



# Personal Development

## Intent

Personal development is seen as a core area for our pupils in the curriculum; it is a key part of safeguarding them now and in life beyond The Brookfield School. The consistent and effective application of the school's positive ethos that focuses on recognising, rewarding and celebrating achievement, positively impacts on behaviour. Our pupils are motivated to attend school because they are happy and enjoy school life. They are proud of their achievements and appreciate the way in which the school celebrates this through the reward system, displays around the school and assemblies. The Brookfield School's emphasis on rewarding and celebrating achievements develop and improve pupils' self-esteem, confidence and happiness. All students know that they are safe and secure and that their contributions and achievements are respected and valued. Our pupils have a positive attitude to learning because teaching ensures that the pupils make good progress, by matching the curriculum and resources to individual needs and learning styles. The school provides identified students with access to targeted specialist support, as well as therapeutic and counselling interventions. This enables them to explore their emotions, social communication and interaction issues. The Brookfield School provides a bright and positive learning environment for our pupils and the school promotes a positive ethos in relation to social interaction, relationships and equal opportunities, modelled by staff.

## Implementation

Our curriculum provides pupils with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Pupils learn to respect the views, needs and rights of others, including people of different genders, ages and cultures to themselves.

The following core strands run through our programme of study from years 2 to 11:

- Fundamental British Values and Citizenship
- Social, Moral, Spiritual and Cultural
- Personal, Social, Health and Economic Education
- Sex and Relationship Education
- Careers and Living in the Wider World
- Mental health and well-being
- Outdoor learning and forest schools
- Drugs and alcohol education

We have the flexibility to augment our programme as new opportunities arise and resources are developed nationally and at a county level. The programme takes into account, not only age, but also our pupils' cognitive stage and social 'phase' of learning and is differentiated accordingly. We

celebrate and place a high value on the individuality of our pupils and the traits and experiences which make them unique.

Our Personal Development Curriculum has, at its foundation, a structured programme of lessons that are timetabled for the Primary Department and for years 7, 8 and 9. Pupils in KS4 study for an externally accredited PSHE Award (AQA) and work towards gaining the Certificate of Personal Effectiveness at Level 1 or Level 2.

Y9 – Y11 pupils receive regular Careers information and guidance (CIAG) sessions that help to prepare them for life beyond the school. We have forged links with outside agencies and businesses to help deliver our curriculum and have benefitted greatly from the generosity of time and experience of our wider community, to ensure the best possible outcomes for every child.

Theme days linked to different themes such as Anti Bullying Week, Black History Month or E safety day enhance this programme and extend the learning.

Assemblies and lessons are effectively used to develop the students' understanding of social relationships, multi-cultural and race issues. It is embedded in the culture of the school, modelled by staff and pupils throughout the day, taught overtly in PSHE/RE lessons and is recognised and celebrated alongside academic achievement. Whilst staff strive to ensure that all our pupils achieve academically, we also aim to develop the whole child and consequently place equal importance on their development as independent members of society. Our whole school CREATE ethos underpins this through the promotion of a positive approach to the education and pastoral management of each individual pupil.

The Brookfield School ensures that pupils gain a sense of belonging not only to the school but also to the local community and feel valued members of it. Pupils enjoy music and drama sessions provided by peripatetic specialists and are encouraged to participate in local events. Artwork and design pieces by pupils have been displayed several times at The Courtyard Theatre and pupils have been involved in the family festivals held there. A joint musical venture with Encore will involve our pupils collaborating with local musicians and producers to create their own pieces of music. Outdoor learning sessions at Dinedor enable our pupils to appreciate the beauty of the natural world in their own locality and a sense of responsibility for its care. Some of our pupils participate in other off-site activities (climbing, local gym sessions) whilst others enjoy outdoor work experience opportunities. As a result, our pupils develop positive connections with their community and those living within it

To help our pupils develop the confidence and skills needed to form positive relationships, members of staff model the key behaviours required. This is reinforced in PSHE lessons, both formal and informal, during social skills activities, and also promoted on the playground. Pupils are supported to develop strategies through which they can form successful relationships with their peers. As a result, there is a culture of mutual respect in line with the school's ethos. Pupils enjoy a wide range of activities and are given opportunities for imagining and creating. This makes them more effective learners, whilst developing a sense of self. This is evidenced through the utilisation of the school garden to teach respect for the natural world, participation in forest school learning, involvement in music and drama work and community engagement. Displays around the school celebrate and promote pupil achievement in a wide range of subjects and weekly assemblies ensure pupils' achievements are recognised and celebrated.

Our pupils are well prepared for the world of work, through participation in specific "employability" sessions which develop their skill base in areas such as applying for jobs, preparing for interviews, understanding pay, behaviours within the work place and visiting a Job Centre. We encourage

outside speakers to share with our pupils their experiences in a variety of roles, jobs and different careers they may be interested in. At the forefront of the careers aspect of Personal Development is the implementation of the eight Gatsby benchmarks of Good Career Guidance.

Pupils are taught about festivals associated with specific religions and cultures through the PSHE and RE curriculum. To support this, a number of special events and theme days are held each year. As a result of the wide range of cultures explored and the activities in which pupils participate, they embrace diversity and are tolerant of people with different beliefs.

Pupils learn about democracy through taught PSHE/citizenship lessons, as well as taking part in elections for the school council.

Through tutor time, PSHE lessons, or as a part of topics studied, pupils learn to develop a sense of self and belonging. They explore how to make positive relationships and how to interact appropriately as well as an understanding of rules and the impact of not following them.

The SRE programme is delivered through a collaboration of the PSHE Curriculum, the Religious Education Curriculum and the Science Curriculum. We ensure that age appropriate delivery is achieved within our programmes of study to prepare pupils for each phase of their lives and education.

All pupils participate in formal lessons that promote the key concepts involved within healthy lifestyles. Pupils explore what constitutes a balanced diet and are informed about healthy eating options that cater for a wide range of dietary needs. Water is available throughout the day and all pupils are encouraged to drink regularly. All pupils in Primary eat a piece of fruit at morning break and understand that this is part of leading a healthy lifestyle. Breakfast Club is highly subsidised by school and helps ensure that all pupils have a healthy breakfast and are set up for the day. It is also a time for pupils to socialise with peers and staff and voice any concerns.

The fitness and healthy lifestyles of our pupils continues to be a priority. All pupils engage in physical activities each week. In addition to those timetabled (such as forest school, PE and swimming), pupils are given opportunities to participate in a range of other physical activities including gym work and indoor climbing sessions.

## Wellbeing Team

In addition to the timetabled curriculum, pupils who are identified as being specific causes of concern, may also be referred for further, targeted support.

These referrals come through to the wellbeing team which comprises of teachers, TAs, the school counsellor, and Assistant Head teacher. Pupils are triaged and a recommended course of action is initiated. This could include play therapy, counselling, ELSA sessions or small group activities.

The rationale behind these interventions sits within our Trauma Informed approach and aims to allow staff to work in a therapeutic-informed manner, integrating pedagogy around PACE (playfulness, acceptance, curiosity and empathy) and giving our pupils time and positive attention with emotionally available adults.

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their infants. As with young toddlers, with safety the child can begin to explore.

Interventions are planned for six weeks initially and the wellbeing team meets every three weeks to review the progress each pupil has made. At the completion of the 6 weekly sessions, a formal review meeting is held to discuss next steps. At this point it may be decided to continue the intervention beyond the six weeks, if it is felt that this would be beneficial. Following the completion of support sessions, if the parent/ carer or SLT feel a referral to an outside agency is required, discuss about the available provision will take place and a decision made regarding the appropriate referral. Support accessed could include No Wrong Door, CAMHS, Art Therapy, Music Therapy, CLIMB. Kooth, Hope etc.

## Impact

During their time at The Brookfield School, pupils learn more about themselves as growing and changing individuals. They acquire the knowledge, skills and understanding necessary to enable them to make informed decisions about all aspects of their lives, as they develop from children into young adults. Our pupils build moral values, including an understanding of right and wrong. They show this in lessons and tutor time, as well as when sharing their opinions. Good behaviour is modelled, promoted, rewarded and celebrated. Poor behaviour is dealt with in a variety of different ways, as appropriate to each situation and individual, but it is never tolerated or ignored. Pupils realise that their actions have consequences and that sanctions are a direct result of their behaviour. Pupils take responsibility for themselves, others and the environment and show respect to staff and peers, developed through overt teaching and positive modelling.

Pupils have acquired an understanding of, and respect for, their own and other cultures and ways of life and can challenge prejudicial or discriminatory behaviour.

Pupils understand how they can be involved in decision making. They have developed their understanding of rules and regulations, including the law, through a range of formal and informal activities, sports activities, assemblies, drama/roleplay and other curriculum areas. Pupils have been supported to develop their self-knowledge, self-esteem and self-confidence, actively encouraged to make choices, knowing that they are in a safe environment.

Our pupils are aware of the need to stay safe when on the internet having been taught about e-safety in computing lessons, as well as informally in tutor time activities, awareness days and assemblies. Issues around e-safety, especially social media, have been dealt with immediately and appropriately.

Pupils understand the changes they are going through, both in body and mind and have explored the use and misuse of drugs, including medication, illegal substances, smoking and alcohol. Our pupils have developed their understanding of issues surrounding relationships and, at the appropriate time, for a sexual relationship. Our pupils understand personal care and hygiene and have developed their understanding of issues concerning relationships.