



ST. CATHERINE'S SCHOOL

Personal Development & PSHE Policy (Senior)

SCHOOL MISSION

We are inspired by St Catherine of Siena, who said 'Be who God wants you to be, and you will set the world on fire', to form young women of confidence and compassion, ready for service and leadership in the world. We fulfil our mission through these values:

Community: a place of cheerfulness, dignity and tolerance, where all are welcome

Faith: a Christ-centred school with time for reflection; a culture of gratitude and friendship

Courage: with self-knowledge, resilience and integrity, and a readiness for challenge

Scholarship: where gifts are developed through curiosity, imagination and ambition

Service: commitment to others, to stewardship, and to justice and hope for all

Introduction

At St. Catherine's we understand the importance of the development of each girl as an individual to foster her curiosity, creativity and resilience, and help her find her own gifts and talents. We hope that each of our girls will leave us with an understanding of the world around her and her place within it, so that she can contribute positively to her family, community and wider society.

The ethos and the spiritual, moral, social and cultural values held and developed within this school are grounded in the gospel of Christ and the Roman Catholic tradition, and the school values all members of its community, regardless of whether they share this faith or not.

The school supports the personal development of its pupils through:

1. Pastoral structures and staffing;
2. The Code of Conduct;
3. Spiritual, Moral, Social and Culture education (SMSC);
4. Personal Social and Health Education (PSHE), including Drugs Education & Relationships and Sex Education;
5. The promotion of Fundamental British Values (FBV);
6. Enrichment activities, including the co-curricular programme and school trips.

1. Pastoral structures and staffing

1.1 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 and the responsibility 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 and establish 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;
- Monitor the achievement of pupils on a regular basis and intervene quickly if need be.

1.2 The Pastoral Head

- As a leader the Pastoral Head is responsible for determining the strategies s/he will employ together with, and alongside, the team of tutors to ensure that all pupils progress and thrive within the school.
- The Pastoral Head is responsible for leading and managing a team of tutors so that their role (which includes pastoral and academic responsibilities) is carried out effectively, including responsibility for seeing parents when problems arise.

2. Codes of Conduct

The pupil Code of Conduct (see Behaviour Management Policy) gives each pupil a clear understanding of the school's expectations of her behaviour. This Code of Conduct is based on principles of respect, trust, honesty and integrity. We hope that by practising these modes of behaviour, by developing high standards for both their own personal conduct, and by respecting those around them, pupils will be kind and courteous on site, and develop the skills and attitudes necessary to be responsible and compassionate members of society.

The Code of Conduct is supported by a number of related policies:

- Anti-Bullying Policy
- Behaviour Management Policy
- Use of Computer Systems Policy, including Acceptable Use Policy

All staff are aware that they are role models for pupils and follow the highest personal and professional standards. This is supported by the Staff Code of Conduct.

3. Spiritual, Moral, Social and Culture Education (SMSC)

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 this growth, development and realisation

of human potential and personhood. Good education involves balanced development, so that the pupil 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 about the growth of personhood through a process of inner transformation, reflection, and a search for meaning and truth.
- Spiritual development is integral to the growth of the individual morally, socially and culturally.
- The spiritual dimension of life encompasses but is not identical with the religious dimension. All aspects of the curriculum and life of the school contribute to the spiritual development of pupils.

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 for making informed choices and to exercise 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 and judgements based on one's own values.

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 interlinked 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.

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 cooperatively;

- to exercise responsibility for oneself, or as part of a group;
- to seek actively the common good;
- to participate in and contribute to the school community and the wider community.;
- to change, and to respond to, and engage with, the world.

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, respect and appreciation of one's own cultural beliefs, heritage and traditions and those of other people;
- the recognition and emergence of personal and cultural identity;
- the awareness of belonging to an essentially multicultural global community;
- the broadening of interests and aspirations;
- a growing appreciation of and participation in creative and aesthetic activities;
- a recognition of the contribution of all cultures.

3.2 Approaches to secure good practice and promote SMSC

SMSC will be promoted through the following:

a) 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 pupils' education. Fostering this relationship with God is an important aspect of her spiritual, moral, social and cultural development. The school provides opportunities for pupils to develop a strong spiritual life through formation in prayer, the quality of worship and liturgy, including daily assembly and retreats.
- 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 staff will be involved in planning, leading and participating in Liturgy which draws on and reflects a range of cultures, and helps the individual and the community appreciate issues of faith and justice.

b) Curriculum content

- The curriculum is 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, whether religious or secular, part of the taught curriculum or co-curricular experiences. At a whole school and departmental level, the curriculum speaks to the faith concept of 'awe and wonder' which draws individuals into an awareness of human potential.

- SMSC will be supported by a range of curriculum experiences and challenge pupils not only to achieve academically but also to develop more broadly.
- Religious Education is fundamental to the whole curriculum and central to the school curriculum and pastoral structures.
- The curriculum will be enriched through after and out of school provision, including external speakers, cross-curricular experiences, charity activities and retreat days.
- The Creative and Performing arts will also contribute to SMSC through display, events and through co-curricular opportunities;
- The content of the PSHE programme and the approaches used will provide opportunities for SMSC.
- In relation to morally complex issues the PSHE programme and all other areas of the curriculum will be informed by the Mission Statement and the school's RSE Policy.
- Each department identifies the distinctive contribution of its curriculum area to SMSC development and includes SMSC in schemes of work.
- 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 SMSC dimensions of each subject;
- Each department will develop approaches for pupils to ask questions, search for solutions and meaning and reflect on spiritual and ethical issues.
- Where the formal curriculum is collapsed to allow for specific opportunities these will involve pupils to learn about global and justice issues, other cultures and religions and the ways in which society works;
- Pupils will have opportunities to explore and communicate their beliefs in discussion and through their behaviour in a number of ways;
- As far as possible pupils will be given opportunities for leadership and responsibility, both collaboratively and individually, for their learning.

3.3 Roles and Responsibilities for the delivery of SMSC

The Form Tutor and Pastoral Head have a key role to play in promoting SMSC by:

- Contributing to the leadership and management of the school and ensuring the effective implementation of school policies;
- Encouraging girls to develop a strong spiritual life through leading assemblies;
- Knowing, supporting, valuing and challenging each member of the tutor/year group;
- Coordinating and monitoring the learning progress, behaviour and welfare of pupils within the academic and pastoral structures;
- Developing times of celebration which enable pupils to demonstrate their gifts and talents, draw on the richness of their culture;
- 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 SMSC, which are then translated into schemes of work and short term planning;
- Developing approaches to teaching and learning which secure high quality provision;
- Broadening the horizons and capacities of pupils both through provision within the classroom but also through opportunities for curriculum enrichment;
- Providing opportunities for pupils to ask questions, 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 SMSC.

The Headmistress and Senior Leadership Team are responsible for:

- Articulating and realising a clear vision for the School which will secure high quality provision for the spiritual, moral, social and cultural development of each pupil;
- 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, planning and implementation reflect the Mission statement and so promote SMSC;
- Monitoring and reviewing the effectiveness of provision for SMSC.

Pupils:

As members of the school community, pupils contribute by:

- engaging in learning, asking questions, reflecting, seeking meaning both independently and with others, respecting others' viewpoints, allowing their preconceptions to be challenged;
- planning, leading and participating in liturgies, assemblies, retreats and class prayer;
- taking responsibility for ensuring that the values and principles of the Mission Statement inform day to day activities by exercising leadership ;
- participating with staff in joint activities such as charity work and school cultural events such as performances;
- respecting the uniqueness, worth and development of others.

4. PSHE, including Drugs Education

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 Pastoral who oversees the programme. The programme is informed by the statutory requirements on sex education (especially the Catholic teaching on sex education), drugs awareness, careers and citizenship, including Fundamental British Values.

4.1 PSHE Programme

The PSHE scheme of work is held by the Deputy Head Pastoral and builds in contingency for additional lessons if circumstances arise that might need to be addressed through PSHE. Content is reviewed annually and requests to see the plan should be made to the Deputy Head Pastoral. The aims of the programme, which support the School's Mission Statement, and the delivery of the curriculum, are that pupils will:

- develop spiritually, morally, socially and culturally;
- understand the risks they may face, at their current age and in the future, and how they can best keep themselves and others safe;
- 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;
- 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.

All lessons will have clearly defined outcomes achieved through a range of teaching and learning strategies. These will include individual work, paired and group work, role plays and presentations, discussions and debates, use of ICT, and use of outside resources/speakers.

The PSHE programme will lead pupils to practise and develop skills of investigation, interpretation, communication, critical thinking, social engagement and evaluation.

In addition, emphasis will be placed on developing some of the identified key skills that are required for adult roles and responsibilities: problem solving, managing and improving one's own performance and personal skills including working with others.

4.2 Drugs Education

The School has a proactive policy concerning the use of illegal drugs and substances, alcohol and tobacco which is expressed in assemblies, tutor periods, Science lessons in order to:

- inform pupils about drugs and their effects;
- promote a positive attitude towards a healthy lifestyle;
- increase pupils' understanding of the health and social implications of the use and misuse of drugs;
- inform pupils about course of action open to them if they or people they know become, or might become, involved in drugs activity;
- inform pupils about support and resources available in school and outside school.

The detailed programme is coordinated by the Deputy Head Pastoral/Head of Prep in consultation with the Headmistress and relevant staff. It is taught through the Science curriculum, assemblies and PSHE.

4.3 Relationships and Sex Education

The school's approach to Relationships and Sex Education, including staffing and methods of delivery, is detailed in the Relationships and Sex Education Policy.

4.4 Careers Education

The school's approach to Careers Education, including staffing and methods of delivery, is detailed in the Careers Policy.

5. Fundamental British Values

Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted through posters in Form Rooms, Form Time and PSHE activities, and the assembly programme. Specific aspects of British Values are also covered within subject lessons. Each department will identify where opportunities for discussion and inclusion of Fundamental British Values exist within the curriculum.

6. Enrichment Activities

6.1 Co-curricular provision

The pupils' personal development is further facilitated through co-curricular activities, which are detailed in the Whole School Co-curricular Policy.

6.2 Trips

St Catherine's recognises the importance of trips both in terms of academic enrichment as well as for pupil's personal development; this is outlined in the Trips and Visits Policy.

6.3 Pupil voice and leadership

Pupil voice and leadership opportunities are critical for preparing the girls for life as responsible citizens and leaders within their personal and professional lives. The school offers a number of committees, onto which pupil representatives are elected by year group. These committees include:

- School Council
- Chaplaincy & Welfare Committee
- Charities Committee
- Eco Committee
- Magazine Committee

Pupils also have the opportunity to set up and run their own societies; recent examples have included Equalities Society, Psychology Society and Medicine Society.

The committees have the opportunity to put forward ideas to the Senior Management Team, and progress towards these is reported back to the school via the committee meetings and termly assemblies.

Policy reviewed: February 2022

Next review: February 2024