

Personal Development at JWA – Curriculum overview – including EPC (Ethics, Philosophy and Citizenship) and CEIAG – September 2022 onwards

John Whitgift Academy aims to provide opportunities for all students to learn and to achieve their potential by promoting a broad and balanced curriculum that is flexible enough to enable students to make guided choices to enhance the prospect of success. We aim to prepare all students for the opportunities, responsibilities and challenges of life in the 21st century. The EPC Programme is very much delivered through a 5-year curriculum plan with specific timetabled EPC lessons in KS3 and step-up days (SUDs) in KS4.

Y7 -11

	Year 7	Year 8	Year 9	Year 10	Year 11
GLH	1	1	1	3 x SUDs	3 x SUDs
Weekly lesson	1	1	1		

Spiritual, Moral, Social and Cultural development of students, including PSHE and British Values.

The Spiritual, Moral, Social and Cultural (SMSC) development of our students has always been at the heart of the education offered in Delta Academies. John Whitgift Academy’s approach to SMSC is embedded in the Delta ethos of mutual respect, partnership working and collaboration; an approach that we believe is fundamental to a full and positive participation in life in modern Britain.

Examples of how fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, have been actively promoted across the Academy in the following ways:

- Weekly year assemblies led by teaching staff, Pastoral Leaders, SLT or guest speakers
- Student Council
- Personal, Social, Health and Education (PSHE) through EPC lessons and step-up days
- Religious Education delivered during EPC lessons, step-up days, tutor time (collective worship) and assemblies
- Healthy schools’ initiatives
- After school clubs and enrichment/sporting activities
- Charity work
- Sporting events
- Educational trips and visits and learning outside the classroom – Cultural capital

We support the spiritual development of our students to enable them to develop their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning; and willingness to reflect on their experiences.

We support the moral development of our students to enable them to develop their:

- ability to recognise the difference between right and wrong, and to apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions

- interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.

We support the social development of our students to enable them to develop their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

We support the cultural development of our students to enable them to develop their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, tolerance towards different religious, ethnic and socio-economic groups in the local, national and global communities

Through the range of activities offered we aim to enable our students to develop their:

- self-knowledge, self-esteem and self-confidence
- their acceptance of responsibility for their behaviour
- their understanding of how they can contribute positively to the lives of those living and working in the locality in which the Academy is situated and to society more widely
- respect for their own and other cultures
- respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010
- respect for democracy and support for participation in the democratic process

These are the skills and attitudes we believe will allow our students to participate fully in and contribute positively to life in modern Britain.

RSE Curriculum provision

Academies and free schools – Funding Agreements require these schools to have regard to DfE's statutory guidance on Relationships and Sex Education

What Relationships and Sex Education (RSE)?

It is lifelong learning about physical, moral and emotional development. It is about the understanding and importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

There is a PoS delivered through Years 7 – 11 which covers the statutory requirements and other issues which are of concern within the local area. These are delivered by Big Talk Education (external partner,) the EPC curriculum, assemblies and step-up days.

RSE delivery by Big Talk Education:

Year 7 – Introduction to Secondary RSE

Year 8 – RSE Building on the basics

Year 9 – Sex: Your decisions

Year 10 – Mates, dates, loves, hates

Year 11 – RSE: Show what you know



Organisation and Methods of Teaching

RSE is delivered in class, as appropriate, by class staff, through Big Talk Education and also partly through science lessons. Staff endeavour to answer questions as and when they arise as simply as possible with the relevant information to hand. Students are taught in mixed sex groups. For certain elements of the programme single sex and individual tuition may be necessary.

The Academy works within a curriculum covering different areas of RSE, such as managing your emotions and feelings, keeping safe and saying no and acceptable public and private behaviour. This will be implemented to students at the time it is most appropriate to do so. Specific needs will be responded to and incorporated into our planning.

Confidentiality

Students will be informed that 100% confidentiality cannot be assured. For any suspected Child Protection concerns the school will follow Academy referral policy.

RSE PoS is delivered throughout years 7, 8 and 9 in their 1hr EPC lessons, the science curriculum and step-up days when required. It includes the following content:

- Why is it important to have good personal hygiene?
- How does puberty change girls?
- How does puberty change boys?
- What pressures could you face in a relationship? Pupils investigate who & why people put others under pressure in relationships & know how to deal with these pressures correctly.
- What are the consequences of risky behaviour? Pupils investigate the possible dangers and consequences of irresponsible behaviour in a relationship.
- Risky behaviour – misconceptions & contraception. Pupils investigate how much of what teenagers say & hear about relationships is inaccurate & what responsible choices should be made.
- What are STI's? Pupils investigate the causes & effects of some common STI's amongst teenagers.
- What is HIV & AIDS? Pupils investigate the causes & consequences of HIV & AIDS.

In addition, the Big Talk Education sessions cover:

Year 7 – Introduction to Secondary RSE: The basis of knowledge of year 7 pupils can vary considerably dependent on the quality of their primary RSE provision or lack thereof. This session is designed to establish knowledge levels, ensure consistent accurate knowledge of core topics and back fill gaps. Themes covered include proactive safeguarding, reproduction, puberty, relationships, body image, gender and reliable sources of information.

Year 8 – RSE Building on the basics: In year 8 students address core themes within RSE, myth busting common misconceptions of young people around sex, risky behaviour, pregnancy, rights and responsibilities, as well as the law. Students with the team to clarify definitions of terms they have heard but may not understand, as well as answering questions in a safe confidential environment.

Year 9 – Sex: Your decisions: Building on the themes of consent and contraception from Year 8, this session introduces more of the choices that students need to consider before entering a sexual relationship. Covering the most up to date contraception information with details on efficacy, is critical to help young people make informed decisions. To underline the consequences of decision making, the effects of unplanned parenthood on potential mothers and fathers is highlighted. Also stressed is the limited power of fathers in decision making, the effects of pregnancy for mothers, as well as the financial and lifestyle impact for both.

Year 10 – Mates, dates, loves, hates: This session is designed to aid students in identifying abusive relationships and establish boundaries. It covers a wide range of abuse from verbal, emotional, financial, sexual and physical as well as isolation. By highlighting the warning signs of these students explore how they could help their friends through these situations and where to get help, if they have concerns. To ensure the reinforcement of healthy relationships the Big Talk teamwork with the students to discuss the positive qualities of their perfect partners.

Year 11 – RSE, show what you know: This is often the age at which some students are becoming sexually active, so we review the essential material to ensure that the key topics are front of mind for the year group. Covering consent, contraception, condoms and the responsibilities of young people. Big Talk once again highlight the ever present, potential risks of STIs and unplanned parenthood as well as the positives of pleasure and healthy relationships.

In addition, Big Talk also deliver some bespoke sessions to Year 8 students in separate sex sessions:

Males:

- SWAIRS (Safe Ways to Access Information about Relationships & Sex) how to stay safe when looking for information on-line. Too many boys are accessing inappropriate sites and assuming that is how sex is in real life. This Workshop myth-busts and stresses the importance of respect and consent.

Females:

- CSE (Child Sexual Exploitation) Girls this age can be targeted on and offline, we focus on off-line grooming as it is a topic that seems to be an ever-present modern danger.

All students in our academy receive RSE as part of their Year 7 - 11 curriculum. John Whitgift Academy is committed to working with parents. Under the education act of 1993 students can be withdrawn by their parents from parts of sex education that are outside of the compulsory elements contained in the National Curriculum. Parents wishing to withdraw their child from this part of the curriculum address their request in writing to the Principal.

We are aware of the sensitive nature of some topics and will aim, where possible, to bring in outside companies/agencies to deliver a tailored session suited to the specific needs of our students

Mr M White is the academy lead on the EPC curriculum and can be contacted for further information.

Careers Education, Information, Advice & Guidance (CEIAG)

Our planned programmes support students and ensure they receive the relevant careers education, information, advice and guidance that is suitable for their age and ability by implementation of the 8 Gatsby Career Benchmarks, written by Sir John Holman, a former Head teacher and founder of the National STEM Learning Centre.

Sir John wrote the Good Career Guidance Report after carrying out extensive research.

The fast-changing world of work puts an ever-greater demand on all of us to support students in making a successful transition from education to employment, helping them to identify and choose career opportunities that are right for them.

The government's new careers strategy set out a plan for building a high-quality careers system that will help young people to achieve. The Gatsby Benchmarks are a key measure of the effectiveness of career guidance and provision – Delta Academies Trust is committed to achieving all eight benchmarks:

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

Following guidance from the Baker report we also provide bespoke careers information to Years 8/9 and 10/11.

Mr P Tuffnell is the academy lead on CEIAG and can be contacted for further information along with the various CEIAG areas on the academy website. The academy also works with its partner, Progress Careers (formerly CareersInc) to ensure all students receive the necessary independent advice and guidance.

