

## ST CATHERINE'S SCHOOL

### PERSONAL DEVELOPMENT POLICY (including PSHE Policy) (Senior)

#### Our Vision

*To be a school that lives the Gospel values, promotes the dignity of every individual and is committed to excellence.*

#### Mission Statement

We are a Catholic School where every student, regardless of individual faith:

- is valued
- is a member of a thriving, happy community
- is helped to achieve his/her personal best
- is given a wide range of opportunities to develop his/her talents
- is prepared for the challenges of adult life
- is helped to fulfil his/her responsibilities to self, family and society

St Catherine's is a community of faith and of learners which is Catholic in character and tradition. The ethos and the spiritual, moral, social and cultural values held and developed within this school are grounded in the gospel of Christ and in the Roman Catholic tradition. Whilst not all members of this community share this faith or practise it in the same way or to the same degree, the school values their contribution. We also recognize that the school is located within the wider community of the Church and the world, with its variety of faiths, cultures and races. The primary responsibility of the school is expressed in its Mission Statement and Aims.

Everything we do is intended to promote the growth of individuals as persons to achieve their potential and to discover the purpose and meaning of life so that they might creatively and critically contribute to and shape the society of the future. Spiritual, moral, social and cultural development is therefore fundamental and integral to all educational provision, processes, experiences and relationships within the school in our concern for the development of each student as an individual and a learner.

#### Rationale

Spiritual, moral, social and cultural development is concerned with all aspects and characteristics of the individual's growth in personhood and in relationship with God, self, others, society and creation. Whilst education is concerned with the transmission of knowledge and skills, more importantly it is about the growth, development and realisation of human potential and personhood. In this way, the individual is more able to function effectively in relationships with herself, other people and groups, society with its structures, institutions and cultures and, in a faith context, with God. Good education involves the balanced development of all those relationships, so that the student may learn to live justly and well, with mature consideration and respect both for herself and for others and thus contribute to the building up of society positively, creatively and critically.

## **SPIRITUAL DEVELOPMENT**

Spiritual development is fundamentally about the growth of personhood through a process of inner transformation, reflection and search for meaning and truth personally, in relationships and globally.

The spiritual dimension of life encompasses but is not identical with the religious dimension. Religious knowledge and activities (prayer, meditation, worship, liturgy, religious studies) are spiritual activities but they are not the whole of the spiritual dimension. Spiritual development may involve but is not identical with religious or faith development. All aspects of the curriculum and life of the school contribute to the spiritual development of pupils.

Spiritual development encompasses the development of the affective, the intellectual, the physical aspects of personhood and is integral to the growth of the individual morally, socially and culturally. It is therefore a foundational dimension of moral, social and cultural development.

## **MORAL DEVELOPMENT**

According to age and gifts, moral development is marked by the ability:

- to discriminate between good and evil and right and wrong;
- to respect other people, truth, justice and property;
- to act with integrity and with an awareness and concern for the common good;
- to take responsibility in informed choices and to exercise creative freedom on the basis of one's chosen values;
- to reflect critically on all aspects of life;
- to think, ask questions, reflect, make sense of experience;
- to engage critically with the values, beliefs and assumptions which confront one and seek for truth.

Moral development is also concerned with:

- the intellectual, affective and spiritual development of the individual in relation to herself, others, creation and society;
- the ways in which an individual is able to act with integrity, justice, compassion and respect for self and others as well as make choices, decisions and judgements based on one's own values.

Moral development takes place within the context of a tradition of values, attitudes and teaching which celebrates and respects life, persons and creation as God's gift. The Sex Education, the Behaviour and Anti-bullying policies express the values and attitudes towards oneself, others and the environment which reflect those of the gospel and our community.

## **SOCIAL DEVELOPMENT**

There are two distinct elements to social development. The first of these is concerned with the development of the individual as a social being, in relationship with others and society, equipped with the competencies which enable her to function effectively within society. Social development therefore recognises that each person exists within a web of different but inter-linked relationships: relationships with herself, other people and groups, society with its structures, institutions and cultures, the created world as a whole and, in a faith context, with God. Good education involves the balanced development of all those relationships, so that the

student may learn to live justly and well, with mature consideration and respect both for herself and for others and thus contribute to the building up of society positively, creatively and critically.

Social development involves the ability:

- to develop as a person through the growth of self awareness, esteem and knowledge which in turn recognises the dignity and value of others;
- to make decisions independently and co-operatively;
- to exercise responsibility for oneself, as part of a group or for an individual or joint enterprise;
- to seek actively the common good;
- to participate in and contribute to community, whether it be the school community of faith and of learners or the wider community.
- to change and respond and to engage with reality.

The second aspect of social development focuses on a knowledge and understanding of society in all its aspects: its institutions, structures and characteristics, including economic and political organisation, and principles and life as a citizen, parent or worker in society. Social development is therefore concerned with:

- a knowledge and understanding of how society functions
- a critical awareness of how individuals treat one another and of how society and social institutions and structures, including political organisations, deal with the individuals justly and unjustly.

Social development involves the individual in expressing concern, taking initiatives and actively shaping society to make a difference in justice for others as well as oneself.

### CULTURAL DEVELOPMENT

Cultural development fosters and encourages:

- a reflective recognition and appreciation of different cultures and the values they embody;
- knowledge, understanding, appreciation and respect for the beliefs, values and customs which make up one's own cultural traditions and heritage and those of others;
- the recognition and emergence of personal and cultural identity;
- the awareness of belonging to an essentially multi cultural global community;
- the broadening of interests, aspirations and horizons to appreciate what is beyond or different from one's own horizon;
- a growing appreciation of and participation in creative and aesthetic activities;
- a recognition of the contribution of other cultures to other fields of knowledge and experience, such as the technological, scientific, mathematical, political etc.

### **Spiritual, Moral, Social and Cultural Development in Practice**

- The curriculum is not simply concerned with the range of subjects on offer at St Catherine's; it is also about values, purposes and competencies.
- The shape, content, quality and delivery of the curriculum are intended to draw all pupils closer through their development spiritually, morally, culturally, socially, academically and physically. It is about all elements which provide the context for learning, relating and experiencing within the school, whether religious or secular, part of the taught curriculum or extra curricular experiences. At the heart of the curriculum are the experience, knowledge, values and competencies which students need in order to realize their potential both as learners and as young women equipped to face the future and make a responsible contribution to society.

- At whole school and departmental level, the shape, content and quality of the curriculum offered needs to speak of the 'awe and wonder' which draw individuals into an awareness of human potential.
- Spiritual, Moral, Social and Cultural Development will be supported by the range of curriculum experiences available and the intrinsic challenge these offer to pupils not only to achieve academically but also to develop more broadly, spiritually, morally, socially, culturally, affectively, physically and intellectually.
- Religious Education is fundamental to the whole curriculum both through the Religious Studies programme that is offered, and the experience of prayer, Liturgy and worship, retreat days and the co-curricular activities of groups working for and various charities. Thus, Religious Education is not simply a body of knowledge but impinges on the life of the school and of the individual. The values it embodies are expressed in one way or another in all subjects and activities and are central to the school's Christian, academic and pastoral structures.
- The curriculum will be extended and enriched through after- and out of school provision. We will also ensure that within school pupils will have a range of opportunities and experiences which are in addition to or integrated into lessons. Amongst others, these will include external speakers, cross curricular experiences, CAFOD and time for reflection through retreat days. There will also be opportunities for pupils to develop leadership skills through discussion / reflection on particular issues connected with the School Council for example.
- The Creative and Performing arts (Drama / Music / Art/ PE) will contribute to Spiritual, Moral, Social and Cultural Development not only through their own unique curriculum content and approaches but also through display, through events and through extra curricular opportunities;
- The content of the PSHE programme and the approaches used will provide opportunities for Spiritual, Moral, Social and Cultural Development. Amongst other things, the range of the PSHE programme will involve pupils in looking at issues concerned with relationships, bullying, friendship, racism, sex education, prejudice, the ways in which society works. In so doing PSHE will build on and complement work done elsewhere in the curriculum.
- In relation to morally contentious issues, such as sex education, sexuality, relationships, abortion etc, the PSHE programme and all other areas of the curriculum will be informed by the Mission Statement and the school's Sex Education Policy. These reflect the values of the Gospel and the teachings of the Church. Pupils will explore and develop their own values and understanding both critically and within the context of the values of the Mission Statement.
- The content and approaches of all subjects within the curriculum offer opportunities for Spiritual, Moral, Social and Cultural Development. Within each subject, there is scope for 'awe and wonder' through content, active approaches to teaching and learning, opportunities for imagination, reflection and understanding, the sharing and demonstration of talents, experiences and skills. As pupils become more conscious of the deeper meanings in the familiar features of the natural world or in their experience, so the opportunities for awe and wonder will increase. In addition, they will develop a more critical sense of spiritual, moral, social and cultural issues. The content of particular subjects, e.g. History and Geography, will provide opportunities for a knowledge and understanding of society, its institutions, structures and characteristics, including its economic, religious and political organization. Moreover, both through content and approaches such as research, discussion, debate and role play, the curriculum provides opportunities for understanding life as a citizen, parent or worker in society not only in this culture but also in others.



## **Approaches to secure good practice and promote Spiritual, Moral, Social and Cultural Development**

The whole experience of school life at St Catherine's School should provide an opportunity of belonging to an educational community. The way in which each person is valued, challenged and supported provides the basis for good learning and for Spiritual, Moral, Social and Cultural Development. The following approaches provide the basis for how this community will promote Spiritual, Moral, Social and Cultural Development.

### **Spiritual, Moral, Social and Cultural Development will be promoted through the school's life of prayer and worship:**

- The setting of the Christian community and the faith traditions of the Church are a central part of the students' education. Fostering this relationship with God is an important aspect of her spiritual, moral, social and cultural development. The school will therefore provide opportunities for students to develop a strong spiritual life through formation in prayer, the quality of worship and liturgy, including daily assembly, retreats, and reflection.
- At particular moments, such as bereavement, tragedy, transition and change, joy and sadness the school will ensure that there are opportunities for prayer and reflection both individually and as a community.
- Both pupils and adults will be involved in planning, leading and participating in Liturgy which draws on and reflects a range of cultures, and confronts the individual and the whole community with issues of faith and justice.

### **Spiritual, Moral, Social and Cultural Development will be promoted through the curriculum and teaching and learning:**

- Each department will produce its own statement identifying the distinctive contribution of its curriculum area to Spiritual, Moral, Social and Cultural Development through its content and the learning experiences it provides for pupils.
- In the light of its statement each department will map its curriculum to identify where opportunities for Spiritual, Moral, Social and Cultural Development exist. These will then be incorporated into schemes of work and short term planning;
- Schemes of work, lesson planning and processes will identify for pupils through clearly articulated learning outcomes the particular knowledge, skills and understanding involved in order that pupils have access to a range of experiences and activities which will promote Spiritual, Moral, Social and Cultural Development;
- All pupils will be enabled to participate in the curriculum and so achieve through planned differentiation as a result of appropriate tasks, resources, groups, support, language and activities;
- Curriculum content and delivery and the attitudes of teachers both towards their subject and the ways in which it can be delivered will promote intellectual curiosity, awe and wonder, a critical appreciation of the Spiritual, Moral, Social and Cultural Development dimensions of each subject and the challenges these offer to each individual to grow and change in relation to self, God, others, society and creation;

- Each department will develop approaches to teaching and learning in which pupils are challenged to ask questions and search for solutions and meaning, individually and collaboratively.
- Opportunities will be provided for pupils to reflect on spiritual and ethical issues throughout the curriculum (e.g. RS, English, Geography, PSHE, History, Science);
- Where the formal curriculum is collapsed to allow for specific opportunities such as retreats, school council, cross curricular events, charities week etc, these will involve pupils in working together in different ways and in different groupings, taking responsibility for their own learning and that of others, investigating and learning about global and justice issues, other cultures and religions and the ways in which society works. End of term cross curricular assemblies, extra curricular programmes and events, including cultural visits, opportunities for service to the community, and outside speakers will extend this provision;
- Pupils will have opportunities to explore and communicate their beliefs in discussion and through their behaviour in a number of ways. These will include discursive work in RE and PSHE in particular but also in other areas of the curriculum;
- The use of debate, role play, discussion, questioning and research across the curriculum will enable pupils to develop their own beliefs and values critically, to understand other cultures, races and religions, and to develop the capacity for compassion, for appreciating and respecting other points of view, and for critical reflection which leads to action and change;
- Subject content, active approaches to teaching and learning, opportunities for imagination, reflection and understanding, the sharing and demonstration of talents, experiences and skills will provide opportunities for 'awe and wonder'.
- As far as possible pupils will be given opportunities for leadership and responsibility, both collaboratively and individually, for their learning and, more broadly, in other areas of school life, such as the school council, monitoring the Mission Statement, being consulted, as appropriate, on school policies.
- Both the environment and display will reflect the values of the Mission Statement and will support Spiritual, Moral, Social and Cultural Development.

### ***Roles and Responsibilities***

#### ***The Form Tutor and Head of Year have a key role to play in promoting Spiritual, Moral, Social and Cultural Development by:***

- Contributing to the leadership and management of the school by ensuring the effective implementation of whole school policies such as Behaviour, Anti bullying, Equal Opportunities, Sex Education, within the year group;
- Encouraging girls to develop a strong spiritual life through facilitating and leading assemblies, which will involve pupils and support their faith development;
- Knowing, supporting, valuing and challenging each member of the tutor / year group to strive for the highest standard of personal, social, moral and intellectual development and aim for excellence in all she does;

- Co-ordinating and monitoring the learning progress, behaviour and welfare of pupils within the academic and pastoral curriculum and structures
- Developing regular times of celebration which enable pupils to demonstrate their gifts and talents, draw on the richness of their culture, and exercise leadership and responsibility
- Ensuring opportunities for leadership and responsibility within the tutor / year group
- Liaising with other members of staff including the SENCo, as well as with parents / guardians and outside agencies.

***Heads of Department and subject teachers are responsible for :***

- Drawing up a clear statement on the ways in which the particular curriculum area contributes to Spiritual, Moral, Social and Cultural Development;
- Mapping the curriculum to identify opportunities for Spiritual, Moral, Social and Cultural Development, which are then translated into schemes of work and short term planning;
- Developing a range of approaches to teaching and learning which secure high quality provision and challenge pupils not only to achieve their academic but also human potential as critical thinkers, able to work independently and collaboratively and to recognize and appreciate the richness and complexity of other races, cultures and beliefs;
- Broadening the horizons and capacities of pupils both through provision within the classroom but also through opportunities for curriculum enrichment;
- Providing opportunities for students to explore reality and knowledge, ask questions, make sense of the world, develop personal values and skills, take responsibility for their learning and reflect on experience;
- Developing, implementing and monitoring departmental policies which reflect both the values of the Mission Statement and whole school policies;
- Ensuring that display within and outside of the classroom makes the physical environment stimulating and welcoming and promotes Spiritual, Moral, Social and Cultural Development;

***The Headmistress and Senior Leadership Team are responsible for:***

- Articulating and realizing a clear vision for the school which will secure high quality provision for the spiritual, moral, social and cultural development of each pupil and challenge each one to realize their potential as a learner and as a human being;
- Leading, managing and developing the school as a community of faith and of learners in accordance with the Mission Statement;
- Ensuring that all aspects of provision, through strategic planning, the development, implementation and monitoring of whole school policies, and the use and management of resources, including the environment, reflect the Mission statement and so promote Spiritual, Moral, Social and Cultural Development;
- Planning and monitoring a whole school curriculum which promotes Spiritual, Moral, Social and Cultural Development through the quality and range of provision and effective teaching and learning;
- Developing and monitoring structures and approaches which will promote Spiritual, Moral, Social and Cultural Development across the academic and pastoral curriculum;
- Monitoring and reviewing the effectiveness of the school, including provision for Spiritual, Moral, Social and Cultural Development;

## *Pupils*

As members of the school community, pupils are actively involved in and responsible for their own spiritual, moral, social and cultural development. They contribute to an environment where opportunities for spiritual, moral, social and cultural development are possible for all by:

- engaging in learning by participating responsibly in the various activities, asking questions, reflecting, analyzing, evaluating, collaborating, discussion, seeking for meaning, truth and value both independently and with others, respecting the viewpoints of others, allowing their preconceptions to be challenged;
- planning, leading and participating in liturgies, assemblies and class prayer;
- taking responsibility for ensuring that the values and principles of the Mission Statement inform day to day activities by exercising leadership through the Prefect system, the work of the school council and sharing in decisions and consultation over whole school policies (e.g. Behaviour, Anti Bullying);
- participating with adults in joint activities such as charity work and school cultural events such as performances;
- respecting the uniqueness, worth and development of others;
- participating in retreats and in reflection.

April 2005

Reviewed: May 2008

Reviewed: November 2009

Reviewed: November 2011

Next Review Date: November 2013

Policies: personal development (S) Nov 2011 MF



## **Appendix 1**

### **The Contribution of other subjects to Personal Development**

#### **Art and Photography**

This subject covers our cultural development and empathy.  
Visits to foreign countries develop an understanding and experience of other cultures.

##### ***Year 7***

History of Art – cultural and social  
Turner  
Terry Frost  
and general introduction

##### ***Year 8***

History of Art  
The Surrealists  
Individual study of an ARTIST, putting them in context to world affairs of that period, other artists groups plus in depth study

##### ***Year 9***

Investigation in the Art and Culture of a chosen Ancient Culture.  
Plus individual investigation of ARTISTS.

##### ***Year 10-11 (Art and Photography)***

Individual visits to Galleries to source paintings relevant to their ideas for their work/theme.

#### **Drama**

Drama encourages pupils to explore issues and empathise with characters in varying situations. Drama also encourages group work.

Year 7	Ability to negotiate Listening and co-operating as a team Finding ways of compromising within a group
Year 8	Status Bullying Adolescence
Year 9	Stereotypes Evaluating strengths / weaknesses of group work Rites of passage
Year 10	Use and abuse of power Conflict – WWI and background Responding to issues / themes through exploration process
Year 11	Practical exploration of the social / cultural issues of a play Constructive criticism Love and loss / Family relations

## English

In the teaching of literature many texts involve references and discussion of spiritual, moral, social and cultural development, for example:

Author visits to the school – all year groups

**Year 7** “Boy” (R. Dahl) – corporal punishment. Changes in education and childhood  
“Nicholas Nickleby” (Dickens)  
“A Child’s Christmas in Wales” (Dylan Thomas)  
“The King of Shadows” (S Cooper) Shakespeare’s England

**Year 8** “Goggle Eyes” (A. Fine) – family break-up  
“Holes” (L. Sachar) – adolescence  
“Playing Beatie Bow” (R. Park) Life of the Victorian poor  
“The Boy in Striped Pyjamas” (J. Boyne) Holocaust

**Year 9** “Brother in the Land” (R. Swindells) – post nuclear war  
“Animal Farm” – dictatorship  
“Stone Cold” (R. Swindells) – homelessness  
“Private Peaceful” and poetry (M. Morpurgo) – First World War

**Years 10 & 11** The Edexcel Syllabus requires contextual study of all 4 elements.

## Geography

Geography covers a wide range of present day issues. It focuses on global environmental debates and the balance between the needs of humanity and the survival of the natural world. The idea of ‘sustainability’ is a key concept.

**M = Moral C = Cultural S = Spiritual**

YEAR 7:

**Brazil** – Awareness of other cultures (C), the debate about deforestation of the Amazon, poverty and crime amongst the street children of Rio (M).

**Rivers and Floods** – Compares the effects of floods between rich and poor countries.  
The role of charity and aid in helping in disasters. (M)

YEAR 8:

**Japan** – Comparison between different lifestyles (C), Issues surrounding overcrowding and population growth (C), Looking at different religions (Shinto) and the decline in traditional life (S).

**Coasts** – The debate about human management of the coastline and sea defences (M), Conflict between groups over how to use the coast (M), Global Warming and rising sea levels (M).

**Tourism** – Debate about the impact of tourism on the environment and in the decline of local cultures (C/M), the idea of ecotourism.

YEAR 9:

**Natural Hazards** – Compares the effects of hazards between rich and poor countries. The role of charity and aid in helping in disasters. (M)

**Development** – Why some countries are poor and others rich (M), the concepts of aid and fair trade (M), Comparison between life in Malawi and the UK (C), The meaning of happiness and quality of life (S).  
**Ecosystems** – Impact of humans on food chains, biodiversity and fertility (M), human use of deserts (M).

GCSE:

**Population** – efforts to restrict population growth and the role of different belief systems (S/M). The impact of migration (M/C).

**Development** – See Year 9, also the unfair world trade system (M).

**Rivers and Coasts** – sustainability and the management of natural processes (M)

**Agriculture** – the use of genetic engineering and chemicals in increased food production (M)

**Settlement** – comparison between poor and rich cities and areas within cities (M/C).

Looking at redevelopment and urban deprivation (M).

## **History**

History has a significant role to play in personal development. In particular:

- pupils learn how the past influences the present, what past societies were like, how these societies organized themselves, and what beliefs and cultures influenced people's actions;
- pupils see the diversity of human experience, and understand more about themselves as individuals and members of society;
- what pupils learn can influence their decisions about personal choices, attitudes and values;
- pupils develop skills that are prized in adult life.

## **Knowledge and Understanding**

The breadth of content covered in the history national curriculum contains many opportunities for encouraging spiritual, moral, social and cultural development: for example:

**Year 7**            The church in the Middle Ages  
                      The Peasants' Revolt  
                      Medieval life  
                      Islamic Civilisations

**Year 8**            Henry VIII and the Reformation  
                      Religious Tolerance and the Civil War (1642 – 1649)

**Year 9**            Working and Living Conditions in the 19<sup>th</sup> Century  
                      The British Empire  
                      World Wars I and II

**Year 10**          The Effects of the Depression on US Society  
                      The Civil Rights Movement in the USA

**Year 11**          German Religion, Culture and Society in the Third Reich  
                      The Persecution of Minorities or Minority Groups in Nazi Germany  
                      The Cuban Missiles Crisis

## **ICT**

### **Key Stage 3**

## **Copyright**

Pupils learn about copyright and the importance of asking the author's permission before using their work. Pupils also learn about the Open Source Community where resources and ideas are shared under for all people to use.

### **The Internet**

Pupils develop a critical thinking of the impact of the Internet. Pupils will examine the advantages and disadvantages of Internet services such as shopping. Pupils will be made aware of the dangers of the Internet, such as giving away too much information and the use of social sites.

Pupils will also learn to make decisions on the validity and bias of information and the use of social sites.

### **Key Stage 4**

#### **Privacy**

Pupils learn about the concerns people have about organizations storing confidential details on the computer. The main aspects of the Data Protection Act are discussed and pupils understand why each part of the Act is needed to protect users against organizations.

#### **Misuse of Computers**

Pupils learn about the consequences of the unauthorized accessing and modifying of data by individuals when learning about the Computer Misuse Act.

#### **Social Impact**

Pupils learn about the benefits and impact of introducing computers into a workplace. How new jobs are created and existing jobs made easier. Pupils learn about how people may lose their jobs or have to learn new skills as a consequence.

### **Mathematics**

#### **Social**

- Interaction with others in group work
- Acceptance of the strengths and weaknesses of others
- Basic numeracy skills – a preparation for life (there is a link for this in all year groups)
- Interpretation of statistics
- Application to specific jobs e.g. surveyor (Yr 9/10 trigonometry)

#### **Cultural**

- Famous mathematicians and their discoveries eg Escher, Pythagoras (Year 9)
- Mathematics is universal
- Pattern e.g. rangoli designs, Islamic patterns

#### **Moral**

- Interpretation of statistics
- Probability – links to gambling

#### **Spiritual**

- The wonders of mathematics e.g. Fibonacci sequences in nature, golden ratio
- The circle of life?
- The beauty of algebra – something that looks so complex ends up with such a simple solution.

### **Modern Languages**

Apart from learning the Modern Foreign Language and visiting specific countries. We make frequent use of groups/co-operative working. Pupils study the following elements:

**Year 7** Different from English culture e.g. religious customs  
Media differences; Schools differences

**Year 8** Differences in food and family life  
Different fashions

**Year 9** Shopping  
National customs  
Different leisure activities

**Year 10** Traveling, scenery  
Lifestyles

**Year 11** Relationships – issues of race  
Environmental issues  
Young people in society

## **Music**

**Year 7** Rhythm Ensembles: Social – learning to work together in groups  
Keyboard Skills

**Baroque Music** Bach – listening, Spiritual inspiration to Bach’s music and Moral message of his music Spiritual – other than experience of the music – ‘awe and wonder’.  
**Classical Music** Spiritual – ‘awe and wonder’ of Beethoven/Mozart – what causes genius.

**Year 8** **Music from the West Indies** – Cultural and Social context of the people and society.  
**Indonesian Shadow Puppet Play** – Cultural and Social context of the people and society.  
Spiritual – folk lore tales which plays are based upon – Muslim and Hindu legends.

**Year 9** **Blues / Jazz** – Social, Cultural, Moral – history of the slave trade and the development of Blues in the plantations  
**Music Theatre** – Social – Group work on presentation piece also context of musical in American society in the 1950s.  
**Song Writing** – Cultural Social Moral – students write songs about current affairs and also look at the impact of protest songs.

**Years 10/11** Spiritual – ‘awe and wonder’ in Baroque and Classical Music  
Social and Moral – Expression in music and art in early 20<sup>th</sup> Century – look at reaction of musicians to World War I.  
Cultural – Indian Classical, African drumming and Bhangra. Look at fusion of western and Asian communities and integration of music resulting in Bhangra.

## **Religious Studies**

It is axiomatic that Religious Studies should contribute significantly to spiritual, moral, social and cultural development. It is in these lessons, compulsory to all pupils that a number of explicit moral and spiritual issues will be examined, explored and clarified. Some topics covered include:

**Year 7**      The Living Church  
The Ten Commandments / Rules for Living  
The Global Community

**Year 8**      Conscience, Sin, reconciliation, conflict  
Modern-day prophets  
Importance of Bible

**Year 9/10**    What does it mean to be a religious person  
Religions of the world

**Year 10/11**   Scripture  
Church teaching  
Marriage, abortion, euthanasia, war etc.  
Multifaith Britain

## **Science**

**Year 7**      Science in everyday life  
Health in pregnancy  
Variation in inherited versus environmental traits

**Year 8**      Diet in different countries  
Smoking

**Year 9**      Drugs  
Space – exploration beyond our earth, gravity

**Year 10**     Environmental issues

**Year 11**     Nuclear power stations  
Nuclear waste  
Cancer  
Human biology  
Galaxy and beyond

# ST CATHERINE'S SCHOOL

## PERSONAL SOCIAL AND HEALTH EDUCATION POLICY

*The rationale for the personal and social development of all our pupils has its foundations in the school's mission statement.*

### **Our Vision**

*To be a school that lives the Gospel values, promotes the dignity of every individual and is committed to excellence.*

### **Mission Statement**

We are a Catholic School where every student, regardless of her individual faith:

- is valued
- is a member of a thriving, happy community
- is helped to achieve her personal best
- is given a wide range of opportunities to develop her talents
- is prepared for the challenges of adult life
- is helped to understand and fulfil her responsibilities to self, family and society

We aim to do this through the pastoral system and curriculum by:

- ensuring that each individual shows respect for the uniqueness, worth and development of others.
- challenging and supporting each other to enable everyone to achieve their full potential and to develop their gifts and talents for the benefit of others.

The school recognises and reinforces the concept that the personal development and education of pupils is the responsibility of all staff through the taught curriculum and the many interactions which take place on a daily basis. These include:

- pupil/pupil
- staff/pupil
- staff/staff
- home/school
- school/wider community

A vital part of this development is exemplified through the wide range of activities that are aimed at extending and enriching the lives of our pupils and include:

- morning worship and prayer in tutor groups
- assemblies
- sporting events
- fieldwork
- day trips and trips abroad
- retreats
- Duke of Edinburgh Award
- School Council

There are however two main strands through which the personal development and education of pupils is monitored and taught – *a) the tutorial system and b) the Personal, Social and Health Education programme.*

### *A) The Tutorial System.*

This system is wholly dependent on the centrality of: i) the form tutor and ii) the leadership of the Head of Year.

#### **i) The Form Tutor**

- The form tutor is the first and most important contact for the pupil and will see her at least twice daily.
- The tutor is the established link between home and school
- The tutor has the best overall picture of a pupil's development both academically, personally and socially.
- The tutor has an oversight of a pupil's achievement across the whole school and is responsible for bringing this together through recording and reporting systems.

The special status accorded to the form tutor enables them to:

- Develop good relationships with pupils where they can grow and develop within an atmosphere of mutual trust and respect;
- Make decisions which are in the best interest of the pupil;
- Recognise each girl's gifts and talents and encourage them to use them to achieve their potential and beyond;
- Monitor and track the achievement of pupils on a regular basis and intervene quickly if need be.

#### **ii) The Head of Year**

*The Head of Year has a dual role as a leader and manager.*

- As a leader the Head of Year is responsible for determining the strategies she will employ together with and alongside the team of tutors to ensure that all pupils will achieve their full potential.
- The Head of Year is responsible for leading and managing a team of tutors so that their role is carried out effectively and efficiently.
- To do this the Head of Year has a key role in monitoring the work of tutors in their pastoral role.
- The Head of Year has the overall responsibility of ensuring the work of the team is carried out effectively on a day to day basis including responsibility for seeing parents when problems arise.

### **B) The Personal, Social and Health Education programme**

A planned programme of PSHE is delivered by Form Tutors in one 45 minute period per week. The content is brought together by the Deputy Head who oversees the programme based on the series by John Foster (Collins) "Your Life" (Books 1-5). The programme is informed by the statutory requirements on sex education (especially the Catholic teaching on sex education), drugs awareness, careers and citizenship.

#### **Aims of the PSHE Programme**

The aims of the programme are those which support our Mission Statement our home / school contract and the delivery of the whole school curriculum.

Therefore we aim that through our pastoral provision pupils will:

- develop spiritually, morally, socially and culturally;

- develop a sense of self worth;
- make responsible use of their rights and privileges;
- be helped to strive for knowledge and wisdom throughout life;
- respect the dignity of all people;
- earn loyalty, trust and confidence;
- be mutually supportive;
- work co operatively with others;
- understand their responsibilities as citizens and be ready to challenge values or actions which may be harmful to individuals or communities;
- be prepared for and be able to respond to the many challenges and roles as they approach adult life
- have experience of a planned programme which is interesting, challenging and sustains their motivation whilst bringing together all aspects of their academic, social, vocational achievements and experiences including links with home.

## **Teaching and Learning**

All lessons will have clearly defined outcomes achieved through a range of teaching and learning strategies. These will include:

- individual work
- paired work
- group work
- role plays
- presentations
- discussions and debates
- ICT e.g. video, DVD
- outside agencies

The pace of lessons will challenge pupils to complete a range of tasks in order to achieve the desired outcomes.

Throughout the PSHE programme pupils will be encouraged to practise and develop the following range of skills:

- Investigation through questioning, listening, following procedures, gathering evidence;
- Interpretation by being able to reflect on their own or others' experiences and through the ability to see life from other viewpoints;
- Communication by showing evidence of being able to: present information in writing for a particular audience and using a variety of media, express themselves orally, exercise imagination through role play;
- Critical through being able to: question their own point of view, form reasoned opinions based on evidence, express their own opinions in discussion and debate;
- Social by showing they can relate well to others, work in a range of different groupings within a multicultural setting;
- Evaluation through making reasoned judgements and responsible choices.

In addition to these emphasis will be made on developing some of the identified key skills recognised as those that are required by individuals to help them take on certain roles and responsibilities in adulthood.

These are problem solving, managing and improving one's own performance and personal skills including working with others.

### **Working with the wider community**

- Developing and sustaining links with outside agencies is a key part of the programme.
- The school will actively seek to develop and sustain links with Health Promotion Agencies and the Voluntary Services both to enhance and enrich the programme and to support the professional development of staff in gaining knowledge about key issues

## **Performance indicators for Personal and Social Education**

- Programmes make effective use of outside agencies to promote the learning and development of pupils.
- Pupils respond with interest, enjoyment, motivation and concentration during taught lessons.
- Pupils can articulate what it is they are learning and how it contributes to their personal, social, spiritual and moral development. There are many opportunities for this to take place:
  - i) Participation in assemblies
  - ii) Participation in Duke of Edinburgh Award Scheme
  - iii) Acting as guides for visitors
  - iv) Serving at Masses
  - v) Role as prefect
  - vi) Participation in extra-curricular activities
- A range of active teaching methods are observable as part of lessons and reflect those stated in the policy.
- The schemes of work clearly indicate the units that form part of the Sex Education programme and how this will be undertaken.

## **RELATED PAGES FROM STAFF HANDBOOK**

Role of Teacher  
Role of Tutor  
Behaviour and Discipline  
Code of conduct  
Rewards and Sanctions Policy

### **Related Policies**

Anti-Bullying / bullying statement  
Drugs Education and Substance Abuse  
Sex Education and Relationships

### **“Every Child Matters”**

## **EXTRA CURRICULAR ACTIVITIES**

Activities are designed to support the curriculum, extend the girls' interests and, in keeping with the Mission Statement, encourages them to achieve their personal best. We wish the pupils to experience their subjects in a wider context. We also wish to challenge them to see ways of supporting their communities by using their individual gifts and talents.

To develop their Spiritual, Moral, Social and Cultural activities, there are opportunities to travel abroad in support of the curriculum and to experience other cultures. From Year 9, pupils have the opportunity to undertake the Duke of Edinburgh Award which enables pupils to learn skills, help others and experience adventure.

Within school there are numerous extra curricular activities / clubs held at lunchtime and after school. All pupils are expected to attend at least one activity in Years 10-11 and attend two activities in Years 7-9.

## **SCHOOL COUNCIL**

The School Council exists to “give the students a voice” in matters of school improvement. It meets twice a term and is chaired by the Headmistress. Class representatives (one is elected from each Tutor Group for one year) inform the Head Girl of issues they wish to discuss and the Head Girl passes these to the Deputy Head who decides the agenda.

Reviewed: November 2011  
Next Review Date: November 2013