

*St Anne's Catholic
Primary School*



Autumn Term 2020

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Personal Development Policy

At St. Anne's, together in faith, we passionately commit to:

Build a loving, vibrant community with Christ at the heart;

- *Within our local and global communities, live, share and celebrate God's word, together with the core values of our school community.*
- *Work as one to make a positive difference in all that we do.*
- *Responsibly keep everyone safe and secure within an environment of tolerance and respect.*

Celebrate the uniqueness of all and enable them to reach their potential:

- *Value the uniqueness and dignity of all individuals, enabling them to grow, have aspirations and become global citizens of our common home.*
- *To respectfully hear, listen and respond to everyone's voice, thoughts and opinions equally.*
- *Recognise and develop individual qualities to enable all to live life to the full with courage and compassion.*

Through our shared vision and values, nurture knowledge and skills for life-long learning and achievement;

- *Build a place and a curriculum where everyone matters and everyone succeeds, with high expectations of ourselves and others.*
- *Develop pupils who grow to care about the world and go on to make a positive difference.*
- *For children to leave each stage of their learning journey with happy memories, lasting friendships and a desire to fulfil their hopes and dreams throughout their lives.*

*Raising **self-esteem**, with **commitment**, **organisation** and **resilience**, we achieve **excellence** as together we...*

"Learn to love, Love to learn in readiness for life."

Personal Development Policy

This policy has been developed to bring together different key aspects of our school provision that focus on nurturing our children's personal development. These include:

- Religious Education*
- Relationship, Sex and Health Education (RSHE)*
- Spiritual, Moral, Social and Cultural Development (SMSC)*
- British Values*
- Personal, Social and Health Education (PSHE)*
- Collective Worship*
- Pastoral and Well Being*
- Pupil Voice*

At St. Anne's we have a strong belief in the development of the whole child. All of these areas of our curriculum provision must work in conjunction with one another so that our children have access to quality first teaching and learning opportunities to support their personal development.

Curriculum Statements

- *For more detail about any of the curriculum areas, please see the policy related to that area of the curriculum for further details on how it is planned for, delivered, monitored and assessed.*

Curriculum Statements



Religious Education

Religious Education is the core subject in the curriculum and influences all that we teach and enables us to develop the whole person.

Through religious education teaching and learning we aim to:

- Provide each child with the opportunity to develop their relationship with God.
- Promote knowledge and understanding of Catholic faith and life.
- Develop awareness and understanding of the impact of faith upon our daily lives.
- Foster attitudes of respect towards all who live in our society.
- Develop skills linked to the reflection upon and practice of religious belief.
- Engage with difficult questions of meaning and purpose, to enable children to think critically about their own questions.
- To offer children a real sense of worth by belonging to a caring Christian Community.

To deliver Religious Education, we use the 'Come and See' programme, recommended by Liverpool Archdiocese. Come and See offers the opportunity to search, to explore, to discover and to respond to what it is to be human.

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All our children are included regardless of their age and ability. The 'Come and See' programme supports and enables the faith experience of all children because it starts with their real life experience and leads them to reflect upon and consider the Christian message in all its richness in that experience.



Personal, Social and Health Education (PSHE)

St Anne's Catholic Primary School is a happy vibrant community where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.

Our school vision and ethos is strongly supported and embedded in the delivery of our PSHE Curriculum through 'Jigsaw'. Jigsaw is used as a whole school approach to the teaching of PSHE. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHE curriculum, we nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

Relationships and Sex Education (RSHE)



Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our school. Our approach to relationship, sex and health education therefore is rooted in the Catholic Church's teaching of the human person and is presented positively and prudently. Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically, and physically towards our understanding of Christian maturity.

At St. Anne's we have opted to use the 'Journey in Love' RSHE programme, recommended by Liverpool Archdiocese and the Catholic Bishops of England and Wales. This programme is authentic to the Catholic faith and supports the teaching and learning of our pupils from Nursery to Year 6.

Through RSHE we aim to:

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God.
- To help pupils develop an understanding that love is the central basis of relationships.
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the personal and social skills necessary to develop and sustain positive (healthy) relationships.
- To offer sex education in the wider context of relationships.

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- To ensure that pupils protect themselves and ask for help and support when needed.
- To ensure that pupils are prepared for puberty.
- To educate and increase understanding of the child's own growth and development and the different rates at which changes take place (puberty).
- To develop a respect for their own bodies and the bodies of others.
- To provide an acceptable vocabulary for all parts of the body.
- To promote the belief that each human person has a unique and special dignity and worth and is not dependent on an individual's age, abilities, social acceptability or any other characteristic.
- To enable the development of well informed, balanced persons capable of making choices and accepting responsibility for the consequences of their actions.
- To be sensitive and tolerant to the decisions and choices that people make.
- To foster the attitude that what we say with our bodies should reflect what we mean in our hearts and minds.
- To help pupils to develop a healthier, safer lifestyle.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

Spiritual, Moral, Social and Cultural Development (SMSC)

The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part on their ability to learn, achieve and have a positive impact on a child's self-esteem and well-being.

All of our curriculum areas have a contribution to make to a child's spiritual, moral, social and cultural development. Therefore opportunities will be planned for this in each area of the curriculum as well as discrete teaching of themes and topics related directly to SMSC.

Spiritual development

This refers to children's beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect of the feelings and values of other people. For many people, spirituality has largely a religious base, but we must also be aware that for others, there will be little or no religious foundation to their development. Therefore it is important to include opportunities for spiritual development outside of timetabled Religious Education.

Moral development

This looks at the development of children's understanding, attitude and behaviour to what is right and wrong, good and evil. Moral development is a very individual concept and personal to each person. With this in mind, as a community, we are aware and mindful that we are not simply transmitting our values onto the children in our community.

Social development

This area of the curriculum looks at developing a child's progressive acquisition of the competencies and qualities needed

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for them to be fully integrated into and play an active role in society, so that they are well-informed citizens of the future.

Cultural development

Opportunities for cultural development, allow children the opportunity to understand their own beliefs, values and customs as well as those of different social, ethnic and national communities.

As part of SMSC we fully support different charities and fund raising events.



British Values

British Values are taught throughout the Curriculum through lessons and through other whole school and outside of school activities. Through various media and activities, we aim to teach the children and help them to understand:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance.

These values are taught both separately and are interwoven into other Curriculum subjects. At St Anne's we aim to develop these values within each child to develop children into rounded citizens who are able to participate fully in society both now and as they develop into adulthood.

Each House Team is assigned a British Value:

Maximillian Kolbe - Democracy

St Theresa - Rule of Law

Oscar Romero - Individual Liberty

Elizabeth Prout - Mutual Respect

Basil Hulme - Tolerance

Collective Worship

"For where two or three gather in my name, there am I with them."

Matthew 18: 20

'Collective Worship' is a term used in legislation in this country but is not a phrase we use readily in a Catholic context. 'Prayer' and 'Liturgy' are terms more commonly used in our context. Worship at St. Anne's is more than just a legal requirement. It is an integral part of school life and central to the Catholic tradition.

It is the responsibility of every Catholic school to provide for all its members a vital experience of liturgy, worship and prayer which:

- Names and celebrates God present and active in authentic human experience.
- Is educative.
- Is within our Catholic tradition.

The worshipping nature of our school is expressed in a variety of ways; through prayer, liturgy (both sacramental and non-sacramental) and through daily acts of worship. Collective Worship strengthens our Eucharistic community which gathers to give witness to Jesus Christ

The purpose of these experiences is:

- To contemplate something of the mystery of God
- To reflect on spiritual and moral issues
- To explore their own beliefs
- To respond to and celebrate life
- To experience a sense of belonging and develop community spirit
- To develop a common ethos and shared values
- To enrich religious experience

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- To grow in liturgical understanding and development
- To reinforce prayers which are part of the Catholic tradition
- To reinforce positive attitudes
- To participate fully
- To take time out 'to wonder at', 'to come to terms with' and 'to give worth to.'

Through Collective Worship experiences we aim to develop the skills of:

- reverence
- contemplation
- reflection
- interpretation
- empathy
- meditation
- prayer



Pastoral and Well-being

At St Anne's Catholic Primary School, we believe that healthy, well rounded children have the best chance of achieving success at school and in the wider community. Children need to feel happy, safe and valued and that they are treated fairly. The school's commitment to this runs through all strands of school life. The use of Restorative Practice by all staff ensures that children feel listened to and that they have a chance to give their side of things even when they are in the wrong. Children are encouraged to take responsibility and to be part of the fixing process in matters of their behaviour. When things are not going well we think it's important that children are able to talk about it.

Good pastoral and health care is important to pupils who demonstrate initiative and leadership, who are able to make good decisions and take responsibility for their choices and actions. Pastoral support at St Anne's provides day to day and longer term support for any of our children who are experiencing any kind of difficulty in and beyond school. Our children and families can access additional support and help from other services, as well as working closely with the school SENDCO. Our pastoral support system is designed to ensure that all barriers to our children's continued well-being and progress are removed.

Pupil Voice

At St Anne's we aim to be a community that fosters positive relationships. We believe that Pupil Voice is an integral part of our school community. By providing our pupils with the opportunities to have their say and influence our school for the better, we empower our pupils to achieve their dreams and aspirations. Through representation on School Council, Friendship and Sports Ambassadors we give our pupils the key skills of:

Self-esteem

Commitment

Organisation

Responsibility

Excellence

In the past few years, Pupil Voice has played a vital role in

Collecting pupil opinions through the school

Reporting back to senior leaders and governors

Organising whole school events

Raising money for charity

Completing environmental projects



*Skill
Progression*

Religious Education - Skill Progression Mapping

Alongside the 'Come and See' programme, we work with the RE assessment standards and 'standard driver words' (key skills) to help our children to develop skills appropriate to their age and stage of development.

Standard- Driver Words	
AT 1: Knowledge and Understanding Learning about	At 2: Engagement and Response Learning from
Recognise	Talk about
Labelling, naming, matching, sorting	
Describe (retell)	Ask
Retelling, sequencing, discussing, recalling, identifying	
Give reasons	Make links
Answering questions, describing, making links and connections, investigating, reflecting	
Show understanding	Engage and respond
Applying ideas, comparing, responding using examples, interpreting	

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Broken down, we would expect children to revise and develop the following skills at each relevant stage.

	Stage 1	Stage 2	Stage 3	Stage 4
<i>Driver words</i>	<i>Recognising</i> <i>Talking About</i>	<i>Describing</i> <i>Asking about</i>	<i>Giving reasons</i> <i>Making links</i>	<i>Showing an understanding</i> <i>Engaging and responding</i>
<i>Year group focus</i>	EYFS Key Stage 1	Key Stage 1 Lower Key Stage 2	Year 3 - beginning Year 4 - more secure Year 5 - secure	Year 5 begin to show understanding Year 6 - more secure
<i>Skills and activities</i>	Labelling Naming Matching Sorting	Retelling Sequencing Discussing Recalling Identifying	Answering questions Describing Making links and connections Investigating Reflecting	Applying ideas, comparing, responding using examples, interpreting

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RSHE Skill Progression

	Aim	Autumn: Social & Emotional	Spring: Physical	Summer: Review & Spiritual
EYFS	To explore the wonder of being special and unique.	To recognise the joy of being a special person in my family.	To recognise that we are all different and unique.	To celebrate the joy of being a special person in God's family.
Year 1	To focus on families and specially growing up in a loving, secure and stable home.	To recognise the signs that I am loved in my family.	To recognise how I am cared for and kept safe in my family.	To celebrate ways that God loves and cares for us.
Year 2	To describe how we are growing and developing in diverse communities that are God-given.	To recognise the joy of friendship of belonging to a diverse community.	To describe ways of being safe in communities.	To celebrate ways of meeting God in our communities.
Year 3	To describe and give reasons for how we grow in love, in caring and happy friendships where we are secure and safe.	To describe and give reasons how friendships make us feel happy and safe.	To describe and give reasons why friendships break down, how they can be repaired and strengthened.	To celebrate the joy and happiness of living in friendship with God and others.
Year 4	To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.	To describe how we all should be accepted and respected.	To describe how we should treat others making links with the diverse modern society we live in.	To celebrate the uniqueness and innate beauty of each of us.
Year 5	To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty, sensitivity, mood swings, anger, boredom et., and grow further in God's presence in our daily lives.	To show knowledge and understanding of emotional relationship changes as we grow and develop.	To show knowledge and understanding of the physical changes in puberty.	To celebrate the joy of growing physically and spiritually.
Year 6	To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focussing on Catholic teaching, children will also know and understand about the conception of a child within Marriage.	To develop a secure understanding that stable and caring relationships, which may be of difference types, are at the heart of happy families.	To explain how human life in conceived.	To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.

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PSHE

	Autumn 1 <i>Being me in my world</i>	Autumn2 <i>Celebrating difference</i>	Spring: <i>Dreams and goals</i>	Summer: <i>Healthy me</i>
EYFS	Self-Identity, Understanding feelings, being in a classroom, being gentle, rights and responsibilities	Identifying talents, being special, families, where we live, making friends, standing up for yourself	Challenges, perseverance, goal setting, overcoming obstacles, seeking help, jobs, achieving goals	Exercising bodies, physical activity, healthy food, sleep, keeping clean, safety
Year 1	Feeling special and safe, being part of a class, rights and responsibilities, rewards and feeling proud, consequences, owning the learning charter,	Similarities and differences, understanding bullying and knowing how to deal with it, making new friends, celebrating the differences in everyone	Setting goals, identifying success and achievements, learning styles, working well and celebrating achievement with a partner, tackling new challenges, identifying and overcoming obstacles, feelings of success.	Keeping myself healthy, healthier lifestyle choices, keeping clean, being safe, medicine safety/safety with household items, road safety, linking health and happiness
Year 2	Hopes and fears for the year, rights and responsibilities, rewards and consequences, safe and fair learning environment, valuing contributions, choices, recognising feelings	Assumptions and stereotypes about gender, understanding bullying, standing up for self and others, making new friends, gender diversity, celebrating difference and remaining friends	Achieving realistic goals, perseverance, learning strengths, learning with others, group co-operation, contributing to and sharing success.	Motivation, healthier choices, relaxation, healthy eating and nutrition, healthier snacks and sharing food.
Year 3	Setting personal goals, self-identity and worth, positivity in challenges, rules, rights and responsibilities, rewards and consequences, responsible choices, seeing from others' perspectives	Families and their differences, family conflict and how to manage it (child-centered), witnessing bullying and how to solve it, recognising how words can be hurtful, giving and receiving compliments.	Difficult challenges and achieving success, dreams and ambitions, new challenges, motivation and enthusiasm, recognising and trying to overcome obstacles, evaluating learning processes, managing feelings, simple budgeting.	Exercise, fitness challenges, food labelling and healthy swaps, attitudes towards drugs, keeping safe and why it's important online and off line scenarios, respect for myself and others, healthy and safe choices
Year 4	Being part of a class team, being a school citizen, rights, responsibilities and democracy (school council), rewards and consequences, group decision making, having a voice, what motivates behaviour	Challenging assumptions, judging by appearance, accepting self and others, understanding influences, understanding bullying, problem solving, identifying how special and unique everyone is, first impressions	Hopes and dreams, overcoming disappointment, creating new, realistic dreams, achieving goals, working in a group, celebrating contributions, resilience, positive attitudes	Healthier friendships, group dynamics, smoking, alcohol, assertiveness, peer pressure, celebrating inner strength
Year 5	Planning for the forthcoming year, being a citizen, rights and responsibilities, rewards and consequences, how behaviour affects groups, democracy, having a voice, participating.	Cultural differences and how they can cause conflict, racism, rumours and name calling, types of bullying, material wealth and happiness, enjoying and respecting other cultures	Future dreams, the importance of money, jobs and careers, dream job and how to get there, goals in different cultures, supporting others (charity), motivation	Smoking, including vaping, alcohol, alcohol and anti-social behaviour, emergency aid, body image, relationships with food, healthy choices, motivation and behaviour
Year 6	Identifying goals for the year, global citizenship, children's universal rights, feeling welcomed and valued, choices, consequences and rewards, group dynamics, democracy, having a voice, anti-social behaviour, role-modelling	Perceptions of normality, understanding disability, power struggles, understanding bullying, inclusion/exclusion, differences as conflict, difference as celebration, empathy	Personal learning goals in and out of school, success criteria, emotions in success, making a difference in the world, motivation, recognising achievements, compliments	Taking personal responsibility, how substances affect the body, exploitation including 'county lines' and gang culture, emotional and mental health, managing stress

Personal Development Policy

<i>Collective Worship Skill progression</i>		
<i>Stage</i>	<i>Journey in reflection & contemplation</i>	<i>Role in planning and leading worship</i>
<i>EYFS</i>	<i>Reflect quietly</i>	<p>Leading other children making the sign of the cross and welcoming them to worship.</p> <p>With adult support select resources and set up a focus table.</p> <p>Leading children in song response.</p>
<i>Key Stage 1</i>	<i>Participate in periods of reflection in response to a given stimulus.</i>	<p>Building on EYFS to include:</p> <p>With peer support, select resources and set up a focus table.</p> <p>Sharing prayers in response.</p>
<i>Lower Key Stage 2</i>	<i>Show understanding of the importance of stillness and quiet during times of reflection and prayer.</i>	<p>Building on Key Stage 1</p> <p>Building a focus table related to a theme from a set of resources.</p> <p>Planning how children will gather, sharing scripture, sharing prayers in response.</p>
<i>Upper Key Stage 2</i>	<i>Demonstrate an appreciation of the elements needed for reflection, contemplation or prayer.</i>	<p>Leading others in quiet, calming periods of mediation and prayer.</p> <p>Planning the whole of a worship using the gather, listen, respond, go forth model.</p> <p>Planning worship to carry out with younger groups of pupils.</p>

Personal Development Policy

Wider Opportunities

At St Anne's as well as full Curriculum coverage in all of the above areas, we believe in giving the children as many wider opportunities for Personal Development as possible. Examples of these include:

- Residentials
- 'Big Democracy' debate
- Visitors to school
- Parish and local church links
- Charities
- PTFA events
- High school links
- School Trips
- Extra-Curricular workshops and activities
- Opportunities to develop interests, for example 'Rock Steady'.

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Pupil Voice Annual Plan

	School Council	Friendship Ambassadors	Sports Ambassadors
	Led by C. Bill	Led by C. Bill with the support of S. Flaherty	Led by D. Burton and T. Connick
Autumn 1	Application and appointment to group. Code of conduct, aims and objectives. Developing understanding of their role. Develop video showcase of St. Anne's <i>European day of languages</i>	Application and appointment to group. Code of conduct, aims and objectives. Developing understanding of their role. Mental Health Awareness week	Application and appointment to group. Code of conduct, aims and objectives. Developing understanding of their role.
Autumn 2	School Council Conference: exploring the curriculum at St. Anne's. <i>Project</i>	Friendship week <i>Involvement in Christmas events with Harmonies</i>	Big democracy <i>Involvement in Christmas fayre</i>
Spring 1	Report to governors at Curriculum Committee	Safer Internet Day	Intra School Competitions: indoor
Spring 2	Big democracy -	Treasure Hunt	Intra School Competitions: outdoor
Summer 1	Report to governors at Catholic Ethos committee	British Values Week	Sports week
Summer 2	School Council Conference: review of the year	Relationships week and transition support	Treasure hunt

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Additional events may be planned in throughout the year from pupil voice activities. (Identified in blue text)

After all activities involving these groups of pupils, time will be spent with the pupils in gaining their views and recommendations for future events.



Monitoring

Monitoring for each of the aspects of this personal development policy will be carried out on a half termly basis. Monitoring will be completed by Subject Leads, Middle Leaders, Senior Leaders and members of the Governing Body.

For further details on this, please see the relevant Monitoring Cycle for each half term.

Monitoring will involve:

- learning walks
- book looks
- lesson observations
- pupil voice interviews
- staff voice interviews
- Subject Lead interviews
- Subject lead position statements
- Subject lead mini SEFs

During any monitoring activity, the person/people carrying out the monitoring will use relevant documentation (e.g. Ofsted framework and grade descriptors and Section 48 grade descriptors) to help to identify areas to celebrate and areas to develop. A monitoring feedback report will be compiled with clear time frames and accountability for any actions that need to be taken.

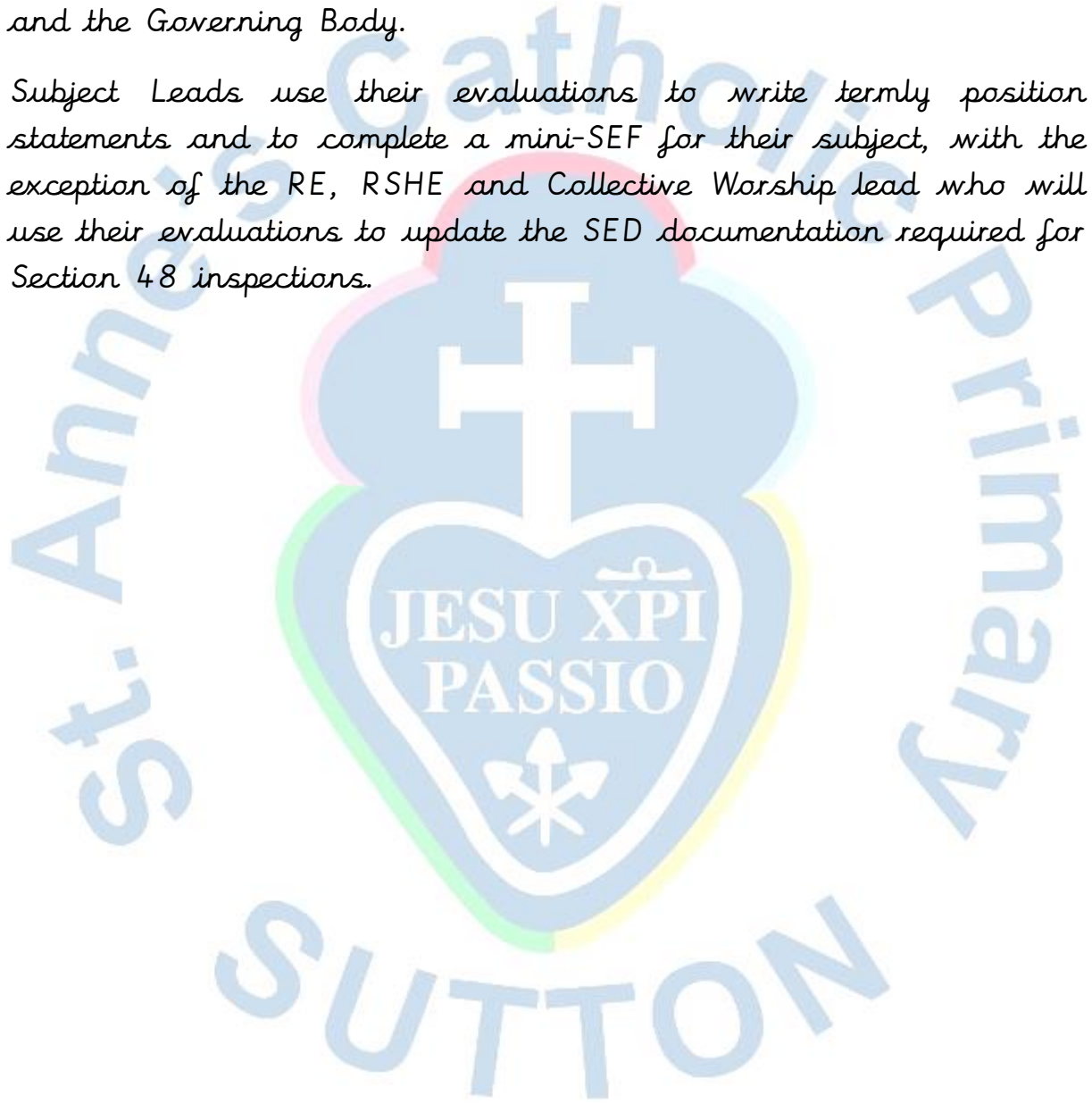
- See Appendix 1 and 2 for Ofsted Personal Development Grade Descriptors and Section 48 grade descriptors.

Action Planning

Each Subject Leader has the responsibility for compiling an annual action plan for their subject with the support of Senior Leaders.

These action plans are reviewed on a termly basis by each subject lead who is responsible for providing feedback to Senior Leaders and the Governing Body.

Subject Leads use their evaluations to write termly position statements and to complete a mini-SEF for their subject, with the exception of the RE, RSHE and Collective Worship lead who will use their evaluations to update the SED documentation required for Section 48 inspections.



Personal Development Policy

Governors

Each key area of the curriculum has key governors linked to them. It is the responsibility of the governors to liaise closely with subject leads as well as carrying out monitoring to ensure they have a good knowledge of the strengths of each key area and how this area of the curriculum is developing.

Members of the governing body linked to the Personal Development Policy for 2020/2021 are:

- Cath Davey
- Bernard Hesketh

This policy will be monitored annually by the PSHE and RSHE co-ordinator and will be reviewed annually by the Governing body. Parents will be consulted before any proposed changes.

This policy has been formally adopted by the Governing Body of St. Anne's Catholic Primary School. It will be reviewed by the Governors and Senior Leadership Team in conjunction with the staff two years from the date below.

Signed
(Chair of Governors)

Date