

## **Personal Development at OALP**

### **Statement of Intent**

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 in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning. 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 Lister Park we promote personal wellbeing and development through a comprehensive Personal Development tutor programme where PSHCE education gives 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 have the responsibility to deliver PD to their tutees. The academy provides training for all staff to ensure that all students get the very best we have to offer.

### **PD programme (PSHCE)**

We deliver PSHCE through our comprehensive PD tutor programme and dedicated PSHCE lessons as well as our assemblies and REACH days. 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 PSHCE 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 PD programme students will develop the necessary skills, knowledge, and personal attributes as part of a planned programme of regular sessions that addresses related factors such as valuing diversity, racism, drugs and alcohol, equality, prejudice, and health. Students will have accurate and relevant knowledge of PSHCE, as well as opportunities to create personal understanding. 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. PSHCE education is taught during dedicated sessions throughout the school in every year group and through assemblies. It is monitored and reviewed regularly by Achievements leaders, ALT and the trust. All PSHCE teaching takes place in a safe learning environment and is underpinned by our school habits, ethos and values. Our PSHCE curriculum develops age appropriate subject knowledge, skills and understanding to fulfil the three strands of PSHE: health and wellbeing, relationships and living in the wider world. An important part of the Relationships and Health and Wellbeing strands is Relationships and Sex Education (RSE), and as you may be aware, the government have made some alterations to how schools are required to deliver RSE lessons, which has been implemented at OALP as of September 2020. We have updated our RSE policy and the structure and format of the lessons that we will be delivering to students, ensuring they remain engaging and age appropriate, and cover the required areas of the curriculum. The development of the policy began in the Spring term during 2020, it has been written in a way that considers our needs as a school community through collaboration with all stakeholders. The consultation and policy development process followed an RSE implementation action plan that is available upon request.

The policy has been approved will be taught as part of PSHCE in PD sessions from September 2020. For further information please see the RSE policies available on our website.

## **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 and tolerance of those with different faiths and beliefs.

At Lister Park evidence how Curriculum areas and Year groups implement SMSC can be found on the Subject and Year group Grids.

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).

## **The Oasis 9 Habits**

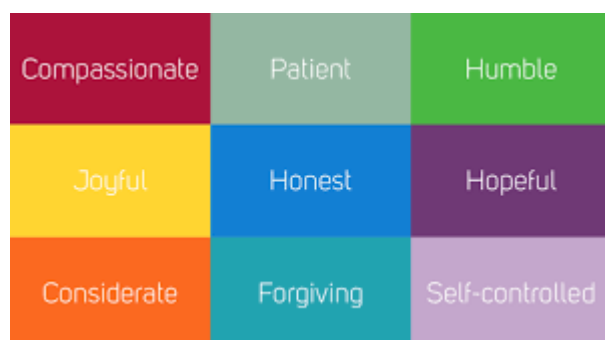
Our ethos is rooted in what we believe and who we are. Grounded in our story, it is an expression of our character; a set of values that inform and provide the lens on everything we do.

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

It is these ethos values that we want to be known for and to live by. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and we encourage every member of our family, be that staff or student, to align themselves to these ethos values. The values themselves are inspired by the life, message and example of Jesus but we make it clear that we will not impose on anyone, the beliefs that underpin our ethos values. We recognise and celebrate the richness that spiritual and cultural diversity brings to our community, respecting the beliefs and practices of other faiths in the hope that we will provide a welcoming environment for all.

The Oasis Ethos is aspirational, inspirational and something that we have to constantly work at. It is important to remember that every organisation is made up of its people, and people don't always get things right. This means that there can sometimes be a dissonance between what we say we are, as stated in our ethos values, and what we actually do and experience. Recognising this is helpful because it reminds us that we each have things to work on; we have space to grow, develop and change to become the best version of ourselves. To help us in this process of personal growth and development we have the Oasis 9 Habits. It is our bespoke and unique approach to character development. We know that by living the way of the

Habits, the Oasis Ethos will become second nature to us. We also believe that this process of continually developing our character and being transformed to become the best version of ourselves is really important for every student and staff member alike. Therefore, we actively promote and practice the Oasis 9 Habits which are an invitation to a way of life characterised by being compassionate, patient, humble, joyful, honest, hopeful, considerate, forgiving and self-controlled. We believe that by becoming people who live this way, by becoming the best version of ourselves, whether we are a staff member or students, we are transformed, and we are also able to play our part in bringing transformation locally, nationally and globally.



## Careers

One of the key principles of the Personal Development Curriculum is that it enables pupils 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 Oasis Academy Lister Park 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 our REACH days, which take place throughout the academic year.

Careers is an integrated part of the curriculum. All subject areas make reference to and discuss career opportunities specific to individual areas, as well as exploring the transferable, enabling skills which enables pupils to develop across all year groups. The PSHCE 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.

To help us do this we link our careers guidance to the DfE's Careers Strategy (2017), Gatsby Benchmarks (2018) and the CDI Framework (2020) our Careers education enhanced by the use of Xello. Xello is a fantastic online careers platform to connect pupils with their future pathways. The aim of Xello is to give every pupil all the information they might need for whatever pathway they want to pursue. Xello is an engaging online program that helps students in Years 7 - 13 create their very own, unique roadmap for future success — enabling them to discover their own personalised pathway through self-knowledge, exploration, and planning.

We also publish a careers magazine every term to support students and parents which is available on our website.

### **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.

Some examples of some of the enrichment activities we run or have run in the past can be found below:

Link days with Bradford Grammar	Universities/FE providers
Theatre trips	Sporting Fixtures
BBC Trip (Salford)	Urdu trip to Manchester University
Geography Field trips	First Lego League Tournament
Paris Trip	Bradford schools Prom
Bradford Manufacturing week workplace visits	UK Maths challenge
Nell Bank	Rooted Experience
UK University and Careers fair	Theme Parks

### **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.

Some examples of our after school clubs are listed below:

Lifestyle Lister (Fitness)	Maths Club
Running Club	Heroes in History
Production Groups	Ethical Issues
Independent Learning Project	Cookalong club
Vocal Group	Art Club
Chess Club	Basketball

Football

Rounders

Dodgeball

### **Hub**

We offer opportunities for extended learning beyond the core Academy day. Our extended provision through our Hub team is at the centre of our community work. The team deliver a wide range of services which engage public, voluntary and business sectors in the establishment of a centre of education and lifelong learning. We aspire for the Academy to be at the heart of our local community, recognised by others for our clear understanding and support of local issues and awareness of community needs.

At Lister Park we recognise that people are not two-dimensional beings; we are each a whole person with a broad range of aspirations and needs and these needs are interconnected. To truly help someone with their educational needs, it is vital to also be aware of their emotional needs, spiritual needs and economic needs.

As such, we believe in communities that are holistic, interconnected and totally inclusive. We call our model for these communities 'Hub.'

### **Health and Wellbeing (Hope Centre)**

A new addition to Lister Park is our Hope centre. Part alternative provision and part to support the health and well-being of our students. The hope centre is designed to provide more personalised support for students with a variety of needs and has trained health and wellbeing support on site. Our most at risk and vulnerable students are students who primarily work within the hope centre, however this is not exclusive, and students from the whole of the academy have access to the facility.

### **Year 6 to 7 Transition Programme**

At Lister Park 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 Lister Park. Outlined in our transition action plan are our key events in which we ensure the transition to Lister Park is enjoyable and as smooth as possible.

### **Pathways (KS4)**

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 Xello 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.