



St. Gregory's Catholic High School

Personal Development Policy

Monitoring

The implementation of the policy will be monitored by the Assistant Headteacher (Pastoral)

Evaluation

The policy was reviewed by the Assistant Headteacher (Pastoral) and Senior Leadership Team on 20th June 2024 prior to the submission of the policy to Governors' Community Committee for scrutiny and recommendation to the Full Governing Board for approval.

Policy Review Dates:

Date last approved by Full Governing Board: 14th July 2020

Date submitted to Governors' Committee: 26th June 2024

Date submitted to Full Governing Board: 11th July 2024

Review Frequency: Every 3 years

Start date for policy review: March 2027

(Should be read in conjunction with the RSE 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 includes, personal, social and health education, citizenship, careers education, independent advice and guidance (CEIAG), relationship and sex education (RSE) 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.

Personal development 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.

Personal development 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 personal development 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.

Personal development is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.

We must teach health education under the same statutory guidance.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

- DfE (2024) 'Keeping children safe in education 2024' (KCSIE)

This policy operates in conjunction with the following school policies:

- Relationships and Sex Education (RSE) Policy
- Child Protection and Safeguarding Policy

Roles and Responsibilities

The governing board is responsible for:

- Ensuring the school's Personal Development Policy is implemented effectively.
- Ensuring that the Personal Development Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that personal development teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the Personal Development Policy.
- Reviewing the Personal Development Policy.
- Handling complaints regarding this policy.

The Assistant Headteacher (Personal Development) is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the Personal Development curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

Aims of the Personal Development 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 pupils' 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

Programme of Study

- Self-concept.
- Mental health and emotional wellbeing.
- Healthy lifestyles and health-related decisions.
- Drugs, alcohol and tobacco.
- Managing risk and personal safety.
- Puberty, sexual health and fertility.
- Positive relationships.
- Relationship values.
- Forming and maintaining respectful relationships.
- Consent.
- Contraception and parenthood.
- Bullying, abuse and discrimination.
- Social influences.
- Choices and pathways.
- Work and career.
- Employment rights and responsibilities.
- Financial choices.
- Media literacy and digital resilience.

The Context of the PERSONAL DEVELOPMENT Curriculum

Personal development cannot always be confined to specific timetabled time.

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

- Discrete curriculum time once every two weeks delivered from tutors and resourced by the Assistant Headteacher (Personal Development).
- Teaching personal development elements through and in other subject/curriculum areas.
- Through personal development themed activities, visits, external visitors and/or events throughout the academic year.
- Through pastoral care and guidance.
- Through a dedicated form session once per week.

Discrete Curriculum Time

At St Gregory's Catholic High School there are at least two discrete lessons per half term focusing on Life related matters, including CEIAG, RSE, 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 Personal Development programme e.g. Anti-Bullying, Environmental Responsibility and Global Citizenship.

Personal Development Through Other Subject/Curriculum Areas

Provision for some aspects of personal development is made through other subject areas including Religious Education (RE). RE 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 Personal Development 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 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).

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.

Personal Development Activities and School Events

At St Gregory's Catholic High School students in each year group will have personal development delivered through a planned programme of lessons during the course of the school year – one every two weeks. All sessions are planned by the Assistant Headteacher (Personal Development). The Assistant Headteacher (Personal Development) also has responsibility for quality assuring the delivery of lessons (using the school QA structures). However, PPMs and other members of SLT will also partake in QA. 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 and will be monitored to ensure that they support diocesan stipulations.

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 Celebration of the Word once a week which will focus on a mixture of religious and personal development issues. These are delivered by the school chaplain, 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 Celebration of the Word policy) and encourage pupil participation.

Form time each morning also includes form group collective worship which is resourced centrally by the Assistant Headteacher (Personal Development) and school chaplain. 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.

Delivery – Who and How?

Aspects of personal development 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.

Assistant Headteacher (Personal Development) is 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.

Assessment

St. Gregory's Catholic High School will set the same high expectations of the quality of pupils' work in personal development as for other areas of the curriculum. A strong curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular verbal feedback on their progress. Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention. Pupils' knowledge and understanding will be assessed through formative assessment methods such as presentations, discussion groups and low stakes quizzes in order to monitor progress.

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.

Answering Difficult Questions

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of personal development. As a Catholic School all staff will adhere to, and uphold, the teachings of the Catholic Church and will seek guidance from the Assistant Headteacher (Personal Development) , 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 PERSONAL DEVELOPMENT Subject Lead or a member of the pastoral team.

Safeguarding

It is acknowledged that personal development 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.

St. Gregory’s Catholic High School recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online. St. Gregory’s Catholic high School implements a whole-school approach to personal development that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Confidentiality within the classroom will be an important component of lessons, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school’s Safeguarding Policy.

Due to the nature of the matters discussed in lessons, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school’s Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

Teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Equality and Accessibility

St. Gregory’s Catholic High School will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQIA+.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

Withdrawal from lessons

St. Gregory’s Catholic High School will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made **in writing** to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.