

# PUPILS' PERSONAL DEVELOPMENT POLICY

Including Early Years Foundation Stage

Last reviewed:	<b>April 2025</b>
Next review date:	<b>August 2025</b>
Responsibility:	<b>Senior Deputy Head Heads of Year</b>
Governance:	<b>Education Committee</b>

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

- Personal, Social, Health & Economic Education
- Promoting Fundamental British Values
- Spiritual, Moral, Social and Cultural development.

Plymouth College has a separate policy on Relationship & Sex Education.

## 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 extracurricular 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'.

<b>Aspiration</b> <ul style="list-style-type: none"><li>● <i>ambition</i></li><li>● <i>hope</i></li><li>● <i>goal-orientated</i></li><li>● <i>confident</i></li><li>● <i>self-motivation</i></li></ul>	<b>Kindness</b> <ul style="list-style-type: none"><li>● <i>being considerate of others</i></li><li>● <i>welcoming new people into our community</i></li><li>● <i>being friendly</i></li><li>● <i>showing support and compassion</i></li><li>● <i>being forgiving</i></li><li>●</li></ul>
<b>Integrity</b> <ul style="list-style-type: none"><li>● <i>strong moral principles</i></li><li>● <i>understanding right from wrong</i></li><li>● <i>honesty</i></li><li>● <i>fairness</i></li><li>● <i>decency</i></li></ul>	<b>Respect</b> <ul style="list-style-type: none"><li>● <i>for others</i></li><li>● <i>for our environment</i></li><li>● <i>for other cultures</i></li><li>● <i>for the British Values</i></li><li>● <i>tolerance of difference</i></li><li>●</li></ul>
<b>Resilience</b> <ul style="list-style-type: none"><li>● <i>overcoming difficulty</i></li><li>● <i>not letting failure drain resolve</i></li><li>● <i>perseverance</i></li><li>● <i>courage</i></li><li>● <i>commitment</i></li></ul>	<b>Service</b> <ul style="list-style-type: none"><li>● <i>to others rather than self-service</i></li><li>● <i>to our community</i></li><li>● <i>leadership</i></li><li>● <i>selflessness</i></li><li>● <i>charity</i></li><li>●</li></ul>

## **Key aspects of pupils' personal development**

### **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

### **Decision-making**

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

### **Spiritual understanding**

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

### **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

### **Social development and collaboration**

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

### **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

### **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

### **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, AND HEALTH EDUCATION (PSHE)**

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 PSHE 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 PSHE**

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 PSHE provision is accessible 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.

## Rationale for PSHE

**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 Relationships and (Sex) 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 PSHE

### Weekly PSHE 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 PSHE sessions. The School Nurse is a vital member of the PSHEE team and all external speakers are appropriately vetted. The curriculum is structured around the three key themes listed below and are equally split across the academic year.

1. Health & Wellbeing
2. Living in the Wider World
3. Relationships and Sex Education (RSE). Please see the [RSE policy](#) for more information.

### 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 PSHE.

The PSHE timetable is drawn together by the Assistant Head (Pupil Welfare) with the assistance of the School Nurse, Heads of Year and specialist teachers. Training for tutors and specialist teachers is provided as appropriate during the INSET programmes.

### **PSHE Schemes of Work**

[KS1 PSHE Scheme of Work](#)

[KS2 PSHE Scheme of Work](#)

[KS3 PSHE Schemes of Work](#)

[KS4 PSHE Scheme of Work](#)

[KS5 PSHE Scheme of Work](#)

## **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, PSHEE, 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 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 pupils 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 could 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 pupils
- Assemblies are often 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 used 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 school holds mock general elections and referendums to shadow national events. Pupils lead whole-school charity events and external speakers are invited in to explain the issues at stake.