

# Personal Development

The information on this hand-out has been taken from the **Curriculum Sheet for Personal Development** created by Ofsted and shared on a number of external websites.

- Areas Covered:**
- PSHE
  - RSHE
  - Citizenship
  - Development of Character
  - Wider Opportunities
  - British Values
  - Inclusion & Equality of Opportunity
  - Careers
  - SMSC

## RSHE

**Relationships Education**  
 Are pupils supported to stay safe? Does the programme teach pupils indicators of healthy and unhealthy relationships, and key concepts such as respect, permission-seeking and giving, appropriate and inappropriate content, kindness equality of different families included in the curriculum?

**Sex Education (where taught)**  
 Are pupils given knowledge to be well prepared for changes in adolescence, and for safe, healthy, fulfilling relationships? Are pupils taught about choices such as contraception and pregnancy? Is gender identity explored sensitively and respectfully at a timely point? Is correct vocabulary used, and are misconceptions corrected? Are they opportunities to discuss aspects pupils say they find difficult, e.g. the sending of 'nudes' and consent?

Is information given about the law, and sensitive but clear content about harmful behaviour, including coercion, harassment, abuse and violence?

**Physical Health & Mental Wellbeing**  
 Does the programme include knowledge about healthy eating, physical health/fitness (inc. weight loss, oral hygiene, sleep and sun protection) facts and risks of drugs/alcohol and tobacco, so pupils can make good decisions about their physical health? Are they taught basic first aid?

Is there proportionate content about mental-wellbeing, including how to recognise what pupils are feeling and behaviour in appropriate and proportionate? Is teaching intended to remove stigma and show where and how to seek support?

## PSHE – Other

**Pupils' Wider Safety**  
 Does the programme include content on how to minimise common risks? (Primary e.g. roads are fire use of equipment, medicine, strangers. Secondary e.g. gang and cybercrime online gambling online extremism, knife-carrying).

**Economic Understanding**  
 Are pupils, give an age-appropriate knowledge (in primary schools, e.g. choices about money, keeping it safe, savings vs spending, impact of money, risks. In secondary schools, e.g. financial exploitation, scams, debt, terms, and conditions and contracts).

**Understanding of Technology & Media**  
 Does the programme teach pupils about the forms of media, inc. digital and their impact (e.g. in primary schools, reliability of online content, risks of sharing; in secondary school's fake news, bias, extremist views and content).

Citizenship	Development of Character	Wider Opportunities	British Values
<p>Are pupils being taught the knowledge they need to prepare them to play a full and active part in society?</p> <p><b>In Primary Schools</b> In KS1, does this element teach them about right/wrong? The need for rules and why they help? Different groups &amp; communities?</p> <p>In KS2, about democracy and its institutions? Voluntary community and pressure groups? The range of different national, regional, religious and ethnic identities in the UK?</p> <p><b>Are all pupils given age-appropriate regular, ambitious opportunities to consider the views of others, weigh evidence and articulate reasoned responses?</b> Are they taught the ground rules and vocabulary of debate and explanation?</p>	<p><b>Is deliberate facilitation and building of pupils character a priority?</b></p> <p>Is there a visibly strong pervasive ethos of application in the school?</p> <p>Consistent, high expectations to fulfil potential?</p> <p>Wider opportunities over a spectrum of domains (taking into account the school's size)?</p> <p>The fostering of a strong, shared sense of pride in belonging to an aspirational school community?</p> <p>Clear, known parameters and an insistence of both good behaviour and the building of self-discipline?</p> <p>Consistent promotion of consideration, respect, good manners and courtesy?</p> <p>Consistent promotion of a range of positive character traits, well taught to pupils, well modelled by staff and openly celebrated where they occur?</p>	<p>Are there opportunities to both:</p> <p><b>Develop pupils' interests and to further the development of character citizenship</b> (i.e. meaningful voluntary work take responsibility within the school &amp; the local community?)</p> <p>Is participation high and fairly distributed? Do leaders achieve high take-up by disadvantaged pupils and those with SEND?</p> <p>Are pupils given opportunities they would not otherwise receive?</p> <p>Is there an emphasis on sustaining participation over time?</p> <p>Taking into account the school's context and size, are there lunchtime/after-school clubs across several domains?</p> <p>Are curricular trips &amp; visits proportionate in number and designed to ensure that pupils do learn what was intended from the trip?</p>	<p>Are pupils helped to know/understand democracy, the rule of law, individual liberty, and mutual tolerance and respect?</p> <p>Are pupils taught that these values are precious and far from universal across the world? Can pupils articulate, in an age-appropriate way, what life might be like without one or more of them?</p> <p><b>Inclusion &amp; Equality of Opportunity</b></p> <p>Are pupils helped to understand that no-one should be treated or thought of as less favourable because they belong to a specific group?</p> <p>Are they supported to know that <u>not to be inclusive is to be unjust to some people?</u></p>

## Careers Information, Education, Advice & Guidance (CEAG)

Is CEAG characterised by an ambitious approach to wide possibilities for pupils? Is it aimed to ensure high aspirations? Does the programme pay close attention to

the Gatsby benchmarks and fulfil the Baker Clause?

Are pupils in Secondary schools given a range of unbiased knowledge about the diverse world of work and business? Are there opportunities from a wider variety of

career options and knowledge about the skills they seek?

Are pupils supported in applications/CVs? Are pupils given unbiased information about choices in their settings at 16-18, as well as colleges and universities?

Is work experience meaningful in KS3? Is the programme enhanced by a range of complimentary other activities?

## SMSC

**Spiritual:** Is there an explicit intention to develop an understanding of different people's faiths and values? Opportunity to enjoy the natural world and the range of human achievement and creativity?

**Moral:** Are pupils helped to discern right from wrong, appreciate the views of others, understand their own and others' behaviour, understand the consequences of actions, and (for older pupils) moral dilemmas?

**Social:** Are pupils helped to socialise, cooperate and communicate with increasing confidence with a wide variety of people in different roles?

**Cultural:** Are pupils given the knowledge they need about cultural influences that have shaped the UK? Taught to recognise value common aspects across cultural, religious, ethnic & socio-economic communities?