



Saint Joseph's Catholic Voluntary
Academy

How we teach Personal Development at Saint Joseph's

A Lesson Handbook: Guidance and Resources for Teaching Staff

Vision:
Intention,
Implementation,
Impact

Intent

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:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

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.

We aim to ensure that all children:

- Develop a healthy, safer lifestyle.
- Develop confidence and responsibility and to make the most of their abilities.
- Prepare to play an active role as citizens in Britain.
- Develop good relationships and to understand and celebrate the differences between people.

Implementation

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

- Ten Ten - Life to the Full
- 1 Decision
- Equaliteach- focusing on the content of Equality Act

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.

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.

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.

	<ul style="list-style-type: none"> • Self-awareness • Being a team worker • Being resilient • Showing commitment, being dedicated and not quitting. • Being a problem solver • Showing Empathy and compassion (including impact on decision-making and behaviour) • Leadership skills • Presentation skills • Using these skills and attributes to build and maintain healthy relationships of all kinds. <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>
<p>Medium Term Planning: Steps in books</p>	<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"> • Religious Understanding • Me, My Body, My Health • Emotional Well being • Life Cycles • Personal Relationships • Keeping Safe • Living in the wider world • <p>PERSONAL DEVELOPMENT topics</p> <ul style="list-style-type: none"> • Keeping/Staying safe • Keeping/Staying Healthy • Relationships • Growing and changing • Being responsible • Feelings and emotions • Computer safety • Our World • A world without judgement

	<p>Elements of the Equality Act (Protected Characteristics) are covered with our children including</p> <ul style="list-style-type: none"> • Age • Disability • Gender • Race • Religion <p>Our identified Character traits</p> <ul style="list-style-type: none"> • Concentrate • Push themselves • Imagine • Improve • Understand others • Don't give up <p>Fundamental British Values</p> <ul style="list-style-type: none"> • Mutual Respect • The Rule of the Law • Democracy • Individual liberty • Tolerance of other faiths <p>Catholic Social Teaching</p> <ul style="list-style-type: none"> • The Dignity of the Human person • Family and Community • Solidarity and the Common Good • Rights and Responsibilities • Options for the Poor and Vulnerable • The Dignity of Work • Stewardship <p>Please see attached document – Personal Development Curriculum</p>
<p>Lesson Approach / Weekly Planning Differentiation</p>	<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>

	Working walls are an essential part of supporting learning, with key knowledge and vocabulary.
Prior Learning/R 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>Assessment for learning</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"> 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. 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. 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. 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. <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 Personal Development. 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?	At St Joseph's, we ensure every student is both challenged and encouraged to reach their full potential. Our teaching embraces questioning techniques that stimulate critical thinking, urging students to delve deeper into various ideas. Feedback plays a crucial role in our approach; we focus on guiding students to reflect on their work, helping them identify areas for improvement.

We strive to create a supportive environment where students feel empowered to think independently and develop their skills. Our aim is to challenge each student in a way that inspires them to continue striving for excellence in their learning journey. In this way, we foster a culture of curiosity and growth at St Joseph's.

Meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) at St Joseph's involves a strategic, inclusive approach that ensures all learners can access and engage with the curriculum. Initially all teacher plan for varying need using the EEF 5 a day approach. This includes ensuring that needs are met through explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and use of technology. From there, if further support is required we will adapt the task through use of scaffolding, offering alternative formats of tasks, providing multi-sensory learning opportunities and adjusting the task's complexity. Where needed we can adapt the entire curriculum through modified content, providing flexible progression routes and specialist intervention. It is these strategies that support our varied needs in St Joseph's and ensure that each SEND pupil's individual needs are met in a structured, supportive, and inclusive environment. This not only enhances access to learning but also fosters independence, confidence, and long-term achievement.

Working Walls

Working walls are an important feature in our classrooms that help support children's learning. They are interactive displays that show current topics, vocabulary, key learning points, and examples of children's work. These walls are updated regularly so that pupils can use them as a reference during lessons, helping them to remember what they have learned and apply it to new tasks. By making learning visible and accessible, working walls encourage independence, build confidence, and help children stay engaged with their learning journey.

Marking and Feedback

Most marking and feedback should be done at the point of teaching, in front of the child.

Every time feedback is given the children are expected to respond to this in their purple pen.

Teaching staff can give written feedback in blue pen, but no long extended written responses are needed.

A green highlighter is used to identify where the success criteria or lesson objective has been met in a written piece of work.

A yellow highlighter is used to identify a spelling error or an area which needs the child's attention.

Peer marking against the success criteria is in pink pen.

Staff should be circulating the room, unless targeting specific children for support. Staff will identify key topic words in yellow which have been mis-spelt, so that children can edit or self-correct.

Live marking allows the child to identify points of success or improvement at the point of learning. It also allows the teacher to identify areas which need further teaching, individually or whole class.