ST MARY'S HIGH SCHOOL, NEWRY

Revised: October 2023

Rationale:

Personal Development is designed to help students gain the skills, knowledge and understanding they need to lead healthy, independent lives and to become informed, active, resilient and responsible citizens. Students 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.

Students 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 a safe environment in the life of our students where they can develop their strengths and capacity to adjust to the challenges of life and develop the necessary competences to fully develop to becoming 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 students is integral to all aspects of school life. The comprehensive Personal Development Programme supports students 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 students 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 students to maximize academic and creative potential of students, 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;
- delivered 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 N Ireland 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:
- to empower students to become effective and independent learners;
- to 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, IT and Using Mathematics;
- to 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-term 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;

Personal Development Themes:

Key Stage 3
At Key Stage 3 there are 10 themes delivered 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
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
Learning Partners	Year 8 Pastoral transition Mentoring programme	Year 14
Senior Prefects	Year 13 with Year 8	Year 8 and 13
PSNI	Internet Safety	Year 8
PSNI	Internet Safety	Year 10
Start 360	Drugs and Alcohol	Year11
Super You Programme	Fulfilment and achievement	Year11 TG
Love for Life	iZone Icebergs and Babies	Year 9 Year 11
AutoLine	Safer Driving	Year 13
Changing Cycles	Resilience and Self Esteem	Year 13
Paul Mc Ardle Yoga –	Addiction	Year 13
Mourne Forest Flow	Health and Wellbeing	Year 13
CARA Friend	Respect Programme	Yr9
Start 360	Positive behaviour and relationships	Yr10 TG
Ready For Anything	Resilience	Yr8 TG
PIPS	Resilience	Yr9
PIPS	Positive Mental Health	Yr11
Local Business Community	Interview Skills	Yr14
ICSS Counselling Service	Counselling	All

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

Managing Risk
The Personal Development Programme allows students 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. Students are given opportunities to acquire the necessary knowledge and understanding of human relationships, growth, development, sexuality and identity which enables them to form values and establish behaviour within a moral, spiritual and social framework. Students 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 enable them to build the foundations for developing more personal relationships in later life. (Appendix 4)
- **Please refer to the Relationships and Sexuality Policy**

<u>**Roles and Responsibilities**</u>

<u>**Senior Leader – Raising Standards (Pastoral Support)**</u>
Mrs J Hughes (Senior Leader) 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.

<u>**Health and Wellbeing Co-Ordinator;**</u>
The Health and Wellbeing Co-Ordinator, Miss C Malone 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.

<u>**Year Heads:**</u>
- 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 effectively with any concerns raised by Form Teachers regarding the personal development of students, e.g., mental health and well-being, low self-esteem, challenging behaviour and use the referral system for Child Protection and Behaviour Management.

<u>**Form Teachers:**</u>
- the effective delivery of personal development lessons
- ensure all students in their form class have equal access to the programme.
- encourage students to reflect on the knowledge and skills acquired during personal development
- create a child centered supportive learning environment where students feel comfortable to discuss their feelings, emotions and sensitive issues.

- 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, achievements and target set for improvement
- 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
- Health and Wellbeing Policy
- Inclusion Policy

Dissemination of the Personal Development Policy:

Pastoral Policies are available to all parents/cares on the School App and Website. An overview of the policies is sent to all parents at the start of each academic year.

Monitoring, Evaluation and Review

Senior Leader, Mrs J Hughes is responsible for monitoring, evaluating and reviewing the implementation of the Personal Development Policy and Procedures to ensure:

- the effective implementation of this policy;
- the policy is updated in the light of new developments
- 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: __October 2026_____

Appendix 1 – Mapping Skills/Attitudes and Dispositions

THEME	KNOWLEDGE KS3	KS4 NON-LLW GCSE	KS4 GCSE LLW	POST-16	SKILL	SKILLS KS3	KS4 NON-GCSE	KS4 GCSE	POST-16	A+D	ATTITUDES AND DISPOSITIONS KS3	KS4 NON-GCSE	KS4 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
										RESPECT	Y	Y	Y	Y
11. INDEPENDENT LIVING		Y	Y	Y										

Appendix 2 – Keeping Safe Messages

	Year 8	Year 9	Year 10	Year 11	Year 12	Post 16 Enrichment
			Keeping Safe Messages 2023-2024			
TERM	Year 8	Year 9	Year 10	Year 11	Year 12	Post 16 Enrichment
1	**Health and Whole Person** Health and Well being **Managing Risk** CPR **Bullying** Positive healthy relationships **Cyber bullying** Strategies to deal with cyber bullying **Science** Lab safety **Technology and Design** Safety in School Workshop Basic First Aid **Home Economics** Kitchen safety. Home safety. Safe handling of Knives **RE** Choices and Morality	**Road Safety** Dangers for Pedestrians **Healthy Bodies** Drugs Smoking Alcohol (effects on human body) **Bullying** Strategies to deal with bullying **Online Safety** Dangers with sharing information **Science** Electrical safety in Home and Outside **Technology and Design** Safety in School Workshop Basic First Aid **RE** Nature of Sin and Role of Conscience in Moral Decision Making	**Health and whole person** Concept of healthy person **Self-Concept** Coping under pressure **Drugs Awareness** Drug additions Consequences **Managing Change** Dealing with adolescent feelings **Managing Risk** Staying safe online **Technology and Design** Safety in School Workshop Basic First Aid **Home Economics** Health protection and disease prevention.	**Managing Risk** My online reputation CPR **Health Education** Lifestyle choices Obesity Smoking Mental health **Road Safety** Using mobile and speeding **Healthy Relationships** Qualities in friendship Consent Sexual behaviour Peer pressure Teenage pregnancy STI's **English** Persuasive Essay/Speech – Social Networking Sites **Home Economics** Nutrition and healthy eating	**Managing Risk** Road safety – consequences of drink driving **Independent Living** Debt management Saving **Mental health** Exam stress **English** Persuasive Essay/Speech – Social Networking Sites **Home Economics** Consumerism and money management.	**Throughout Year** **Mental Health** Positive Mental Health PIPS **Drugs Education** PSNI **Safe Driving** Autoline **Health Education** Cancer Focus **Personal Safety** PSNI **Mental Health** PIPS, Changing Cycles Mourne Flow Yoga
2	**Road Safety** Mistakes made on the road **Healthy Bodies** Drugs and Alcohol Awareness Improved decision making. Impact and consequences of choices. **Relationship and Sexuality** Qualities of good friendship Recognising our feelings Trusted adults: Safer Schools App **Home Economics** Healthy lifestyle plans Avoiding harmful substances	**Relationship and Sexuality** Problems that can exist in relationships **Home Economics** A closer look at nutrition.	**Relationship and Sexuality** 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 **Emotional and Mental Health** Positive thinking and dealing with stress (Samaritans) **RE** Valuing Oneself – Self Esteem and respectful Healthy Life Choices	**Mental Health** Positive thinking and dealing with stress	**Independent Living** Budgeting **Parenting** Impact of being a parent Child Sexual Exploitation **RE** Relationship Choices – Teenage Pregnancy, Abortion, Contraception	**Childcare** Safe proofing the home for a baby Child Protection Legislation and procedures in event of disclosure **Health and Social Care** Health and Safety legislation **RE** Year 13: Sexual Ethics – Relationships, Abortion, Contraception Year 13: Suicide – Reasons, Christian and Secular Perspectives, Consequences Year 14: Role of Conscience in Decision Making
3		**Health and Whole Person** 5 aspects of health **First Aid** Basic first aid procedures	**Home Economics** Teenage pregnancy Nutrition in pregnancy.			
Talks/ Seminars	**PSNI Talk** Internet safety **Ready For Anything** Resilience	**CARA Friend** Diversity and Inclusion workshops **PIPS** Promoting Positive mental Health **Love For Life** iZone	**PSNI Talk** Internet safety **Start 360** Drugs and Alcohol	**Start 360** Drug Awareness **Super You** Empowerment and Achievement **Love For Life** Icebergs and Babies		**PSNI** Independent living **Auto line** Safe driving **Paul McArdle** Drugs and Alcohol

Appendix 3 – Internet Safety

Year	Theme
1st	Cyberbullying
	Sharing information online: Safer Schools App
	PSNI Talk – Online Safety
2nd	Staying safe online
3rd	Meeting strangers online
	PSNI Talk – Online Safety
4th	My online reputation
5th	Sending images online
6th	PSNI talk
	Personal Safety including online Safety

Appendix 4 – Relationships and Sexuality Education in Personal Development

Topic	Yr.8	Yr.9	Yr.10	Yr.11	Yr.12	Yr.13	Yr.14
Relationships							
Different types of relationships and friendships eg parents, siblings, other family members, peers, teachers, friends and acquaintances	■	■	■	■	■		
Different types of family units eg blended families, lone parents etc		■	■				
Different types of unions eg marriage, civil partnership, gay marriage etc		■	■				
Appropriate and inappropriate relationships and friendships		■	■	■			
Dealing with peer pressure and influences and self esteem	■	■	■	■	■		
Explore sense of sense, personal morals, values and beliefs, feelings and emotions	■	■	■	■	■		
When a relationship is unhealthy or abusive (including sexual, emotional and physical abuse or violence)		■	■	■			
Support people can get when in an abusive relationships eg Women's Aid			■				
Personal Health and Wellbeing							
Ways to promote our physical health eg physical activity, balanced diet etc		■	■				
Ways to promote our emotional/mental health eg managing stress, importance of talking, managing work/life balance	■		■	■	■		
Sexually transmitted diseases including HIV and AIDS			■				
Safe sex practices in relation to STI's, HIV and AIDS			■				
Growth and Development							
The human reproductive systems			■				
Changes during puberty, sexual maturation			■				
Menstrual wellbeing and menstrual cycle education			■				
What happens during intercourse; the biological aspects of human fertility and conception			■				
Types of contraception			■	■			
Adolescence – Exploring how our feelings and emotions change in adolescence			■				
Abstinence as an option in sexual relationships			■				
Teenage pregnancy and parenting			■	■	■		

Sexuality and Identity								
Awareness of gender identity (the person's sense of own gender which can be different to gender assigned at birth)			■		■			
Awareness of sexual orientation (eg lesbian, bisexual etc)			■		■			
The terms associated with sex, gender identity and sexual orientation and the accepted terminology					■			
Understanding of LGBTQI + (lesbian, gay, bisexual, transgender, queer/questioning intersex +)					■			
Encouraging sensitivity towards different ways of life, beliefs and opinions	■	■	■	■	■	■	■	■
Personal Safety and Managing Risk								
Understanding consent; the legal age, how to seek consent and to respect others' rights			■	■	■			
Information on alcohol misuse	■	■	■		■			
Information on substance misuse	■	■	■		■			
Information on risky behaviours	■	■	■		■			
Types of emotional abuse			■	■	■			
Types of physical abuse			■		■			
Types of domestic abuse			■					
Types of sexual abuse			■					
Child sexual exploitation			■					
The importance of personal safety regarding internet and online safety	■	■	■	■	■			