



LEICESTER THERAPEUTIC SCHOOL

BUILDING FOUNDATIONS THROUGH NURTURE AND MINDSET

Personal Development Policy

Policy Owner	Leicester Therapeutic School
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Safeguarding at Leicester Therapeutic School

At Leicester Therapeutic School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility, and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual, and emotional abuse, neglect, and bullying. Leicester Therapeutic School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness, or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Leicester Therapeutic School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Leicester Therapeutic School

At Leicester Therapeutic School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, an adapted curriculum, and a strong focus on developing pupils' personal, social, and emotional development. The special educational needs and disabilities of all pupils at Leicester Therapeutic School is carefully considered and a central theme in through all school policies. For more information, please read the school's SEND Information Report.

1. Personal Development Rationale

Leicester Therapeutic School is committed to an inclusive child centered approach to personal development, ensuring all pupils receive a multitude of opportunities to develop beyond academic, technical, or vocational. This policy outlines the approach Leicester Therapeutic School takes in relation to the personal, social, and emotional development of pupils. It includes our approach to how we implement and promote British Values and Spiritual, Moral, Social and Cultural aspects of school life. Leicester Therapeutic School places as much importance on the personal development of pupils as it does their academic progress. This Personal Development policy aims to identify how Leicester Therapeutic School supports pupils to develop in many diverse aspects of life and how the leaders of the school implement this across the curriculum, thus ensuring all pupils have access and opportunities to an outstanding personal development programme. Leicester Therapeutic School believes that Personal Development is crucial to ensure our pupils can progress to the next stage of education, preparation for their adult lives and how to engage with society. This policy will highlight our clear intentions across the whole school and the diverse methods of implementation from all members of the staff team. We have designed Personal Development programme to be fully inclusive, allowing our pupils access to a broad and balanced range of subjects, enriched by learning activities that nurture personal development and pupil character. We actively promote pupils' spiritual, moral, social, and cultural development by providing experiences that stretch beyond the classroom walls in which pupils' interests and talents are nurtured. This is essential for our pupils to ensure they are equipped to manage their attitudes and behaviours in new or challenging environments. All pupils at Leicester Therapeutic School have an EHCP and these are taken into careful consideration to ensure the intentions for personal development are tailored to the pupils' needs. In order to meet the needs of all our SEND learners Personal Development plays as an important role as the academic education offered, therefore Personal Development is embedded in every area of Leicester Therapeutic School. The impact of our Personal Development aims to provide pupils at Leicester Therapeutic School with the strategies and skills ready to actively participate in society.

2. Personal development Intentions & Implementation strategy

Personal development Intent

Personal Development intentions are:

- To promote the extensive personal development of pupils. To ensure pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- To safeguard and promote the welfare of all pupils at Leicester Therapeutic School.
- To provide opportunities for all pupils to develop their character so they become more resilient and independent in learning and persevere and learn to respect others and make a positive contribution to school and the wider community.
- To provide rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities.
- To promote equality of opportunity and diversity effectively. To help, pupils understand, appreciate and respect difference in the world and its people, including cultural, religious, ethnic, and socio-economic communities.

- Pupils engage with views, beliefs and opinions that are different from their own in considered ways.
- To provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.
- Pupils know how to discuss and debate issues and ideas in a considered way.
- To ensure our curriculum extends beyond the academic, vocational, or technical and provides for pupils' broader development.
- Pupils know how to eat healthily, maintain an active lifestyle, and keep physically and mentally healthy.
- Pupils have an age-appropriate understanding of healthy relationships.
- To provide a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.
- Prepare pupils for future success in education.
- To provide good quality, meaningful opportunities for pupils to encounter the world of work.

Personal development Implementation

How will these intentions be implemented?

- Curriculum planning and schemes of work detailing personal development within the subject areas and schemes of work.
- A structured Personal Development curriculum, in which pupils have the opportunity to experience a wide range of extra-curricular activities aimed at developing talents and interests.
- Weekly themes across topics such as radicalisation and e-safety to ensure pupils are aware of how and where to seek help.
- Use of P.E/Sport, outdoor education, and science to develop safety of all pupils through using practical and technical equipment.
- Pupils' will be exposed to a range of external visitors, aimed at expanding their awareness of the wider world, career opportunities and different faiths and cultures.
- Opportunities to work collaboratively, develop tolerance of others, turn taking, sharing and listening respectfully to the views of others.
- A PSHE curriculum that provides age-related topics, focused on the Living in the Wider World, Health, Well-being, and Relationships.
- A social safety curriculum that provides guidance and practical activities to keep children safe in the community
- A mindfulness and Zones of regulation curriculum that focus being in the moment and regulation children's emotions.
- A wide range of yearly trips, exposing pupils to different experiences, environments, and places.
- Establishing a junior leadership team in which pupil members act on behalf on their peers and actively contribute to the school's ongoing development.
- Weekly themes focusing on key dates on the calendar and key areas of personal development.
- Personal development afternoon, which is a chance to focus on an activity that enhances their personal growth, esteem and confidence
- Assembly, 'weekly theme' and a celebration Assembly on Friday to recognise achievements. Provide opportunities for pupils to learn and value the public services in our society such as the Police, Fire Service, RNLI and NHS through visits to the school and discussion-based activities.

3. British Values at Leicester Therapeutic School

British Values Intent

British Values intentions are:

- To prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- To promote tolerance and respect for all cultures, faiths and lifestyles.
- Empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.
- Ensure that pupils are given a 'voice' to communicate.
- Support pupils in learning how to manage behaviours and take responsibility for their actions. Ensuring respect of civil and criminal law in England.
- Supporting pupils to make decisions and choices that are acceptable to the school community and society at large.
- Supporting each pupil to develop their self-confidence and independence, to enable them to become good and valued citizens.
- To support and develop individual responsibility so that pupils understand with certain roles comes a level of responsibility.
- To develop pupils knowledge and respect of institutions and public services in England and the local area.
- Promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs.
- To facilitate and create opportunities to be part of the community.
- To ensure each person is respected and valued equally without regard to ability, gender, faith, heritage, or race.

British Values Implementation

How will these intentions be implemented?

- Curriculum planning and schemes of work detailing personal development within the subject areas.
- PSHE curriculum – Is wide and diverse covering a variety of topics including, Family Values, Democracy, Tolerance, British Culture, British Values, Individual Liberty, Local and Wider British Community, LGBTQ+ and Stereotyping.
- A PHSE curriculum and themed assemblies which actively promote acceptance of the protected characteristics as set out in the Equalities Act 2010.
- A structured Personal Development curriculum, in which pupils have the opportunity to experience a wide range of extra-curricular activities aimed at developing talents and interests.
- Through the junior leadership team and as individuals we involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school

community and society at large. This aids the development of Democracy and understanding within Leicester Therapeutic School.

- Student Code of Conduct encourages our pupils to distinguish right from wrong and to respect their peers and staff alike.
- Empower our pupils by giving them opportunities to make choices about the things that they believe to be important such as the Personal Development afternoon.
- Every subject plan opportunity for pupils to experience personal development through, British values through personal develop strategies.
- Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong, including external visitors from the emergency services.
- Providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.
- Adherence to the code of conduct for the respected subject area.
- Pupils have the opportunity to work with a range of people and interactions with others are always positively promoted on personalised basis for each individual. This may include working with students from other schools, coaches, theatre groups etc.
- Pupils and staff will be supporting others by participating in charitable events such as the Red Nose Day and Children in Need.
- By providing a consistent and predictable environment within the school and beyond. This type of environment enables pupils to feel safe, secure, and valued.
- Pupils are encouraged to make decisions and choices, for example choosing their own methods to calculate a problem, choosing their own activities (PD afternoons).

4. Social, Moral, Spiritual and Cultural development at Leicester Therapeutic School

Social, Moral, Spiritual and Cultural development Intent

SMSC intentions are:

- To recognise and celebrate the rich diversity of our community and actively seek opportunities to promote the spiritual, moral, social, and cultural development of our pupils both within the curriculum and through extracurricular activities.
- To ensure pupils' spiritual, moral, social, and cultural development is of a high quality.
- To develop pupils understanding, appreciate and respect difference in the world and its people, including cultural, religious, ethnic, and socioeconomic communities.
- Developing opportunities for pupils to reflect on their beliefs, encouraging pupils to become self-aware, self-confident, and curious about others' beliefs.
- To develop pupils to be empathetic of the views and beliefs of others.
- Support Pupils are able to reflect on their own experiences.
- Supporting pupils to develop a great self-esteem.
- Supporting pupils to have a clear understanding and appreciation of the range of different cultures within the school and wider community as an essential element of their preparation for life in modern Britain.
- Supporting pupils in participating in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

- Encourage pupils to maintain and develop relationships within the school, working successfully with other pupils and adults in the school community both in lessons and beyond the classroom.

Social, Moral, Spiritual and Cultural development Implementation

How will these intentions be implemented?

- Increasing engagement, enjoyment in learning whilst building confidence and self-esteem through a structured Personal Development curriculum, in which pupils have the opportunity to experience a wide range of extra additional-curricular activities aimed at developing talents and interests.
- PSHE curriculum – covers a range of SMSC areas as schemes of work including evidenced through the PSHE curriculum map and schemes of learning.
- Through Celebration days pupils’ will study different religions including Hinduism, Islam, Sikhism, Buddhism and Judaism.
- Every subject plan opportunity for pupils to experience SMSC through personal development planning.
- Pupils’ will be exposed to a range of external visitors, aimed at expanding their awareness of the wider world, different faiths, and cultures. Visits to local places of worship, across the school year.
- The education provision enables pupils to feel safe, secure, and respected in discussing their own experiences or beliefs and to appreciate the beliefs of others.
- Providing a safe space, this can be morning activities or in subject lessons, for weekly support, discussions where pupils discuss a topical issue and improve understanding of the range of views related to local, national, and global issues.
- Assembly themes to address and promote the school’s values, reflecting multi-faith Britain and the spiritual aspect of quiet and reflection. Assemblies are also used as moments to celebrate pupil achievement and discussion to matters such as Anti Bullying and protected characteristics.
- Educational enrichment trips, creative partnerships and visiting speakers provide enriching experiences, which may promote a sense of awe and fascination about the world.
- Displays of pupil work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual.
- Community links with key partners such as Community Police Officers, local charities, churches, and other religious organisations. Visits to or visitors, through planning across the subject areas.
- Providing experiences of workplaces, personal guidance and encounters with employers and employees. Supporting our pupils to be ready for the next stage of education/employment.

5. Weekly Themes

Celebration events

Time of year	Autumn 1	Autumn 2	Autumn 2	Spring	Spring	Spring	Spring	Summer 1
Celebration	Harvest Festival	Diwali and Bandi Chhor Divas	Christmas	Holi	Eid al-Fitr	Easter	Vaisakhi	Eid al-Adha.
Specific date	End Sept/Oct TBC	Between October and November TBC	25 th December	Between End Feb/end March TBC	March 2026 TBC	Between 22 nd March-25 th April TBC	13 th or 14 th April	May 2026 TBC
Faith	Christianity	Hinduism and Sikhism	Christianity	Hinduism	Islam	Christianity	Sikhism	Islam
Activities	*Food bank collection *Harvest story *Harvest Crafts	*Diwali Story * Bandi Chhor Divas *Dancing *Traditional food tasting *Arts and crafts	*Christmas card *Christmas baking *Christmas crafts (ch vote) *Nativity story	*Colour Run *Dancing *singing *Story behind Holi	*Story *Cards Arts and crafts *Traditional food tasting	*Easter Story *Easter crafts *Easter cards	*Vaisakhi story *Dancing *Traditional food tasting *Crafts	*Story *Arts and crafts *Traditional baking
Links to British Values:	-Mutual Respect and Tolerance. -Individual Liberty.	-Mutual Respect and Tolerance. -Individual Liberty. -Rule of law	-Mutual Respect and Tolerance. -Rule of law -Democracy	-Mutual Respect and Tolerance.	-Mutual Respect and Tolerance. -Individual Liberty.	-Mutual Respect and Tolerance. -Individual Liberty.	-Mutual Respect and Tolerance. -Individual Liberty.	-Mutual Respect and Tolerance. -Individual Liberty.

- On celebration days children will be invited to dress in Traditional clothes/Party wear.
- Stories will be differentiated to the level of understanding of the children to make them accessible for all.
- Teachers will ensure that they plan different activities each year to ensure the children do not repeat activities and use/learn new skills.

- If we have any children at LTS of a different faith or religion to any of the above then we will ensure we add an additional celebration day to include their faith.

Time of year	Autumn 1	Autumn 2	Autumn 2	Spring	Spring	Spring	Spring	Summer 1
Celebration	Grandparents Day	Halloween	Bonfire night	Express Yourself Day (Children's Mental health Week)	Chinese New Year	Neuro-Diversity Week	Mother's Day	Father's Day
Specific date	1 st Sunday in October	31 st October	November 5th	February TBC	Between End Feb/end March TBC	17 th -23 rd March 2026	4 th Sunday in lent	3 rd Sunday in June
Activities	*Grandparents invited into school *Cards *Various craft activities	*Being safe at Halloween (assembly only)	*Firework safety *Story of Guy Fawkes *Arts and Crafts	*Various arts and crafts *Learning about children's mental health *Children can wear whatever they like to school	*Traditions on Chinese new year *Chinese new year story *Arts and crafts *Traditional food tasting	*Whole week of learning about Neuro-Divergence (See separate plans)	*Mother's invited into school *Cards *Various arts and crafts	*Father's invited into school *Cards *Various arts and crafts
Links to British Values:	-Mutual Respect and Tolerance. -Individual Liberty.	-Rule of Law -Mutual respect	-Rule of Law -Mutual Respect and Tolerance. -Individual Liberty. -Democracy	-Mutual Respect and Tolerance. -Individual Liberty.	-Mutual Respect and Tolerance. -Individual Liberty.	-Mutual Respect and Tolerance. -Individual Liberty.	-Mutual Respect and Tolerance. -Individual Liberty.	-Mutual Respect and Tolerance. -Individual Liberty.

6. Personal development curriculum

Each week, pupils are given the opportunity to take part in enrichment activities that promote 'soft skills' focusing on improving pupils' social and emotional development. It also acts to provide pupils with the opportunity to experience a range of extra-curricular activities which enrich learning. Our school ethos is to place the same amount of importance of pupil's social and emotional development as their academic progress. We believe that these two fundamental aspects of a child's school experience need to be supported as much as the other for our pupils to thrive. Every pupil will have the opportunity to take part in a range of weekly activities aim at promoting personal development.

7. Personal development impact

The impact of our personal development curriculum will be measured through a wide range of holistic approaches. Each pupil will have be assessed against our Pieces assessment for personal and social development as part of their baseline assessment when they start at the school. This will be an indication of a pupils social and emotional development. These will then be assessed once a half term after this. Pupils' progress towards their EHCP targets will be measured through weekly, short term and classroom friendly targets. These will be tracked daily and reviewed on a termly basis using a pupil's Individual Education Plan (IEP). These will also be shared with parents and pupils regularly. They will also form part our annual reporting cycle and during annual reviews of their EHCPs.