

At Slough and Eton, we develop

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Students’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Students’ character, defined as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- Students’ confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Students’ understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for students to be active during the school day and through extra-curricular activities
- Students’ age-appropriate understanding of healthy relationships through appropriate relationships and sex education

At Slough and Eton, we promote:

- Equality of opportunity so that all students can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- An inclusive environment that meets the needs of all students, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

At Slough and Eton, we support readiness for the next phase of education, training or employment so that students are equipped to make the transition successfully

We provide students with:

- An effective careers programme in line with the government’s statutory guidance on careers advice that offers students:
- Unbiased careers advice
- Experience of work, and
- Contact with employers to encourage students to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire

## The Six Key strands

<b>Equality and Diversity</b> Promoting fundamental British values as part of SMSC (DFE) Citizenship National Curriculum (DFE) Equality of opportunity and diversity	<b>Wellbeing and Community</b> Teaching online safety in schools (DFE) Personal, Social, Health and Economic	<b>Relationships and Sex Relationships education, RSE and Health education Statutory Guidance (DFE)</b>	<b>CEIAG- Careers Education, Information Advice and Guidance Gatsby benchmarks of good Career Guidance (Gatsby &amp; CEC)</b>	<b>Cultural Capital</b> Citizenship, Cultural development and SMSC	<b>Character education</b> Character and values- School’s C.H.R.I.S.T values
We promote equality of opportunity so that all students can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique	We enable students to recognise the dangers of inappropriate use of mobile technology and social media	We develop students’ age-appropriate understanding of healthy relationships through appropriate relationships and sex education	We support readiness for the next phase of education, training or employment so that students are equipped to make the transition successfully	We promote fundamental British values as part of SMSC (DFE) Citizenship National Curriculum (DFE) Equalities act.	We support the development of students’ positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
<b>Identity</b>	<b>Physical health and fitness</b>	<b>Families</b>	<b>Careers pathways</b>	<b>Moral-SMSC</b>	<b>Values</b>
We explore the nature of identity and its importance, including the different sources of identity and the way in which identity is made up of a composite; the idea of dual-identity	Students understand the associations between physical health and mental wellbeing, the characteristics of a healthy lifestyle including regular exercise, maintaining and healthy weight, cancer and cardio-vascular health, the risks of inactivity, strategies for getting help	We teach the importance of family life, different types of families and family relationships. The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting <b>Faith sensitive</b>	<b>Students understand</b> the nature of career progression including different types of jobs, sectors, progression pathways and career changes	We developing students’ ability to recognise the difference between right and wrong. This includes consequences of action and appreciating the viewpoints of others.	We promote an understanding of the school values and how they are critical to creating a community. <b>C ommunication</b> <b>H onesty</b> <b>R esponsibility</b> <b>I nitiative</b> <b>S uccess</b> <b>T olerance</b>
<b>Diverse Identities</b>	<b>Healthy Eating:</b>	<b>Marriage</b>	<b>Labour market information:</b>	<b>Spirituality-SMSC</b>	<b>Community – local, national, global cohesion</b>
Students learn about the diverse national, regional, religious and ethnic identities in London and the UK	We enable students to understand importance of a healthy diet including calories and nutrition, the principles of planning and preparing healthy meals, strategies to maintain healthy eating and the links between a poor diet and health risks, tooth decay and cancer, eating disorders	We develop age- appropriate understanding of marriage and its legal status, roles and responsibilities of parents; the impacts of separation, divorce and bereavement	We increase students understanding how labour market information (from the local, national and international level) can be interpreted and used to make informed careers choices	We ensure students understand the nature of spirituality and the way that people’s beliefs differ across and within different faith groups; reflect on the nature of their own and others’ beliefs	Students develop understanding of what it means to be part of a community. They understand that some people in the community (local, national and international require support. <ul style="list-style-type: none"> <li>• Collective Worship</li> <li>• GTF</li> <li>• Charities</li> </ul>
<b>Mutual respect and understanding</b>	<b>Drugs, alcohol and tobacco:</b>	<b>Healthy romantic relationships:</b>	<b>Different pathways</b>	<b>Social-SMSC</b>	<b>Ambition</b>
Students understand this aspect of British Values which focus on the need for mutual respect and understanding regardless of differences and the celebration of differences; the potential tensions between rights, law and cultural and religious expectations and practices	Students learn powerful knowledge about legal and illegal drugs and their associated risks, the law relating to supply and possession of drugs, the physical and mental risks associated with alcohol consumption, addiction, prescribed drugs and tobacco including how to access support.	Students learn about the features of healthy romantic relationships including trust and honesty; the different kinds of sexual attraction including heterosexual, homosexual and bisexual; the features of negative and illegal behaviours such as coercive control, violent behaviour and sexual violence	Students gain knowledge <b>on</b> the different pathways through education including range of qualifications at Key Stage 4 and 5, post-16 and post-18 destinations, different kinds of courses, qualifications, costs, and opportunities for further and lifelong study	We developing students’ social skills, willingness to participate in a variety of communities and social settings and develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Students develop an understanding of what it means to be to set your sights high regardless of your background or individual circumstance and what it means to work hard and dream big.
<b>Culture</b>	<b>Personal health,</b>	<b>Friendships</b>	<b>Applications</b>	<b>Cultural -SMSC</b>	<b>Communication- S&amp;E Value &amp; Oracy Skills</b>

” I have come in order that you might have life - life in all its fullness” (John 10:1-10)

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## Slough and Eton Personal Development Curriculum (2023-24)

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Students develop understanding of the different elements of culture including the diversity and differences between cultures across a number of areas of 'day to day' life	Students gain knowledge on hygiene and prevention: Personal hygiene including germs, bacteria, viruses, how these are spread, treatment and prevention of infection, antibiotics, dental health and oral hygiene, the benefits of self-examination and screening, immunisation and vaccination, the importance and impacts of good quality sleep.	Students develop an understanding of how friendships are made and maintained, the characteristics of positive and healthy friendships, conflict resolution and reconciliation, trust and honesty; the differences between friendship groups and gangs.	Students are given opportunities to understand the components of successful course and job applications including interviews, the value of networking including use of professional platforms, social media footprint, job sites, volunteering and gaining experience of the workplace	We provide opportunities for the cultural development of students that includes developing their appreciation and understanding across a breath of cultures	Students learn the value of being an effective communicator. Being able to speak clearly and audibly, listen closely and formulate questions, read and write in different formats for different purposes and audiences
<b>Discrimination and prejudice:</b>	<b>Basic first aid: Delivered by external agency</b>	<b>Bullying and Harassment:</b>	<b>Being an employee</b>	<b>Acts of law-BV</b>	<b>Resilience - Work hard, Be nice, No excuses</b>
Students understand the various forms that discrimination and prejudice can take and the actions that can be taken to tackle this	Students learn about: What First Aid is, basic first aid strategies including the recovery position, other common first aid treatments including epi-pens, CPR, defibrillators, and how to relieve choking, dealing with common injuries, how to call the emergency	Students learn how stereotypes and prejudice can impact on people, tolerance of others, bullying including cyberbullying, criminal behaviours in relationships, sexual harassment	Students understand the nature of contracts, employment rights, salaries, taxation, benefits, and how to access support.	Students know laws and rules are there to keep them safe. This means everyone needs to respect each other and take responsibility for their actions. Knowledge of the Justice system is part of the SOW	They learn what it means to be resilient, how to learn from your mistakes, being able to handle change and not give up.
<b>Making moral judgments:</b>	<b>Puberty and adolescence:</b>	<b>Online relationships:</b>	<b>Enterprise and self-employment:</b>	<b>Community-Citizenship</b>	<b>Responsibility-BV - Work hard, Be nice, No excuses</b>
Students develop the ability to distinguish right from wrong and how civil and criminal law related to moral judgments	Students learn the key facts about puberty, menstrual wellbeing, main changes for males and females including implications for emotional and physical health	Students learn about rights, responsibilities and opportunities online, online risks, durability of online material, privacy and sharing of material grooming <b>Sexual material online</b> This includes knowledge about the impact of viewing harmful content, distortion in sexually explicit material including pornography and media portrayals; laws and risks around creation of images; sexting; sexually suggestive communication	Students understand the differences between employment and self-employment, examples of self-employed jobs, the features of enterprise and related skills, business plans, investment	We strive to develop close links and support the community we serve. We always consider the profile of our school in the wider community. An understanding of international relations and the wider community.	Student understand they have to taking responsibility for their actions, now and in the future. This means learning how to work collaboratively and using their initiative. They have the opportunity to participate in various leadership opportunities <ul style="list-style-type: none"> <li>• Prefects</li> <li>• School Council</li> </ul>
<b>Language and culture</b>	<b>Mental Wellbeing</b>	<b>Consent</b>	<b>Professional bodies</b>	<b>Tolerance-BV</b>	<b>Kindness-Mantra: Work hard, Be nice, No excuses</b>
We explore the relationship between language and culture; the benefits and challenges of speaking different languages	Students are enabled to identify the range of emotions and how to recognise and communicate about emotions sensitively; the nature and importance of self-esteem; links between exercise and mental wellbeing; strategies for self-care; strategies for receiving support and supporting others.	Students learn how consent can be actively communicated and recognised in others, the importance of consent, how consent can be withdrawn and sexual consent	Students understand how unions, associations and other professional groupings can support workers	We ensure everyone's beliefs, religious or otherwise, should be valued and respected unless they encourage hatred or harm to others.	Students know that <b>kindness</b> is part of our Mantra and This means treating people how you would want to be treated (The Golden Rule) and this also includes "Being kind to yourself"
<b>Spirituality</b>	<b>Mental Health</b>	<b>Safe relationships</b>	<b>Experience of the workplace and contact with employers</b>	<b>Independence</b>	<b>Respect-BV</b>
Students develop an understanding of the nature of spirituality and the way that people's beliefs differ across and within different faith groups; reflect on the nature of one's own and others' beliefs. -Cross curricular	Students are empowered with the language and terminology around mental health and mental illness, impact of isolation and loneliness, recognising concerns, evaluating impacts of our actions on mental health of ourselves and others, self-harm, strategies for receiving support.	Students learn about the nature and risks of sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and the impact of these on current and future relationships <b>The law around relationships and sex</b> This is embedded in topics covering marriage, consent, violence, online behaviours, pornography, abortion, sexuality, gender identity, substance misuse, exploitation, hate crime, FGM, honour-based violence and shame	Students are given opportunities on how they can access work experience and make contact with employers while still in education and training	We encourage students to develop the self-esteem, confidence and initiative necessary to think independently. Including knowledge of human rights and liberty.	Students understand that being a good citizen and community member requires respect for all. Central to this is knowing their rights and responsibilities.
<b>Ideas, ideology and movements</b>	<b>Personal safety</b>	<b>Mental health and relationships</b>	<b>Challenges in the workplace</b>	<b>Students Voice- Student Council-BV</b>	<b>Self-regulation-Behaviour -BV</b>
We develop students' understanding prevalent ideas and ideologies in society including feminism and ecologism	Students know the importance of personal safety: Knowledge and strategies around road safety, crime, confrontation; safe usage of mobile phones and the link between phone usage and increased risks in a variety of areas	Students develop understanding on the ways in which mental wellbeing is linked to relationships	Students gain knowledge on the features of workplace discrimination, stereotypes, prejudice and unfair treatment; how to recognise discrimination, support others and access support	Students know we have an inclusive policy. This means including everybody fairly and believe people should be able to voice their opinions about the issues that matter to them in a democratic way.	Staff use different opportunities to share knowledge shared how to focus, pay attention, keep their emotions in check, adjust to change, or handle the frustration that is sometimes a part of interacting with others or learning something new.

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