



DEAN TRUST Wigan

DTW

Personal Development

At The Dean Trust, we believe that the acquisition of powerful knowledge and transferable skills, together with experiences that build social and cultural capital, is a fundamental right for all young people. Our curriculum ambition, is to provide all our pupils with carefully crafted and sequenced knowledge enhancement and social development experiences, so that they are academically, socially and altruistically equipped to contribute positively to a global community.

We have four core values, equally important and interconnected, that shape our curriculum. Our curriculum is designed so that all our pupils become;

- Powerfully Knowledgeable
- Global Citizens
- Healthy in Mind, Body and Soul
- Ambitious and Aspirational

Curriculum Intent (Our Rationale & Ethos)

At Dean Trust Wigan, we recognise the essential need to prioritise the holistic development of all of our pupils. This statement outlines our dedicated approach to ensuring such development, and the ways in which we strive to achieve such outcomes. We recognise that measuring the development of pupils in this manner is not a tangible process, but seek to provide a wide variety of opportunities for all pupils to succeed and flourish in an array of environments.

We define personal development as the continual growth of all pupils' confidence, resilience, respect, knowledge, appreciation, ethical understanding and social situation. This includes relationships and sex education, as well as the understanding of an important and positive family life, through stable, loving and appropriate relationships. We encourage all pupils to make responsible and well-informed decisions about their lives and hope to support such taking place through our commitment to their personal development. Integral to our ethos is to support pupils' understanding and appreciation of equality and diversity. We recognise that our specific context may limit some pupils' experience of such, and as a result, we find this promotion integral to all that we plan, say and do. Assemblies, wider opportunities, discussions and our curriculum seek to develop this both fundamental features of society in our pupils.

We are also responding to two areas Ofsted feedback, firstly ensuring that pupils' personal development and its planning is a higher priority in order to create a culture of respect and secondly ensuring that leaders provide the personal development opportunities for pupils to develop them as well rounded, respectful members of society.

Curriculum Implementation

In order to achieve our intent our personal development strategy comprises of several strands of delivery through our -

1. ambitious personal development curriculum
2. engaging, motivation and inclusive enrichment calendar
3. rigorous careers offer
4. wide ranging meaningful student leadership positions
5. varied assembly calendar
6. commitment to fundraising and helping those less fortunate than ourselves
7. diverse range of education visits and trips
8. interleaving curriculum coverage

Through this suite of features, we encourage pupils to understand fundamental British values, develop their own character, and have an accurate understanding of the latest RSE guidance. You can find more detail on each of these areas below. Our commitment to the development of pupils derives from our understanding of the context in which we practice, the statutory guidance and the PSHE Association's recommended curriculum. We will utilise the wide array of resources at our disposal to deliver our curriculum content, as well as engaging appropriate external agencies as required.

1. Personal development curriculum;

Each morning pupils partake in form time, which is tailored around our highly ambitious personal

development curriculum. This model has been put together to ensure all pupils have the opportunity to develop holistically and to supplement classroom learning. Through discussions and debate, all pupils have the opportunity to study the PSHE Association's recommended topics. Throughout the year, pupils will study and discuss key issues within the three key areas: health & wellbeing; relationships and living in the wider world. Activities vary according to the year group and we plan this aspect of our curriculum around these overarching guidelines. In addition to this, and to promote spiritual development, all students study Religious Education at Key Stage 3 by a specialist member of staff. This encourages students to reflect on their own beliefs and those of others. Christianity, Islam, Buddhism and Sikhism are studied and other belief systems are examined too, to further support our pupils' understanding and appreciation of faith diversity in our local community.

2. Enrichment calendar

Pupils develop their character through a complimentary enrichment programme with a wealth of opportunities available for all year groups. A wide variety of programmes are provided by our own staff as well as external agencies to fully support the holistic development of all pupils. Some examples include the delivery of sports clubs, performing arts sessions, creative avenues and eco-club.

3. Careers offer;

We endeavour to provide our pupils with high quality, impartial careers guidance which will help pupils to make informed choices about which courses suit their academic needs and aspirations. Our provision is founded upon the Gatsby benchmarks which help to provide us with the appropriate framework to support us in providing our pupils with the best possible careers, education, information, advice and guidance. Our pupils will gain the required skills and knowledge for future learning and employment through both our curriculum and Careers Programme. We regularly engage with colleges and ensure that all pupils have access to further education providers during school time. These providers come into school to deliver assemblies and apprenticeship sessions as part of the programme we deliver. We value pupil feedback and ask for pupil evaluation after each event. In this way our strategy is continually being reviewed and updated to meet the needs of our learners.

4. Pupil leadership

All pupils in all years have the opportunity to join and be a part of a range of leadership positions at Dean Trust Wigan. At Key Stage 3 and Key Stage 4 pupils can apply for a variety of roles including literacy leadership, antibullying ambassadors, subject leaders and sports leaders. Pupils can also apply for senior leadership positions which shadow the roles of the senior leadership team in school.

5. Assembly calendar;

All students attend weekly assemblies which are focused on a variety of topics to supplement the wide-ranging personal development curriculum we offer at Dean Trust Wigan. Assemblies help to supplement the tutor time programme, providing a time where students can engage and enquire in a different context. Assemblies are delivered by senior leaders, middle leaders and students as well as visiting speakers from organisations.

6. Fundraising;

Each term, pupils have a particular charity that becomes a fundraising focus for the school. The specific charity is decided by our student body, and they drive the fundraising efforts also. This fosters a wider appreciation of those who are not as fortunate as ourselves, as well as providing invaluable education to the wider issues in the world. Previous fundraising activities have included Save The Children Christmas Boxes, Macmillan and RaceForLife Cancer Research UK.

7. Educational visits and trips;

All pupils have the opportunity to take part in educational visits and trips, to develop their understanding of historic and culturally significant events and landmarks within the world. These visits and trips give students the opportunities to develop an association when retrieving key information whether this be in lessons or in conversations in their everyday lives, including possible trips to France, and Wigan School Games. Through our affiliation with the Manchester United foundation, we are also able to take pupils to Old Trafford for motivational events, cultural insights and professional football games on a regular basis.

8. Curriculum coverage.

Every subject taught at Dean Trust Wigan aims to embed aspects of personal development within delivery, content and approach. Whether it is understanding the need for debate in English, or appreciating the need for healthy competition in Physical Education, all of our curriculum areas support the holistic development of pupils. In particular, we have shaped our broad curriculum to ensure that the proceeding subjects are delivered by well-trained experts in the area:

Religious Education

At Key-Stage 3, all pupils are taught Religious Education as coordinated by our Head of Re & Citizenship. Within this curriculum area, pupils grapple with ethical discussions, as well as global religions and beliefs, engaging in discursive debates to do so. Pupils are encouraged to ask questions in which to broaden their understanding and consider the wider impact on society for their own beliefs. Pupils have the opportunity to take this study further by electing to study this at KS4, and for those that do not, they partake in an RE- specific Personal Development Day as coordinated by our Head of RE.

PSHE

Whilst pupils do not sit a specific PSHE lesson within their timetables, we make the most of our Personal Development Curriculum within form time to ensure the PSHE association's guidelines and curriculum is met. This provision is mapped out by leaders to ensure that all objectives are met by pupils across all 5 years of study. Some concepts, as dictated by the PSHE Association, are deserving and needing a mastery approach and so are frequently revisited across multiple years. A range of staff are used to support the delivery of such and training is offered and provided after regular feedback is sought to ensure all staff are supported and able to deliver the highest-quality provision.

Science

Within the Science curriculum, a range of topics are covered at both Key Stages that covers a range of concepts that are required as set out by the PHSE associations guidelines. This provision is mapped by leaders and covers concepts relating to Sexual Health and fertility, Drugs and tobacco, Mental Health and emotional wellbeing within the core themes of Health and Wellbeing and Relationships and Sexual Education. These are taught by their Science teachers within the GCSE combined curriculum.

Citizenship

Citizenship is offered as a GCSE option subject at KS4. The students who undertake this option will experience a range of topics such as democracy, government and law, whilst developing the ability to create sustained, well balanced arguments. These topics enable the pupils to gain an understanding of these fundamental British Values throughout their course.

Promotion of British Values

We recognise, and actively promote, fundamental British values. For us, these comprise of democracy, the rule of law, liberty, respect and tolerance of those who differ from ourselves. All that we do, whether it be our curriculum design, the external opportunities we develop, our ambitious student leadership programme or whole-school assembly programme, look to develop these aspects in our pupils. As staff, we model what is expected and deliver a diverse curriculum that explores these difficult concepts. Further, we ensure that all pupils have the opportunity to partake in a wide array of experiences that seek to broaden their personal outlook and show pupils differences that they may not be accustomed to. In turn, this will develop pupils' self-esteem, ability to distinguish right from wrong, notion of responsibility, a wider appreciation of culture and, through participation, encourage respect in democratic processes. Our whole-school assemblies help pupils understand and respect differences around us in society; our enrichment opportunities support the development of self-esteem; our student leadership opportunities allow pupils to develop their understanding of responsibility and our high expectations ensure that all pupils know right from wrong.

Safeguarding

All staff understand that some aspects covered through this curriculum can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead(or deputy in their absence) to resolve and report any issues that emerge. Visitors/external agencies which support the delivery of personal development will be required to be DBS checked and provide their planning and resources in

advance of delivery for approval by the Senior Leadership Team. They will be briefed by the member of staff who is coordinating their session and members of staff will remain present at all times. All staff have the option of attending training on particular topics of contention and personal discomfort should they choose to do so.

Curriculum Impact - How will we know if we've been successful?

Teachers will critically reflect on their work in delivering RSE through an audit of the curriculum using PSHE Association guidance to ensure coverage of statutory content as stipulated by the DfE. Various stakeholders across the Working Party will also engage in the annual Department School Improvement Planning and tri-annual reviews using the Ofsted criteria. Our success will be measured on the conduct, views and actions of our pupils. If we have supported their professional development in the holistic manner as set out in this policy, our pupils will understand their role within wider society. We will continue to measure our success by using pupil voice, and the input of all other stakeholders, to influence the delivery and design of our provision. When pupils converse with each other, their families and other members of our school community, they will demonstrate the lofty ambitions as set out in this policy. We will have made progress from our current position when pupils are able to articulate and understand the notion of difference in the world, and what their own aspirations amount to within society. We appreciate that measuring success of such intangible concepts can prove difficult, but we will know we have reached success when our enrichment opportunities are the bedrock of pupil life here at Dean Trust Wigan; our pupils are desperate to ascend to positions of leadership and influence; all pupils understand the pathways available to them following KS4 study; our pupils appreciate the need for continued resilience and adaptability in the modern world; and all of our pupils support each other when experiencing difficult periods in their lives.