Personal Development Policy

Approved by:	COO	**Date:**	Sept 1st 2026
Policy Holder:	Headteacher		
Last reviewed on:	September 2026		
Next review due by:	Sept 2027		

1. Policy Statement

School Ethos and Vision

Serenity School Croydon's vision is to nurture confident, independent and resilient young people who can participate meaningfully in their communities and lead fulfilled adult lives. Our approach is holistic, therapeutic and personalised to meet the complex SEND needs of our pupils. Personal Development sits at the centre of our curriculum and culture, empowering pupils to understand themselves as learners, develop strong character, make safe and informed decisions, and take ownership of their futures through the Investor In Me framework.

Personal Development Statement

Serenity School Croydon provides a comprehensive and integrated Personal Development (PD) offer that enables every pupil to develop socially, emotionally, academically and personally. PD incorporates the PSHE curriculum, RSHE statutory requirements, the CEIAG programme, the Safeguarding Provision Map, and a full enrichment offer. It ensures that all pupils - particularly those with ASD, SEMH and complex SEND—develop the knowledge, skills and attitudes required to lead safe, healthy and increasingly independent lives.

The PD programme is delivered through:

- Curriculum lessons
- Assemblies
- Tutor time
- Workshops, external visitors and specialist agencies
- Enrichment days and educational visits
- The safeguarding curriculum
- CEIAG
- Therapeutic input

This policy reflects the reality of practice across Serenity School Croydon.

2. How Personal Development Links to Other School Policies

PD at Serenity School Croydon directly aligns with:

- PSHE & SMSC Policy
- Child Protection and Safeguarding Policy
- Safeguarding Provision Map
- RSHE Policy
- CEIAG Policy and Careers Strategy
- Online Safety Policy
- Behaviour for Learning Policy

- Equality & Diversity Policy
- Therapeutic Provision Plan
- SMSC & British Values Provision Map

EYFS Policy (Reception provision)

The PD curriculum brings together these statutory and non-statutory elements into a single coherent framework.

3. Curriculum Intent

Our PD curriculum aims to ensure pupils:

1. Develop emotional literacy, resilience and wellbeing.
2. Understand healthy relationships, consent, boundaries and respect.
3. Are prepared for adulthood (PfA): employment, independence, community inclusion and health.
4. Are supported to stay safe online and offline, including understanding exploitation, gangs, county lines, peer pressure, extremism and radicalisation.
5. Gain the functional life skills needed for adulthood: money management, travel, self-care, communication and problem-solving.
6. Engage positively in the wider community and understand British Values.
7. Receive impartial and structured careers education from Year 7 onwards through Morrisby and CEIAG.
8. Experience meaningful enrichment through assemblies, visits, workshops and themed weeks.

We also aim to build pupils' cultural capital by providing rich experiences, exposure to diverse ideas and opportunities that broaden understanding of the world, promote equality and inclusion, and deepen knowledge of life beyond school.

4. Curriculum Structure (Three-Tier Model)

Personal Development is delivered through the **Formal**, **Semi-Formal** and **Nurture** pathways, using the full PD Map organised into:

At Serenity School Croydon, Personal Development is adapted across the school's full 4–18 age range. For children in Reception/EYFS, Personal Development is embedded through the EYFS curriculum, particularly Personal, Social and Emotional Development, Communication and Language, Physical Development and Understanding the World. This includes emotional regulation, relationships, self-care, personal safety, communication, healthy choices, understanding difference and developing independence through developmentally appropriate play, routines and experiences. For pupils in Key Stages 1 and 2 on the Formal pathway, the same seven curriculum areas and termly themes are introduced through age-appropriate content, including emotions and friendships, body awareness and personal safety, healthy choices, online safety, simple money and community skills, early careers awareness, first aid, difference and transition. For pupils in Key Stage 5/Post-16, the relevant Formal pathway

content is adapted and extended to reflect age, stage of development, Preparation for Adulthood outcomes, careers, independence, relationships, health and community participation. Semi-Formal and Nurture provision is matched to pupils' developmental, communication and regulation needs rather than chronological age alone. This ensures a coherent Personal Development entitlement across Croydon's full 4–18 age range.

- Physical Development
- Leisure & Choices
- Community & Environment
- Vocational Learning
- Functional Skills
- Personal Skills
- Living Skills

5. Integration with the Safeguarding Provision Map

The PD curriculum is fully mapped to the school's safeguarding schedule, including:

- Termly emotional literacy foci (anger, shame, anxiety, depression, envy, hurt)
- Weekly assemblies
- Tutor-time safeguarding themes
- PREVENT and anti-radicalisation
- E-safety and digital citizenship
- Self-harm awareness
- Consent and healthy relationships
- Gang violence, county lines and exploitation
- Water safety, fire safety and road safety
- NSPCC workshops
- Police School Team sessions
- Sexual health workshops (KS4/5)
- Workshops on domestic violence, honour-based abuse and hate crime

All staff delivering Personal Development, assemblies, tutor time and enrichment activities must, in addition to following the Personal Development Map (see Appendix), follow the sequencing and expectations set out in the Safeguarding Provision Map. This ensures consistent and developmentally appropriate safeguarding education across the school.

6. Integration with PSHE and RSHE

Our PD curriculum includes all statutory RSHE content:

Delivery must be read alongside the school's RSE/RSHE Policy and the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance in force from 1 September 2026.

- Puberty and body changes
- Relationships and healthy boundaries
- Consent and privacy
- Online relationships and safety
- Sexual health (KS4)
- Mental wellbeing
- Drugs, alcohol and substance awareness
- Financial literacy
- Families and parenting
- Physical health and fitness

This is delivered through PSHE lessons, assemblies, tutor sessions and targeted workshops.

7. Integration with CEIAG, Morrisby and Careers

Serenity School Croydon follows a structured CEIAG programme, including:

- Morrisby platform from Year 7
- CEIAG interviews
- Careers fairs
- Guest speakers and employer encounters
- Work experience (where appropriate)
- "Prison Me No Way"
- "Licence to Kill" Road Safety event
- Themed weeks (e.g. multicultural week, enterprise events)
- Skills-building workshops

This supports delivery against the Gatsby Benchmarks and current statutory careers guidance.

8. Tutor Time, Assemblies and Votes for Schools

Tutor time contributes to PD through:

- Weekly safeguarding themes
- Structured discussion of current affairs
- Votes for Schools debates (democracy, SMSC, British Values)

- Wellbeing check-ins
- Short PSHE sessions
- Careers prompts and Morrisby reflections

Assemblies support PD through:

- Safeguarding-focused weekly themes
- SMSC, equality and diversity
- National awareness days (Anti-Bullying Week, Safer Internet Day, Mental Health Week)
- Celebration of achievement and identity
- Spiritual and moral themes

9. Workshops, Enrichment and External Providers

Personal Development is enhanced by a rich programme of external input, including:

- GAV (gangs and violence) workshop
- Schools Police Team talks
- NEET-prevention work
- Sexual health workshops (KS4/5)
- Tender healthy relationships workshops
- "Prison Me No Way"
- Water and road safety sessions
- E-safety workshops
- Multicultural Arts Week
- Residential trips (independence and leadership)
- Food Nation (healthy lifestyles)

These align with the Safeguarding Provision Map.

10. British Values, SMSC and Cultural Capital

British Values

Serenity School Croydon promotes the five British Values across teaching, assemblies, tutor time, Votes for Schools and enrichment. Pupils learn to:

- Participate in democratic processes
- Understand rules, consequences and the importance of law
- Develop respect for themselves and others
- Recognise and challenge discrimination and extremism

- Appreciate diversity of faiths, cultures and identities

SMSC

SMSC is embedded throughout PD, PSHE, RSHE, assemblies and extracurricular provision:

- **Spiritual:** reflection, emotional literacy, identity, diversity
- **Moral:** consent, boundaries, respect, digital ethics, anti-bullying
- **Social:** communication, teamwork, friendships, community involvement
- **Cultural:** multicultural week, arts, beliefs, racism awareness, global citizenship

Cultural Capital

Serenity School Croydon provides experiences that broaden horizons and prepare pupils for life beyond school, including:

- Educational visits
- Safeguarding and PSHE workshops
- Careers events and employer encounters
- Residentials
- Votes for Schools discussions
- Enrichment weeks

Cultural capital is a key driver of aspiration and Preparation for Adulthood.

11. Investor In Me (IIM) and Character Development

Investor In Me (IIM) is a central element of Personal Development and enables pupils to:

- Reflect on themselves as learners
- Set goals and take ownership of their progress
- Build confidence, self-advocacy and independence
- Recognise how personal qualities influence future opportunities
- Celebrate strengths and work on challenges

IIM is embedded within:

- Tutor time routines
- PD and PSHE lessons
- CEIAG and Morrisby sessions
- Assemblies and recognition systems
- Behaviour for Learning approaches

It acts as a unifying framework for Personal Development across the school.

12. Assessment of Personal Development

Assessment draws on:

- PD termly assessment statements
- EHCP PfA-linked outcomes
- IIM progress data
- Attendance, behaviour and safeguarding data
- Pupil voice
- CEIAG and Morrisby records
- Parental feedback
- External workshop evaluations

13. Staff Training and Responsibilities

Staff receive annual and ongoing training in:

- KCSIE Part 1
- Domestic abuse, extremism and exploitation
- Autism & ADHD
- PRICE
- Online safety
- Gangs and county lines
- Emotional abuse, neglect, trafficking and modern slavery
- Safeguarding scenarios and knowledge checks
- DSL-specific training

Senior leaders oversee PD impact through learning walks, planning scrutiny, pupil voice, data evaluation and safeguarding monitoring.

14. Equality, Inclusion and SEND Adaptation

PD is fully adapted through:

- Visual supports, modelling and social stories
- Simplified vocabulary and scaffolded language
- Sensory regulation and therapeutic support
- Attention Autism approaches
- Key-worker guidance
- Small-group teaching

PD is delivered according to each pupil's cognitive, communication and emotional profile.

15. Monitoring and Review

PD implementation is monitored through:

- Safeguarding Provision Map termly review
- Line management of PSHE/PD leads
- Curriculum deep dives
- CEIAG and destinations review
- SLT and DSL oversight
- Proprietary Board visits (PD, SMSC, safeguarding)
- Annual policy review

16. Annual PD Cycle

Personal Development is reviewed through an annual cycle which includes:

- Termly curriculum review and mapping against the Safeguarding Provision Map
- Evaluation of assemblies, tutor time and enrichment programmes
- Review of CEIAG, Morrisby data and destinations evidence
- Analysis of behavioural, pastoral and safeguarding trends
- Feedback from pupils, staff and families
- CPD to address gaps in staff confidence or curriculum knowledge
- Annual update of the PD Policy, schemes of learning and curriculum map

This cycle ensures continuous improvement and alignment with statutory requirements and best practice.

Serenity School Croydon Personal Development Map

	Area	Formal KS4	Formal KS3	Semi-Formal	Nurture
AUTUMN 1: *Emotional & Physical Wellbeing*	Physical Development	Healthy lifestyle – balanced diet; mental health resilience	Balanced diet and my food choices	Eating a well-balanced meal	Eating my vegetables
	Leisure & Choices	Peer pressure and gangs; substance misuse incl. digital addictions	Peer pressure and being assertive	Making the right choices	I can share
	Community & Environment	Positive relationships; respect	Positive relationships; respect	My friends and me	I am a good friend
	Vocational Learning	Qualities and skills for a job	Qualities and skills for a job	Jobs I like and why	I can tidy up
	Functional Skills	Communication skills	How I communicate with others	Respecting others	I can say please and thank you
	Personal Skills	Healthy relationships: boundaries & consent	Communicating my feelings	Communicating my feelings	I can say my name
	Living Skills	Recycling – what happens to our rubbish?	Recycling – importance of our planet	Recycling – what happens to plastic?	I can use the correct bin
AUTUMN 2 – Growing, Friendships, Safety & Aspirations	Physical Development	Changing and growing – body parts, public/private	What to expect during puberty	How my body changes as I grow	Identifying body parts
	Leisure & Choices	Mental health – identifying worries	Understanding the impact of social media	Who can I talk to if anxious?	Stranger danger
	Community & Environment	Anti-bullying and resilience	How bullying affects us	Who can I talk to if worried about a friend?	Being a good friend
	Vocational Learning	Future aspirations	The world I live in – jobs people do	The jobs I like	Build independence

	Functional Skills	Tolerance and patience	Working well with others	Understanding roles within a group	Being kind
	Personal Skills	Building and maintaining friendships	What makes me a good friend	What my friends like about me	Sharing and taking turns
	Living Skills	Self-care & support: feelings, self-harm, loneliness	Zones of Regulation – identifying feelings	Matching feelings to correct zone	Identifying colours; Zones of Regulation
SPRING 1 – Digital Awareness, Behaviour, Money & Safety	Physical Development	Benefits of exercise & physical fitness	Importance of regular exercise	Sports I enjoy	Playing games with friends
	Leisure & Choices	Sex and the law	Online safety	Being safe online	Keeping hands to yourself
	Community & Environment	Voice, behaviour motivation	Impact of my behaviour; past/present	Feeling welcome and valued	Making friends in school
	Vocational Learning	Essential vs luxury items	Needs vs wants	Using before/after in sentences	Now and next
	Functional Skills	Budgeting, risky behaviours	Budgeting and saving	Spending money in shops/online	Money sorting
	Personal Skills	Psychology of social media	Managing feelings positively	Managing my triggers	Road safety – stop, look, listen
	Living Skills	AI & future careers	Digital communication	Why saving money matters	Keeping clean
SPRING 2 – Substances,	Physical Development	Substance misuse & addiction dangers	Drug awareness	Are all drugs bad?	The choices I make

Rights, Community, Coping	**Leisure & Choices**	Unhealthy coping strategies	Managing peer influence	Making healthy choices	Healthy or unhealthy friends
	Community & Environment	Rights & responsibilities	Being part of my community	Knowing my rights	Seasons of the year
	Vocational Learning	Gender stereotypes in workforce	Unfair working practices	Rights in the workplace	Jobs adults do
	Functional Skills	Opportunities & interests	Hobbies, opportunities, interests	What are my hobbies?	Things I like to do
	Personal Skills	Self-harm safety & support	Self-harm dangers	Internet safety	Taking care of ourselves
	Living Skills	Digital communication safety	Online interaction	Coping strategies – stress	Who can help me?
SUMMER 1 – Change, Family, Global Citizenship & First Aid	**Physical Development**	Managing change, grief & bereavement	Coping with loss	When someone dies	Understanding change
	Leisure & Choices	Parenting skills; family types	Healthy relationships	Exploring family life	My family and me
	Community & Environment	Living with climate change	Our changing world	The world around me	Planting seeds
	Vocational Learning	First Aid – St John's scheme	First Aid – St John's scheme	Intro to First Aid	Health and wellness
	Functional Skills	Coping with academic stress	Understanding worry	Worries and stress	My feelings
	Personal Skills	Achieving realistic goals	Hopes, dreams, disappointment	Overcoming challenges	Setting goals
	Living Skills	Celebrating difference	Celebrating difference	It's good to be different	Happy to be me

SUMMER 2 – Identity, Citizenship, Aspirations & Role Models	**Physical Development**	Identifying talents	Recognising my talents	Things I am good at	What I like to do
	Leisure & Choices	Being a good citizen	Citizenship	Responsibilities to others	Looking after each other
	Community & Environment	Racism & cultural challenge	Racism & cultural challenges	Why racism is bad	We are all different
	Vocational Learning	Contraception; next steps; WEX	STIs; career paths	What I want in the future; career pathways	My changing body
	Functional Skills	Role models & influences	Role models	Role models	My dreams for the future
	Personal Skills	Character Passport (IIM)	Independence, transition	Increasing independence	Increasing independence
	Living Skills	Transition planning	Future planning	People who inspire me	People I admire

Note: *The map above sets out the core progression used across the three pathways.*

For children in Reception/EYFS, the themes are introduced through developmentally appropriate experiences within the EYFS curriculum, with particular emphasis on PSED, communication, physical development, self-care, safety, relationships and understanding the world.

For Formal pupils in Key Stages 1 and 2, the themes are introduced in an age-appropriate form and progressively developed towards the Key Stage 3 content shown.

For pupils in Key Stage 5/Post-16, the Formal KS4 themes are adapted and extended to reflect Preparation for Adulthood, employment, independent living, relationships, health and community participation.