

All Hallows Catholic High School



Personal Development Policy

Signed by:

Headteacher: C Horrocks

Date: 19/7/22

Chair of governors: W McMahon

Date: 19/7/22

Review date:

Key roles and responsibilities

- Two Assistant Headteachers and the Deputy Headteacher have overall responsibility for the implementation of the school's Personal Development Policy.
- The Assistant Headteacher in charge of Personal Development has overall responsibility for ensuring that the Personal Development Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Assistant Headteacher in charge of Personal Development has overall responsibility for reviewing the Personal Development Policy annually.
- The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- The Assistant Headteacher in charge of Personal Development will be responsible for the day-to-day implementation and management of the Personal Development Policy.
- The Assistant Headteacher in charge of Personal Development is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive Personal Development education that achieves the aims laid out in this policy.
- As required by statutory guidance, the governing body and Headteacher will consult with parents to ensure that the RSE and Personal Development policies reflect the needs and sensibilities of the wider school community.
- All Hallows Catholic High School will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from Personal Development and RSE education.
- We will ensure that pupils are also involved in the creation of this policy through feedback and suggestion forms and/or class discussions.

Statement of Intent

Personal Development Curriculum at All Hallows Catholic High School covers the following areas:

- Fundamental British Values and Citizenship education
- Social, Moral, Spiritual and Cultural education
- Personal, Social, Health and Economic and Sex and Relationship Education
- Careers and Living in the Wider World education

Our school mission statement 'Growing together in the spirit of Christ's love' embodies our attitude and intentions towards the importance of the development of all aspects of the Personal Development curriculum.

All our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, pupils learn to recognise their own worth, develop a sense of their own identity and the ability to take their place in the community as well as respect for, and working with, others. Thus, the Personal Development curriculum is delivered in a number of ways. These include:

- All pupils at All Hallows receive one discrete 50 minute lesson per week.
- Personal Development education is also a cross curricular subject with all curriculum areas contributing, in a variety of ways, and are highlighted in their Schemes of Work.
- Collective Worship is practised every day with a weekly theme and all pupils will experience one assembly per week.
- There is an abundance of extra-curricular activities at All Hallows. We have a tradition of trips, including museums, synagogues and heritage sites, which introduce our pupils to a wide and varied experience. We have a very healthy extra-curricular sports programme and the Performing Arts Department attract sell-out crowds for their yearly performances which allows all pupils at All Hallows to develop a rich cultural capital.
- Our Food Bank is just one of the ways our SVP groups helps our local community by providing much needed food and support and our charity work supports people locally and across the world and is mainly co-ordinated by our Chaplain.
- Our Enrichment Days are an opportunity to work with the local community, Lancashire Police, Lancashire Fire and Rescue and local charities, as well as enhance and enrich our curriculum by inviting visiting speaker into school.
- Votes for Schools programme delivered weekly during form time. The current affairs theme of the week is used as stimuli for discussions and reflections to prompt democratic voting acts.
- Pupils are encouraged to reflect on their experiences and to recognise how they are developing personally and socially, addressing the spiritual, social, moral and cultural and health issues that form an intrinsic part of growing up.

The Personal Development curriculum encourages students to learn more about themselves as growing and changing individuals. Students have the opportunity to acquire the knowledge, skills and understanding necessary to enable them to make informed decisions

about all aspects of their lives, as they develop from children into young adults. Students will also learn to respect the views, needs and rights of others, including people of different genders, ages and cultures to themselves.

Students have the opportunity to broaden, extend and challenge their knowledge, values and skills to prepare them for life in modern Britain, with the aim of making students productive citizens.

Fundamental British Values and Citizenship

Within the Fundamental British Values aspects of the curriculum pupils are able to distinguish right from wrong and to respect the civil and criminal law of England as well as accepting responsibility for their behaviour, showing initiative, and understanding how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. Through this we embrace the following 4 strands integral to Fundamental British Values:

- Democracy.
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

Citizenship is delivered discretely and across the curriculum. Students cover issues such as rights and responsibilities, discrimination and how they can contribute positively as active, caring citizens both in school and within the communities in which they live. They are also encouraged to respect democracy and support participation in the democratic processes, including respect for the basis on which the law is made and applied in Britain. Part of this process is the election and participation in the Student Council which meets half termly and is chaired by SLT.

Social, Moral, Spiritual and Cultural

We recognise and firmly believe that the development of pupils, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to, and have the ability to, access the world they live in. Spiritually, the school shares its vision of Christ's love throughout the school community on a daily basis. These principles underpin education at All Hallows and are expressed through the rich curriculum experiences that take place both within and outside the classroom. The school is a community of faith based on common Christian values and worship which can find expression in every aspect of daily life at All Hallows.

We aim to provide an education that provides children with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through this subject and the wider curriculum. The values and ethos of All Hallows Catholic School are central to our Personal Development education.

Personal, Social, Health and Economic and Sex and Relationship Education

The three main strands of this aspect are:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The Personal Development programme includes work to improve students' health and emotional wellbeing. PSHE and SRE develop students' skills to manage relationships and be economically active and intend to give students the skills necessary to keep them safe, including keeping them safe in an ever changing virtual world. The main strands of this area of the programme are to promote pupils' health and wellbeing. This includes personal health, looking after their mental health and healthy living, including diet and drugs and alcohol abuse education.

The PSHE and RSE aspects of this programme are arranged to ensure that age appropriate delivery is achieved to prepare students for each phase of their life and education. The RSE programme is delivered through a collaboration of the DfE and CES accredited Ten Ten programme within the Religious Education Curriculum, Personal Development Curriculum, and the Science Curriculum. The RSE Policy is available on School Website.

Careers and Living in the Wider World

One of the key principles of the Personal Development Curriculum is that it enables pupils to acquire learning that will allow them to make their own choices in the real world.

At the forefront of the careers aspect of Personal Development is the implementation of the eight Gatsby benchmarks of Good Career Guidance:

A stable careers programme

1. Learning from career and labour market information
2. Addressing the need of each pupil
3. Linking curriculum learning to careers
4. Encounters with employers and employees
5. Experience of workplaces
6. Encounters with further and higher education
7. Personal guidance

Our aim at All Hallows is to inspire confident learners who will thrive in a changing world. We want All Hallows pupils to aim high in their expectations, to raise their aspirations, promote equality of opportunity, celebrate diversity, challenge stereotypes and prepare for their future careers.

Personal Development education plays a critical role in preparing all young people for the next stage of their education or training and beyond. Expectations are high, including for our most vulnerable and those with special educational needs and disabilities. Students are challenged appropriately and acquire the knowledge, skills and attitudes for lifelong learning so that they become more adaptable and resilient, make decisions and transitions, be more

enterprising and be able to present themselves well with applications and interviews. This will help every young person to realise their potential and enhance their employability.

Personal Development Education equips students with the knowledge, skills and attributes that they need to make informed decisions about their learning and work through a cohesive programme of careers education. They are supported in their journey with access to personalised information, advice and guidance from 6th Form colleges which will enable them to build up the confidence to take charge of their career development and effectively manage their own progression through learning and work. They also have opportunities via the Unifrog online platform to consider and prepare for a variety of employment options, for example, through work based learning, mock interviews and a range of Enrichment Day activities.

Teaching methods and learning style

A range of teaching and learning styles will be used to teach Personal Development.

Teaching will be pupil-led and there will be an emphasis on active learning techniques such as discussion and group work.

- No crude language.
 - No raised voices/shouting.
 - No talking over people.
 - Show respect for another's views, even when disagreeing with them.
 - Keep comments subject-specific, as opposed to personal.
-
- 'Ice-breaker' activities and clear ground rules regarding discussions will be put in place in order to ensure a safe, supportive and positive learning environment.
 - Pupils will learn research and study techniques and have the opportunity to engage in investigations and problem-solving activities.
 - All pupils will be encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.
 - We will use visiting speakers, such as health workers, the Fire brigade and the police, to broaden the curriculum and share their real life experiences.
 - We will consult with the local community on matters related to Personal Development to ensure that local issues are covered in lessons.
 - Pupils' questions will, unless inappropriate, be answered respectfully by the teacher.

Timetabling and cross-curricular involvement

- We will use direct teaching via timetabled lessons. All pupils will have one lesson per week.
- Personal Development will be taught in discrete curriculum time, delivered mainly by Religious Education Teachers.

- We will ensure cross-curricular learning through discussion between subject departments.
- There is an element of Personal Development in pastoral care and we will ensure that Personal Development and the Pastoral Support Team work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

Reporting and confidentiality

- Every lesson should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable consulting their Personal Development teacher, the Pastoral Support Team or another member of staff about this.
- Pupils will be encouraged to have an open dialogue regarding any such issues with the Personal Development teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a pupil does wish to speak to a teacher about any such issue, the teacher should ensure that the pupil is aware of this responsibility.

Tailoring Personal Development

- Teaching will take into account the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- Adaptations will be made for those for whom English is a second language to ensure that all pupils can fully access Personal Development educational provision.
- All pupils with special educational needs will receive Personal Development education, with content and delivery tailored to meet their individual needs.

Assessment

Pupils' knowledge and understanding is assessed through formative assessment via question and answer sessions, discussion groups and quizzes.

Monitoring and Evaluation

This policy will be reviewed regularly by the Assistant Headteacher responsible for Personal Development. The effectiveness in school will be evaluated in the following ways:

- Monitoring of teaching and learning and work scrutiny by SLT and Subject Leaders;
- Lesson observations
- Student voice feedback;
- Curriculum auditing;
- Sharing good practice;
- Line Manager meeting