

# PERSONAL DEVELOPMENT POLICY (INCLUSIVE OF SMSC & PSHE)

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# Contents

Contents.....	2
Preface .....	3
Aims .....	3
Guidelines .....	4
Procedures, Processes and Programmes.....	5
Induction of new students .....	6
Consideration of the diversity of the student body.....	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 also includes spiritual, moral, social and cultural development as well as relationship, sex and health education, as part of the PSHE curriculum.

We are an inclusive and diverse institution, exposing the school Community to the key 'British Values' continuously, through both our academic curriculum and dedicated PSHE curriculum.

Students come to Guildhouse School London to enable them to progress onto university (in most cases a UK university) and therefore what we do centres around this. Students should leave our school as confident individuals, hold an informed role in society, have a fully developed values system, be able to interact with other people in a positive way and be in a position to progress to an educational course that matches their ability, skills and aspirations.

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. Enable students to develop their self-knowledge and reflection, self-esteem and self-confidence;
3. Enable students to distinguish right from wrong and to respect the civil and criminal law of England (law of the land vs. religious law may be relevant);
4. Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
5. Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
6. Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
7. Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act;
8. Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
9. Prevent the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that political issues are brought to the attention of students whenever engaging with the school (whether this is in lessons, an extracurricular activity, etc).

10. Equip students with the knowledge and skills to enable them to maintain positive wellbeing (physically and mentally) and to support others in achieving the same.

## Guidelines

PSHE is taught and promoted on the basis of objectivity, facts and balance. Raising awareness by presenting varying points of view and a holistic range of information allows students to make informed judgements and conclude their own point of view (if indeed they determine that they have one).

Dedicated PSHE sessions are delivered on the basis of 'ground rules' having been established:

- We will not ask each other personal questions.
- We have the right to 'pass' if we do not wish to comment.
- We agree to join in and make a positive contribution.
- We will listen to each other without interrupting.
- We will show respect for each other and each others' views, even where they are different from our own.
- We agree that it is OK to make mistakes and learn from them.
- We will support each other and encourage those who are less confident than ourselves.

The broad aims of this policy allow for coverage of relationship, sex and health education (RSHE) as part of the PSHE programme. RSHE is taught and promoted as described above regarding PSHE, with the objective of providing students with the information they need to make informed decisions and take positive steps towards good health (physical and mental) and developing and maintaining healthy relationships.

The content of the PSHE programme is contained in the PSHE Annual Plan and Scheme of Work. The Scheme of Work takes account of and is mapped to RSE guidance. PSHE is delivered in a variety of ways, including as a standalone subject in two forty-minute dedicated Personal Tutor registration timetabled slots per week by Personal Tutors. Sessions are designed in an age-appropriate way and take account of the mixed ability range that exists within each Year Group, as well as the fact that the vast majority of students have EAL. PSHE is also integrated into subject lessons by subject teachers where appropriate and applicable.

The school takes the view that all staff are promoters of PSHE (including RSHE and SMSC) and therefore should seek to uphold the values and ethos around the celebration of equality and diversity and instilling respect.

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.

## **Procedures, Processes and Programmes**

The broad aims of this policy are achieved through:

- School values
- PSHE programme (Scheme of Work) – which includes the full integration of the RSHE statutory guidance and the weekly schedule for the daily registration periods
- Progression (careers) programme
- Plans for assemblies
- School Council
- Student Handbook
- Discriminatory or extremist opinions or behaviours challenged and logged
- Visiting speakers (vetting process, content of delivery agreed beforehand, safeguarding)

The PSHE programme is reviewed and evaluated on an annual basis in the summer by the Pastoral Management Team. There is a designated Pastoral Director that leads on the PSHE Curriculum.

## **Induction of new students**

As part of the induction process, all students are made aware of the school's commitment to Personal Development and the school values. Specific reference is also made to the Equality Act 2010 protected characteristics and 'British Values'. Students are also made explicitly aware of how to report safeguarding concerns and what this means.

## **Consideration of the diversity of the student body**

The school recognises that students differ hugely because they come from a range of backgrounds (differing cultures, religions, nationalities, and often having no prior education related to PSHE), are of differing abilities, are of different ages (15-21, which results in specific needs), may have special educational needs, etc. The school will always make reasonable adjustments where required, with the intent of meeting the aims of this policy, as far as possible, in an appropriate manner.



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