



PERSONAL DEVELOPMENT POLICY

Author: Rachel Grimwood

Written: May 2024

Full Governing Body Approved: 12.06.24

Review Date: May 2026

Curriculum Standards Reviewed and Monitored:

PERSONAL DEVELOPMENT CONTENTS:

Page 1: School Ethos, Vision and Values

Page 4: Aims

Page 5: Implementation

Page 8: Durham Trinity School and Sports College Pathways Personal Development Curriculum Overview

Page 10: Responsibility of Staff, School Leaders and Governors

School Ethos, Vision and Values:

NURTURE - BELIEVE – THRIVE - SUCCEED

School Vision

- Fully inclusive and appropriate education is provided for the whole child.
- A holistic and nurturing approach to support pupil's social, emotional, communication, mental health and wellbeing at the appropriate level to the child.
- A curriculum that develops skills and knowledge, alongside opportunities to apply and develop life skills.
- Physical activities to develop creativity, resilience and risk taking whilst becoming healthy and active young people.
- Staff specialism and bespoke skill set ensures that each child is inspired, and reaches their full potential – physically, mentally and academically
- Creative and innovative activities to challenge and develop thinking skills for all pupils no matter their SEND.
- Pupil's achievements and milestones are celebrated no matter how small.
- Pupils are society ready and ready to take on their next steps in life – aiming high in life.
- Staff are outward looking – (beyond the norm, outside the box) to ensure all pupils needs are met and to drive the school forward.

Staff Values

- Trust each other to enable them to feel supported and to take risks and share practice within the classroom.
- Receive innovative, developmental and effective training.
- Be supported, cared for, challenged and valued.
- Be professional, empathetic and supportive.
- Be a united team; with time and opportunities to develop partnerships and relationships with others within school and beyond school.
- Work as a whole school team, working in partnership to drive the school priorities forward where all pupils' needs are met.
- Have opportunities to develop and fulfil their potential in leading the school and their own professional development.
- Enjoy their work and find it fulfilling.

Pupil Values

- Pupils are recognised as individuals and their individual needs are met.
- Pupils learning is fun, creative and challenging.
- Pupils are supported academically, emotionally and socially.
- Pupils acquire the skills, commitment and resilience to become successful, confident, well-rounded, independent life-long learners.
- Pupils develop positive relationships whilst developing tolerance of others.

Parents/Carers Values

- Parents are an active part of their child's education
- Reciprocal partnership between home and school to ensure continuity to support the whole child.
- Parents communicate with staff and other professionals to support their child's education and wellbeing
- Parents work in partnership with staff and other professionals by attending meetings and courses where appropriate

- Parents seek support from school or other professionals to support their child.
- Parents share their expertise and knowledge about their child to ensure their child reaches their full potential.

Ethos

- A safe, nurturing environment where all pupils, staff and parents thrive
- An open and honest school where we all trust each other
- Everyone is here to work together and support each other reach their full potential
- School is a happy and vibrant place where innovative and creative practice takes place where it is ok to make a mistake or take risks
- The school community has a total communication approach and is accessible for all.

Aims:

All elements of Personal Development help to give pupils/students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally, mentally and socially, and tackles many of the moral, social, spiritual and cultural issues that are part of growing up.

Citizenship, it helps to produce motivated and responsible learners, who relate positively to each other, to staff and to the surrounding community.

Durham Trinity School and Sports College is an all through school educating pupils from 2 to 19 years of age with a range of complex special needs. This policy details how each area of Personal Development is planned and is also an integral part of the curriculum for the different pathways across the whole school. This policy brings together all elements of Personal Development (SMSC, RSHE, Cultural Capital and Character Education including citizenship), ensuring Durham Trinity School and Sports College are meeting the statutory requirements.

This policy can be read in conjunction with the following policies and documents:

- Durham Trinity School and Sports College Ethos, Vision and Values
- Social, Moral, Spiritual and Cultural
- Relationship Sex Health Education
- Durham Trinity School and Sports College Curriculum Toolkit
- Physical Development
- CEAIG (Careers)
- Behaviour and Emotional Wellbeing
- DfE Character Education guidance
- Keeping Children Safe in Education

This policy provides guidance and information on all aspects of Personal Development in the School for staff, parents/carers and Governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Implementation:

While schools are not the only environments where pupils develop character to lead confident, healthy, independent lives, they are significant ones. There are at least three main ways in which Durham Trinity ensure pupils' character is developed:

- School leadership, with a strong ethos, vision and values
- A well designed curriculum
- A strong provision for co-curricular activities

School ethos, vision and values is an integral part of school life through planned and unplanned rich learning opportunities to develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.

Our curriculum ambitious for all our pupils it teaches knowledge and cultural capital which will open doors and give them confidence in wider society.

Our curriculum organised logically and sequenced (within and pathways) and taught using effective pedagogy so that pupils progress and grow in confidence.

The curriculum is well-designed using research from outstanding special schools that provide learning opportunities that are personalised, creative and fun to develop their knowledge, resilience and confidence to keep themselves mentally and physically healthy and safe, whilst understanding fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

Durham Trinity promotes equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. This takes place in an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

Durham Trinity School and Sports College provides many rich learning opportunities throughout the school day, including after school which may include working and playing with other pupils from different pathways and schools (mainstream and special). This provision is of a high quality and challenges pupils, building on their interests and expertise. There are many opportunities for pupils to participate, compete and perform, whilst their successes, no matter how small, are acknowledged and celebrated.

Character Education:

As with the saying 'it takes a village to raise a child', educating a child about character is not solely the responsibility of the parents, carers or guardians. All the people that a child comes into regular contact with share part of the responsibility of educating a child about character development.

Character education is not about one specific lesson to teach these skills. Rather, it is about weaving these important points into daily school life. Interactions with school staff throughout the school day should always keep these points in mind, as a child will learn about character indirectly through the main people in their lives.

Every child has the right to character education and personal development. Equality is an important component of character education.

A whole-school ethos, a strong home/school partnership and a carefully planned curriculum are all very important for character education. It is not something that can be left to chance.

Children will learn vital skills to live a healthy, happy, balanced and successful adult life through character education, including:

- resilience
- confidence
- motivation
- determination
- self-love
- self-belief
- ability to self-soothe and self-regulate
- courage
- integrity
- generosity
- honesty
- humility
- a sense of justice

Social, Moral, Spiritual and Cultural Education (SMSC):

The aim of SMSC at Durham Trinity is to aim for pupils to be successful learners who enjoy learning, make progress and achieve. We aim for learners to be confident individuals who are able to lead safe, healthy and fulfilling lives. We aim to promote responsible citizenship who make positive contributions to society who have the skills and attitudes that allow them to participate fully in and contribute to life in modern Britain.

We aim for our pupils to show positive values, attitudes and attributes; determination, adaptability and confidence. We encourage our learners to take risks, be involved in enterprise, be resilient and open minded whilst showing awareness and understanding of British values by being involved in democratic values, promoting an awareness of the rule of law and liberty whilst demonstrating mutual respect and tolerance for those with different faiths and beliefs.

We promote key skills through SMSC such as personal learning, thinking skills, self-awareness, managing feelings, motivation, empathy and social skills.

Our values, attributes, attitudes and skills are promoted through knowledge and understanding of the 'big ideas' that shape our world and is delivered through therapy, the school curriculum, a commitment to learn, personalised approaches and through the wider more informal curriculum of the school.

Within **Spiritual** learning pupils; learn how to create a sense of feeling calm and content through therapy and personalised approaches; they visit churches, places of worship and take part in a variety of religious celebrations; attend sensory and informative assemblies; participate in enterprise events; enjoy cultural awareness sessions; are successful in enrichment activities such as D of E; access and learn through our Preparation for Life Curriculum and through every day interactions with adults and peers.

Within **Moral** Learning pupils: learn about making choices; understanding right and wrong; are actively involved in learning through subject specific lessons such as RHSE, R.E, P.E

and Create and Make; take decisions through representation in School Council and through the implementation of our school behaviour policy.

Within **Social** learning pupils: are offered residential trips and off site learning; access enrichment opportunities such as Duke of Edinburgh; attend school council; experience work placements; attend sporting events and whole school events and participate in social events such as discos and parties; take part in festivals and celebrations as well as family/ community events; individual needs are met through carefully set and monitored targets; follow daily routines and access pathway specific curriculums matched closely to individual and group needs; understand about personal and online safety through RHSE and have access to dedicated P.E sessions, OPAL activities and involvement in expressive arts activities.

Within **Cultural** learning pupils; participate in cultural activities and festivals; attend assemblies; represent the school in national events such as Remembrance Day in their local community whilst acknowledging events such as Jubilees and Coronations etc.; they enjoy story telling sessions; become involved in events such as Children in Need. Comic Relief; cultural awareness and understanding is built into the school curriculum through Knowledge and Understanding of the World and through creative activities.

Relationship, Sex, Health and Education (RSHE):

At Durham Trinity School, RSHE is lifelong learning about social, intimate, physical, moral and emotional development. It is about the development of young learners' knowledge & understanding of the importance of personal safety, safe social and intimate relationships, respect, love and care, for the individual and for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

When planning RSHE for our learners we work towards accessible provision covering the following interconnected areas of learning: -

Self-Care & Personal Hygiene

Personal Safety

Safe touch & Unsafe touch

Safe Social Relationships

Safe Intimate Relationships

Consent

Safe Behaviour, including addressing harmful sexualised behaviour – Safeguarding

The RSHE curriculum at Durham Trinity is a spiral curriculum that allows repetition and the building of skills which is important for our learners. The aim is to give our young learners essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Durham Trinity School and Sports College specifically delivers RSHE, and elements of RSHE, in both Primary and Secondary and through its three learning pathways, pre-formal, semi – formal and specialist autism and has a Total Communication Approach in delivery.

Primary

- Pre – Formal & Specialist Autism Pathway delivered by Class Teacher and key staff through all areas of the curriculum
- Semi - Formal delivered by Class Teacher and supported by class TA/s as discrete lesson or relevant topic projects

Secondary

- Pre – Formal & Specialist Autism Pathway delivered by Class Teacher and key staff through all areas of the curriculum
- Semi - Formal delivered by RSHE Lead and supported by class TA/s as discrete lesson or relevant topic projects
- Formal delivered by RSHE Lead and supported by class TA/s in discrete weekly lessons

Roles & Responsibilities

Senior Leader responsible for RSHE across the school: David Matthews (Deputy Head)

Middle Leader responsible for RSHE design and delivery: Sonya McCarthy

Middle Leader responsible for SMSC/Assemblies: Andrew Heywood

Safeguarding Team: Jack Peacock (Lead), Rachel Grimwood, David Matthews, Fiona Day, Dianne Chapman & Sonya McCarthy (Deputies)

Cultural Capital:

We prepare our pupils for life in modern Britain by providing '**cultural capital**' - the essential knowledge that pupil's require to be essential citizens by celebrating all cultures, and reflects their community and the country's diversity. Pupils need to feel confident in their own cultural identity before beginning to appreciate and understand others. We ensure the pupil's culture and our school's community is included in our curriculum. We provide a broad range of experiences onsite and in the community for our pupils, where key skills are woven through the curriculum such as communication and problem solving.

Culture coverage includes music genres, art media, belief systems and current events. Cultural experiences include visits in their local community, residential visits, visits to places of worship.

British Values:

There are certain values that have been attributed to being British, by the government and some institutions. These fall into the following broad areas:

- Democracy
- The Rule of Law
- Individual Liberty
- Respect & Tolerance

How do we specifically promote 'British Values' at our school?

We seek to promote 'British Values' in our policies and practice. Our activities and the way we manage learning and behaviour, clearly reflect 'British Values'.

We promote these values in the following ways:

Democracy:

Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services by discussing these whenever appropriate in curriculum work.

Teach pupils how they can influence decision making through the democratic process e.g., in our School Council work, secondary Friday afternoon enrichment activities.

Encourage pupils to become involved in decision-making processes and ensure they are listened to in school e.g., in our School Council work, pupil contribution in annual review process/Education Health Care Plan process.

Help pupils to express their views e.g., through a variety of lessons and opportunities to present work and opinions. This expression can be conveyed in a variety of ways including spoken words, signing, symbols, body language, eye pointing.

Model how perceived injustice can be peacefully challenged e.g., through our interactions with pupils and the school's behaviour system, in assemblies and class PHSE work.

Rule of Law:

Ensure school rules and expectations are clear and fair e.g., by discussing these with pupils and establishing rules with pupils, helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Help pupils to distinguish right from wrong e.g., during everyday interactions and discussions of stories, other literary materials and real-life situations.

Help pupils to respect the law and the basis on which it is made e.g., by showing how rules help everyone to interact in an orderly and fair manner and protect the vulnerable in society.

Develop approaches based on fairness and justice to resolve conflicts e.g., as part of our approach to behaviour.

Individual Liberty:

Support pupils to develop their self-knowledge, self-esteem and self-confidence e.g., through all areas of teaching and learning in school encouraging them to become good and valued citizens.

Encourage pupils to take responsibility for their behaviours, as well as knowing their rights.

Challenge stereotypes e.g., through PSHE/SMSC work and assemblies.

Implement a strong anti-bullying culture, as promoted in our policies for Anti-bullying and Behaviour.

Demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities e.g., pupils choose whether or not to access after school activities, secondary pupils choose their Friday afternoon enrichment activity.

Encourage pupils to become increasingly involved in decision making for their post 16 progression route.

Some pupils will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility e.g. Sports Leaders.

Support others by participating in a wide variety of charitable fund-raising events such as Red Nose Day, Children in Need, local hospice, local, national and international charities.

Respect and Tolerance:

Promote respect for individual differences in all areas of learning and interaction.

Help pupils acquire an understanding of, and respect for, their own and other cultures and ways of life e.g., through RE work, SMSC/PSHE and Global Citizenship.

Challenge prejudicial or discriminatory behaviour e.g., through discussion and our approach to behaviour in school and the wider world.

Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as Looked After Children e.g., through our SMSC/PSHE and broader curriculum work and through visitors sharing their experiences.

DURHAM TRINITY SCHOOL AND SPORTS COLLEGE PATHWAYS PERSONAL DEVELOPMENT CURRICULUM OVERVIEW:

The list below is not exhaustive but provides a clear picture of the planned and unplanned Personal Development Curriculum for each pathway:

Physical Wellbeing				
Pre-formal	Specialist Autism	EYFS/Primary Semi-formal	Secondary Semi-formal	Post 16 Semi-formal
<ul style="list-style-type: none"> - Rebound therapy -Hydro therapy -Motor Activity Training Programme -Surfing -Tac Pac -Community visits Friday enrichment activities 	<ul style="list-style-type: none"> Rebound Therapy Hydro therapy PE OPAL Community visits Friday enrichment activities 	<ul style="list-style-type: none"> Rebound Therapy PE OPAL Community visits Hydro therapy Friday enrichment activities 	<ul style="list-style-type: none"> PE OPAL Community visits Friday enrichment activities 	<ul style="list-style-type: none"> - PE - OPAL - Community visits - Friday enrichment activities - Sport & Leisure as part of curriculum - Sporting events
Mental Wellbeing				
Pre-formal	Specialist Autism	EYFS/Primary Semi-formal	Secondary Semi-formal	Post 16 Semi-formal
<ul style="list-style-type: none"> -Theraplay -Dog Therapy 	<ul style="list-style-type: none"> -Sensory Attachment Intervention 	<ul style="list-style-type: none"> - School Counsellor -Thrive -Dog Therapy 	<ul style="list-style-type: none"> -School Counsellor -Thrive -Sensory Attachment Intervention -Dog Therapy -Self-help sessions 	<ul style="list-style-type: none"> - School Counsellor -Thrive - Dog Therapy - Self-help sessions - Sensory / mindfulness sessions
British Values/Citizenship				
Pre-formal	Specialist Autism	EYFS/Primary Semi-formal	Secondary Semi-formal	Post 16 Semi-formal
<ul style="list-style-type: none"> -Assemblies -Pupil Voice 	<ul style="list-style-type: none"> Assemblies - Pupil Voice 	<ul style="list-style-type: none"> - Assemblies -School Council -Restorative Approach -Pupil Voice 	<ul style="list-style-type: none"> -Assemblies -School Council -Restorative Approach -Princes Trust -Pupil Voice 	<ul style="list-style-type: none"> - Assemblies - School Council - Restorative Approach - Pupil Voice - Christmas Fayre - Easter Raffle - Summer Fayre - Charity Enterprise
Spiritual Development				
Pre-formal	Specialist Autism	EYFS/Primary Semi-formal	Secondary Semi-formal	Post 16 Semi-formal
<ul style="list-style-type: none"> Assemblies RE within the curriculum plan Educational Visits 	<ul style="list-style-type: none"> Personal Choices Inclusion Neuro-affirming language 	<ul style="list-style-type: none"> Assemblies RE within the curriculum plan Educational Visits Therapy and Regulation 	<ul style="list-style-type: none"> - Assemblies - RE areas within the curriculum plan - PSHCE curriculum 	<ul style="list-style-type: none"> - Assemblies - Educational visits - Wider World lessons

Therapy Personal Choices Pathway nurturing culture Preparing for Life Curriculum Sensory Activities Therapy and Self Regulation EYFS Wunderlust Curriculum SAP Preparing for Life Curriculum SAP Preparing for Life Curriculum Sensory Activities Access to sensory assembly School Prayer	Total Communication Pathway nurturing culture R.E curriculum RHSE curriculum Therapy and Self-Regulation EYFS Wunderlust Curriculum SAP Preparing for Life Curriculum Sensory Activities Access to sensory assembly School Prayer	EYFS Wunderlust Curriculum	- Educational visits	
Moral Development				
Pre-formal	Specialist Autism	EYFS/Primary Semi-formal	Secondary Semi-formal	Post 16 Semi-formal
Pupil voice Developing independence Assemblies Curriculum Visits Engagement plans Whole school events	SCERTS Social Communication boards Attention Autism Social stories Emotional communication boards (zones of Regulation) Home School Communication Nurturing Independence Curriculum Assemblies Personal choice/ School council Emergency Services Visits Charity Events School wide projects e.g Remembrance Day, 100 Hearts	Social Communication boards Attention Autism Social stories Emotional communication boards (zones of Regulation) Communication Nurturing Independence Curriculum Assemblies Personal choice/ School council Emergency Services Visits Charity Events Engagement plans School rules Class rules School council Behaviour Policy Thrive Safeguarding Pupil Voice Restorative Approach	- Engagement plans - School rules - Class rules - School council - Behaviour Policy - Thrive - Safeguarding - Educational visits - Extra-curricular activities - Pupil Voice - Restorative Approach	- School rules - Class rules - School council - Behaviour Policy - Thrive - Safeguarding - Educational visits - Pupil Voice - Restorative Approach - Engagement plans - OT programmes - Preparing for key transitions and moving into community learning / employment

	Charity Events			
Social Development				
Pre-formal	Specialist Autism	EYFS/Primary Semi-formal	Secondary Semi-formal	Post 16 Semi-formal
Assemblies Community visits School visitors Charity events ASDAN Intensive interaction Total communication approach Social activities – school cafe Self help and independence	Intensive interaction OPAL Attention Autism Assemblies Social Communication Boards Social Activities e.g. fares, disco, parties Community Visits Visitors Charity Events Self-Care, Independence, Independent Living Curriculum Sporting Events P.E and movement Enrichment	Intensive interaction OPAL Attention Autism Assemblies Social Communication Boards Social Activities e.g. fares, disco, parties Community Visits Visitors Charity Events Self Care, Independence, Sporting Events P.E and movement Enrichment	<ul style="list-style-type: none"> - Whole school ethos and approach - School council - PfA framework - Curriculum plan - Total communication approach - Enrichment activities - Community visits 	<ul style="list-style-type: none"> - PfA framework - Total communication approach - Extra-curricular activities - Community visits - Use of common room for social time - Total Communication approach
Cultural Development				
Pre-formal	Specialist Autism	EYFS/Primary Semi-formal	Secondary Semi-formal	Post 16 Semi-formal
Music sessions Community visits School cultural events Community visits Assemblies	Early Years Wunderlust Curriculum Nature Focus SAP Curriculum Creativity Music Lessons Create and Make Reading for Pleasure R.E lessons Knowledge and Understanding of the World School Cultural Events Music performances	Early Years Wunderlust Curriculum Nature Focus Creativity Music Lessons Reading for Pleasure R.E lessons Knowledge and Understanding of the World School Cultural Events Music performances Community Visits-spaces and places Cultural Weeks/topics Enrichment	<ul style="list-style-type: none"> - Assemblies RE focus areas and coverage within the curriculum plan - PSHCE curriculum - Educational visits 	<ul style="list-style-type: none"> - Assemblies - Educational visits - Wider World lessons - Appreciating others because of the differences they bring

	Community Visits- spaces and places Cultural Weeks/ topics Enrichment			
Cultural Capital				
Pre-formal	Specialist Autism	EYFS/Primary Semi-formal	Secondary Semi-formal	Post 16 Semi-formal
Total communication approach to develop choice making and independence Participation local, national and international events, festivals Class trips Community visits	Participation local, national and international events, festivals Creativity Total Communication Curriculum Community Visits Enrichment	Participation local, national and international events, festivals Creativity Total Communication Curriculum Community Visits Enrichment Assemblies	<ul style="list-style-type: none"> - Assemblies - RE areas within the curriculum plan - PSHCE curriculum - Educational visits to the Cathedral and Landmarks within Durham 	<ul style="list-style-type: none"> - Assemblies - PSHCE / RSE - Educational visits to key spaces in and around Durham - Wider World lessons -
RSHE				
Pre-formal	Specialist Autism	EYFS/Primary Semi-formal	Secondary Semi-formal	Post 16 Semi-formal
Assemblies Curriculum focus areas Safeguarding Pupil Voice Individualised curriculum	Pathway specific Curriculum with fidelity to main school curriculum Individual needs addressed Parental Collaboration	<ul style="list-style-type: none"> - Assemblies - Curriculum focus areas - Specific RSHE - Teacher support - Safeguarding - Pupil Voice 	<ul style="list-style-type: none"> - Assemblies - Curriculum focus areas - Specific RSHE Teacher - Safeguarding - Pupil Voice 	<ul style="list-style-type: none"> - Assemblies - Curriculum focus areas - Specific RSHE Teacher - Safeguarding - Pupil Voice - Targeted interventions - Being safe online
Careers/Volunteer/Work Experience				
Pre-formal	Specialist Autism	EYFS/Primary Semi-formal	Secondary Semi-formal	Post 16 Semi-formal
Total communication approach Experience of visits eg fire service Community visits to work environments Enterprise	Play Progression My Personal Care, Independence, Independent Living Curriculum Enterprise Charity Events Functional Skills Curriculum	Play Progression Work based role play and themed play opportunities Assemblies Workshops Visits from employers Enterprise	<ul style="list-style-type: none"> - STEAM lessons - Gatsby Benchmarks - Careers curriculum - Work experience - Assemblies - Carers week Carers workshops - Visits from employers - PSHCE lessons 	<ul style="list-style-type: none"> - World of Work curriculum strand - Group work experience - In house work experience / shadowing - Independent work experience

	Total Communication Visitors e.g. Police		- Pupil Voice	<ul style="list-style-type: none"> - Engagement with employers as part of community visits - Employers visiting school - Preparing for transitions into post 19 education, adult social care / supported employment
Character Education				
Pre-formal	Specialist Autism	EYFS/Primary Semi-formal	Secondary Semi-formal	Post 16 Semi-formal
Pupil voice ASDAN Fund raising Sensory based curriculum	Enrichment Activities SCERTS Volunteering Fund Raising Enterprise Curriculum Planning linked to Preparation for Life Transition Activities Self-Regulation Sensory Activities Pupil Voice	<ul style="list-style-type: none"> - Enrichment activities - Teamwork games and activities. - Events with other pathways/school - Pupil Voice 	<ul style="list-style-type: none"> - Preparation for transition. - AQA units - Enrichment activities - Teamwork games and activities. - Events with other pathways/school - Pupil Voice 	<ul style="list-style-type: none"> - NOCN qualification ensures breadth of learning to develop skills towards independence - Pupils are given 'real-life' experiences to apply learned knowledge and skills - Pupils develop confidence when supporting large school events e.g. Easter Raffle - Students in department on PE G&T and working towards Sports Leaders qualification as part of enrichment

Responsibility of School Staff:

All class based staff will have read this policy and understand all elements of Personal Development Curriculum and the links to other policies and documents (school and government). Teachers will ensure pupils are taught a broad balanced, sequential Personal Development Curriculum which includes planned and unplanned rich learning opportunities which are integral part of the school day.

Responsibility of School Leaders and Governors:

School Leaders will report to Governors on Personal Development activities and Our Governing Body Curriculum Standards Committee is responsible for monitoring the Personal Development Policy. This policy is approved by the Governing Body and will be reviewed every 2 years.