

## Personal Development at Weatherfield Academy

### Character Education

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	Benchmarks	How these opportunities are provided.
A. What kind of school are we?	<ul style="list-style-type: none"> <li>• How clearly do we articulate the kind of education we aspire to provide?</li> <li>• How do we ensure that all members of the school community (e.g. staff, pupils, parents/carers, governing body) understand and share our aims?</li> <li>• How effectively do we create a sense of pride, belonging and identity in our school?</li> </ul>	<p>We are a caring school where pupils are put at the forefront of everything we do. The education that the pupils receive is articulated through the website, curriculum summary sheets to parents every term as well as being available to governors.</p> <p>Our aims for the pupils are shared through the website (videos and written communication), newsletters, Friends of Weatherfield Facebook page, through coffee-afternoon meetings and staff availability to parents/governors.</p> <p>Our school and the wider community are involved in our school life through sharing assemblies, class performances and coffee-afternoons for parents to interact with each other and members of the teaching staff/SLT.</p>
B. What are our expectation of behaviour towards each other?	<ul style="list-style-type: none"> <li>• Are we clear on the importance of discipline and good behaviour in school life? How do we promote this understanding?</li> <li>• How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy?</li> <li>• How well do we promote a range of positive character traits among pupils?</li> </ul>	<p>Pupil behaviour is high profile across the school and the aim across all key stages is to build a well-rounded individual who can contribute in a positive way to society. Coloured cards and house points are used consistently across the academy with all staff and pupils understanding c the associated consequences. Parents are kept in contact regarding their child's behaviour choices (positive and negative). All staff are involved in reviewing the behaviour policy on a yearly basis.</p> <p>Our school values and ethos promote respect to everyone within the academy. SEAL values support the importance of this with a different value every half term and a child from each class chosen to be awarded the SEAL certificate.</p> <p>Head-teachers lunch every half term for showing good manners at meal times.</p> <p>Spiritual, Moral, Social and Cultural development (SMSC) opportunities across the curriculum, specifically within R.E and PSHE lessons.</p>

<p>C. How well does our curriculum and teaching develop resilience and confidence?</p>	<ul style="list-style-type: none"> <li>• Is our curriculum ambitious for our pupils? Does it teach knowledge and cultural capital which will open doors and give them confidence in the wider society?</li> <li>• Is our curriculum logically organised and sequenced, including within subjects and taught using effective pedagogy, so pupils can gain a strong sense of progress and grow in confidence?</li> </ul>	<p>The curriculum is adapted for each key stage to ensure that pupils are supported and stretched where appropriate. Progression for each pupil in every subject is monitored closely to ensure that progress and enhancement of knowledge takes place. Cultural capital is embedded across the curriculum particularly within PSHE lessons.</p> <p>SLT monitor subjects to ensure that the curriculum is organised and pupils are progressing across all subjects. The learning journey is explicit to the individual child.</p>
<p>D. How good is our co-curriculum provision?</p>	<ul style="list-style-type: none"> <li>• Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc. so all pupils can both discover new interests and develop existing ones?</li> <li>• Do we make use of or promote local, national or international programmes or organisations? (e.g. uniformed organisations, Duke of Edinburgh, National Citizen Service etc.).</li> <li>• Is the provision of high quality and does it challenge pupils and build expertise? Is participation sustained over time?</li> <li>• Are there ample opportunities for pupils to compete, perform etc., and is success acknowledged and celebrated?</li> </ul>	<p>The academy promotes a wide range of extra-curricular opportunities including educational visits to a wide range of places, visitors to offer talks to widen the pupil's experiences and knowledge about their wider community as well as different workshops linked to PSHE curriculum).</p> <p>Talks by uniformed organisations as well as support within whole school assemblies for all key stages. 6<sup>th</sup> Form take part in the Duke of Edinburgh award scheme as part of their curriculum.</p> <p>The provision offered is of high quality, giving every child the chance to experience and learn to the best of their ability, preparing them for an independent a future as possible. Achievements are celebrated weekly in assembly, attended by all staff and pupils. Success is also celebrated on social media, through the website and in newsletters.</p>
<p>E. How well do we promote the value of volunteering and service to others?</p>	<ul style="list-style-type: none"> <li>• Are age-appropriate expectations of volunteering and service to others clearly established?</li> <li>• Are opportunities varied, meaningful, high-quality and sustained over time?</li> <li>• Do volunteering and service opportunities contribute to breaking down social barriers? Are they effective in making pupils civic-minded and ready to contribute to society?</li> </ul>	<p>All pupils across each key stage have the chance to nominate themselves towards the following rules/responsibilities:</p> <ul style="list-style-type: none"> <li>- School council</li> <li>- Eco-Monitors</li> <li>- Fairtrade Representatives</li> <li>- International Schools Representatives</li> <li>- Year 6 playground pals</li> <li>- Senior playground prefects</li> </ul> <p>Pupils may also be nominated by staff to be put on the leadership scheme as well as having jobs within the classroom.</p> <p>This is set up to ensure that all pupils feel valued and allows them to build their confidence to help out and be a good citizen as they leave the academy.</p>

<p>F. How do we ensure that all our pupils benefit equally from what we offer?</p>	<ul style="list-style-type: none"> <li>• Do we understand and reduce barriers to participations (e.g. cost, timing, location, logistics, confidence, parental support etc.)?</li> <li>• Do we enable young people from all backgrounds to feel as if they belong and are valued?</li> <li>• Is our provision, including our co-curricular provision, appropriately tailored both to suit and to challenge the pupils we serve?</li> </ul>	<p>Pupil premium is used effectively to ensure all areas of the curriculum are enhanced for all pupils regardless of any disadvantage.</p> <p>All pupils are included in all areas of the curriculum regardless of background. Our sole aim is to allow all pupils to feel valued in all aspects of their education.</p> <p>There are ample opportunities for all pupils to access educational visits, visitors, workshops, competitions and take part in performances that develop our curriculum and school values.</p>
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Next steps; To ensure that a flight path/pupil progression is available for all pupils, allowing them to have an education more bespoke to their individual needs.

### **Cultural Capital**

Ofsted define cultural capital as;

*"As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is 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' "*

Every child and family who joins a setting will have their own knowledge and experiences that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work. Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019)

Cultural capital draws upon a pupil's knowledge, behaviour and skills, allowing them to demonstrate their cultural awareness, knowledge and competence to be successful in society, their career and the world of work. It helps pupils to achieve goals, be successful and feel valued.

At Weatherfield Academy we believe it is paramount to give all pupils as many opportunities as possible, to be exposed to different cultures and what society has to offer them through experiences which pupils may not have previously encountered to further build upon their ongoing successes.

Planning across the whole academy provides rich and engaging learning opportunities which will allow pupils to experience the world around them and help them to live a fulfilled life in society. These include; Educational visits to places of worship, museums, sport and music events/venues, local shops, local parks as well as many more.

### **British Values**

At Weatherfield Academy we promote British Values through our Spiritual, Moral, Social and Cultural development (SMSC) opportunities across the whole curriculum, but specifically within R.E and PSHE lessons.

British Values have been identified as:

### **Democracy;**

We feel it is paramount that every child has a voice and is heard. Pupils are given the chance to express their voice through our active school council as well as voting for class representatives (Eco- monitor, School Council Representative, International Schools Representative and Fairtrade Representative). We believe this allows pupils to feel empowered and valued. Pupils will also look at how democracy within Britain works and how they will sit into society as adults.

### **Rule of Law;**

Pupils are involved in setting classroom and playground rules; allowing all pupils to follow them and to identify right and wrong choices from an early age. A clear behaviour system is used across the school allowing all pupils to identify rewards and consequences for behaviour choices in a safe, empathetic and caring environment.

### **Individual Liberty;**

Pupils are encouraged to be good and valued citizens who will make an impact on society. We achieve this by supporting every pupil to be as independent as possible throughout the Academy. Some pupils take on particular roles such as class representative, Playground pals and participate in our Weatherfield Leadership Scheme. This allows pupils to begin to understand that with these roles comes a level of responsibility.

We also support others by participating in charitable events such as; Children In Need Day, supporting the Royal British Legion and helping others through our Harvest collection every year. Please see our website for who we support each term.

### **Mutual Respect**

We are fully inclusive of all pupils and celebrate our individuality and differing needs. Throughout the school pupils have the chance to work alongside others from across the school. This may be through attending lunchtime clubs, being a representative and taking part in cross Keystage activities. We hope that this allows all pupils to have the opportunity to interact with a wide range of people in a variety of stations within society. We like to celebrate what every pupil can individually contribute to our school life.

### **Tolerance of different faiths and beliefs;**

At Weatherfield Academy every child is respected and valued equally regardless of their ability, faith, gender or race. We place an emphasis of teaching pupils to respect all individuals and celebrate the different faiths and beliefs we have in school and within the wider community. All religions are explored by all pupils across the Academy on set R.E days.

All staff work closely with parents to ensure that every pupil is cared for, valued and able to learn with the hope that all pupils can lead fulfilling lives as part of a supportive community.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

Weatherfield Academy has a strong commitment to the personal, social and emotional development of every pupil. The school vision and values support SMSC in all pupils.

*Weatherfield Academy Special School rated good with some outstanding features by Ofsted 2017-2018 "Pupils' spiritual, moral, social and cultural development is shaped by the school's caring, nurturing and supportive ethos"*

Here is how we support every pupils SMSC development across the curriculum;

### **Spiritual Development**

All pupils have the opportunity to explore different faiths through bespoke R.E days covering six key religions over a two year rolling programme. Pupils are encouraged to show respect towards each other as well as for different faiths, feelings and values.

All pupils are encouraged to use their imagination and to try new experiences. Mr Selmes, our Head Teacher, always says, *"If you don't give it a go, you will never know"*, with the aim to build a sense of enjoyment, fascination and a love of learning about themselves and others in the world around them.

### **Moral Development**

Weatherfield has a clear behaviour system that all pupils buy into. Good behaviour choices are celebrated by all staff across the Academy and poor behaviour choices have a clear consequence recognised by all.

Tailored PSHE lessons allow pupils to understand the world they live in, investigate moral and ethical issues and respect the laws of England, allowing them to become a positive figure within the community.

### **Social Development**

Pupils are encouraged to use a range of social skills, participate and support the local community through charity work across the academic year and accept working and socialising with others from different religions, ethnic and socio-economic backgrounds.

Through cross-curricular learning pupils are engaged 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; developing attitudes that will allow them to participate fully and positively in modern British society,

### **Cultural Development**

Pupils at Weatherfield are given a wide range of opportunities to understand and appreciate different cultural influences and cultures in school and within the community accepting, respecting and celebrating diversity.

Cultural development at Weatherfield is seen through;

- Taking part in social skill activities
- Developing an awareness and respect for diversity
- Developing an understanding of right and wrong
- Developing an appreciation for theatre and the arts
- Taking part in sporting, cultural and artistic opportunities