

PERSONAL DEVELOPMENT POLICY (Including SMSC & PSHE)

Date of policy review:	September 2026
Date for review:	September 2027
Lead for review:	Deputy Headteacher Pastoral & Boarding

Contents

Contents	2
Preface	3
Aims	3
Guidelines	4
Student Leadership	7
Monitoring and Evaluation	7

Preface

At Guildhouse School London, our Personal Development Policy (inclusive of SMSC and PSHE) outlines our commitment to nurturing well-rounded, resilient, and socially responsible individuals. Through a comprehensive and inclusive programme, we aim to equip students, many of whom progress to UK universities, with the knowledge, values, and skills needed to thrive academically, personally, and as global citizens. Student wellbeing is at the heart of the Personal Development programme, recognising that students thrive academically when they feel safe, supported and connected to the school community.

We foster spiritual, moral, social, and cultural development, and deliver statutory Relationships, Sex, and Health Education (RSHE) through a dedicated PSHE curriculum. Our approach is rooted in the school's core values—*Aim High, Work Hard and Be Kind*—and is embedded across the wider curriculum and school culture.

Aligned with current statutory guidance, including Keeping Children Safe in Education (KCSIE), Relationships, Sex and Health Education (RSHE) guidance, and the school's Online Safety Policy, the programme addresses the evolving challenges faced by young people in modern society. This includes a strong focus on safeguarding, mental wellbeing, healthy relationships, digital literacy, critical thinking, and protection from misinformation, disinformation, online harms, and harmful online influences.

This policy complements and is supported by the school's Student Behaviour Policy, RSE Policy, and broader safeguarding framework, ensuring a coherent and consistent approach to student wellbeing and development.

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.
12. Promote digital literacy and critical thinking to help students identify misinformation, disinformation, and harmful online content, including AI-generated media and toxic online influences.
13. Equip students with the knowledge and confidence to challenge harmful gender norms, understand sexual ethics, and recognise the impact of pornography on relationships.
14. Support students in understanding and respecting diverse family structures and lived experiences, fostering empathy and inclusion.
15. Promote a strong sense of belonging through active participation in the school community, including leadership opportunities, House activities, charitable initiatives, and enrichment programmes.
16. Develop students' leadership, teamwork, communication, and organisational skills.

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 an hour weekly session and morning registration times.
- 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.
- **Awareness Calendar Activities:** Planned events which promote wellbeing, inclusion, and global awareness.

Key Themes Covered

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

Relationships and Sex Education (RSE): Age-appropriate, culturally sensitive delivery designed to respect diversity, gender identity, and parental input. Includes education on consent, sexual ethics, the impact of pornography, and challenging harmful gender norms.

Living in the Wider World: Online safety, financial literacy, first aid, understanding harmful content and online risks, and developing digital resilience against misinformation and online manipulation by means of AI generated content (e.g. deepfakes).

Personal Safety: Education and strategies for navigating public spaces safely.

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

Career Guidance and Academic Progression: Including UCAS preparation, life skills, and understanding social and economic wellbeing.

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

Character Development and Leadership: Students are provided with opportunities to develop leadership, resilience, teamwork, communication and organisational skills through participation in the House System, Student Council, charitable activities, enrichment opportunities and wider school activities and events. Students are encouraged to become active and responsible citizens who contribute positively to their communities.

Awareness Calendar

The school operates an annual Awareness Calendar which supports the Personal Development programme. Through assemblies, tutor activities, enrichment opportunities and student-led initiatives, students engage with a wide range of local, national and international awareness campaigns, commemorative events and educational initiatives. The Awareness Calendar enables students to deepen their understanding of diversity, wellbeing, social responsibility and current issues, whilst promoting active participation in school life.

Month	Theme	Key Special Days and Celebrations
September	Belonging and New Beginnings	International Day of Peace (21 Sept), European Day of Languages (26 Sept)
October	Respect and Diversity	Black History Month, World Mental Health Day (10 Oct), World Food Day (16 Oct), Wear Red Day (16 Oct)
November	Kindness and Gratitude	World Kindness Day (13 Nov), Anti-Bullying Week, Remembrance Day (11 Nov)
December	Giving and Community	International Volunteer Day (5 Dec), Human Rights Day (10 Dec), Seasonal Celebrations
January	Goals and Growth Mindset	New Year Reflections, International Day of Education (24 Jan)
February	Healthy Relationships and Inclusion	Safer Internet Day, Random Acts of Kindness Day (17 Feb), LGBTQ+ History Month
March	Empowerment and Equality	International Women's Day (8 Mar), World Book Day, Neurodiversity Celebration Week, International Day of Happiness (20 Mar), International Day for the Elimination of Racial Discrimination (21 Mar)
April	Sustainability and Responsibility	World Health Day (7 Apr), Earth Day (22 Apr), Stephen Lawrence Day (22 Apr)
May	Leadership and Service	Mental Health Awareness Week, International Day of Families (15 May)
June	Global Citizenship and Pride	World Environment Day (5 Jun), Pride Month, Refugee Week

Enrichment

The Personal Development programme is further enhanced through a wide range of enrichment opportunities, including educational visits, guest speakers, cultural events, electives, competitions, charitable projects and leadership initiatives. These experiences complement the taught curriculum and support students' personal, social and cultural development.

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.
- Recognition of diverse family structures and lived experiences, ensuring all students feel represented and respected within the curriculum.
- Inclusive approaches to sensitive topics such as gender identity, sexual orientation, and cultural norms, in line with RSHE and Equality Act 2010 guidance.

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.

Particular consideration is given to the needs of international students. The Personal Development programme supports cultural transition, integration into British society, independent living skills, university readiness and wellbeing while studying away from home. Opportunities for intercultural understanding are actively promoted throughout the curriculum and wider school life.

Student Leadership

Students are encouraged to take an active role in school life through a range of leadership opportunities that develop confidence, responsibility, communication skills and service to the community.

Student Council and Boarding Council

The Student Council and Boarding Council represent the views of students and contribute to the development of the school community. Representatives are elected annually and receive opportunities to develop leadership, communication and advocacy skills whilst supporting positive change within the school.

Additional leadership opportunities may include House Leaders, event leaders and peer-support roles.

House System

The House System forms an integral part of the Personal Development programme and promotes collaboration, inclusion, leadership and a sense of belonging.

Led by the House and Enrichment Coordinator, students participate in a programme of inter-house activities, competitions, charitable initiatives and community events throughout the academic year.

The House System promotes:

- teamwork and cooperation
- leadership and responsibility
- resilience and perseverance
- confidence and communication skills
- service to others
- respect for diversity and inclusion
- positive relationships across year groups

House activities provide students with meaningful opportunities to contribute to school life and develop the personal qualities needed for success beyond school. Students are encouraged to participate in charitable, volunteering and community engagement activities, developing empathy, social responsibility and a commitment to making a positive contribution to society.

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. Students are also introduced to the House System, enrichment opportunities, awareness initiatives and student leadership opportunities to encourage engagement and a strong sense of belonging from the outset.

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. Staff receive annual CPD on safeguarding, RSHE updates, and emerging issues such as online harms, misinformation, and the influence of AI. Training also includes managing disclosures during PSHE sessions and creating safe and engaging learning environments.

Evaluation

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

Recognition and Rewards

The school celebrates students' personal development through a range of meaningful rewards that are explicitly aligned with the school's core values: *Aim High, Work Hard and Be Kind*. Recognition is designed to affirm both individual growth and positive contributions to the school community.

These include the Merit system, end-of-term certificates, and the "Personal Tutor Shining Star", which acknowledges students who demonstrate exceptional development in areas such as empathy, initiative, leadership, and wellbeing. This award, along with other academic recognitions, promotes a culture of encouragement, inclusivity, and aspiration, reinforcing the behaviours and attitudes we seek to nurture in all students. The House System further supports recognition through House Points, House Awards and celebration events which acknowledge positive contributions to school life, leadership, community engagement, teamwork and embodiment of the school's core values.

Oversight and Monitoring of the PSHE programme

The Deputy Headteacher Pastoral oversees the Personal Development programme, supported by the House and Enrichment Coordinator and other pastoral leaders. The effectiveness of the programme is reviewed regularly through student voice, participation data and pastoral monitoring, and reported annually to Governors as part of the school's quality assurance and safeguarding arrangements.

Progress is monitored through key indicators such as student engagement, wellbeing metrics and student voice, and behavioural trends. A central record is maintained to track emerging issues and inform future planning.

The impact of the Personal Development programme is evaluated through:

- Student voice surveys
- Student and Boarding Council feedback
- House participation and engagement data
- Attendance at enrichment activities
- Safeguarding and wellbeing trends
- Behaviour and attendance information
- Student leadership participation
- Destination and progression outcomes

The programme is mapped against the five statutory wellbeing domains outlined in the ISI Inspection Framework:

- Physical and mental health
- Protection from harm
- Education and recreation
- Social and economic wellbeing
- Contribution to society

Safeguarding concerns raised during PSHE sessions are recorded and followed up in line with school policy. All discussions are conducted in a balanced, objective manner, with a clear stance against the promotion of partisan political views.

This policy reflects Guildhouse School London's commitment to fostering a respectful, inclusive, and supportive environment, preparing students for success in their academic, personal, and professional lives.

For full details on the delivery, content, and parental rights regarding Relationships and Sex Education, please refer to the school's **RSE Policy**.



GUILDHOUSE SCHOOL
LONDON



Creating tomorrow's change makers.