

CARDINAL POLE CATHOLIC SCHOOL



Personal Development Policy

Approved by Governors

Signed:

David Rhans

Date:

11/03/2020

Review due date (3 years):

March 2023

Cardinal Pole School Vision

Cardinal Pole Catholic School is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognises the importance and individual needs of every student and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

Mission Statement

Cardinal Pole is a Roman Catholic School with a Christian commitment to building community through the individual care of students and staff. Within the school we share a common faith which, while recognising the values of all cultures and ethnic groups, promotes understanding of and respect for the values of the Gospel. As teaching or non-teaching staff in a Catholic School we promote what we believe and understand of the Christian truths which refer us back and lead us to Christ. We are conscious that in trying to do so we are subject to various pressures e.g. ever changing educational ideologies and the materialistic bias of the society in which we live. Nevertheless, there are certain criteria, which underpin our work as teaching and non-teaching staff. All members of staff should facilitate the development of skills and knowledge in students and help them to understand that God is glorified through the acquisition and good use of knowledge. All members of staff should, in their behaviour and attitudes, set positive examples for students and encourage them in the practice of their faith. The school seeks to foster close relationships between school, home and the local community in particular by increasing their faith. In our daily assembly we attempt to bring before God our work and the needs and concerns not only of the school but of the wider community.

The 'personal development' policy is an essential part of the life of the school and forming of a young person.

As such, the school will look to:

Developing:

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Students' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Students' character, defined as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- Students' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Students' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for students to be active during the school day and through extra-curricular activities
- Students' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

Promote:

- Equality of opportunity so that all students can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- An inclusive environment that meets the needs of all students, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

Supported By:

- Students who can recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- Students who can recognise the dangers of inappropriate use of mobile technology and social media
- Readiness for the next phase of education, training or employment so that students are equipped to make the transition successfully

Provided By:

- An effective careers programme in line with the government's statutory guidance on careers advice that offers students:
 - Unbiased careers advice
 - Experience of work, and
 - Contact with employers to encourage students to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire

SMSC development is evaluated as part of the 'personal development' spect of school life. This includes:

Spiritual development:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Moral development:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Social development:

- Use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural development:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
- Visiting places of interest

This will be secured by:

- The range, quality and take-up of extra-curricular activities offered by the school
- Citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to students' personal development
- Promotion of British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- Development of students' character through the education that they provide
- Development of debate and discussions that students have
- Developing students' understanding of the protected characteristics and how equality and diversity are promoted
- Quality of careers information, education, advice and guidance, including apprenticeship and work which benefits students in choosing and deciding on their next steps

Evidence of the provision includes:

- Curriculum maps that demonstrate integration of lessons related to British values or online safety.
- Behaviour records show how the school has responded to incidents of bullying
- Records of how students interact with each other in and out of the classroom
- The behaviour system by using Restorative practices can be referenced in - developing student's character- the system is based on civic values and building empathetic responses from students. This supports the notion of an inclusive environment, British values and wellbeing especially in comparison to other solely punitive approaches.
- Student leadership - runs through Promoting equal opportunity, Developing student resilience and active citizenry. Evaluation would come from the number of applicants to the program but those who successfully complete the interview process. The dream would be that they are fully functioning at the time of inspection so that these rather abstract notions on paper can be seen throughout our community.
- There is a tracking system in place to evidence the opportunities made available to the students and this is shared with Governors on an annual basis.