



CAMBRIDGE
SCHOOL OF
VISUAL &
PERFORMING
ARTS

PSHE/PERSONAL DEVELOPMENT POLICY

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Key Staff	Teachers and Personal Tutors
Lead Staff for Review	Personal Development Coordinator(s)

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Purpose

Personal wellbeing helps students to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. The programme furthermore enables them to recognise risk, take increasing responsibility for their choices and behaviour and make positive contributions to their family, college and community.

The programme is delivered through discrete lessons and plenary sessions to all year groups. This programme is further delivered and underpinned by College Assemblies to highlight key spiritual and moral issues which will be run by Senior Staff, outside speakers, teachers and students.

A description of the Personal Development Programme

Students are encouraged to take responsibility for their own life and career decisions and to influence the life of the College through discussions with Personal Tutors, Student Council and Higher Education staff. The programme covers a spiral curriculum in areas including:

- Drugs & alcohol awareness
- Sex education, Healthy Relationships and Friendship.
- Managing feelings and emotions.
- Smoking.
- Work-related learning and enterprise and career guidance.
- Working with others, risk management.
- The role of the police and local services.
- Moral issues.
- Personal safety and basic first aid.
- Personal well-being and healthy eating.
- Dilemmas including mental and emotional health disorders and self-image.
- Bullying, cyberbullying and e-safety.
- Understanding the difference between right and wrong and actively promote respect for civil and criminal law of England.
- Effective preparation for future life and living in British Society.
- 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 college is based and to society more widely.
- Provide students with a broad general knowledge of public institutions and services in the UK.
- Actively 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.
- Awareness and celebration of other cultures and countering discrimination and prejudice including protected characteristics in the Equality Act of 2010.
- 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.
- 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.
- Economic education such as personal finance, budgeting, cost of living and taking out loans.
- We actively promote tolerance and harmony between different cultural traditions 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 college.

The programme furthermore:

(c) precludes the promotion of partisan political views in the teaching of any subject in the school;

(d) 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.

Outside speakers are used and we seek to develop links with groups from the wider community who can support our work in these areas. The world is full of challenges and complex, often conflicting values, and we aim to encourage in all students a sense of responsibility, tolerance towards others and self-awareness.

The programme is delivered to all students throughout their time at the College. Much of the work is carried out through staff-led discussion or debate and is designed to allow students to access themes and concepts at all levels. Students requiring additional information, counselling or just a listening ear connected with topics they have discussed in class have access to Welfare and Pastoral staff as appropriate. There have been weekly elements of PSHE/Personal Development from September 2012 in all colleges which could cover learning styles, UCAS support, creative activities, enterprise, drop-ins with senior staff and other activities designed to support and promote personal development.

Student Involvement

We believe strongly in student involvement at all levels and Student Councils will have regular input into the design of sessions for students

We adopt ground rules to ensure a safe environment for teaching in particular in PSHE/ Personal Development. This reduces anxiety to students and staff and minimises unconsidered, unintended personal disclosures.

At the beginning of each relevant PSHE/Personal Development lesson, students are reminded of the ground rules by the teacher or outside visitor. The teacher establishes the ground rules together with the students on a regular basis.

Monitoring

Feedback on the PSHE/Personal Development programme is sought through the Student Council and from other students in both formal and informal ways. 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.

This policy is informed by:

- Keeping Children Safe in Education (2016)
- QCA Curriculum guidance
- Department of Education Advice for independent schools, academies and free schools: Improving Spiritual, moral, social and cultural development of pupils (March 2015)
- Department of Education, PSHE Education: a review of impact and effective practice (March 2015)
- Confidentiality Policy
- Safeguarding Policy
- Teaching and Learning Policy
- Equality and Diversity Policy