



UTC Cambridge PSHE and Citizenship Policy

Member of SLT: Director of Student Progress

UTCC Governors: Chair of Quality Teaching & Learning (Sub Committee of FGB)

Associated Policies and documentation:

Safeguarding and Child Protection

Equal Opportunities

Racial Equality Policy

UTC Cambridge Vision

UTC Cambridge: Delivering Future Scientists

UTC Cambridge Mission

Through an innovative curriculum, developed with leading scientists from industry and academia, UTC Cambridge builds bespoke learning solutions delivered in a state of the art science and technology environment that empowers students to manage their academic and career development.

UTC Cambridge Values

We set ourselves challenging goals, are agile and resilient, to achieve our personal best.

By respecting one another we enhance our experience and benefit from different perspectives.

We take individual responsibility, ensuring team delivery.

By respecting our environment, our world, we make a difference.

We celebrate positive contribution and aspire to excellence.

We are morally and ethically responsible in scientific and environmental innovation.

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Review date: July 2017

1. Introduction

1.0 The National Curriculum (QCA/DfES 1999) has two broad aims that provide an essential context within which the UTC Cambridge has developed PSHE and Citizenship:

Aim 1: The UTC Cambridge curriculum provides opportunities for all learners to learn and

achieve.

Aim 2: The UTC Cambridge curriculum promotes learners' spiritual, moral, social and cultural development in an inclusive, broad and non-denominational fashion that prepares all students for the opportunities and responsibilities of life.

Specific aims within the PSHE and Citizenship programme

2. Personal and Social skills development

2.0

- i. To develop confidence, self-awareness and positive self-esteem, including the ability to make decisions, self-manage and lead
- ii. To promote the social and emotional aspects of learning and workplace interactions including empathy, social skills, motivation, managing feelings and conflict resolution
- iii. To promote the development of good relationships and to appreciate and respect the differences that exist between people
- iv. To encourage students to take responsibility for their own actions and well-being and prepare them for adult life
- v. To understand and develop good relationships and to be able to work effectively within groups of individuals

3. Health education

3.0

- i. To provide factual information on health related issues in an objective, balanced and sensitive manner, set within a clear moral framework
- ii. To develop decision-making skills related to health matters
- iii. To encourage students to take responsibility for their own actions and well-being and prepare them for adult life

4. Careers education and guidance and work related learning

4.0 To prepare students for the world of work by consistently modelling, mentoring and monitoring workplace appropriate behaviour and skills;

4.1 To prepare and transition between key stages and to investigate and plan for the next stage of their education / training or employment;

4.2 To acquire the skills needed to understand and develop a personal career pathway and career matrix including being able to locate and use sources of information including labour market, HE/FE, apprenticeship ;

4.3 To develop students self-assessment and goal setting skills to guide their career and to engender habits for life-long learning.

5. Citizenship

5.0 To acquire the knowledge and understanding necessary to become informed and participating citizens;

5.1 To develop skills of enquiry, analysis and multi-modal communication;

5.2 To practice the skills of participation and responsible action and to appreciate and respect the differences that exist between people;

5.3 To appreciate and respect the differences that exist between people and cultures;

5.4 To promote the development of good community relationships including the need for fair and equitable compromise.

6. Enterprise and Economic understanding

- 6.0 To develop capability and practice.
- 6.1 Enterprise.
- 6.2 Finance.
- 6.3 Economics and business structures.
- 6.4 Human resources.
- 6.5 Marketing and PR.

7.0 Delivery of the Curriculum

7.0 Provision for PSHE and citizenship will be mapped through the Enterprise Zones (the pastoral system). The range of approaches for PSHE and Citizenship delivery are through:

- i. Passport to Success;
- ii. Duke of York Award;
- iii. Challenge Projects;
- iv. Teaching in and through subject / curriculum areas;
- v. Tutorial time;
- vi. UTC educational trips;
- vii. Assemblies / Master Classes;
- viii. Work Experience.
- ix. Big Question Days (PHSE topic driven)

8. Involving students in the life of the UTC and wider community

8.0 The UTC Cambridge will work with the wider community and other agencies to deliver PSHE and citizenship. Learners will have the opportunity to be involved in activities both inside and outside of the UTC, these include:

- i. Student Executive Board (student government);
- ii. Enterprise Zone Boards (Houses);
- iii. Business Boards (Tutor groups and Challenge Project teams);
- iv. Workplace visits and Work-based learning;
- v. Peer Mentors and Tutors;
- vi. Community and charity events;
- vii. Sporting competition.

9.0 Working with outside Visitors

9.0 All sponsors, employers and community based agencies who visit the UTC Cambridge to provide curriculum support, will be issued with the following code of conduct:

- i. Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon students in any way;
 - ii. Be familiar with the UTC Cambridge's aims, ethos and policies and plan their involvement in the light of our aims and curriculum;
 - iii. Seek to use engaging teaching and learning methods which actively involve the students and communicate effectively and appropriately for the age group concerned;
 - iv. Make clear to students who they are, who they represent and what their aim and objectives are;
 - v. Communicate with students using an open and non-judgemental approach, avoiding any hidden agenda to influence.
- 9.1 Prior to agencies visiting UTC Cambridge, UTC staff must ensure that:
- i. Safeguarding requirements have been met;
 - ii. Visitors input is integrated within a planned programme;
 - iii. Appropriate planning sheets/lesson plans have been produced;

- iv. UTC/class background information has been issued;
- v. Resources have been checked for suitability;
- vi. Confirmation of dates and times have been confirmed in writing;
- vii. An evaluation process has been agreed.

10. Links to pastoral systems and community services

10.0 There are explicit links between the PSHE and Citizenship programme and the pastoral organisation of the UTC Cambridge. Students are have awareness, knowledge and accessibility to a clear system of pastoral services including a tutor and the Assistant Principal (Pastoral). Student voice will be heard and reflected through the Student Executive Board. (See Attachment A: List of student roles and responsibilities).

11. Implementation

- 11.0 The PSHE policy will be communicated to all new and existing students through the Student Executive Board, assemblies and within the curriculum. It will be communicated to parents through the UTC Cambridge - Home agreement and the UTC Cambridge website.
- 11.1 Staff are consulted regularly about the policy and its implementation, new staff will be familiarised with the policy during induction. There will be INSET for all staff during the academic year.

12. Monitoring and Evaluation

12.0 The Principal and Assistant Principal will monitor the implementation of the policy in consultation with Staff and the Student Executive Board. This policy will be reviewed every 2 years.