

Dated August 2014

Islamia Girls School/Brondesbury College "The School"

Personal Development Policy

CLAUSE	CONTENTS	PAGE
1	OVERVIEW .....	2
2	AIMS.....	2
3	MISSION STATEMENT .....	2
4	OUTSIDE THE CLASSROOM .....	2
5	PERSONAL REFLECTION.....	3
6	WITHIN THE CLASSROOM .....	3

## 1. Overview

- 1.1 The School has high expectations of the students and expect them to take responsibility for themselves and others, to respect each other and to have a clear understanding of right and wrong.
- 1.2 The School Mission Statement is: To strive to provide the best education in a secure Islamic environment through the knowledge and application of the Qur'an and Sunnah.
- 1.3 The values of the School are reflected in the policies that can be found in the School Policy File and online. Opportunities are taken, both within and out of the classroom, to reinforce these responsibilities.

## 2. Aims

- 2.1 To ensure students understand their moral, social and cultural responsibilities.
- 2.2 To ensure that the vision and aims of the School are reflected in the curriculum.
- 2.3 To ensure that opportunities are given to students so that they can reflect on their experiences and the experiences of others to develop spiritual awareness.
- 2.4 To ensure that students understand their moral, social and cultural responsibilities.

## 3. Mission Statement

- 3.1 The Mission Statement is the reflection of the ethos of the School.
- 3.2 The Mission Statement should be displayed in all classrooms and reference should be made to it periodically.
- 3.3 Staff are mindful of the School Mission Statement when writing lesson plans, working with students and assessing their work.
- 3.4 Students have an individual self-assessment interview annually with their form tutor.
- 3.5 Year 11 students have an individual interview with the Head Teacher in February.

## 4. Outside the Classroom

- 4.1 The work that is done outside the classroom is reflected within the classroom.
- 4.2 Curriculum opportunities are taken to reinforce students' personal development.
- 4.3 Teachers acknowledge and praise students who are developing a sense of responsibility.
- 4.4 Students' individual contact diaries give an opportunity to recognise and monitor development.

- 4.5 School House Points awarded for a number of reasons gives each student a chance to be praised by his peers which boosts self-esteem and confidence.

## **5. Personal Reflection**

- 5.1 Opportunities are given to students to reflect on their own experiences and the experiences of others to develop spiritual awareness outside the classroom
- 5.2 During assembly, students are asked to think quietly, and to examine their feelings.
- 5.3 Students are given the time to discuss emotions, attitudes and feelings.
- 5.4 In all areas of school life, including extracurricular activities such as sport, students are encouraged to empathise and to consider the feelings of others students.

## **6. Within the Classroom**

- 6.1 There are many opportunities in the classroom where students reflect on what happens in the world and the spiritual dimension of this. Teachers take advantage of these chances when they present themselves.
- 6.2 There are many times within the taught curriculum, as well as in Islamic Studies, where teachers develop their students' spirituality by encouraging them to reflect on the curriculum and ask them how it makes them feel.
- 6.3 Aesthetic experiences help students to reflect, for example in calligraphy, Islamic Studies and aspects of citizenship studies.