



Willow Park School

Personal Development

Statement of Intent

2024

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Personal Development Statement of Intent

At Willow Park we believe that personal development is the foundation of our vision, values and core purpose of the school. This statement covers all areas within the school that encompass and promote aspects of Personal Development at Willow Park and provide a broad overview of how they implement this.

Willow Park School is holistic in its approach with all staff having a responsibility to guide and support pupils in all areas of their school life in order for them to become well rounded and active citizens.

Willow Park School's approach to personal development is founded on the school's vision and values: ***Respect, Acceptance, Kindness, Tolerance, Learn, Achieve.***

*“At Willow Park we strive to create a nurturing environment build on positive and effective relationships which will instil in our students the belief that they are deserving of care, **respect** and love.*

*This will empower them to demonstrate **acceptance** of themselves and others so that they can show **kindness, tolerance** and understanding.*

*Students will **learn** and grow so they can **achieve** their aspirations and make a positive contribution to society.”*

It is the aim of the school that all pupils:

- Become responsible, respectful and active citizens who are able to thrive in their communities.
- Develop an understanding of the fundamental British Values of democracy, individual liberty, the rule of law and mutual respect and tolerance. Pupils to recognise their responsibility to uphold these values.
- Nurture pupils to develop personal character, reflect on choices, be ready to learn, behave positively and develop relationships which enable them to accept and tolerate others.
- Build confidence, resilience and knowledge so that they can keep themselves mentally healthy.
- Understand how to keep physically healthy, eat healthily and maintain an active lifestyle.
- Age-appropriate understanding of healthy relationships through appropriate relationships and sex education.
- Recognise online and offline risks to their wellbeing – for example, risks from criminal, sexual exploitation, gang activity and radicalisation.
- Recognise the dangers of inappropriate use of mobile technology and social media
- Prepare pupils for their next life stage.
- Develop their Emotional Literacy and Social Awareness through exposure to social situations

As a school personal development is promoted by:

- Understanding that all pupils are different and removing barriers so pupils can engage in activities to gain confidence and thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.
- An inclusive environment that meets the needs of all pupils.

- Provide opportunities for pupils to be active during the school day and through extra-curricular activities.

Spiritual, Moral, Social and Cultural (SMSC)

At Willlow Park School SMSC is personalised for all our pupils and interwoven throughout the school's curriculum and wider offer.

Spiritual development is when we:

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral development is when we:

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social development is when we:

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural development is when we:

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

In our school pupil's SMSC development can be seen for example in:

- Taking part in a range of activities regarding social skills
- Developing an awareness and respect for diversity
- Developing and appreciation of theatre
- Developing an understanding of right and wrong
- Developing the communication skills to make choices about likes/dislikes in school then in wider community visits
- Taking part in sporting, cultural and artistic opportunities

SMSC is embedded throughout the curriculum at Willow Park. This integrated approach ensures that aspects of SMSC is considered in all subject curriculum areas.

Beyond the Curriculum

We are also committed as a school to developing SMSC beyond the curriculum. This is done through:

- Sport, Arts, Music and Cultural Specialists visits to school over the year
- Assemblies give pupils an opportunity to explore aspects of SMSC
- As part of the KS4 Arts qualification pupils are exposed to local artists, events and speakers
- Provide an outdoor learning experience for all pupils in the school

Willow Park British Values Statement.

'Our values are British Values'

British Values, as described by Ofsted, is to develop the pupils' understanding and knowledge of:

- how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- the separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- the freedom to choose and hold other faiths and beliefs is protected in law;
- acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- the importance of identifying and combatting discrimination.

This learning is described by the DfE as Five Fundamental Values:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different Faiths and Beliefs

Willow Park School is committed to serving its community and surrounding areas. It recognises and appreciates the range of different cultures within school and further afield, this is reflected in our curriculum planning.

Our pupils show interest in exploring different faiths and we show respect for cultural diversity, promoting tolerance and positive attitudes towards different religious, ethnic and socio-economic groups.

The DfE have reinforced the need;

“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

Our school Vision Statement embodies and reinforces the DfE expectations of promoting British Values in our school. Our aim is to empower pupils to demonstrate acceptance, respect and tolerance of themselves and others. This is supported by our school values of Respect, Acceptance, Kindness, Tolerance, Learn and Achieve. This underpins all that we do, and at Willow Park we are passionate in promoting enquiring minds, confidence, build high self-esteem and respect for ourselves and others.

Democracy:

Democracy is part of the day to day life within the school. It is modelled by all staff within the building who show tolerance and respect for the rights of others, and act with integrity and honesty.

Pupils have the opportunity to have their voices heard on a daily basis, with adults taking the time to listen and respond. Pupils can also have their voices heard via the student council (voted for by the children).

Where you will see the Democracy being applied:

- School aims
- PSHE Curriculum
- History Curriculum
- Student Council
- Pupil trips and visits
- Pupil questionnaires
- In class topical discussions
- Assemblies and guest speakers

The Rule of Law:

Across school we have a set of rules and expectations that everyone strives to work within. The importance of Laws, rules and consequences are consistently reinforced throughout regular school days, as well as when supporting with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Pupils have regular opportunities to reflect, discuss and share through tutor time, daily interactions with pupils through positive pastoral approach.

Where you will see the Rule of Law being applied:

- School aims
- PSHE Curriculum
- Behaviour for learning approach
- Sporting events and fixtures
- Classroom expectations
- Assemblies and guest speakers

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and a culture of independent learning. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons.

Where you will see the Individual Liberty being applied:

- School aims
- PSHE Curriculum
- Extra-curricular clubs

- Lunch choice
- Careers
- Choice of reading book
- Student council
- Relationship and sex education
- Assemblies and guest speakers

Respect:

Respect for self and each other is a value that is at the centre of our school ethos.

Where you will see Respect being applied:

- School aims
- PSHE Curriculum
- Positive relationships
- High expectation of behaviour
- The school rules
- Assemblies and guest speakers

Tolerance of those of Different Faiths and Beliefs:

We value the importance of helping to shape the pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Our curriculum plans include celebrating festivals around the world such as Chinese New Year, Diwali and Harvest.

We follow the Derbyshire agreed R.E. curriculum.

- School aims
- PSHE Curriculum
- RE Curriculum
- Trips and visits
- Literacy texts chosen to reflect a variety of countries and cultures
- Assemblies and guest speakers
- Anti-Bullying week
- Black history week

We strive to ensure that our pupils are taught, experience and exposed to the five fundamental British Values across the school.

Implementation

They are implemented in the following ways:

PHSE

At Willow Park School our PHSE curriculum aims to;

- Foster respect and understanding through relational practice, our school provides secure learning environments that positively shape the quality of students' lives for the long term.
- Create a language rich environment where we actively encourage every student to recognise their significance, fostering an environment where their voices matter and through discussion their ideas are shared and valued by all.
- Teaching all students about healthy relationships, equipping them with the skills to aspire to and contribute to safe, happy and secure family lives.
- To ensure the well-being of our students, we provide guidance on emotional and physical health, empowering them to care for themselves and others.
- Provide opportunities to develop independence skills, emphasising the importance of collaboration and community. Pupils are also encouraged to be confident in accessing support when needed, ensuring they can strive for their personal best.

RSHE

SRE involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It also provides input to support with the emotional, social and cultural development of the students as well as preparing them for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood. It is lifelong learning about moral and emotional development. It is also about the importance of a stable and loving relationship for family life, respect, love and care. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate. We have a duty under the Equality Act 2010 to ensure our teaching is accessible to all our children and young people, including those who are lesbian, gay, bisexual and transgender (LGBTQ+). Our inclusive sex and relationship education fosters good relationships between students, tackles all type of prejudice – including homophobia – and promotes understanding and respect. Sex and Relationships Education is delivered within the aims and philosophy of the Trust and the agreed framework for the overall pastoral care of the students. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

Careers

At Willow Park School, careers guidance is promoted through raising self-awareness and self-confidence through meaningful encounters with the world of work and further education. To support this the school uses the Skills Builder programme which embeds the language for careers specific learning in individual lessons. We also recognise that students have different career guidance needs required at different stages within their school life due to need and capacity to engage. Opportunities for advice, support and provision are matched to the needs of the students and provided accordingly.

This is achieved through:

- 1:1 unbiased careers and guidance interviews - discussing next steps and option choices
- Group information sessions
- Guest speakers from local employers, colleges and next step partnership organisations
- An individual Action Plan for every student
- Skills Builder
- Specific Careers lessons

- All trips having a careers objective

Further information can be found in the Careers Policy and the Careers Strategy.

Enrichment and Cultural Capital

Ofsted - 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement'.

At Willow Park we achieve this by providing rich cultural experiences which are linked to specific curriculum subjects and increased enrichment opportunities for all pupils through daily positive routines, clubs and activities.

Extra-curricular activities across the academic week	
Day	Activities
Monday	Sports club (sports hall KS3/4), Football (pitch KS3/4), Basketball (court KS3/4), Games club (Sheaf)
Tuesday	Sports club (sports hall KS3/4), Football (pitch KS3/4), Basketball (court KS3/4), Games club (Sheaf), Chesterfield Community Trust multi-sports club
Wednesday	Sports club (sports hall KS3/4), Football (pitch KS3/4), Basketball (court KS3/4), Games club (Sheaf)
Thursday	Sports club (sports hall KS3/4), Football (pitch KS3/4), Basketball (court KS3/4), Games club (Sheaf)
Friday	Sports club (sports hall KS3/4), Football (pitch KS3/4), Basketball (court KS3/4), Games club (Sheaf)

Positive Relational Practice

Using effective relational practice provides positive reinforcement for all pupils which supports social interaction needed to be successful citizens and function effectively within society. These daily interactions are promoted through:

- Morning met and greet
- Nurture breakfast
- Quality first teaching
- Breaks and lunch
- Pastoral approach when supporting crisis
- End of day
- Communication with families and carers

Student Leadership and Independence

At Willow Park we promote student independence and leadership through various planned and unplanned experiences. These opportunities can be seen through students preparing nurture breakfast, encouraged independent travel for identified pupils, resource monitor / class helper, preparing own equipment for outdoor education sessions and calendared events e.g. Santa's Grotto, Christmas Lunch and Comic Relief.

Peer Mentoring	DJ Leadership	Independent Travel
Classroom Based Jobs	Charity Days	Christmas Lunch Jobs
Student Council	Forest School Roles	Independence on Residential

Mentoring Programme

Students identified in KS4 who are socially and emotionally ready to access mentoring in KS2 and Physical Education. This is planned into individual student timetables and supported by staff and parents. Staff coach students in the skills and attributes required to be an effective mentor this is monitored by the staff who are working with the students and progress reviewed in pupil review.

Student Council

The student council at Willow Park School aims to develop aspects of the school based on suggestions and ideas from planned meetings. The council plan to meet on a fortnightly basis to discuss various topics and project work which improve aspects of the school environment, culture and student experiences. Council members are selected based on a voluntary show of interest and then staff support the selection based on interested students being able to fulfil the councillor requirements. School senior leaders attend meetings once every half-term to support with dialog, identify projects and rational responses.

Outdoor Education and Residential Experiences

Willow Park School provides several residential experiences across the academic year which promote independence and leadership. Part of the experience promotes self-care, teamwork, cooking, cleaning and the ability to overcome challenges.

The elements of outdoor education and residentials are highlighted below:

Independence:

Bringing young people out of their comfort zone for a weekend away filled with new experiences is a great way to build their independence. As they adapt to their new routines and activities, the ability to organise themselves appropriately becomes more important and helps them become more self-reliant.

Leadership:

Decision-making is a key part of the residential experience. Adventure activity challenges test physical, mental and emotional skills, allowing different members of the group to demonstrate their strengths in these areas - and those leadership qualities to shine through!

Confidence:

Experiencing success in the great outdoors is a fantastic confidence-boost, especially for young people who may not engage with the traditional sports available in school. Trying something new and exploring the unknown works wonders for self-esteem, regardless of ability.

Relationship Building:

Spending quality time together often helps existing friendships to flourish and new friendships to develop. It's a chance for everyone to see each other in a new light, and reset existing group dynamics as everyone adapts to their new and inclusive environment.

Teamwork:

There's a real sense of community spirit that develops when young people are faced with overcoming challenges as part of a team too. In the big open spaces of the outdoors, communication is key, especially when the challenges are on a large scale and physically demanding.

Supporting Others:

When success relies on team effort, supporting each other becomes paramount. Understanding how other members of the team feel about certain tasks, helps to develop the skills to provide effective emotional and social support to others.

Resilience:

It may be conquering a fear of heights on a climbing wall, re-building that raft after the fourth attempt to cross the lake, or tackling a challenge course with enthusiasm even with tired legs! Being determined to achieve personal goals despite the setbacks helps young people succeed in other areas of their life too.

Emotional Wellbeing:

There's something very calming about being outdoors - maybe it's the wide open spaces, the natural landscape or being close to nature that puts the mind at ease. The emotional wellbeing that comes with getting outdoors and active (and away from phones and computers), can help young people re-connect with themselves and reduce stress.

Tolerance:

Living together as part of a community and all that entails - such as sharing space and eating together - requires tolerance, a positive attitude and the ability to compromise. These are qualities that will benefit young people throughout their lives and are an important part of the residential experience.

Respect:

For themselves, for others, for their environment. For many young people, understanding how their behaviour and actions have an impact on others and the world around them, teaches respect, which can make all the difference when it comes to the choices they make in the future.

Links to school policies

[Online Safeguarding Policy](#)

[Careers Policy](#)

[Curriculum Policy](#)

[PHSE Policy](#)

[RSHE Policy](#)