



# Personal Development Policy

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**St. Francis' College**

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## Introduction

The 'College' refers to all the staff and pupils of the Prep Department and Senior School which includes Early Years Foundation Stage (EYFS), Prep (Key Stage 1 & 2), and Senior School (Key Stages 3-5).

## Policy

The Personal Development (PD) curriculum provides learning opportunities and experiences for the personal development of young people in preparing them for adult life as members of the College, their families, and their wider communities. PD is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life. The programme actively promotes the basic fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. It also encourages students to embrace differences and to value the right of individuals to be treated equally irrespective of Protected Characteristics, as set out in the Equality Act 2010. PD supports all provisions of *Keeping Children Safe in Education*.

## Rationale

PD education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PD education develops the qualities and attributes pupils need to thrive as individuals, as members of the College community, family members and members of society.

PD education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PD education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PD education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

By its very nature, PD education permeates the whole curriculum, both the formal and the informal. PD education in its broadest sense is part of every pupil's entitlement through a curriculum that promotes these ends. It is, therefore, the responsibility of all teachers and a major priority for school leadership.

The non-statutory guidelines consist of a framework for PSHE education for Key Stages 3 and 4. Pupils develop knowledge, skills and understanding in the following areas:

- Developing self-esteem, self-confidence and self-knowledge.
- Distinguishing between right and wrong, and acceptance of responsibility for their own behaviour.
- Respect of civil and criminal laws of England.
- Making a positive contribution to society.
- Reflecting on the natural world we live in.
- Making informed and relevant choices.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

### **Overarching concepts developed through the Programme of Study**

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these) understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online) and sex education.
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Careers (including enterprise, employability and economic understanding)

### **Aims**

PD aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into core themes:

- Being Me in My World
- Dreams and Goals (including Careers)
- Healthy Me
- Relationships
- Celebrating Difference
- Changing Me

The overarching aims for PD education are to provide students with:

- accurate and relevant knowledge

- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives

Learning and undertaking activities in PD education contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who can live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

## **Guidelines**

### **1. Roles and Responsibilities**

The monitoring, review and development of the PD Education programme is collaborative and takes into consideration the views of the Form tutors, teachers of PD, the students, the Deputy Head Pastoral Designated Safeguarding Lead and PD Lead and the Head of Sixth Form, and Head of Careers. The Assistant Head Pastoral is responsible for: the overall planning, development, implementation and review of the programme meeting termly with teachers delivering the Scheme of Work and Heads of Year.

- Ensuring that teachers are aware of, and are responding to, local guidelines and national policy statements in relation to PD Education.
- Organising the delivery of PD Education is through a team of dedicated teachers.
- Ensuring that a variety of teaching approaches will be used to give students relevant information, to enable issues to be explored, and to acquire appropriate skills – refer to teaching methods and learning approaches.

All staff are required to teach within the College's aims.

This collaborative approach facilitates changes to the PD Education programme at short notice. This enables situations to be addressed and to prevent further issues developing from them. The College Pastoral team are able to receive support when dealing with Year group issues, such as friendship issues, self-esteem and anti-bullying.

### **2. Organisation and co-ordination**

In Prep, there are dedicated, timetabled lessons for each class every week for the delivery of PD. However, PD will also occasionally be taught through other subjects, through assemblies and form times, visiting speakers, special activities and school events.

PD Education is delivered in a single lesson per week for Senior School students and in off-timetable workshop sessions by external practitioners from Year 7 to Year 13. In all years, this is supported by guest speakers in school and at Sixth Form Society events.

Visiting speakers are always supervised by members of the College staff whilst working with students. This is in line with the College's Safeguarding Policy. For each PD Education session/event, students have preparation activities before the event and follow up activities post event, including evaluation.

Workshop sessions are active, relevant, engaging and inclusive. They involve discussion, role play, investigation, games and presentations.

The PD lead liaises closely with the external practitioners to ensure that the sessions and their content are relevant, appropriate and meet the needs of the College's students and follow professional and government guidelines.

### **3. Teaching Methods and Learning Approaches**

Good teaching relies on using 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 including:

- Effective starting and ending strategies
- High order questioning skills
- Climate building and ground rules
- Working together
- Values clarification
- Information gathering and sharing
- Consensus building
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- Drama and role-play
- Discussion and debate

### **4. Assessment, Reporting and Recording**

As with any learning process the assessment of students' personal, social and emotional development is important. It provides information which indicates students' progress and achievement and informs the development of the programme. Students do not pass or fail within this area but have the opportunity to reflect on their own learning and individual experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on student's self-awareness and self-esteem.

In Prep, assessment mostly take place through formative assessment. Recording takes place via a class scrap book in which classes will record in a variety of ways to show progress and reflections based on learning.

### **5. Monitoring, Evaluation and Review**

The policy will be evaluated and reviewed each year by the Deputy Head Pastoral & Deputy Head of Prep. The views of students will be ascertained by student PD evaluations. These evaluations will assist in the review of the curriculum.

### **6. Curriculum Provision**

The PD Education programme is written in accordance with National Curriculum guidelines, ISI Framework, College Policies and PSHE Association guidelines.

In Prep, the PD curriculum follows the Kapow scheme of work.

## **Aims and Objectives of PD in Prep:**

The PD curriculum aims to:

- promote the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of later life.
- develop their sense of social justice and moral responsibility, and begin to understand that their own choices and behaviour can affect local, national or global issues;
- become independent and self-confident;
- respect different national, religious and ethnic identities;
- engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK and the world;
- become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world;
- embrace change, feeling positive about who they are and enjoy healthy, safe, responsible and fulfilled lives;
- learn to recognise, develop and communicate their qualities, skills and attitudes and reflect on and clarify their own values and attitudes.

In addition, the PD curriculum attempts to cover the following key objectives:

### **Health and Wellbeing**

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency, as well as internet safety.
- Know how to manage change, including puberty, transition and loss.

### **Relationships**

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and to ask for help.
- Know how to respect equality and diversity in relationships.

### **Living in the Wider World**

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues; to develop a Growth Mindset.
- Develop good relationships with other members of the College community and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

## Senior School

In Key Stage 3 and 4, teaching materials from Jigsaw are used. These teaching materials meet the current statutory expectations for RSHE (DfE, 2019).

At Key Stage 3, students build on the skills, attitudes, values, knowledge and understanding they have acquired. PD Education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. PD Education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society. External providers discuss Sex and Relationships with years 7-11 in a one-hour age-appropriate session. These are in conjunction with their timetabled PD lessons. Sexual health information is covered incorporating the life skills needed; self-esteem, negotiation, decision making and accessing services. Appropriate care will be in place should any pupils wish to discuss the issues from the session afterwards.

At Key Stage 4, students extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PD Education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By Key Stage 4 increasing numbers of students may be gaining direct experience of issues taught through PD Education.

At Key Stage 5, topics and themes addressed at Key Stage 4 are revisited from the viewpoint of young adults for whom many of the issues will be more current and prevalent at this age. Matters are addressed in deference to the students' increased age, maturity, and independence, with an eye on their life after the College. Areas specific to Key Stage 5, such as learning to drive, are also addressed. In certain areas, specialist visiting speakers are brought into College.

Throughout the academic year there are certain themes which the whole College engages with. In assemblies, PD lessons and in activities there is a common focus.

PD Education is delivered through overlapping and linked 'Core Themes'. The Core Themes are:

### Being Me in My World

This core theme focuses on:

- How to manage transitions
- How to maintain physical, mental and emotional health and wellbeing;
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health (Year 9+)
- How to assess and manage risks to health; and to keep themselves and others safe
- How to identify and access help, advice and support
- How to respond in an emergency, including administering first aid
- The role and influence of the media on lifestyle

### Dreams and Goals

This core theme focuses on:

- How to make decisions about the future: career advice, career options Careers convention (Year 9+)
- How to identify, set and achieve goals
- How to make the most out of Morrisby – careers matching service for schools
- How to make positive choices (GCSE and A levels) including choosing a future proof career
- About the role of gender within careers
- How volunteering can be a useful tool with regards to future career options
- Exploring 16+ choices
- Rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- How to make informed choices and be enterprising and ambitious
- How to develop employability, team working and leadership skills and develop flexibility and resilience
- How personal financial choices can affect individuals and others and about rights and responsibilities as consumers

### **Healthy Me**

This core theme focuses on:

- How to manage mental and physical health
- Understanding the effects of illegal substances, county lines, legislation around substances
- The impact of smoking and vaping on the body
- The importance of CPR and first aid
- How to access sources of advice and support
- Understanding sexual health: contraception, pregnancy, fertility issues, abortion, raising a baby, strategies for staying safe
- Expectations of relationships
- Threats to health including chronic disease, epidemics

### **Relationships**

This core theme focuses on:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- How to recognise and manage emotions within a range of relationships
- How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- The concept of consent in a variety of contexts (including in sexual relationships)
- Managing loss including bereavement, separation and divorce
- Respecting equality and being a productive member of a diverse community
- How to identify and access appropriate advice and support

### **Celebrating Difference**

This core theme focuses on:

- How to deal with bullying, prejudice and discrimination: direct and indirect
- Understanding the Equality Act and protected characteristics, including LGBT+
- Understanding the dangers of stereotyping, and the issues around social injustice and inequality
- Developing an understanding of our multicultural society: Multiculturalism, diversity, race and religion
- Understanding key terms such as harassment and victimisation
- Understanding our rights and responsibilities

## **Changing Me**

This core theme focuses on:

- How puberty affects the brain and body
- How to manage emotional and physical changes
- Understanding the impact of societal change on young people
- Understanding illegal practices such as FGM and breast ironing
- Understanding the impact of pornography
- Understanding sexual identity and gender

### **Students are taught:**

- About rights and responsibilities as members of diverse communities, as active Citizens and participants in the local and national, preparing students for the opportunities, responsibilities and experiences of later life in modern Britain.
- About the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- About respect for people of all faiths (or those of no faith), cultures and lifestyles through effective spiritual, moral, social and cultural development, including through extra-curricular activity and volunteering within their local community.
- A balanced approach to RE that is broadly Christian but, where required, takes account of the teaching and practices of the other principal religions represented in Britain.
- How to identify, stay safe and access help regarding the dangers of radicalisation and extremism.
- How to make informed choices and be enterprising and ambitious.
- How to develop employability, team working and leadership skills and develop flexibility and resilience.
- About the economic and business environment.
- How personal financial choices can affect an individual and others and about rights and responsibilities as consumers.

The College recognises that Relationships and Sex Education and Health Education are statutory requirements and have been implemented into PD lessons since September 2020. Please see the separate RSE Policy for further information.

## **Dissemination of the Policy**

This policy is available on the school VLE, website, on request to parents, carers and ISI through the Head.

### **Related Policies**

Anti-bullying  
Alcohol, Smoking, Vaping and the Misuse of Drugs Policy  
Online Safety  
Healthy Eating Policy  
Pastoral Care Policy  
Safeguarding and Child Protection Policy  
Relationships and Sex Education Policy

### **Version control**

Reviewed By:	Deputy Head Pastoral/Deputy Head of Prep
Authorised By:	Head
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