

28 core elements of the GHS Personal Development Curriculum

Developing		Promoting	Enabling	Supporting	Providing
1) Responsible citizens		23) Equality of opportunity	25) Pupils to identify online & offline risks (FGM, CSE, DA, Forced Marriage, Substance Abuse, Gang Activity, Extremism)	27) Readiness for the next phase of education, employment or training	28) An effective Careers Programme in line with statutory guidance (Unbiased careers advice, WEX, Contact with employers)
2) Character (positive traits)		24) Inclusive environment that meets the needs of all pupils irrespective of protected characteristics	26) Pupils to recognise the dangers of inappropriate use of mobile technology and social media		
3) Confidence, Resilience, Knowledge to stay mentally healthy					
4) Understanding of how to keep physically healthy (includes eating, active lifestyle, opportunities to be active during day and & through extra-curricular)					
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) 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 and the extent to which they understand, accept, respect and celebrate diversity.					