

## Desborough College

### Personal Development Curriculum Statement of Intent

At Desborough College our ethos of “Developing Future Leaders through the Desborough Way” exemplifies our attitude and approach to the importance of the personal development curriculum alongside the pursuit of academic excellence.

All our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school. In doing so, pupils develop a sense of their own identity and worth alongside a respectful understanding of other in their community.

The Personal Development Curriculum at Desborough College covers the following areas:

- Personal, Social, Health and Economic education
- Social, Moral, Spiritual and Cultural education, including fundamental British Values and citizenship
- Careers Education, Information, Advice and Guidance
- Extra-curricular and super-curricular activities through the Widening Horizons programme
- Student Leadership & Student Voice
- The House System

#### Personal, Social, Health & Economic (PSHE) education

The Personal Development programme includes work to improve students' health and emotional wellbeing. PSHE and SRE develop students' skills to manage relationships and be economically active and intend to give students the skills necessary to become a leader of their own life.

All pupils at Desborough College receive one timetabled, hour long PSHE lesson each week, Topics are broken up into 4 strands, and progression is made through the curriculum through age-appropriate content and outcomes:

- Mental Health & Well-being
- Physical Health
- Inclusion & British Values
- Sex & Relationships education

Mental health & well-being focusses on positive masculinity and the pressures facing students at different parts of their life. Awareness and active coping

strategies improve the resilience of our students, leaving them better able to meet the demands of a changing and uncertain world.

Physical health includes the pressures facing our students today, such as healthy lifestyle choices the rise of vaping, and awareness of the link between drugs and gangs (county lines). Equipping our students with this knowledge at an age it is most relevant to them leaves them better placed to make positive choices in their future.

Inclusion & British values incorporates aspects of Living in the Wider World and the fundamental British Values of Respect & Tolerance, Democracy, the Rule of Law and Individual Liberty. A grounding in these values set our students up for being inclusive, respectful citizens.

Within the Fundamental British Values aspects of the curriculum pupils are able to distinguish right from wrong and to respect the civil and criminal law of England as well as accepting responsibility for their behaviour, showing initiative, and understanding how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. Through this we embrace the following 4 strands integral to Fundamental British Values:

- Democracy.
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

Sex & Relationships education meets the statutory requirements and provides age-appropriate lessons in building positive relationships, making sensible and informed choices, and staying safe in relationships built both in person and, increasingly for our students, online. The SRE policy is available on our website.

Our knowledge-rich curriculum is underpinned by the school ethos – developing future leaders through the Desborough Way. We will inspire students to become well-rounded future leaders who play a positive and successful role in society. Our intention is to provide our students with the tools they need to navigate the moral, social and cultural issues that are part of growing up in modern Britain and as part of a Global community. They will develop an understanding of how our personal and social development forms our sense of identity and place in the world, and through studying a range of moral and social issues will become more empathetic and open-minded young people. Our teaching will ensure students are able to consider a range of perspectives on relationships, both personal and sexual and develop the ability to make balanced arguments and well sustained judgements and decisions.

## Social, Moral, Spiritual and Cultural

We recognise and firmly believe that the development of students, spiritually, morally, socially and culturally plays a significant part not only in their capacity to learn and achieve but in their ability to relate to and access the world they live in. We therefore aim to provide an education that provides children with courage and opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a kind attitude towards other people, a respectful understanding their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our whole curriculum and beyond.

All curriculum areas have a contribution to a child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for pupils and their families and stakeholders. Students will learn to differentiate between right and wrong in as far as their actions affect other people. They are encouraged to value themselves and others. This work is supported by the pastoral efforts of the Hub team.

## Careers Education, Information, Advice and Guidance

One of the key principles of the CEIAG curriculum is that it enables pupils to acquire learning that will enable them to function as future leaders in a changing world. This includes learning transferable skills and acquiring knowledge that will allow them to make informed decisions about their next steps.

Expectations for our students are high, including for our most vulnerable and those with special educational needs and disabilities. Students are challenged appropriately and acquire the knowledge, skills and attitudes for lifelong learning so that they become more adaptable and resilient, make decisions and transitions, be more enterprising and be able to present themselves well with applications and interviews. This will help every young person to realise their potential and enhance their employability. The CEIAG programme equips students with the knowledge, skills and attributes that they need to make informed decisions about their learning and work through a cohesive programme of careers education.

At the forefront of the CEIAG aspect of Personal Development is the implementation of the eight Gatsby benchmarks of Good Career Guidance:

1. A stable careers programme  
A comprehensive careers programme has been designed to develop skills from general awareness in Year 7 through to research and support for applications to Higher and Further education in Years 11 and 13
2. Learning from career and labour market information  
Weekly MyPath videos are shown in form, chosen due their match with LMI for Berkshire. LMI is available on the website for parents & students to access. It is shared with staff during CPD to enable them to highlight parts of their curriculum that meet the needs of the local labour market
3. Addressing the need of each pupil  
The school subscribes to Unifrog to enable every student to track their careers journey. This starts with personality & interests profiling in Yr7 and goes on to link the results to possible careers and education paths of interest. Students with SEN, PP or who are at risk of NEET will be prioritised for careers interviews.
4. Linking curriculum learning to careers  
Over the academic year 22/23, departments have been challenged to log any careers/skills interactions that are made in order to log the extent of careers in the curriculum
5. Encounters with employers and employees  
Employers are invited in to speak in assembly to the KS4 cohort as part of the Desborough Futures Speakers programme. Year 12 students attend

mock interviews run by the local Rotary club. We also have ex-students who come back to share their stories with KS5 students

6. Experience of workplaces  
WEX is offered to Year 10 & 12 students.
7. Encounters with further and higher education  
Local sixth form colleges are invited in to present to Year 10 students, with the Baker clause clearly displayed on the website. A trip to an apprenticeship/FE fair is organised for Yr11 & 12 students in the spring term
8. Personal guidance  
Independent careers interviews are being arranged for students in Year 10 & 12 for this current academic year

Our aim at Desborough is to inspire future leaders who will thrive in a changing world. We want Desborough pupils to aim high in their expectations, to raise their aspirations, promote equality of opportunity, celebrate diversity, challenge stereotypes and prepare for their future careers.

### Widening Horizons

Students are encouraged to try something new, stepping out of their comfort zone and having the courage have a go at a new hobby. Departments link their clubs to the curriculum, showing students how doing something extra helps them develop as future leaders. The super curriculum involves preparation for local, regional and national events and competitions, designed to challenge students and give them opportunities to develop skills that will help them in their futures.

Trips are also included in the extra-curricular programme, with students able to visit cultural, sporting and historical sites to support their learning and personal development.

Creativity is a key skill for the future workforce, and is embraced by our Creative Arts faculty who stage the Christmas Performance and annual Star Factor talent show. Widening Horizons course are also branching out to include more creative skills, such as Secrets of Magic and Sculpture Squad.

## Student Leadership

Students are encouraged to respect democracy and support participation in the democratic processes, including respect for the basis on which the law is made and applied in Britain. Part of this process is the election of student ambassadors for the House System, who then chair Student Voice forums once a half term. Feedback comes to SLT for discussion and implementation.

Other opportunities exist for students to become leaders across the curriculum and outside of the curriculum. We have Sixth Form MPs in a number of areas who build their own teams of students to support them. Digital leaders, Sports leaders and Arts Leaders (through the Arts Award) are other formal leadership positions available.

Sixth form leaders have formal leadership training, with other year groups being taught the transferable skills required to be effective leaders through their core lessons and through coaching by their Sixth form mentors.

## The House System

The House system provides a sense of community, with students earning points towards the House Competition for positive behaviour. Students meet each half term in vertical groups to participate in House Week, with assemblies lead by the Sixth Form house captains, and other activities led by ambassadors from other year groups.

Other big House events through the year support Desborough's charity drive, with the Macmillan coffee morning being a big hit along with Christmas Jumper day and the annual food drive. These events enable students to contribute to the wider community and demonstrate their kindness to others.