

Personal Development Policy 2025 – 2026

The personal development of all pupils, spiritually, morally, socially, and culturally plays a significant part in their ability to learn and achieve. Hence, development in these areas is critical to raising the aspirations of all pupils. (UNCRC Article 2)

Under Section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a: *“balanced and broadly-based curriculum’ which promotes ‘the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life”.*

Under the Equality Act 2010 schools must *“comply with the provisions ‘of this law ensuring that it educates pupils so that when they leave school they are prepared for life in modern, diverse Britain”.*

Step Up4 Life Programme Our Framework for PSHE/Citizenship/SMSC/RSHE

PSHE/Citizenship/SMSC/RSHE education is where pupils can develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain.



At WGA Personal, Social, Health and Economic Education (PSHE)/ Citizenship/ SMSC (Social Moral Spiritual and Cultural) and RSE (Relationship and Sex) Education permeates in all areas of our curriculum provision but is mainly delivered through our ‘Step Up4 Life’ Programme (Su4L). The Su4L programme provides a vital foundation for the personal development of our youngsters in preparing them for their future adult life. This includes the teaching of LGBTQ relationships and other protected characteristics that underpin our British values of respect equality and acceptance.

Our Form Time Personal Development Programme and Year Group assemblies further support and enhance the personal development of our pupils. (See Form Tutor/Assemblies Programme)

What is taught in our Su4L Programme?

Our Programme of Study for 'Step Up4 Life' aims to develop skills and attributes required for pupils to be effective lifelong learners and to be resilient, driven, show initiative, reflective and risk taking as well as showing curiosity and flexibility of mind. These character traits are reinforced by building self-esteem, risk management, teamwork and critical thinking. Our Su4L Programme has explicit links to the UNCRC. All pupils during their 'Step Up4 Life' journey will encounter activities that nurture these characters in the context of learning which are grouped into five core themes:

- Citizenship 4 Life
- Health and Well Being 4 Life
- Preparing 4 Life in the Wider World (including economic wellbeing and aspects of careers education).
- SMSC Awareness 4 Life (via the Form Time Programme)
- Safety First 4 Life

Our 'Step Up4 Life' curriculum is closely linked with the recommendations of the Department of Education and the PSHE Association and meets all statutory guidelines for the delivery of Citizenship and RSHE. We work closely with several organisations including the police, to deliver 'safety' education to our pupils. We have several links to external organisations who support our delivery of 'Sex Education' and 'Work Related Learning and Training' and several staff in house are trained in the delivery of Sex Education. All our external speakers are monitored for the quality of provision for our pupils.

Step Up4 Life 'Mode of delivery'

At WGA we have four designated 'drop down' days dedicated to the delivery of the 'Step Up4 Life' Programme plus our Form Tutor Programme incorporates two weekly Personal Development slots where SMSC is the focus. This allows pupils to

focus their thoughts entirely on the theme of the day adding to an enriched experience preparing them for life's ultimate questions and challenges ahead.

In addition to our bespoke Su4L programme, we deliver PSHE/ Citizenship/SMSC opportunities cross- curricular, via the Form Tutor Programme and through our Student Leadership programme.

Mapping of PSHE/Citizenship/SMSC/RSE through other curriculum areas:

English: skills in enquiry and communication, use of source, discussion and presentation of arguments, texts with personal, health and relationships issues. Mathematics: aspects of financial capability.

Science: teaching and learning on health, drugs (including medicines), sex education, and safety.

Design & Technology: health and safety issues, food and nutrition, the consideration of social and moral dilemmas associated with the global environmental impact of products during design and activities.

ICT: finding ICT-based information, handling data, e-mail for communication, and exchanging ideas.

History: ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity.

Geography: implications of sustainable development for pupils' own lives; skills of geographical enquiry including communication, learning how people interact with the world.

Modern Foreign Languages: communication in the target language and learning about culture, customs and beliefs.

Art and Design: learning to respect differences between people through investigating the work of artists, craftspeople and designers from Western Europe and the wider world.

Music: making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and their expression.

Physical Education: teaching and learning about health and safety, development of co-operation and commitment.

Sociology: issues of politics and social policy; British values, democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs
Religious Education: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

Business Studies: developing pupils' understanding of the world of work and their role as consumers, aspects of financial capability.

Accounts: developing pupils understanding of managing finances and financial capability

Health and Social Care: pupils explore the care values that underpin all work in the sectors, and the contribution made by health, social care and early year's groups is covered. Pupils also address how individuals grow and develop during their life in terms of what is expected from them as citizens at different stages of their lives

Teaching Methods and Learning Approaches

Great teaching is reliant upon the use of appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods and have access to a wide range of learning resources in our shared area.

In our 'Step Up4 Life 'Programme we actively encourage the following:

- High order questioning skills.

- Climate building and ground rules.
- Agenda setting.
- Information gathering and showing.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Drama and role play.
- Discussion and debate.
- Teamwork and independent learning
- Character development for effective learning

Resources

Teaching resources are available via the Su4L Resource Bank. At WGA we also work with local partners, agencies, LA advisers, and consultants to ensure appropriate provision.

At WGA, all community-based agencies who visit to provide curriculum support are issued with 'guidance for visitors' which outlines the following:

- The school's aims, ethos, and policies.
- How to plan their involvement in the light of the aims and curriculum at the school.
- How to use engaging and learning methods which involve the pupils actively.
- To communicate at appropriate levels for the age group concerned.
- To make clear to pupils who they are, who they represent and what they are offering.
- Ways of speaking to children, which communicate their open approach, avoiding any hidden agendas.

Pupils with Special Educational Needs

At WGA all children, regardless of their ability, will take part in the 'Step Up4 Life' Programme. Our teachers and support staff provide learning opportunities matched to the individual needs of children, including those with high potential or those who have learning difficulties. When teaching particularly sensitive areas

in the programme we consider the targets set for the children in their Individual Learning Plan (ILPs). We have LSAs working with individual pupils and groups of pupils during the Su4L days and for normal timetabled lessons.

Teaching PSHE through the Social, Moral, Spiritual, Cultural Programme during Form Time:

Additionally, PSHE work is carried out during Form time via our Form tutor Personal Development Programme. This is overseen and organised by the Director of Personal Development. There is a SMSC programme of study which runs alongside the Su4L programme of study delivered on a weekly basis

Assessment and Reporting of Pupils Personal Development

Assessment of the pupil's contribution and development over time takes place through pupil self-assessment, peer assessment, and teacher assessment. Citizenship is formally assessed at the end of Key Stage 3 in line with statutory requirements. Our 'Building Relationship sessions' during Form Tutor Time further provide opportunity for staff to make professional judgements on pupils' personal development throughout their journey at WGA. Reporting progress in personal development is completed via Class Charts through attitude to learning scores.

What can be Assessed?

Factual knowledge and understanding (effects of drugs; why hygiene is important, where support and help can be found etc.) Displaying positive character and attitudes (i.e., ability to empathise and respect others' opinions etc.) However, our teachers recognise the need to exercise caution in judging the individual performance of pupils, in terms of attitudes, values and behaviours apparent, as their own will undoubtedly have an influence on this process. For personal and social skills, the school will ensure that these are assessed in real or simulated activities, often using group or paired work.

Evidence of personal and social development can come from a variety of sources:

- Self-assessment /peer assessments
- Exercise books
- Displays
- Pupil participation in Debates/role plays
- Reflection in pairs/small groups
- Written work
- Discussions during the 'Building Relationships 'and SMSC sessions in Form Tutor Time

Monitoring and Evaluation

Quality assurance is carried out on all 'Step Up4 Life' days including the Form Tutor Programme by the Assistant Head Teacher: Director of Personal Development and Year Leaders. All external visitors have their material vetted, and then quality assurance is undertaken during their sessions. All pupils do evaluations of each Step Up4 life day. These evaluations are analysed by Year Leaders and are used to inform future planning. Records of the sessions are then shared with the Year Team, and discussions are held in Year Leader Meetings, where actions are developed.

Other Related Policies:

The following policies also indicate their contribution to Personal Development at

WGA: Relationship and Sex Education Policy

Drug Education Policy

Safeguarding Policy

Behaviour Policy

Health Policy

Anti-Bullying Policy

Relationship and Sex Education

Policy Work Related Learning Policy

E-safety Policy

Collective Worship and SMSC Policy

(Miss S Khan: Director of Personal Development)



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