

PERSONAL DEVELOPMENT POLICY (INCLUSIVE OF SMSC & PSHE)

Date of policy review:	August 2024
Date for review:	September 2025
Lead for review:	Assistant Headteacher Pastoral

Contents

Contents.....	2
Preface	3
Aims	3
Guidelines	4
Student Leadership	6
Student Council.....	6
Prefects	6
Induction of new Students.....	6

Preface

At Guildhouse School London, we endeavour to develop our student community not only to appreciate equality, diversity, and respect, but to celebrate it as part of an ethos of Personal Development and growth. This includes fostering spiritual, moral, social, and cultural development as well as delivering relationship, sex, and health education (RSHE) within the PSHE curriculum. We are an inclusive and diverse institution, exposing the school community to key values continuously through both our academic curriculum and dedicated PSHE curriculum. Our aim is to prepare students for progression to university (often in the UK) by equipping them with the skills, values, and confidence to succeed as individuals and members of society. This policy dovetails with the school's Student Behaviour and RSE Policies. The school Student Behaviour Policy and RSE Policy dovetail with this policy.

Aims

1. Actively 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.
2. Develop students' self-knowledge, reflection, self-esteem, and self-confidence.
3. Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
4. Encourage students to take responsibility for their behaviour, show initiative, and contribute positively to their local and wider communities.
5. Equip students with a broad knowledge of and respect for public institutions and services in England.
6. Foster tolerance and harmony between cultural traditions by enabling students to appreciate and respect their own and other cultures.
7. Promote respect for individuals, with particular emphasis on the protected characteristics outlined in the Equality Act 2010.
8. Encourage respect for democracy and the democratic process, including understanding how laws are made and applied in England.
9. Prevent the promotion of partisan political views and ensure balanced discussion of political issues.
10. Equip students with knowledge and skills to maintain positive physical and mental wellbeing and support others to do the same.
11. Foster resilience, adaptability, and global citizenship, preparing students for the challenges of an interconnected world.

Guidelines

PSHE is taught and promoted based on objectivity, factual accuracy, and balance. Sessions encourage students to explore varying perspectives and form their own reasoned judgments.

Dedicated PSHE sessions operate under established 'ground rules' to ensure a respectful and supportive learning environment:

- Personal questions will not be asked.
- Students have the right to 'pass' if they do not wish to comment.
- Positive contributions and active participation are encouraged.
- Students listen to others without interruption.
- Respect is shown for differing views.
- Mistakes are treated as learning opportunities.

Content and Delivery

The PSHE programme includes the full integration of RSHE statutory guidance, delivered in age-appropriate, culturally sensitive ways. The programme fosters critical thinking, reflection, and personal growth through a variety of approaches:

- Standalone PSHE Sessions: Delivered in two 30-minute weekly Personal Tutor sessions.
- Integrated Curriculum Content: PSHE themes are embedded across subject areas where relevant.
- Assemblies and Special Events: Reinforce key themes and values.
- Visiting Speakers: All speakers are vetted, and their content is pre-approved to ensure alignment with school values and safeguarding policies.
- Reactiveness to Emerging Issues: Relevant topics are embedded or adapted based on current trends or issues, web and filtering or safeguarding reports.

Key Themes Covered

Health and Wellbeing: Physical and mental health, substance education (drugs and alcohol), and sexual health.

Relationships and Sex Education (RSE): Age-appropriate, culturally sensitive delivery designed to respect diversity, gender identity, and parental input.

Living in the Wider World: Online safety, financial literacy, first aid, and understanding harmful content and online risks.

Diversity and Tolerance: Appreciation and respect for different cultures, faiths, and backgrounds.

Career Guidance and Academic Progression: Including UCAS preparation and life skills.

E-safety: Focus on online risks, privacy, and recognizing harmful content.

Inclusivity and Diversity

The school acknowledges the diverse backgrounds of students and ensures that the PSHE programme is inclusive and accessible to all. Reasonable adjustments are made for:

- Differing cultural, religious, and linguistic needs.
- Students with special educational needs (SEN).
- Varied prior exposure to PSHE topics.

All staff are expected to challenge opinions or behaviours in school that are contrary to fundamental British values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

Or discriminate against someone because they possess one or more of the protected characteristics stated in the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

*It is against the law to discriminate against someone because they possess one or more of the above characteristics.

Student Leadership

Student Council

The annual election process, supported by curriculum themes on democracy, allows students to contribute to school life and voice their ideas and concerns.

Prefects

Selected based on exemplary behaviour and leadership qualities, Prefects act as role models and support school initiatives, ensuring alignment with school values.

Induction of new Students

During induction, students are introduced to school values, the Equality Act 2010, and British values. They are informed about safeguarding processes and supported in settling into their new environment through orientation and engagement with their Personal Tutor.

Monitoring and Evaluation

Feedback Mechanisms

Regular surveys and Student Council feedback ensure the PSHE programme remains relevant and impactful.

Staff Training

Ongoing CPD equips staff to deliver PSHE themes consistently and effectively.

Evaluation

Schemes of work are reviewed every half term, with feedback informing future planning.

Recognition and Rewards

Positive behaviour and achievements are celebrated through the Merit system, end-of-term certificates, and the "Personal Tutor Shining Star" award.

Oversight of the PSHE programme

This is maintained by the Assistant Headteacher Pastoral, who reports to the Senior Leadership Team (SLT) on personal development matters. Progress is benchmarked against key performance indicators, such as student engagement levels, wellbeing metrics, and behavioural data.

Safeguarding concerns raised during PSHE sessions are documented and acted upon in line with school policies. The school actively prevents the promotion of partisan political views and ensures all discussions are balanced and objective.

The Personal Development policy at Guildhouse School London reflects our commitment to fostering a respectful, inclusive, and supportive learning environment. Through regular review and collaboration with students, parents, and staff, we aim to maintain a high standard of personal development education, preparing our students for success in their academic, personal, and professional lives.



GUILDHOUSE SCHOOL
LONDON



Creating tomorrow's change makers.