

# Form-Time Personal Development Programme

SMSC, British Values, Equality & Worldviews

## 1. Purpose and rationale

Acer's form-time programme gives learners repeated, accessible opportunities to explore belief, identity, fairness, law, equality and community.

Sessions start with a familiar life situation before the religious or non-religious worldview connection is revealed. This keeps discussion accessible for learners who may disengage from a subject label, while ensuring that accurate knowledge is deliberately taught rather than left to chance.

The programme sits alongside PSHE/RSHE, Citizenship and wider subject teaching. It is designed to build knowledge over time, challenge stereotypes, strengthen SMSC and fundamental British Values, and avoid reducing Personal Development to isolated celebration days or one-off events.

## 2. How sessions work

|                                                                                   |                                                                                          |                                                                                       |                                                                                                             |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>1 TALK ABOUT IT</b><br>A concrete everyday scenario. No religion is named yet. | <b>2 PUSH IT</b><br>Two short questions that challenge the first answer and add a twist. | <b>3 THE REVEAL</b><br>A planned religion/worldview connection and one accurate fact. | <b>4 TAKE IT AWAY</b><br>A citizenship message linked to respect, liberty, fairness, law or responsibility. |
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## 3. Planned coverage at a glance

The programme deliberately brings together:

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| <b>SMSC</b><br><br>Reflection, values, moral reasoning, relationships, culture and community.                                                                                   | <b>Fundamental British Values</b><br><br>Democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.                                                                                 |
| <b>Religion &amp; worldviews</b><br><br>Accurate encounters with Christianity, Islam, Judaism, Sikhism, Hindu and Buddhist traditions, Humanism and non-religious perspectives. | <b>Equality &amp; protected characteristics</b><br><br>Relevant characteristics are explored through dignity, rights, discrimination, inclusion and respectful language; the programme is one part of wider whole-school coverage. |

The programme is organised into six thematic sections, with important ideas deliberately revisited. Religious and non-religious worldview encounters are planned alongside SMSC, British Values and equality so that coverage is coherent. Acer can adapt the pace and length of sessions to learners' needs and its form-time arrangements.

## 4. Planned thematic sequence

The sequence moves from identity and belonging, through rules, commitment, equality and community, towards ethical questions and active citizenship. Each section combines accessible discussion with a planned worldview connection and a clear curriculum emphasis.

| Section                                                             | Themes and examples                                                                                                            | Curriculum emphasis                                                                   |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Section 1 — Identity, belonging &amp; difference</b>             | Examples: identity, clothing, shared meals, Humanism, sacred spaces, memory and labels.                                        | Individual liberty, mutual respect, religion or belief and race.                      |
| <b>Section 2 — Rules, fairness &amp; justice</b>                    | Examples: rules, law, peaceful protest, justice and mercy, forgiveness, punishment and democracy.                              | Democracy, rule of law, rights, responsibility and minority protection.               |
| <b>Section 3 — Commitment, practice &amp; meaning</b>               | Examples: Ramadan, Shabbat, Hajj, religious symbols, festivals and personal commitments.                                       | Belief, liberty, consent, respect, disability and cultural understanding.             |
| <b>Section 4 — Equality, difference &amp; protected rights</b>      | Examples: reasonable adjustment, race and religion, sex equality, sexual orientation, gender reassignment and minority rights. | Equality, dignity, privacy, law and respectful disagreement.                          |
| <b>Section 5 — Service, community &amp; respectful disagreement</b> | Examples: giving, seva and compassion, hospitality, free speech, tolerance and respect, repair after harm.                     | Active citizenship, inclusion, responsibility, mutual respect and community cohesion. |
| <b>Section 6 — Big questions, ethics &amp; active citizenship</b>   | Examples: suffering, death, hope, the environment, AI, fair laws and community improvement.                                    | Responsibility, democracy, evidence, accountability and future citizenship.           |

## 5. Worldviews encountered in the programme

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The planned reveals draw on a broad range of religious and non-religious traditions. Counts show connections within the supplied programme; some activities include more than one worldview.

|                  |                     |                          |         |
|------------------|---------------------|--------------------------|---------|
| Christianity     | Islam               | Judaism                  | Sikhism |
| Hindu traditions | Buddhist traditions | Humanism / non-religious |         |

## 6. Safe, accurate delivery

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- Let the real-life discussion develop before revealing the worldview connection.
- Correct stereotypes using careful language such as “some”, “many” and “people differ”.
- No learner represents a religion, culture or protected group; rights are never put to a vote.
- Follow the planned boundaries and relevant safeguarding, RSHE and equality procedures.

## 7. Quality assurance

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- Worldview facts and sensitive content are checked before delivery.
- Form-time floor books capture learning as the programme develops.
- Leaders review implementation through coverage checks, learning walks, work scrutiny and pupil voice.
- Coverage is reviewed alongside PSHE/RSHE, Citizenship and wider subject mapping so gaps can be revisited.

