



PUPILS' PERSONAL DEVELOPMENT POLICY

Including Early Years Foundation Stage

Last reviewed:	April 2023
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Responsibility:	Deputy Head (Pastoral) Heads of Year
Governance:	Education Committee: Approved 02/02/24

This is an overarching pastoral policy which outlines how Plymouth College promotes pupils' personal development. This includes:

- Personal, Social, Health & Economic Education
- Relationship & Sex Education (RSE)
- Promoting Fundamental British Values
- Spiritual, Moral, Social and Cultural development.

THE PLYMOUTH COLLEGE STATEMENT OF ETHOS AND AIMS

Plymouth College seeks to produce happy, knowledgeable and caring pupils who gain confidence in learning and strive to reach their full potential. The School is a caring community in which every individual is of equal importance and in which we seek to work together for the benefit of all members of the community. Whilst academic success is the first priority, we recognise that each person has talents which may lie in other areas. Our intention is to ensure that every pupil reaches their full potential in whatever sphere they may excel, whilst broadening their interests by pursuing a variety of activities. The Chaplaincy of the School ensures that pupils are familiar with, and encouraged in, the tenets of the Christian faith. Although the School is of a Christian tradition, pupils of other religious beliefs are welcome and we celebrate diversity. Above all, we wish to see our pupils become independent and self-sufficient citizens who will succeed and contribute responsibly as members of a global community.

AIMS OF THE SCHOOL

1. To provide a friendly and caring environment for all pupils, staff and parents / guardians.
2. To provide a safe and health-promoting environment for our pupils.
3. To adhere to all child protection and safeguarding requirements.
4. To promote pupils' happiness, well-being and confidence.
5. To encourage all pupils to develop to their full potential. At Plymouth College, equal importance is given to academic studies, sport, the arts and other extra-curricular activities.
6. To encourage pupils to set themselves the highest standards of courtesy and behaviour.
7. To encourage all pupils to be tolerant and good citizens, following the Plymouth College Principals which encompass British values such as democracy, tolerance, respect and individual liberty.
8. To prepare pupils for life beyond Plymouth College.

THE PLYMOUTH COLLEGE PRINCIPLES

Personal development is integral to life at the College and the following Principles are central to our ethos:

'Inspired by the best of our educational heritage since 1877, these principles provide the foundation upon which holistic education at the College is based. Our collection of strengths, skills and qualities offer guidance to all members of the Plymouth College community, build character and underpin everything we do. These Principles are integral to our daily life, providing an approach to studying, interaction with others and life beyond Plymouth College'.

Strengths	Qualities	Skills
<p style="text-align: center;">Resilience</p> <ul style="list-style-type: none"> ● overcoming difficulty ● not letting failure drain resolve ● perseverance ● courage ● commitment 	<p style="text-align: center;">Respect</p> <ul style="list-style-type: none"> ● for others ● for our environment ● for other cultures ● for the British values ● tolerance of difference 	<p style="text-align: center;">Communication</p> <ul style="list-style-type: none"> ● inter-personal ● articulate, listen and act ● conflict resolution ● IT & social media ● personal appearance
<p style="text-align: center;">Integrity</p> <ul style="list-style-type: none"> ● strong moral principles ● understanding right from wrong ● honesty ● fairness ● decency 	<p style="text-align: center;">Collaboration</p> <ul style="list-style-type: none"> ● build purposeful relationships ● team work ● ability to coach and be coached ● loyalty ● team spirit 	<p style="text-align: center;">Reflectiveness</p> <ul style="list-style-type: none"> ● deep detailed thinking ● critical observation ● intellectual curiosity ● faith and spiritual awareness ● self-analytical
<p style="text-align: center;">Aspiration</p> <ul style="list-style-type: none"> ● ambition ● hope ● goal-orientated ● confident ● self-motivation 	<p style="text-align: center;">Service</p> <ul style="list-style-type: none"> ● to others rather than self-service ● putting others' feelings first ● kindness ● compassion ● leadership 	<p style="text-align: center;">Resourcefulness</p> <ul style="list-style-type: none"> ● taking the initiative ● problem-solving ● well organised ● positivity, can-do attitude ● coping with change

Key aspects of pupils' personal development

P1 Self-understanding

develop their self-esteem, self-confidence and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives

P2 Decision-making

understand that the decisions they make are important determinants of their own success and wellbeing

P3 Spiritual understanding

develop spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other

P4 Moral understanding and responsibility for own behaviour

distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others

P5 Social development and collaboration

are socially aware and so are able to work effectively with others, including to solve problems and achieve common goals

P6 Contribution to others, the school and the community

fulfil responsibilities and contribute positively to the lives of others within the school, including in boarding, the local community and wider society

P7 Respecting diversity and cultural understanding

respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions

P8 Staying safe and keeping healthy

know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)

Plymouth College seeks to produce happy, knowledgeable, confident and caring young adults who strive to reach their full potential. We seek to prepare pupils for the opportunities, responsibilities and experiences of later life and wish to see them become independent and self-sufficient citizens who will succeed and contribute responsibly as members of the global community.

We strive to do this by developing their personal, spiritual, moral, cultural, health, economic and social awareness and by promoting democracy, the rule of law, individual liberty and a mutual respect and tolerance for those with different faiths and beliefs, including those without faith. The PSHEE programme plays a large part in meeting learning needs in these areas and in ensuring the present and future well-being of pupils.

THE WHOLE SCHOOL ETHOS TOWARDS PSHEE

Plymouth College provides a diverse and enriching education that promotes self-discipline, motivation and excellence. High standards of moral and social behaviour are expected and this is underpinned by a belief in the importance of respecting ourselves and one another; of appreciating individual differences and in encouraging and supporting each other.

Equal Opportunities

We are committed to ensuring that PSHEE provision is acceptable to all pupils and sensitive to the needs of individuals, with regard to their educational ability, social and cultural background, **sex, race, religion or belief, sexual orientation, gender reassignment**, physical and emotional needs, **disability or pregnancy or maternity**; particularly noting the legal requirement not to discriminate against a pupil by treating them less favourably because of the protected characteristics highlighted in bold.

Rationale for PSHEE

Personal well-being helps young people explore and embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. It helps pupils explore complex and sometimes conflicting values and helps them to consider and reflect on their own values and attitudes. They identify and articulate feelings and emotions; learn to manage new or different situations in a positive way and form and maintain effective relationships with a wide range of people. Personal well-being, including Sex and Relationships Education, makes a major contribution to the promotion of an individual's development.

Citizenship education equips young people with the knowledge, skills and understanding to play an effective role in adult life. Pupils will develop their social and moral responsibility, community involvement and political literacy. This will include respect for democracy, the rule of law and the basis on which the law is made; support for participation in democratic processes; the ability to distinguish right from wrong and to respect the civil and criminal law, as well as a broad knowledge of public services and institutions.

Economic and financial capability and careers education aims to equip pupils with the knowledge, skills and qualities to make the most of changing opportunities in learning, society and work. Experiences on offer inside and outside school help students begin to understand the nature of work and the diversity and function of business and its contribution to national prosperity. Through this they begin to develop as more informed consumers and manage their money and finances effectively. By building a positive and realistic view of their needs and capabilities, pupils can make effective learning plans, decisions and transitions. Pupils become aware of a broad range of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programme to embark upon. Pupils learn to be enterprising and develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things.

DELIVERY OF PSHEE

Weekly PSHEE sessions

In each session the pupils work through a range of theme-based activities within their age group. Form tutors, staff with specialist knowledge and external speakers are responsible for leading PSHEE sessions. The School Nurse is a vital member of the PSHEE team and all external speakers are appropriately vetted. We follow the curriculum produced by the www.pshe-association.org.uk/ which is split into 3 termly themes.

1. Health & Wellbeing
2. Living in the Wider World
3. Relationships and Sex Education (RSE)

Assemblies and Tutor Time

Assemblies in all age groups deal with moral and political issues, inspirational people and events, charity organisations and current affairs, so encouraging personal enquiry and development and positive contribution. Tutor time is also given to discussing these issues.

Academic Curriculum and Extra-Curricular Activities

Aspects of the curriculum in most subjects have relevance to moral, political and social issues. Some academic disciplines will engage more directly in this area, for example History, RE, Economics and Biology. Many extra-curricular opportunities and activities add to the provision of PSHEE.

The PSHEE timetable is drawn together by the Deputy Head (Pastoral) with the assistance of the School Nurse and specialist teachers. Training for tutors and specialist teachers is provided as appropriate during the INSET programmes.

PSHE Schemes of Work

KS1 PSHEE Scheme of Work

<https://docs.google.com/document/d/1CBAo0SMHexaaw1MZxSAiOn-tLaSTXu231UR4cHb8x1A/edit?usp=sharing>

KS2 PSHEE Scheme of Work

<https://docs.google.com/document/d/1JVyhLgy7KFpDLjxPMotl-gxXDQdU02V0srBXTxEyiM4/edit?usp=sharing>

KS3 PSHEE Scheme of Work

https://docs.google.com/document/d/1UmX2EUOYPKJz7WYJ6GzrKdgoxyfp6RXovwRob_vWZ2M/edit?usp=sharing

KS4 PSHEE Scheme of Work

https://docs.google.com/document/d/13zs9kyqgUejtrAZG3_CRXJXuWjSW9Sw8tm5K6N_rB_s/edit?usp=sharing

KS5 PSHEE Scheme of Work

<https://docs.google.com/document/d/1IZr9iOH3FKpqXTrfRFgzIXW0CVQvyWk5OJFAoxUvL3w/edit?usp=sharing>

RELATIONSHIP AND SEX EDUCATION POLICY (RSE)

Statement

Plymouth College believes that effective relationship and sex education is best achieved through a whole school approach with work appropriately set for the age and maturity of the pupils to prepare them for the responsibility, opportunities and experiences of later life. We are committed to ensuring an RSE provision that promotes the wellbeing of pupils at the school and is acceptable to all pupils and sensitive to the needs of individuals, with regard to their educational ability, social and cultural background, sex, race, religion or belief, sexual orientation, gender reassignment, physical and emotional needs, disability or pregnancy or maternity.

This policy pays due respect to the statutory guidance issued by the DfE in the following – <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Delivery

The curriculum requirement for RSE is met through both the PSHE programme (which follows the PSHE Association www.pshe-association.org.uk/ Schemes of Work and Biology lessons.

Content of RSE Programme in Biology

Year 7	Structure of human reproduction Sex organs structure and function Mechanism of reproduction Maturation into adolescence and into adulthood. Embryo – foetus – baby development
Year 8	Vaccinations and keeping healthy relationships
Year 9	Details on HIV - AIDS
GCSE	Hormonal control of the menstrual cycle hormones Contraception and their success on % of pregnancies prevented Hormones and fertility treatment (IVF) Details on HIV - AIDS Ethics into using embryonic stem cells
A-Level	Details on HIV - AIDS (L6) Development of gametes in meiosis (L6) Patterns of inheritance (U6) DNA profiling (with discussion on paternity testing) (U6) Cloning (linked to production of identical twins) (U6)

PSHE RSE is delivered during the weekly PSHE sessions, during Tutor Time and in Year group assemblies. Training sessions with the pupils are run by the teachers, School Nurse or local outside speakers.

Aims

Our school's overarching aims and objectives give a programme which:

- Provides each pupil with a thorough knowledge of the scientific basis of sexual behaviour
- Ensures all pupils are aware of the moral implications of sexual behaviour and relationships
- Offers guidance upon which individuals can make informed and rational judgements about their attitude to their own sexual behaviour and relationships and that of others.

Objectives

To deliver a programme which will:

- Give information to help individuals develop a moral framework from which to make rational, mature and informed decisions
- Provide knowledge of the physical aspects of sexual behaviour and human reproduction in an objective and balanced manner
- Support pupils to be aware of the consequences of their actions and attitudes on other people
- Help pupils to promote loving and caring relationships and the idea of mutual responsibility within these relationships
- Impart knowledge about contraception and local and national support services.

Monitoring and evaluation

The pupil's views are collected by questionnaires at the end of some sessions and their views are taken into account when devising the following year's programme. Time is allocated occasionally to meetings during INSET days.

Parents right to withdrawal

The parents are notified of their right to withdraw their child from the PSHE/RSE sessions. Provision will be made for any children who are withdrawn to have somewhere where they can study.

Sensitive issues

It is the School's policy to support pupils in any situation.

Confidentiality

The School Nurse is always available should an individual require advice or help. Confidentiality will be respected unless it is felt that it is in the interest of the individual or others to seek further advice and consultation. Pupils will always be encouraged to discuss problems with their parents.

Sexual abuse

Cases of sexual abuse will be dealt with in accordance with the School and Local Education policies.

HIV and AIDS

The number of people in the School who will be made aware of a pupil who is infected with HIV will be rigorously confined to those who need to know in order to ensure proper care of the child and other pupils. The School follows the policy as explained in DfEE document 'HIV and AIDS A guide for the education service – facts for teachers, lecturers and youth workers' November 1991. Also the publication 'HIV in Schools – practice guide to supporting Children infected or affected by HIV NCB 2005'.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

We aim to offer a wide range of opportunities for the personal development of all pupils within and beyond the curriculum.

All staff should be striving to support actively and promote the College's agreed values in their day to day relationships with pupils and with other adults.

Spiritual, moral, social and cultural education is an on-going process that can be enhanced through all areas of the curriculum, not just as part of Religious Education, PSHME, and Collective Worship.

Each Head of Department should ensure that there are elements of spiritual, moral, social and cultural education incorporated within their medium-term plans wherever this is appropriate, taking account of the age and sophistication of the pupils concerned.

Across the whole college, we aim to cover the key areas listed below:

Knowledge:

- How communities are organised and the importance of rules and laws
- How communities reconcile the needs of individuals with those of society
- Similarities between individuals, groups and communities
- Fairness, justice and moral responsibility
- A broad general knowledge of public institutions and services in England

- British values e.g. tolerance, compassion, rule of law, civil rights, liberty, democracy, equality with an eye to the 'Prevent' Strategy, preventing young people being drawn into terrorism.

Cross-curricular skills:

- Arguing a case clearly and concisely
- Making choices in the light of available evidence
- Working with others.

Attitudes:

- Independence of thought on social and moral issues
- Respect for the processes of law and the rights of others
- Respect for different ways of life, beliefs, opinions and ideas
- A willingness to respect the legitimate interests of others
- Respect for rational argument and non-violent ways of resolving conflict
- A constructive interest in community affairs
- An active concern for human rights
- Appreciation of the importance of democratic decision-making
- An awareness of our stewardship of the planet and a respect for the environment.

Pupils will be helped to develop a personal moral code and to explore values and beliefs.

Pupils should have opportunities to:

- Compare values and beliefs held by themselves and others
- Examine evidence and opinions and form conclusions
- Discuss differences and resolve conflicts
- Discuss and consider solutions to personal, social and moral dilemmas
- Appreciate that the distinction between right and wrong is not always straightforward
- Develop a sense of wonder, awe and mystery
- Appreciate the diversity of cultural traditions
- Deepen their cultural experience
- Value and understand their own and other cultural and religious traditions
- Appreciate the diversity and richness of cultural traditions, nationally and internationally
- Appreciate and respond to a variety of aesthetic experiences
- Engage in activities which involve questioning, valuing, creating, empathising and imagining
- Show insights into deep questions about life, change and death
- Relate to others and work with others for the common good
- Reflect on the consequence of their actions and learn how to forgive themselves and others.

PROMOTING FUNDAMENTAL BRITISH VALUES

Aims

This policy sets out the four key areas within which the DfE has defined British values, and the ways in which Plymouth College students learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

Introduction

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as being British. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values. Plymouth College is

a multicultural community within which we celebrate students and cultures from all over the world. Alongside this, the school is keen to support all students in learning about and deepening their understanding of British values, culture and systems.

What is 'Britishness'?

Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process
- The rule of law: Respect for the basis on which the law is made
- Individual liberty: Support and respect for the liberties of all within the law
- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs.

Government Advice to guide school policy

The Education (Independent School Standards) (England) (Amendment) Regulations 2014 for the new social, moral, spiritual and cultural (SMSC) standard came into force on 29 September 2014. The regulations state that to meet the standard for the SMSC development of pupils, the proprietor of the independent school must:

- Actively promote the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Prevent the promotion of partisan political views in the teaching of any subject in the school
- Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

The balanced presentation of opposing views applies while pupils are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of, the school, and in the promotion of those extra-curricular activities, whether they are taking place at the school or elsewhere. Schools must also ensure they actively promote principles that:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils 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
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- 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.

British values: expectations for pupils

The DfE's non-statutory advice for improving the SMSC development in independent schools, academies and free schools, linked to above, has information on expectations for pupils. Paragraph 13 of the document sets out 'the kinds of understanding and knowledge that can be expected in pupils' as a result of schools meeting the standard to respect 'fundamental British values'. These include:

- An understanding as to how citizens can influence decision-making through the democratic process

- An understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

How do we actively promote British values at Plymouth College?

Democracy

- Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, Assemblies, speaker events and curriculum programmes: PSHEE
- Use the School Council, Sixth Form Council and UKYP to teach pupils how they can influence decision-making through democratic process
- Include information about the advantages and disadvantages of democracy and how it works in Britain and abroad through the PSHEE, History, Geography, RS, Classics and English Curricula at KS3/4, broadening to include Business Studies, Economics and Politics at KS5
- Encourage students to be aware of injustice, perceived or real, and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives, volunteering and awareness raising campaigns
- Use assemblies to explore themes relating to democracy in this country and around the world.

Rule of Law

- Ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school.
- Help pupils to distinguish right from wrong through discussion and modelling positive behaviour.
- Use Police visits to build links between and understanding of the local constabulary and their work to support the local community.
- Help pupils to understand that the law and living under the rule of law is intended to protect individuals. Use opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups.
- Help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules.
- Use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.

Individual Liberty

- Support all pupils to develop positive self-esteem, self-confidence, self-awareness and self-knowledge.
- Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others.
- Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school.
- Work tirelessly to establish and maintain a climate in which all students feel safe and bullying is not tolerated.

- Deliver a diverse speaker programme to expose pupils to people from a wide range of backgrounds and belief systems.

Respect and Tolerance

- Promote respect for individual differences
- Use curricular and extracurricular opportunities to expose pupils to British and other cultures, their ways of life and faiths, encourage and support pupils in growing their understanding and appreciation of these.
- Use assemblies as a vehicle to embrace and accept different ways of worship and different perspectives on faith.
- Use curricular opportunities: RS/Philosophy to encourage critical thinking and deeper understanding of difference and beliefs.
- Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society.

SUMMARY

All staff and students at Plymouth College are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist it will be routed out, and democracy and the rights of individuals will take centre stage.

Examples of opportunities and activities to promote British values at Plymouth College include:

- Speakers include local MPs, journalists, lawyers, war veterans and prison workers: all of whom provide alternative views on British values and encourage pupils to take an open and interested approach to the world around them.
- In lessons all students are encouraged to debate and discuss ideas, sharing and defending their beliefs in a way that is collaborative and supportive.
- Teachers model positive behaviour and democratic values in their interactions with colleagues and students.
- Assemblies are frequently used as vehicles through which tutors and tutor groups present to the wider community, examples of key moments, people or ideas from British history.
- Lessons are exploited when appropriate to provide forums in which students can learn more about and question the notions of liberty, justice, democracy, law, governance, faith and belief systems. As a multicultural school we take care to ensure that all students feel safe, secure and able to celebrate their own and each others' backgrounds, beliefs and cultural practices.
- The Politics Society invites speakers in to discuss democracy, tolerance and the rule of law. The society is open to all students from Year 7 to 13.
- The Drake Society meets regularly and encourages debate amongst Sixth Formers about issues associated with Fundamental British Values.
- The school holds mock general elections and referendums to shadow national events. Students lead whole-school campaigns and external speakers are invited in to explain the issues at stake. Results are published and provoke lively discussion.