



# PSHE AND PERSONAL DEVELOPMENT POLICY INCLUDING RSE

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Key staff	Personal Tutors / Programme Directors / AP(PPD).
Lead	PSHE Coordinators.

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## **PERSONAL DEVELOPMENT PURPOSE AND AIMS.**

### **PERSONAL DEVELOPMENT IS INCLUSIVE OF PSHE AND LEARN TO LEARN PROGRAMMES.**

In addressing Personal Development and wellbeing the school aims to allow students to develop their resilience and attitude to embrace change, feel positive about who they are whilst being healthy, safe, responsible and able to achieve the best, both academically and personally, that they are able to.

The Programme furthermore enables students to recognise risk, take increasing responsibility for their choices and behaviour and make positive contributions to their family, College and Community. As such, the programme is designed to take account of living together in both an immediate, local, and global context. To be aware of the views of others and to have tolerance and respect for all points of view and belief systems.

This approach considers the increasing relevance of protected characteristics and the need to recognise these and understand the significance of these. These characteristics will be incorporated into many areas of the programme including student induction.

The programme is also designed to lead the student to take responsibility for their action as well as have awareness of and responsibility for, those issues, which do and will influence the whole of society and the globe.

The changing environment and threat to this will be encompassed in the programme as well through the student council activities and PT engagement with current affairs. Students are encouraged to be aware of environmental and political issues which will influence the world they will take responsibility for. They are also encouraged to take responsibility for change within their own immediate environment and through their own actions.

## **DELIVERY OF THE PROGRAMME**

This is achieved through delivery of two programmes within the overall scheme.

Each Programme of Study has a bespoke scheme of work for within their House, Learn-to-Learn and PSHE.

This ensures that the delivery is age appropriate as well as considering sensitivities of culture and gender.

All programme material, assignments and tasks are accessed through CANVAS. CNAVAS allows for ease of tracking of student work as well as the development of the scheme through the year.

The use of CANVAS also allows for the differentiation of the schemes to be visible and monitored.

## **INDUCTION**

The induction programme is structured to involve orientation to the school, ensuring that each student is placed on the correct programme of study as well as introducing the student to the unique environment in which they will live and study and the involvement that they can have in shaping this. The student is introduced to their Personal Tutor and engaged in settling tasks in the Personal Tutor groups during the induction programme. The student is also introduced to Cambridge City during induction, to encourage exploration of the many avenues of interest and history immediately surrounding them.

Induction involves the students being introduced to Fundamental British Values as well as protected characteristics and the importance of these both in society and in the setting of school. Students will take part in elections for student council representatives which will be used to talk about the idea and process of democracy. Students are also encouraged at this time to share their cultural diversity and celebrate this. This is a theme that runs through the school year and all aspects of this.

Effective preparation for future life and living in British Society are introduced to the student during induction. Discussion of expectations and difference in custom is encouraged as a learning tool. Encouraging students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is based and to society more widely is a theme that runs through the programmes.

Students are provided with a broad general knowledge of public institutions and services in the UK. This ranges from information about drinking laws to an understanding of government and institutions of the judiciary. The programmes promote a respect for Fundamental British Values of democracy and the adherence to British rule of law, individual liberty, as well as mutual respect and tolerance of those with different faiths and beliefs.

## **STUDENT COUNCIL**

Induction at the outset of the school year also involves the student council forming a committee. The student council also enhances the Personal Development programme allowing **all** students an opportunity to be involved in the life of the school. Personal tutor group student council meetings allow opportunity for all the students in school to contribute ideas and raise issues. These meetings take place once every half term.

The process of election of the student council is used to create awareness of democratic structures and forms of government to encourage respect for democracy and support for participation in the democratic process including respect for the basis on which the law is made and applied in England. Principles are also actively promoted which allow students to gain a broad general knowledge of and respect for public institutions and services in England. The student council involves elected members from each PT group as well as House Captains.

## **KEY THEMES:**

### **THE PSHE AND LEARN TO LEARN THEMES ARE DELIVERED IN A VARIETY OF WAYS.**

Core lessons and workshops are delivered by the House Directors. Follow-up material and tasks will then be delivered through Personal Tutor time. Assemblies on topics ranging from Black History Month to environmental issues. will be delivered in both Programme of Study and whole school groups. Where topic appropriate outside speakers deliver specialist topics.

Whole school collapsed days are used to develop and explore key themes. These days are planned by the PSHE team and involve a carousel of workshops allowing for age appropriate exploration of the theme under consideration. Leading to these collapsed day Personal tutors have ongoing tasks allowing for involvement with themes as they arise. These include the “culture, costume and celebration” boards in each classroom, themed common room displays, some use of videos and discussion leading up to each main collapsed day.

### **LEARN TO LEARN.**

Learn to learn lessons take place weekly and are designed to lead the students to take responsibility for their own learning and develop appropriate study habits to enable them to this. As well as to understand their own learning style and reflect upon strengths and weaknesses in learning and develop strategies and techniques.

The student mentoring programme is designed to allow older students to aid younger students in the discovery of these study habits.

Learn to learn also enables the student to explore transferable personal skills (study, exam, university-related research, metacognition). Students are also given specific learning strategy sessions during the year to help encourage them in the best way to learn at the College.

Learn to Learn and personal development have a scheme of work to demonstrate progress.

### **DIVERSITY AND TOLERANCE.**

These issues run throughout the personal development programme as well as being central to the school's ethos. Students celebrate and share their cultural difference which is embraced. This is achieved through different celebration days as well as the school's International Day, which is one of the highlights of the school. This fosters an atmosphere of interest in other cultures, traditions, and religions beyond tolerance of diversity. The school actively promotes tolerance and harmony between different cultural traditions and belief systems by celebrating international festivals and providing extra-curricular activities that allow students to work together and learn about and respect the diverse range of cultures we have in the school.

### **PERSONAL DEVELOPMENT PROGRAMME KEY AREAS.**

Students are encouraged to take responsibility for their own life and career decisions and to influence the life of the school through discussions with Personal Tutors, Student Council and Higher Education staff.

The programme covers a range of curriculum areas including:

**Drugs & alcohol awareness.** These topics are delivered through discussion of law as well as education into the influence of drugs and alcohol as well as smoking. Information is given in a factual scientific manner as well as through use of current statistics. Students also have the law explained to them with regards to all issues. These themes are covered in the delivery of the wellbeing topic.

#### **Relationships and Sex Education.**

All RSE delivery is designed with consideration to age, gender/identity/ cultural difference, and diversity – all delivery is sensitive and deliberately incorporates considerations of **these areas. This programme is delivered with prior consultation of parents.** Parents have the right to withdraw students from the Sex education aspect of the programme. Parents are sent a letter to introduce the nature of RSE. The letter invites questions and discussion regarding the topic area.

RSE is delivered in a variety of ways. This includes workshops, discussion, lectures, and scientific demonstrations. The method of delivery chosen is specific to the topic discussion. Topics such as consent and healthy sexual relationships are delivered in gender and age specific small groups. Opportunity for anonymous questions is given as well as information and opportunity to seek individual advice.

The RSE collapsed day involves workshops focusing on law and the understanding of key words in relations to this. As well as workshops on disease transmission and healthy relationships. These are delivered from a scientific point of view by the science team. The biological approach allows students opportunity to understand the shared issues of the topic area particularly in terms of puberty and hormonal development. Opportunity for small group gendered discussion is given for this topic area.

#### **PSHE in general**

Physical, emotional, and mental health are themes that are highlighted through our wellbeing day but supported throughout the year. Students have been given the 22 minutes challenge which will be monitored by PTs. All students are encouraged in reflection concerning all aspects of their wellbeing. This is done formally every half term. Students target set at each formal point in terms of academic targets as well as physical exercise and emotional wellbeing. Students are encouraged to reflect upon their emotions and how they can manage these not only in terms of academic progress but all areas of school life.

#### **Career guidance.**

Career guidance is delivered through both informal and formal opportunities for students. Career days are delivered to all students in an age appropriate manner. These involve outside speakers including University staff, lecturers, and admissions staff as well as specific career talks given by previous students and invited guests. The careers days take place at an appropriate time of year for

the programme of study with key stage four and lower sixth being placed at the end of the academic year when next steps are being considered and taking.

The Higher Education Officer is instrumental in careers guidance. All students applying to university will apply through the Higher Education Officer.

University Fayres occur regularly through the academic year. These may have a subject specific focus on occasions, others give information and guidance regarding the visiting University in general. There is also a programme of external speaker visits running through the year. These involve individual speakers talking about their own subject and their personal journey to this specialism.

Some opportunity is given for voluntary work and shadowing, within the guidance given by UKVI regarding the number of hours for which international students can undertake voluntary work. Apprenticeship information is not often applicable to the cohort but is given to ensure breadth of knowledge of opportunity.

Economic education such as personal finance, budgeting, cost of living and taking out loans are encompassed in our KS4 and UFP Business days. Local business people are invited in to help with assessing how well students perform in the tasks set during these days.

### **Personal wellbeing.**

Students are encouraged towards taking responsibility for their personal wellbeing and the managing of this through understanding and knowledge of key areas. This is scaffolded to be age appropriate delivery of themes. The issue of personal wellbeing as an individual issue as well as the understanding of this in the context every individual being different is an important theme through this topic. Understanding of mental health disorders, emotional health disorders and the impact of self-image on the individual as well as ways in which this image is reached are explore during this topic.

Healthy eating – this topic is covered as a part of the wellbeing programme at the outset of the year. The understanding of what this means and connection of the area of healthy eating to all other aspects of wellbeing. International day affords further opportunity to explore healthy eating as an issue and introduces both staff and students to recipes and traditional foods from a variety of countries around the world.

### **E-safety**

E-safety and online safety are explored through several topic areas. As the use of online methods for educational delivery and tutorial work has increased the need for rules of engagement have been established. Online safety is discussed in terms of keeping information and identity protected. Being aware of the potential for online bullying, cyberbullying, and the nature of this issue as well as the correct way to report this.

Students need also to be aware of presenting themselves in a manner that is appropriate in terms of the online world.

The issue of how we use the online world in terms of academic convention is addressed as a part of the Learn to Learn programme.

### **Learn to Learn.**

Learn to learn aims to engage all students with the ability to understand and gain transferable personal skills (study, exam, university-related research, metacognition). Students are also given specific learning strategy sessions during the year to help encourage them in the best way to learn at the College.

Personal development is student focused and often student led through discussion-based work on many occasions. Students are also involved in group work production and presenting their work for many topics. The school believes strongly in student involvement at all levels in terms of both Personal tutor group discussions and production of material, as well as through the student council, alongside these more formal settings students are encouraged that they are able to present ideas to all members of staff including SLT who have an open door policy.

The student council comprises student representatives voted in by each of the twenty-nine PT groups. This enables all students the opportunity to contribute to the life of the school. We adopt ground rules to ensure a safe environment for teaching, including, in PSHE/ Personal Development. This reduces anxiety to students and staff and minimises unconsidered, unintended personal disclosures. Students are made aware of pastoral and welfare support should unintended disclosure or upset occur.

## **PERSONAL DEVELOPMENT SUMMARY.**

The programme furthermore: (a) precludes the promotion of partisan political views in the teaching of any subject in the school; (b) Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils— (i) While they are in attendance at the school; (ii) While they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or (iii) In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views. Students will be encouraged to reflect upon their strengths and weaknesses and Personal Tutors will seek to reward achievement, set regular personal targets, and review them with their students.

Rewards include praise letters home for outstanding behaviour in the school community as well as outstanding academic work, the use of the Green Token system as well as the carrot point system formalises praise and results in treat at the end of the half term for PT groups. Students will also engage in half-termly reflection, which will be sent home to parents/ guardians prior to half termly reports. The reports will be discussed with the student by both the subject teacher and overall, by the Personal Tutor.

At the beginning of each relevant PSHE/Personal Development lesson, students are reminded of the ground rules by the teacher. Outside providers submit material prior to the sessions that they will run. These provides are also give guidance on the nature of the school and student body and the underlying diversity



and cultural difference. The teacher establishes the ground rules together with the students on a regular basis.

Monitoring Schemes of work for all programmes of study for Learn-to-Learn and Personal development is undertaken regularly by the House Directors and the PSHE coordinators. As such the schemes may be modified throughout the year. All schemes, tasks and assignments are contained on CANVAS. Student work is also on the PT CANVAS page or within the Personal Tutor folder where this is more relevant.

Feedback on the PSHE/Personal Development programme is sought through the Student Council and from other students in both formal and informal ways. As well as from the PTs and PDs. Schemes of Work are monitored and evaluated by Pastoral and Academic Staff reporting to the Senior Leadership Group as appropriate. Relationship to other policies PSHE/Personal Development underpins all our work at the College and all staff has key roles to play including House Parents and Personal Tutors, Teaching, Welfare and Pastoral Staff.

**The policy has been informed by the following guidance:**

- [Keeping Children Safe in Education](#)
  - [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
  - [Behaviour and Discipline in Schools](#) (including advice for appropriate behaviour between pupils)
  - [Equality Act 2010 and schools](#)
  - [SEND code of practice: 0 to 25 years](#) (statutory guidance)
  - [Alternative Provision](#) (statutory guidance)
  - [Mental Health and Behaviour in Schools](#)
  - [Preventing and Tackling Bullying](#) (including advice on cyberbullying)
  - [Sexual violence and sexual harassment between children in schools](#)
  - [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
  - [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance on promoting basic important British values as part of pupils' spiritual, moral, social, and cultural (SMSC))
  - [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social, and cultural development).
- PSHE Association – material for delivery and structuring outcomes.

**APPENDICES:**

Appendix A – Personal Development: Topic Review

Appendix B – RSE letter to Parents

**APPENDIX A: PERSONAL DEVELOPMENT – TOPIC OVERVIEW**

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>KS4</b>	<b>L2L</b>	<b>Memory:</b> Reflection, Growth mindset, retrieval, rich encoding, mnemonics, memory palace, mind maps, elaborative interrogation.	<b>Community Learning:</b> Collaborative tasks, peer-to-peer feedback, mentoring/coaching, talk to the duck (explaining aloud/to others), learning types.	<b>Meta-Learning:</b> Pomodoro technique (procrastination), neuroplasticity, cultivating brain links, focused and diffused thinking, Feynman technique.
	<b>Personal Development</b>	<b>Health and Wellbeing:</b> body image, social media, sleep, healthy lifestyle, drugs alcohol and tobacco, sexual health, personal safety: modes of transport.	<b>Relationships:</b> Making and maintaining friendships, diversity, discrimination, consent, relationship values, bullying, abuse.	<b>Living in the Wider World:</b> Careers - Fast tomato (Pecha kuccha, public speaking, developing soft skills), financial choices/management, media literacy.
<b>L6</b>	<b>L2L</b>	<b>Aspirational Learning:</b> Reflection, growth mindset, as if principal, enjoying the process and outcome, expectations vs. outcomes. (SciOfLearning#2)	<b>Community Learning:</b> Reflection, Collaborative tasks, peer-to-peer feedback, mentoring/coaching, talk to the duck (explaining aloud/to others).	<b>Building good habits:</b> time management (matrix from 7 habits of highly...), the sweet spot, atomic habits, deadlines choices and procrastination (SciOfLearning#56), master the fundamentals.
Use of journal articles as pre-reading for topics via CANVAS, and using these as a basis for discussion	<b>Personal Development</b>	<b>Health and Wellbeing:</b> Sleep, sexual health, contraception, eating disorders, depression, anxiety, alcohol, and drug use, looking out for friends, and driving, evaluating media messages about health.	<b>Relationships:</b> personal safety: online dating, diversity, and discrimination, managing the end of a relationship, consent, harassment and stalking, abuse, communication in relationships.	<b>Living in the Wider World:</b> Careers - Fast tomato (Pecha kuccha, public speaking, developing soft skills), interview skills, taking a gap year, identify and evidence strengths and skills for future roles.
<b>U6</b>	<b>L2L</b>	Reflection, study skills		n/a

<p>Use of journal articles as pre-reading for topics via CANVAS, and using these as a basis for discussion</p>	<p><b>Personal Development</b></p>	<p><b>Health and Wellbeing, and Relationships:</b>  Sleep, breast/testicular self-examination, contraception, first aid, pleasure and pornography, love vs lust, emotional intimacy, consent, pregnancy: unintended pregnancy and parenthood and changes in fertility with age, honour based violence, de-escalating conflict e.g. a fight or argument.</p>	<p><b>Living in the Wider World:</b>  Online presence: reputation and career, professional conduct, writing a professional CV, bullying and harassment in the workplace, trade unions and constructively challenging workplace behaviours, understanding a pay slip (UK).</p>	<p>n/a</p>
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## APPENDIX B – RSE LETTER TO PARENTS

Dear Parents and Guardians,

### **RSE curriculum delivery.**

I write to you at this time to advise you of our delivery of RSE (Relationships and Sex Education). We deliver our programme of RSE according to UK Government guidance, which states that such education is statutory through the compulsory education years. Our programme is delivered at a level that is considered appropriate to each programme of study and age group.

The delivery is undertaken through a variety of methods including workshops, discussion groups and well planned PSHEE lessons (Personal, Social, Health and Economic Education). Examples of topics covered in line with the UK Government requirement include, respectful relationships, understanding the law, sexual health and staying safe online. We are also very sensitive with regards to the cultural difference of our students and as such are mindful of the depth and detail when covering such sensitive topics.

Should you wish to contact us regarding any of the above, please do not hesitate to do so. If you wish to see the content overview, it will be available prior to the start of the next academic year.

Kind regards,

**Rebecca Baker-Milne**  
**Assistant Principal (Academic Pastoral care and Personal Development)**