

‘Growing together in the spirit of Christ’s love’

All Hallows Catholic High School



Personal Development Policy

Signed by:

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Chair of Governors: Mrs L Kitto

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1. Policy Statement

At All Hallows Catholic High School, Personal Development (PD) is central to our mission of “Growing Together in the Spirit of Christ’s Love.”

We believe that education extends beyond academic achievement. Personal Development enables every pupil to develop the knowledge, skills, values, character and understanding required to flourish as an individual, to make informed and responsible decisions, to build positive relationships, to remain safe and healthy, to understand their rights and responsibilities, and to contribute positively to school, community and society.

Our Personal Development curriculum is designed to develop the whole person and is rooted in the Catholic ethos and values of the school. It promotes human dignity, compassion, service, respect, responsibility, justice, resilience, integrity and a commitment to the common good.

The curriculum is ambitious for all pupils, including disadvantaged pupils, pupils with SEND, vulnerable pupils and those facing additional barriers to participation or achievement.

Personal Development is delivered through a combination of:

- dedicated timetabled Personal Development lessons;
- cross-curricular learning;
- pastoral provision;
- Prayer and Liturgy;
- careers education, information, advice and guidance;
- enrichment and extra-curricular activities;
- leadership and pupil voice;
- charity, service and volunteering;
- educational visits and workplace experiences;
- assemblies and whole-school activities;
- targeted intervention and support.

The curriculum is reviewed regularly so that it remains responsive to the needs of our pupils, the local community, safeguarding trends, statutory requirements and changes in society.

2. Aims of Personal Development

The Personal Development curriculum aims to enable pupils to:

Be healthy and safe

- understand how to maintain and promote physical and mental health;
- recognise risks and know how to seek help;
- understand how to keep themselves and others safe, including online;

- develop knowledge and skills relating to relationships, health, relationships and sex education;
- understand issues relating to drugs, alcohol, tobacco, vaping and other harmful substances;
- develop strategies for managing emotions, stress, setbacks and change;
- recognise abuse, exploitation, harassment, coercion and other forms of harm;
- know how and where to report concerns.

Develop positive relationships and character

- build respectful and healthy relationships;
- understand boundaries, consent, respect and personal responsibility;
- develop empathy, compassion, resilience and integrity;
- recognise and challenge bullying, discrimination, prejudice and harmful stereotypes;
- understand the importance of dignity and respect for themselves and others;
- develop the virtues and values reflected in the school's Catholic mission.

Become active citizens

- understand democracy, the rule of law, individual liberty and mutual respect;
- understand rights and responsibilities;
- develop knowledge of British society and the diverse communities within it;
- understand how laws are made and applied;
- participate positively in democratic and civic life;
- develop an understanding of current affairs and significant local, national and global issues;
- contribute positively to the school, local community and wider society.

Develop financial and economic understanding

- understand money, budgeting, saving, borrowing and financial risk;
- develop financial decision-making skills;
- understand employment, taxation, wages and consumer rights;
- understand the changing world of work and the labour market.

Prepare for future education, training and employment

- understand a wide range of educational, technical and employment pathways;
- develop career aspirations and career readiness;
- understand labour market information;

- develop employability and essential skills;
- experience meaningful encounters with employers and workplaces;
- receive impartial careers information, advice and guidance;
- make informed decisions about future education, training and employment.

Develop as confident individuals

- recognise their strengths and areas for development;
- develop self-confidence and self-efficacy;
- understand how their choices can affect themselves and others;
- develop independence, resilience and adaptability;
- recognise their own potential and understand how they can contribute to society.

3. Personal Development Curriculum

The Personal Development curriculum at All Hallows encompasses:

- Personal, Social, Health and Economic Education (PSHE);
- Relationships, Sex and Health Education (RSHE);
- Careers Education, Information, Advice and Guidance (CEIAG);
- Citizenship;
- British Values;
- Spiritual, Moral, Social and Cultural development;
- character education and virtues;
- health and wellbeing;
- safeguarding and personal safety;
- financial education;
- employability and enterprise;
- equality, diversity and respect;
- online safety and digital citizenship;
- enrichment;
- leadership and pupil voice;
- service, charity and volunteering;
- preparation for adult life.

4. Curriculum Organisation and Delivery

All pupils receive a dedicated 50-minute Personal Development lesson each week.

The curriculum is planned as a progressive and age-appropriate programme from Year 7 to Year 11. It is deliberately sequenced so that knowledge and skills are revisited, developed and extended over time.

The curriculum is informed by:

- statutory requirements;
- the needs and characteristics of our pupils;
- safeguarding concerns and local trends;
- pupil voice;
- parent and carer feedback;
- staff feedback;
- professional advice;
- national and local developments;
- evidence-informed practice;
- the Catholic ethos and mission of the school.

The curriculum is also reinforced through other areas of school life.

These include:

- Prayer and Liturgy;
- assemblies;
- pastoral time;
- Votes for Schools and democratic participation;
- curriculum subjects;
- careers activities;
- enrichment days;
- educational visits;
- extra-curricular activities;
- pupil leadership;
- charity and community work;
- volunteering and service;
- work experience and workplace encounters.

Departments identify and highlight relevant Personal Development and careers opportunities within their Schemes of Work.

5. Catholic Ethos and Personal Development

Personal Development is rooted in the Catholic mission and identity of All Hallows Catholic High School.

The school's mission, "Growing Together in the Spirit of Christ's Love," provides the foundation for our approach to personal formation.

Pupils are encouraged to consider how Catholic Social Teaching, Gospel values and the example of Christ inform their understanding of:

- human dignity;
- compassion;
- justice;
- equality;
- service;
- responsibility;
- stewardship;
- community;
- solidarity;
- forgiveness;
- respect for others;
- care for the vulnerable;
- the common good.

Opportunities for pupils to develop spiritually and morally are provided through Prayer and Liturgy, Religious Education, assemblies, charity, service, reflection and the wider curriculum.

The school's Catholic character is reflected appropriately within Personal Development while ensuring that pupils are equipped with the knowledge required by statutory guidance and are able to engage respectfully with different perspectives and beliefs.

6. Relationships, Sex and Health Education

All Hallows provides statutory Relationships, Sex and Health Education in accordance with current Department for Education statutory guidance.

The statutory guidance in force from 1 September 2026 is taken into account when planning and reviewing provision.

RSHE is delivered through an integrated programme involving, where appropriate:

- Personal Development;
- Religious Education;
- Science;
- pastoral provision;
- assemblies and enrichment.

The curriculum is carefully sequenced and age-appropriate and takes account of the needs, maturity, circumstances and vulnerabilities of pupils.

RSHE includes appropriate learning relating to:

- healthy and respectful relationships;
- families and friendships;
- boundaries;
- consent;
- personal safety;
- online safety;
- sexual harassment and sexual violence;
- exploitation and abuse;
- pornography and harmful online content where age-appropriate;
- physical and emotional health;
- puberty;
- reproductive health;
- sexual health;
- contraception and sexually transmitted infections;
- mental health and emotional wellbeing;
- drugs, alcohol, tobacco and vaping;
- first aid and emergency responses;
- seeking help and accessing appropriate support.

Content is selected and sequenced in accordance with statutory requirements and the needs of our pupils.

The school will respond appropriately to emerging safeguarding or wellbeing concerns within the school or local community. Where curriculum content needs to be adapted or additional content introduced, parents and carers will be informed where appropriate and relevant resources will be made available in accordance with statutory guidance.

The school recognises that RSHE can generate sensitive questions and disclosures. Staff delivering RSHE will be appropriately prepared and follow the school's safeguarding procedures.

7. Parents' Right to Withdraw from Sex Education

Parents and carers do **not** have a right to withdraw pupils from:

- Relationships Education;
- Health Education;
- statutory Science content;
- safeguarding education;
- other non-sex-education elements of Personal Development.

Parents and carers may request that their child is withdrawn from some or all sex education delivered as part of statutory RSE.

Requests will be considered in accordance with the current statutory guidance.

Before agreeing to a request, the Headteacher will normally discuss the request with the parent/carers and, where appropriate, the pupil. This discussion will clarify the nature and purpose of the curriculum and the implications of withdrawal.

In exceptional circumstances, the Headteacher may refuse a request where there are safeguarding concerns or where the withdrawal would be contrary to the pupil's best interests.

A pupil may choose to opt back into sex education from **three terms before they turn 16**, in accordance with statutory guidance.

Where a pupil is withdrawn, the school will provide appropriate and purposeful alternative education.

The school will ensure that parents and carers have clear information about the content and purpose of sex education and are able to access relevant curriculum materials.

8. Parent and Carer Engagement

The school recognises parents and carers as important partners in Personal Development.

Parents and carers will be engaged through appropriate mechanisms including:

- publication of curriculum information;
- the school website;
- parent information events;
- consultation and feedback;
- curriculum materials and information;

- communications relating to significant curriculum developments;
- careers information and events;
- opportunities to contribute to evaluation.

The school will be transparent about RSHE content and, where appropriate, provide parents and carers with access to the materials used.

Parents and carers are encouraged to discuss Personal Development topics with their children and to reinforce learning at home.

9. Fundamental British Values and Citizenship

Personal Development supports pupils to understand and participate positively in the society in which they live.

The curriculum promotes the four fundamental British values:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect and tolerance of those with different faiths and beliefs.

Pupils develop an understanding of:

- democratic participation;
- rights and responsibilities;
- the role of government;
- the legal system;
- the relationship between citizens and the state;
- equality and discrimination;
- community participation;
- volunteering and service;
- current affairs;
- financial and economic issues.

Pupils are encouraged to participate in democratic processes through opportunities such as the Student Council, pupil voice, elections, discussion and voting activities.

The school will ensure that where political issues are discussed, teaching is conducted in accordance with legal requirements concerning political impartiality and pupils are exposed to balanced and appropriately contextualised perspectives.

The purpose of political and civic education is to develop pupils' knowledge, critical thinking and understanding rather than to promote a particular political position.

10. Spiritual, Moral, Social and Cultural Development

The development of pupils spiritually, morally, socially and culturally is an important part of education at All Hallows.

Pupils are provided with opportunities to:

- develop their own values and beliefs;
- reflect on meaning, purpose and responsibility;
- understand and respect different beliefs and perspectives;
- develop moral reasoning;
- understand the consequences of their actions;
- develop positive relationships;
- participate in community life;
- appreciate cultural diversity;
- engage with the arts, heritage, literature and wider cultural experiences.

These opportunities are delivered through Personal Development, Religious Education, Prayer and Liturgy, curriculum subjects, enrichment and the wider life of the school.

11. Careers Education and Living in the Wider World

Careers Education, Information, Advice and Guidance is an integral part of Personal Development.

The school provides a progressive careers programme designed to enable every pupil to develop the knowledge, skills and confidence required to make informed decisions about education, training and employment.

The programme is aligned with the eight Gatsby Benchmarks and current DfE statutory careers guidance.

The eight Gatsby Benchmarks are:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

The school recognises that the updated Gatsby Benchmarks place increased emphasis on:

- careers leadership and whole-school responsibility;
- inclusion and individual need;
- meaningful and varied employer encounters;
- workplace experiences;
- preparation and reflection;
- labour market information;
- aspirations and intended destinations;
- destinations data;
- parent and carer engagement;
- staff development.

Careers provision will therefore be integrated across the curriculum rather than being confined to individual careers lessons.

Pupils will be supported to understand a broad range of progression routes, including:

- A Levels;
- vocational and technical qualifications;
- T Levels;
- apprenticeships;
- sixth form;
- further education colleges;
- higher education;
- degree apprenticeships;
- training;
- employment;
- other appropriate post-16 pathways.

The school will provide impartial careers information, advice and guidance and ensure that pupils have opportunities to meet providers, employers and representatives from a range of sectors and progression routes.

12. Workplace Experiences

The school recognises meaningful workplace experiences as an important part of careers education.

In accordance with current DfE guidance, the school will work towards providing every pupil with a progressive programme of workplace experiences across Key Stages 3 and 4.

This will include:

- varied employer-led workplace activities in Years 7–9;
- meaningful workplace placements in Year 10;
- preparation before workplace experiences;
- appropriate support for disadvantaged, vulnerable and SEND pupils;
- opportunities to interact with employees;
- meaningful tasks where appropriate;
- employer feedback;
- structured reflection following experiences.

The school will work with employers, Lancashire Careers Hub and other partners to reduce barriers to participation.

All workplace experiences will be planned and managed in accordance with the school's safeguarding, health and safety and risk assessment procedures.

13. Inclusion, Equality and Accessibility

Personal Development is an entitlement for every pupil.

The curriculum will be designed and delivered to ensure that pupils can access learning regardless of:

- disability or SEND;
- gender;
- ethnicity;
- religion or belief;
- sexual orientation;
- age;
- cultural background;
- language;
- socioeconomic circumstances;
- vulnerability or individual circumstances.

Teaching will take account of pupils':

- age;
- developmental stage;
- prior knowledge;
- readiness;
- individual needs;
- cultural and family context.

Appropriate adaptations will be made for pupils with SEND and for pupils who require additional support.

These may include:

- differentiated resources;
- chunked information;
- visual materials;
- simplified or clarified language;
- key vocabulary;
- pre-teaching;
- alternative formats;
- additional processing time;
- adult support;
- assistive technology;
- adapted activities;
- structured discussion;
- targeted intervention.

High expectations will be maintained while ensuring that barriers to participation are addressed.

Particular attention will be given to disadvantaged pupils, vulnerable pupils and pupils with SEND when planning careers encounters, workplace experiences, enrichment and leadership opportunities.

14. Teaching and Learning

Personal Development will be taught through a range of evidence-informed and participative approaches.

These may include:

- explicit teaching;
- discussion;
- debate;
- questioning;
- case studies;
- scenarios;
- problem solving;
- collaborative learning;
- reflection;
- research;
- quizzes;
- retrieval activities;
- videos and other appropriate media;
- visiting speakers;
- employer encounters;
- practical activities;
- pupil voice and democratic participation.

Teachers will establish clear expectations for respectful discussion.

Pupils will be expected to:

- listen respectfully;
- avoid talking over others;
- avoid discriminatory, offensive or crude language;
- challenge ideas rather than individuals;
- respect different viewpoints;
- keep contributions relevant;
- recognise when an issue requires adult support.

Teachers will create a safe environment in which pupils can ask questions and discuss sensitive issues appropriately.

Pupils will not be required to disclose personal experiences as part of classroom discussion.

Teachers will use professional judgement when responding to sensitive questions and will follow safeguarding procedures where a concern is disclosed.

15. External Visitors and Providers

External visitors and organisations may contribute to Personal Development where their involvement adds expertise, authenticity or value to the curriculum.

Examples may include:

- health professionals;
- police;
- fire and rescue services;
- employers;
- charities;
- careers professionals;
- universities and colleges;
- apprenticeship providers;
- community organisations.

External provision will be subject to appropriate due diligence, safeguarding checks, curriculum alignment and quality assurance.

External providers will not replace the school's responsibility for curriculum planning or safeguarding.

Staff will remain responsible for the learning environment and will be present where appropriate.

The school will evaluate external provision through appropriate feedback and review mechanisms.

16. Safeguarding and Confidentiality

Safeguarding is integral to Personal Development.

PD lessons provide pupils with knowledge about:

- personal safety;
- online safety;
- healthy relationships;
- boundaries;
- abuse and exploitation;

- bullying;
- sexual harassment;
- harmful behaviour;
- seeking help;
- reporting concerns.

All staff delivering Personal Development must understand that pupils may disclose safeguarding concerns during lessons.

Teachers must **not promise confidentiality** to pupils.

Where a pupil discloses information that indicates a safeguarding concern, the member of staff must follow the school's safeguarding procedures and report the concern to the Designated Safeguarding Lead.

Information will be shared in accordance with safeguarding legislation, statutory guidance and school procedures.

Pupils will be reminded that staff may need to share information where there is a concern about their safety or the safety of another person.

17. Pupil Voice and Participation

Pupils are active participants in the development and evaluation of Personal Development.

Pupil voice will be gathered through mechanisms including:

- surveys;
- questionnaires;
- focus groups;
- class discussion;
- Student Council;
- lesson feedback;
- curriculum evaluation;
- pupil interviews.

Pupil feedback will inform curriculum planning, sequencing and review.

The school will particularly seek to understand whether pupils:

- understand the purpose of Personal Development;
- feel safe discussing sensitive issues;
- know how to seek help;
- feel prepared for future education, training and employment;

- believe the curriculum reflects issues relevant to their lives;
- feel included and represented;
- can identify how their knowledge and skills are developing.

18. Assessment

Personal Development is assessed primarily through formative assessment.

Assessment approaches may include:

- questioning;
- retrieval activities;
- quizzes;
- discussion;
- scenario-based tasks;
- written responses;
- reflection;
- pupil self-assessment;
- knowledge checks;
- assessment trackers.

Assessment is used to identify:

- strengths;
- misconceptions;
- gaps in knowledge;
- areas requiring further teaching;
- individual support needs.

Assessment is not primarily intended to generate grades but to demonstrate progression in knowledge, understanding and skills.

Where appropriate, pupil work and assessment information will contribute to curriculum evaluation and quality assurance.

19. Monitoring, Evaluation and Quality Assurance

The Assistant Headteacher responsible for Personal Development will lead the monitoring and evaluation of the curriculum.

Evaluation will draw upon a range of evidence, including:

- lesson visits;

- work scrutiny;
- pupil voice;
- staff feedback;
- parent and carer feedback;
- curriculum audits;
- assessment information;
- curriculum mapping;
- safeguarding trends;
- participation data;
- enrichment and leadership participation;
- careers data, including destinations data;
- careers evaluation;
- Gatsby Benchmark progress (Compass+);
- external provider evaluation;
- attendance and engagement information;
- feedback from governors;
- feedback from external partners.

The evaluation process will consider both implementation and impact.

The school will seek to establish:

- what pupils have been taught;
- what pupils know and understand;
- whether pupils can apply their learning;
- whether provision is accessible to all pupils;
- whether vulnerable pupils are benefiting;
- whether pupils are developing confidence and independence;
- whether pupils know how to keep themselves safe;
- whether pupils are prepared for future education, training and employment;
- whether participation and opportunities are equitable;
- whether curriculum provision responds to identified needs.

Evaluation findings will inform the annual Personal Development action plan and wider school improvement priorities.

20. Governance and Accountability

The governing body has strategic oversight of Personal Development and will receive appropriate information regarding:

- curriculum provision;
- statutory compliance;
- careers provision;
- RSHE;
- safeguarding themes;
- participation and inclusion;
- evaluation outcomes;
- areas for development.

The Assistant Headteacher responsible for Personal Development is accountable for the strategic leadership of the Personal Development curriculum, including the strategic development, implementation and evaluation of the school's careers programme in accordance with statutory careers guidance and the Gatsby Benchmarks.

The PD Curriculum Coordinator is responsible for the day-to-day management of the PD curriculum.

The Designated Safeguarding Lead provides safeguarding advice and oversight where Personal Development content or pupil disclosures raise safeguarding concerns.

The SENCO supports the school in ensuring that Personal Development and careers provision are accessible to pupils with SEND.

The Chaplain supports the Catholic character, spiritual development, service and formation aspects of Personal Development.

Subject leaders and other relevant staff are responsible for identifying and delivering appropriate cross-curricular Personal Development opportunities.

All staff have a responsibility to contribute to pupils' personal development through the school's ethos, relationships, curriculum and wider provision.

21. Roles and Responsibilities

Assistant Headteacher – Personal Development

The Assistant Headteacher:

- has strategic responsibility for Personal Development;
- oversees implementation of this policy;
- ensures that the curriculum is coherent, progressive and appropriately sequenced;
- ensures statutory requirements are reflected in curriculum planning;

- ensures that the curriculum does not unlawfully discriminate;
- works with the PD Curriculum Coordinator and relevant staff;
- liaises with external agencies and providers;
- oversees monitoring and evaluation;
- reviews the policy annually;
- reports appropriately to SLT and governors;
- works closely with the DSL, SENCO, Careers Leader, Chaplain and other relevant leaders.

Assistant Headteacher - Careers Leader

The Careers Leader:

- leads the careers programme;
- ensures alignment with current DfE careers guidance;
- coordinates the Gatsby Benchmarks;
- coordinates employer and workplace experiences;
- oversees careers evaluation;
- works with employers, FE, HE, apprenticeship and training providers;
- supports staff careers development;
- ensures careers provision is inclusive;
- uses relevant careers data to identify need;
- engages parents and carers;
- works with the Careers Link Governor and Careers Hub.

PD Curriculum Coordinator

The PD Curriculum Coordinator:

- supports curriculum planning;
- coordinates Schemes of Work;
- supports teachers;
- contributes to quality assurance;
- monitors curriculum implementation;
- supports assessment and curriculum development.

Designated Safeguarding Lead

The DSL:

- provides safeguarding advice relating to Personal Development;
- ensures staff understand reporting procedures;
- supports staff dealing with disclosures;
- advises on sensitive and emerging safeguarding themes;
- contributes to curriculum development where safeguarding trends indicate a need.

SENDCO

The SENDCO:

- supports accessibility and reasonable adjustments;
- advises on provision for pupils with SEND;
- supports staff in removing barriers to participation;
- contributes to evaluation of SEND inclusion within Personal Development and careers.

Chaplain

The Chaplain:

- supports the Catholic ethos and mission of the curriculum;
- contributes to spiritual and moral development;
- coordinates or supports opportunities for service, charity and community engagement;
- works with staff to promote Catholic Social Teaching and the school's values.

Teachers

Teachers are responsible for:

- delivering lessons in accordance with the curriculum;
- creating a safe and respectful learning environment;
- maintaining appropriate professional boundaries;
- responding appropriately to pupil questions;
- recognising safeguarding concerns;
- following safeguarding procedures;
- adapting learning appropriately;
- contributing to curriculum evaluation.

Pupils

Pupils are expected to:

- participate positively;
- listen respectfully;

- contribute appropriately;
- respect the views and dignity of others;
- engage with opportunities for personal development;
- seek help when needed;
- contribute to the wider life of the school and community.

Parents and Carers

Parents and carers are encouraged to:

- engage with their child's Personal Development education;
- discuss relevant topics at home;
- attend information and careers events;
- provide feedback;
- support their child's participation in careers, enrichment and workplace experiences.

22. Complaints

Any concerns or complaints relating to Personal Development should be raised in accordance with the school's Complaints Policy.

Where a concern relates specifically to RSHE, the school will seek to resolve the matter through appropriate discussion with parents/carers and relevant school leaders before progressing through the formal complaints process where appropriate.

23. Policy Review

This policy will be reviewed annually by the Assistant Headteacher responsible for Personal Development.

The review will consider:

- changes to legislation and statutory guidance;
- DfE guidance;
- Ofsted expectations;
- safeguarding developments;
- RSHE requirements;
- careers guidance;
- Gatsby Benchmark developments;
- pupil voice;
- parent and carer feedback;

- staff feedback;
- curriculum evaluation;
- participation and inclusion data;
- local and national trends;
- emerging needs within the school community.

The policy will be amended where necessary to ensure that Personal Development remains relevant, inclusive, evidence-informed and responsive to the needs of pupils.

24. Related Policies and Documents

This policy should be read alongside:

- Relationships, Sex and Health Education Policy;
- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Equality Policy;
- SEND Policy;
- Careers Policy/Programme;
- Careers Provider Access Policy;
- Complaints Policy;
- Online Safety Policy;
- Anti-Bullying Policy;
- Mental Health and Wellbeing Policy;
- Attendance Policy;
- Curriculum Policy;
- Religious Education Policy;
- Prayer and Liturgy provision;
- Educational Visits Policy.

The school will ensure that Personal Development provision remains aligned with current statutory guidance and school policies.