

Policy 5.6 – Personal and Professional Development (PSHE)

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Introduction

Bridge Training's curriculum extends beyond vocational training. We are dedicated to establishing a supportive and nurturing environment that enables young individuals to build self-assurance, enhance their communication and teamwork abilities, and foster a positive work ethic. By emphasising regular assessment and development our curriculum not only strives to elevate learners' academic accomplishments but also offers opportunities for self-evaluation and continuous growth in various facets of personal and professional development. Our core belief is centred on the idea that when learners are given the chance to make decisions about their own lives and engage in activities that replicate real-world scenarios, they can demonstrate their capacity to shoulder responsibility. This process equips them with the knowledge, skills, attitudes, and insights necessary to become valuable contributors to their community. Furthermore, our all-encompassing and fully embedded personal development curriculum, including PSHE, is created with respect for fundamental British values, encompassing the principles of democracy, the rule of law, and mutual respect and tolerance for individuals with diverse faiths and beliefs.

Bridge Training's ultimate objective is to bring this vision to fruition by establishing a safe and nurturing learning environment. Within this environment, learners can cultivate the confidence to question, challenge the information they encounter, draw from their personal experiences, express their viewpoints, and apply their acquired knowledge in practical ways in their own lives.

Intention

- **Personal and Social Development:** The educational experience aims to mould students into thoughtful, caring, and active citizens. This not only involves academic growth but also personal and social development, encouraging students to contribute positively to their communities.
- **Respectful Discourse:** Learners will be encouraged to engage in thoughtful discussions and debates, displaying respect for differing viewpoints. This not only fosters intellectual growth but also promotes a culture of tolerance and open-mindedness.
- **Career Guidance:** Bridge Training aims to offer high-quality, impartial career guidance to help learners make informed choices regarding their education and future career paths. This is individualised to the learner and delivered in confidence. This involves preparing them for further education, employment, self-employment, or training.
- **Employability Skills:** Learners will recognise how their education and training provide them with the necessary skills and attitudes for success in the future. This includes not only academic achievements but also the acquisition of relevant qualifications and employability skills.
- **Welfare and Safety:** Bridge Training prioritises the safety and well-being of our learners. It emphasises creating a secure environment where learners know

how to keep themselves and others safe in various situations. Trust in leaders to address concerns swiftly and appropriately is also encouraged.

- **Health and Well-being:** Learners are expected to have a comprehensive understanding of how to maintain their physical and mental health. This includes making informed choices about nutrition, fitness, emotional well-being, and understanding healthy relationships. It also involves awareness of and protection from abuse and exploitation.
- **Online Safety:** Learners are taught that online safety is of paramount importance as it provides protection against a multitude of digital threats, including online predators, scams, cyberbullying, and phishing. This instruction also raises awareness regarding the crucial importance of safeguarding personal information and exercising caution when sharing data in the online realm. As a result, it empowers learners to make informed choices about their online activities and fosters responsible digital citizenship. Ultimately, this education equips them with a lifelong skill that enables them to adapt to the ever-evolving challenges presented by the digital landscape.
- **Delivery of Personal and Professional Development (PPD)**
As part of their study programme, learners can access weekly sessions focusing on personal development. They will have the opportunity to engage in a range of activities that encourage self-reflection and problem solving enabling them to discuss and track their progress whilst being supported to generate and review plans for their own personal and professional development. As well as personal development and target setting, in this session, students can engage with external industry specialists and guest speakers pertinent to the termly PSHE theme and the world of work. A variety of activities are provided to encourage community engagement, and an understanding of our diverse modern society and the role they play in making a positive impact.

Implementation

Teachers will:

- Be sensitive to each individual learners needs.
- Teach PPD in line with the principles and statements set out in this policy.
- Refer any safeguarding disclosures or concerns which may come from the PPD sessions to the Designated Safeguarding Lead (DSL)
- Support learners to evaluate and create personal targets. (GROW Smart)
- Set and review on a termly basis each student's individual academic targets to ensure they are making progress towards their set goal(s)
- Provide individualised support to enable learners equal access to success.

SMT will:

- Raise awareness amongst all staff of their contribution to students' personal and social development and agree the overall aims, objectives, and priorities.
- Establish a shared view of best practice to which all students are entitled.
- Lead policy development
- Provide appropriate support and training for staff.
- Monitor and evaluate the programme, including the use of outside agencies and students' responses to the programme.

Policy 5.6 – Personal and Professional Development (PSHE)



- Act upon any concerns which may arise from student disclosure during PD sessions.

The Advisory Board will:

- Hold the SMT to account by analysing the overall effectiveness of the PD programme.

Students will:

- Act in a fair way, being tolerant of other learner's beliefs and opinions.
- Understand how Personal, Social and Health Education contribute to them becoming active citizens, who make a positive contribution to their community.

Administrators will:

- Ensure all registers are inputted accurately onto Pro Solutions.
- Make telephone calls to all learners reported as being absent by 9.30am to identify reasons for their absence. To pass this information onto the relevant teaching and management staff.
- To issue attendance letters to learners who do not meet their attendance target.

Parental Consent

A list of PSHE topics is sent to all parents and Parental Consent is obtained when a student is enrolled in to Bridge Training, this helps ensure that parents/carers are informed of the Bridge Training Curriculum. If a parent decides to withdraw a student from a PSHE topic then this will be recorded and acted upon accordingly.

If a student feels uncomfortable during the delivery of a PSHE session, then the student will be removed, and the parent informed. The parent then has the right to write to Bridge Training to air their feelings.

Child Protection and Confidentiality

Bridge Training endeavours to support all its learners but no individual should guarantee absolute confidentiality. If there are any disclosures made which raise concerns, the DSL should be informed, and the usual child protection procedures followed.

Equality of Opportunity

PD includes the study of culture, ethnic diversity, physical differences, and different life experiences. Through this curriculum students can gain understanding of and respect for other people and their values.

Learners recognise that questioning assumptions, confronting stereotyping and being open to change are valuable qualities.

Personal Development

Termly Themes

- Teachers and LSWs are given a theme each term. Teachers will create and share content that can be delivered to the learners through Google Classrooms.
- Teachers will ensure every learner has a designated PPD folder created on OneDrive for the purpose of storing evidence and building a personal portfolio.

Policy 5.6 – Personal and Professional Development (PSHE)

Supported by LSWs, teachers will embed the termly theme into the mainstream curriculum ensuring it is industry relevant.

- LSWs are responsible for the display of themes in the classrooms and communal areas.
- Additional displays, both digital and physical are created recognising local, national, and international themes, for example – International Women's Day, Black History Month.

Weekly PPD Sessions

- Teachers are responsible for providing initial careers information. Bespoke CEIAG will be provided by the careers lead on a 1:1 basis. (see careers policy)
- Teachers will facilitate group tracking and weekly short term target setting (GROW Smart).
- Teachers will organise 1:1 development appointment with each learner on a termly basis to discuss progress and set medium term targets.
- Learners will have dedicated time to access the PSHE curriculum.

Maths and English

Topics from the PPD curriculum are also embedded into the curriculum making topics more relevant to the learners own personal experience.