



Saint Joseph's Catholic Voluntary  
Academy

# How we teach Personal Development at Saint Joseph's

A Lesson Handbook: Guidance and Resources for Teaching Staff

<p>Vision: Intention, Implementation, Impact</p>	<p><u>Intent</u></p> <p>In line with the National Curriculum 2014, all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PD curriculum:</p> <ul style="list-style-type: none"> <li>• Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and</li> <li>• Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.</li> </ul> <p>At St Joseph's Catholic Voluntary Academy, Personal Development is very much a cross-curricular subject and is a fundamental part of the child's school experience. We believe that successful Personal Development supports children's learning capacity, and this aspect of the school's work is held in high regard as we believe that it promotes wellbeing and underpins a child's development as a person. At St Joseph's we follow the a bespoke curriculum, which focuses on providing life changing resources for children, which are focused on prevention not cure.</p> <p>We aim to ensure that all children:</p> <ul style="list-style-type: none"> <li>• Develop a healthy, safer lifestyle.</li> <li>• Develop confidence and responsibility and to make the most of their abilities.</li> <li>• Prepare to play an active role as citizens in Britain.</li> <li>• Develop good relationships and to understand and celebrate the differences between people.</li> </ul> <p><u>Implementation</u></p> <p>This scheme of work includes a mixture of resources to address Personal, Social Emotional and Health Education, Sex Education, the Equality Act, protected characteristics and fundamental British Values. We support our curriculum with resources from</p> <ul style="list-style-type: none"> <li>• Ten Ten – Life to the Full</li> <li>• 1 Decision</li> <li>• Equaliteach- focusing on the content of Equality Act</li> </ul> <p>These topics have been designed to meet the needs of our children and the world in which they live. These units are built on and deepened every year.</p> <p>Personal Development lessons are taught weekly across all our year groups, by class teachers. This ensures that we can teach the Personal Development knowledge and skills in an age-appropriate way.</p> <p>We aim to 'live' what is learnt and apply it to everyday situations in the school community and in the wider world, we aim to ensure all our children leave our school with the following skills.</p>
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	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Being a team worker</li> <li>• Being resilient</li> <li>• Showing commitment, being dedicated and not quitting.</li> <li>• Being a problem solver</li> <li>• Showing Empathy and compassion (including impact on decision-making and behaviour)</li> <li>• Leadership skills</li> <li>• Presentation skills</li> <li>• Using these skills and attributes to build and maintain healthy relationships of all kinds.</li> </ul> <p><u>Impact</u></p> <p>The school has established and maintained a positive learning environment where the children have positive relationships with their peers and teachers.</p> <p>With weekly assemblies, we ensure that Personal Development remains a constant and relevant part of each child's education where their spiritual, moral, social, and cultural curiosity is stimulated, challenged and nurtured.</p>
Medium Term Planning: Steps in books	<p>We have decided to dedicate quality time at St Joseph's to teach Personal Development to our children. We feel these are the areas our children most need to focus.</p> <p>RSHE</p> <ul style="list-style-type: none"> <li>• Religious Understanding</li> <li>• Me, My Body, My Health</li> <li>• Emotional Well being</li> <li>• Life Cycles</li> <li>• Personal Relationships</li> <li>• Keeping Safe</li> <li>• Living in the wider world</li> <li>•</li> </ul> <p>PERSONAL DEVELOPMENT topics</p> <ul style="list-style-type: none"> <li>• Keeping/Staying safe</li> <li>• Keeping/Staying Healthy</li> <li>• Relationships</li> <li>• Growing and changing</li> <li>• Being responsible</li> <li>• Feelings and emotions</li> <li>• Computer safety</li> <li>• Our World</li> <li>• A world without judgement</li> </ul> <p>Elements of the Equality Act (Protected Characteristics) are covered with our children including</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> </ul>

	<ul style="list-style-type: none"> <li>• Gender</li> <li>• Race</li> <li>• Religion</li> </ul> <p>Our identified Character traits</p> <ul style="list-style-type: none"> <li>• Concentrate</li> <li>• Push themselves</li> <li>• Imagine</li> <li>• Improve</li> <li>• Understand others</li> <li>• Don't give up</li> </ul> <p>Fundamental British Values</p> <ul style="list-style-type: none"> <li>• Mutual Respect</li> <li>• The Rule of the Law</li> <li>• Democracy</li> <li>• Individual liberty</li> <li>• Tolerance of other faiths</li> </ul> <p>Catholic Social Teaching</p> <ul style="list-style-type: none"> <li>• The Dignity of the Human person</li> <li>• Family and Community</li> <li>• Solidarity and the Common Good</li> <li>• Rights and Responsibilities</li> <li>• Options for the Poor and Vulnerable</li> <li>• The Dignity of Work</li> <li>• Stewardship</li> </ul> <p>Please see attached document – Personal Development Curriculum</p>
Lesson Approach / Weekly Planning Differentiation	<p>Our Personal Development lessons always start with an assessment of prior knowledge of other areas of Personal Development that will support learning in their current topic.</p> <p>A strong curriculum for Personal Development provides children with the knowledge and skills needed to lead safe, healthy, and happy lives.</p> <p>Each topic is designed carefully building on previous topics. Lessons cover the sticky knowledge identified. Teacher plan and edit the scheme to meet the needs of their pupils, considering SEND and other children with additional needs accessing the curriculum. It equips children to develop skill needed to manage differences, influences, and pressures.</p> <p>Each lesson starts with a revisit question or task to embed and support previous learning.</p> <p>Working walls are an essential part of supporting learning, with key knowledge and vocabulary.</p>

Prior Learning/Recap	At the start of a new unit of work, there should be five minutes spent where children can explore questions on this topic, what they know? What would they like to know?
Key Vocabulary	The vocabulary for each topic is identified on the medium-term plan and vocabulary document. This should be added to the working wall and displayed on the lesson slides.
Assessment	<p><b>Assessment for learning</b></p> <p>Children's assessment in PERSONAL DEVELOPMENT is ongoing throughout the topic. Children are assessed against the sticky knowledge for that topic of work and given a grading of 1-4, in line with the St Ralph Sherwin Catholic Multi Academy Trust Assessment Framework.</p> <ol style="list-style-type: none"> <li>1- Means that a child is remembering all elements of the sticky knowledge and is applying it across PERSONAL DEVELOPMENT lessons and the rest of the curriculum where appropriate.</li> <li>2- Means a child is remembering most elements of the sticky knowledge and is applying most of their learning across PERSONAL DEVELOPMENT and the rest of the curriculum where appropriate.</li> <li>3- Means a child is struggling to remember much of the sticky knowledge and is not applying what they have learnt in their PERSONAL DEVELOPMENT lessons and across other areas of the curriculum.</li> <li>4- Means a child is unable to remember and apply the sticky knowledge. They may be struggling to access the learning and will need to have an adapted curriculum.</li> </ol> <p>Sticky knowledge is assessed through 'spaced learning' sessions. 'Can do' activities have been created to match the curriculum sticky knowledge. Teachers follow a Spaced Learning medium term plan to assess key knowledge and vocabulary. This can be recorded in 'Spaced Learning' books.</p> <p>In addition to this a teacher is continuously assessing sticky knowledge through all lessons and assesses against Insight objectives.</p> <p>Live marking also forms part of assessment in geography. Staff, give verbal feedback to all pupils during the lesson where possible. Staff use a yellow highlighter for elements which need pupils to revisit. Green highlighter identifies successful elements which link to the learning outcome.</p>
How do we cater for all pupils?	<p><b>Differentiate the learning environment</b></p> <p>For learners working towards:</p> <ul style="list-style-type: none"> <li>• Create a safe environment where children can make mistakes;</li> <li>• Allow opportunities for discussion and collaboration.</li> <li>• Allow them time to process the task and new learning.</li> </ul> <p>For learners working at greater depth:</p>

	<ul style="list-style-type: none"><li>• Challenge their thinking and ask them to support their thinking with reasoning linked to learning.</li><li>• Allow opportunities for self-lead learning and investigating.</li></ul>
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