ST CUTHBERT MAYNE SCHOOL

Joint Catholic and Church of England 11-18 Comprehensive School
Dioceses of Plymouth and Exeter

St Cuthbert Mayne School
Personal Development Policy

Adopted by SLT:	**November 2025**
Shared with Full Governing Body:	**December 2025**
Next Review Date:	**November 2026**

Curriculum Intent:

Personal Development is intrinsic in supporting the school vision of *"Educating for Life in all its Fullness".*

The Personal Development curriculum invites all learners to explore the most important ideas, issues and legalities that will affect them during their lives. It provides learners with the knowledge, skills and understanding to prepare them to play a full, active and healthy part in the society they will inherit. Citizenship equips learners with the skills and knowledge to explore political and social issues critically, weigh evidence, debate and make reasoned arguments. It prepares learners to take their place in society as responsible citizens, providing them with the skills to challenge stereotypes and prejudice and formulate their own, substantiated opinions.

Curriculum Rationale:

1. The starting point for curriculum development was a RAG analysis of statutory requirements in PSHE, RSE and Citizenship. From this, elements of strength and development were highlighted. This analysis has informed our Personal Development Curriculum for 2025-26

2. Student Voice: discussion with learners has also helped to inform the development of our curriculum; through both Curriculum Conversations and Student Voice we have been able to identify the specific wants and needs of our cohort.

3. Parent Voice: discussions with parents and carers have helped to identify areas of potential concern and those topics some parents / carers struggle to discuss with their children.

4. Work with the Safeguarding Team: we have worked closely with the DSL over the last two years to adopt a proactive approach to curriculum development, identifying problems, tackling these in a positive and informed manner to avoid them becoming issues.

5. Understanding our learners, the issues they face and the support they need from a Personal Development curriculum.

Curriculum Structure:

St Cuthbert Mayne follows the curriculum structure outlined by ESW:

Year 7 and 8: 1 lesson per fortnight

Year 9 -11: 1 lesson per week.

These lessons are taught on a 10 week rotation to allow staff to become specialists in their modules areas with a focus on 'quality first' provision in all lessons. Our Scheme of Learning has been developed around three key themes, identified as a result of analysis of need, Parent and Student Voice and the local context.

- RSE (Relationships and Sex Education)
- Mental Health
- Careers

The curriculum topics are as follows:

Year	Topics:
Year 7 “All about me and my world”	● Building Resilient Learner ● Bullying and how to challenge it ● Puberty ● Careers
Year 8 “Growing Up - How do I keep myself safe?”	● Safety ● Racism ● Health ● Careers
Year 9 “Getting older - what do I need to know ?”	● Mental Health and Wellbeing ● RSE ● Careers ● Substance Abuse ● Rights and the Law ● Finance ● British Values
Year 10 “Widening my World”	● Computing and the Workplace ● Careers ● British Values ● RSE ● The Role and Importance of the Media ● The Law ● Democracy ● The Wider World
Year 11 “Preparing for the Future”	● Study Skills ● Mental Health and Well Being ● RSE ● Careers ● Finance ● Computing and the Workplace ● Managing Risk and Wellbeing

Our commitment to Personal Development is continued in Key Stage 5. The Director of Sixth Form Learning and the Head of Personal Development have collaborated to ensure a Scheme of Learning that builds on learners existing knowledge and then develop those areas that represent the needs of young people as they reach adulthood, allowing them to become effective citizens who can actively participate and contribute to society and to life at a local, national and global level.

Term	Year 12	Year 13
Aut 1	How to study - developing the metacognitive skills required for learning for life.	Careers - UCAS, Apprenticeships, Looking for Employment
Aut 2	Democratic rights - how does the British political system work?	Community Service - Outreach Event
Spr 1	Future Planning - what are the possible routes to my future?	Democratic rights - What is my role in British democracy? Health - how do my decisions impact on my mental and physical wellbeing?
Spr 2	Healthy choices - how do my decisions impact on my mental and physical wellbeing?	Independent Living - what are the hard /soft skills I need when I leave home?
Sum 1	Financial Education - credit or debit? What's the difference? Why does it matter?	Revision skills - how can I be an effective learner?
Sum 2	Personal Statements & CVs - preparing for the future.	Exams
Deep Learning Morning/Personal Development	Future's Day	Left school

All topics have been mapped out in support of British Values and SMSC

Topic and Rotations 2025 -2026

St Cuthbert Mayne British Values Statement

St Cuthbert Mayne School is committed to serving our community. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. We also understand the vital role we have in ensuring that groups or individuals within our school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.
We are dedicated to preparing our students for their adult life beyond the formal, examined curriculum and ensuring that we promote and reinforce British values to all our students.

The Government set out its definition of British values in the Prevent Strategy 2015.
The five key British Values are:
• democracy
• the rule of law
• individual liberty
• mutual respect
• tolerance of those of different faiths and beliefs.

We use strategies within the National Curriculum and beyond to secure such outcomes for students.

SMSC (Spiritual, Moral, Cultural, Social) Statement:

"Now the body is not made up of one part but of many." 1 Corinthians 12:14

To become happy and successful citizens in the 21st century learners need to explore and develop their own values and beliefs, spiritual awareness and personal behaviour. They need to develop a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

The foundations of spiritual, moral, social and cultural development are laid at home. The school programme for promoting pupil's spiritual, moral, social and cultural development is seen as complementing and supporting the work of parents and carers.

The place of Spiritual, Moral, Social and Cultural development

It is important to recognise the role of the school in promoting these four kinds of development because education is concerned with more than just giving children a body of knowledge and a range of skills. A successful and improving school will have a positive effect on how children think about themselves and the world, about their notions of right and wrong, how they relate to others and their appreciation of the richness of their own and other ways of life.

Through our provision of SMSC at St Cuthbert Mayne we will:

• Enable our pupils to develop their self-knowledge, self-esteem and self-confidence;

• Enable our pupils to distinguish right from wrong and to respect the civil and criminal law of England;

• Encourage our pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of our school and to society more widely;

• Enable our 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 our pupils to acquire an appreciation of and respect for their own and other cultures;

• Encourage respect for other people;

• Encourage respect for democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not solely linked to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Aims and Objectives for Spiritual Development

• To develop the ability to listen and be still

• To develop the ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

• To develop a sense of enjoyment and fascination in learning about themselves, others and the world around them

• To develop the skill to use all one's senses and the ability to reflect

• To develop the use of imagination and creativity in their learning to sense wonder and mystery in the world

• To develop self-confidence and the ability to recognise the special nature of human relationships

Moral Development

Learners are encouraged to understand the need for a common set of school rules and to follow them from conviction rather than because of sanctions or consequences. At St Cuthbert Mayne we work with a clear understanding of what is right and wrong. From this basis pupils develop the ability to make judgements and to become increasingly responsible for their own actions and behaviour.

Aims and Objectives for Moral Development

• To understand the principles behind decisions and actions and to make decisions, accepting and understanding the consequences of their actions.

• To move from a taught morality to taking responsibility for their own moral decisions.

• To be able to distinguish between right and wrong, to tell the truth and to apply their understanding of right and wrong in their own lives and, in so doing, respect the civil and criminal law of England.

• To respect the rights and properties of others.

• To exercise self-discipline.

• To develop high expectations and a positive attitude.

• To be considerate to others.

• To develop an interest in investigating and offering reasoned views about moral and ethical issues, and to be able to understand and appreciate the viewpoints of others on these issues.

Social Development

This is about learners working together effectively, relating well to adults and participating in the local community. This element of SMSC includes a significant area of personal growth, ranging from engagement with society's institutions to the skills for successful personal relationships

Aims and Objectives for Social Development

• To relate positively to others and share emotions such as love, joy, hope, anguish, fear and reverence.

• To participate fully and take responsibility in class and school and across a range of situations such as clubs, visits, musical and sporting events and church services.

• To use appropriate behaviour in a range of situations.

• To show care and consideration for others e.g. sharing and turn taking

• To develop an understanding of citizenship and work cooperatively with others to become part of a caring community.

• To realise that every individual has something to offer and to use their own initiative responsibly.

• To accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; our pupils will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development

This aspect focuses on the need to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance of the cultural traditions and beliefs of others.

Aims and Objectives of Cultural Development

• To develop an understanding and appreciation of the wide range of cultural influences that has shaped their own heritage and that of others.

• To understand and appreciate the range of different cultures within our school and further afield as an essential element of their preparation for life in modern Britain.

• To develop a knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

• To share and respect different cultural traditions and experiences.

• To encourage a willingness to participate in and respond positively to artistic, sporting and cultural opportunities

• To develop an appreciation of the Arts and a love for learning.

• To develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by the pupils' tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Careers Statement:

St Cuthbert Mayne is committed to providing Careers Education, Information, Advice and Guidance to all students through the curriculum and a broad range of organised activities. St Cuthbert Mayne's careers programme aims to:

- Encourage learners to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- Enable learners to make informed decisions about their future career pathways
- Ensure learners' readiness to take their next step in their learning or career.
- To utilise the current external resources/partnerships available, to enrich the Curriculum, for high achievement
- to provide aspirational opportunities for Careers

We also follow the principles of the Gatsby Benchmarks:

https://www.gatsbybenchmarks.org.uk/news/quick-read-guide-to-the-gatsby-benchmarks-updates-launches/

Implementation

All learners are fully involved in our effective **C**areers **E**ducation **I**nformation **A**dvice and **G**uidance programme. Learners are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-awareness and self-development, learning about careers and the world of work and developing career management and employability skills.

It is presented in an impartial manner and is differentiated to suit the individual requirement of learners. During their time at school, all learners can expect:

- The support they need to make the right choices for Key Stage 3/4/GCSE, after Year 11
- Access up-to-date and unbiased information on future learning and training, careers and labour market information
- Support to develop the self-awareness and career management skills needed for their future
- Career lessons from Y7 to Y11 covering options after school, the world of work, the job market and the skills needed for the future
- Meaningful encounters with representatives from the world of work each school year; this will be through work experience, careers fair, assemblies, careers talks (in or outside lessons), projects and visits

- To hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- The opportunity to relate what they learn in lessons to their life and career beyond school
- The opportunity to talk through their career and educational choices with staff including form tutors and the Careers Lead.
- Access to one-to-one guidance with a trained, impartial careers adviser
- We will keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision making.

Parents/carers can attend careers meetings, by prior arrangement.

Impact

In modern day society, finding the right career path is very daunting, but with our help and support, we are able to

- Help students to understand the changing world of work
- Facilitate meaningful encounters with employers for all students
- Support positive transitions post-16
- Enable students to develop the research skills to find out about opportunities
- Help students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- Encourage participation in continued learning, including further and higher education, apprenticeships and in some cases UCAS support
- Support inclusion, challenging stereotyping and promoting equality of opportunity
- Contribute to strategies for raising achievement, particularly by increasing motivation
- Help students link their curriculum to career pathways and labour market information

Provision by Year:

Year:	Provision
7	Dedicated Personal Development module Careers Fair
8	Dedicated Personal Development module Opportunity to participate in Dragons Den Event Careers Fair
9	Dedicated Personal Development module Careers Fair
10	Dedicated Personal Development module

	Work Experience Detailed 1:1 Careers advice with a Level 6 qualified advisor Careers Fair
11	Dedicated Personal Development module Interview Experience Detailed 1:1 Careers advice with a Level 6 qualified advisor Careers Fair

Careers Partners:

Careers at St Cuthbert Mayne is dedicated to working with the best providers of Careers advice to meet the specific needs of our cohort. These currently include:

Next Steps South West

External provider of careers guidance

Exeter University

Plymouth University

Marjons University

Careers and Enterprise Company

Heart of the South West Careers Hub

RSE Statement and Policy

Introduction
St Cuthbert Mayne recognises parents as the primary educators of their children and has its own responsibility in supporting, supplementing and carrying forward education in relationships, sex and health through its curriculum. It has sought to do this in partnership with local feeder schools, both Roman Catholic and Anglican, in order to ensure continuity and consistency. We recognise as a school we have an important and complementary role to play in helping all students prepare as young adults for growth into full Christian maturity.

Definition
“Relationships and Sex Education is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, feelings, sex and sexuality” (based upon Sex Education Forum statement 1999).

Context

At St Cuthbert Mayne we wish to express a very positive attitude towards relationships and human sexuality. We affirm the intrinsic value of every person made in the image of God and that each one of us is placed in community for relationship with others. We further affirm that our sexuality is a gift of God to be celebrated and rightly expressed. These affirmations and this RSE Policy are set in the context and flow out of the Christian Faith and its ethos and values that we share as Roman Catholics, Anglicans and as members of other Christian traditions. At the same time we are aware that we live within the context of a complex and fast-changing society where convictions and practices have changed enormously. We acknowledge that our Policy is set in the context of each young person's home/personal circumstances and needs to be applied with sensitivity and respect. We work within the context of United Kingdom Education Acts and other legislation and in particular the Department for Education's Relationships Education, Relationship and Sex Education (RSE) and Health Education statutory guidance.

Roman Catholic and Church of England Views

Within the context of our joint church school we take into account perspectives of both churches.

The Catholic Bishops' Conference of England and Wales has stated, "The Church has always recognised that it is the privilege and responsibility of the family to inform and educate their children in all matters pertaining to human growth and development, particularly in the sensitive area of sexual development". It called for schools to assist by collaborating with the family and "to consider their role in such education and to review their programmes so that our children and young people are given positive guidance and a true appreciation of all their human gifts".

From a Church of England perspective, relationships and sex education, "should be set in a context which is consistent with the school's Christian ethos and values. It is taught within a framework of Christian values and the Christian understanding that sex is a gift of God and part of creation." (Anglican Diocesan Guidelines 2010).

Aims

- To provide our students with an understanding of the nature and importance of the unique and whole person "created male and female in the image of God", respecting life as a gift from God.
- To teach RSE with the belief in people's absolute worth and the unconditional infinite love of God.
- To support the life-long spiritual, personal, moral, and social development of all our students.
- To ensure that they have the ability to accept their own and others' sexuality in positive ways without fear of being stigmatised.
- To encourage relationships based on mutual respect, dignity and responsibility free from any abuse, as children of God, enlightened by our Christian faith.

Overall Objectives

Within the context of our shared Christian Faith to enable our students:

- to understand the physical and emotional development that occurs during adolescence and beyond;
- to value and build loving relationships;
- to understand the importance of mutual responsibility, trust and respect within these relationships;
- to recognise emotional need and to grow in emotional maturity;
- to see Christian marriage as the loving, life-long union between a woman and a man, within which sex is an integral expression of this deep love;
- to value family life and the responsibilities of parenthood;

- To learn the significance of marriage and families as key building blocks of community and society;
- to increase awareness of the need for dignity and respect of oneself and of others;
- To be taught to have respect for their own and other people's bodies;
- to know the meaning of the virtue of chastity and to understand that it is to be respected and valued;
- to understand the values underlying sexual behaviour, enabling students to make informed and responsible decisions;
- to be made aware of the dangers of sex being used compulsively, competitively and destructively;
- to develop an awareness and understanding of spiritual, physical and emotional issues relating to sexual activity;
- To be made aware of the way in which peer pressure, advertising and all media influence their views about relationships and sex;
- to know and understand how British law applies to sexual relationships including consent.
- to be made aware of grooming, sexual exploitation and domestic abuse, both through coercive and controlling behaviours.
- to be made aware of the physical and emotion damaged caused by Femal Genital Mutilation (FGM) and the role of the law in protecting those at risk.
- To teach students to understand human sexuality and to respect themselves and others. It should enable young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.
- To develop knowledge about safer sex and sexual health to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This is delivered in a non-judgemental, factual way and allows scope for young people to ask questions in a safe environment.
- To understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, students can be empowered to identify when relationships are unhealthy.
- To develop the skills to use the Internet safely. Students will be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues.
- Many students are unfortunately exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education will help young people understand acceptable behaviours in relationships.
- To abide by the Equality Act 2010 in the teaching of sexual orientation (LGBTQ+) and gender reassignment being protected characteristics. The school will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Full RSE Policy Relationship and Sex Education Policy May 2025 - May 2026.pdf