

SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Spiritual and Personal Development Policy

Mission statement: We deliver high quality teaching and learning in an environment that meets the needs of our students, so that all achieve and enjoy.

Shirley High School Performing Arts College promotes a learning environment where every member of the school community feels able to develop spiritually, morally and socially whilst broadening their understanding of other cultures

This policy encompasses previous separate policies for Religious Education, PSHE, Citizenship, SRE Education and Jehovah Witnesses.

Philosophy

“Difference is the essence of humanity. Difference is an accident of birth and it should therefore never be the source of hatred or conflict. The answer to difference is to respect it. Therein lies a most fundamental principle of peace: respect for diversity. “ **John Hume**

Our Spiritual and Personal Development provision supports and reinforces our Golden Rule, **‘Shirley High School students are expected to show consideration and respect to all members of the school and local community at all times’** which is at the heart of our ethos.

This policy aims to ensure our core values are actively promoted and that these values are shared by all members of the school community. Our core values are:

- ABC - Attendance, Behaviour and Commitment.
- Our policies, procedures and rules.
- Diversity.
- Our personalised curriculum.
- Student voice.
- The right to work and study in a safe environment.
- High quality teaching and learning so all achieve and enjoy.
- Contributing to the school, the community and the environment.
- Personal development.
- Praise, rewards and support.

Principles

The school will:

- Promote positive relationships based on mutual respect, encouraging an inclusive approach across the curriculum.
- Offer curriculum opportunities to every student to develop spiritually, discuss moral issues and consider issues of social concern.
- Respect and value all members of the school community and strive to remove barriers to ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality as well as encouraging understanding and tolerance of different social, religious and cultural backgrounds
- Adopt a positive approach to Emotional Health and Wellbeing (EHWB)
- Promote ‘British Values’ including democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

Aims

- To encourage young people to engage in a process of personal search for meaning and purpose in life.
- To increase the self-confidence of students and their ability to collaborate with each other.
- To develop confident individuals through a programme of spiritual and moral education.
- To help develop responsible citizens who are well prepared for life in modern Britain and able to make a positive contribution to society.

Definitions

Spiritual and personal development is the means by which all young people are supported in their spiritual, moral, social and cultural development according to their needs, and regardless of their social and/or economic or cultural backgrounds. It promotes their wellbeing and enables them to develop their potential as healthy, enterprising and responsible citizens in our society.

Students' **spiritual development** involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and nonmaterial wellbeing.

Students' **moral development** involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Students' **social development** involves acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Students' **cultural development** involves them acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

Methodology

- Students will have access to a variety of interesting and stimulating resources including religious artefacts, multi-media material, visiting speakers and make links with local faith communities to help them gain knowledge and understanding of religious beliefs and practices.
- Students will be encouraged to share what they have learned through discussion and presentations using ICT and consider the implications for their own beliefs and values.
- Students will be able to take account of differing religious, moral and philosophical viewpoints when expressing their own opinions on issues of belief and morality.

- Students will participate in learning experiences which challenge their perceptions of self and others, for example, by forming partnerships with communities in different parts of the world.
- Students will demonstrate commitment to their beliefs and values, for example, through enterprise projects to raise awareness of environmental issues or poverty.
- Students will engage in learning experiences which promote equality and fairness, for example, by organising an anti-bullying campaign.
- Students are consistently encouraged to recognise the needs of others and to accept responsibility in school and in their community.
- Teachers and students will be able to engage in discussion about their work and help each other understand how to improve.
- Teachers will use a variety of questioning techniques to encourage deeper levels of thinking, including thinking about abstract concepts and increasingly complex moral dilemmas such as medical ethics and sustainable development.
- Teachers will encourage students to recognise the importance of diversity and equality through developing an understanding of the beliefs and values of religions and other stances for living.
- Teachers will set challenging tasks which encourage mature attitudes and collaborative working, for example, interviewing members of different faith communities and producing news articles about their views on a range of religious and moral issues.
- Teachers will help students to develop an awareness of global citizenship through involvement in aid charities and debates about moral issues such as war, poverty, aid, biotechnology and the environment.
- Teachers will help students to develop secure values and beliefs by encouraging discussion and debate about controversial issues within an atmosphere of mutual support and respect.
- Teachers will promote students' confidence by praising their efforts and by celebrating their achievements within and beyond the classroom.

Outcomes

As a result of our programme of spiritual and personal development students should:

- develop a knowledge and understanding of the world's religions and viewpoints;
- be aware of the ways that religion might help to answer deep questions about significant aspects of human experience;
- understand that religious beliefs and moral attitudes are often shaped through our responses to human emotions and personal experiences;
- experience silence and time for reflection;
- explore a variety of viewpoints, including their own, on moral values such as justice, compassion and integrity;
- consider the ways in which our experiences of family life and cultural identity impact on our beliefs, values and traditions;
- develop the skills of reflection, debate, discernment, critical thinking and reaching conclusions about issues of belief and morality;
- understand how they might make a positive difference to the world by putting their beliefs and values into action.

Implementation of the Policy - Roles and Responsibilities

Every member of the school staff can contribute to spiritual and personal development and therefore to the wellbeing of each young person in the school. In order to promote an environment of well being whereby spiritual and personal development can take place:

Governing Body responsibilities:-

- To ensure that the school complies with appropriate legislation.

Headteacher responsibilities:-

- To ensure that the policy and its related procedures and strategies are implemented.

Staff responsibilities:-

- Actively and creatively encourage students' spiritual and personal development wherever possible, through the expression of personal values and beliefs.
- Offer a range of appropriate and meaningful trips and extra curricular activities.
- Plan for displays and events to reflect our diverse community.
- Ensure that the school celebrates and reflects the diverse cultures and communities from which our students are drawn.
- Discuss matters of personal concern, including complex social issues.
- To ensure that all incidents of discrimination, bias and stereotyping are dealt with appropriately, during discussion of spiritual, social and cultural issues.
- To ensure that everyone is dealt with fairly and without negative bias on grounds of race, disability or equality issues.
- Model and promote the Golden Rule and core values (x ref Teacher Standards).

Policy Development/Evaluation

This policy is a dynamic document and will be updated as new legislation and guidance is produced or, in response to research, review or other events that have not previously been covered in depth.

When evaluating success of the policy, the school will consider to what extent:

- understanding of spiritual, cultural and moral issues has been raised.
- the school has been successful in raising the profile of spiritual, cultural and moral issues within the school, governing body, the local and wider community.
- it has celebrated cohesion and cultural understanding.
- students uphold the Golden Rule and support the core values.

Links with Other Policies

- Safeguarding Policy ~ embodies the school's commitment to ensuring the safety of all students and the referral to outside agencies when appropriate.
- Anti Bullying (including Cyber bullying) Policy ~ embodies the school's commitment to safety and respect for all in providing an 'atmosphere free from intimidation'.
- Health and Safety Policy ~ reinforced through PSHE Schemes of Work, embodies the school's commitment to ensure the safety of the whole school community.
- Inclusion Policy ~ embodies the school's commitment to 'equal opportunities, appropriate learning and positive experiences for all.'
- Community Cohesion Policy ~ embodies the school's commitment to a community where 'the diversity of people's backgrounds and circumstances is appreciated and valued'.

Approved by the Governing Body: May 2016

Appendix 1 - PSHE and CITIZENSHIP POLICY

Introduction

This policy sets out the school's role in providing PSHE and Citizenship education and the duties of the school in implementing the policy.

Background Information

Shirley High School is an 11- 18 mixed comprehensive school served by many different feeder primary schools covering the London Borough of Croydon and parts of the neighbouring London boroughs.

There are approximately 988 students on roll, 21.5% are entitled to Free School Meals, 17.4% have special educational needs including statements, 63.9% of students are categorised as from minority ethnic groups, 31.8% of students' first language is not / believed not to be English.

This policy was originally developed following an audit of the whole school community undertaken by the Shirley High School Healthy Task Group, under the leadership of the Healthy Schools Coordinator. It has subsequently been regularly reviewed, most recently following completion of the Healthy Schools Annual Audit and successful re-designation of Healthy School status (September 2015), by the line manager with responsibility for this area.

Policy Statement

PSHE and Citizenship comprise all aspects of a school's planned provision to promote their students' personal and social development, including health and wellbeing (PSHE at KS3 and 4, QCA 2000)

Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that 'all schools should make provision for personal, social, health and economic education (PSHE).'

The DfE have recently reinforced the need to *'create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'*

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated in 2014. The provision of PSHE and Citizenship at Shirley High School promotes and reinforces these values.

The Golden Rule and core values support PSHE and Citizenship in encouraging all students to achieve, have a secure understanding of good behaviour and mutual respect, and to know the importance of attendance. Students should be encouraged to express themselves through a range of learning opportunities, explore moral, social, spiritual and cultural issues whilst discovering themselves, all underpinned by a firm belief in the importance of building good relationships.

Organisation Planning and Assessment

The Head of the Spiritual and Personal Development Department has responsibility for planning and co-ordinating the PSHE and Citizenship curriculum across the school.

At Shirley High School Performing Arts College the provision for PSHE and Citizenship is as follows:

- Discrete curriculum time: PSHE is delivered through two discreet lessons per fortnight to all students in Years 7 – 10. This also incorporates Citizenship. PSHE and Citizenship is delivered through drop down days, assemblies and tutor time to all students in Years 11-13. Year 11 students receive two lessons a fortnight of Work Related Learning and Post 16 students have two progression lessons per fortnight.
- Other subjects/curriculum areas: For example, in English texts are chosen which raise many sensitive issues; maths can develop financial literacy; the science curriculum covers many aspects of drugs, SRE, sustainability, health and safety; food technology emphasises the importance of healthy eating; religious studies discusses many ethical and moral issues; geography encourages an awareness of environmental issues; history raises awareness and appreciation of other cultures and performing arts develop our own creative skills.
- PSHE and Citizenship activities and school events: For example, weekly thought for the day themes, achievement celebrations, performing arts events, visiting drama groups and workshops on numerous topics, a wide range of assemblies, numerous fund raising activities for charities, residential trips.
- Pastoral care and guidance: form tutors spend 20 minutes daily with their tutees; heads of year are available to undertake proactive work with students and parents and signpost external agencies; on site counselling; careers advice; Croydon Drop In Talkbus visits.
- Through active participation: Our students are involved in the life of the school and the community in numerous ways. Some examples include, Student Council meetings and activities, Anti-bullying and Green Team activities, 6th Form mentoring, many charity fund raising events, participation and representation in many competitions, work experience and community service.

Provision made for children with particular needs:

- Students with learning disabilities or sensory impairments are supported in PSHE and Citizenship through teacher differentiation, seeking advice from the Student Support Department (SEND, EMA/EAL, HRC) and using IEPs, MINT support strategies and SSAs.
- Pastoral teams are aware of the needs of all students and will attempt to identify and address the needs of those more vulnerable to mental health, drug use or teenage pregnancy through liaison with parents and other support agencies.

Teaching methods and approaches:

- Active learning methods are encouraged in PSHE and Citizenship lessons. Teachers are encouraged to explore and experiment with different teaching methods utilising their knowledge of thinking skills and styles of learning to engage all students and foster learning. Active learning encourages all students to take part in structured activities, to reflect through questioning, to practice new learning and to understand how to transfer new knowledge and skills to all areas of life within and beyond school. Active learning methods include brainstorming, discussion, feedback, quizzes, storyboards, case studies, role play, use of video and DVD, appropriate articles from newspapers and magazines, and listening skills. Dependent on the tasks, students will be grouped according to gender, ability, or socially.

Resources:

A wide range of resources has been built up for PSHE and Citizenship, including films, ICT resources, books, leaflets etc. These resources present positive images and support an active learning approach. As it is important to challenge misconceptions, some resources are used which present negative or biased images. These are utilised to challenge stereotyping, encourage debate and discussion and questioning.

Staff professional development:

Professional development for teachers is essential as some feel less confident in teaching PSHE and Citizenship than their main subject area. All staff who deliver PSHE and Citizenship are offered the opportunity to attend a wide range of professional development programmes.

Assessment of progress:

PSHE and Citizenship are assessed according to QCA guidance. Teachers will report PSHE and Citizenship in line with the school Assessment Policy both through tracking and written reports to parents.

Links to Pastoral Systems and Community Services

A Senior Vice Principal oversees the pastoral system and a Vice Principal is responsible for the provision of Spiritual and Personal Development . All students are placed in form groups with form tutors and each year group has Head of Year. Where the need is identified, some year groups also have an Assistant Head of Year.

The school aims to provide support for students that complement issues raised through PSHE and Citizenship lessons. Referrals are made to CAMHS, Croydon Drop-In, Educational Psychologists, EHA and other agencies. The school signposts many outside agencies, that provide services specifically for young people, for its students.

Specific Issues

Confidentiality for young people cannot and must not be guaranteed by the school or its staff. The boundaries of confidentiality should be made clear to students. If a student discloses information which is sensitive, not generally known and which the student asks not to be passed on, the request will be honoured unless it is unavoidable for teachers to fulfil their professional responsibilities in relation to:-

- Child protection (see school Safeguarding Policy).
- Co-operating with a police investigation.
- Referral to external services.

Every effort will be made to secure the student's agreement to the way in which the school intends to use any sensitive information.

Establishing ground rules and dealing with sensitive questions

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE and Citizenship. To this end ground rules need to have been agreed between the teacher and the class to provide a common values framework within which to teach. There must be clear parameters as to what will be taught in a whole class setting and what will be dealt with on an individual basis.

To facilitate group agreements and distancing techniques:-

- Students will be given preparation so that they know how to minimise any embarrassment they feel.
- Neither the teacher nor students should be expected to answer personal questions.
- No one will be forced to take part in discussion.
- Meanings of words will be explained in a sensible and factual way.

In order to deal with sensitive questions:-

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that students discuss issues in a way that does not encourage giggling and silliness.
- Students are encouraged to write down questions anonymously and give them to the teacher. This allows the teacher time to prepare an answer before the next lesson or choose not to respond to inappropriate questions.
- If a verbal question is too personal, the teacher will remind the student of the ground rules.
- If a question is too explicit, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a child is at risk of abuse, the school child protection procedures will be followed.
- Where appropriate, the school nurse or other suitable professionals could be invited to provide follow-up and deal with some of the questions.

External agencies

Any external agencies invited to visit to provide curriculum support in PSHE and Citizenship, will be directed to read the school PSHE and Citizenship policy and asked to:-

- be willing to share their experiences, beliefs and insights but avoid criticising the experiences and insights of others and imposing their views upon the students in any way.
- be familiar with the school's aims, ethos and policies and plan accordingly.
- use engaging teaching and learning methods which actively involve the students and to communicate appropriate to the age of the students.
- make clear to students who they are, who they represent and what their aims and objectives are.
- communicate with students using an open and non-judgemental approach, avoiding any hidden agenda to influence.

Prior to external agencies visiting the school, relevant staff must ensure that:-

- checks have been made with the LA if there are concerns.
- their input is integrated within a planned programme.
- appropriate planning sheets/lesson plans have been produced.
- school and class background information has been issued.
- resources have been checked and rooms booked if appropriate.
- dates and times have been confirmed in writing.
- an evaluation process has been agreed.
- appropriate access arrangements have been made where necessary (e.g. Hearing Impaired students).

This policy will be disseminated via the school website and Fronter.

The policy will be monitored and reviewed by the SLT member with line management responsibility for the Spiritual and Personal Development Department.

APPENDIX 2 - SEX AND RELATIONSHIP EDUCATION (SRE) POLICY

Policy Statement

SRE is lifelong learning about physical, moral and emotional development. SRE is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity which would be inappropriate teaching.

The object of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, delivered through PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

SRE has three main elements:-

- Attitudes and Values:
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage and stable and loving relationships for the nurture of children;
 - learning the value of love, care and respect;
 - exploring, considering and understanding moral dilemmas;
 - developing critical thinking as part of decision-making.
- Personal and Social Skills:
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict;
 - learning how to recognise and avoid exploitation and abuse.
- Knowledge and Understanding:
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about contraception and the range of local and national sexual health advice, contraception and support services;
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
 - the avoidance of unplanned pregnancy.

Organisation, Planning and Delivery

The Head of Spiritual and Personal Development is responsible for co-ordinating SRE.

Three main subject areas address the issue of SRE. They are PSHE, science and religious studies. Child Development is also offered as a GCSE Option subject at KS4. PSHE covers relationships, teenage pregnancy and an introduction to sexually transmitted diseases in KS3. In KS4, these areas are developed.

PSHE is delivered by form tutors. Outside agencies assist in the delivery, including the Croydon Drop In Centre, who deliver content on healthy relationships to Year 8, SRE to Years 9 & 10 and sexual and gender Identity to year 11. .

Science focuses on knowledge. Year 7 cover reproduction of mammals, the mechanics of human reproduction systems including fertilisation, and puberty. In Year 9 students look at variation in DNA inheritance.

Religious Studies course is in accordance with Croydon Agreed Syllabus. Explicit opportunities exist for students to consider the response of religion to the fundamental question about the purpose of being, morality and ethical standards and to develop their own response to such matters. At KS4 students consider the importance of stable relationships and the upbringing of children and the moral issue of abortion.

GCSE Child Development includes contraception, conception, sexually transmitted diseases and the importance of family.

In all subjects it is inevitable that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour. Such discussions will be relatively limited and set within the context of the subject concerned and not constitute part of the SRE programme. Teachers will draw upon their professional judgement and commonsense to deal effectively with such occurrences.

Parents Right to Withdraw Their Children

Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want. (National Curriculum)

APPENDIX 3 – JEHOVAH’S WITNESSES AND THE SCHOOL POLICY

Introduction

Jehovah’s Witnesses will hold opinions on several issues that are relevant to school life. Every effort should be made by the school community to avoid any potential embarrassment that might be caused by the requirements of their faith.

Jehovah’s Witnesses recognise the right of others to hold their own views and practices and the school will respond with the same degree of respect towards them. Therefore, if uncertain about anything concerning Jehovah’s Witness children, parents should be contacted at an early stage so that any possible misunderstandings can be avoided.

Jehovah’s Witnesses feel that their children are better served when parents co-operate with educators, taking an active, helpful interest in their children’s education.

Religious Education

Jehovah’s Witnesses believe that “religious education” is the responsibility of the parents. Parents have the legal right to withdraw their child from any aspect of religious education in school. Prior consultation with parents is most important on the content of the lessons to be taught. Following discussion with parents they may agree for their children to be present in some of the lessons.

Collective Worship

Jehovah’s Witnesses have no objection to their children attending a general school assembly as long as it is not for the purpose of collective worship. They will exercise their legal right to withdraw their children. It might be helpful where a significant number of Jehovah’s Witness children are withdrawn from collective worship for an alternative activity to be planned, perhaps with the help of their parents.

Citizenship

Jehovah’s Witnesses believe that all honours should be paid only to God and therefore do not salute a national flag or stand during the national anthem. Neither do they take part in political activities such as voting.

Charitable activities

Jehovah’s Witness parents may be willing to allow their children to take part in the school’s general charitable activity. However, they would not want them to participate in religious based charities or any involved in the remembrance of war. For example, they would never wear a red poppy.

Festivals

When lessons are about the festivals of world faiths Jehovah’s Witness parents will not want their children to be involved. For example, Jehovah’s Witnesses do not celebrate Christmas and Easter, believing that there is no scriptural justification for them and that they are rooted in paganism. Many of the key activities, which might take place in school such as a Nativity Play, making Christmas cards or decorating Christmas trees, would be unacceptable. Painting a snow scene as an alternative in these circumstances would be acceptable. There are also objections to the symbol of the cross as Jehovah’s Witnesses believe that Jesus was nailed to a tree.

Children of Jehovah's Witnesses are taught to be tolerant and respectful, and this includes recognising the right of others to celebrate Christmas. In turn, they appreciate it when their decision not to participate in Christmas celebrations is respected.

Birthdays

Jehovah's Witness do not recognise secular anniversaries such as Birthdays and Mother's Days or Father's Days. They would not want their children to participate in birthday celebrations. It would be insensitive, for example, to require a Jehovah's Witness child to participate in the singing of "Happy Birthday" or listen to stories which advocate the celebrating of birthdays.

Sex Education

As the law permits, Jehovah's Witness parents may choose to withdraw their children from topics of sex education such as contraception and abortion which they consider is a matter for the family.

Physical Education and Extra-curricular activities

Jehovah's Witness place considerable emphasis on family activity, in connection with both worship and recreation, this might limit a child's involvement in extracurricular activities such as inter-school competitions. Parental permission should be sought by letter in the normal way.

Medical Issues

Jehovah's Witnesses refuse blood transfusions on scriptural grounds and also believe that there are inherent medical dangers in the procedure. An Identity and Advance Medical Directive/Release card is carried by Witnesses in case of emergency. Jehovah's Witness children will have such a card in their possession at all times which also bears the names of two people to be contacted in the event of a medical emergency. Hospitals are aware of the existence of such cards. The school should request a copy of the Advance Medical Directive/Release card to be kept in the student's file.

Core Beliefs

Jehovah's Witnesses believe that God created the earth and will preserve it. They further believe that Jehovah is God's personal name. Jehovah's Witnesses regard themselves as part of a continuous line of witnesses for God that started with Abel, the son of Adam and Eve.

Amended and approved – May 2016