



# ST MARY'S HIGH SCHOOL, NEWRY

## Personal Development Policy

Revised: September 2020

### Rationale:

Personal Development is designed to help pupils gain the skills, knowledge and understanding they need to lead, healthy, independent lives and to become informed, active, resilient and responsible citizens. Pupils are encouraged to take part in a wide range of learning experiences, contributing fully to the life of the school and their wider community. In doing so, they learn to recognise their own worth, develop a sense of their own identity and the ability to take their place in the community as well showing respect for others.

Pupils are encouraged to reflect on their experiences and to recognise how they are developing personally and socially, addressing the spiritual, social, moral and cultural issues that form an intrinsic part of growing up. St Mary's is an important environment in the life of our pupils where they can develop their strengths and capacity to adjust to the challenges of life and develop the necessary competences to fully develop to become confident and resilient individuals. Personal Development is inclusive of present needs and helps students' in their development towards adulthood, encouraging the development and promotion of emotional intelligence and self-resilience.

*Personal Development and Mutual Understanding (PD&MU) focuses on encouraging each child to become personally, emotionally and socially effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.*

(CCEA 2018)

As a Rights Respecting School, the personal development of all pupils is integral to all aspects of school life. The comprehensive Personal Development Programme supports pupils to:

- work towards achieving their full academic and creative potential;
- become actively involved in the life of the school developing a sense of respect and of being 'connected' to the wider school community
- become confident, interdependent and resilient individuals
- make informed, responsible choices and decisions throughout their lives especially in relation to risk factors
- encourage all pupils to develop necessary life skills and to exercise self-discipline, self-respect, respect for others, the environment, local community and personal responsibility in

line with Article 29 of UNCRC *‘Education must encourage the child’s respect for human rights as well as respect for others’*.

Personal Development is fundamentally about the holistic development of individuals, this involves providing learning opportunities to develop values, attitudes and skills as well as the acquisition of knowledge. The Personal Development programme is enhanced through extensive collaborative links with a range of external support agencies, this is in keeping with the aims of the school as outlined in the Mission Statement:

*‘We will work in collaboration with other educational institutions and in partnership with parents and pupils to maximize academic and creative potential of pupils, enabling them to achieve the highest educational standards, thereby enriching their lives, the community and the economy’*

In St Mary’s, Personal Development is:

- an integral part of the statutory curriculum for all learners;
- the responsibility of every member of staff;
- developed discretely by Form Teachers (1 period each week);
- supported through learning in other subjects, whole school events, the strong pastoral ethos of the school, and through extra-curricular activities;
- providing young people with the opportunities to develop as individuals;
- a means of developing the skills and capabilities of the revised curriculum;
- providing young people with engaging, challenging and meaningful experiences;
- part of a lifelong process of learning and personal growth.

### **Aims of Personal Development:**

The Personal Development Programme in St. Mary’s High School is consistent with the central aims and objectives of the Northern Ireland Curriculum, that is, the development of the whole person. This entails the acquisition of key concepts and skills and the promotion of values and dispositions. The aim of the programme is to develop interrelated concepts, skills, attitudes and values which will promote the all-round development of each student. (Appendix 1).

### **Objectives of Personal Development:**

- empower pupils to become effective and independent learners;
- promote critical and analytic reflection on key concepts such as identity and self-awareness, self-esteem, friendship, relationships, feelings and emotions, parenthood and community;
- develop skills such as inter and intra-personal skills, emotional management skills, study skills, practical skills (for example first aid), and key skills such as Communication, ICT and Using Mathematics;
- promote core values, attitudes and dispositions such as:
  - developing a sense of integrity and community spirit;
  - articulate personal attitudes and values;
  - take personal responsibility for their own actions;
  - understand the long and short term consequences of their actions for themselves and others;

- encourage self-belief, optimism and self-resilience
- promote tolerance, respect and a concern for others;
- developing commitment, determination and resourcefulness

## **Personal Development Themes:**

### **Key Stage 3**

At Key Stage 3 there are 10 themes delivered each year during Personal Development Lessons, these are in line with the Northern Ireland Curriculum.

1. Health and the Whole Person
2. Feelings and Emotions
3. Managing Influences and Making Decisions
4. Self-Concept
5. Managing Change and Self Resilience
6. Morals, Values and Beliefs
7. Learning about Learning
8. Safety and Managing Risk
9. Relationships and Sexuality
10. Drugs Awareness

### **Key Stage 4**

At Key Stage 4 there are 6 Main Objectives within the Personal Development Programme:

- I. developing an understanding of how to maximise and sustain own health and well-being;
- II. reflecting on, and responding positively to, their developing concept of self, including managing emotions and reactions to on-going life experiences;
- III. recognise, assess and manage risk in a range of real-life contexts;
- IV. developing their understanding of relationships and sexuality and the responsibilities of healthy relationships;
- V. exploring the roles and responsibilities of parenting;
- VI. developing competence as discerning consumers in preparation for independent living

### **Key Stage 5**

At Post 16 students take part in a range of Personal Development talks/workshops throughout their two years of study. These are designed to prepare students for the challenges of adult and student life, they include: Drugs and Alcohol, Positive Mental Health, Health Lifestyles.

## External Support

A range of external agencies are used to support the delivery of key personal development themes:

Organisation	Focus	Year Group	Organiser
PSNI	Internet Safety	Yr8	Mr Fitzpatrick
Tree of Knowledge	Learning to Learn	Yr8	Mrs Hughes
Ready4Anything	Resilience Programme	Yr8	Mrs Hughes
PIPS	Gimme 5 Mental Health	Yr9	Mrs Hughes
Action Cancer	Taking back control	TG	Mrs Hughes
Start 360	Healthy choices/Transition	Yr9TG	Mrs Hughes
Danske Bank	Financial Capabilities	Yr10	Mrs Little
PSNI	Internet Safety	Yr10	Mr Fitzpatrick
Start 360	Drugs and Alcohol	Yr10	Mr Fitzpatrick
Start 360	Building personal resilience	Yr11	Mrs Hughes
Start 360	Coping with transition	Yr10	Mrs Hughes
PIPS	Positive Mental Health	Yr11	Mr Fitzpatrick
Learn Spark	Learning to Learn	Yr12,13,14	Mrs Hughes
Local Business Community	Interview Skills	Yr14	Mrs Kidd
PSNI	Personal Safety – Moving on	Yr14	Mrs McGinn
Autoline	Safe Driving	Yr13	Mr Fitzpatrick
PIPS	Mental Health – ‘B-Positive’	Yr13	Mr Fitzpatrick
Cancer Focus	Health and Wellbeing	Yr13	Mr Fitzpatrick
Start 360	Drugs and Alcohol	Yr13	Mr Fitzpatrick
ICSS Counselling Service	Counselling	All	Mr Fitzpatrick

*TG – Targeted group of pupils*

Linked document – Pastoral Care and Support (Whole School Documents)

## Managing Risk

The Personal Development Programme allows pupils to explore key issues regarding their personal safety. These are incorporated into the scheme of learning for each year group with special attention to the promotion of safe messages regarding internet safety (Appendix 2,3). Lessons are supported by PSNI talks and CEOP resources.

## Relationships and Sexuality Education

The Personal Development Programme is responsible for the delivered of many RSE themes. Lessons give pupils the opportunity to acquire the necessary knowledge and understanding of human relationships, growth, development and sexuality and identity which enables them to form values and establish behaviour within a moral, spiritual and social framework. Pupils are encouraged to explore the various friendships in their lives and to learn how to develop and enjoy friendships that are based on responsibility and mutual respect. Such knowledge and skills enables them to build the foundations for developing more personal relationships in later life. (Appendix 4)

- **Please refer to the Relationships and Sexuality Policy**

## **Roles and Responsibilities**

### **Vice Principal**

Mr M Fitzpatrick (Vice Principal) has overall responsibility for planning, monitoring and evaluating the personal development provisions within the school, this role involves:

- leading the strategic development of personal development across all key stages.
- facilitating the training of Form Teachers and Year Heads to aid the effective delivery of the personal development programme.
- completion of schemes of learning for personal development
- provision of resources to form teachers to enable the effective delivery of personal development lessons
- monitoring and evaluating the personal development programme.

### **Health Education Co-ordinator;**

The Co-ordinator for Health Education – Mrs J McGinn is responsible for ensuring that the personal development programme within the school is consistent with the development of Health Promotion and Education and when necessary makes recommendations as to changes that need to take place within the personal development programme including resources to promote healthy lifestyle.

The co-ordinator will regularly:

- review the personal development programme to ensure it promotes health lifestyles;
- co-ordinate, monitor and review health education activities;
- enhance the personal development programme by collaborating with a broad range of potential community based health agencies to enhance resources and organise activities.

### **Year Heads;**

- monitor the delivery of personal development through year group meetings
- develop a Year Group approach by linking themes delivered in personal development to year group assemblies.
- support Form Teachers in the delivery of the personal development programme.
- give feedback to the Leader of Learning regarding the progression of personal development lessons including future amendments to the scheme or resources.
- deal appropriately with any concerns raised by Form Teachers regarding the personal development of students e.g. depression, negative attitudes, disturbing behaviour and when necessary use the referral system for Child Protection and Behaviour Management.

### **Form Teachers:**

- the effective delivery of personal development lessons
- ensure all pupils in their form class have equal access to the programme.
- encourage pupils to reflect on the knowledge and skills acquired during personal development
- create a child centred supportive learning environment where students feel comfortable to discuss their feelings and emotions.

- report any concerns regarding the personal development of individual students to the Year Tutor including when necessary the Designated Teacher for Child Protection and Behaviour Management Co-ordinator.
- At key times in the year encourage students to:
  - reflect on their progress and target set for improvement
  - reflect on achievements in line with Progress Files
  - complete Personal Statements (Years 10 & 12)
- Record each lesson on the Lesson Tracking Sheet

### **Related School Policies:**

This policy is set within the broader school context of Pastoral Care and as such should be implemented in conjunction with the following school policies:

- ✚ Pastoral Care Policy
- ✚ Child Protection Policy
- ✚ Anti-Bullying Policy
- ✚ Internet Policy
- ✚ E-Safety Policy
- ✚ RSE Policy
- ✚ Behaviour Policy
- ✚ CRED Policy
- ✚ Drugs Education Policy
- ✚ First Aid Policy
- ✚ Health and Safety Policy
- ✚ Inclusion Policy

### **Dissemination of the Personal Development Policy:**

Pastoral Policies are given to all Year 8 parents and are available on the school's website. An overview of the policies is sent to all parents at the start of each academic year.

## **Monitoring, Evaluation and Review**

The Vice Principal, Mr Fitzpatrick is responsible for monitoring, evaluating and reviewing the implementation of the Personal Development Policy and Procedures to ensure:

- + the effective implementation of this policy;
- + that the policy is updated in the light of new developments
- + the implementation of the policy is reviewed and advise the Principal and SLT on a regular basis.

Signed by Chair of Governors: \_\_\_\_\_

Date: \_\_\_\_\_

Signed by Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Date of Review: \_\_September 2023\_\_\_\_\_

## Appendix 1 – Mapping Skills/Attitudes and Dispositions

THEME	KNOWLEDGE				SKILL	SKILLS				A+D	ATTITUDES AND DISPOSITIONS			
	K53	K54 NON-LLW GCSE	K54 GCSE LLW	POST - 16		K53	K54 NON-GCSE	K54 GCSE	POST - 16		K53	K54 NON-GCSE	K54 GCSE	POST - 16
1: HEALTH AND THE WHOLE PERSON	Y	Y	Y	Y	MANAGING INFORMATION	Y	Y	Y	Y	PERSONAL RESPONSIBILITY	Y	Y	Y	Y
2: FEELINGS AND EMOTIONS	Y	Y	Y	Y		CONCERN FOR OTHERS	Y	Y	Y	Y				
3: MANAGING INFLUENCES AND MAKING DECISIONS	Y		Y	Y	THINKING PROBLEM SOLVING AND DECISION MAKING	Y	Y	Y	Y	COMMITMENT- DETERMINATION- RESOURCEFULNESS	Y	Y	Y	Y
4: SELF CONCEPT	Y		Y	Y		OPENNESS TO NEW IDEAS	Y	Y	Y	Y				
5: MANAGING CHANGE	Y				BEING CREATIVE	Y	Y	Y	Y	SELF- CONFIDENCE	Y	Y	Y	Y
6: MORALS, VALUES AND BELIEFS	Y					CURIOSITY	Y	Y	Y	Y				
7: LEARNING ABOUT LEARNING	Y	Y	Y		WORKING WITH OTHERS	Y	Y	Y	Y	COMMUNITY SPIRIT	Y	Y	Y	Y
8: SAFETY AND MANAGING RISK	Y	Y	Y	Y		FLEXIBILITY	Y	Y	Y	Y				
9: RELATIONSHIPS AND SEXUALITY	Y	Y	Y	Y	SELF MANAGEMENT	Y	Y	Y	Y	TOLERANCE	Y	Y	Y	Y
10: DRUGS AWARENESS	Y		Y	Y		INTEGRITY- MORAL COURAGE	Y	Y	Y	Y				
11. INDEPENDENT LIVING		Y	Y	Y		RESPECT	Y	Y	Y	Y				



## Keeping Safe Messages

TERM	Year 8	Year 9	Year 10	Year 11	Year 12	Post 16 Enrichment	Parents
1	<p><u>Health and Whole Person</u> 5 aspects of health</p> <p><u>Bullying</u> Types of bullying and the effects Positive friendships</p> <p><u>Cyber bullying</u> Strategies to deal with cyber bullying</p> <p><u>Science</u> Lab safety</p> <p><u>Technology and Design</u> Safety in School Workshop Basic First Aid</p> <p><u>Home Economics</u> Kitchen safety. Home safety. Safe handling of Knives</p> <p><u>RE</u> Choices and Morality</p>	<p><u>Road Safety</u> Dangers for Pedestrians</p> <p><u>Healthy Bodies</u> Drugs Smoking Alcohol (effects on human body)</p> <p><u>Bullying</u> Strategies to deal with bullying</p> <p><u>Online Safety</u> Dangers with sharing information</p> <p><u>Science</u> Electrical safety in Home and Outside</p> <p><u>Technology and Design</u> Safety in School Workshop Basic First Aid</p> <p><u>RE</u> Nature of Sin and Role of Conscience in Moral Decision Making</p>	<p><u>Health and whole person</u> Concept of healthy person</p> <p><u>Self-Concept</u> Coping under pressure</p> <p><u>Drugs Awareness</u> Drug additions Consequences</p> <p><u>Managing Change</u> Dealing with adolescent feelings</p> <p><u>Managing Risk</u> Staying safe online</p> <p><u>Technology and Design</u> Safety in School Workshop Basic First Aid</p> <p><u>Home Economics</u> Health protection and disease prevention.</p>	<p><u>Managing Risk</u> My online reputation</p> <p><u>Health Education</u> Lifestyle choices Obesity Smoking Mental health</p> <p><u>Road Safety</u> Using mobile and speeding</p> <p><u>Healthy Relationships</u> Qualities in friendship Sexual behaviour Peer pressure Teenage pregnancy STI's</p> <p><u>English</u> Persuasive Essay/Speech – Social Networking Sites</p> <p><u>Home Economics</u> Nutrition and healthy eating</p>	<p><u>Managing Risk</u> Road safety – consequences of drink driving</p> <p><u>Independent Living</u> Debt management Saving</p> <p><u>Mental health</u> Exam stress</p> <p><u>English</u> Persuasive Essay/Speech – Social Networking Sites</p> <p><u>Home Economics</u> Consumerism and money management.</p>	<p><u>Throughout Year</u></p> <p><u>Mental Health</u> Positive Mental Health PIPS</p> <p><u>Drugs Education</u> PSNI</p> <p><u>Safe Driving</u> Crash</p> <p><u>Health Education</u> Cancer Focus</p> <p><u>Personal Safety</u> PSNI</p> <p><u>Mental Health</u> PIPS</p>	
2	<p><u>Road Safety</u> Mistakes made on the road</p> <p><u>Healthy Bodies</u> Types of Drugs Effects of drugs Consequences of actions</p> <p><u>Relationship and Sexuality</u> Different Expectations and misconceptions Qualities of good friendship Recognising our feelings</p> <p><u>Home Economics</u> Healthy lifestyle plans Avoiding harmful substances</p>	<p><u>Relationship and Sexuality</u> Problems that can exist in relationships</p> <p><u>Home Economics</u> A closer look at nutrition.</p>	<p><u>Relationship and Sexuality</u> Relationship boundaries Implications of early sexual relationships STI's Teenage Pregnancy Safety and managing risk Different forms of abuse Sources of help Child Sexual Exploitation</p> <p><u>Emotional and Mental Health</u> Positive thinking and dealing with stress (Samaritans)</p> <p><u>RE</u> Valuing Oneself – Self Esteem and respectful Healthy Life Choices</p>	<p><u>Mental Health</u> Positive thinking and dealing with stress</p>	<p><u>Independent Living</u> Budgeting</p> <p><u>Parenting</u> Impact of being a parent Child Sexual Exploitation</p> <p><u>RE</u> Relationship Choices – Teenage Pregnancy, Abortion, Contraception</p>	<p><u>Childcare</u> Safe proofing the home for a baby Child Protection Legislation and procedures in event of disclosure</p> <p><u>Health and Social Care</u> Health and Safety legislation</p> <p><u>RE</u> Year 13: Sexual Ethics – Relationships, Abortion, Contraception</p> <p>Year 13: Suicide – Reasons, Christian and Secular Perspectives, Consequences</p> <p>Year 14: Role of Conscience in Decision Making</p>	
3		<p><u>Health and Whole Person</u> 5 aspects of health</p> <p><u>First Aid</u> Basic first aid procedures</p>	<p><u>Home Economics</u> Teenage pregnancy Nutrition in pregnancy.</p>				
Talks and Seminars	<p><u>PSNI Talk</u> Internet safety</p>		<p><u>PSNI Talk</u> Internet safety</p> <p><u>Start 360</u> Drugs and Alcohol</p>			<p><u>PSNI</u> Independent living</p> <p><u>Auto line</u> Safe driving</p> <p><u>Start 360</u> Drugs and Alcohol</p>	



### Appendix 3 – Internet Safety

Year	Theme
1 <sup>st</sup>	Cyberbullying Sharing information online PSNI Talk – Online safety
2 <sup>nd</sup>	Staying safe online
3 <sup>rd</sup>	Meeting strangers online PSNI Talk – Online Safety (2)
4 <sup>th</sup>	My online reputation
5 <sup>th</sup>	Sending images online
6 <sup>th</sup>	PSNI talk Personal Safety inc. online Safety

### Appendix 4 – Relationships and Sexuality Education in Personal Development

#### Year 8

What makes a good friend?	<ul style="list-style-type: none"> <li>▪ Explore the qualities of a good friend</li> <li>▪ Sequence, order and make connections</li> <li>▪ Make links between causes and effects</li> </ul>
Working out problems	<ul style="list-style-type: none"> <li>▪ Understand nature of conflict</li> <li>▪ Develop strategies to resolve conflict</li> </ul>
We can work it out?	<ul style="list-style-type: none"> <li>▪ Identify positive outcomes</li> <li>▪ Discuss the basics of personal safety</li> </ul>

#### Year 9

Recognising Positive Qualities	<ul style="list-style-type: none"> <li>▪ Identify the qualities and values needed to sustain a good relationship</li> <li>▪ Understand how our actions and words affect others</li> </ul>
Developing good friendships	<ul style="list-style-type: none"> <li>▪ Understand the advantages of having both male and female friends</li> <li>▪ Participate in a class debate</li> </ul>
Love is .....	<ul style="list-style-type: none"> <li>▪ Discuss the idea of love and romance</li> <li>▪ Identify what makes a lasting romantic relationship</li> </ul>
Coping strategies in relationships	<ul style="list-style-type: none"> <li>▪ Understand the problems that exist in relationships</li> <li>▪ Learn to respect the view of others</li> <li>▪ Reach agreement</li> </ul>

#### Year 10

Relationships	<ul style="list-style-type: none"> <li>▪ Explore physical and emotional boundaries</li> <li>▪ Make connections between ideas and information</li> <li>▪ Explore beliefs about dating</li> </ul>
Sexual Relationships	<ul style="list-style-type: none"> <li>▪ Investigate the implications of early sexual relationships</li> <li>▪ Compare different approaches</li> </ul>
Safe Sex	<ul style="list-style-type: none"> <li>▪ Raise awareness of STI's</li> </ul>
Teenage Pregnancy	<ul style="list-style-type: none"> <li>▪ Understand the real consequences of sexual activity and teenage pregnancy</li> <li>▪ Sequence and compare</li> <li>▪ Respect others opinions</li> </ul>

### Year 11

Healthy relationships	<ul style="list-style-type: none"><li>▪ Recognise good qualities in a friendship</li><li>▪ Discuss the importance of respecting self</li><li>▪ Discuss what qualities are important in the opposite sex</li></ul>
Sexual Behaviour	<ul style="list-style-type: none"><li>▪ Understand that sex is only one part of a committed relationship</li><li>▪ Develop confidence to say 'no'</li></ul>
Emotional hurt	<ul style="list-style-type: none"><li>▪ Understand the true meaning of sex in a relationship</li><li>▪ Discuss the emotional links</li></ul>
Teenage Pregnancy	<ul style="list-style-type: none"><li>▪ Recognise the consequences of pregnancy outside marriage</li><li>▪ Discuss the decisions that need to be made</li><li>▪ Discuss abortion and adoption</li></ul>
Sexual Transmitted Infections	<ul style="list-style-type: none"><li>▪ Know the facts about STI's</li><li>▪ Discuss the impact of STI's</li></ul>

### Year 12

Risky Situations	<ul style="list-style-type: none"><li>▪ Identify the possible positive and negative outcomes of risky behaviour</li><li>▪ Reflecting on a risky event in own life</li></ul>
Being Yourself	<ul style="list-style-type: none"><li>▪ Gender related terms</li><li>▪ Transgender</li><li>▪ Help and support</li></ul>