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**Keats Engineering and Education Ltd in Partnership with Ponterfract Collieries FC:
Personal Development (PSHE) Policy**

Document Type	Revision No	Date Created	Renewal date	Approved By
Policy	001	13.07.26	13.07.27	T.Wiles

Positional Statement

At Keats, we believe that successful adulthood requires more than academic achievement or vocational competence.

Our learners deserve a curriculum that equips them with the knowledge, skills, confidence and resilience needed to live safe, healthy, independent and fulfilling lives.

Many young people attending Keats have experienced barriers to learning, disrupted educational journeys, social and emotional challenges or difficulties accessing traditional educational environments. As a result, Personal Development is not viewed as an additional aspect of the curriculum but as a fundamental entitlement for every learner.

The Personal Development Curriculum is designed to prepare learners aged 16–19 for adulthood by developing their understanding of wellbeing, relationships, safeguarding, independence, employability and community participation.

Through carefully planned learning experiences, vocational opportunities, community engagement and Preparation for Adulthood activities, learners are supported to become confident individuals who can make informed decisions, build positive relationships, contribute to society and access meaningful future destinations.

Our curriculum reflects the needs of learners with Special Educational Needs and Disabilities (SEND), Education, Health and Care Plans (EHCPs), Autism Spectrum Conditions (ASC) and Social, Emotional and Mental Health (SEMH) needs. It is ambitious, inclusive and rooted in the belief that every learner can succeed when provided with the right support, opportunities and expectations.

At Keats, Personal Development is not simply something we teach.

It is something we actively develop through every lesson, every relationship and every opportunity we provide.

1. Purpose of the Policy

This policy outlines the aims, principles, delivery and monitoring of Personal Development at Keats.

The policy supports the provision's commitment to:

- Preparation for Adulthood
- Learner wellbeing
- Safeguarding
- Equality and inclusion
- Employability
- Positive destinations

- Community participation

The policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equality Policy
- Careers Education Policy
- Curriculum Handbook
- SEND Policy

2. Policy Aims

The Personal Development Curriculum aims to enable learners to:

Be Safe

- Recognise and manage risk.
- Stay safe online and offline.
- Understand safeguarding issues.
- Develop confidence to seek support.

Be Connected

- Build healthy relationships.
- Communicate effectively.
- Respect diversity and difference.
- Participate positively within communities.

Be Well

- Develop emotional resilience.
- Understand physical and mental wellbeing.
- Access support services appropriately.
- Make informed lifestyle choices.

Be Independent

- Develop practical life skills.

- Manage personal finances.
- Access services confidently.
- Prepare for independent living.

Be Work Ready

- Develop employability skills.
- Understand workplace expectations.
- Explore future pathways.
- Prepare for employment, education or training.

3. Curriculum Intent

The curriculum is designed to prepare learners for successful adult lives.

It is rooted in the four nationally recognised Preparation for Adulthood outcomes:

1. Good Health
2. Independent Living
3. Friends, Relationships and Community
4. Employment

The curriculum reflects the specific needs of learners attending Keats and provides ambitious opportunities for personal growth and development.

4. Curriculum Structure

The curriculum is organised around five strands:

Strand	Focus
SAFE	Personal safety, safeguarding and risk awareness
CONNECTED	Relationships, communication and community
WELL	Physical and emotional wellbeing
INDEPENDENT	Life skills and independence

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WORK READY	Employability and future pathways
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The curriculum is delivered through a two-year rolling programme to ensure that all learners access the full entitlement regardless of their point of entry.

5. Statutory Compliance

The curriculum provides planned coverage of:

RSHE	Health Education	Safeguarding	Online Safety	Prevent Duty
British Values	Equality Act 2010	SMSC	Careers Education	PfA

Curriculum content is reviewed annually to ensure continued compliance with statutory requirements and local priorities.

6. Teaching and Learning

Personal Development lessons are designed to be:

- Inclusive
- Relevant
- Engaging
- Discussion-based
- Trauma-informed
- Learner-centred

Teaching approaches may include:

- Discussion
- Role play
- Case studies
- Problem-solving activities
- Reflection tasks

- Scenario-based learning
- Practical activities

Staff create safe learning environments where learners feel respected and able to contribute.

7. Assessment

Assessment focuses upon learners' ability to:

- Know
- Understand
- Apply
- Transfer

learning into real-life situations.

Evidence may be gathered through:

- Discussion
- Reflection
- Observation
- Student voice
- Practical activities
- Preparation for Adulthood evidence
- EHCP review contributions

Assessment is formative and supports learner growth rather than formal grading.

8. Preparation for Adulthood

Preparation for Adulthood is the central purpose of the curriculum.

Learning is explicitly linked to:

Good Health	Independent Living
Friends, Relationships and Community	Employment

The curriculum contributes directly to learner aspirations, EHCP outcomes and positive destination planning.

9. Safeguarding Through the Curriculum

Safeguarding is embedded throughout the curriculum.

Learners receive education relating to:

- Personal safety
- Online safety
- Consent
- Healthy relationships
- Exploitation
- County lines
- Knife crime
- Radicalisation
- Substance misuse
- Community safety

The curriculum supports learners to recognise risk and seek support appropriately.

10. Equality, Diversity and Inclusion

Keats is committed to promoting equality, diversity and inclusion.

The curriculum actively encourages:

- Respect for others
- Understanding of diversity
- Challenge to discrimination
- Inclusive participation
- Positive relationships

All learners are entitled to access an ambitious and inclusive curriculum regardless of need, background or protected characteristic.

11. Roles and Responsibilities

Leadership Team

Leaders are responsible for:

- Curriculum oversight
- Monitoring implementation
- Ensuring statutory compliance
- Supporting staff development
- Evaluating impact

Teaching Staff

Teaching staff are responsible for:

- Delivering the curriculum effectively
- Creating safe learning environments
- Monitoring learner progress
- Identifying safeguarding concerns
- Contributing to curriculum development

Learners

Learners are expected to:

- Participate positively
- Respect others
- Engage with learning
- Contribute to discussions appropriately

12. Monitoring and Evaluation

The effectiveness of the curriculum is monitored through:

- Learning walks
- Student voice
- Assessment evidence

- EHCP reviews
- Curriculum reviews
- Destination information
- Safeguarding information

The curriculum is reviewed annually to ensure it remains ambitious, relevant and effective.

13. Impact

The curriculum is successful when learners:

- Feel safe.
- Develop healthy relationships.
- Improve emotional wellbeing.
- Demonstrate increasing independence.
- Develop employability skills.
- Progress towards positive destinations.

The ultimate measure of success is the extent to which learners leave Keats better prepared for adulthood than when they arrived.

Policy Review

This policy will be reviewed annually to ensure it remains compliant with statutory guidance and continues to reflect the needs of learners attending Keats. For further information, or to discuss any concerns regarding this, or any of our other policies and procedures, please contact: t.wiles@keats.com

Addendum

Each process outlined in this policy has a named lead contact responsible for its implementation and oversight. In the event that the named contact is unavailable, responsibility will be delegated to an appropriate member of the Senior Leadership Team (SLT) and/or the Site Manager, ensuring that the process can continue to be managed effectively without interruption.