

Cottenham's Curricular Vision: Personal Development

Learning is the core purpose of all activity at Cottenham Village College. This learning, and the curriculum that underpins it, goes beyond the disciplinary domains that form our subject curriculum offer at KS3 and 4.

We start with the principle of being an inclusive school where all students are valued as part of our school community, recognising and celebrating our diversity. We enable *all* our young people to feel valued and part of our school community. At Cottenham we take a holistic approach to how we support students in ways that reach beyond their subject curriculum. As a Village College the principle of 'lifelong learning' is a vital part of our ethos. This approach is enacted by our belief in the need for respect for all members of our school community. Every interaction between any member of our community focused on supporting students to learn and develop in a safe space, albeit one with the clear and firm boundaries needed for any school community to function.

At Cottenham we support students to:

1. Develop knowledge and understanding of all aspects of personal development, and know who to turn to if they need support; ***
2. Take responsibility for their own behaviour and actions and recognise that these have consequences;
3. Manage risk and make informed decisions;
4. Build lasting positive relationships which respect diversity;
5. Be active citizens that contribute to their society;
6. Develop a healthy lifestyle.

***PSHE, RSE, British Values, Protected Characteristics and Citizenship, SMSC, Careers

We achieve this by:

A. our PSHE curriculum delivered through assemblies, reflection tasks for registration which run throughout the year (taking a theme from the PSHE curriculum per half term). The opportunity to explore aspects of the curriculum in more depth is offered through fortnightly timetabled lessons at Key Stage 3, supplemented by our Conference Days. Issues raised on Conference Days are returned to in the subsequent tutor time or lesson programme;

B. supporting students to manage their own behaviour through every interaction at CVC, through the implementation of our clear and proportionate behaviour policy. This policy supports students to make the most of every learning opportunity and ensures everyone in the school community is treated with respect. This creates consistent conditions, across all classrooms, that allows everyone to learn. Our use of tutor time ensures that students are routinely reminded of how they contribute to creating and maintaining a safe and positive learning culture while at school.

C. continuing to create a culture which values and celebrates learning. Staff reward these learning behaviours through our house point system and celebration assemblies.

D. encouraging students to raise money for charity (e.g. termly non-uniform days) and support community projects through fundraising activities such as cake sales, sponsored 'Readathons'. Raising money for charity through school-wide is an integral part of building a sense of community;

E. valuing student representation through the election of a student leadership team and Student Council. The Council meet regularly and discusses pertinent concerns that have arisen from the student body. Each year group is represented on the Council. There are working parties aligned to the School Council that focus on issues relevant to the student body. Each Head of Year regularly meets with a range of students from their year group as way of engaging with student voice. Student leadership is also developed when students are used as guides in recruitment processes for new staff, for tours for visitors to the College, and for families at Open Evening;

F. providing opportunities for students to work together, build teams and widen their social circle come through our extensive range of extra-curricular activities including team sports, musical ensembles, day trips and visits. We also actively invite external groups in to work with a range of students to promote team building, both within and across the year groups. Outcomes from these extra-curricular activities pepper the school calendar and usually include regular productions, concerts, drama showcases, sporting fixtures and dance shows;

G. offering students the experience of being away from home on a residential is an entitlement for students. A range of extra-curricular visits link to the subject curriculum (Ely Cathedral visit in history and fieldwork in geography) are supplemented by our “Activities Week” at the end of July providing all students with the opportunity to mix with students outside their friendship group or year group. In addition, an increasing number of students completing the Bronze (and Silver) Duke of Edinburgh Award Scheme;

H. promoting a sense of identify and social responsibility is encouraged through our House System and the award of “SHINE” or house points. Students work towards SHINE badges of silver, gold and platinum which represent a range of different opportunities and experiences. Through Games Day healthy competition is fostered through a range of sporting, cultural and creative activities;

I. integrating our financial and careers guidance programme through PSHE, assemblies and Conference Days. All Year 10 students carry out work experience in the summer term.

(For activities out of the school day a late bus service is provided.)