

PSHE & RSE CAREERS BRITISH
VALUES SMSC CO-CURRICULAR
STUDENT LEADERSHIP TRIPS & VISITS
HOUSE COMPETITIONS PSHE & RSE
CAREERS BRITISH VALUES SMSC
CO-CURRICULAR STUDENT LEADERSHIP
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**St Richard Reynolds
Catholic College**

Personal Development



Loved, Listened to, Challenged, Inspired

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Personal Development Leads

Assistant Principal: Susanne Farrar

Associate Assistant Principal: Janet Santos

Careers Advisor: Emily Cotton

RSE Link Governor: Fiona Holton

Careers Link Governor: Luke Parker

School Mission Statement

St Richard Reynolds is a Catholic community rooted in the love of Christ in which we help each other to become the person whom God has created us to be.

St Richard Reynolds is a Catholic community rooted in the love of Christ in which we help each other to become the person that God created us to be. We do this so that children entrusted to us will:

- experience the benefits of positive relationships
- develop 'bucket loads' of confidence
- attain the academic outcomes they need and are capable of achieving
- develop the skills and attributes that will help them succeed in an ever-changing world
- grow in faith and strive to live their lives as the person God created them to be

We follow St Richard Reynolds' call to 'See the good things of the Lord' in each other, in our academic studies, in our appreciation of the world around us and in our own God-given gifts and talents.

School Motto

Videte Bona Domini; see the good things of the Lord. St Richard Reynolds Catholic College is a place where our young people come first, are ***loved, listened to, challenged and inspired***. We are part of the Catholic Church and at all times serve as witnesses to our Catholic faith in Our Lord, Jesus Christ. We support staff and students to live out and embody the Catholic Social Teaching Principles of Participation, Preferential Option for the Poor, Stewardship, Solidarity, Subsidiarity, The Common Good and Dignity.



Personal Development Intent

Our intent is to love, listen to, challenge and inspire our students to be happy, healthy, knowledgeable young people, who have the strength of character and confidence in their faith to lead safe and successful lives in modern Britain. We are committed to fostering personal development in our students through a holistic and faith-centered approach and ensuring that personal development is at the heart of our whole school ethos. Our intent is to provide a nurturing, loving, safe and enriched environment that promotes growth in the following key areas

1. **Spiritual Development:** We strive to cultivate a deep and meaningful relationship with God, fostering an understanding of Catholic teachings and values. Through prayer, worship, and religious education, we aim to help students develop a strong moral compass and a sense of purpose rooted in their faith.
2. **Academic Excellence:** We are dedicated to providing a rigorous academic curriculum that challenges and empowers students to reach their fullest potential. By promoting critical thinking, intellectual curiosity, and a love for lifelong learning, we aim to equip students with the knowledge and skills needed for success in higher education and beyond.
3. **Character Formation:** We place great emphasis on character development, encouraging students to embody virtues such as honesty, integrity, compassion, and respect. Through service projects, community engagement, and ethical discussions, we aim to foster a sense of responsibility, social awareness, and empathy towards others.
4. **Emotional Well-being:** We recognize the importance of emotional well-being in overall personal growth. Our intent is to provide a supportive and inclusive community where students feel safe to express their emotions, seek guidance, and develop resilience in the face of challenges. We promote mental health awareness and provide resources for emotional support.
5. **Leadership and Service:** We strive to cultivate leadership skills and a commitment to service in our students. Through opportunities for student involvement, mentorship programs, and engagement in community service initiatives, we aim to empower students to become compassionate leaders who make positive contributions to society.

Our PD provision is structured and delivered in the following way;

Personal Development																			
Curriculum				Co-Curricular				Student Leadership				Student Voice				Character			
PSHE	RSE	Citizenship	Careers	Clubs	Comps & Fixtures	Interhouse Comps	Trips, Visits, Experiences	SFLT	Prefects	College Parliament	Chaplaincy	Student Voice Survey	Student Leadership	Jack Petchey	College Parliament	CST Principles	British Values	SMSC	Protected Characteristics



Curriculum

Curriculum Intent

Our Personal Development curriculum aims to give every student an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. We endeavour to give students a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. Personal Development here at SRRCC helps students prepare for the various opportunities, challenges, life decisions and responsibilities they will face and supports our students to become the person God created them to be. Our PD curriculum will;

- ✓ Develop pupils to become responsible, respectful, and active citizens who can play their part and become actively involved in public life as adults
- ✓ Develop and deepen pupils' understanding of our core school values and their links to the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance
- ✓ Promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- ✓ Develop pupils' understanding of, and respect for the protected characteristics and how equality and diversity should be promoted and to ensure we maintain our school community as a safe space for all
- ✓ Develop pupils' confidence, resilience, and knowledge so that they can keep themselves mentally and emotionally healthy
- ✓ Develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- ✓ Enable pupils to recognise online and offline risks to their well-being and making them aware of the support available to them
- ✓ Develops pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education
- ✓ Supports readiness for the next phase of education, training, or employment so that pupils are equipped to make the transition successfully, through careers information education, advice, and guidance
- ✓ Provide students with a range of experiences to enhance their understanding of the world around them



Curriculum Implementation

Our Personal Development curriculum is delivered in three ways;

- ✓ Tutor Time PD
- ✓ Curriculum PD
- ✓ PD Drop Down Days

The tutor time PD happens weekly within the tutor time programme. The curriculum is taught in weekly sessions, where age appropriate and age relevant topics are taught by the person who knows them best – their form tutor. The curriculum is varied and the wide range of subject content that must be delivered which includes PSHE (Personal, Social, Health and Economic Education), RSE (relationships and Sex Education), Citizenship, Wellbeing and Careers.

Students also receive two “PD Drop Down Days” where lessons are dedicated to the PD curriculum. These happen in Autumn and Spring Term. At Key Stage 3, students also receive a bi-weekly Personal Development Lesson.

Throughout the year there are several assemblies, events and workshops where we invite partner agencies to come into school and address issues and develop student understanding across a variety of topics. There are also a variety of opportunities linked directly to CIAG, to help our students understand career choices and the importance of qualifications, as well as university visits for the pupils in our Sixth Form.

The curriculum has been designed to best meet the needs of our students. It has been based on statutory requirements but also on our safeguarding data, national trends, feedback from progress leaders and teachers as well as student feedback from student voice and College Parliament. Our curriculum is flexible and whilst it is mapped out, we are ready to respond to any particular needs of students and/or year groups to ensure that it is bespoke to our students.

Curriculum Impact

We consider the greatest impact of the PD curriculum to be outstanding student progress, conduct and participation in wider College life, which is measured in:

- The development of a deep understanding and appreciation of our school values and living out every day the person God created them to be
- High levels of attendance across the College
- Student response to and relationships with staff and peers
- Student conduct as highlighted in the behaviour and attitudes of our pupils
- Student participation in collective activities such as assembly, liturgy, and collective worship as well as the wider life of the College eg co-curricular, trips and fundraising



- The ability to use and apply their knowledge and understanding of the PD and wider curriculum whilst developing skills to research and interrogate evidence, debate, and evaluate viewpoints, present reasoned arguments and take informed action
- The ability to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions
- Their ability to recognise risk and understand potential consequences of their actions

Monitoring and Evaluation

- Feedback and meetings with progress leaders, tutor teams and PSHE working group
- Auditing of safeguarding data
- Auditing of behaviour data
- Student voice survey and their feedback on PD curriculum related questions
- Student voice through leadership groups eg. College Parliament, Prefects & SFLT
- Learning walks
- Book scrutiny
- Student assessment



PSHE, RSE & Citizenship

Personal, Social, Health and Economic Education, Relationships and Sex Education and Citizenship are included in our PD curriculum. Statutory requirements are met through this curriculum as well as meeting the needs of our study body.

PSHE, RSE Implementation:

At KS3-4, PSHE, RSE and Citizenship is delivered through the Personal Development curriculum. It is a thematic curriculum with foci on health and wellbeing, living in the wider world and relationships. It also covers a range of topics including British Values, Citizenship and Careers. Relationship, Sex and Education (RSE) is delivered using the **Ten:Ten programme 'Life to the Full'** which teaches RSE within the context of a Christian understanding of human sexuality rooted in the wisdom of the Catholic Church. The Curriculum Map and key below outline what will be covered in tutor time, curriculum time (KS3) and drop down days.

Tutor Time PD	Lesson	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	1	Introduction to Personal Development	Introduction to Personal Development	Introduction to Personal Development	Introduction to Personal Development	Introduction to Personal Development
	2	Transition to secondary school	Goal setting	Vaping (ss)	Consent (ss)	Consent (ss)
	3	Family	Body image & self confidence	Alcohol	Sexual Harrassment (ss)	Vaping/Smoking (ss)
Autumn 2	4	British Values	Extremism, Radicalisation & Grooming (ss)	Earning money & economy	Cannabis & Nitrous Oxide	Careers*- College Applications
	5	Children's Rights	Online Misogyny (ss)	Criminal Justice System	Eating disorders & body dysmorphia	Managing Stress
	6	Extremism, Radicalisation & Law	Toxic Masculinity (ss)	Gangs & County Lines	Finding Work Experience	MOCKS
Spring 1	7	Respectful Relationships (ss)	Drugs	Knife Crime (ss)	Self Harm	Job Applications
	8	Offensive Behaviour/Bullying* (ss)	Smoking	Romantic Relationships (ss)	Anxiety	Drugs
	9	Relationship Breakdown (ss)	Alcohol	Healthy Relationships (ss)	Sleep	Fighting & Violent Behaviour
Spring 2	10	Skills Analysis	Gender Pay Gap	Career areas/good employee	Cults	Money & Risk
	11	Importance of Work	Employment Law	Using AI	Opening a bank account	Tax
	12	Unifrog	Unifrog	Unifrog	Risks of gambling	Teen Employment
Summer 1	13	Friendships & Gangs (ss)	Diferences of Opinion	Homophobic Bullying (ss)	Unifrog	Mental Health- Disorders
	14	Staying Safe (ss)	Disability discrimination	Incels (ss)	Revision Techniques	Mental Health-Positive behaviours
	15	Bystander	Protected Characteristics (ss)	Hate Crimes (ss)	Work Experience Prep	First Aid: CPR/Recovery Position
Summer 2	16	First Aid: Introduction	First Aid: Water Safety	First Aid: Introduction	First Aid: Introduction	
	17	First Aid: Helping in an emergency	First Aid: Bleeding	First aid: CPR	First aid: CPR	
	18	First Aid: Bone muscle & joint injuries	First aid: Choking	First Aid: Defibrillator	First Aid: Defibrillator	

DDD PD	Lesson	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn	1	Personal hygiene	Screening	Age Restrictions	<i>Authentic freedom</i>	<i>Self Worth</i>
	2	Dental health	Blood donation	Rent & mortgages	<i>Self-image</i>	<i>Addiction</i>
	3	Road safety	Budgeting	Influence of the media/social media	<i>Values, attitudes & beliefs</i>	<i>Eating disorders</i>
	4	Healthy Eating	Consumer rights	Strategies for positive mental health	<i>Parenthood (personal relationships)</i>	<i>Birth Control</i>
	5	Bereavement	Vaccinations	Managing stress	<i>Pregnancy & abortion</i>	<i>Pornography</i>
	6	Introduction to drugs	Digital footprint	Healthy coping strategies	<i>Abuse</i>	<i>STI's</i>
Spring	7				<i>Solidarity</i>	<i>Coercive Control</i>
	8				<i>Babies Cinema 1</i>	<i>Truth & lies Cinema 1</i>
	9				<i>Babies Cinema 2</i>	<i>Truth & lies Cinema 2</i>
	10				<i>Babies Cinema 3</i>	<i>Truth & lies Cinema 3</i>

KEY
<i>Relationships</i>
<i>Health</i>
<i>Wellbeing</i>
<i>Living in the wider world</i>
<i>Citizenship</i>
<i>Careers</i>
SS= Safe Spaces



Curriculum PD	Lesson	Year 7	Year 8	Year 9
Autumn Term	1	Mental Health Intro	Self esteem & anxiety	Reframing Negative Thoughts
	2	Relaxation	Self harm	Self harm & social media
	3	Growth Mindset	Managing screen time	Domestic Abuse
	4	Loneliness	Staying safe online (ss)	Eating Disorders
	5	Anti-Racism (ss)	Homophobic Bullying (ss)	Sexting
	6	Traditional VS Modern Masculinity (ss)	LGBTQ+ Allyship (ss)	CSE (ss)
	7	FGM	Overt & covert racism (ss)	Racism (ss)
Spring	1	<u>Who Am I</u>	<u>Created & Chosen</u>	<u>The search for love</u>
	2	<u>Changing Bodies</u>	<u>Appreciating Differences</u>	<u>Love people. use things</u>
	3	<u>Healthy Inside & Out</u>	<u>Feelings</u>	<u>In control of my choices</u>
	4	<u>Where we come from</u>	<u>Before I was born</u>	<u>Fertility & contraception</u>
	5	<u>Family & Friends</u>	<u>Tough Relationships</u>	<u>Marrage</u>
	6	<u>My Life on Screen</u>	<u>Think before you share</u>	<u>One hundred percent</u>
	7	<u>Living Responsibly</u>	<u>Wider World</u>	<u>Knowing my rights & responsibilities</u>
Summer	1	Democracy & Voting	Suffragettes	Homelessness
	2	Courts	Electoral System	Monarchy & Government
	3	Freedom of speech	Parliament	Impacts of Brexit
	4	Political Parties	How is tax spent	Public Sector & Economy
	5	Government & Parliament	British System of Government	Refugees, Immigration & Asylum Seekers
	6	Civil & Criminal Law	Being a good citizen	Striking & trade unions
	7	Review of Learning	Review of Learning	Review of Learning

At KS5, PSHE and RSE is delivered through the SHAPE Curriculum; Self Help and Positive Engagement. Students receive one lesson a week. The content of the SHAPE Curriculum is;

Autumn 1	Year 12	Year 13	Spring 1	Summer 1
1	Making a success of Y12	Making a success of Y13	1 Work Experience Intro	1 UCAS Process/Unifrog signposting
2	Time Management	UCAS/WoW	2 RSE - Positive Relationships	2 Gap Year - Volunteering - SPEC/BoVA/The Leap
3	Essay Writing	UCAS/WoW	3 Speaker - Why an apprenticeship?	3 How to write a Personal Statement
4	Metacognition	UCAS/WoW	4 RSE - Positive Relationships	4 Speaker - Coppa Feel
5	Reading for a purpose / Effective note taking	UCAS/WoW	5 Speaker - Why University?	5 RSE - Gendered Society
6	Service - include JPil Award	UCAS/WoW	6 RSE - Effective Communication	6 RSE - Gendered Society
7	Revision techniques	UCAS/WoW	6 RSE - Effective Communication	7 Speaker - It's on the Ball
8	Oracy	UCAS/WoW	Spring 2	Summer 2
Autumn 2			1 EPQ Launch	1 Unifrog catch up
1		Revision Recap	2 Speaker: Catholic Voices	2 Solutions not sides - Israel Palestine
2	RSE - Consent	TERS	3 Introduction to British Politics	3 How to succeed in interviews
3	RSE - Consent	RSE - Safe Sex	4 09/03- Speaker - Drugs	4 CV and Covering Letters
4	Christmas Drive	TERS	5 Democracy - Voting	5 Year 12 Exams
5	Best use of IT	RSE - Safe Sex	6 Understanding current strikes	6 Year 12 Exams
6	Introduction to Unifrog	Mock Exams		
7	Christmas tutor 'event'- charity fundraising walk	Mock Exams		



Careers

Careers education takes on a unique and holistic approach, integrating the values of faith, compassion, and service into the process of guiding students towards fulfilling career paths. Recognizing that each individual possesses unique talents and gifts, the careers education program aims to nurture and empower students to discover their vocational calling, aligning it with their personal values and the teachings of the Catholic faith. Through a combination of career exploration, skill development, and character formation, students are encouraged to discern their life's purpose, while also fostering a sense of social responsibility and ethical decision-making. By incorporating Catholic teachings into the careers education curriculum, students are prepared not only for successful professional endeavors, but also for lives of meaning, integrity, and service to others.

Careers Implementation:

We have a dedicated careers coordinator supporting our students at SRRCC. The College continues to meet all eight Gatsby Benchmarks at approximately 82%, higher than the nationwide average. Careers advice and guidance is included in the PD curriculum, we use the platform Unifrog across the College and in addition to this, a range of events and experiences are held through the year;

Year 7 - study skills workshop, “dress up day” and launch of Unifrog

Year 8 - enterprise day, take part in the ambassador programme and subject choices information

Year 9 - options evening happens in the Autumn term and pastoral support is given in choosing their options

Year 10 - one-on-one sessions, resilience workshop and face-to-face Work Experience (WEX)

Year 11 - students are all provided with an opportunity to take part in a one-to-one careers meeting with a qualified careers adviser. Year 11 also take part in our ‘Into Sixth Form’ day where they have the opportunity to participate in a number of A-Level taster lessons and to speak with current Sixth Formers about life in our SRR Sixth Form.

Year 12 - take part in a workplace ‘insight’ day, visit Southampton University and meet with alumni students to talk about their experiences of university, FE study and the world of work.

Year 13 - students who have not applied to university, have a programme of fortnightly sessions with the careers coordinator to explore applications for apprenticeships and work, including taking part in mock interviews after Easter. Students in Year 13 who expressed an interest in learning more about apprenticeships attend a workshop, hearing about a range of experiences from different people, including ex-students.

Additionally, the annual Careers Fair in March hosts numerous FE providers and employers, with more than 60 providers attending. Students from Years 6,9,10,12,13 take part in the fair. Here, students have the opportunity to speak with, ask questions and hear from a wide range of futures experts.



Co-Curricular

We recognise that each individual member of our community is created in God's image with unique talents and abilities. We nurture each person through loving relationships and rich daily experiences centred on the teachings of Christ. We affirm the dignity of each individual and our values underpin everything we do across our school, with and for each student and member of staff to enable them to become the person God created them to be. The Co-Curricular programme has been designed with our school values in mind. We hope this programme will be an extension of student's studies, stretching their knowledge and inspiring them to fulfil their potential and to develop their God given talents, as well as developing their relationship with themselves, their peers and staff.

Co-Curricular Implementation:

Clubs:

The co-curricular provision has been developed further this year with a consistent approach to communication. The timetable is collated and then shared with tutors to put on google classroom, it is also communicated with parents via Parent Bulletin. There has been a wide range of clubs on offer for KS3-5, averaging over 50 clubs a term. Clubs range from an abundance of sport and music, as well as chess, STEM, sustainability, and crochet.

A Co-Curricular tracker has been created that rigorously tracks the attendance of our students at co-curricular clubs and. The impact of the co-curricular provision is that there are more clubs available for students to attend before, during and after school, there is a clear and consistent way of recording this information and attendance to clubs has been excellent. There is a clear culture of participating in the wider life of the college.



Competitions:

Inter house competitions run throughout the year. Some examples include bake offs, Christmas Box Appeal and a languages competition, which have all encouraged some healthy competition between our Houses. The impact of this is that it gives students an opportunity to participate in a competition of their choice and represent their form and house.

Intra school competitions are a regular feature in our students' diet here at SRRCC. Students are given sporting opportunities to represent the College at a range of fixtures, tournaments, leagues, festivals. We also enter a range of sports including but not exclusive to rugby, football, basketball, netball, swimming, athletics, rounders, and cricket. 291 fixtures across primary, secondary and sixth form have been organised so far. We also attend participation events which focus on developing a love and passion for sport.

Music and drama department host regular recitals, performances and workshops. We have a plethora of musically and theatrically gifted and talented students, with a strong rate of participation in these areas. The production this year will be "Beauty and the Beast".

Trips, Visits and Experiences:

Trips and visits have continued this term with students across the College having experiences at the Science Museum, Kew Gardens, Richmond Synagogue, Matilda the Musical, Fuse Studios to name but a few. A ski trip in Austria has recently taken as well as a History field trip to Belgium and Geography field trip to Iceland. The College also took Year 9 to School in Rome where students had curriculum experience in Rome for a week. Staff also lead on Duke of Edinburgh and offer the Bronze and Silver Duke of Edinburgh Award. 133 Year 9 students will be taking part in Bronze DofE and approximately 48 students will take part in Silver DofE. We believe these range of experiences enhance our students understanding of the wider world, help forge positive relationships with peers and staff and allow students to live out the Catholic Social Teaching Principles outside of the classroom.



Student Leadership

Student leadership opportunities have been provided in the shape of Prefects, Sixth Form Leadership Team and College Parliament. We believe that providing a range of formal leadership opportunities will give our students the skills and experiences to help develop their character, relationships, communication and organisation which will in turn help them grow as a person and bring them closer to becoming the person God wants them to be. Our students have an opportunity to model and embody our Catholic Social Teaching Principles and showcase these across the College to students, staff, parents and visitors.

Student Leadership Implementation:

SFLT; The Sixth Form Leadership Team are selected in the Spring Term of Year 12. They undergo an application and interview process, with the Head Boy and Girl Team selected by the Principal and Head Governor. The SFLT receive a job description and induction to the role through external leadership training. The SFLT support the College in a variety of ways including leading assemblies, mentoring younger students, peer to peer support, and supporting at College events. The SFLT also have specific responsibilities, for example, sustainability, mental health, community, sports, performing arts, transition and leadership. They design their own project and goals they want to achieve in their time as SFLT and have a link teacher they work with and support.

Prefects; Prefects are selected in the Summer term of Year 10. It involves a process of writing an application and interview selection process. The SFLT are also involved in this process alongside relevant staff. Prefects are provided with a job description and a prefect tie, they also undergo leadership training. Prefects will support the College community through a variety of ways including but not exclusive to; carrying out duties, mentoring younger students, supporting at clubs/in departments and supporting at College events.

College Parliament; Students can run as candidates for College Parliament in May. They design a manifesto and each tutor group has a candidate put forward in the College Parliament Elections. Elections are held in line with local elections at the start of May. Every student has a vote and the turn-out is usually very high. Once elected, the College Parliament meet once a half term. The SFLT link student supports in running these meetings. A range of topics are discussed, College Parliament students put forward any ideas or concerns and these are fed back to Leadership Team and Progress Leaders. Any action taken is shared with College Parliament and the wider College. Most recently, students suggested having more outdoor seating areas and activities at lunch which have been ordered and are currently been used. Our parent support group FoSRR funded these benches, which students have been very grateful for.



Chaplaincy: Catholic social teaching and practice permeate every aspect of College life, and Prayer and Liturgy are our bedrock. Chaplaincy is an integral part of what we do at St Richard Reynolds, and our faith and values both shape who we are and influence our behaviour.

Our College Chaplain, Rebecca Walker, is responsible for supporting the pastoral and spiritual well-being of students and staff across our community and leading our Chaplaincy Team. Students have a range of responsibilities within the team including;

- ✓ House Saints Lead
- ✓ Caritas Ambassadors
- ✓ Mass leaders/Altar Servers/Readers
- ✓ Parent Prayer Leaders
- ✓ Eucharistic Ministers
- ✓ Prayer Garden
- ✓ Liturgy Reps

Most recently, the Chaplaincy Team contributed to the school securing “Participator Level” of the Oscar Romero Award. The Oscar Romero Award supports schools in realising and living the unique calling of a Catholic school to become an evangelising centre by empowering young people and staff to become true agents of the change they want to see in the world by putting their faith into action.



Student Voice

At SRRCC we recognise the importance of students having an opportunity to have their say on matters that affect them, and that pupils are listened to and that their views are taken into account. We use a number of strategies to foster student voice and encourage our students to have their say.

Student Voice Implementation:

Student Voice Survey

A SRRCC bespoke Student Voice Survey has been developed. This was created in conjunction with Leadership Team, Progress Leaders and sub teams e.g. RJED, SEMH and SS. Students in Year 7-13 are given the opportunity to complete the student voice at the end of Autumn Term. In Spring Term the results are analysed and discussed and an action plan created based on these results. Questions were based on how students feel they were loved, listened to, challenged and inspired as well as how they live out the CST Principles.

Student Leadership

In regular meetings with prefects and SFLT, students also have opportunities to highlight their opinions, views and ideas on our school community. Students raise any concerns they may have, come up with solutions and in the case of SFLT, create a mini project with a clear goal they want to achieve, an action plan and a time frame to carry this out. Some of these projects are in response to student feedback, eg one student would like to run a Model UN Club based on requests from peers.

Jack Petchey

We participate in the Jack Petchey Achievement Award Programme. Achievement Awards are designed to recognise a wide range of achievements. It is not just about being clever, or gifted, but about **putting the effort in and doing your best**. The success of the award scheme arises from empowering young people to nominate their peers and select the Achievement Award winner. The award winner also chooses how their award money is to be spent. 9 students are selected as winners and they work with a member of staff and departments to choose how to spend their grant to benefit our school community. Students have three opportunities throughout the year to nominate their peers and share reasons why their nominated person and how they feel this student has met the criteria.



College Parliament

College Parliament plays a significant role in student voice at SRRCC. The elected candidates are representatives of their peers and year groups and therefore one of their main responsibilities is to seek out and share the voice of the student body. College Parliament meet once a half term where they have an opportunity to share their ideas and any concerns. The meetings follow an agenda and any follow up is shared in the next meeting. College Parliament candidates are encouraged to go back to their peers and provide feedback and seek their opinions. The impact of the College Parliament work is shared with form tutors so that it is shared formally across the College.



Character

CST:

Catholic Social Teaching (CST) is rooted in Scripture and it provides us with guidance on how we can live out our faith as followers of Christ in our local, national and global community. As head of the church, the Pope guides us in how we can apply the scripture to our modern day lives and how the Church can respond to the challenges we face in our modern world. Pope Francis' shared his own thoughts in his recent encyclicals *Laudato Si'* (2015) and *Fratelli Tutti* (2020). We work closely with both CAFOD, ACN and Caritas in developing our knowledge and understanding of how we can best engage in CST.

Each of the principles is now rooted in the College's rhythm of the year and has been blended with our new House point system. CST features through our curriculum, assemblies, collective worship and underpins all that we do here at SRRCC. These principles help guide and strengthen our character so that we can strive to be the best version of ourselves and become the person God created us to be.

The Common Good	We speak clearly and show respect and have responsibility for our sisters and brothers who are in need. We are called to work for the good of each and all and to ensure that no one is left behind.
Participation	All people have a right and a duty to participate and be supported in family life and society. We are all 'Co Workers' and through cooperation we can learn and grow closer to God.
Subsidiarity	We respect the dignity of work and the rights of workers. We are called to empower communities, to let everyone have a say and we follow Jesus' example of ensuring that the insights and perspectives of quieter voices are heard, so that a better world is achieved together
Stewardship	We show our respect for the Creator by our stewardship of creation. We are called to protect people and the planet, living our faith in relationship with all of God's creation
Human Dignity	We believe that we are beautifully made in the image and likeness of God and that each one of us is unique. Each and every human life is sacred and a gift from God that should be respected above all else
Preferential Option for the Poor	We put the needs of poor and vulnerable people first.
Solidarity	We are one human family whatever our national, racial, ethnic, economic and ideological differences. We are our brothers' and sisters' keepers, wherever they may be. The pursuit of justice and peace is paramount.



British Values:

St Richard Reynolds's is first and foremost a Catholic school and, as such, we seek to live out the Catholic Social Teaching values. We promote these values through our actions within the school community, Catholic teaching and practice permeates every aspect of the school's activity and ethos.

We provide a curriculum, which is broad and balanced, recognising that every pupil is unique and is created in the image of God. Our curriculum is designed to enable every pupil to become the person God created them to be and as active citizens in service to society.

We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected. We encourage our pupils to be tolerant and respectful to those of different faiths and beliefs. This is done by providing them with an understanding of the main festivals and key dates of significance to British culture e.g., Remembrance Day and major political events such as elections.

British Values Implementation:

Below is an overview of how we promote British Values at St Richard Reynolds:

Democracy

- ✓ Student Leadership
- ✓ Sixth Form Leadership Team
- ✓ College Parliament
- ✓ Prefects
- ✓ Pupil & Staff Voice
- ✓ Democratic process taught through our curriculum and PD provision

The Rule of Law

- ✓ Ensuring school rules are clear and fair through our consistent behaviour policy
- ✓ Rule of law taught through our curriculum and wider PDE provision
- ✓ Excellent partnerships with the local police officers in our community and outside agencies to support the rule of law
- ✓ Assemblies and collective worship focused on key issues



Individual Liberty

- ✓ Supporting pupils to develop through their knowledge of and response to the school values and Catholic Social Teaching Principles
- ✓ Encouraging pupils to take responsibility for their behaviour as well as knowing their rights, by having a fair and consistent approach to the behaviour policy
- ✓ Challenging stereotypes through our PD programme
- ✓ Implementing a strong anti-bullying culture
- ✓ Collective worship gives us time to reflect on our choices
- ✓ We understand that we have freedom of belief and speech as long as it does not incite hatred and intolerance

Mutual Respect

- ✓ Through our Catholic values and Catholic Social Teaching Principles we promote respect for individual differences e.g., through assemblies, Holy Mass, the RE curriculum, our PD programme
- ✓ Openly discuss and celebrate the differences between people such as differences of faith, ethnicity, disability, gender, and different family situations such as looked after children and young carers
- ✓ Promoting a culture of respect; respect for others, respect for the school building, respect for the values and beliefs of others, respect for ourselves, respect for our Catholic community, respect for other religions, countries, and cultures

Tolerance

- ✓ We learn about other cultures, religions, and beliefs in PD and Religious Education lessons
- ✓ We read in scripture how Jesus shows us to care for others who don't share our beliefs
- ✓ We understand through our daily prayer and collective worship how prejudice hurts people and how important it is to accept people for who they are
- ✓ Helping our young people to acquire an understanding of and respect for their own and other cultures and ways of life through the curriculum and PD



SMSC:

At St Richard Reynolds we recognise that each individual member of our community is created in God's image with unique talents and abilities. We nurture each person through loving relationships and rich daily experiences centred on the teachings of Christ. We affirm the dignity of each individual and our values underpin everything we do across our school, with and for each student and member of staff to enable them to 'become the person God created them to be'.

SMSC Implementation:

SMSC at St Richard Reynolds is based upon providing all students with the following opportunities:

Spiritual:

The opportunity to explore beliefs, experience and faiths, feelings, and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.

Moral:

The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.

Social:

The opportunity to use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer, and cooperate; resolve conflict.

Cultural:

The opportunity to explore and appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect, and celebrate diversity.

Implementation of SMSC will take place across all curriculum areas, through our co-curriculum opportunities, through our pastoral system and through our personal development programme. These will all include activities that encourage pupils to recognise the spiritual, moral, social, and cultural dimension of their learning.

Practical Activities to develop SMSC:

- ✓ Daily morning prayer and reflection
- ✓ Weekly collective worship (assembly)
- ✓ Events celebrating the different liturgical seasons
- ✓ Religious Education taught to all pupils from Year 7-13
- ✓ Careers education and full time Careers Advisor



- ✓ Weekly taught PSHE curriculum and RSE curriculum
- ✓ Chaplaincy Team
- ✓ Inter House Competitions
- ✓ Fundraising and Service Opportunities
- ✓ Retreat opportunities for Key Stage 3 and Key Stage 4
- ✓ Trips & Visits offered through departments
- ✓ Co-Curricular opportunities
- ✓ Student Leadership

SMSC Impact

The provision of Spiritual, Moral and Cultural development is monitored by the PD leads, together with Progress Leaders. The impact of SMSC and student experiences can be seen in many ways, including our termly ACTA Magazine, our Catholic School Inspection Evaluation Document, our Personal Development Programme, our Co-Curricular activities, and our whole College Curriculum.



Protected Characteristics

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have.

Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation
9. Pregnancy and maternity

The Nine Protected Characteristics are actively promoted in school through:

Our school Vision & Values

- ✓ Our school behaviour policy
- ✓ Conscious role modelling by all adults in the school community
- ✓ Active engagement and communication with parents and carers
- ✓ Daily Prayer, Collective Worship & Assemblies
- ✓ Personal Development Curriculum
- ✓ Religious Education (RE) lessons
- ✓ Racial Justice, Equality and Diversity working group
- ✓ Developing links with local, national and international communities e.g. Richmond Synagogue
- ✓ Pupil Voice and Monitoring
- ✓ Educational visits & Retreats
- ✓ Guest speakers
- ✓ Co-curricular activities, after-school clubs, charity work and work within the local community



- ✓ Teaching of our school values and Catholic Social Teaching Principles
- ✓ Promoting a culture of respect for all and that we are all made in God's image

The Protected Characteristics Implementation:

Through RSE and Ten Ten Life to the Full Programme Delivery:

In line with the statutory curriculum, **Life to the Full** in secondary schools deepens the teaching on the protected characteristics at an age-appropriate level throughout the course. There is explicit teaching on the Protected Characteristics including what they are, why there were founded, and how they are to be practically implemented in everyday life in **“Wider World”, Year 8: Session 7**. The protected characteristics are thereafter referred to at various points throughout the course.

Age:

In **“Living Responsibly”, Year 7: Session 7**, the ‘Story of the Wooden Bowl’ explores an experience of an old person being prejudiced until the behaviour is challenged. The theme of ‘age’ is further explored in the cinema-in-education session **“Facts of Life”, Year 7** which explores the relationship between a student and her grandfather. Further teaching on age discrimination is given in **“Knowing My Rights and Responsibilities”, Year 9: Session 7**.

Disability:

Since 2019, Ten Ten have been working with a SEND specialist to a) provide specific guidance for the teaching of the subject for children with Special Educational Needs and b) to help us become more mindful of disability diversity representation on in our stories and imagery. As they continue to produce resources, they aim to increase disability representation in image content, video content, sessions and appendices. They are mindful that we don't have actors with a disability in our filmed dramas at the time of writing, and it is an area they intend to be more mindful of in future film production.

Gender Reassignment:

The DfE Statutory Guidance calls for an integrated and age-appropriate approach. Mindful of this, and of the right of schools to determine how best to follow the DfE guidance, Ten Ten has decided that Year 8 was an appropriate age to begin directly addressing LGBT matters. In **“Appreciating Differences” Year 8: Session 2**, we explore what having a transgender identity means and it presents a balanced view on different perspectives.

Marriage and Civil Partnership

A ‘deep dive’ into marriage and civil partnership is found in the session **“Marriage”, Year 9: Lesson 5**. This session provides teaching on the legalities of marriage, same-sex partnerships and civil partnerships. It also provides pupils with an understanding of monogamy, cohabitation, religious and Christian marriage, arranged marriage and forced marriage. The subject is further covered in **“Knowing My Rights and Responsibilities”, Year 9: Session 7**, in an exploration of the human rights: ‘the right to marry’.



Pregnancy and maternity:

The programme examines pregnancy care at various points; in fact, most year groups. However, specific teaching about employment law is not provided in the current iteration of the programme. This has been marked as an area for development within **Life to the Full**.

Race:

Race is explored in **“Wider World”, Year 8: Session 7**. Here, students are encouraged to reflect on the Holocaust and discrimination against Roma gypsies and Polish people. Further teaching about human rights is also explored in **“Knowing My Rights and Responsibilities”, Year 9: Session 7**, with particular reference to Article 12, ‘The right not to be discriminated against.’

Religion and belief:

The subject of religious belief is raised a number of times throughout the secondary schools’ programme:

- **“Knowing My Rights and Responsibilities”, Year 9: Session 7** explores wider human rights and responsibilities, and the tensions between human rights law and cultural/religious expectations.
- **“Wider World”, Year 8, Session 7** recognises the sin of unjust discrimination in our world helps us to challenge and change our own behaviour in school and in our everyday life.
- **“Values, Attitudes and Beliefs”, Year 10: Session 3** reveals the importance of knowing our own beliefs, values and attitudes so that we are not at risk of making decisions which go against them. In the accompanying film drama, a Muslim teenager is challenged about making choices which don’t align with his religious beliefs.

Sex:

Gender equality, physical difference and male/female complementarity are explored in various sessions throughout the programme:

- **“Changing Bodies”, Year 7: Session 2** builds on the teaching given in the primary schools’ programme to teach pupils about the physical, emotional and sexual development during puberty.
- **“Appreciating Differences”, Year 8: Session 2** enables pupils to challenge gender stereotypes.
- **“Love People, Use Things”, Year 9: Session 2** explores sexual objectification.
- **“One Hundred Percent”, Year 9: Session 6** explores consent and the dignity of the human person, followed by **Session 7** which teaches about sexual exploitation.
- **“Abuse”, Year 10: Session 6** looks at coercive control, physical and emotional abuse through a filmed drama.
- **“Coercive Control”, Year 11: Session 7** tells the story of coercive relationship from a real-life interview.

Sexual orientation:

There is positive affirmative that the teaching within the **Life to the Full** programme is inclusive of all. In the opening video to the first sessions, the presenters Mairi and Nathan say:



“We want you to know that these lessons are for you. We know that everyone watching this will have different life experiences, different personalities and different ideas and structures of belief. So, when we talk about relationships, this is inclusive of same-sex attraction. When we talk about people, this is inclusive of gender. We encourage you to apply the ideas that we are going to share with you to your life and your experiences.”

This vision is supported by various scenarios used in lessons which explore relationships between people with both same-sex and opposite-sex attraction.

Teaching on sexual attraction is specifically covered in:

- **“Feelings”, Year 8: Session 3** which explores the science behind sexual attraction and attachment.
- **“Love People, Use Things”, Year 9: Session 2** which considers the impact of casual sex, pornography and masturbation.
- **“Pornography”, Year 11: Session 5** which explores the power of sexual desire and the challenge of making it part of authentic love.



Impact of Personal Development

Overall, the personal development at SRRCC is outstanding. There is a wide range of opportunities available to students to enhance their personal development, from the PD curriculum, to leadership opportunities, to co-curricular and trips. Students are well informed about the variety of careers choices and further study available to them at key transition points and beyond Sixth Form. Our students' post-18 destinations are a reflection of this programme and support that they receive in their planning for their future. There is a culture and expectation here that students are actively involved in the wider life of the school community and they live out the Catholic Social Teaching Principles. Students have consistent opportunities for their voices to be heard as well as supporting the community. The plethora of opportunities here give our students the love, challenge, inspiration and experiences they need to become the person God created them to be.

Behaviour:

- ✓ Visitors to the school frequently comment on the positive impression our students make on them and the calm atmosphere around the school.
- ✓ Positive behaviour outweighs any negative and overall behaviour is excellent around the College
- ✓ Students represent the College with pride and excellence when at any trips, visits, fixtures, events
- ✓ Students report having positive behaviour at break and lunch through Student Voice

Wellbeing

- ✓ Students report through student voice that they feel confident in leading safe and healthy lifestyles and keeping safe online. They also reported that students behave well in class and at break and lunch
- ✓ Students have positive relationships with staff and peers and excellent relationships with their form tutor
- ✓ An increased provision of wellbeing education has been included in the personal development curriculum in response to an audit of data on wellbeing amongst students.



College Prayer

St Richard Reynolds,
Be with us in our faith, life and
learning,
Open our eyes to a **challenge**,
Open our hearts to **love**,
Open our ears to **listen**,
Open our spirit to **inspire**,
And let us see the good things of the
Lord,
Amen

