P12 Sixth Form Personal Development Programme

In order to ensure that Sixth Form students at The Purcell School are supported in their personal development, Personal, Social, Health and Economic Education (PSHE) at Sixth Form level is primarily delivered through a Personal Development programme which is intended to educate the students about life beyond school and to equip them with the skills necessary to lead confident, healthy and responsible lives once they complete their education here.

The Personal Development programme ('the Programme') will give students the opportunity to self-reflect on their attitude towards school life and the balance between music and academic study whilst also allowing them to explore inter-personal relationships, particularly those necessary for a successful career in music, and guide them towards developing healthy and respectful relationships in all aspects of their lives. The Purcell School recognises that whilst most students will go on to musical careers, some will go on to university or vocational training and the Programme will provide appropriate support for those who take a different route to the mainstream student at The Purcell School.

The Programme will help students develop the knowledge, skills and understanding to become informed and responsible members of society and will educate students about protected characteristics as set out in the Equality Act 2010 which include: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

The Director of Sixth Form will have overview of the entire process and will work alongside the Head of PSHE and the Vice Principal to ensure that the provision is up to date and in accordance with the School's responsibility to support students' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002, and the School's statutory safeguarding responsibilities, in line with the statutory guidance that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum'. Tutors will have termly meetings with the Director of Sixth Form to ensure they have the appropriate skills and resources to deliver a successful programme and to monitor the process for continual improvement of the Programme.

The Programme will be delivered through the following:

1. Weekly Tutorial Sessions (two separate sessions of 20 minutes each)

a. Form Tutors will deliver specially tailored and age-appropriate tutorials each week that correspond to issues discussed during the key stage assemblies that week, or other local or national issues as appropriate. These tutorials are created by the Director of Sixth Form, Designated Safeguarding Lead, Director of Teaching and Learning and the Vice Principal and are designed to enrich students, challenge perceptions and develop their personal understanding and identity.

b. During the first term of the academic year, Form Tutors will work on developing interpersonal relationships with their tutees through a series of individual and whole group activities which may include (but are not limited to):

i. a presentation on a topic of current relevance or current affairs,
ii. a student-led session,
iii. a themed presentation relating to a whole-school topic,
iv. a presentation on wellbeing and mental health,
v. a presentation on healthy lifestyles,
vi. a study-skills session,
vii. a session on effective preparation for exams,
viii. a session in which students reflect on aims and objectives for the term,
ix. a session in which feedback on aspects of school is solicited and discussed in an appropriate fashion, always in support of colleagues

c. At the relevant times during the term, tutors will help students scrutinise their grades and reports and will facilitate a constructive and reflective focus on them

d. During the Summer Term, the focus of tutorials will shift to the Personal Development Programme, a curated series of presentations and tasks aimed at preparing students for life beyond Purcell. These are structured by year group, but students may revisit topics where appropriate, and are produced by the Director of Sixth Form using various resources available, including, but not limited to, the Barclays LifeSkills programme.

2. Individual Tutor Meetings

a. Twice per half term (where possible due to musical commitments) tutors will meet with tutees on an individual basis. The School recognises that different students have different needs throughout the year and tutors are encouraged not to work to a prescribed length of meeting as this may not be appropriate for every student but instead to meet with each student for the appropriate amount of time.

b. Tutors will focus on target setting with students, aiming to set Specific, Measurable, Attainable, Relevant and Timely ("SMART") targets and continuing to monitor these throughout the academic year

c. Alongside target setting, tutors will be encouraged to work with students to develop specific study skills and, where appropriate, assist with any organisational difficulties, academic concerns and pastoral matters

d. Sixth Form tutors will keep a record of these meetings along with any concerns raised, targets set and any other matters arising. At the end of each half term (or sooner as appropriate) tutors will be required to report on their progress to the Director of Sixth Form who will monitor this process and highlight any concerns to the Senior Leadership Team and other members of staff as appropriate.

3. Assemblies and Dedicated PSHE Sessions

a. Throughout the academic year, Sixth Form students attend specific and targeted assemblies and longer sessions as appropriate. These are organised in conjunction with the PSHE Department and the Director of Boarding and may include visiting speakers and formalised teaching from subject specialists.

b. These dedicated sessions will cover topics such as alcohol and drug awareness, understanding LGBTQIAP+ culture and gender identity, and other sessions as appropriate to the student body at the time. Sex and Relationships Education may also be delivered through these sessions by trained specialist staff.

c. Every week the Principal or, where appropriate, another member of staff or visiting specialist, will give an assembly to the whole school on subjects appropriate to the student experience at the time. These will respond to events in the wider world, or to specific concerns and situations which develop in school, and will provide topics for discussion in tutorials.

d. Every week the Director of Sixth Form or, where appropriate, another member of staff or visiting specialist, will give an assembly to Sixth Form students that is targeted to their experience. This may include sessions on UCAS applications, social media usage, student finance applications, how to present yourself as a musician and an individual in society, mental health support and awareness and will support the wider PSHE programme.

4. Additional Skills Sessions

a. Throughout the year, students will be invited to sessions which are targeted to specific skills that may be useful to them once they leave school. These will take place as appropriate throughout the school year and will be appropriate to their year group. These sessions may include how to market yourself as a musician, how to budget and manage money effectively. Many of these sessions are delivered using resources such as those provided by Barclays LifeSkills (www.barclayslifeskills.com) which have been created with guidance from the PSHE Association.

b. In the Autumn Term, following the application deadlines of 1st October for Conservatoire and 15th October for Oxbridge applications (as laid out annually by UCAS), Upper Sixth students are offered sessions to help prepare for university interviews, and conservatoire auditions and interviews, which are run in conjunction with the Principal and the Director of Music to draw on the most appropriate range of skills and experience of university and conservatoire training and admissions. These sessions will be targeted at specific groups of students as appropriate, and will usually include conservatoire interviews and mock auditions, alongside Oxbridge interview classes and preparation classes for pre-application submissions of work, most noticeably for university music and art courses. These will be a mixture of classes and individual sessions and students are encouraged to sign up early to make the most of them.

c. In the second half of the Autumn Term, Lower Sixth students are invited to a session run by the Director of Sixth Form and the Director of Music about their journey beyond school. Visiting specialists from Conservatoires will be invited to provide further guidance on that route, including the suitability of consultation lessons and open days, whilst the Director of Sixth Form will introduce students to alternative courses of study, including UK and US Universities and other international institutions. Upper Sixth students are invited to talk with the Lower Sixth students after the session on an informal basis to help explain their decision-making process the previous year.

5. Delivery of the Programme

a. The Programme will be delivered in discrete sessions as appropriate to the type and duration required. These may be run during the school day, during larger music block sessions, or in dedicated development time outside of the regular school timetable

b. Sixth Form students will undertake the Programme on various frequencies depending on the nature of the sessions. Sample programmes can be found in Appendix B which demonstrate the programme for an individual over the course of their two years at the school.

c. Individual sessions may also be offered during the evenings throughout scheduled Prep time and will usually be delivered in the boarding houses. Provision will always be made to accommodate day students who may not be able to stay beyond the end of the school day.

d. The Director of Sixth Form will maintain an overview of the programme and will ensure that all students have appropriate access to the support they need to develop as happy and healthy members of society.

6. External Engagement

e. Students may be offered the opportunity to attend external events as appropriate. These will usually include visits to external careers and university fairs for those interested in pursuing a route other than conservatoire or university music, or events and activities organised by Queens School Careers Department as appropriate.

Appendix A – Sample PSHE Programme

Term 1 – Autumn Term

The following Core Themes will be explored through assemblies and through tutorials:

Core Themes Explored: Health and Wellbeing

H2. Maintaining a Healthy Diet (all Sixth Form)

- Assembly with School Catering Team
- Follow up Tutorials on maintaining a healthy diet whilst at school and beyond
- Follows through to Upper Sixth sessions on healthy eating on a budget as part of the programme for leavers

H3. Manage Being 'New' in 'New Places' (all Sixth Form)

- Assembly with Director of Sixth Form at start of academic year
- Follow up Tutorials on ensuring that new students, which a large proportion of the Lower Sixth are, feel safe and happy in the school environment

H4. First Aid including CPR (all Sixth Form)

- Extended session with specialist, arranged through the School Nurse

H7. Applying strategies for maintaining positive mental health (all Sixth Form) and

H8. Recognising when they need to employ strategies to re-establish positive mental health including managing stress and anxiety and

H9. Recognising when they, or others, need support with their mental health and how to access the most appropriate support and

H10. Recognising common mental health issues in themselves and

H11. Recognising mental health issues in others; be able to offer or find support for those experiencing difficulties with their mental health

- Assembly with Director of Sixth Form and School Counsellor on mental health awareness and access to support structures
- Extended sessions with specialists on performance anxiety, and other common mental health issues as appropriate
- Follow up Tutorials on maintaining positive mental health and managing performance anxiety in practical terms at The Purcell School
- Possible sessions on Mental Health First Aid with visiting specialists

H17. Managing online safety in all its forms

- Assembly with Director of Sixth Form or other appropriate staff on learning to protect one's online status, and appropriate behaviour online alongside the dangers of trolling and other negative communication online
- Follow up Tutorials on online safety with practical exercises

H18. Understanding the effects of alcohol and drug use

- Extended session with specialist on drug and alcohol use and abuse in the first half term of the academic year in order to support students who arrive with limited knowledge and understanding
- Follow up Tutorials and small group sessions as appropriate

Weekly Themes for Term 1

Each week resources are available for exploration of specific topics. These will be explored through assemblies where appropriate, either with the whole school or the sixth form specifically, and will be explored through tutorials each week. The weekly schedule given below is a suggested outline and may vary.

Week 1 – Identity
Week 2 – Democracy
Week 3 – Climate Change
Week 4 – Languages
Week 5 – Black History
Week 6 – Mental Health

Half Term

Week 7 – Homelessness
Week 8 – Remembrance
Week 9 – Anti-Bullying
Week 10 – Tolerance
Week 11 – Gender
Week 12 – Human Rights

Appendix B – Sample 'Life After Purcell' Personal Development Programme

25th January, 08.40 - 09.40
Visiting Speaker
Mental Health and Emotional Wellbeing
Years 12 and 13

2nd February, 16.00 - 17.00
Residential Medical Practitioner
Physical Health Matters
A talk on important health matters such as registering with a GP/dentist; accessing services including contraception and sexual health services, using pharmacies and health centres, help in an emergency, for self or others, including injuries and accidents.
Year 13

15th February
Director of Boarding/Senior Mental Health Lead)
Staying Happy and Healthy
Workshop on 'taking responsibility for my wellbeing'. Dealing with stress with a focus on exam stress.
Year 13

1st March, 15.45 - 17.15
Visiting Speaker
Consent
A workshop with lawyers to enable understanding of the law around sex and consent in order to make informed and sensible decisions whilst normalising conversations around consent.
Year 13

15th March, 15.45 - 17.15
Visiting Speaker
Drugs and Alcohol Education
A presentation on drug abuse, alcohol, smoking and vaping, risk and risk management; festivals and parties; emergencies; keeping yourself and friends safe.
Year 13

1st, 8th, 15th, 29th February
School Nurse
CPR
British Heart Foundation course on CPR.
Year 13 in tutor groups

Policy author / reviewer:	***Policy date / review date:***	***Next review due:***
Ziggi Szafranski	September 2024	September 2025
Ziggi Szafranski	September 2025	September 2026
Ziggi Szafranski	August 2026	September 2027