



Personal Development Policy 2026-2027

At Glenthorne High School we believe that Personal Development including spiritual, moral, social and cultural education, understanding and application of British Values and the development of positive character traits and attitudes is essential for the achievement of positive life outcomes for all our pupils and crucial for the benefit of society as a whole.

As such, Personal Development is at the heart of our provision and one of the fundamental aims of the GHS Curriculum Vision¹, *"Learn to become responsible citizens within the school community and wider British society"*.

This policy supports and is reflected in key aspects of the following related policies:

- T&L Policy
- RSE Policy
- Safeguarding & Child Protection Policy
- Pupil Premium Statement
- SEND Policy
- Curriculum Statement
- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Uniform Policy
- Arts Policy
- Independent Learning Policy
- Remote Learning Policy
- Equality and Inclusion Statement?
- More Able Policy
- Homework Policy
- Careers Policy
- Educational Visits Policy
- Literacy Policy
- Numeracy Policy

Intent

Provision at GHS aims to develop, promote, enable, support and provide the following core aspects of Personal Development:

A) Develop

- 1) Responsible citizens
- 2) Character (positive traits)
- 3) Confidence, Resilience, Knowledge to stay mentally healthy
- 4) Understanding of how to keep physically healthy, including healthy eating, active lifestyle and opportunities to be active during day and & through extra-curricular

¹ Appendix 1

5) Age-appropriate understanding of healthy relationships (through RSE)

Spiritual

6) Ability to be reflective about own and others' beliefs/perspectives on life

7) Knowledge of and respect for different faiths, feelings and values

8) Enjoyment in learning about themselves and the world around them

9) Imagination and creativity in learning

10) Willingness to reflect on experiences

Moral

11) Recognise differences between right and wrong/legal boundaries and show readiness to apply in own life.

12) Understand consequences of behaviour and actions

13) Interest in research/reasoned views on moral and ethical issues and appreciation of others' views.

Social

14) Range of social skills in different contexts

15) Willingness to participate in a variety of communities and social settings including volunteering and cooperating well with others.

16) Acceptance of/engagement with fundamental British Values: democracy, rule of law, individual liberty, mutual respect and tolerance.

Cultural

17) Appreciation of wide range of cultural influences that have shaped heritage

18) Appreciation of a range of different cultures within and beyond school

19) Recognise commonalities between cultural, religious, ethnic and socio-economic communities

20) Knowledge of Britain's parliamentary democratic system and role of shaping history and values

21) Willingness to positively to and participate in artistic, musical, sporting, and cultural opportunities

22) 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

B) Promote

23) Equality of opportunity

24) Inclusive environment that meets the needs of all pupils irrespective of protected characteristics

C) Enable

25) Pupils to identify online & offline risks including FGM, CSE, DA, Forced Marriage, Substance Abuse, Gang Activity, Extremism

26) Pupils to recognise the dangers of inappropriate use of mobile technology and social media

D) Support

27) Readiness for the next phase of education, employment or training

E) Provide

28) An effective Careers Programme in line with statutory guidance, including independent advice and guidance, WEX and contact with employers

Implementation

Personal Development is promoted through the positive, inclusive ethos of the school, its policies and practices and mapped across all elements of the GHS curriculum, as illustrated by the GHS Personal Development Learning Journey², including implementation through the following:

- PSHE and RSE curricula
- RS curriculum
- Subject curricula
- Tutor-Time curriculum
- Extensive extra and super-curricular provision: "Wider Opportunities"

² Appendix 2

- Comprehensive Careers education and Independent Advice & Guidance
- Whole School, House and Year Assemblies
- Comprehensive, high-quality pastoral support
- Behaviour Policy including sanctions & rewards
- GHS House system

Roles & Responsibilities

It is an expectation at Glenthorne High School that all teaching and non-teaching colleagues can and will make a positive contribution to our pupils' Personal Development, including SMSC, British Values and positive character traits and attitudes.

All colleagues (teaching & non-teaching)	<ul style="list-style-type: none"> • Model respectful, professional, inclusive attitudes and behaviour in their interactions with staff, parents and pupils at all times.
Teaching colleagues	<ul style="list-style-type: none"> • Implement the planned GHS curriculum, including the tutor-time programme and use appropriate pedagogical strategies such as discussion, reflection and active pupil participation. • Adhere to the principles of GHS Best Practice to ensure equality of access for all pupils. • Ensure that EHCP, Pupil Passport and Ordinarily Available Provision strategies are implemented consistently for all teaching groups to ensure equality of access. • Consistently implement and support the whole school Behaviour Policy including sanctions and rewards.
Subject Leaders	<ul style="list-style-type: none"> • Identify explicit opportunities to support pupils' Personal Development in their subject curricula and ensure consistent implementation by all members of their subject team. • Analyse the impact of their curricula on all pupils and take action to improve impact where achievement gaps are identified if necessary. • Ensure that the subject area contributes to the school's provision of wider opportunities for pupils provided to pupils through relevant extra and super-curricular trips, clubs and subject-specific House events where possible.
Heads of Year	<ul style="list-style-type: none"> • Support AHT Director of KS3/Wellbeing Lead in the planning, review and development of Tutor-Time Wellbeing programme where required. • Provide appropriate pastoral guidance and support for all pupils in the year group including liaising with DSL, Pastoral Leaders and external agencies where appropriate.
AHOY	<ul style="list-style-type: none"> • Liaise with Associate AHT i/c T&L to design, implement and evaluate high-quality Core Group Programme for MAL in their year group. • Provide pastoral support for identified MAL including setting and monitoring of SMART targets.
Heads of House	<ul style="list-style-type: none"> • Liaise with AHT Director of KS3 to design, lead, implement and evaluate Challenge Week programme to provide high-quality wider opportunities for Personal Development for all pupils.
ALP/LP Team	<ul style="list-style-type: none"> • Support the DHT i/c QoE in the design, evaluation and development of tutor-time curriculum. • Support the DHT i/c QoE to monitor the implementation of tutor-time curriculum and provide CPD for tutors where necessary to support consistently high-quality provision across the school. • Identified ALP to oversee and lead organisation of cultural and inclusion opportunities.
SL PSHE	<ul style="list-style-type: none"> • Keep abreast of all changes and updates to statutory requirements relating to PSHE and RSE education. • Design, implement and monitor high quality PSHE education for all pupils in years 7-13 in accordance with all statutory requirements.

	<ul style="list-style-type: none"> • Work closely with the DHT i/c Inclusion to design, implement and monitor high-quality Sex & Relationships Education ensuring that all statutory requirements are fulfilled. • Analyse the impact of their curriculum on all pupils and take action to improve impact where achievement gaps are identified if necessary. • Provide CPD for teaching colleagues delivering the PSHE/RSE curriculum to ensure consistently high-quality provision.
AHT Director of KS3/ Wellbeing Lead	<ul style="list-style-type: none"> • Design and lead the wellbeing programme for all pupils including organising access to external agencies and in-school support where appropriate. • Oversee implementation of the wellbeing tutor-time curriculum. • Oversee the work of the House System and its contribution to Personal Development • Lead on calendarised initiatives to support Personal Development including National Mental Health Week, Anti-Bullying Week.
AHT i/c/ Pupil Premium	<ul style="list-style-type: none"> • Oversee provision for PP students to ensure equality of access to provision and outcomes.
AHT Director of Arts	<ul style="list-style-type: none"> • Oversee the use of Edulink to track and monitor engagement of all pupils, including SEND, PP and EAL in extra and super-curricular provision. • Provide analysis of engagement data and direct, oversee and monitor actions to address participation gaps where identified. • Report to SLT/Governors on engagement data and actions to close engagement gaps where relevant • Lead SLT monitoring of extra and super-curricular clubs across the school.
DHT i/c Inclusion	<ul style="list-style-type: none"> • Oversee implementation of the PSHE and RSE curriculum. • Oversee SEND provision to ensure equality of access to provision and outcomes.
DHT i/c Behaviour and Standards	<ul style="list-style-type: none"> • Oversee consistent implementation of the Behaviour Policy including sanctions, rewards and reasonable adjustments for pupils with SEND.
DHT i/c Quality of Education	<ul style="list-style-type: none"> • Oversee mapping and promotion of Personal Development across the curriculum. • Provide appropriate CPD for teaching and non-teaching colleagues to ensure consistently high-quality provision where necessary. • Oversee identification of Themes of the Week to ensure that content of assemblies explicitly supports Personal Development and to ensure positive representation and inclusion for all members of the GHS community

Reviewed **June 2026**

Next review date **July 2027**

Curriculum Vision



At Glenthorne our aim is to provide an **Excellent, Innovative & Inclusive** education that enables **“Achievement for All”** through a curriculum that exposes pupils to the unfamiliar and challenges, inspires and supports them all to:

- Secure *excellent* academic outcomes to maximise their future life chances
- Engage in *broad, deep* and *powerful knowledge-rich* learning in lessons
- Participate in a wide range of extra and super-curricular opportunities
- Develop effectively the skills, qualities and habits required for success in *Future Education, Employment & Training**
- Learn to become responsible citizens of the school community and wider British society

Appendix 2: Personal Development Learning Journey



Personal Development Learning Journey

Intent

To develop:

- 1) Responsible citizens
- 2) Positive Character traits
- 3) Confidence, Resilience, Knowledge to stay mentally healthy
- 4) Understanding of how to keep physically healthy
- 5) Age-appropriate understanding of healthy relationships (through RSE)

Spiritual

- 6) Ability to be reflective about own and others' beliefs/perspectives on life
- 7) Knowledge of and respect for different faiths, feelings and values
- 8) Enjoyment in learning about themselves and the world around them
- 9) Imagination and creativity in learning
- 10) Willingness to reflect on experiences

Moral

- 11) Recognition of differences between right and wrong/legal boundaries
- 12) Understanding of consequences of behaviour and actions
- 13) Interest in research/reasoned views on moral and ethical issues and appreciation of others' views.

Social

- 14) Range of social skills in different contexts
- 15) Willingness to participate in a variety of communities and social settings including volunteering and cooperating well with others.
- 16) Acceptance of/engagement with fundamental British Values: democracy, rule of law, individual liberty, mutual respect and tolerance.

Cultural

- 17) Appreciation of wide range of cultural influences that have shaped heritage
- 18) Appreciation of a range of different cultures within and beyond school
- 19) Recognition of commonalities between cultural, religious, ethnic and socio-economic communities
- 20) Knowledge of Britain's parliamentary democratic system and role of shaping history and values
- 21) Willingness to respond positively to and participate willingly in artistic, musical, sporting, and cultural opportunities
- 22) Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity

To promote:

- 23) Equality of opportunity
- 24) Inclusive environment that meets the needs of all pupils irrespective of protected characteristics

To enable:

- 25) Pupils to identify online & offline risks
- 26) Pupils to recognise the dangers of inappropriate use of mobile technology and social media

To support:

- 27) Readiness for the next phase of education, employment or training

To provide:

- 28) An effective careers programme

Implementation



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