



LOCATION: CURRICULUM HANDBOOK, DOCUMENT 9

PERSONAL DEVELOPMENT POLICY

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Reviewed By: Claire Wilson

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“This policy should be read as part of a collection of policies that together form the overall Safeguarding Policy and procedure for Abbey Court School.”

It is intended that pupils at Abbey Court School will become informed, thoughtful and responsible citizens, who are aware of their duties and rights. Promoting personal development enables pupils to become confident and responsible young people in school and beyond. The skills they learn should enable them to play an effective role in the school community and their future life. Personal development encompasses the whole child and underpins everyday life skills; how they develop socially, morally, culturally, spiritually, intellectually and physically. It is about how pupils develop self-autonomy and have opportunities to contribute to their own development and things that affect them. Personal Development enables pupils to develop skills to support them in growing towards independence and having the confidence to make informed choices and communicate their needs. Pupils develop a voice, ensuring that they are listened to and their views acted upon. Personal development, as suggested by its title, is personal to each individual pupil. Their interests, skills and social needs are carefully considered and discussed with all stakeholders to ensure that personalised learning through Individual targets, incidental learning opportunities and dedicated PSHE teaching time is highly effective in supporting students to achieve their potential and beyond.

Pupils play a crucial role in being an ambassador for their own learning with their individual education plan (IEP) targets being ‘pupil generated’ and reflective of the areas in which students have an interest in learning. These interests are built upon by carefully considering the knowledge and skills which the individual needs to acquire in order to reach this goal.

I. INTRODUCTION

I.1 Personal development is about the whole child and about how they develop socially, morally, culturally, spiritually, intellectually and physically. It is about how pupils develop self-autonomy and have opportunities to contribute to their own development and things that affect them. It is about giving pupils a voice, ensuring that they are listened to and their views acted upon. The PSHE Association (2017) says that Section 2.5 of the National curriculum framework states that all schools should make provision for PSHE education identifying “the key concepts, skills and attributes that are developed through PSHE education. These help schools to fulfil their statutory responsibility to support pupils’ spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life”. Abbey Court School PSHE curriculum, of which this policy is a part, reflects this aim.

- I.2 Through the work which the pupils undertake in personal development we hope that they will become informed, thoughtful and responsible citizens, who are aware of their duties and rights. Promoting personal development will enable the pupils to become confident and responsible in school and beyond. The skills they learn should enable them to play an effective role in the school community and their future life.
- I.3 At Abbey Court School we aim to create an environment where we are all proud of our achievements and respect for one's self and others is at the centre of our community. Through personal development, we aim to provide pupils with opportunities to develop knowledge, skills and understanding to enable them to become informed, active, caring and responsible citizens who lead healthy and confident lives. We provide an ethos where everyone is valued, and where personal development and achievement is celebrated.
- I.4 The encouragement of Personal development provides opportunities for:
- Spiritual development, fostering an understanding of different values.
 - Moral development, increasing understanding of rights, justice and responsibility.
 - Social development, helping to develop valuable communication and social skills.
 - Cultural development, promoting understanding and respect for diversity and difference.
- I.5 At Abbey Court we believe that personal development prepares pupils for the opportunities, responsibilities and experiences of later life. It is important also, that pupils are equipped with the self-help skills which will enable them to play a full and active role in the community. We aim to give pupils the opportunity to voice opinions and participate in decision-making processes.
- I.6 Teachers, teaching assistants, the school health team, volunteers and governors are responsible for promoting the personal development of our pupils.
- I.7 Outside agencies such as physiotherapists, speech and language therapists, educational and clinical psychologists, music therapists, administration staff and members of the wider community (for example other schools), also have an important part to play in developing the 'whole child'.
- I.8 The policy is kept in the school curriculum handbook as part of the PSHE Policy.
- I.9 The personal development policy is directly related to the school's Aims and Values and to supporting pupils to achieve economic well-being, stay safe, be healthy, enjoy & achieve and make a positive contribution.
- I.10 Personal development is taught as part of Personal, Social and Health Education. Through the PSHE curriculum, we aim to develop the physical, moral and emotional well-being of our pupils as well as to provide them with the skills and attitudes which will make them good citizens.
- I.11 At Abbey Court School we believe that personal development should enable pupils to develop as all-round individuals and is in line with UNICEF's Rights of the Child which states that children must grow as healthy as possible, can learn in school, receive protection, have their views listened to and are treated fairly.

2. SMSC

Abbey Court's approach to the provision of SMSC is referenced in The Routledge Companion to Severe, Multiple and Profound Learning Difficulties (Editors Penny Lacey, Rob Ashdown, Phyllis Jones, Hazel Lawson, and Michele Pipe, 2015)

The SMSC policy has been designed to incorporate the following list of different actions that schools can take as recommended by the Department for Education (2014):

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

(From 'Promoting fundamental British values as part of SMSC in schools' DfE Nov 2014)

For further detail please see Abbey Court School's SMSC policy.

3. RIGHTS RESPECTING SCHOOL

Abbey Court School is a Rights Respecting School and puts the 54 articles of the UNICEF Children's Charter at the heart of all school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly.

4. AIMS

4.1 Through personal development we aim to:

- promote a pupil's all-round development.
- help pupils play an active role in the community and promote good citizenship.
- to develop life skills and equip pupils to be as independent as possible.
- to develop self-esteem.
- to make pupils aware of how to keep themselves safe.
- to give pupils a voice and value the contributions they make – e.g. through Pupil Voice, Visual Annual Reviews, and SDP consultation.
- to give pupils the opportunity to make choices and decisions.
- to help pupils to take responsibility for themselves, their possessions and their environment.
- to help pupils distinguish between right and wrong and respect the rights of others.

5. OBJECTIVES

Our Personal Development curriculum will enable pupils to develop independence and communication skills in the following areas:

- 5.1 Personal care skills, e.g. Dressing, eating and drinking.
- 5.2 Appropriate independent movement skills, i.e. from moving own body through to independent travel using public transport.
- 5.3 Understanding the need to take care of personal hygiene and how to present themselves.
- 5.4 Encourage socially acceptable behaviour which will enable pupils to cope in various environments.
- 5.5 Use of the local environment, facilities and organisations e.g. other schools to promote decision-making/problem-solving.
- 5.6 Working closely with parents/carers to ensure optimum learning opportunities.
- 5.7 Understanding of personal safety and the safety of others in a variety of environments, i.e. at home, at school, in water, and on the road.
- 5.8 To develop life skills.
- 5.9 To develop self-esteem, and respect for others.
- 5.10 To provide opportunities for all pupils to take part in group work, collective worship and circle time.
- 5.11 Opportunities for taking part in residential activities.

6. CURRICULUM PLANNING

- 6.1 Personal development is taught as part of PSHE and through other National Curriculum subjects.
- 6.2 Personal development targets are included as part of a pupil's individual education plan as part of the PSHE section.
- 6.3 Personal development is taught at all key stages in a way which is appropriate to the needs of the pupils. The key aspects of the programme are revisited in a spiral curriculum ensuring continuity and progression across Key Stages.
- 6.4 Personal development teaching features as part of the PSHE coverage which also encompasses and is taught alongside; Health and wellbeing education, Economic Education, Careers guidance, Relationships and Sex Education and Citizenship.

7. STYLES OF TEACHING AND LEARNING

- 7.1 We deliver personal development through a range of teaching styles – e.g. individual, group, class, departmental and across key stages.
- 7.2 Various approaches are used appropriate to the needs of the pupils – e.g. video, discussion, pictures, games, role play, stories, drama, educational visits and circle time.

- 7.3 When appropriate, and to enrich pupils' experience, outside speakers and specialists will be utilised to deliver the programme.
- 7.4 The expertise of fellow professionals will be used whenever possible – e.g. school nursing team, physiotherapists, speech and language therapists, occupational therapists, etc.
- 7.5 Published materials will be used when appropriate – e.g. during circle time, to support pupils' learning.
- 7.6 Educational visits will be arranged where appropriate and as relevant to the curriculum being delivered.
- 7.7 Daily routines will be used to develop individual skills – e.g. breaks and lunch times, classroom and school routines.
- 7.8 Circle time will provide many opportunities to explore personal development and plays an important part in its delivery.

8. ASSESSMENT

- 8.1 Assessment in personal development is undertaken, (in line with Abbey Court's PARR policy).
- 8.2 All pupils have an IEP where specific targets are set and evaluated termly. (Personal development is one of the areas where individual targets are focussed).
- 8.3 Personal development targets may be reported on in a pupil's Annual Review as part of PSHE.
- 8.4 Progress in PSHE (Personal Development) is measured against Abbey Court's 'P' scale standard or the engagement model for pupils working below P levels, at termly progress meetings.

9. CROSS-CURRICULAR LINKS

- 9.1 Personal development is an integral part of PSHE and it is reinforced throughout the whole school day at every appropriate opportunity – e.g. arrival on school transport, during lessons, break and lunch times, visits, circle times, registration sessions and assemblies.

10. SEN AND DIFFERENTIATION

- 10.1 Because of the special needs of pupils at Abbey Court, individuals will need support to develop their personal independence skills so that they can reach their potential.
- 10.2 Personal development is planned for through IEPs, termly plans, coverage plans, schemes of work, lesson plans, etc.

11. STAFFING AND RESOURCES

- 11.1 It is the responsibility of class teachers to plan and deliver personal development. They are supported by Teaching Assistants and on occasions, other professionals, overseen by the Key Stage Leaders.

- 11.2 Resources for delivering personal development consist of books and other artefacts.
- 11.3 The Key Stage Leaders will audit and maintain resources as appropriate to their Key Stage, but will also liaise with other Key Stage Leaders and Subject Leaders to ensure continuity and progression. They are provided with a budget to update resources as necessary.
- 11.4 In addition, ICT, including the use of plasma screens, is used where appropriate to enhance the delivery of Personal Development.

12. EQUAL OPPORTUNITIES

- 12.1 In accordance with Abbey Court School's Equal Opportunities Policy, No 21, all pupils are given appropriate opportunities to access all areas of personal development.
- 12.2 We have three flourishing Pupil Focus Groups (Pupil Voice), one for each department in Primary, Secondary and Further Education, which meet regularly. Pupils are encouraged to play an active role in school development and evaluation.

13. HEALTH AND SAFETY

- 13.1 Activities which take place as part of personal development must be in line with health and safety requirements as outlined in the Health and Safety policy, No. 1 Section 3. Risk assessments will be required in line with policy requirements.

14. INTEGRATION AND COMMUNITY LINKS

- 14.1 Personal development education is a shared responsibility and we encourage the involvement of parents, family and the wider community, e.g. Family Trust and opportunities to work with other schools.
- 14.2 Parents and carers are encouraged to discuss their child's personal development at Parents' Evenings and at Annual Reviews and through IEPs.
- 14.3 Pupils are, where possible, given opportunities to use their personal development skills in the wider community – e.g. through work experience and visits.

15. EVALUATION AND REVIEW

- 15.1 Monitoring of personal development occurs during the year by the Subject Leaders – e.g. the examination of class timetables, planning and records, class/school observations as well as liaising with Key Stage Leaders, HLTAs, school governors and SMT. External consultants are also enlisted to evaluate the personal development curriculum.
- 15.2 The personal development policy is reviewed bi-annually in consultation with staff and other relevant parties where necessary.