

Virtues Faith and Personal Development

Statement of Intent

In VFPD we are ambitious to provide pupils with a strong and deep offer of knowledge which will empower them to make informed decisions about their wellbeing, health, and relationships - now and into adulthood - so that they can create happy and successful lives. We aim to achieve this through a faith-inspired, virtues-led approach to humanity balanced with a knowledge-informed approach to secular and statutory content.

Our intention is to approach the VFPD curriculum (including all RSHE content) through a spiral curriculum, which ensures that all pupils repeatedly encounter every key topic, in age-appropriate degrees. The intent is thus that pupils gain, over time, cumulatively sufficient knowledge and skills for future life, learning, and employment.

VFPD, by its nature, takes pupils on personal journeys through faith, character, and the complexities of adolescence into adulthood. It is therefore a key priority that all pupils receive the support necessary to make this journey safely, and with appropriate support which meets the needs of all pupils. Pupils with SEND and disadvantaged pupils are thus supported to engage meaningfully with the curriculum. This is grounded by the principle that all pupils benefit most when taught with High Quality Teaching, grounded in a rigorous and ambitious curriculum.

VFPD approaches literacy as both a tool and a goal; reading is foregrounded in many lessons, and thus prioritised to allow pupils to access the full curriculum offer. Lessons also frequently feature literacy-style tasks which further grow pupils' reading and writing skills. Texts are carefully chosen to represent the diversity of the United Kingdom and the wider world, and empower traditionally marginalised voices - in order that our pupils learn from the richest diet of what has been thought and said. This vision is further supported by a whole-school curriculum enriched by trips, visits, and experiences; expert speakers enrich the delivery of challenging topics in-school, and projects such as the Next Generation Awards bring our pupils' VFPD lessons into contact with their local context.