



St. Gregory's Catholic High School

Personal Development Policy

Monitoring

The implementation of the policy will be monitored by the Assistant Headteacher (Catholic Life).

Evaluation

The policy will be reviewed annually by the Assistant Headteacher (Catholic Life) and Senior Leadership Team prior to the submission of the policy to Governors' Community Committee for scrutiny and recommendation to the Full Governing Body for approval.

Reviewed and amended by R Sherrington PD Lead 10 June 2020

Policy Review Dates:

Date last approved by Full Governing Body: 7th December 2017

Date submitted to Governors' Committee: 18th June 2020

Date submitted to Full Governing Body: 14th July 2020

Review Frequency: Every 3 years

Start date for policy review: August 2023

(should be read in conjunction with the RSHE Policy)

St Gregory's Catholic High School is committed to safeguarding and promoting the welfare of young people and all staff and volunteers.

Rationale

Personal Development (PD) includes, personal, social and health education at Key Stage 3 and 4 and endeavours to help pupils lead confident, healthy and responsible lives as individuals and members of society.

Through work in lessons and a range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they may face as they approach adulthood.

PD gives pupils opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature and to show respect for the diversity of and differences between people.

It also develops pupils' well-being and self-esteem encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

PD at Key Stage 3 and 4 builds on the pupils own experiences and work done in Key Stage 1 and 2. It also complies with national PD programmes of study and covers areas such as issues in politics, the law, family, the environment, relationships, British Values, e-safety, drugs and alcohol, self-awareness and the media.

Aims of the PD Programme

- To enable all pupils to develop as fully as possible their interests, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged.
- To allow pupils to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions.
- To experience enjoyment of learning so that they may be encouraged to take advantage of educational opportunities later in life.
- To develop appropriate skills in literacy and numeracy.
- To develop programmes of study and experiences which will enhance pupils' self-respect and confidence and encourage them to take responsibility for themselves and their actions.

- To provide pupils with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work.
- To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment.
- To equip pupils for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers.
- To encourage appreciation of, and concern for, the environment.
- To develop interests and skills that will continue to give personal satisfaction in the use of leisure time.
- To establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate.
- To develop a curriculum which enhances pupil's knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social and moral issues.
- To provide pupils with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture or ability.
- To enable pupils to make informed choices when considering the development of a healthy and safer lifestyle.
- To give students the confidence to discuss difficult issues by encouraging non-judgemental participation by students and staff

The Context of the PD Curriculum

PD cannot always be confined to specific timetabled time.

At St Gregory's Catholic High School PD is delivered within a whole school approach which includes:

- Discrete curriculum time once every two weeks delivered form tutors and resourced by the PD lead, PPMs and form tutor teams
- Teaching PD elements through and in other subject/curriculum areas.

- Through PD themed activities, visits, external visitors and/or events throughout the academic year.
- Through pastoral care and guidance.

Discrete Curriculum Time

At St Gregory's Catholic High School there are two discrete lessons per half term focusing on Life related matters, including Careers Education and Guidance, Sex and Drugs/Alcohol Education, British Values, PREVENT, Mental Health Awareness and Financial Capability.

Formal Assemblies and Form Tutor time are also used to deliver aspects of the PD programme e.g. Anti-Bullying, Environmental Responsibility and Global Citizenship.

PD Through Other Subject/Curriculum Areas

Provision for some aspects of PD is made through other subject areas including Religious Studies (RS). RS seeks to address, discuss and debate religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

Additionally, other curriculum subjects have opportunities to make links with the PD Framework through their programme of study.

English – skills in enquiry and communication, use of resources, discussion and presentation of arguments, texts with personal, health and relationship issues.

Maths – aspects of financial capability

Science – teaching and learning on health, drugs (including medicines), sex education and safety.

Design/Technology (including, Food and Nutrition) – health, safety and hygiene issues, the consideration of social, moral and cultural dilemmas associated with the global environmental impact of products, eating disorders (including obesity).

ICT – finding ICT based information, handling data, e-mail for communication and exchange of ideas and e-safety (including online grooming and elements of CSE).

Computing – considering the ethical impact of the use of computers on our lives; looking at the impact of legislation such as the Data Protection Act

Business - developing pupils' understanding of the world of work and their role as consumers and aspects of financial capability; looking at the ethical nature of businesses, balance profit against morals; impact of employment legislation

History – ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity including Britishness & Democracy.

Geography – implications of sustainable development for pupils' own life, study of cultural differences, skills of geographical enquiry including communication.

Modern Foreign Languages – communication in the target language and learning about culture, customs and beliefs, exchange visits and host visits.

Art and Design – respect of the differences between people through an investigation of artists, craftspeople and designers from Europe and the rest of the world.

Music – making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and expression.

Physical Education – teaching and learning about health, safety and fitness, development of co-operation and commitment, teamwork. Inter school competition.

PD Activities and School Events

At St Gregory's Catholic High School students in each year group will have PD delivered through a planned programme of lessons during the course of the school year – one every two weeks. All sessions are planned by the subject lead and resourced the team of PPMs and form tutors in each year group. The subject lead also has responsibility for quality assuring the delivery of lessons (using the school QA structures). Form tutors (the staff member with closest proximity and pastoral responsibility for their tutees) are responsible for the differentiation of resources and the delivery of the subject. Form tutors are also responsible for marking pupil books in accordance with St Gregory's Catholic High School marking policy and they are aware that these books are subject to the school's QA processes.

Occasionally, when possible, sessions will be delivered by visitors from external agencies such as local colleges, NHS, drugs support, Youth Services. This will be determined by the availability of outside colleges, organisations and agencies and by funding available to support their involvement.

Aspects covered will include sex education, smoking, alcohol and drugs awareness (personal well-being) as well as careers, enterprise and work-related learning.

Students have access to a range of services and activities which are designed to support their personal, social, health and emotional wellbeing and motivate them to achieve their full potential. Students may self-refer to these services and activities or may be referred by a member of staff.

Pastoral Care and Guidance

St Gregory's RC High School's pastoral system is organised on a year by year basis. Each year has multiple form groups, each with a form tutor. This is overseen by a Pupil Progress Manager (PPM).

Each year group has a Collective Worship once a week which will focus on a mixture of religious and PD issues. These are delivered by the school chaplain, PD Leader, senior leaders, pupil progress managers, form tutors and their tutor groups all drawn from a variety of subject backgrounds which follow a set format (see Collective Worship policy) and encourage pupil participation.

Form time each morning also includes form group collective worship which is resourced centrally by the School Chaplain with contributions from HOD RE and other sources. These are often based on issues of global citizenship, religious and moral responsibility, personal safety, relationships with others and how to be active citizens in our school and wider community through charitable activity. Careers Education and Guidance sessions are also delivered through the form time structure one day a week – this is fully resourced by the CIEAG Co-ordinator.

Delivery – Who and How?

Aspects of PD are delivered by staff during lessons and specifically by outside agencies who are specialists in their particular field. The specialists may include Health Professionals, Police, Fire Brigade, Politicians, Magistrates, Theatre Groups and Warrington Young Peoples Services - availability dependent.

While planning resources are provided centrally for all sessions, good resourcing and teaching will ensure that we use a variety of methods during lessons and across various topics of learning. The best teaching will also seek to differentiate and adapt resources so that learning is personalised for each cohort so that learning is engaging and interactive. All staff are encouraged to use a variety of flexible, active learning methods:

- Stating what is to be learnt and what the teacher is looking for (Walt/Wilf).
- Good questioning skills.
- Ground rules.
- Working together.
- Understanding another point of view.
- Reflection, review and evaluation.
- Role play.
- Discussion and debate.
- Voting.

Every effort will be made by all staff to include all pupils in every lesson regardless of ability. Teachers will use a variety of techniques to include all pupils and every effort will be made to adapt each lesson to include pupils with differing learning styles.

PPMs and tutors are responsible for ensuring that all teaching resources are uploaded to the school Shared One Drive so that a central bank is grown for use by all staff and students going forward.

Answering Difficult Questions

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PD. As a Catholic School all staff will adhere to, and uphold, the teachings of the Catholic Church and will seek guidance from the PD Lead, HOD RE or Senior Leaders where there is any doubt.

No teacher or pupil will be expected to answer personal questions.

No one will be forced to take part in a discussion.

The meaning of words will be explained in a sensible and factual manner.

Where a member of staff is not comfortable answering a question or where they feel ill-equipped to provide a comprehensive response they must refer the pupil(s) to the PD Subject Lead or a member of the pastoral team.

Safeguarding

It is acknowledged that PD is a subject where the nature and content of the learning may encourage a pupil or pupils to make disclosures of a sensitive, safeguarding nature. In these circumstances the school safeguarding procedures MUST be followed immediately and without hesitation. Remember share the risk or own the risk – if in doubt share with the St Gregory's Safeguarding Team or Designated Safeguarding Lead.

Assessment

Assessment will take place in the classroom as is appropriate to the task being undertaken. In oral work or role play this may be simply an observation of the learning outcome. In some cases, there may be written evidence which will be recorded in pupils exercise books which will be in the charge of the form tutor who is also responsible for marking said books in accordance with the St Gregory's RC High School marking policy.

Self and peer assessment will be actively encouraged and pupils allowed time to reflect on their progress and achievement.

Review

This policy will be considered annually and formally reviewed every three years by the Head of PD in consultation with the Assistant Head Teacher Personal Development (Curriculum), Governors, Head Teacher, Heads of Department and PPMs.