

## Personal Development

Personal Development at Admiral Lord Nelson School is designed to help students gain the skills, knowledge and understanding they need to lead healthy, independent lives and to become informed, active and responsible global citizens.



Everyone takes part in a wide range of activities and experiences across and beyond the formal curriculum, contributing fully to the life of the school and the wider community. In doing so, students learn to recognise their own worth, develop a sense of their own identity and the ability to take their place in the community as well as respect and work with others.

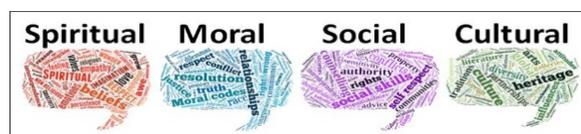
Students are encouraged to reflect on their experiences and to recognise how they are developing personally and socially, addressing the spiritual social, moral and cultural issues that form an intrinsic part of growing up.

*"Education is the most powerful weapon which you can use to change the world."* - Nelson Mandela

The Personal Development curriculum encompasses the following areas: Social, Moral Spiritual and Cultural Education (SMSC), Right Respecting Schools (RRSA), International Schools, Personal Development Days, Personal Development Course, Aspiring Futures, Artsmark, Global Sustainability, British Values, Extra-Curricular Programme, Student Voice and Leadership, Careers and Guidance, Relationships & Sex Education and Citizenship.

### How is the curriculum planned?

The Personal Development curriculum is designed to encompass all elements of Social, Moral, Spiritual and Cultural Education (SMSC) and to meet the statutory requirements of PSHEE delivery, Relationships & Sex Education and the statutory careers guidance.



Aspiring Futures/Personal Development focus on the three core themes:

- Health and Wellbeing – which includes physical and mental health.
- Relationships – which covers the statutory requirements of RSE.
- Living in the wider world – this includes connections to the Global Goals and sustainability, the UNCRC, current affairs, our local and wider community and citizenship.

Curriculum content focuses upon the following elements to ensure all students:

- develop lively, creative, enquiring minds, studying a full range and breadth of subjects.
- acquire knowledge and skills relevant to adult life and a world of rapid and continuous change.
- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life.
- develop an understanding of the world in which they live which includes their local community and beyond.
- appreciate human achievements and aspirations.
- experience success and celebration of their achievements.
- take their place in society as informed, confident and responsible global citizens.

The actual content of the Personal Development Curriculum includes:

**Year 7:**

The World's Largest Lesson, Anti-Bullying and Friendships, Respect Yourself (including sex ed), Managing Money, Identity and Belonging, Refugee Week, Keeping Safe

**Year 8:**

Safety, Careers and Choices, Sex Ed, Relationships, Substance Awareness, Options, The Dove Project

**Year 9:**

Multiculturalism, Tolerance, Racism, Choice and Change, Careers, Politics, Critical Thinking

**Year 10:**

Safer sex, Alcohol Awareness, Employment Skills, Work Experience, Writing a CV, Revision Skills, Politics

**Year 11** becomes very future focused with talks from local colleges, universities, the apprenticeship programme and revision skills along with the provision of statutory relationship and sex education.

Personal Development Days provide opportunities to develop deeper thinking skills and experience a range of activities and opportunities beyond normal lessons.

These include:

**Year 7:**

STEM days, living museum visits, teambuilding, Human Rights Day, Looking after Yourself, The Magic of Books, Right to Play Day and a trip to Boulogne.

**Year 8:**

CSI day, Careers, Performing Arts Day, trip to Ypres, Design Day, preparation for Year 8 camp, STEM Day and a languages Day.

**Year 9:**

Maths and Money, knowing their rights, the power of reading, a trip to Aachen, Shakespeare Day, Asia Day, a day focused on their option choices and Duke of Edinburgh Day.

**Year 10:**

Africa Day, Fit for the Future, Ethics and Tolerance, College Taster Day and preparation for work.

**Year 11** is more focused on full immersion days in their option choice subjects, Maths and English, Science and languages, preparation for exams and a trip to Paris.

The Personal Development Curriculum is always evolving and developing responding to changes to statutory requirements and current events in order to reflect the needs of our students so that it is of most relevance and benefit to their lives which will enable them to be successful, responsible and active citizens of our country.

**How is the curriculum delivered/taught?**

The Aspiring Futures and Personal Development course is delivered by the Humanities team in one lesson a fortnight and replaced traditional PSHEE. It has been planned to complement and enhance the Key Stage 4 P4C (Philosophy for Children) course that our students also follow.



The aims of the course are for our students to;

- Develop better links with the local community through charity work.
- Be active global citizens by having the time and opportunities to address key issues.
- Be able to make informed decisions about their futures including college courses, careers, volunteering and gap year opportunities.
- Be better equipped with the knowledge and skills to be active citizens in our democratic society.
- Be more informed about social, moral and ethical issues that they may be affected by as teenagers so that they can make better choices.
- Be better prepared for their exams by following 'Learning to Learn' study skills units.

All Aspiring Futures and Personal Development lessons are delivered using the P4C (Philosophy for Children) approach. Lessons are delivered by a team of specialist Philosophy for Children teachers within the Humanities team. Students are taught how to create their own philosophical questions. They then choose one question that is the focus of a philosophical enquiry or dialogue. For example, the question might be 'is it ever ok to steal?'.

The teacher supports students in their thinking, reasoning and questioning, as well as the way students speak and listen to each other in the dialogue. It is well documented that P4C has an impact on young people's cognitive, social and emotional development. **P4C is about getting children to think and communicate well; to think better for themselves.**

Personal Development Days are delivered through a wide range of different activities which include visiting speakers giving talks and running workshops, demonstrations, hands on exploration, international visits, designing books and art work, performing and watching performances. All of the days are designed to provide an opportunity for students to immerse themselves in learning activities for a whole day.

British Values: The government set out its definition of British values in the 2011 Prevent Strategy and considered them to be democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. At Admiral Lord Nelson School, these values are reinforced in a pervasive manner and permeate the school community.

Democracy: At Admiral Lord Nelson School, the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the school community through the School Council and the opportunity to vote on whole school decisions. The principle of democracy is further explored in both History, PD and RE. Further examples of democracy and the democratic process are covered as part of our tutor time programme, as well as in assemblies.

The rule of law: The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Students are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police are regular parts of our calendar and help reinforce this message.

Individual liberty: Within Admiral Lord Nelson School students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a school, we educate and provide boundaries for students to make choices safely, through the provision of a safe environment and an empowering education. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of E-Safety in Digital Communication subjects and the Personal Development Programme.

Mutual respect: Respect is at the core of our school ethos and is modelled by students and staff alike. The school promotes respect for others and this is reiterated through our classroom and learning environments. In line with our commitment to democracy students at Admiral Lord Nelson School are always able to voice their opinions and we foster an environment where students are safe to disagree with each other. Mutual respect is embraced throughout the curriculum from the concept of 'fair play' in PE to the student mentoring programme which promote mutual respect and support between students across different year groups within the school. We promote the UNCRC as a GOLD Rights Respecting School.

Tolerance of those of different faiths and beliefs: This is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the school community. We also run a number of trips abroad throughout the academic year from which our students gain valuable experience of other cultures and languages.

We also hold the International Schools Award from the British Council in recognition of our International work which is reflected throughout our curriculum and our on-going partnership with Gambian schools and fundraising. We hold the Artsmark Platinum award in recognition for our commitment to the Arts which again is reflected in our curriculum offer and extra-curricular programme. Our commitment to the delivery of SMSC has been recognised with the achievement of the SMSC GOLD Award. Students have numerous opportunities for leadership through our prefect team, School Council and Ambassador programme.



**Artsmark  
Platinum Award**  
Awarded by Arts  
Council England

