

Personal Development at Chaucer school

Statement of Intent

At Chaucer School we strive to support your students, parents and local community by being ACE aware and trauma informed in everything we do to nurture and prepare our students for life in modern Britain. Our intent is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives, preparing them for their next steps in education or employment with a thirst for lifelong learning. The Department for Education strategy has shifted away from GCSE and Y11 examinations being the sole pivotal aspect in providing a child with the opportunities for a successful future and moved towards personal development and the state of the learner holistically in school. We ensure that every member of our school community knows that we are committed to supporting their physical health, safety, and emotional wellbeing throughout their journey with us. At Chaucer school we promote personal wellbeing and development through a comprehensive Personal Development tutor and Life lesson programme where SMSC, RSE and RE education give our young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

Personal development is at the heart of our whole school ethos. We ensure each area of the personal development curriculum delivers all aspects of the statutory guidance and reflects our specific needs as a school community. As part of our personal development curriculum; SMSC and British Values, PSHE and RSE, Emotional Health and Wellbeing, and Careers are all delivered through the tutor programme and within curriculum areas. All our teachers are tutors who, as well as delivering their academic curriculum to students, also deliver pastoral lessons in PHSE, known as Life lessons. Chaucer school provides training for all staff to ensure that tutors have the best opportunities to be successful and all students get the very best we have to offer.

Life curriculum

We deliver PSHE through our comprehensive whole school Life curriculum and dedicated PHSE lessons as well as our assemblies and drop-down days for KS4 RE. Students are encouraged to develop their individual character, learn how to stay safe and healthy and develop knowledge to ensure they are well equipped for the Future. Our intent is to deliver a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills, which enables children to access the wider curriculum and to prepare students to be responsible citizens both now and in their future roles within a global community. Through our Life programme students will develop the necessary skills, knowledge, and personal attributes as part of a planned programme of regular sessions that addresses the Chaucer demographic and provides our students with the support and guidance that they need. Students will have accurate and relevant knowledge of PSHE, as well as opportunities to create personal understanding. We also ensure that RSE education is delivered throughout each year of school and covers consent, mental health and wellbeing, anti-discrimination and online safety. Our students will be given the opportunities through discussion to explore and challenge a range of values, attitudes, beliefs, rights, and responsibilities. Students will develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life. PSHE education is taught during dedicated sessions throughout the school in every year group and through assemblies. It is monitored and reviewed regularly by the head of Life and AST for Personal Development through learning walks, students and staff voice and the schools SLT team. All PSHE teaching takes place in a safe learning environment and is underpinned by our school habits, ethos and values. Our staff are also very aware of the KCSIE guidance and updates.

Students at Chaucer know who their safeguarding members of staff are and are able to seek support from all staff in school in order to feel safe.

British Values/SMSC

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
- Tolerance

At Chaucer school we have a tutor time programme of activity which ensures British values and SMSC are explored and learned each week:



Form time 20 minutes
Year teams to check uniform and equipment as students arrive each morning



	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Assembly SLT/Year Teams	SMSC and British Values MM	Literacy and Oracy JS	Current affairs (News) MM	Attendance, behaviour and achievement points
Year 8	Attendance, behaviour and achievement points	Assembly SLT/Year Teams	SMSC and British Values MM	Literacy and Oracy JS	Current affairs (News) MM
Year 9	Attendance, behaviour and achievement points	Literacy and Oracy JS	Assembly SLT/Year Teams	SMSC and British Values MM	Current affairs (News) MM
Year 10	Attendance, behaviour and achievement points	Literacy and Oracy JS	Current affairs (News) MM	Assembly SLT/Year Teams	KS4 RE SM
Year 11	Current affairs (News) MM	Attendance, behaviour and achievement points	Revision techniques MM	KS4 RE SM	Assembly SLT/Year Teams

The RE curriculum aims to inspire students to become well rounded and informed citizens who think critically about the world around them. The purpose of the study of RE is to develop students' sense of identity, understand their place in the world and how and why societies and

groups of people differ. By doing this, students will develop a tolerance and a world view that will provide a foundation not just for their religious studies but also for their wider lives. Students finish KS3 with a broad knowledge of the six main world religions (Islam, Hinduism, Buddhism, Sikhism, Christianity, and Judaism).

Careers

One of the key principles of the Personal Development Curriculum is that it enables students to acquire learning that will allow them to make their own choices in the real world.

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

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the need of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

At Chaucer school we are committed to ensuring all students have access to impartial careers advice and have access to employers who can help students consider their future options it is our intention that pupils leave school with a Careers Education that has helped to raise aspirations, give students the skills to achieve their full potential and provide them with the opportunity to experience different career pathways.

In order to achieve this, we have a careers curriculum programme in place, which delivers employability and work-related learning skills from Years 7-11 and Post-16, as well as many other careers linked activities such as university visits, encounters with employers and experiences of the workplace, which take place throughout the academic year.

Careers is an integrated part of the curriculum. All subject areas refer to and discuss career opportunities specific to individual areas, as well as exploring the transferable, enabling skills which supports students to develop across all year groups. The PSHE programme plays a key role in supporting the delivery of the Careers Strategy. Pupils with SEND are further supported by staff in Learning Support; our school SENCo liaises with our Careers Leader, Prospects Career advisor and additional outside agencies for pupils as necessary.

Enrichment/Trips and Visits

We are committed to ensuring that the highest quality academic curriculum is offered, underpinned by a competitive enrichment programme. Our students regularly take part in a number of trips and experiences to help them to broaden their knowledge and develop their learning skills.

After school Clubs

We are committed to delivering a broad and balanced curriculum to enable students to achieve their best and be well equipped for the future. Our curriculum is enhanced by wide range of sustained enrichment opportunities enabling students to discover and nurture their individual talents and interests. Students apply a growth mind-set to both their academic and personal progress and we celebrate success at all levels.

	Before school 8 - 8:30am	Break time 11 - 11:15am	Lunch 12:20 - 12:50pm	Lunch 1:25 - 1:55pm	Afterschool 3-4pm
Monday	OASIS/ASD breakfast club	119b Careers drop in LY/SB	219 Y11 revision club MWR	LGBTQ+ club Y8/10 MM safeguarding hub	PE Y7/8/9 boys football Sha/GD
	Wellbeing breakfast club		221 Musical Theatre Club LM	Badminton Club KAP	Y7/8 Rugby Club MWR
					Maths Y7,8,9 Times Table Rockstars 219 LT
					Dance group in 101 Students who want to create their own dance pieces 3-4 pm
					KS3 Drama club 3-4 pm
					KS4 French revision
					Vocational revision Room 122 AJ
Tuesday	OASIS/ASD breakfast club	119b Careers drop in LY/SB	219 Y11 revision club MWR		PE Y7/8/9/10/11 girls football KP/BT/GD/Sha
	Wellbeing breakfast club				Music 104 Choir CJ
					122 Big Challenge Y7/8 LY
					Y11 GCSE drama A timetabled lesson 3-5pm Week 1
					Y11 English Revision - English Department
					MFL Cpr Y7-9 French Club
					Y10 Public Speaking Club - DB every other Tuesday.
Wednesday	OASIS/ASD breakfast club	119b Careers drop in LY/SB	LGBTQ+ club Y7/9/11 MM safeguarding hub		
	Wellbeing breakfast club		219 Y11 revision club		
			Music 104 Y7/9/11 choir CJ		
			School Newspaper Club - DB		
			219 Y11 revision club MWR		
Thursday	OASIS/ASD breakfast club	119b Careers drop in LY/SB	219 Y11 revision club Mwr		Vocational revision Room 122 AJ
	Wellbeing breakfast club		119a David Attenborough appreciation club CH/JS/DK	119a David Attenborough appreciation club CH/JS/DK	PE Y10/11 boys football Sha/GD
					109 Craft Club HH/SH/GMu
					108 Art club JAG
					Maths Y11 Revision (Any room, all teachers)
Friday	OASIS/ASD breakfast club	119b Careers drop in LY/SB	219 Y11 revision club Mwr	Basketball club PE KAP	Y11 GCSE drama A timetabled lesson 3-5pm Week 2
	Wellbeing breakfast club				
	Mr Breslin's Life skills club AKA Bres-Club				

Year 6 to 7 Transition Programme

At Chaucer school we pride ourselves in providing our new students and parents a smooth and successful transition from Primary to Secondary school. We have a dedicated transition team lead by a member of the leadership team who ensure a smooth, carefully planned transition process with the sole aim of ensuring a happy and positive move between phases. Our transition programme is designed to ensure nothing is missed and that communication between primary phase and secondary strengthens our support for new students. Our transition team meet with primary teachers and pastoral managers during the summer term to ensure information is shared and that every child is supported to have a successful start at Chaucer school. Outlined in our transition action plan are our key events in which we ensure the transition to Chaucer school is enjoyable and as smooth as possible.

Y9 options process

Our careers programme supports Y9 students when preparing for KS4 study; Careers and enterprise resources used to underpin CIEAG and careers curriculum in KS3 and KS4. Through the options process student's link careers to options choices through PSHE and Start careers software.

Before selecting their options students are prepared for this process in a number of ways. Firstly, students are given information flyers to take home to discuss with adults outside of school containing details on exam specifications for each subject area and key knowledge covered within each exam paper. Students are then given an assembly detailing the process they will go through in selecting their GCSE subjects and the questions and discussions they should be having with different adults, both in school and outside of school. Students are then given subject specific assemblies within department areas that talk in more detail about the demands of the GCSE and about the possible career opportunities and skills they will develop allowing students to make informed choices when selecting their options. Finally, parents and carers are invited to an options meeting which discusses in more detail the process and the questions students should consider when selecting their options. For example, potential career paths, options when they leave school and skills they wish to enhance.