



Personal Development Policy (Inclusive of SMSC, RSHE & PSHE)

Key staff:	Pastoral Directors, Personal Tutors Curriculum Directors, Subject Teaches All other staff
Reviewed by:	Ben Dolbear (Assistant Principal)
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Approved by:	VP

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Policy Statement

At CATS London, we endeavour to develop our student community to not only appreciate equality, diversity and respect, but to celebrate it as part of an ethos of Personal Development and growth. This also includes spiritual, moral, social and cultural development as well as relationship, sex and health education, as part of the PSHE curriculum. We are an inclusive and diverse institution, exposing the College Community to the key '(British) Values' continuously, through both our academic curriculum and dedicated PSHE curriculum. Students come to CATS London to enable them to progress onto university (in most cases a UK university) and therefore what we do centres around this. Students should leave our College as confident individuals, hold an informed role in society, have a fully developed values system, be able to interact with other people in a positive way and be in a position to progress to an educational course that matches their ability, skills and aspirations. The College Student Behaviour Policy dovetails with this policy.

Aims

1. Actively promote the fundamental British values of **democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs**;
2. Enable students to develop their self-knowledge and reflection, self-esteem and self-confidence;
3. Enable students to distinguish right from wrong and to respect the civil and criminal law of England (law of the land vs. religious law may be relevant);
4. Encourage 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 situated and to society more widely;
5. Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
6. Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
7. Encourage respect for other people, paying particular regard to the **protected characteristics** set out in the 2010 Equality Act;
8. 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;
9. Prevent the promotion of partisan political views in the teaching of any subject in the College and take such steps as are reasonably practicable to ensure that political issues are brought to the attention of students whenever engaging with the College (whether this be in lessons, an extracurricular activity, etc).
10. Equip students with the knowledge and skills to enable them to maintain positive wellbeing (physically and mentally) and to support others in achieving the same.

Guidelines

PSHE is taught and promoted on the basis of objectivity, facts and balance. Raising awareness by presenting varying points of view and a holistic range of information allows students to make informed judgements and conclude their own point of view (if indeed they determine that they have one).

Dedicated PSHE sessions are delivered on the basis of 'ground rules' having been established:

- We will not ask each other personal questions.
- We have the right to 'pass' if we do not wish to comment.
- We agree to join in and make a positive contribution.
- We will listen to each other without interrupting.
- We will show respect for each other and each others' views, even where they are different from our own.
- We agree that it is OK to make mistakes and learn from them.
- We will support each other and encourage those who are less confident than ourselves.

The broad aims of this policy allow for coverage of relationship, sex and health education (RSHE) as part of the PSHE programme. RSHE is taught and promoted as described above regarding PSHE, with the objective of providing students with the information they need to make informed decisions and take positive steps towards good health (physical and mental) and developing and maintaining healthy relationships.

The content of the PSHE programme is contained in the PSHE Annual Plan and Scheme of Work. The Scheme of Work takes account of and is mapped to RSE guidance. PSHE is delivered in a variety of ways, including as a standalone subject in a dedicated lesson once per week by Personal Tutors. Sessions are designed in an age-appropriate way and take account of the mixed ability range that exists within each Year Group, as well as the fact that the vast majority of students have EAL. PSHE is also integrated into subject lessons by subject teachers where appropriate and applicable.

The College takes the view that all staff are promoters of PSHE (including RSHE and SMSC) and therefore should seek to uphold the values and ethos around the celebration of equality and diversity and instilling respect.

All staff are expected to challenge opinions or behaviours in school that are contrary to fundamental British values:

1. Democracy
2. The rule of law
3. Individual liberty
4. Mutual respect
5. Tolerance of those with different faiths and beliefs

Or discriminate against someone because they possess one or more of the protected characteristics laid out in the Equality Act 2010:

1. age
2. disability
3. gender reassignment
4. marriage and civil partnership
5. pregnancy and maternity
6. race
7. religion or belief
8. sex
9. sexual orientation

*It is against the law to discriminate against someone because they possess one or more of the above characteristics.

Procedures, Processes, Programmes, etc.

The broad aims of this policy are achieved through:

- College Core values
- PSHE programme (Scheme of Work) – which includes the full integration of the RSHE statutory guidance and the weekly schedule for the daily registration period
- Progression (careers) programme
- Plans for assemblies
- College Council
- Student handbook
- Discriminatory or extremist opinions or behaviours challenged and logged
- Visiting speakers (vetting process, content of delivery agreed beforehand, safeguarding)

The PSHE programme is reviewed and evaluated on an annual basis in the summer by the Pastoral Management Team. There is a designated Pastoral Director that leads on the PSHE Curriculum.

Parents were emailed the topics that form the RSE curriculum and invited to comment prior to the finalisation of this policy. It will be reviewed in the summer and parents will be invited to comment. Although consultation feedback will be considered, parents do not have the right to define the College curriculum, nor influence that which is required under Education law.

Parent's have the right to request that their child be excused from sex education within RSE **only**, but students have the right to opt in themselves from the age of 15 years.

Induction of new students

As part of the induction process, all students are made aware of the College's commitment to Personal Development and the College core values. Specific reference is also made to the Equality Act 2010 protected characteristics and 'British Values'. Students are also made explicitly aware of how to report safeguarding concerns and what this actually means.

Consideration of the diversity of the student body

The College recognises that students differ hugely because they come from a range of backgrounds (differing cultures, religions nationalities and often having no prior education related to PSHE), are of differing abilities, are of different ages (15-21, which results in specific needs), may have special educational needs, etc. The College will always make reasonable adjustments where required, with the intent of meeting the aims of this policy, as far as possible, in an appropriate manner.

Related Documents and Resources

- UK government - Equality Act 2010
- DfE Keeping Children Safe in Education (KCSIE) – updated annually
- DfE Prevent Duty (2015)
- DfE RSHE Statutory guidance:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf
- ISI Commentary on the Regulatory Requirements
- CATS London Behaviour of Students Policy
- CATS London RSE Policy

Appendix 1: annual letter to parents regarding RSHE

Dear Parents and Guardians,

Re: Relationships, Sex and Health Education (RSHE) curriculum delivery.

I write to you at this time to advise you of our delivery of RSHE.

We deliver our programme of RSHE 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 PSHE lessons (Personal, Social and Health Education).

Please find attached our RSHE policy for your perusal.

Should you wish to contact us to comment on this policy, please do not hesitate to do so.

Kind regards,

Appendix 2: CATS London Core Values

<u>C</u>ommunity	By creating a united community that is welcoming, caring and collective.
<u>A</u>wareness	By challenging students to care for themselves, for others and for the world around them.
<u>R</u>esponsibility	By coaching students to take responsibility for their learning and actions, through perseverance and resilience.
<u>E</u>mpower	By enabling students to achieve their potential at College, in higher education and in future employment.

Appendix 3: aspirations for Personal Development

Guidelines:

The content of the PSHE programme is contained in the PSHE Annual Plan and Scheme of Work and integral to subject Schemes of Work across the curriculum

Strategic Learning (Learning to Learn, Building Learning Power and the acquisition of study skills) is key to the personal development of students and facilitates effective life-long learning. It is the College's belief (in line with academic research) that these concepts and skills are best developed in specific curriculum subject areas. Strategic Learning techniques include: GROWTH mindset, self-reflection, memory, understanding the brain, coaching, team work, leadership, presentation skills, project work, communication and negotiation, organisation and deadlines, etc.

Procedures, Processes, Programmes, etc:

- Schemes of Work in relevant curriculum subjects (PSHE and Strategic Learning)