



The Belvedere Academy

Personal Development Programme & Policy

This plan should be read in conjunction with other relevant policies/documents including the following: Anti Bullying, Code of Conduct, Child Protection, Discipline, Drugs Education, Health Education, Health and Safety, Sex and Relationships Education and the Staff Handbook.

1. Introduction

The Belvedere Academy Personal Development Programme (PDP) comprises all aspects of the Academy's planned provision to promote our students' personal and social development, individual health and well-being. It includes:

- Personal, Social and Health Education (PSHE)
- Citizenship
- Careers Education and Guidance, and Work Related Learning
- Study Skills

The PDP explicitly reflects and is reflected in the values and ethos of The Belvedere Academy and is consistent with the Academy's Mission Statement and core purpose. It aims to enable students to develop into confident adults and responsible citizens. The Belvedere Academy aims to provide an education in a supportive learning environment and a lively, stimulating and friendly atmosphere. The wide social, ethnic and religious mix enriches everyone's experience and promotes tolerance and understanding. The PDP is enhanced by the Academy's environment that allows the students to feel safe and that for which they can have some responsibility.

Central to developing and implementing a PDP is The Belvedere Academy's promotion of positive relationships throughout the Academy community. The students will be encouraged to consider the importance of the following values, which are derived from the Academy's Code of Conduct:

- Respect and valuing themselves and others
- Understanding and sensitivity towards the needs and views of others
- Responsibility for their own actions
- Responsibility to their family, the Academy and the wider community.

The Belvedere Academy believes that the PDP is an educational entitlement of our students.

2. Aims of the Programme

To enable the students to:

- develop self-awareness, self esteem and confidence;
- value their achievements and make the most of their abilities;
- identify their values and strive to live up to them;
- develop the skills of enquiry, decision-making and communication;
- be prepared to meet new challenges and risks with enthusiasm and commitment;
- respect the differences between people;
- have worthwhile and fulfilling relationships;

- lead healthy, safer lifestyles;
- keep themselves and others safe;
- become well-informed and adaptable citizens;
- develop knowledge and understanding of their rights and responsibilities in a democratic society;
- be prepared to take an active role and make a worthwhile contribution in their local, national and global communities;
- become aware of their personal qualities, skills and interests to enable them to research and plan for a rewarding and successful career;
- become motivated, independent learners and take responsibility for their own learning.

These aims are supported by other Academy policies including Child Protection, Discipline, Drugs Education, Sex and Relationships Education, Health Education, Anti-Bullying, Health and Safety, Teaching and Learning, Special Educational Needs, and Equal Opportunities.

3. Delivery

The PDP is designed to be a broad, flexible and spiral one to ensure continuity and progression, as well as being able to respond to issues as they arise.

The methods of delivery are:

- a supportive pastoral programme;
- discrete lesson time;
- suspended timetable activities;
- cross-curricular days;
- assemblies;
- links with outside agencies;
- continuous encouragement of positive behaviour and relationships.

A wide range of teaching strategies are used across the programme to accommodate the different learning styles of individuals in the learning groups and to allow for individual teacher strengths.

Schemes of Work are being developed for all Key Stages which meet the National framework for PSHE and the Citizenship Programme of Study. Outlines of these are given below.

Enrichment activities have a significant role to play in achieving the aims of the PDP. The many opportunities at the Belvedere include: the various clubs and societies, sports teams, orchestra, choir, contributing to the efficient running of the Academy – acting as open day guides for visitors and giving presentations, homework collection, invigilation support, dining room duties, peer support groups, Head Girls and Deputies, Form Representatives, Form Assistants, The Student Council, Duke of Edinburgh, World Challenge, Young Enterprise, Library Duties, Charity Support, Community Service, and working with partner schools.

4. Monitoring and Review

The scheme of work will be monitored by the PSHE Co-ordinator.

Lesson evaluation sheets are available for completion to enable continual feedback for further improvement of the scheme.

Students progress will be more formally assessed and monitored during the profiling sessions (see Appendix 1 and 2).

5. Teaching and Learning

Students are encouraged to take increasing responsibility for their own learning. Learning is enhanced by a variety of teaching strategies. The wide range of themes and topics, together with the different personalities amongst the team of PSHE teachers, ensures many opportunities for a wide range of delivery styles and techniques.

Alongside didactic, whole class teaching, group and pair work opportunities are provided. Video material is presented for discussion, with supporting material when appropriate. Experiential learning provides students with situations to make choices and with opportunities to negotiate. Discussion, role-play, visitors, library use, written work, display preparation – a flexible combination of these ensures variety.

6. Library

The Belvedere Academy Librarian provides an induction; use of the library is encouraged as a vital study skill. As with other resources, the library stock will be added to as finances allow. Library resources enable further topics research to be undertaken.

7. Assessment and Reporting

Individual achievement will be continually recognised to raise self-esteem and to enable students to achieve their full potential. Individual achievements and targets are recorded on the Profiling Card (Appendix 3). The Academy's Report to parents includes reference to the PSHE programme of study.

8. Other Relevant Academy Documentation

The department follows the guidelines set out in the following documents and policies. Reference should be made to these when necessary: Inclusion, Anti Bullying, Code of Conduct, Child Protection, Discipline, Drugs Education, Health Education, Health and Safety, Sex and Relationships Education and the Staff Handbook.

9. Use of Language

Students will be taught to express themselves correctly and appropriately and to read accurately and with understanding. Students will be taught to recognise and use Standard English.

10. Writing

In writing, students will be taught to use correct spelling and punctuation and follow grammatical conventions. They will also be taught to organise their writing in logical and coherent forms.

11. Speaking

In speaking, students will be taught to use language precisely and cogently.

12. Listening

Students will be taught to listen to others, and to respond and build on their ideas and views constructively.

13. Reading

In reading, students will be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

Students will be taught the technical and specialist vocabulary of PSHE and Citizenship Education and how to use and spell these words. They will also be taught to use the patterns of language vital to understanding and expression in PSHE and Citizenship Education.

14. Use of ICT

Students will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in PSHE and Citizenship Education.

Students will be given opportunities to support their work by being taught to:

- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility;
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy;
- exchange and share information, both directly and through electronic media;
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

15. Schemes of Work

Outlines for the Key Stages are given below: these will be developed further during 2010/11.

PSHE & Citizenship Overview for 2010/11

<u>Year</u>	<u>Winter Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>7 PSHE</u>	<ul style="list-style-type: none">▪ Transition to KS3▪ Bullying	<ul style="list-style-type: none">▪ The Real Game▪ Career planning▪ Target setting	<ul style="list-style-type: none">▪ Puberty▪ Sex & Relationship Education▪ Healthy Relationships
<u>8 PSHE</u>	<ul style="list-style-type: none">▪ Personal Finance and Economic Capability	<ul style="list-style-type: none">▪ Diversity▪ Healthy diet and attitudes towards food	<ul style="list-style-type: none">▪ Drugs, Alcohol & Tobacco▪ Healthy lifestyles▪ Basic First Aid
<u>9 Cit GCSE</u>	<ul style="list-style-type: none">▪ Community and identity▪ Government, Power and Politics▪ Law and the Criminal Justice System		<ul style="list-style-type: none">▪ Coursework 1:▪ Participation in Society

<u>10 Cit GCSE</u>	<ul style="list-style-type: none"> ▪ Coursework 2: Planning a campaign 	<ul style="list-style-type: none"> ▪ The Global Community ▪ Human Rights ▪ The Media 	
<u>11 PSHE</u>	<ul style="list-style-type: none"> ▪ Drugs, Alcohol, Tobacco ▪ Risky Behaviour ▪ Sex and Relationship Education 	<ul style="list-style-type: none"> ▪ Diversity ▪ Bullying and discrimination 	<ul style="list-style-type: none"> ▪ Careers preparation ▪ Employment law ▪ Financial capability

Key Stage 4 - At Key Stage 4 students will continue to follow the Edexcel GCSE Citizenship GCSE course. Since 2009/10 all year 9 students have begun to follow the course, with completion of the GCSE taking place in Year 10.

This will look at the following themes:

- Human Rights;
- Power, Politics and the Media;
- The Global Community.

In Year 11 students will look again at PSHE topics, including:

- Sex and Relationship Education;
- Drugs, Alcohol and Tobacco;
- Personal Finance;
- Career Planning.

Students will continue with The Belvedere Personal Development Programme: they will have careers interviews, develop revision skills, write CVs and prepare for work experience placements, which will take place in June/July of Year 11. Students will take increasing responsibility in the extra-curricular activities in which they participate.

During Key Stage 4 students will use the knowledge, skills and understanding that they have gained in Key Stage 3 and their own experience to take new and more adult roles in school and the wider community. They will develop the self-awareness and confidence needed for adult life, further learning and work. They will have opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them. They will develop their ability to weight up alternative courses of action for health and well-being. They will gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions. They will learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek advice about these and other personal issues. They will learn to respect the views, needs and rights of people of all ages.

Key Stage 5 - During PSHE lessons at KS5, students will develop:

- Study skills;
- Life skills:
 - Survival
 - Food
 - living with others
 - renting property, university accommodation
 - money matters and budgeting

- Critical thinking;
- Citizenship and voting awareness;
- Health education topics such as those involving STI, alcohol, cancer and screening;
- Interview skills, CV and letter writing practice;
- Career planning and investigations;
- Preparations for UCAS statements and form completion.

In Y12 all students have the opportunity to gain the Community Sports Leadership Award (CSLA) through a combination of timetabled lessons and participation within the enrichment programme and in the community.

All Y12 and Y13 students are encouraged to participate and take the lead in a wide variety of extra-curricular activities including:

- Community Service;
- Form Assistant Work;
- Drama Festival Direction;
- Young Enterprise;
- Prefect and Sixth Form duties;
- Duke of Edinburgh's Award scheme;
- World Challenge;
- UN Assembly;
- Student Council responsibility;
- Running KS3 and KS4 enrichment activities including booster and refresher clubs;
- Sports Teams;
- Orchestra, choir and other music groups;
- Primary school after-school activities;
- Peer support groups.

PSHE Curriculum Links

Key concepts:

- 1.1b Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self esteem;
- 1.1c Understand that self-esteem can change with personal circumstances, such as those associated with family and friendships;
- 1.2b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened;
- 1.2c Dealing with growth and change as normal parts of growing up;

- 1.4a Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practiced;
- 1.4b Understanding that people have multiple roles and responsibilities in society;
- 1.4c Understand that relationships can cause strong feelings;

Range and Content:

- 3c Physical and Emotional changes and puberty;
- 3d Sexual activity, human reproduction, contraception, pregnancy, and STIs and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities;
- 3g Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations;

17. Review

This plan will be reviewed when there are changes in the law, or in accordance with the schedule drawn up by the Principal and agreed by the ATB.

Policy Revised: April 2011

Appendix 1 – Profiling

Appendix 2 – Example of Profiling

Appendix 3 – Personal Development Programme

Appendix 1

Profiling

The aim of The Belvedere Academy Personal Development Programme is to promote opportunities for personal development in as wide a variety of experiences as possible. The value of all extra-curricular enrichment activities is continually emphasised from Year 7 – Year 13 by all staff.

Students accept responsibility for their own progress through the PDP. Staff encourage them to participate in events and activities and Form Tutors explain how to produce personal statements but involvement/completion is the student's own responsibility; it is a personal development programme.

Recording and Profiling

Before profiling, students are given a sheet on which they identify achievements and targets in various areas (appendix 3). A question sheet is provided to guide students in the completion of the sheet. Students give the sheet to their Form Tutors.

On Profiling Day individual discussions take place between the students and their Form Tutors.

Following profiling in the Summer Term, students write a Personal Statement which reviews and evaluates their progress in all these areas over the year. During external examinations, the extended morning registration time can be used for this. Profile Sheets and Personal Statements are kept in individual student files stored in the Careers Room.

In Year 11 there is no profiling at Christmas when exams are being taken but students review their Personal Development Programme during the Spring Term. A Courses and Awards sheet is completed and a Personal Statement. The Form Tutor also writes a statement for each student. Profiling takes place during this term.

Year 11 students' documented PDPs remain in the Careers Room to be continued in the Sixth Form, except for Year 11 leavers who can take their PDP with them.

Appendix 2

Example of a student guide to Profiling

Y13 Profiling: December

Read through the following. There are plenty of ideas that will help you to complete the appropriate sections of your Profiling Card. Of course, you will also have your own ideas. You might feel that some of the questions and the answers apply to more than one section. They do!

Think carefully about your progress this term, about your achievements and your personal development. Then think about how you can make further improvements: set realistic but challenging targets for yourself.

Take this card with you to your profiling session and discuss it with your Form Tutor.

Academic Performance

Reflect on your AS examination performance – what were the successes and disappointments? In which A2 subjects have you made a successful start? Can you explain why? Which subjects or topics could you do better in?

Targets: are there subjects or topics that you need to give more attention to (how do you think you can make improvements)?

Study Skills

These are the skills and working practices that will help you to learn more successfully. They include, amongst others, note making, reading, listening, concentration, time management, coursework management, revision and homework. Have you improved at any of these skills this term? Have you improved your independent learning style that is suited to sixth form study? Are you up to date with your notes and with assignments? Do you adopt an active approach to your learning? Are you answering and asking questions in class? Do you approach your teachers if you have problems or if you are absent? Do you use your planner effectively? Are you making good use of the library? Are you making effective use of your study periods?

Targets: which of these skills do you think you need to improve at? Do these improvements apply to specific subjects? Are you thinking ahead to your revision programme, especially for any re-sits and A2 modules you may have in January?

Personal, Social, and Health Education (PSHE)

This section is concerned with issues such as:

Do you think you have settled into Y13? What problems have you overcome? What makes you feel really pleased with yourself? Do you think you have become more organised and self-disciplined with regard to your schoolwork? Do you persevere with difficult tasks? How well are you getting on with other students and with your teachers? Are you co-operative, reliable, sympathetic? How do you respond to criticism? Do you have any personal safety concerns? Are there any 'health' issues which you would like considered at your profiling? Do you discuss your problems? Do you let work, problems and pressure build up? Are you balancing your leisure time and your studies, in and out of Academy?

Targets: can you identify any of these areas that need attention, e.g. do you need to become more patient? Do you need to become more aware of the feelings of others? Do you need to make improvements with regard to your health such as more exercise or eating more healthily? How are you going to cope with the pressures of your examinations?

Citizenship

Are you aware of the rules and responsibilities of being a Belvedere Academy Sixth Former? Do you understand the Code of Conduct? Have you joined in with any charity events? Have you taken any positions of responsibility? Do you make contributions to the Student Council? Are you a Form Representative? Do you help to run any activities (perhaps you are involved in some 'citizenship' activities out of the Academy – see the section 'Out of the Academy')?

Targets: can you see opportunities to continue your active citizenship in the future?

Careers Education and Guidance (CEG)/ Work Related Learning (WRL)

Have you completed your UCAS application? Are there any universities that you still have to visit? Have you a contingency plan if you do not get the necessary grades? Have you given much consideration to issues such as accommodation and financing your course?

Are you sufficiently disciplined to cope with the demands of higher education and without teachers 'chasing' you? What is your attendance and punctuality like? Are you good at keeping to deadlines and routines? How well do you think you present yourself?

Are you building up your skills profile? How would you describe yourself? What are your 3 main strengths? What skills do you have? Do you enjoy being involved in activities with other people? Can you think of examples when your studies relate to work situation?

Do you do any paid work or voluntary work? How are you at managing your finances?

Targets: try to become more aware of your personal skills and qualities: which need attention to enable you to settle quickly at university or, of course, into employment? Ensure that you are satisfied with your UCAS decision. Do not leave any questions about going to university unanswered.

Enrichment Activities

Write down the clubs, societies and activities that you take part in. Do you appreciate why they are important in your personal development and how they could relate to your career choices?

Targets: are you going to continue these at the Academy and at university?

Out of the Academy

Do you have any hobbies or interests that you are involved in outside of the Academy? How do you spend your leisure time? Does it help you cope with the stress of your studies? Are there any demands or problems outside of the Academy that you may wish to discuss?

Targets: do you see any ways to improve these areas?

Appendix 3

Personal Development Programme

Profiling Card

Name:		Form:		Month/Year:	
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	<u>Academic Performance</u>	<u>Study Skills</u>	<u>PSHE</u>	<u>Citizenship</u>	<u>CEG/WRL</u>	<u>Enrichment</u>	<u>Out of the Academy</u>
<u>Achievements</u>							
<u>Targets</u>							