

TIBSHELF COMMUNITY SCHOOL PERSONAL DEVELOPMENT CHARACTER & WELLBEING

Ratified: May 2026
(Tibshelf Policy)





Contents

- Statement of intent
- Legal framework
- Roles and responsibilities
- PSHE
- RSE and health education
- Careers
- Spiritual, moral, social, and cultural (SMSC) development
- Character education
- Student premium
- LAC and previously LAC (PLAC)
- British values
- Student leadership
- Extra-curricular and co-curricular opportunities
- Transition
- Wellbeing and mental health
- Monitoring and review



Statement of intent

Tibshelf Community School believes that robust character and personal development education is important to help our students develop into well-rounded members of society, who can make a positive contribution to their community. Our approach to promoting personal development is linked throughout our curriculum.

The vision for student s, staff and the wider school community is to always look to achieve our personal best in every aspect of school life. Through the implementation of this policy, we aim to ensure:

- Our school is one where everyone is encouraged and supported to achieve their personal best.
 - Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
 - Our student s and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and student s are encouraged to show a high regard for the needs and feelings of others through their actions and words.
 - Our student s and staff are enterprising and approach challenges with a 'can-do' attitude.
 - The needs and interests of all student s, irrespective of gender, culture, ability, or aptitude, are promoted through an inclusive and varied curriculum at our school.
 - Our environment is safe and clean with everyone sharing responsibility for it.
 - Our culture is one of continuous improvement, creativity, and enthusiasm.
 - Parents are informed about this policy via the school's website where it, and details about the Personal Development Curriculum, will be available to read and download.
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1. Legal framework

1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Equality Act 2010
 - DfE (2025) 'Keeping children safe in education'
 - DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
 - DfE (2019) 'Character Education'
 - Ofsted (2025) 'School inspection handbook'
2. This policy operates in conjunction with the following school policies:
 - RSE and Health Education Policy
 - Equality and diversity
 - Behaviour and Learning Policy
 - Inclusion Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - CEIG Policy
 - SMSC including British Values Policy
 - External Contribution Policy
 - Personal Development, Character, and Wellbeing

2. Roles and responsibilities

1. The headteacher is responsible for:
 - Reviewing this policy annually in conjunction with the governing board.
 - Promoting the importance of personal development through education as part of the school's ethos and values.
 - Evaluating the effectiveness of this policy on the personal development of individual students and the attitude of the school as a whole on a termly basis.
 - Reviewing all relevant policies and procedures related to this policy on an annual basis in conjunction with the governing board.
 - Implementing this policy on a day-to-day basis.
2. The A.H. - Personal Development is responsible for:
 - Implementing a robust PSHE curriculum, including RSE and health education.
 - Working with the relevant subject leaders to help promote the importance of personal development through non-PSHE subjects, e.g., through the English curriculum.
 - Ensuring the Personal Development curriculum is age-appropriate for each year group.
 - Monitoring the learning and teaching of PSHE and supporting staff, where necessary.
 - Ensuring there is continuity and progression between each year group.
 - Helping colleagues to develop expertise in PSHE subjects to best support the personal development of students.
 - Ensuring teachers are provided with adequate resources to support teaching of the PSHE curriculum.
 - Ensuring the school meets its statutory requirements with regards to **RSE** and health education.

Staff are responsible for:

- Acting in accordance with, and promoting, this policy.

- Encouraging Personal Development through all areas of the school curriculum.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons which actively promote Personal Development.
- Liaising with the AH - Personal Development for resources or assistance in promoting personal development through their subject area.
- Monitoring student Personal Development progress on a regular basis.

3. Personal Development - PSHE

1. Through the Personal Development Curriculum, students will learn to do the following:
 - Understand what constitutes a healthy lifestyle
 - Understand how to stay safe and behave online
 - Understand the dangers they may face, both in and around school and beyond
 - Understand the law and consequences of risky behaviours
 - Develop responsibility and independence within school which they will take forward into society in their working lives
 - Respect other people – in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
 - Understand what constitutes 'socially acceptable' behaviour at school and in society.
 - Be a constructive member of society.
 - Understand democracy.
 - Develop good relationships with peers and adults.
 - Develop self-confidence, self-esteem, and self-worth.
 - Make positive, informed choices as they make their way through life.
 - Understand that they have a right to speak up about issues or events, and to respect others' right to do the same.
2. Teachers of the Personal Development Curriculum will be responsible for covering all aspects of the PSHE curriculum, RSE and health education

4. Personal Development - Sex and Relationship Education

1. All staff will have due regard for the school's Secondary School RSE and Health Education Policy when promoting personal development.
2. All teachers of RSE and health education will be well-acquainted with the topics taught at secondary level and have knowledge of the topics taught at primary level.
3. All teachers will cover the statutory content outlined within the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.
4. All teachers of RSE and health education will cover the content chosen by the school, as outlined within the school's Secondary School RSE and Health Education Policy.

5. Personal Development - Careers

1. All staff will have due regard for the school's Careers Policy when promoting Personal Development and through curriculum delivery in all areas of the school.
2. The school will ensure the provider access policy is published on its website to ensure all members of the school community understand the school's procedure for managing provider access requests from employers.
3. As per the school's External Contribution Policy, student's will be entitled to:

- Learn more about technical education qualifications and apprenticeship opportunities as part of a careers programme which informs students of the full range of education and training options available to them at each transition point.
 - Hear from a range of local providers about the opportunities on offer, e.g., technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
 - Learn how to apply to the full range of academic and technical courses available to them.
4. The school's Deputy Director of Personal Development will organise numerous opportunities throughout the school year for students to speak to employers and will discuss possible attendance at relevant careers events.
 5. The DSL will ensure any employers are only invited onto the school site in line with the school's Child Protection and Safeguarding Policy.
 6. The Deputy Director of Personal Development will organise one-to-one meetings with all Yr. 11 students to provide careers guidance and help students to develop skills for the working world.
 7. Teachers and the Deputy Director of Personal Development will be particularly sensitive to the career's guidance given to students with SEND, ensuring they feel supported in negotiating their career pathways. Staff will work with the SENCO to deliver individual careers guidance to students with SEND.
 8. The school will ensure it provides effective careers advice for the purposes of achieving social mobility for students by showing the options that are open to them upon leaving school.
 9. In line with the Gatsby benchmarks, the school will ensure it:
 - Offers a stable careers programme.
 - Learns from career and labour market information.
 - Addresses the needs of each student.
 - Links curriculum learning to careers.
 - Provides encounters with employers and employees.
 - Provides opportunities for experience of workplaces.
 - Provides encounters with FE and HE.
 - Provides personal guidance.
 10. The careers advisers will provide parents with careers information to help support their child's career choices.

6. Spiritual, moral, social, and cultural (SMSC) development

1. The school will adhere to its statutory duty to promote the SMSC development of student s.
2. All staff will have due regard for the school's SMSC including FBV Education Policy when promoting personal development in all areas of the school.
3. SMSC development will be actively promoted through the school's Personal Development Curriculum and through cross-curricular links.
4. Through the implementation of the SMSC including FBV Education Policy in all areas of the school, the school will:
 - Provide a safe, caring, and happy environment where each student is valued as an individual and can reach their full potential.
 - Provide for each student a wide, balanced high-quality curriculum, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person.
 - Develop the potential of each student within their capabilities, recognising different needs and abilities, and providing challenges and appropriate teaching at each stage of development.
 - Set and maintain standards of discipline, courtesy, and general moral values so that the school community can function effectively.

- Engender a sense of self-respect, independence, and self-motivation, to increase the individual's capacity to accept responsibility for their actions.
- Encourage student s to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions, and lifestyles.
- Foster links between home and school to develop a partnership with parents in the education of their children.

7. Character education

1. The school will actively encourage character development through education. The school will consider the following benchmarks, in line with the 'Character Education' guidance, when evaluating the character education of the school:
 - What kind of school are we?
 - What are our expectations of behaviour towards each other?
 - How well do our curriculum and teaching develop student s' resilience and confidence?
 - How good is our curriculum?
 - How well do we promote the value of volunteering and service to others?
 - How do we ensure that all our student s benefit equally from what we offer?
2. Character education will be central to the Personal Development Curriculum of the school.
3. The governing board will be accountable for ensuring character development is central to the educational offering of the school.
4. The school will focus on shaping character education with the following aspects identified by the 'Character Education' guidance at the forefront of the school's approach through their Tibshelf Characters:
 - The ability to remain motivated by long-term goals, to see a link between effort in the present and pay-off in the longer-term, overcoming and persevering through, and learning from, setbacks when encountered.
 - The learning and habituation of positive moral attributes, sometimes known as 'virtues,' and including, for example, courage, honesty, generosity, integrity, humility, and a sense of justice, alongside others.
 - The acquisition of social confidence and the ability to make points or arguments clearly and constructively, listen attentively to the views of others, behave with courtesy and good manners, and speak persuasively to an audience.
 - An appreciation of the importance of long-term commitments which frame the successful and fulfilled life, for example to spouse, partner, role or vocation, the local community, to faith or world view. This helps individuals to put down deep roots and gives stability and longevity to lifetime endeavours.

8. Student premium

1. All staff will have due regard for the school's Pupil Premium Policy at all times when promoting personal development.
2. When managing the student premium grant, the school will focus on approaches that:
 - Are individually tailored to the strengths and needs of each student.
 - Are consistent (based on agreed core principles and components), but also flexible and responsive.
 - Are evidence-based.
 - Are focussed on clear short-term goals providing opportunities for student s to experience success.
 - Include regular, high-quality feedback from teaching staff.
 - Engage parents in the agreement and evaluation of support arrangements (e.g., via student s' personal education plans (PEP)).
 - Support student transition through the stages of education (e.g. from primary to secondary).

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- Raise aspirations through access to high-quality educational experiences.
 - Promote each student's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
3. The school will choose approaches to spending the student premium grant that emphasise:
- Student's relationship-building, both with appropriate adults and with their peers.
 - An emotionally intelligent approach to the setting of clear behaviour boundaries.
 - Increasing student's understanding of their emotions and identity.
 - Positive reinforcement.
 - Building student's self-esteem.
 - Relevance to the learner – the approach relates to student's interests and makes success matter to them.
 - A joined-up approach involving the student's social worker, carer, virtual school head (VSH), and other relevant professionals.
 - A child-centred approach to assessment for learning.

8. LAC and previously LAC (PLAC)

1. All staff have due regard for the school's LAC Policy at all times when promoting personal development.
2. The LAC premium will be managed by the LA's designated VSH.
3. The premium will be used to benefit a student's educational needs as described in their PEP.
4. To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.
5. The LAC premium will be used to facilitate a wide range of educational support for LAC.
6. The designated teacher and carers will work with the VSH to gain a full understanding of each student's needs and determine how to use the premium to support each student effectively.
7. The designated teacher will work with the VSH to ensure that all available funding is spent.
8. PLAC premium will be allocated directly to the school.
9. LAC premium and PLAC premium will not be used as personal budgets for individual students; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

9. British values

1. All staff will have due regard for the school's British Values including FBV Education Policy at all times when promoting personal development throughout the school.
 2. The school will actively promote the fundamental British values of:
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect and tolerance of those with different faiths and beliefs
 3. British values will be taught through the Personal Development and are further nurtured through the school's ethos and promotion of SMSC understanding and through cross-curricular links.
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10. Student leadership

1. The school will encourage student leadership through the following focussed leadership activities:
 - Teamwork
 - Communication
 - Leadership and management
 - Planning and problem solving
2. The school will give student s opportunities to participate in charity and community projects through Student Council, Pride student leaders, Character Champions and School Prefects as well as other leadership opportunities.
3. The school will use opportunities for providing student s with leadership skills to help student s develop strong community links, e.g., student s working outside of school or helping run community groups.
4. The core values of student leadership will be focussed on the following elements:
 - Personal development
 - Preparing for school transition
 - Developing leadership
 - Working with the community
 - Raising self-esteem
 - Developing social skills

11. Extra-curricular and co-curricular opportunities

1. All members of staff have due regard for the school's Extra-Curricular Activities Policy.
2. The school will have a varied provision for co-curricular and extra-curricular activities, focussing on high quality activities across a wide spectrum of domains such as:
 - Cultural
 - Creative
 - Sporting
 - Physical
 - Service-oriented
 - Volunteering
3. The governing board will ensure the quality and range of provision for co-curricular and extra-curricular activities is wide, and that disadvantaged student s benefit from the co-curricular and extra-curricular offer.
4. The AH will ensure that funding is specifically allocated to provide a comprehensive range of extra-curricular and co-curricular activities.

12. Transition

1. The headteacher will be responsible for appointing a staff member in charge of transition
 2. The coordinator will be responsible for ensuring that student s receive the required support when transitioning between year groups, key stages, and schools.
 3. Transition arrangements will be put in place in order to:
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- Provide opportunities, support and information for parents, student s and practitioners during this critical time.
 - Provide a positive experience which will not hinder student s' wellbeing, learning or development, and ensure they are enthusiastic to learn in their new setting.
 - Actively involve student s and parents in the transition process.
 - Share information between settings, in terms of student s' development and learning records which will enhance the effectiveness of the transition process.
4. The coordinator will liaise with staff within the school and staff from any schools that student s has previously attended to ensure there is a smooth transition to and from the school or between year groups and key stages.
 5. The coordinator will ensure transition activities are designed to encourage communication between student s.
 6. Transition activities will vary and include visits to student s' new school or class.
 7. The coordinator will have due regard to the school's Child Protection and Safeguarding Policy and the Health and Safety Policy when organising transition days and activities.
 8. Parents will receive a 'Welcome pack,' including information about the school or new year group or key stage.
 9. New student s joining the school or moving year groups or key stages will be assessed by their House Manager and other relevant members of staff, e.g., the SENCO, to ensure that any additional needs are accommodated for.

13. Wellbeing and mental health

1. All staff will have due regard for the school's Social Emotional and Mental Health (SEMH) Policy at all times when promoting personal development in all areas of the school.
 2. The Social, Emotional and Mental Health (SEMH) Policy will address the following areas for concern at a minimum:
 - Details of the mental health issues faced by student s.
 - How the school identifies mental health issues amongst student s.
 - The roles and responsibilities of key members of staff.
 - How the school raises awareness amongst student s and staff.
 - How the school engages with parents.
 - How the school intervenes and supports student s.
 - How the school communicates the policy to all stakeholders.
 3. The headteacher and governing board will ensure that all members of staff receive appropriate levels of training to promote wellbeing and positive behaviour to student s.
 4. The headteacher and DSL will ensure that all members of staff receive appropriate safeguarding training.
 5. To achieve a whole-school approach to wellbeing, the headteacher will:
 - Appoint designated members of staff to be responsible for the school's mental health approach.
 - Assess the current provision.
 - Implement sufficient policies, e.g., a social, emotional, and mental health policy.
 - Create a positive learning environment.
 - Incorporate mental health into the curriculum.
 - Involve student s in the school's approach.
 - Engage with parents regarding wellbeing and mental health.
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6. The headteacher will appoint a designated mental health lead (DMHL).
 7. The AH will incorporate mental health and wellbeing into the school's PSHE curriculum.

14. Monitoring and review

1. The headteacher and governing board will undertake a review of this policy on an annual basis.
 2. The headteacher will review the effectiveness of this policy on a termly basis.
 3. Any changes to this policy will be communicated to all relevant members of staff and stakeholders.
 4. The next scheduled review will take place in July 2027
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