

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

SERVING THE COMMUNITY

Spiritual, Moral and Personal Development Policy

Our Mission Statement:

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

Only our best is good enough!



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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:

- Placing RE at the core of the curriculum.
- Modelling Gospel values through our Holy Family 'Best' values of Courage, Justice, Tolerance, Commitment, Compassion and Respect.
- Together, with Jesus as our example, we strive to give our best each new day.
- Treat others as you would like to be treated.
- Worshipping collectively on a daily basis.
- Developing a sense of awe, wonder, spirituality and stewardship of God's creation.
- Committing to living simply through our decision making and actions.
- Participation of masses in Church and school.
- Promoting a Christian moral code for all adults and children to adhere to
- Supporting and celebrating as a parish and school the sacramental preparation of First Holy Communion, Reconciliation
- Studying and aspiring to people who have led good lives through our Aspire Programme.
- Providing opportunities for staff and children to grow spiritually.

Enabling all to learn and achieve together by:

- Enabling all to live, love and learn together by:
 - Recognising the human dignity of every child, who are made in the image and likeness of God, therefore striving to do our best for every single child.
 - Being called to work for the common good of each and for all so that the whole school community can be safe, happy and successful.
 - Offering a fun, broad, balanced and diverse curriculum where children are encouraged to make memories and develop dreams.
 - Create an environment where children play safe, work hard and have fun.
 - All stakeholders are encouraged to respect everything and everyone around them.
 - Valuing each child's contributions both individually and through Pupil Leadership Groups
 - 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 residential days for Y6
 - Having high expectations for children so that they can be the best version of themselves.
 - Providing opportunities and challenge for all children including those children with Special Educational Needs ensuring full participation.
 - Encouraging team work and supporting each other in solidarity in classes, clubs and teams.
 - Encouraging the Continuous Professional Development of staff through in-service, CCRS and Leadership courses.

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

- Reaching out to all by working in partnership with our families, parish and wider community by:
 - Using the Holy Family as our inspiration, we will provide a family ethos and atmosphere where all visitors are made to feel welcome.
 - Fostering a strong partnership with all our families in order to provide the best opportunities for all.
 - Valuing families' views and opinions via annual questionnaires. Inviting families and members of the community to our class assemblies, stay and pray and school events
 - Celebrate success and achievements together as one proud family.
 - Inviting members of the parish and local community into school and participate in our school life.
 - Visiting members of the local community where we reach out to all, such as those in care homes
 - Keeping parents well informed through the school website, Parent and a weekly school newsletter
 - Working closely with the other schools in our parish
 - Studying other faiths and cultures as part of our curriculum.
 - Raising money for charity and an awareness of our global family through our Catholic Social Teaching initiatives

Our Vision:

At Holy Family, we strive to create an environment where only **our best is good enough** in all that we do. We will achieve this by having high expectations and developing a culture of ambition, challenge and achievement.

Our Mission

As a Catholic school, we place our faith at our core. We are driven by the knowledge that every human is made in God's image and likeness and therefore each person in our care deserves the best we can give. It is also our duty as Christians to reach out to our local community and global family, as fellow children of God.

Our Best Values

Using our drive to be the best we can be, as humans who are made in God's image, we have key values which help us focus and achieve our mission and vision.

Courage	Being resilient and never giving up.
Justice	Knowing what is right and wrong.
Tolerance	Accepting people for who they are
BEST	Be the best version of you
Commitment	Being responsible and engaged.
Compassion	Helping and caring towards others.
Respect	Showing kindness in all that we do.

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.

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.

Rules and Behaviour

At Holy Family, we aim to provide effective teaching in a secure and stimulating environment to enable our pupils to achieve their full learning potential. We are steadfast in our quest to create an environment where teachers can teach, children can learn, and good behaviour is celebrated. We encourage children to follow the school rules and values by praising them for good behaviour and good learning. To encourage and promote good behaviour, attitude and work, we have devised reward systems which are consistently followed throughout the school. We are committed to praising children's efforts.

We have three school rules so that we can ensure that all feel valued and respected, and all children can learn to the best of their ability. We teach the children our rules from the time they start at Holy Family, to make our school a happy and secure place of learning for all pupils and adults.

At Holy Family, we adhere to 3 rules.

1. Play safe, work hard and have fun.
2. Respect everything and everyone around you.
3. Treat others as you would like to be treated.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. All pupils will be treated equitably, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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 are using two curriculums, as are in a transitional period, in line with Archdiocesan guidance. As advised, we have been moving away from the Come and See curriculum and onto the Religious Education Directory; *To Know You More Clearly*. This transition has been taking place over three years on a cohort by cohort basis. By September 2026, all year groups will be using the To Know You More Clearly in full.

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 lesson that are rigorously planned and executed. From Years one to six, lessons are taught on 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 Key Stage One and Two, both Cycle A and Cycle B include biology topics. . These 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.

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. Online 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. It is our vision that children use technology safely, responsibly and respectfully.

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

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.

Reception

Book and Author	Personal Development Theme
<i>I am Henry Finch</i> by Alexis Deacon	Self-discovery, individuality
<i>Halibut Jackson</i> by David Lucas	Self-acceptance and confidence
<i>The Magic Paintbrush</i> by Julia Donaldson and Joel Stewart	Courage
<i>I Will Not Ever Never Eat a Tomato</i> by Lauren Child	Creativity, imagination, trying new things

**Additional books may be added to complement focus books subject to In the Moment planning and children's interests*

Year 1 Cycle A

Book and Author	Personal Development Theme
<i>Beegu</i> by Alexis Deacon	Differences, unusual friendships
<i>Dinosaurs and All That Rubbish</i> by Michael Foreman	Conservationism
<i>Pig the Pug</i> by Aaron Blabey and <i>How to be a Dog</i> by Jo Williamson	Sharing
<i>I Want My Hat Back</i> by Jon Klassen	Friendship, saying sorry and managing powerful emotions; jealousy and anger.

Lost and Found by <i>Oliver Jeffers</i>	Unusual friendship, loneliness
Julian is a Mermaid by <i>Jessica Love</i>	Gender identity, being yourself
Astro Girl by <i>Ken Wilson-Max</i>	Challenging stereotypes, determination, resilience

Year 1 Cycle B

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

Year 1/2 and Year 2 Cycle A

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

Year 1/2 and Year 2 Cycle B

Book and Author	Personal Development Theme
The Odd Egg by <i>Emily Gravett</i>	families, adoption, parenthood, bullying
The Bear and the Piano by <i>David Litchfield</i>	Ambition, friendship, change, fear, bravery
Tadpole's Promise by <i>Jeanne Willis</i>	Love, friendship, change
Rosie Revere, Engineer by <i>David Roberts</i>	Challenging Stereotypes, resilience
If all the world were by <i>Joe Coelho</i>	Death and Bereavement
The Bear Under the Stairs by <i>Helen Cooper</i>	Fear and Bravery
The Dragon Machine by <i>Helen Ward and Wayne Anderson</i>	Importance of friendship

Years 3 and 4 Cycle A

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

Years 3 and 4 Cycle B

Book and Author	Personal Development Theme
Black Dog by <i>Levi Pinfold</i>	Coping with and the effects of fear, worry, depression
FaRther by <i>Grahame Baker Smith</i>	Connecting to our past; roots
Shackleton's Journey by <i>William Grill</i>	The pursuit of passion and dreams, resilience
Weslandia by <i>Paul Fleischman and Kevin Hawkes</i>	Bullying, being yourself, difference,
The Lion and the Unicorn by <i>Shirley Hughes</i>	Fear, sadness and loneliness

Year 5 and 6 Cycle A

Book and Author	Personal Development Theme
The Unforgotten Coat by <i>Frank Cottrell Boyce</i>	Migration, immigration, refugees
The Man Who Walked Between the Towers by <i>Mordicai Gerstein</i>	Ambition
Freedom Bird by <i>Jerdine Nolen</i>	Belonging, acceptance, slavery, the slave trade, freedom
Suffragette: The Battle for Equality by <i>David Roberts</i>	Feminism, equality, justice, democracy
The Last Wild by <i>Piers Torday</i>	Utopia and dystopia
Beowulf by <i>Michael Morpurgo</i>	Fear and bravery

Years 5 and 6 Cycle B

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

Catholic Ethos

A. Prayer and Liturgy (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.

All pupils experience a range of prayer and liturgy; classroom prayers, Celebrations of the Word, special services, and Masses

Throughout the day, opportunities are provided for short times of prayer. These mark the time and rhythm of the day. Each day, four prayers are said; Morning Offering, Grace Before Meals, Grace After Meals, and Evening Prayer. These prayers are the same for each class, as they reflect our Mission and values. On a Friday, our whole school assembly begins with the Morning Offering and ends with our own special Holy Family Prayer.

Each day, children take part in the Celebration of the Word in class. These are led by Holy Family Teachers, and our Worship Warriors. On the days of phase assemblies, children take part, as a phase group, at the start of the assembly.

Each class has a dedicated prayer table which is treated with great reverence and reflects the Liturgical seasons.

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.

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 our pupils with sensory and/or neurodiverse needs, our physical environment has been designed for tailored support. We have two sensory rooms and smaller sensory areas around the school; both inside and out, to cater for sensory diets and help with emotional regulation.

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 SENDCO alongside the child themselves. They help staff to know the whole child, and can adapt their behaviour management and communication accordingly.

E. Pupil Leadership (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. Councillors are responsible for taking the information from the meetings back to their classes and cohorts and supporting Parents meetings.

We also have two Eco Warriors per class. They work closely with Mr Worsley to help maintain the Prayer and Well Being Garden including growing the produce. In addition they are forefront in the issue of climate change and the environment by completing litter picks, highlighting the need for recycling and ensuring our school is acting responsibly by using the least amount of energy possible.

Furthermore, each class has two Worship Warriors that help facilitate prayer and liturgy across the school, both in class and during whole school Masses and Stay and Prays. Furthermore, they regularly meet with our RE Lead to prepare worship and take a leadership role in class.

At Holy Family, we firmly believe in nurturing leadership and responsibility in our pupils. Our oldest Y6 pupils, along with the above roles have a wider remit of responsibility. 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

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, netball and basketball to non-physical ones such, and Well-Being, mindfulness and CAFOD Club.

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 aim to ensure our pupils understand the significance of putting our faith in action. With this in mind; 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 which comes from a place of faith and understanding of scripture.

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.

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 11th May 2022, and is regularly revised and reviewed bi-annually.