

**Hayle Academy**  
**Personal Development: Statement of Intent**

**Introduction**

At Hayle Academy, students have access to a wide, rich set of experiences. There are numerous opportunities for students to develop their talents and interests and we consistently promote the extensive personal development of pupils. This is offered through a range of strategies and opportunities, these include (but are not exclusive to):

- Curriculum offer
- Global Values Curriculum
- Broad Horizons
- Tutor program including reading
- HayleXtra extra-curricular offer
- CEIAG program
- 5 Year trips and visits offer
- External visits such as London musical, Humanities field work (History, Geog, RE combined project in Falmouth), Post-16 & Post-18 visits, Work Experience
- Internal visiting speakers including Brook Sexual Health Services, Police, Post-16 & 18 providers, NCS
- Music lesson offer
- Competitive sports teams
- Gold tie System
- House System
- School musical production

**SMSC**

At Hayle Academy, we recognise the important role which education, in partnership with the home, can and should play in the spiritual, moral, social and cultural development of our students. All subjects and activities contribute substantially to the promotion of SMSC awareness within school.

**Hayle Academy promotes SMSC development through:**

<p><b>Spiritual</b></p> <ul style="list-style-type: none"><li>● Fostering high self-esteem by encouraging students to take risks or face challenges in their learning within a secure and positive environment</li><li>● Demonstrating its appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination</li><li>● Offering opportunities for aesthetic experience in art, music, and literature.</li></ul>	<p><b>Moral</b></p> <ul style="list-style-type: none"><li>● Extending students' knowledge and understanding of the range of accepted values in society</li><li>● Developing students' skills and attitudes, such as decision-making, self-control, consideration of others, having the confidence to act in</li></ul>
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<ul style="list-style-type: none"> <li>● Making time for stillness and reflection</li> <li>● Posing questions that encourage students to consider issues of meaning and purpose</li> <li>● Developing good listening skills in the students; we will show that it is listening to the students through its response to issues raised, by them, via the School Council</li> <li>● Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses</li> <li>● Improving co-operation and understanding in relationships, providing opportunities such as group activities where students have constructive and enjoyable interaction with others; it is important that they sometimes work with those students who they would not normally choose as partners</li> <li>● Fostering emotional well-being by encouraging students to express their feelings and to have the ability to control their emotional behaviour</li> <li>● Developing the capacity for evaluative reasoning and critical thought by encouraging students to look beyond the surface</li> </ul>	<p>accordance with one's principles and thinking through the consequences of actions</p> <ul style="list-style-type: none"> <li>● Promoting, at an appropriate level, students' understanding of basic moral philosophy and the skills of analysis, debate, judgement and application to contemporary issues</li> <li>● Showing respect to all adults in school e.g. Teachers, TA'S, lunchtime supervisors and visiting parents</li> <li>● Building up the self- esteem of the child</li> <li>● Encouraging everyone within the school to behave in an acceptable way towards one another</li> <li>● Training students in understanding the consequences of their actions</li> </ul>
<p><b>Social</b></p> <ul style="list-style-type: none"> <li>● Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish</li> <li>● Developing personal qualities which are valued in a civilized society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect</li> <li>● Fostering their ability to relate to, and work, with others for the</li> </ul>	<p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>● Exposing students to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular Religious Studies, Literature and Music. Visits out of school and visitors to the school will support this teaching</li> <li>● Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these</li> </ul>

<p>common good and to live up to these responsibilities and exercise these rights</p> <ul style="list-style-type: none"> <li>● Identifying key values and principles on which school and community life is based</li> <li>● Encouraging students to work co-operatively</li> <li>● Encouraging students to recognise and respect social differences and similarities</li> <li>● Providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions, career days</li> <li>● Helping students to challenge, when necessary and in appropriate ways, the values of a group or wider community</li> <li>● Helping students resolve tensions between their own aspirations and those of the group or wider society</li> <li>● Providing a conceptual and linguistic framework within which to understand and debate social issues</li> <li>● Providing opportunities for engaging in the democratic process and participating in community life</li> <li>● Providing opportunities for students to exercise leadership and responsibility</li> <li>● Providing positive and effective links with the world of work and the wider community</li> <li>● Monitoring, in simple, pragmatic ways, the success of what is provided</li> </ul>	<ul style="list-style-type: none"> <li>● Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures</li> </ul>
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Further information on SMSC can be found [here](#).

### **British Values**

We also recognise the need to prepare students for life in modern Britain, we offer opportunities for students to develop their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These opportunities include:

## Democracy

At Hayle Academy we ensure that students within the school have a voice that is listened to, and students are surveyed regularly. Students are involved with democratic processes and demonstrate how democracy works by actively participating in school decisions such as student panels and school elections. In addition, we are developing a House Ambassador programme (school council) which will be launched in Summer 1 2022. Through student voice, students have shaped many developments within the school and continue to direct its development and through regular reviews.

KS4 students at Hayle Academy are active in supporting younger students. Examples include mentoring of students, supporting sports activities and participation in transition days.

Student voice is very strong at Hayle Academy and we feel that, by valuing and responding to the students and their needs, we demonstrate their democracy and freedom.

## The Rule of Law

Within our school there are clear expectations and rules, which are consistently reinforced throughout the school day and sanctioned according to our behaviour policy. Students are helped to learn to manage their attendance, attitude to learning and behaviour and to take responsibility for their actions. We know that students will encounter rules and laws throughout their lives, and we want students to understand that these are set for good reasons and must be adhered to.

Throughout the curriculum and particularly through Global Values lessons, students are taught about how laws are made, why they are important and the consequences of breaking laws. We have visitors throughout the year from the wider community including representatives from the police and judicial system, faith communities, Brook and Clear and we believe that clear explanations and contextualising learning emphasise the importance of the rule of law for our students.

## Individual Liberty

At Hayle Academy students are actively encouraged to make their own choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for young people to make choices about risky behaviour, through a provision for empowering education. Students are encouraged to understand and exercise their rights and personal freedoms and advised to exercise these safely, through assemblies, PSHE and the wider curriculum. This can also include their freedom of choice when participating in our offer of extra-curricular activities.

## Mutual Respect

Students learn to treat each other with staff and respect.

## Tolerance of those with different faiths and beliefs

At Hayle Academy we celebrate other religions and those with different faiths through assemblies and tutor time activities. An example is Remembrance Day. We also support and raise funds for charities chosen by our students. Areas such as RE and PSHE (as part of Global Values) regularly discuss prejudice, discrimination, racism, sexism and bullying.

Every year we celebrate the European Day of Languages. Cultural appreciation and development form part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all students' experiences and awareness of others.

When an incident of bullying or discrimination against another student or member of staff has occurred it is recorded and investigated following the steps outlined in our [bullying policy](#).

### **Acceptance**

Acceptance of the above values is expected of all staff and students within the school.

Further information on British Values can be found [here](#).

***\*Please note, the School Council transferred to a House Ambassador system as of Sum 1 2022***

### **Pastoral Support**

The school provides high-quality pastoral support. The team is led by our Senior Asst Headteacher, Nick Croker. The team includes a KS3 lead and KS4 lead, and a dedicated attendance officer. Alongside this, the team are supported by an EWO and a pastoral support worker (Mrs Clark).

Our highly-skilled SEND and pastoral teams provide individualised support, personalised and proportionate to the students' needs, to support students with specific needs and challenges to access the curriculum provision.

Students are explicitly taught how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy, this is delivered through a variety of opportunities:

- Global values curriculum (PSHE elements)
- Tutor time activities
- DT (Food)
- PE
- Assemblies

They have an age-appropriate understanding of healthy relationships which is delivered through the Global Values RSE curriculum and during tutor times.

Further information can be found in the RSE and PSHE policies [here](#) and in the Global Values section of the curriculum overviews available on the school [website](#).

### **Stretch and Challenge**

Hayle Academy's most able students have access to bespoke, planned opportunities to broaden and extend their learning and experiences across the five year learning pathway, including a focus on possible careers and post-16 education. The curriculum is academically challenging and ambitious. High quality reading texts and challenging learning activities develop students' understanding and skills.

### **Equality of Opportunity & Diversity**

The school promotes equality of opportunity and diversity. Students are encouraged to understand, appreciate and respect difference in the world and its people, celebrating the

things we share in common across cultural, religious, ethnic and socio-economic communities. Students will engage with views, beliefs and opinions that are different from their own. Protected characteristics as defined in law are explicitly taught and no forms of discrimination are tolerated at Hayle Academy. Whilst we promote this strong ethos of equality and diversity in all that we do, there are also a range of planned activities that reinforce this message. For example:

- The Global Values curriculum
- Tutor programme
- Within each subject curriculum
- Assemblies
- House events
- External providers eg. Intercomms Trust

Our inclusive curriculum ensures that every child, regardless of starting point, income, disability or disadvantage, makes outstanding progress and achieves their full potential. This is key to our commitment that every child receives the highest quality of education. Any inequality from whatever cause, is challenged, repaired and students educated through a restorative approach. Drawing on our highly trained staff team and their expertise, we pride ourselves on the building of relationships that supports the mental health of all our students.

### **Active Citizens**

We encourage all of our students to be responsible, respectful citizens and provide opportunities for them to contribute positively to society. These include (but are not exclusive to):

- Broad Horizons
- Harvest festival
- Charity events and fundraising
- Y8 Community Enterprise project
- Y9 Active Citizens project
- DofE – Volunteering
- Remembrance events

All students and staff belong to our exciting and growing House System. The House System provides opportunities for students to demonstrate the four key pillars of resilience, kindness, positivity and respect. Participation in the House System, gives a sense of belonging to the whole school community as well as a team-identity with opportunities for leadership, competition and a taste of success.

### **CEIAG (Careers Education, Information, Advice & Guidance)**

CEIAG is an essential part of the school curriculum which allows for an effective transition between school and the world of work. Hayle Academy will provide a range of opportunities for students to develop transferable skills, explore career pathways available to them and the qualifications required. Effective CEIAG can support students in making well informed decisions about learning and work and can raise aspirations and in turn raise achievement.

The purpose of CEIAG is to provide students with a range of opportunities to engage in activities that will further develop their skills and knowledge about the wider world of work. CEIAG also aims to inform students about the wide range of careers available to them locally, nationally and internationally. Hayle Academy goes beyond the statutory requirements of CEIAG to support students through one to one guidance throughout their five year journey. We use Gatsby Benchmark and CDI frameworks to inform CEIAG delivery within the school.

There are a range of methods through which these outcomes will be met through the curriculum and extra-curricular opportunities:

- Create an awareness of the world of work
- Provide opportunities to raise student aspirations
- Develop student knowledge of local labour market information
- Support students to develop their personal skills
- Provide 1: 1 impartial CEIAG
- Engage with local business and enterprise to support the curriculum

For further information on CEIAG, please visit the CEIAG area of the [school website](#).

### **Citizenship**

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

### **Aims**

The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Students are given a range of opportunities to develop an understanding of citizenship and meet the intended outcomes at an age-appropriate level. This includes (but is not exclusive to):

- Global Values curriculum lessons
- Tutor time activities including the reading programme
- Wider subject areas eg. democracy in geography, finance in mathematics