



## **Personal Development Intent Statement 2023-2024**

At Cardinal Wiseman we are guided by the mission and inspiration of, “All Things for Christ.” This is the foundation of not just of our approach to Personal Development but all that we do.

As the school SEF (Self Evaluation Form) states;

*“As a Catholic school we subscribe to the ethos and vision encapsulated by “All things for Christ “. Thus, our commitment to the development human ecology, divine inspiration, highest of standards, determination to overcome the barriers of inequality and quest for the common good inspire us daily.”*

The enhancement of “human ecology “is particularly relevant to the development of Personal Development at Cardinal Wiseman as it reflects our appreciation of a well-rounded education which pays attention to the intellectual, spiritual, moral, social, cultural, and physical development of all pupils.

As a result, our students are loved, supported, and challenged. Our commitment to them is unwavering.

The following document will provide an outline of Personal Development at Cardinal Wiseman through the prism of “All Things for Christ “as we seek to ensure that all our pupils are prepared to participate in society as active and positive citizens. This discourse will also use evidence drawn from a 2022 survey of staff, parents and pupils on the scope, delivery, and efficacy of our Personal Development work.

### **RSE**

Cardinal Wiseman meets all the statutory requirements in its approach to “Relationships & Sex Education,“ Parents and other stakeholders have been consulted on the compilation of the policy and content of curriculum. Furthermore, our Personal Development programme includes, by the end of KS4, the full content of RSHE (Relationships, Sex and Health Education) guidance,-including content on the protected characteristics. This includes LGBTQ + relationships and follows the Diocesan RSHE guidance. ( [Cardinal Wiseman RSE Policy.docx](#) ) .In this regard, the school is clear about its obligations regarding the Equality Act of 2010. ( [Equality Statement](#) )

- The Parent survey reported that 82.2% found PHSE to be Outstanding

### **Personal Development Curriculum**

We have a well-planned and coherent approach to our Personal Development curriculum which includes PHSE, RSHE, SMSC CIEG and E Safety. In Years 7 and 8, all students benefit from one, hour long lesson a week. The curriculum overview is attached as Appendix A. In Year 9 pupils follow the same curriculum but over a two-week cycle. Pupils and students in KS4 and KS5 follow the “Journey for Life “programme which is delivered through tutor time. See Appendix B.

The teaching of LGBT+ relationships is taught to pupils through assemblies and taught lessons. See Appendix C for assembly slides. Weeklong assemblies focus on LGBT history month/sexual orientation and gender reassignment. Our theme is also strengthened through a focus on respect, protected characteristics, and anti-bullying. Healthy and respectful relationships are addressed in PSHE/RSE lessons with reference to all groups, regardless of sexuality. In Year 9 RE lessons, we teach the Catholic ideals of Marriage with reference to LGBT+ relationships. We clarify that it is enshrined in law, a protected characteristic and should be respected. The Catholic church says we should welcome everyone. In Year 13 Core RE, students explore LGBT+ issues considering the law and what the Catholic Church teaches.

### **Careers Information, Education, Advice and Guidance**

Our commitment to Careers Information, Education, Advice and Guidance (CIEAG) is demonstrated through our curriculum maps, which highlights relevant work and future career links. Careers education is also delivered through our PSHE programme and through the use of the UNIFROG programme. The Gatsby Benchmarks guide our planning and delivery. See Appendix E for Gatsby report. [\[00\]](#)

Connexions are in school for three days a week and engage with students both individually and during planned careers assemblies. National Careers week and National Apprenticeship Week are both prominent on the school calendar. All pupils from Y7 onwards have meaningful engagements with employers. For example, in KS4 and 5, weekly engagements with employers provide all students with a wide variety of complementary activities and options. Year-7-11 have a designated careers day where guest speakers and professionals from industry meet with our young people to talk about their career pathways and qualifications. Year 9 take part in mock interviews and receive feedback from their interviewer. All students will receive information and guidance on apprenticeships and further education options. All Year 12 students will receive one week of Work Experience in July 2024. This will be extended to Y10 from 2025. This is supported by a specialised provision for Y13 students who are moving towards an apprenticeship and University. Appendix D highlights a link to our information evening on apprenticeships.

- The Parents survey stated that 80 % found Careers advice - Outstanding

### **Citizenship**

Citizenship and British values are a key part of our whole school intent. We advocate citizenship education as a vehicle actively engage with our community and wider society. This is in preparation for participation in the great debates of humanity. All subject areas are cognisant of the importance of pupils considering and assessing the views of others. Debating is a key skill that is taught to all students in Year 9 English lessons. An annual debating competition is held where students compete against other tutor groups. The debating club is a prominent feature in our enrichment programme and inter-school competitions. The school student council promotes equality, democracy, and leadership. Students vote for their representatives and ensure that their voice is heard.

- The Parents survey stated that 77% found Community spirit -Outstanding

### **Character Education**

“All Things for Christ” sits at the heart of the development of character. The ethos of the school pervades all that we do, from its visible iconography to our attendance at mass and our focus on prayer. High expectations are a core element of our daily life. Aspiration for all is commonplace, the behaviour policy is rooted in mutual respect and clear parameters exist on standards and self-discipline. See Appendix F for behaviour policy. All assemblies follow the liturgical calendar and link to the development of character and community. Our chaplaincy team ensures that all year groups are involved in local, national, and international charity work. The personal development of students’ character and values is paramount to their social and emotional journey. Solidarity is a key concept that is instilled into our students.

- The Parents survey stated that 80% found School discipline -Outstanding
- The Parents survey stated that 78.5% found control of bullying -Outstanding

### **British Values**

Closely allied to the above is the golden thread of British values, which weaves its way through all that we do and are. Democracy, the rule of law, individual liberty, mutual tolerance, and respect are taught in subjects such as RE (Religious Education), Physical Education and History. These themes are also taught and addressed repeatedly through assemblies. (See Appendix G for Assembly Calendar). PSHE also explores the themes of mutual respect, individual liberty, rule of law, democracy, and tolerance. The examination of the causes of prejudice and discrimination are also key features of the PSHE curriculum. Students are taught to understand the Law and the implications of not adhering to it. Lessons are accessible to all and are often enhanced by additional support from LST. British values are also illustrated through the work of our Student Council. See Appendix

### **Equality and diversity**

Equality and diversity are a key feature and thread throughout school life. In the curriculum, the children are taught about the protected characteristics of sexual orientation and gender reassignment. The school is an active participant of the Ealing Equality and Diversity” project and has appointed a new member of the SLT (Senior Leadership Team) to develop our work in this area (see Appendix H – for strategy document). To celebrate our different cultures and personal identity, we host an annual “Cultural Day” which allows our young people to come to school dressed in a way that expresses their own identity.

- The Parents survey stated that 77% found Treating all students fairly/equally - Outstanding

### **Economic Education**

Economic understanding is a key feature of the KS3 (Key Stage 3). The Mathematics and PSHE curriculum teach students about ethical finance and money management.

### **E Safety and Safeguarding**

Similarly, an understanding of technology and media is delivered through PSHE lessons and reinforced in assemblies. Weekly well-being Wednesday sessions include content, which enables children to make safe decisions about their own well-being online. Parents and carers are supported monthly with a school online safety newsletter. Parental workshops also focus on the use of technology and mobile phones.

Central to all the above is a mutual understanding and appreciation of the wider issues that relate to pupil safety. Assemblies and PHSE lessons encompass the challenges that exist around pupils' safety, and this is supported by a high staff presence in the local area. Our SSO (safer schools' officers) attend assemblies to talk about keeping safe when in the local community. Year 7 has a designated "Anti-crime Day" where professionals from the Police, Fire, Ambulance and Magistrates services deliver workshops with students on mitigating against risk. During the Autumn term 2023, the school met to discuss wider contextual safeguarding issues relating to the local area. Over 300 people turned up including our MP, James Murray, police officers and local councillors. One consequence of this initiative was the PTA paying for mentors to patrol the area after school.

### **Cultural Capital**

The enrichment element of our Personal Development work is extensive and is monitored through "Unifrog." <https://www.wiseman.ealing.sch.uk/page/?title=Enrichment&pid=172>. Staff understand the benefits that a developed cultural capital can bring to a young person. Our enrichment activities range from many pupils engaged in the Cadets and Duke of Edinburgh, to a recent History department trip to Auschwitz and many sporting and cultural activities.

### **Assessment**

All KS3 pupils have a PHSE Learning Journey and a tracker in their exercise books. Pupils RAG their performance as they progress. This helps ensure that they are learning the planned curriculum. There is no formal assessment, but teachers adopt a responsive teaching approach and make judgments on progress throughout the lesson.

### Impact Statement

In conclusion, we remain vigilant to the challenges and opportunities in preparing our students for a life as active future citizens of our society. Furthermore, we advocate that adherence to the values espoused by the mission and inspiration of "All Things for Christ" captures our fidelity to the central aim of the Personnel Development agenda.

Whilst the school recognises that provision for personal development will often not be assessable during pupils' time at school, the following nonetheless is significant;

The focus on "All Things for Christ" offers pupils a compass which helps them prepare for adult life. In addition, the carefully planned and securely implemented programme, ensures that pupils and students are given the knowledge and skills to flourish as active and positive citizens in the UK and wider world. We are fortunate that many of our staff are ex- Wiseman students. This coupled with the number of alumni who return to deliver the weekly, "Wiseman Lecture" series

<https://www.wiseman.ealing.sch.uk/page/?title=Wiseman+Lecture+Series&pid=173>) add further evidence to our conviction that Personal Development at this school has a positive impact.

Appendix A- KS3 PHSE curriculum

[PSHE Student Learning Journey 1.pptx](#)

Appendix B- KS4 & KS5 "Journey for Life Programme."

[YJoL - KS4 Scheme of Work \(3\).pdf](#)

Appendix C- Assembly slides for LGBT+ relationships.

[LGBT History Month NEW.pptx](#)

Appendix D- Apprenticeship Evening

[WLCH Apprenticeships-T Levels-HTQs Powerpoint.pptx](#)

Appendix – E – Gatsby Report [compass-](#)

[score November 2023-24 1.pdf](#)

Appendix –F – Behaviour Policy

[Behaviour Policy 2023-24 1.docx](#)

Appendix – G – Assembly calendar

[Assembly Rota 2023-24 \(1\).docx](#)

Appendix – H – JD of "Equity & Diversity" Strategic Plan

[Equality and Diversity Strategy Plan .docx](#)

[Equality and Diversity Audit Governors presentation - Copy 1.pptx](#)

Appendix i - Student Voice

[Student Voice Document.docx](#)

