



PERSONAL DEVELOPMENT POLICY (inc PHSE & RSE)

Date of policy	September 2021
Next review date	September 2022
Key staff	Personal Tutors / Pastoral Directors / Head of Welfare/VP

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PERSONAL DEVELOPMENT PURPOSE AND AIMS.

PERSONAL DEVELOPMENT IS INCLUSIVE OF PSHE, RSE AND ACADEMIC CARE.

In Personal Development, we look for ways to encourage and reinforce the CATS characteristics in each other. We act with care, empathy and respect to make a positive difference to the lives of others, our community and the world around us. We communicate confidently and creatively in many ways. We create opportunities to listen to different perspectives and collaborate positively with others. We are open-minded and critically appreciate our own cultures and personal histories, as well as the traditions and values of others. We work hard to build resilience to cope with challenges and barriers and recover quickly when we fail. We aim to think critically, be curious and develop skills for inquiry and research, demonstrating a love for learning.

Our syllabus offers students the opportunity to reflect and discuss a range of themes including health and wellbeing, relationships and sex education, living in the wider world and academic care. Personal development aims to build knowledge, skills and experiences which support students' transition into life and study in the UK and prepares them for living healthily and learning successfully in the future. Personal development takes a dialogic approach to teaching and learning with expectations that everyone contributes actively to lessons. Students will be encouraged not simply to know but to do. Taking positive action to bring about change; individually, for the college community and our broader communities locally, nationally and globally.

PHSE and Academic Care bring together the pastoral, academic and boarding teams who collaborate to support the students in terms of their overall wellbeing, recognising the impact this has on positive academic achievement and ultimately outcomes and destinations.

DELIVERY OF THE PROGRAMME

The Personal Development Programme of Study has bespoke schemes of work which cover both PHSE, RSE topics and Academic Care across the academic year. The curriculum is differentiated through the organisation of the school into Juniors (years 10 and 11) and Seniors (years 12 and 13). This ensures delivery is age appropriate as well as considering sensitivities of culture and gender. All programme materials and weekly resource modules are accessed through dedicated CANVAS courses. Individual personal tutors provide group CANVAS courses which allow for ease of tracking of student work as well as the development of the scheme through the year.

Academic Care is delivered following every assessment cycle. In conjunction with subject reflections through the completion of 'achievement diaries' the personal tutors oversee the completion of RRR forms which require the students to view their progress holistically and 'Review, Reflect, React' on their current achievement and progress. Metacognitive skills are delivered to encourage students to take responsibility for their learning and develop academic resilience.

In addition to the delivery in the personal tutor sessions, personal development and academic care are delivered across the college with wraparound activities and provision

in the learning resource center, the subject lessons and the boarding houses. This is emphasised in the celebration of big themes, for example, black history month, anti-bullying week, refugee week, world book day and the international day for tolerance.

The delivery of personal development is led by the Head of Welfare and a team of Pastoral Directors with senior oversight carried out by the Vice Principal. The Pastoral directors are responsible for the pastoral care, attendance, behaviour and praise and recognition for the students in their year groups/ programmes of study. They also oversee the delivery of the curriculum and line manage a team of personal tutors, ensuring the effective delivery of PT sessions.

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 in tasks in the Personal Tutor groups during the induction programme. The student is also introduced to Canterbury City, 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 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 programme.

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. The programme promotes 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 LEADERSHIP: STUDENT COUNCIL

Every year students can stand for student council. Following campaigning, all students vote in the election to elect the President and Vice President who then appoint the ambassadors. This process is supported by the theme of politics, democracy and human rights in the curriculum. The student council enhances the Personal Development programme by allowing all students an opportunity to be involved in the life of the school and to contribute ideas and raise issues. The council meet weekly with school leaders acting as mentors and liaising with the council on projects and interventions through the year.

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.

PERSONAL DEVELOPMENT PROGRAMME KEY AREAS.

Health and Wellbeing – mental health including happiness, early signs of mental health concerns, types of mental ill health; physical health including benefits of exercise physically, mentally and emotionally, blood, organ and stem cell donation, healthy eating, drugs, alcohol and tobacco – health implications and addiction, health awareness and disease prevention including screening and immunisation/vaccination, importance of sleep; emotional health including self-esteem and body image, life online vs real life, and sexual health including reproductive health, STIs and contraception, facts around pregnancy, alcohol and drugs and increased risky behaviours.

RSE (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 who are under 16 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 areas which include: different types of families and parenting, respectful relationships, consent, healthy intimacy, respect and tolerance of different relationships, bullying including cyber-bullying, coercive relationships and control, equality act (2010), laws related to FGM, forced marriage, online relationship safety and social media impact on relationships.

Living in the wider world – life online, harmful content and safety online including reporting and finding support, financial literacy – gambling and debt, money skills; first aid – treatment for common injuries, lifesaving skills including CPR, defibrillators and when they might be needed; the multi-cultural world – tolerance and equality, diversity and discrimination; politics, democracy and human rights; careers and skills for the future, sustainability.

Academic care – target setting, meta-cognition, reflection, academic next steps, UCAS and university preparation, careers education, individual tracking and achievement monitoring. Students are encouraged to take responsibility for their own life and career decisions through supported conversations with staff.

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 attend 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. Recognition includes Principals praise letters home for outstanding behaviour in the school community as well as outstanding academic work. The Griffin point system formalises praise and personal tutors report home number of points issued each half term to celebrate positive characteristics in the students. Certificates are issued at the end of each term in assembly for attendance, Griffin Points and academic achievement. Personal Tutors report home every half term and student reports will be discussed with the student by both the subject teacher and overall, by the Personal Tutor at the start of each half term.

Schemes of work are reviewed every half term with reflection comments gathered from personal tutors for future curriculum development. Monitoring Schemes of work for all programmes of study is undertaken regularly by the Pastoral Directors. As such the schemes may be modified throughout the year. All schemes, tasks and assignments are contained on CANVAS.

Oversight is maintained by the Vice Principal who reports to the senior leadership team on pastoral matters.

Relationship to other policies:

- Attendance policy
- Student behaviour policy
- Anti-bullying policy
- Curriculum policy
- E-Safety policy
- Equality and diversity policy
- Pastoral principles, welfare and practice policy
- Visiting speakers policy

PSHE/Personal Development underpins all our work at the College and all staff have 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)
- [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 CANVAS page links

Appendix B – Personal Development: Topic Review

Appendix C – RSE letter to Parents

APPENDIX A – PERSONAL DEVELOPMENT CANVAS PAGES

Resources pages on canvas:

<https://catscanterbury.instructure.com/courses/584>

<https://catscanterbury.instructure.com/courses/586>

APPENDIX A – PERSONAL DEVELOPMENT TOPIC REVIEW 2020-2021

	JUNIORS	SENIORS	WHOLE COLLEGE
			Wrap-around
Autumn 1 6 weeks	<p>Friendships and relationships. Making new friends, finding your feet back in college and building relationships. Careers, the future, next steps...academic goals and target setting. Living in a multi-cultural community – tolerance and equality, diversity and discrimination. Health awareness and Disease prevention – COVID Jeans for Genes - blood, organ and stem cell donation,</p>	<p>Friendships and relationships. Making new friends, finding your feet back in college and building relationships. Careers, the future, next steps...academic goals and target setting. Living in a multi-cultural community – tolerance and equality, diversity and discrimination. Health awareness and Disease prevention - COVID Jeans for Genes - blood, organ and stem cell donation,</p>	<p>Black History Month Health and Safety – disease prevention Jeans for Genes World mental health day United Nations Day</p>
AUT 2 7 weeks	<p>RRR forms – Ac Care target setting, meta-cognition, reflection. Relationships - bullying inc cyber-bullying, coercive relationships and control, equality act (2010), Politics, democracy and human rights – Voting for student council – whole afternoon PT + activities time for election. Mental health inc happiness, early signs of mental health concerns, types of mental ill health, types of mental ill health</p> <p>Christmas Fair – enterprise</p>	<p>RRR forms – Ac Care target setting, meta-cognition, reflection. mocks Mental health and wellbeing – stress Relationships - bullying inc cyber-bullying, coercive relationships and control, equality act (2010), Politics, democracy and human rights – Voting for student council – whole afternoon PT + activities time for election. Health and wellbeing - adolescence and puberty and the impact on physical and emotional health Christmas Fair - enterprise</p>	<p>Year 13 mocks Stress Awareness Day International Day for Tolerance Anti-bullying week</p>
SPR 1 6 weeks	<p>RRR forms – Ac Care, target setting, meta-cognition, reflection,</p>	<p>RRR forms – Ac Care, target setting, meta-cognition, reflection, revision and finals</p>	<p>UFP Mocks UNICEF Day for Change</p>

	<p>CULTURE WEEK</p> <p>Living in the wider world - life online, harmful content and safety online inc report and find support.</p> <p>Unicef Day for Change – keeping children safe around the world - laws related to FGM, forced marriage,</p>	<p>preparation</p> <p>CULTURE WEEK</p> <p>Living in the wider world - online relationship safety and social media impact on relationships, emotional health inc self-esteem and body image, financial literacy – gambling and debt, money skills;</p>	<p>Safer internet day</p> <p>Chinese New Year</p>
<p>SPR 2</p> <p>5 weeks</p>	<p>RRR forms – Ac Care, target setting, meta-cognition, reflection,</p> <p>Health and wellbeing - drugs, alcohol and tobacco – health implications and addiction, increased risky behaviours</p> <p>Relationships - different types of families and parenting, respect and tolerance of different relationships,</p> <p>SUSTAINABILITY WEEK</p>	<p>RRR forms – Ac Care, target setting, meta-cognition, reflection,</p> <p>Health and wellbeing - drugs, alcohol and tobacco – health implications and addiction, increased risky behaviours</p> <p>Relationships - respectful relationships, consent, healthy intimacy and sexual health</p> <p>SUSTAINABILITY WEEK</p>	<p>International Women’s Day: Gender and Equality</p> <p>Earth Day</p> <p>No Smoking Day</p> <p>World Health Day</p> <p>World Book Day</p>
<p>SUM 1</p> <p>4 weeks</p>	<p>RRR forms – Ac Care, target setting, meta-cognition, reflection,</p> <p>Physical health inc benefits of exercise physically, mentally and emotionally, healthy eating, sleep</p> <p>Wider world: first aid – treatment for common injuries, life saving skills inc CPR, defibrillators and when they might be needed;</p>	<p>RRR forms – Ac Care, target setting, meta-cognition, reflection,</p> <p>Physical health inc benefits of exercise physically, mentally and emotionally, healthy eating, sleep</p> <p>Wider world: first aid – treatment for common injuries, life saving skills inc CPR, defibrillators and when they might be needed;</p>	
<p>SUM 1b</p> <p>6 weeks</p>	<p>RRR forms – Ac Care, target setting, meta-cognition, reflection, progression and careers and skills for the future</p> <p>Environment Week</p> <p>Think global Act Local – world environment day, refugee week,</p> <p>Personal Development Reflection and Application – PD presentations on topic of their choice, impact on self, changes made to own actions, plans for further</p>	<p>RRR forms – Ac Care, target setting, meta-cognition, reflection, progression and careers and skills for the future</p> <p>Environment Week</p> <p>Think global Act Local – world environment day, refugee week</p> <p>Personal Development Reflection and Application – PD presentations on topic of their choice, impact on self, changes made to own actions, plans for further</p>	<p>World Environment Day</p> <p>Refugee Week</p>

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APPENDIX C – RSE LETTER TO PARENTS

Dear Parents and Carers,

As a part of your child's education at CATS Canterbury, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. I am writing to let you know that, starting November 2021, your child's class will be taking part in lessons which will include topics from the relationships and sex education (RSE) aspect of the programme.

RSE lessons in 2021-2022 will include:

Healthy relationships, including friendships and intimate/ sexual relationships; families; changing feelings; becoming more independent; keeping safe, respectful relationships and consent; developing self-esteem and confidence; the law in relation to sharing nude and semi-nude images.

Students will have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. Please contact us for more detail about our Personal Development curriculum. All PSHE teaching will take place in a safe learning environment and is underpinned by our school ethos and values with particular attention given to cultural perspectives.

As a school community, we are committed to working in partnership with parents; If you would like to find out more or discuss any concerns, we would invite you to contact studentcommunications@catscanterbury.com to arrange a discussion with one of our Pastoral Leads.

Yours sincerely,

