

# HOLY FAMILY CATHOLIC PRIMARY SCHOOL

## SERVING THE COMMUNITY

### Personal Development Policy

#### Our Mission Statement:

With Christ at the centre, we live, love and learn together, reaching out to all.

**Together, with Jesus, we can do it!**



Vision:

**‘Only the best is good enough’**

**First Written:** November 2021

**Date of next review:** November 2023

**Signed:** Mrs Davey

**Role:** Assistant Headteacher, RE and PSHE Lead

**Signed:** Mr Quigley

**Role:** Headteacher

**Signed:** Mr P Bradley

**Role:** Well Being Governor

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# Mission Statement

*With Christ at the centre, we live, love and learn together,  
reaching out to all.*

## **Having Christ at the centre of all we do by:**

- Modelling Gospel values of tolerance and peace, dignity and compassion, love and respect, commitment and service, courage and integrity and truth and justice
- Placing RE at the core of the curriculum
- Worshipping collectively on a daily basis and as a school community at times of Liturgical Significance
- Developing a sense of awe, wonder and spirituality
- Promoting a Christian moral code for all adults and children to adhere to
- Supporting the sacramental preparation of First Holy Communion and Reconciliation
- Celebrating the Sacraments as a parish and a school
- Studying and aspiring to people who have led inspirational lives through our Aspire Team Programme

## **Enabling all to learn and achieve together by:**

- Offering a fun, broad, balanced and diverse curriculum
- Recognising every child is made in the image and likeness of God, therefore striving to do our best for every single child
- Valuing each child's contributions both individually and through School Council
- Creating a stimulating and safe learning environment which provides opportunities for all to shine and celebrate success.
- Enhancing children's school life by providing educational visits and a residential days for y6
- Having high expectations for children
- Recognising the wide range of abilities, skill and knowledge of all our children and thus providing opportunities and challenge
- Valuing team work amongst staff, in classes, clubs, and teams
- Encouraging the Continuous Professional Development of staff through in-service, courses, CCRS, and NPQ's

## **Working in partnership with our families, parish and wider community by:**

- Valuing the British Values of tolerance, individual liberty, mutual respect, rule of law and democracy
- Valuing parents and pupils views and opinions via an annual questionnaires
- Inviting families and members of the community to school events
- Inviting members of the parish and local community into school to meet pupils
- Visiting members of the local community, such as those in care homes
- Keeping parents well informed through the school website and a weekly school newsletter
- Working closely with the other schools in our parish
- Inviting outside agencies such as police, fire officers, nurses, dentist and road safety officers to participate in our learning
- Studying other faiths and cultures
- Raising money for charities and collecting for local food-banks

# Rationale

*'I have come that you might have life and have it to the full'*  
(Jn.10.10)

## Intent

At Holy Family, we are passionate about developing the whole child. Therefore, it is our intent to provide our pupils with a robust and creative Personal Development Education that is fit for purpose. In addition to our academic journey, the way we develop spiritually, morally, mentally and physically is at the core of who we are, therefore we feel it is crucial that we provide the best Personal Development Education. We consider it our duty to develop in our pupils a sense of self-worth, in which they celebrate their individuality, a caring and compassionate attitude towards others built on mutual respect and a thankfulness of the world around them.

At Holy Family Catholic Primary School, 'Only the Best is Good Enough' and so it is our vision that each child fulfils their potential, regardless of their background or circumstance, in a safe, stimulating and caring environment. We aim to develop a love of learning inspired by quality teaching, foster high aspirations and encourage positive self-esteem.

We believe the development of the whole child is achieved through the whole offer of the school. It is driven through a variety of subjects, experiences, celebrations, roles and responsibilities and programs. All these impact and complement each other in order for our intentions to be met.

## SMSC

**S** – Spiritual Development  
**M** - Moral Development  
**S** – Social Development  
**C** – Cultural Development

The ability and capacity to develop, spiritually, morally, socially and culturally, is a crucial to our pupils' personal development. It plays a significant part on their ability to learn, achieve, building on their self-esteem and well-being. Therefore SMSC development activities and opportunities are mapped out across all areas of our school life and planned for carefully. They underpin all areas; some as discrete learning activities and projects and others, within underlying themes and foundations.

### Spiritual development:

- Ability to be reflective about their own beliefs 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
- 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 pupils, 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.
- 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.

## SEND

At Holy Family, we recognise that many children are likely to have a special educational need and/or disability at some time in their school career and that they can be helped to overcome their difficulties. As a school, we strive to ensure that all pupils have the right level of support to maximise their access to the curriculum. Access to the curriculum is the right of every pupil; differentiated activities are provided where necessary to meet the child's differing ability, learning style and need and may be linked to a child's individual educational plan (IEP).

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum: in line with the Special Educational Needs and Disability Code of Practice

# Curriculum

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

## A. Religious Education (Incorporating SMSC Development)

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

Through Religious Education teaching and learning we aim to:

- Provide each child with the opportunity to develop their relationship with God.
- Promote knowledge and understanding of Catholic faith and life.
- Develop awareness and understanding of the impact of faith upon our daily lives.
- Foster attitudes of respect towards all who live in our society.
- Develop skills linked to the reflection upon and practice of religious belief.

To deliver Religious Education, we use the 'Come and See' programme, recommended by Liverpool Archdiocese. Through this programme, we give our children the opportunity to search, explore, discover and to respond to what it is to be human, through three key questions: *Where do I come from?*, *Who am I?* and, *Why am I here?*

Through the programme, our children also study other faiths and religions. This is crucial for our children to develop an outward look on the world, based on respect and understanding. Each year, the children will study Judaism for one week. In addition, they will also study another religion for one week. The other religions covered over a 3 year cycle are Islam, Hinduism and Sikhism.

## B. Personal Development: RSE and RSHE (Incorporating Moral and Cultural Development)

Embedded in the whole package are the discreet and specific Personal Development lessons made up of RSE and RSHE. RSHE became a statutory subject in September 2021 and consequently, is taught through discreet lessons that are rigorously planned and executed. From Years one to six, lessons are given a weekly timetabled slot, taught by a teacher. As our curriculum was constructed by ourselves, it is bespoke to Holy Family. Mapping of statutory objectives is rigorous, therefore all objectives in these lessons are subject specific; nothing is repeated from the Science, Computing or PE curriculum mapping. Furthermore our curriculum is age and stage appropriate knowledge and understanding, ensuring that there is a development and progression of the objectives.

The main themes which the children will study are:

- Relationships
- Health and Wellbeing
- Living in the Wider World

These themes are then divided into topics

In EYFS, Personal Development areas are covered through: Understanding the world (UW), Communication and Language (C&L), Personal, Social, and Emotional Development (PSED) and Physical Development (PD).

RSE is built into the Personal Development curriculum lessons. It is taught through the recommended Archdiocesan scheme 'Journey in Love'. This is taught from Reception to Year Six and ensures development of knowledge and content. This is the only topic taught in age groups rather than classes, on the two year cycle, due to the progression of content and its sensitive nature in the Upper Key Stage Two Classes. Coverage of sex education specifically is not compulsory in Primary School, therefore, parents have the right to withdraw their child from these lessons ONLY. However, this will only be a last resort as the school encourages participation and will work with parents to support decision making.

### **C. Science (Incorporating Spiritual Development)**

It is our intention that Science builds on children's natural curiosity of the world around them. We ensure our children are armed with the scientific knowledge required to understand the uses and implications of Science, today and for the future.

In term 1, all classes from Year 1 to Year 6 study a biology topic, in both Cycle A and Cycle B. These topics involve specifically the exploration of the human body – its skeleton and its many parts including the organs. They explore how to look after bodies; everything from regular teeth brushing to balanced diets. Each topic is age and stage appropriate and progressive year on year.

In Term 3, children in Key Stage One and Two have the opportunity to voice their own ideas about what they would like to study in the *Super Science* Topic. They are able to explore what they are curious about, scientifically, with the help and guidance of the teacher and have the opportunity to challenge their thinking further.

### **D. PE (Incorporating Social Development)**

At Holy Family Catholic Primary School, we are striving to develop a culture where sport and physical activity are considered an integral part of school life where children are physically active and able to flourish in a range of activities. We aim to give children maximum opportunities to take part in sport and physical activity, and we want PE lessons to embed all of the lifelong cooperative skills needed; working in a team, communication, leadership and fair play.

Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. Lessons are challenging and enjoyable, learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventurous activities. Furthermore, we also provide opportunities to participate in sport outside curriculum time, via sports days, extra-curricular activities and sporting events competing against local schools

### **E. Computing (Incorporating Moral and Social Development)**

Technology is constantly developing and changing the lives of us all, it is everywhere and will play an increasingly important role in the lives of all our children. Therefore, we aim to ensure that we give all our children the life skills to enable them to use technology positively, responsibly and safely. E Safety is at the centre of all we teach as it is a priority to keep our children safe on line and give them the skills to safeguard their own personal data when using websites and apps. In order to ensure the children use technology safely, responsibly and respectfully, each year group will access the topic 'My Online Life', which meets the requirements of the UKCIS Education for Connected World Framework.

## F. English (Incorporating Moral, Social and Cultural Development)

In Years 1- 6, English in Holy Family is taught through the study of high quality texts. Many of these texts provide insights and challenge thinking around many personal development themes including emotions, friendship, mental health, prejudice and the environment.

Although most books studied are cross-curricular and encourage discussion and debate, these books in particular challenge our pupils' exploration of oneself, others life experiences and their world around them; the crus to personal development;

### Year 1 Cycle A

Book and Author	Personal Development Theme
<i>Beegu by Alexis Deacon</i>	Differences, unusual friendships
<i>Dinosaurs and All That Rubbish by Michael Foreman</i>	Conservationism
<i>Pig the Pug by Aaron Blabey</i> and <i>How to be a Dog by Jo Williamson</i>	Sharing
<i>I Want My Hat Back by Jon Klassen</i>	Friendship, saying sorry and managing powerful emotions; jealousy and anger.
<i>Lost and Found by Oliver Jeffers</i>	Unusual friendship, loneliness
<i>Julian is a Mermaid by Jessica Love</i>	Gender identity, being yourself
<i>Lights on Cotton Rock by David Litchfield</i>	Friendship and Family ties

### Year 1 Cycle B

Book and Author	Personal Development Theme
<i>Stanley's Stick by John Hegley and Neal Layton</i>	Development of imagination, friendship
<i>The Odd Egg by Emily Gravett</i>	families, adoption, parenthood, bullying
<i>Billy the Beast by Nadia Shireen</i>	Friendship and bravery
<i>Yeti and the Bird by Nadia Shireen</i>	Unusual Friendship

### Year 2 Cycle A

Book and Author	Personal Development Theme
<i>The Minpins by Roald Dahl and Patrick Benson</i>	Fear and Bravery
<i>The Journey Home by Frann Preston-Gannon</i>	Environment, conservationism, extinction
<i>Sparky by Jenny Offill</i>	Overcoming adversity, resilience
<i>Starbird by Sharon King-Chai</i>	Freedom

### Year 2 Cycle B

Book and Author	Personal Development Theme
<i>The Bear Under the Stairs by Helen Cooper</i>	Fear and Bravery
<i>The Dragon Machine by Helen Ward and Wayne Anderson</i>	Importance of friendship
<i>The Bear and the Piano by David Litchfield</i>	Fear, bravery and belonging
<i>Rosie Revere, Engineer by Andrea Beatty and David Roberts</i>	Feminism, resilience
<i>If All the World Were by Joe Coelho</i>	Death and dying; loss, grief, love

### Years 3 and 4 Cycle A

Book and Author	Personal Development Theme
<i>The Matchbox Diaries by Pail Fleischman</i>	Immigration and equality
<i>The Tin Forest by Helen Ward and Wayne Anderson</i>	Conservation
<i>Cinnamon by Neil Gaiman and Divya Srinivasan</i>	Disability, friendship
<i>Cloud Tea Monkeys by Mal Peet and Elspeth Graham</i>	Fair-trade, equality

### Years 3 and 4 Cycle B

Book and Author	Personal Development Theme
<i>Black Dog by Levi Pinfold</i>	Coping with and the effects of fear, worry, depression
<i>FaRther by Grahame Baker Smith</i>	Connecting to our past; roots
<i>How to Live Forever by Colin Thompson</i>	Immortality
<i>Varmits by Helen Ward and Marc Craste *book &amp; film</i>	Conservation, activism
<i>Shackleton's Journey by William Grill</i>	The pursuit of passion and dreams, resilience
<i>Weslandia by Paul Fleischman and Kevin Hawkes</i>	Bullying, being yourself, difference,
<i>The Lion and the Unicorn by Shirley Hughes</i>	Fear, sadness and loneliness



## Year 5 and 6 Cycle A

Book and Author	Personal Development Theme
The Unforgotten Coat by Frank Cottrell Boyce	Migration, immigration, refugees
The Man Who Walked Between the Towers by Mordicai Gerstein	Ambition
Freedom Bird by Jerdine Nolen	Belonging, acceptance, slavery, the slave trade, freedom
Suffragette: The Battle for Equality by David Roberts	Feminism, equality, justice, democracy
The Hidden Forest by Jeannie Baker	Environment, conservation, activism
Curiosity by Markus Motum	Curiosity and the search for truth
The Last Wild by Piers Torday	Utopia and dystopia

## Years 5 and 6 Cycle B

Book and Author	Personal Development Theme
The Arrival by Shauna Tan	Refugees, immigration, migration, displacement
Anne Frank by Josephine Poole	Holocaust, persecution, justice, equality
Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly and Laura Freeman	Power, equality, feminism, racism
Romeo and Juliet by Williams Shakespeare, Helen Street and Charly Cheung *book and film	Rivalry, revenge and free will
King Kong by Anthony Browne	Freedom, civilisation, differences, beauty
The Promise by Nicola Davies	Conservationism
The Lost Thing by Shaun Tan *book and film	Utopia, dystopia, belonging, unusual friendship
Some Places More than Others by Renee Watson	Change, belonging, roots, relationships

# Catholic Ethos

## A. Collective Worship (Spiritual Development)

We believe that Christian worship in a Catholic school names and celebrates God's presence in our lives. It is concerned with giving glory, honour, praise and thanks to God. It is our loving response, in word and action, to God's invitation to enter into relationship, made possible through the work of Jesus Christ and the witness of the Holy Spirit. It contributes greatly to our spiritual and moral development. Worship in this school is more than just a legal requirement. It is an integral part of school life and central to the Catholic tradition.

Class Collective Worship be kept small wherever possible or appropriate to help to personalise the experience. It will also be short and appropriately paced; one minute per year of life *i.e.*, 5-6 mins for Key Stage 1 and 7-10 mins for Key Stage 2.

At important times in the Liturgical year e.g. Advent, Lent, Ss Peter and Paul's Day, the whole school come together to pray together. Parents are also invited to join these services with us. These are known as our Stay and Pray times

## B. Class Assemblies and Performances (Social Development)

Public speaking is an important part of developing as an individual. It builds confidence and self-esteem as well as the ability to speak clearly. Every class, every year, takes part in a class assembly which they present to whole school and families. The theme of these assemblies varies. And will range from Liturgical topics such as Feast days, or important days in the cultural calendar, such as Mother's Day. In addition, at Christmas time, all children take part in Christmas Performances. For EYFS and KS1, they take the form of a Nativity. In KS2, the performance can take on a more general Christmas theme. All families are invited to attend. Finally when our pupils reach Year 6, the children perform a grand end of primary school 'Leavers Assembly'. In this performance, children are able to express themselves by showcase their own passions, interests and skills; dancing, singing, playing an instrument etc.

### **C. Aspire Teams and British Values (Spiritual, Moral, Social and Cultural Development)**

The Aspire Team Programme is another layer to our curriculum and bespoke to Holy Family. In our school, Christ is at our centre and so the Gospel values are at the root of everything we do. The Gospel values are taken from the Beatitudes; the values Jesus taught in the Sermon on the Mount. (Matthew 5). Therefore these core values that Christians are inspired to live by, form the core values of our school and this programme.

Furthermore, it is our intent, that the study of British Values is both meaningful and inspiring. Therefore, we have combined the study of British values with the Aspire programme. Each Gospel value has been directly linked to a British Value. Children will study key roles, responsibilities and people who have lived out their lives according to these values.

As it is our vision that each child fulfils their potential, regardless of their background or circumstances, we feel it imperative that we inspire them with real life stories of others who have fulfilled their own potential regardless of background and circumstances. Our curriculum aims to provide opportunities for our children to build independence, resilience and perseverance, the chance to be themselves and celebrate their individuality and thoughtful ways to show care and compassion. So this curriculum enhancement, is a perfect vehicle to explore how others have done exactly this – people to aspire to. We explore together; *how have others risen to the challenge?*

### **D. Pastoral (Spiritual, Moral, Social and Cultural Development)**

At Holy Family, we firmly believe in the development of the whole child. We believe that healthy, well rounded children have the best chance of achieving success at school and in the wider community. Children need to feel happy and safe and a strong Pastoral Support System is integral to this. Therefore, we offer a very comprehensive Pastoral Service, because some children need an extra layer of support onto what is already on offer in school. Due to the importance of this department, we ensure it is well-resourced and funded, central to which is a full time Learning Mentor. Through the Pastoral System, we offer a range of support from those children who are bereaved, to those who struggle to with friendship issues and those who require social and emotional support.

Children requiring support are identified through a number of routes, including; parental request, staff concerns Safeguarding issues, Operation Encompass, or an ongoing additional need of the child for example, those who are neurodiverse. Sometimes, they can be identified through the child themselves as they are encouraged to ask for help and reach out if they are struggling.

Sessions are run on both a 1-1 basis and small group, depending on the need that presents itself. A range of resources, strategies and planned activities are used by our Learning Mentor to help our pupils. Resources including *Relax Kids*, Mindfulness, Therapist Aid and Head Space are used by the Learning Mentor who will tailor to individual needs.

For those children who require social and emotional support or bereavement care, they are helped to identify feelings, both of self and of others around them. Through gentle guidance they learn to, manage their own feelings, and develop a range of strategies to do this, including how to ask for help.

For those children with ASC, through the sessions, they explore what it is to be safe, develop their social skills, and are helped to understand the concept of personal space. For these children, their sensory needs are catered for through resources such as playdoh and kinetic sand.

For those who find maintaining friendships hard, they are taught to recognise good relationships and negative ones. This can sometimes be done through Circle Time. For some children, being on the playground at lunch,

when school life is less structured can be a challenge. Therefore, our Learning Mentor takes nurture groups and offers an alternative lunchtime, via a variety of small group activities.

To ensure all key staff are well informed and therefore better able to support children's needs, we use One Page Profiles. These documents highlight children likes, dislikes, what they find difficult etc. These are produced by our Learning Mentor alongside the child themselves. They help staff to know the whole child, and can adapt their behaviour management and communication accordingly.

### **E. School Council (Social and Cultural Development)**

The school council is a long established body at Holy Family, consisting of 2 children from each year group from Years 2 to Year 6. The councillors are chosen by the children themselves, via a democratic voting process. The children meet with the Learning Mentor on a weekly basis and when relevant, the headteacher.

Holy Family Council help to organise a range of activities and campaigns both within the school and in the wider community. Each year, they help coordinate and focus the school on Fairtrade Fortnight, make Christmas cards for our local Care Home, collect the money for Poppy Appeal and Marie Curie. In addition they are forefront in the issue of climate change and the environment by acting as eco warriors, and highlighting the need recycling.

Councillors are responsible for taking the information from the meetings back to their classes and cohorts.

### **F. Pupil Leadership (Social Development)**

At holy Family, we firmly believe in nurturing leadership and responsibility in our pupils. For our Y6 pupils, these important skills and values are made formal. All our Y6 pupils, with consultation with them, given formal roles to be accountable for. These include; helping serve in the hall with the younger children at lunch, buddies on the playground, prefects at times of wet playtimes and reading book changer for our KS1 children.

We believe that by giving our children responsibilities to uphold on a regular basis, we are laying the foundations in helping to equip our children for the wider world.

## **Wider Opportunities and Enhancements**

### **A. Extra-Curricular (Social Development)**

Holy Family offers a comprehensive Extra curricula package. We believe it is vital that children develop their own passions and interests and by offering a range of club is one way in which we do this. Children from Reception right through to Year 6 are invited and encouraged to take up the chance to take part in clubs offered. These clubs range of sports clubs, such as Football, Ninja Warrior and Tag rugby, to non-physical ones such as Book Club, and Well-Being.

Some clubs are provided by outside agencies, and therefore come with a fee. Others are paid for by the school, and some are provided by staff, free of charge.

### **B. Special Celebrations and Occasions (Spiritual and Social Development)**

At Holy Family, we put great value celebrating special days, times and individuality. When it is a pupil's birthday, they are invited to come to school in their 'own clothes' (non-uniform). This helps to make the day distinct and therefore helps the child feel special.

EYFS is an integral part of school life. It is the foundation to their journey in education. Therefore, when the children come to the end of their time in EYFS, when they leave Reception, we mark this milestone with their parents, through a special Graduation ceremony and a celebration of all they have achieved.

On days dedicated to mental health and well-being, in the global and national calendar, we provide opportunities for children to take part. Well-being and positive mental health are crucial to personal development so these days are marked accordingly. World Mental Health day (October), Children's Mental Health day (February) and World Happiness Day (March) are all celebrated. In the case of Children's Mental Health Day, the whole day is dedicated to activities around the promotion of well-being and positive mental health.

### **C. Catholic Social Teaching; Social Responsibility, Social Justice, and Citizenship (Moral and Social Development)**

At Holy Family, we want to establish with our pupils a sense of social responsibility and an understanding of what it is to be what it means to an effective member of society, who actively seeks justice for all. We want to help develop within them an attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

One way in which we fulfil our responsibility in this area is to contribute regularly to charities. There are key charities that we contribute to on an annual basis. These are:

- Poppy Appeal, supporting the royal British Legion around the time of Remembrance,
- Food Bank appeal, during Advent in the lead up to Christmas
- Marie Curie Daffodil Appeal
- Nugent Care Good Shepherd Appeal

At Holy Family, we also encourage our pupils to take an active role in the wider community. We have strong links with our local Care homes and our choir visit each Christmas to sing for them. Our School Council make Christmas and Easter Cards. We will also invite residents into school, for those who are physically able to, to watch our Nativity plays.

We also build into the year, times to support our global family too. This focus changes each year, according to need and current circumstance. For example, in the past we have supported Afghan Appeal, people in Palestine and those suffering in Ukraine because of the war.

## **Pupil Voice**

Developing a positive and confident voice in our pupils is vital for their sense of safety and their future role in society. Children are encouraged to speak about injustices or issues that they feel passionate about and often, campaigns begin because of it. They have been able to present their ideas to teachers, report to senior leaders, organise whole school events, raise money for charity and complete environmental projects.

In safeguarding incidents, for instance those brought to the school attention by Operation Encompass or the Mash Team, our first priority is always to seek the Voice of the Child. In most instances these will be completed by our trained and experienced Learning Mentor.

Our Learning Mentor will also complete a regular Voice of the Child check in for those children who are particularly vulnerable. She will often seek their thoughts straight after a weekend or a school holiday.

# Monitoring

Monitoring for each of the aspects of this Personal Development Policy will be carried out by a variety of school staff as part of their leadership roles. For curriculum subjects, each subject leader (RE, English, Personal Development, Science, Computing will conduct:

- book looks
- lesson observations
- pupil voice interviews

Our PE Subject Lead will conduct:

- lesson observations
- pupil voice interviews

A member of our SLT; an Assistant Headteacher, has overall responsibility and accountability for Personal Development and Well Being. In addition to above, together with the Headteacher, they will gather information from:

- staff voice
- learning walks

A monitoring feedback report will be compiled with clear time frames and accountability for any actions that need to be taken.

# Action Planning

Each Subject Leader has the responsibility for compiling an annual action plan for their subject, with the support of the Curriculum Lead. These action plans are reviewed regularly by each subject lead who is responsible for providing feedback by the end of the year to the Headteacher and Curriculum Lead.

# Governors

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

The Governing body Member linked to the Personal Development Policy is Peter Bradley

This policy will be monitored biennially by the Assistant Head and be reviewed annually by the Headteacher and Governing body. Parents will be consulted before any proposed changes.

This policy was formally adopted by the Governing Body of Holy Family Catholic Primary School on 11<sup>th</sup> May 2022