



John Spence Community High School
'Fit for Life' Personal Development Policy

Author: Kate Winder

Date: September 2022

Review: September 2024

1. Aims

Our vision is to ensure all pupils leave John Spence 'Fit for Life'. This document outlines how we intend to achieve this through our personal development offer which reflects the varied nature of our cohort, in particular those living in significantly disadvantaged areas. It will set out the curriculum intent for our Fit for Life lessons and outline how as a school we support students to be responsible, independent and ambitious members of our community who are well prepared for life after John Spence.

This policy aims to:

- Define what we mean by being 'Fit for Life'
- Summarise the whole school offer which underpins our vision and make explicit the strands we believe make up our offer
- Provide an overview of the Fit for Life taught curriculum for each year group

2. Legislation and Statutory Requirements

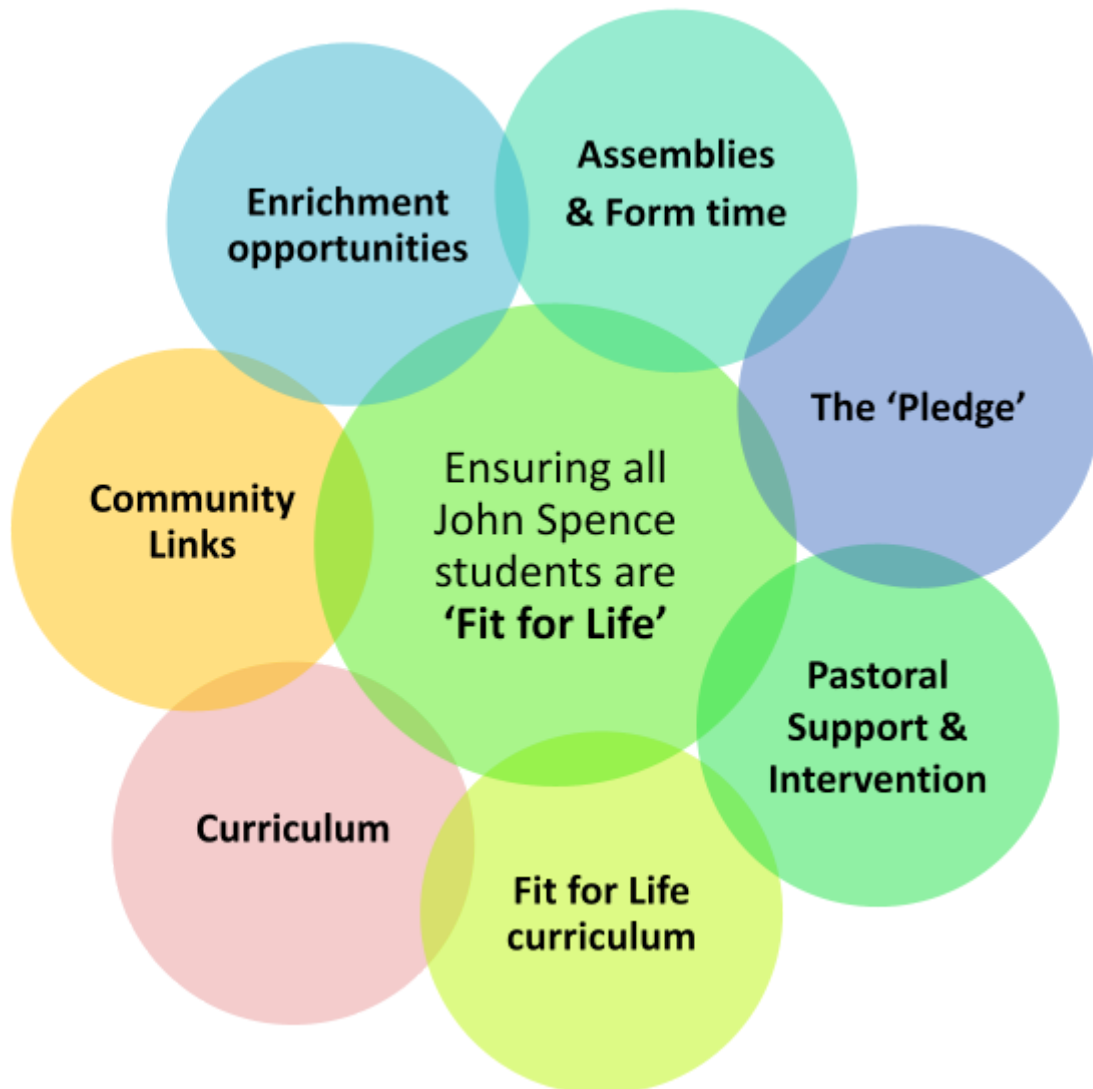
The Fit for Life Program combines the advice and guidance from the following Department for Education documents:

- Relationships Education, Relationships and Sex Education and Health Education (February 2019)
- Careers Strategy: Making the most of everyone's skills and talents (January 2018)
- Character Education Framework Guidance (November 2019)
- Promoting fundamental British values as part of SMSC in schools

3. Vision

At John Spence, we believe that development of our students extends far beyond the classroom. Our goal is to ensure that each and one of our students has the opportunity to engage with local communities, develop their skills, resilience and consideration of others, have access to support wherever appropriate and participate in a large number of enrichment activities which complements the school curriculum.

Each strand of the diagram represents a vast school wide offer to students.



See appendix 1 for an overview of our Personal Development programme

1. The 'Fit for Life' Pledge

Intention: To provide all students with a series of age appropriate enrichment experience to increase their cultural capital and their understanding of the wide world. The pledge brings together enrichment activities around careers, PSHE and packages them into a clear offer for parents and students.

By the end of **Key Stage Three**, you will have:

- Visited a local historical site
- Visited a theatre, museum or gallery
- Offered the opportunity to take part in activities around climate change
- Offered the opportunity to complete a residential trip
- Taken part in team building activities
- Interacted with employers from local businesses
- Volunteered to help your local community
- Contributed to raising money for charity
- Developed personal finance skills
- Participated in workshops around mental health, first aid and RSE
- Participated in sessions around what it means to be British
- Been offered the opportunity to participate in a variety of extra curricular clubs and awards including the Sports Academy and the Duke of Edinburgh award

The above activities can be completed in a students own time, but where appropriate, will be organised by the school

By the end of **Key Stage Four**, you will also have:

- Visited a Post 16 provider or university
- Practised interview and communication skills in preparation for life after John Spence
- Participated in workshops around wellbeing and stress, consent, RSE and substance abuse
- Been offered the opportunity to participate in a careers related enrichment program (Girls Network, Boys Network, Future Me, Sport works, DWP mentoring)

The pledge culminates with 'Pledge Day', a whole school drop down day with each year group participating in a trip or activity. The trips are age appropriate and based on year group need.

Year 7 - Transition and team building day

Year 8 - North East Heritage

Year 9 - North East Landmarks

Year 10 - Higher Education

Year 11 - Further education options

2. Assemblies and form time

Form time: Our form time program is clear, concise and consistent. It aligns with school priorities around reading, standards and expectations, and is quality assured by members of SLT.

Preparing for the week	Designed to start the week in a positive tone. Share success from the previous week. Covers attendance, rewards, uniform and equipment
Reading & Air	Reading through the pupil premium strategy led by LCL and the AIR (Active Independent Reading) program led by DGi
Current Affairs	Years 7 - 8 Newsround Years 9 -10 BBC News Topics to be discussed as a class
Assemblies	HOY assembly topics to be confirmed where and when appropriate but a timetable of themed events every week will act as a prompt. SLT assemblies will follow key personal development themes, current affairs, and international events eg. (World Mental Health day, Black History Month)

Year 10 GCSE Mindsets program: Once a week, year 10 students work through a series of short activities provided by PIXL in order to support the transition to GCSE. Topics include revision strategies, coping with change, and being resilient.

Personal Development week: Every penultimate week, all year groups follow a different program which includes exploring issues raised during Fit for Life lessons and current affairs. This supports the triangulation of key themes which underpin personal development including British Values and Mental Health. Students in some year groups will use this time to update the Pupil Pledge or their Unifrog profile, enabling them to have ownership over their enrichment experiences.

3. Pastoral Support and Intervention

We have a higher than average proportion of Pupil Premium and SEN students and our catchment area covers areas of significant deprivation. As a result, many of our students present complex and challenging behaviours linked to their mental health, emotional barriers and learning needs. We have a huge range of pastoral staff who support our students in a variety of ways in order to improve self esteem, relationship issues and aspirations.

- **Wellbeing** - We aim to promote positive mental health for every student and every staff member. We pursue this aim using both universal whole school approaches and specialised targeted approaches aimed at vulnerable students. Please see below, but also the Pupil Health and Wellbeing Policy for further information.
- **Mentors** - referrals are made, usually from Heads of Year and they are triaged at a panel meeting held once a month. Students are then allocated to the mentor we think is best matched to meet the needs of the student either because of the issues or around what we know about the student. Mentors meet with their mentees, usually once a week, for a one to one session.
- **Student Support Centre** - this facility caters for those students who are becoming disengaged with school in an attempt to identify, and then support removing, the barriers these students are being challenged with. It is a very intense 6 week programme which takes them out of the regular curriculum whilst a lot of Thrive work is carried out. Students are then supported back into mainstream with a mix of one to one supervision, observations and check-ins.
- **Someone Cares** - is a private counselling service that the school buys in three days a week to support students by giving one to one sessions. This is a totally confidential service which school gets no feedback about what is discussed unless a student discloses something the counsellor deems could be a safeguarding issue. Referrals are made by Heads of Year.
- **Boyz-2-Men & Girls Aloud Groups** - Students are offered a carousel of different workshops and activities aimed at challenging a range of topical, age related issues associated with relationships, gender identity, positive choices, anti-social behaviour and substance misuse.
- **Careers related intervention** - Several groups of students are targeted for Careers related intervention including the Boys Network the Girls Network and the Dept. of Work and Pensions. Students are identified through discussion with Heads of Year and all programs have a minimum of 50% pupil premium.
- **Young Carers** - is available for those students who are living with a family member that has needs of their own, eg a sibling with autism or parent with health issues, either physical or mental. A Young Carers Assessment is made and reviewed every six months which identifies the added difficulties being a young carer brings which then triggers any support that can be put in place for the student.
- **TRAX** - MAEPS provides this outreach service which school uses to give one to one support for students who are struggling with a wide variety of issues. The success of this provision is around the two way communication that school and the TRAX counsellor has. HBI makes the referral and then gives an update each week to the counsellor ahead of a session and similarly HBI (and HoY) gets feedback about what has been discussed and suggestions of strategies school can use to support the student.
- **Goals** - is put in place for a small number of students who have been identified early on in Year 7 who may have found the transition to high school more challenging. All students are PP and lacking in self esteem, self confidence and/or academically quite weak. The group takes part in lots of activities, many off site, building and strengthening students' resolve, resilience and relationships.

- **Rainbow Group** - a safe place to meet once a week for students who identify as LGBTQ, although it is not exclusive to them as they often will bring friends who do not identify as any of these.
- **FLO** - working with a caseload of families our school Family Liaison Officer provides pastoral support for identified vulnerable families who are at risk of disengagement with school or maybe facing some hardship related issues. In addition to this 1:1 support is offered to all related pupils with social and emotional work carried out to maximise learning potential and progress.
- **Family Liaison Office Sibling group** - Parents and carers of pupils with preschool siblings are invited into school with their younger child for a positive play session with their older sibling once a month. Open to Years 7, 8 and 9.
- **Kinship Carers Group** - offered to those adults who are raising a child because their parents can't and are often grandparent, aunt, uncle or older sibling. It is a chance to meet and chat with each other as unlike an official foster carer there is no emotional or financial support for them from the LA.
- **Sue Davison, This Life** - works with groups of girls that HBL and HoYs have identified mainly from the relationships log. She works with perpetrators around developing healthier relationships and with victims to build up confidence, self esteem and strategies to become more positively assertive.
- **Dave Burn, Be Safe** - works with boys on a one to one basis who have been identified by HBL and HoYs mainly from the relationships log. The experience in working with students means that he can address numerous issues such as knife crime, substance misuse and bullying/relationships.
- **Future Foundations** - a one day placement for 12 weeks off site taking part in a wide variety of activities alongside students from other schools in North Tyneside. Referrals are made by HBL or HoY for those students who are struggling to engage with school either because of challenging behaviour or who are emotionally vulnerable.
- **Full Year Group Presentations** - anti bullying, knife crime, sex education, malicious online communication, street safety, anti social behaviour, county lines which respond to current issues within our community.

4. Enrichment Opportunities

In addition to the John Spence Pledge, we provide a vast amount of enrichment opportunities open to all students to support them in developing skills outside of curriculum subjects

- **Sports academy** - A weekly two hour session for Key Stage Three students to attend a variety of sporting activities provided by both internal and external staff.
- **Arts academy** - The academy runs weekly, on a Thursday morning, for Key Stage Three students who are given the opportunity to explore the performing and creative arts. Students also have the opportunity to achieve Arts Awards accredited by Trinity College London.
- **Careers Program** - We have a very robust and extensive Careers program which includes work experience, 'Futures month', and a variety of employer encounters including mock job interviews and factory trips. See Careers policy for more information.
- **Residential trip**- Our Year 7 students are offered the chance to attend a residential trip in the summer term for 3 days, designed to improve their confidence and independence. They

complete outdoor challenges and team bonding activities. Our current Year 7's will attend Ford Castle in the Scottish borders.

- **Mountain/Hill Walking Experience Day** - Our year 8s will get the opportunity to have a day of adventure in the outdoors. Each form class will attend a hiking day to some of our regions areas of natural beauty. This will give the students an insight into the expedition aspect of the DofE award.
- **Trips** - We value opportunities to take students out of school and have a large range of trips through the academic year including Newcastle Race Course, Newcastle University, Cambridge University, local pantomimes and many more.
- **Clubs** - After school and lunchtime clubs range from sporting activities to dungeons and dragons and cater for a wide variety of needs. See appendix 2 for sample sports programme.
- **Duke of Edinburgh** - We offer the bronze award to our Yr 9's, silver award to Year 10 and our Year 11's can begin their gold award. Students complete 4 sections: Volunteering, Skill, Physical and Expedition. At John Spence we try to provide our students with enough extra-curricular opportunities to fulfil the requirements of the award. By doing so supports successful outcomes and high completion rates.
- **Junior Young Civic Award** - This award is embedded into the Year 7 Fit for Life curriculum and is a slimmed down version of the Duke of Edinburgh Award. Students have four modules to complete in their own time: Volunteering, Skills, Physical and an Expedition. They must complete a minimum of 4 hours in each area to achieve the award.
- **Eco council** - Our eco council is made up of a group of volunteers from all year groups and meets regularly to discuss ideas on making the school and its community more eco friendly.
- **Community leaders** - We have a committee of students who apply for, or are targeted to be part of our Community Leaders group. We meet regularly to discuss school issues and encourage the group to get involved with their allocated charities.
- **Work experience** - Year 10 complete a week-long period of individual work experience which they find themselves.
- **School productions** - annual productions are held by the drama and music department involving students from all ages who audition for parts and behind the scenes roles.
- **Activity week** - The last week of the academic year includes a well being day and the challenge walk, where the whole school completes a 9 mile walk to St Mary's lighthouse.

5. Curriculum

Each curriculum area is encouraged to include social, moral and cultural development into their curriculum, alongside careers education. Where appropriate, teachers will offer opportunities to develop the cultural capital of the students by discussing current affairs and linking topics to the real world.

6. Community Links

Volunteering opportunities:

Each Year group in the school is assigned a charity to support during fundraising activities, volunteering activities and assemblies. This is embedded in the 'Fit for Life' curriculum with students

also given the opportunity to support the charities through the Duke of Edinburgh Award and the Junior Young Civic Award.

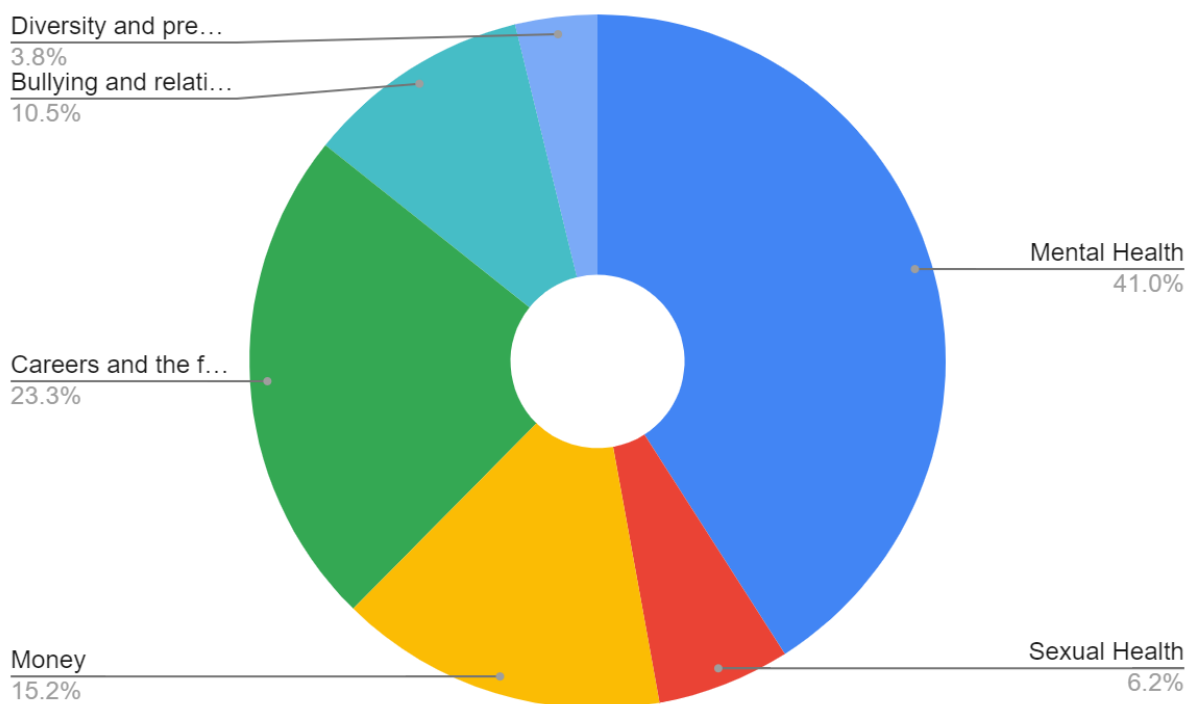
Charities currently supported by the school:

- The Tuesday club
- The Bay Foodbank
- Walking With
- Cedarwood Trust
- Lovaine Community Garden

7. Fit for Life Curriculum

Our Fit for Life curriculum follows guidance from the PSHE association, the relevant Department for Education guidance and the Ofsted Framework, and focuses on the following key strands across all year groups. The strands combine across the Fit for Life Curriculum to ensure our pupils are prepared for life after John Spence and value their community, each other and themselves.

We collate feedback from students and staff annually which enables us to design a program which places emphasis on the topics that are the most important to our pupils. The result below shows the topics which were the most popular. We have carefully designed the curriculum to ensure that each theme is delivered sequentially, exploring age appropriate content as pupils move through the school, as well as ensuring all statutory guidance is adhered to. See Careers policy and RSE policy for further details.



Key Stage Three: All KS3 year groups will follow the same half termly theme to allow us to promote it on a wider scale throughout the school. This will include assemblies, form time activities and drop down events, as well as links through curriculum subjects. **See Curriculum overview for further details**

Half termly Themes:

- Keeping me Happy
- Supporting my community
- Planning for my future
- Keeping me healthy
- Building my skills
- Keeping me safe

Key stage Four: All KS4 students work through topics which will support their transition to post 16 options and equip them with strategies to support their well being.

Termly Themes:

- Relationships and sex
- Careers and finance
- Wellbeing and support

Safeguarding and Confidentiality: Within the RSE elements of this program, there are certain topics which some pupils may find difficult to discuss, or with which they may have personal experience. Details of how this will be addressed by staff delivering the topics, can be found in the **RSE policy**.

We have the same high expectations of the quality of work that is produced when studying RSE topics as for any other curriculum area. To ensure that the curriculum is having desired impacts, the following monitoring processes are applied:








- Learning walks
- Work scrutiny
- Regular feedback from teaching staff during departmental meetings
- Pupil surveys
- Parental feedback

Appendix 1

PERSONAL DEVELOPMENT AT JSCHS - COMMUNITY CURRICULUM

‘we provide a rich variety of experiences, opportunities and guidance for all our students within and beyond our curriculum so that they leave us Fit for Life’

DEVELOPING CHARACTER	ENSURING FUTURE SUCCESS	PREPARING FOR LIFE IN MODERN BRITAIN	
<p>EXTRACURRICULAR</p> <ul style="list-style-type: none"> ARTS PE / Sport LGBTQ+ Climate STEM Library provision <p>COMMUNITY CLUBS</p> <p>Examples:</p> <ul style="list-style-type: none"> Tuesday Club Coastal Partial Arts FA Girls Wildcats North East Sports Academy at TyneMet 	<p>ACADEMY PROGRAMS</p> <ul style="list-style-type: none"> Arts PE / Sport *GOALS* <p>LEADERSHIP & VOLUNTEERING</p> <ul style="list-style-type: none"> *Community board* School charities Duke of Edinburgh <p>REWARDS</p> <ul style="list-style-type: none"> RSC themed weeks Celebration of success Postcards 	<p>CAREERS</p> <ul style="list-style-type: none"> Futures month Girls / Boys networks Employer encounters Mock job interviews Work experience <p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> Mental health lead HUB Provision Well being Drop in BU group Young Carers Someone Cares Exam anxiety 	
	<p>VISITS</p> <ul style="list-style-type: none"> Pledge Day College / University Subject visits KS4 aspirational visits <p>RELATIONSHIPS</p> <ul style="list-style-type: none"> Pastoral groups Foundation Futures This Life BE SAFE 	<p>RSE, SMSC and FBV are all embraced in the following:</p> <p style="text-align: center;">FIT FOR LIFE CURRICULUM</p> <p>Which also has a keen focus on:</p> <ul style="list-style-type: none"> Leadership & volunteering Oracy & communication <p style="text-align: center;">CULTURAL STUDIES CURRICULUM</p> <p style="text-align: center;">CORE COMPUTING CURRICULUM</p> <p>Which also has a keen focus on:</p> <ul style="list-style-type: none"> Online safety <p style="text-align: center;">ASSEMBLIES - Examples:</p> <ul style="list-style-type: none"> Black history month County Lines 	
<p>Attendance of academy PP pupils 92.34% (4.56%+ on non academy PP KS3 cohort / Attendance of academy SEND pupils 93.55% (6.56%+ on non academy SEND KS3 cohort / Progress of academy PP pupils 5.17 (0.49+ on non academy PP KS3 students) / Progress of academy SEND pupils 4.67 (0.61+ on non academy SEND KS3 students)</p>		<p>Girls Network (involving 15 PP students)</p> <ul style="list-style-type: none"> 100% stated being more positive about their future 90% stated their mentor made them feel more confident 	<p>Gatsby Benchmarks</p> <p>1, 2, 4, 5, 6 & 8 all completed</p>
<p>Destinations - 81% of Year 11 students moved into further education / 18% moved to employment / training (only 1% NEET)</p>		<p>HUB Mentors</p> <p>53 students (68% PP & 32% SEN)</p>	<p>Pledge Day Y7 (Teambuilding) 93% said it helped them develop relationships / Y9 (North East Landmarks) 86% said it helped them to explore somewhere they hadn't been before</p>

Appendix 2



@johnspencepe	LUNCHTIME	AFTER SCHOOL
Monday GOALS (Year 7)	ALL BADMINTON LMc KS3 MIXED TRAMPOLINING JBe MUGA Yr 7 / 8	ALL DANCE SCo AGP Yr 9 / 10 / 11 / JWa
Tuesday	ALL GIRLS DODGEBALL NBe KS4 BASKETBALL JDo ALL BOYS TRAMPOLINING SBr MUGA Yr 10 / 11	ALL CHEERLEADING Tynemet AGP Yr 7 / 8 / 9 JWa
Wednesday GOALS (Year 8)	KS3 BASKETBALL JWe Yr 7/8 DODGEBALL JBe ALL GIRLS TRAMPOLINING NBe MUGA Yr 8 / 9	 AGP Yr 7 / 10 / 11 JWa
Thursday KS3 SPORTING ACADEMIES	Yr 9/10 DODGEBALL JBe ALL BOYS TRAMPOLINING SBr MUGA Yr 7 / 10	Yr 7/8 CLUBBERCISE JWe AGP Yr 8 / 9 / 11 JWa
Friday	KS3 CRICKET Ala YR9 5 A SIDE APi ALL GIRLS TRAMPOLINING NBe MUGA Yr 9 / 11	 AGP YR 7 / 8 / 10 JDo
		YEAR 7 & 8 GIRLS NETBALL NBe/LMc YEAR 7 FOOTBALL JDo NORTH TYNESIDE CVL FOOTBALL Various
		TUESDAY CLUB MBu ALL TABLE TENNIS PBU
		KS4 BASKETBALL RDo ALL CLIMBING SFU ALL GIRLS FOOTBALL JBe
		YEAR 9,10 & 11 GIRLS NETBALL NBe/ SBr
		YR10 FOOTBALL MCI KS4 BASKETBALL 3-3.30 RDo