

PSHE/PERSONAL DEVELOPMENT POLICY	
Date of policy	September 2020
Next review date	September 2021
Key staff	Personal Tutors / Programme Directors / AP(PPD).

PERSONAL DEVELOPMENT PURPOSE AND AIMS.

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

In addressing Personal Development and wellbeing the College 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

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 London 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 College 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.

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.

PSHE in general

Physical, emotional, and mental health are themes that are highlighted through our enrichment programme delivered throughout the year. All students are encouraged in reflection concerning all aspects of their wellbeing.

Career guidance.

Career guidance is delivered through both informal and formal opportunities for students. HEO and Career lessons 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. Lessons take place weekly.

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 curriculum provision. 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 explored during this topic.

Healthy eating – this topic is covered as a part of the enrichment programme. 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.

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.

At the beginning of each relevant enrichment PT session, students are reminded of the ground rules by the teacher. Outside providers submit material prior to the sessions that they will run. These providers are also given 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.

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))
- [S MSC 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 – RSE letter to Parents

Appendix A to
PSHE and PD Policy
Dated September 2020

APPENDIX A – 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,

James Slocombe
Principal