthy choices. Plan/Create a healthy snack				5 Growing and Changes (baby-Adult) Identify what a baby looks like/can do. Identify/compare the changes between baby/child/adult. Compare what you do				6 Things we are good at. Identify what we like to do/enjoy/find at. How am I different from you. What you do well at Identify hopes/aspirations and how we might achieve				7 Respect and difference Identify similarities, what people have in common. Identify differences in ethnicity, culture and religions. What is it to be prejudiced/discriminate.				8 Jobs people do Identify different jobs Look at the different roles in school. Identify jobs you would like to do dream/reality. Recognize the link between what you do/learn now to your future job				9 Belonging to a community Identify different groups we can belong to - family/club/faith. What does it mean to feel part of 'something' Identify different groups available to us in our							
Willhour Two	10 Keeping safe online/local community. How we communicate - verbally/technology/trip language/imagery. Rules of keeping safe on line. 'safe' people in the community (possible visit to)				11 Changes at Puberty Understanding puberty it affects everyone differently. Physical changes in men and women. Emotional impact - mood swings, feelings.				12 Identifying and expressing feelings. Identify different feelings. What makes us happy/sad/angry. Identify actions/triggers that affect our behaviour. Look at different				13 Appropriate behaviour. Right/wrong behaviour. Impact on others. Buy into cried out concerns				14 Public and Private Understanding personal belonging. Understand things we can do in private but not in public. Asking/giving permission including respect. Trust, secrets, doors(4)				15 Ourselves, growing and changing Personal Identity like/different like/different Important people in their life. Personal strengths, interests				16 Our Community (x2) Growing/caring for flowers/plants and vegetables. Litter picking. What's in our community.				16 Our Community. (x2) Growing/caring for flowers/plants and vegetables. Litter picking. What's in our community.				17 Farming friendship/interests Demonstrate positive and negative ways of being friends. How to resolve conflict, showing respect.							
Year 7	18 Self Esteem What we are good at Dealing with feelings How to improve self esteem				19 Mental Wellbeing Physical mental wellbeing Charities and services that can help Mindfulness				20 Feeling Well The difference between feeling unwell/ill Germs and bacteria Who can help us if we are unwell/at home/in school/in the community. Medicines for illness/allergies/asthma				21 Rules and Law School rules, safety rules. How do rules/laws keep us safe in the community.				22 Our Changing bodies. What is puberty? Identify changes from birth to adulthood in physical, emotional and racial. The importance of Personal hygiene during puberty. The reproductive organs.				23 Feelings worried What does worried/frightened look like? Personal space. Inappropriate/appropriate contact. The law and serious actions - consent/abuse				24 Diversity Identify different rights and responsibilities inside of school. What is meant by rights/responsibility. What is Stereotyping. Rules/laws.				25 Taking care of the Environment. Look at natural environments. Caring for living things - people/plants and plants. Describe responsibility for looking after and caring for				26 Politics and Parliament Who makes decisions in our school/home The political system in the UK. UK Government - what does it do? MP's and their							
Year 8	27 Commend Jao (x2) Supporting students to develop life skills, develop a growth mindset and build resilience.				27 Commend Jao (x2) Continued				28 Accident/Injury safety Risky behaviour/situations Positive risks - trying something new				29 Medicinal Drugs Identify different health professionals. The difference in prescribed medication and that bought over the counter. All drugs come with a health risk if not taken correctly				30 Body Image Look/describe at young people in magazines/TV/social media. Thoughts/feelings about our body. Self esteem/influence/peer pressure/manipulation in social media and advertising				31 Personal Strengths? Identify personal strengths and skills we use at times in other people. Self esteem, positive and negative feelings. Strategies for managing our negative				32 Jass Award (x2) Encouraging interests, getting and staying Active. Encouraging community or nature-based projects outdoors.				32 Jass Award (x2) Encouraging interests, getting and staying Active. Encouraging community or nature-based projects outdoors.				33 Law, crime and Society Different types of crime. Different types of Punishments. Law and crime - changes over time. Government - Police - Law and crime Modern Britain							
Year 9	34 Forest School (x2) 37 keeping safe in local community - Park, street, road, rail and water safety Recognizing dangers and emergency services that can				34 Forest School (x2)				35 Strong Feelings Identifying different feelings and emotions Strategies to support our emotions Mindfulness				36 Drugs Alcohol Identify common legal drugs. Effects of alcohol. Rules and law, legal age. Peer pressure, habit, addiction				37 Romantic Feelings Identify different feelings - friendship/like/fancy. Use appropriate language - sex and introduce gender/identity. Where to seek advice				38 Healthy/Unhealthy relationships Friendship/relationships What these relationships 'look' like. Recognize some behaviours and feelings associated				39 John Muir Award - (Environment x2)				39 John Muir Award - (Environment x2)				40 Rules/Law Combatting Terrorism Conspiracy theories, Extremism. Terrorism, Radicalisation process. Counter terrorism.							
Year 10	41 Basic First Aid Recognizing an emergency. Dealing with common injuries. Treating everyday accidents.				42 Self concept Personal strengths, Confidence. Strategies for building resilience. All About Me targets				43 Puberty and Sexual Health Puberty, personal hygiene. Contraception and STI's. Risks/frequency. Where to get help and advice				44 Tobacco, Vape Potential health issues and harm to the body. Advertising and peer pressure.				45 Intimate Relationships Consent, permission Similarities/differences with friendship/romantic/infatuation to relationships. Consent of sex - consent, STI's				46 Different relationships Responsibilities in adulthood. Look at the choices available to them in Year 11 and				47 Prejudice and Discrimination. Everyone is unique. Explain prejudice and discrimination against someone, linking at				48 Aspirations, work and careers Recognize strengths, skills and achievements. Identify future career choices - have they got there skills/interests/abilities				49 Exploring British Values The Monarchy Critical thinking and fake news. Explore British Values. LEAD - LEAD							
Year 11	50 First Aid Course Complete First Aid course - Call, Tell, Rescue Responding to emergency situations including CPR and the recovery position.				51 Physical Activity The importance of a healthy lifestyle? Managing a work/school/life balance Maintaining good health - screening, check-ups and accessing health services				52 Mental, Emotional and Physical Wellbeing Understanding feelings - worried/frenzied. Recognizing common mental/emotional health concerns. Where to go for help and advice				53 Substance abuse What is substance abuse. The effects and harm on our bodies short and long term. Peer pressure.				54 Longterm Relationships and Parenthood Commitment, long term relationships. Responsibility, marriage, partnership, forced marriage. Adoption, fostering, donor conception. Choice and choice of				55 Managing Pressure Kind/unkind/teasing/bullying, hurtful behaviour. Peer pressure and influence. Recognize the difference in friendship and toxic friendship Risks/Low relating anti racial behaviour/other risky behaviours.				56 Employment rights/Responsibilities. Skills/communications/rights and responsibilities. Human rights/law. Employment rights/Trade union Discrimination, bullying and harassment in the workplace. How and where to seek help				57 Our Wellbeing Identify different groups in the community to support you/ta join-SIASS Visit out to support/colleague. Prepare them for life after Oskund - life/kill.				No Year 11's							

Each topic will be for 4 weeks/8 lessons. Over the year there are 3 Recap lessons there can be used to address what going on in the World at present, additional Value for school lessons or subject they chose to want to know more about.

Relationships and Sex Education **Living in the Wider World** **Health and Wellbeing**

Schemes of Work and Assessment (sample)


- Each topic/strand will have a **scheme of work** to follow.
- They all have supporting **outcomes** for students progress.
- They are all clearly numbered with topic headings.
- The curriculum includes the three main subjects within PD as well as **Citizenship** and **British Values**.
- All topics have **assessment sheets** for students to complete along with teachers on their **individual learning** at the end of each topic.

Personal Development 21 Rules and Law LWV


Duration 8 lessons	Content
1	The things we are allowed to do in school
2	Explain how rules help us; rules we have in the classroom, at home as well as rules in the community.
3	Come up with a poster showing a set of rules for people to follow in the community. You could choose a park, pond/wildlife nature area or community in general.
4	Give some simple examples of things we are allowed/not allowed to do in school (rules) Back up your answers/why/what are the benefits.
5	Explain how rules and laws help us to live and work with other people outside of school. How can they protect us?
6	Identify what might happen if we did not have rules and laws or if people ignored them. Anti social behaviour - what is it, what are anti social behaviours.
7	Anti social behaviour - what is it, what are anti social behaviours .
8	Anti social behaviour - How do they effect the community and environment and the effects of anti social behaviour/punishment/laws.

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond to stimuli or adult modelling about the things we are allowed to do in school. 	<ul style="list-style-type: none"> Give some simple examples of things we are allowed/not allowed to do in school (rules) 	<ul style="list-style-type: none"> Explain how rules help us; rules we have in the classroom, home and in the community. Understand the consequences of not following rules. 	<ul style="list-style-type: none"> Identify what is anti social behaviour. The different types of anti social behaviours. Consequences of anti social behaviour 	<ul style="list-style-type: none"> Explain how rules and laws help us to live and work with other people outside of school. Punishments and law of anti social behaviour

Supporting Resources:
 All supporting resources
https://drive.google.com/drive/foIders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y


Personal Development Self assessment

Topic: 21 Rules and Law



ASSESSMENT FOR LEARNING **BASELINE CONFIDENCE CHECKER**

AFTER LEARNING THE UNIT		NOT CONFIDENT	CONFIDENT	VERY CONFIDENT
***Adaptive teaching - see progress sheets				
Emerging	Give some simple examples of things we are allowed/not allowed to do in school (rules)			
Developing	Explain how rules help us; rules we have in the classroom, home and in the community. Understand the consequences of not following rules.			
Secure	Identify what is anti social behaviour. The different types of anti social behaviours. Consequences of anti social behaviour Know rules and laws help us to live and work with other people outside of school.			
***Adaptive teaching - see progress sheets				
Staff comment What worked well? Targets for next time?				

Subject Enhancement

At Oakwood, we believe in providing a comprehensive Personal Development education that goes beyond the classroom. We recognize the value of subject enhancements, such as trips, in-school visits, projects, theme days, and the inclusion of famous people throughout the curriculum. These enhancements aim to deepen students' understanding of real life concepts and develop crucial real-world skills. By incorporating these activities, we create a holistic learning experience and promote cultural capital among our students.

Trips: Trips offer students the opportunity to apply real-life skills within a variety of situations and develop practical skills. The following table highlights the trips organized by year group within a variety of subjects and their focus.

In-School Visits: In-school visits bring experts and external organizations to our students, providing hands-on experiences and fostering problem-solving skills.

Personal development is used everyday in everything we do - routines, socialising, making decisions, respect, building confidence and resilience.

The table on the following page showcases the trips/in-school visits and their focus (the **bold** ones are specifically linked to **Personal Development**):

Year	Trip	Focus
Willows	Movie Night (after school) Maths (School Puzzle company) English (Live Panto) Careers week Inclusivity Maths - Money week Pride Reward Trips	Pastoral Problem solving, dealing with challenge Social skills Future aspirations Respect/diversity Responsibility/accountability/life long learning Gender Identity, acceptance and respect. Motivation, setting targets, achievement
Year 7	English (Live Panto) Careers week Inclusivity Wythenshawe Wheelers Maths - Money week Pride Sleepover Reward Trips	Social skills Future aspirations Respect/diversity Distance and time - maths in real life Responsibility/accountability/life long learning Gender Identity, acceptance and respect. Pastoral Motivation, setting targets, achievement
Year 8	English - Poet Visit English (Live Panto) Careers week Inclusivity Maths - Money week Pride Reward Trips	Listening and understanding. Social skills Future aspirations Respect/diversity Responsibility/accountability/life long learning Gender Identity, acceptance and respect. Motivation, setting targets, achievement

Year	Trip	Focus
Year 9	Reward Trips Tech & Comp & PD - Stem workshop /Legoland English (Author visit) Careers week Inclusivity Maths - Money week Maths Airport car park - Stats/ Tallying / Times and timetables Pride	Motivation, setting targets, achievement. Creativity, problem solving, working with others. Listening and understanding Future aspirations Respect/diversity Responsibility/accountability/life long learning Real life maths skills Gender Identity, acceptance and respect.
Year 10	English (Poet Visit) Reward Trips English (Author visit) Careers week Inclusivity Maths - Money week Pride	Listening and understanding Motivation, setting targets, achievement. Listening and understanding Future aspirations Respect/diversity Responsibility/accountability/life long learning Gender Identity, acceptance and respect.
Year 11	English (Poet Visit) Reward Trips English (Author visit) Careers week Inclusivity Maths - Money week Pride	Listening and understanding Motivation, setting targets, achievement. Listening and understanding Future aspirations Respect/diversity Responsibility/accountability/life long learning Gender Identity, acceptance and respect.



Accessibility and inclusivity



We are committed to ensuring that all students have equal access to high-quality Personal Development education, regardless of their disabilities or special education needs. We recognize the importance of creating an inclusive environment where every student can actively participate, engage, and succeed. This section of the PD policy outlines our approach to inclusivity and the provision of adapted equipment to support students with disabilities or special education needs.

1. Inclusive Teaching Strategies:

The Oakwood T&L principles are based upon inclusive teaching strategies to meet the diverse learning needs of students.

Modifications to instructional methods, assessments, and assignments will be made to accommodate individual students, ensuring that they can actively engage and demonstrate their understanding of the different concepts.

2. Adapted Equipment:

Oakwood is equipped with a range of adapted equipment to facilitate the participation and learning of students with disabilities or special education needs.

Assistive technologies, such as screen readers, and alternative input devices, will be provided to students with fine and gross motor difficulties.

For students with mobility impairments, accessible adjustable-height tables are available to ensure they can comfortably participate and complete their work.

Tactile models, enlarged diagrams, and other sensory aids will be used to enhance the learning experience for students with visual impairments.

Additional supports, such as magnifiers, colored overlays, or specialized seating, will be provided based on individual student needs.

5. Accessibility of Facilities:

Classrooms are designed and organized to provide easy accessibility for students with disabilities or special education needs.

Clear pathways, wheelchair ramps, within the classrooms.

Appropriate desk resources such as writing/sloping boards, pencil grips, bolder/wider lines in books, all will be put in place to ensure students can work independently.

Ear defenders are available for those struggling with noise.

Consideration will always be given to the placement of equipment and resources ensuring that it is accessible and adjustable to accommodate students with varying physical abilities.

British Values

British Values

- **Extremism and radicalization** - All subject teachers in the department are familiar with the indicators of vulnerability to extremism and radicalization and the procedures for dealing with concerns. When delivering lessons in PD we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the curriculum.
- **Promoting values** - During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
- **Planning for British Values** - we have looked at all areas of our PD curriculum and have pre-planned the coverage of the British values through the topics that we have selected.

Personal Development curriculum - SMSC overview

Oakwood ensures pupils' SMSC development through both implicit teaching and through other aspects of school life.

	Social Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.	Moral Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.	Spiritual Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.	Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity
Explicit PD curriculum opportunities	✓ See PD curriculum - SMSC overview	✓ See PD curriculum - SMSC overview	✓ See PD curriculum - SMSC overview	✓ See PD curriculum - SMSC overview
SMSC / British Values assemblies	✓ Themed assemblies, leading to opportunities for discussion and reflection.	✓ Themed assemblies, leading to opportunities for discussion and reflection	✓ Themed assemblies, leading to opportunities for discussion and reflection	✓ Themed assemblies, leading to opportunities for discussion and reflection
Anti Bullying Week	✓ Themed assemblies, leading to opportunities for discussion and reflection.	✓ Themed assemblies, leading to opportunities for discussion and reflection	✓ Themed assemblies, leading to opportunities for discussion and reflection	✓ Themed assemblies, leading to opportunities for discussion and reflection
Children's Mental Health Week	✓ Themed assemblies, leading to opportunities for discussion and reflection.	✓ Themed assemblies, leading to opportunities for discussion and reflection	✓ Themed assemblies, leading to opportunities for discussion and reflection	✓ Themed assemblies, leading to opportunities for discussion and reflection
Safe Internet Day	✓ Themed assemblies, leading to opportunities for discussion and reflection.	✓ Themed assemblies, leading to opportunities for discussion and reflection	✓ Themed assemblies, leading to opportunities for discussion and reflection	✓ Themed assemblies, leading to opportunities for discussion and reflection
Careers Week	✓ Themed assembly, opportunity to access local providers	✓ Themed assembly, opportunity to access local providers	✓ Themed assembly, opportunity to access local providers	✓ Themed assembly, opportunity to access local providers

Personal Development curriculum - SMSC overview

Oakwood ensures pupils' SMSC development through both implicit teaching and through other aspects of school life.

Social

Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

Spiritual

Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

Pride

Themed assembly, opportunity to discussion and reflection

Themed assembly, opportunity for discussion and reflection

Themed assembly, opportunity to discuss and reflect

Themed assembly, opportunity to discuss and reflect

Votes for Schools

Themed assemblies, leading to opportunities for discussion and reflection.

Themed assemblies, leading to opportunities for discussion and reflection

Themed assemblies, leading to opportunities for discussion and reflection

Themed assemblies, leading to opportunities for discussion and reflection

Teaching of PD (discussion and reflection based)

Opportunities for discussion and reflection within lesson time.

Opportunities for discussion and reflection within lesson time.

Opportunities for discussion and reflection within lesson time.

Opportunities for discussion and reflection within lesson time.

Personal Development curriculum - SMSC overview

Oakwood Academy

	KS2 Curriculum	KS3 Curriculum	KS4 Curriculum	
Social	<p>Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.</p>	<ul style="list-style-type: none"> Participate and cooperate in discussions with others Investigate and reflect on moral issues within the curriculum and during 'Votes for Schools' lessons 	<ul style="list-style-type: none"> Participate and cooperate in discussions with others Investigate and reflect on moral issues within the curriculum and during 'Votes for Schools' lessons Learning about healthy and unhealthy relationships 	<ul style="list-style-type: none"> Participate and cooperate in discussions with others Investigate and reflect on moral issues within the curriculum and during 'Votes for Schools' lessons
Moral	<p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.</p>	<ul style="list-style-type: none"> Progressive schemes of work on 'Rules and Law', 'Law, Crime and Society' and 'keeping safe online' Links to citizenship outcomes through PE curriculum Appreciate moral and ethical issues during curriculum SOW and votes for schools Recognize right and wrong in relation to conflict within society 	<ul style="list-style-type: none"> Progressive schemes of work on 'Rules and Law', 'Law, Crime and Society' and 'keeping safe online' Links to citizenship outcomes through PE curriculum Appreciate moral and ethical issues during curriculum SOW and votes for schools Recognize right and wrong in relation to conflict within society Learning to take care of the environment 	<ul style="list-style-type: none"> Appreciate moral and ethical issues during curriculum SOW and votes for schools Recognize right and wrong in relation to conflict within society Appreciating consequences relating to law and crime Preparing for adulthood
Spiritual	<p>Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<ul style="list-style-type: none"> Respecting multi cultural faiths and beliefs or others Enjoy learning about yourself and personal strengths Enjoying learning about the local community and surrounding world 	<ul style="list-style-type: none"> Participate in discussions with others about 'my local area' and what makes it unique (i.e. a multicultural society) Appreciate diverse feelings and values 	<ul style="list-style-type: none"> Exploring beliefs and respecting faiths when exploring the local community
Cultural	<p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity</p>	<ul style="list-style-type: none"> Investigating moral issues and diverse viewpoints 	<ul style="list-style-type: none"> Appreciate cultural influences in 'my local area' and what makes it unique Investigating moral issues and diverse viewpoints Learning about diversity and inclusion Appreciate the role of Britain's parliamentary system through curriculum schemes of work such as 'Politics and Parliament' 	<ul style="list-style-type: none"> Investigating moral issues and diverse viewpoints

British values overview in the PD curriculum

At Oakwood Academy, we recognise the multicultural, multi-faith nature of the local area and the United Kingdom. These values are reflected in the school's ethos and embedded in school life.

Democracy
A state of society characterised by equality of rights and privileges

The Rule of Law
All people and institutions are subject to and accountable to law that is fairly applied and enforced.

Individual Liberty
Individual liberty suggests the free exercise of rights generally seen as outside Government control.

Mutual Respect and Tolerance
The proper regard for an individual's dignity, which is reciprocated.

Overview
Some examples include:

Votes for Schools



'VotesforSchools' mission is "to give young people the knowledge they need and tools required to change the world around them. The programme helps teachers to address current affairs and sensitive topics while lighting up the classroom and sparking student interest in new areas. The voting platform gives young people a respected and influential voice

Respecting differences between people (Willows)



Schemes of work within the PD curriculum at Key Stage 2 which focuses on:

- Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010).
- Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic

Belonging to a community (Willows)



Schemes of work within the PD curriculum at Key Stage 2 which focuses on:

- Identify different groups that make up our community
- Suggest ways we can help people to feel welcome in the different groups and communities we belong to

Taking care of the environment (Year 7)



Schemes of work within the PD curriculum at Key Stage 3 which focuses on:

- Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in

Rules and laws (Year 7)



Schemes of work within the PD curriculum at Key Stage 3 which focuses on:

- Explain how rules help us; rules we have in the classroom and at home
- Identify what might happen if we did not have rules and laws or if people ignored them

Diversity / Rights and responsibilities (Year 7)



Schemes of work within the PD curriculum at Key Stage 3 which focuses on:

- Describe some of the similarities, differences and diversity among people of different race, faith and culture
- Describe what is meant by rights and responsibilities
- Recognise that everyone has 'human rights' and that the law protects these rights
- Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law.

British values overview in the PD curriculum

At Oakwood Academy, we recognise the multicultural, multi-faith nature of the local area and the United Kingdom. These values are reflected in the school's ethos and embedded in school life.

	Democracy A state of society characterised by equality of rights and privileges	The Rule of Law All people and institutions are subject to and accountable to law that is fairly applied and enforced.	Individual Liberty Individual liberty suggests the free exercise of rights generally seen as outside Government control.	Mutual Respect and Tolerance The proper regard for an individual's dignity, which is reciprocated.	Overview Some examples include:
Politics and Parliament (Year 7)	✓	✓	✓	✓	Schemes of work within the PD curriculum at Key Stage 2 which focuses on ?
Managing online information (Year 8)	✓	✓	✓	✓	Schemes of work within the PD curriculum at Key Stage 3 which focuses on: <ul style="list-style-type: none"> • Explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world • Identify organisations/ websites that can help us or other people with concerns about something seen or experienced online.
Law, crime and society (Year 8)	✓	✓	✓	✓	Schemes of work within the PD curriculum at Key Stage 3 which focuses on the law system and consequences to actions
Combatting extremism and terrorism (Year 9)	✓	✓	✓	✓	Schemes of work within the PD curriculum at Key Stage 3 which focuses on identifying potential concerns around these key themes
Prejudice and discrimination (Year 10)	✓	✓	✓	✓	Schemes of work within the PD curriculum at Key Stage 4 which focuses on awareness and citizenship
Employment rights and responsibilities (Year 11)	✓	✓	✓	✓	Schemes of work within the PD curriculum at Key Stage 4 which focuses on: <ul style="list-style-type: none"> • The skills and attributes to manage rights and responsibilities at work • Including health and safety procedures • Know about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it • Describe the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours

Home Learning Policy

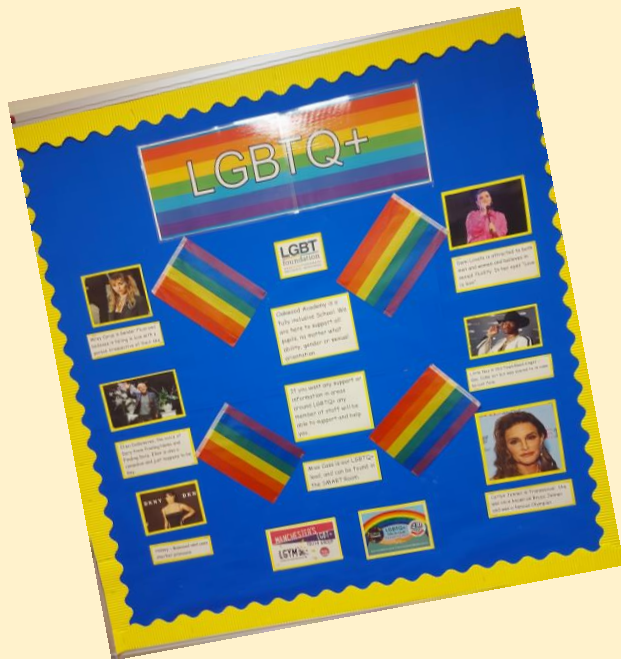
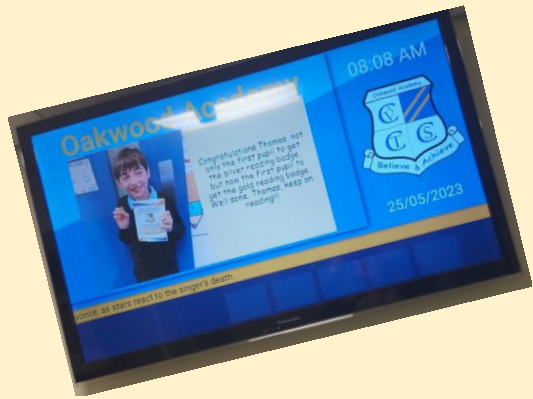
- Students have Home Learning packs whereby they can choose a selection of work to complete from a list of given topics. For each year group there a range of tasks to choose from that they will complete over the course of a half term, as part of the Home Learning pack. These are opportunities to extend knowledge, skills or recap and retain prior learning.

Celebrating Success.

Here at Oakwood we thrive on our students success no matter how small it is or how it comes to our students, they are all individual and unique and we 100% encourage them to grow and become confident and inspirational people. By accepting challenges and overcoming problems it allows them to share in experiences they may never have had the opportunity to do before.

We constantly praise our students, give out certificates and postcards for them to share with the people they go home to, phone calls home, information is shared on class dojo as well as in our school newsletters, we hand out raffle tickets so they can win prizes. We advertise their success on the digital screens around school, display their work, encourage them to participate in events throughout the year.

We also take an interest in their progress as they move on from Oakwood. We love hearing their stories on how some have gone on to internships, jobs and gained higher qualifications at college/university. We share their journey and wish them well.



Success comes in many ways...



In each newsletter we aim to share success stories from our ex-pupils. This week it is the turn of Ryan Griffiths. We are very proud of him. College is going very well, excelling in graphic design and I am predicted high grades for when I leave.

I have sent off my application to university and I am pleased to say that I have received three unconditional offers to study a BA (Hons) Graphic Design. So I will be starting this year.

In addition to all of this I am still with the NCS, this year have managed to become a group leader.

I have also been working at Hollister part time for a year.

Ryan Griffiths

Great News

Ex-pupil Abdul Barrow is starting his kickstart apprenticeship programme with us in school (January - June 2022). He will be supporting computing lessons and IT support every Monday. He thought and he Lucas TF is nice to see how well our students are doing and the progress they make when they leave. Abdul Barrow, we all wish them good luck in creating great futures for themselves. It's nice to see how well they have grown, developed and matured, turning into lovely young adults.

"The Excell Hub is here to help you find your own path for your future."



We have to take a break from our educational studies for a moment, but I've just finished my kickstart apprenticeship. It's a fantastic experience, and I've learned so much from the team at the Excell Hub. I'm really enjoying the work and the support I'm getting. It's a great opportunity to gain real-world experience while still being in school. I'm really looking forward to continuing my education and then working for the Excell Hub when I graduate. I'm really grateful for the support and opportunities that the Excell Hub has provided. I'm really looking forward to continuing my education and then working for the Excell Hub when I graduate. I'm really grateful for the support and opportunities that the Excell Hub has provided.

Student Celebration

Since leaving school in 2018, I moved on to Preston College to do a BTEC Diploma in Performing Arts. In my first year I achieved 3 BTEC grade distinctions (D*, D and D) and I am predicted to achieve high grades this year.

I have applied to various universities to pursue my acting career and have yet to make my decision as to where I will go.

For the past three years I have also been working at my part-time job at the Lacey Theatre. This involves both of house and bar work.

I have also done some voluntary work at the British Heart Foundation shop at Salford. James Walton



When I left school in June 2020 I had to be in contact with a Disability Employment Advisor who worked at the Excell Hub. I received a weekly telephone call through the phone. I was really grateful for the support and advice that I received. I was really grateful for the support and advice that I received. I was really grateful for the support and advice that I received.

Inspirational People

Our Hero Colby

You are a person who has made a big difference to the lives of many people. You are a person who has made a big difference to the lives of many people. You are a person who has made a big difference to the lives of many people.



Amazing Work

The staff at the Excell Hub are amazing. They are the best people I have ever met. They are the best people I have ever met. They are the best people I have ever met.



All About Me

My name is Colby and I am a student at the Excell Hub. I am a student at the Excell Hub. I am a student at the Excell Hub.

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The Excell Hub (19-25 social care provision)

#TobysFund

Toby's Incentive Trophy Shield

Wear Red Day at Sixth Form (raised £100)

#TobysFund t shirt and jumper campaign

SO FAR WE HAVE RAISED: £7651.00!

Thank you to all our supporters.

Celebrating success in having the confidence to stand and speak in front of a small group, internships at Salford Royal hospital, showing their creative side and designing and painting pebbles as well as remembering past pupils.



And being part of something, taking part and celebrating a part of history, coming together as a community as a school; having fun with friends and making memories.