



PERSONAL DEVELOPMENT POLICY

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Key Staff	Personal Tutors / House Pastoral Directors / Assistant Principal Pastoral/ Vice Principal.
Lead Staff for Review	Assistant Principal Pastoral

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AIMS

Personal development is inclusive of PSHE, RSE and academic care.

In Personal Development, we look for ways to encourage and reinforce the Worthgate 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 as well as preparing 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 School community and our broader communities locally, nationally and globally.

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.

PHSE and Academic Care bring together the pastoral, academic and boarding teams who collaborate to support the students' 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 PHSE and RSE topics, in addition to Academic Care throughout 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 considerate to the 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.

Progress within specific topics is monitored weekly, with an assessment of learning at the end of each term.

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 school 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 Assistant Principal Pastoral and the team of House Pastoral Directors (HPDs), with senior oversight carried out by the Vice Principal. The HPDs are responsible for the pastoral care, attendance, behaviour, rewards and sanctions for the students in their year groups / programmes of study. They also oversee the delivery of the curriculum and coordinate a team of Personal Tutors (PTs), 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 topics including: 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, with flexibility to include important current issues as they occur.

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.

Diversity and tolerance - These issues run throughout the personal development programme as well as being central to the school's ethos. Students celebrate and share their cultural difference which is embraced. This is achieved through different celebration days as well as the school's International Day, which is one of the highlights of the school. This fosters an atmosphere of interest in other cultures, traditions, and religions beyond tolerance of diversity. The school actively promotes tolerance and harmony between different cultural traditions and belief systems 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 school.

Career guidance - Career guidance is delivered through both informal and formal opportunities for students. Career days 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. The careers days take place at an appropriate time of year for the programme of study with key stage four and lower sixth being placed at the end of the academic year when next steps are being considered and taking.

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. Economic education such as personal finance, budgeting, cost of living and taking out loans are encompassed in our life skills programme in boarding.

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. The issue of how we use the online world in terms of academic convention is addressed as a part of Induction, Library lessons or subject delivery.

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 Assistant Principal Pastoral 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
- RSE policy
- Visiting speakers policy

PSHE/Personal Development underpins all our work at the School 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 outcome

APPENDIX A – RSE LETTER TO PARENTS

Dear Parents and Carers,

As a part of your child's education at Worthgate School, we promote personal development and wellbeing through a comprehensive Personal, Social, Health and Economic (PSHE) as well as Relationships and Sex Education (RSE) programmes. PSHE (including RSE) 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 September 2022, 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. Under UK law, it is mandatory that broad and robust PSHE and RSE curriculums are offered to students.

RSE lessons in 2022-2023 will include:

Healthy & respectful relationships, Living & learning in a multi-cultural society, Diversity & discrimination, Anti-bullying, Consent, Safe sex, Sexual harassment, Laws regarding sharing of semi-nude or nude material, First aid, Mental health and happiness, Self-care [inc. Sleep and Nutrition], Managing financial risk and Developing independence. All PSHE and RSE content will be delivered highlighting British Values and Social, Moral, Spiritual and Cultural aspects.

Students will have opportunities to explore preparing them for healthier relationships of all kinds in the modern world.

PSHE and RSE are taught throughout the school in every year group and are 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@worthgateschool.com to arrange a discussion with one of our Pastoral Leads.

Yours sincerely,