

Engage Academy

Personal Development Policy *(Incorporating PSHE)*

September 2026

1	Summary	Personal Development Policy (Incorporating PHSE)			
2	Responsible person	Gemma Harvey			
3	Accountable ELT member	Alison Ward			
4	Applies to	All Engage Academy			
5	Trustees and/or individuals who have overseen development of this policy	Gemma Harvey			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Alison Ward			
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Date	Version	Action	Summary of changes

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1. Vision and Ethos

Our Vision

At Engage Academy we believe that every child deserves an education that prepares them not only for academic success but for a happy, healthy and fulfilling life.

Our curriculum is underpinned by the belief that personal development is the heart of learning. Academic success, emotional wellbeing and positive relationships are inseparable. Children learn best when they feel safe, valued, understood and successful.

Our vision of Nurturing Inclusive Learning Communities reflects our commitment to developing confident, resilient, compassionate and aspirational young people who are prepared for the next stage of education and later life.

Personal Development is therefore not viewed as a discrete subject but as the golden thread that runs through every aspect of school life. It shapes our curriculum design, classroom practice, enrichment opportunities, relationships and wider school culture.

Every interaction with a pupil is viewed as an opportunity to develop character, resilience, independence and wellbeing.

Our Philosophy

At Engage Academy we recognise that many of our pupils have experienced barriers to learning arising from social, emotional or mental health needs, disrupted educational experiences or additional learning needs.

For these children, learning begins with belonging.

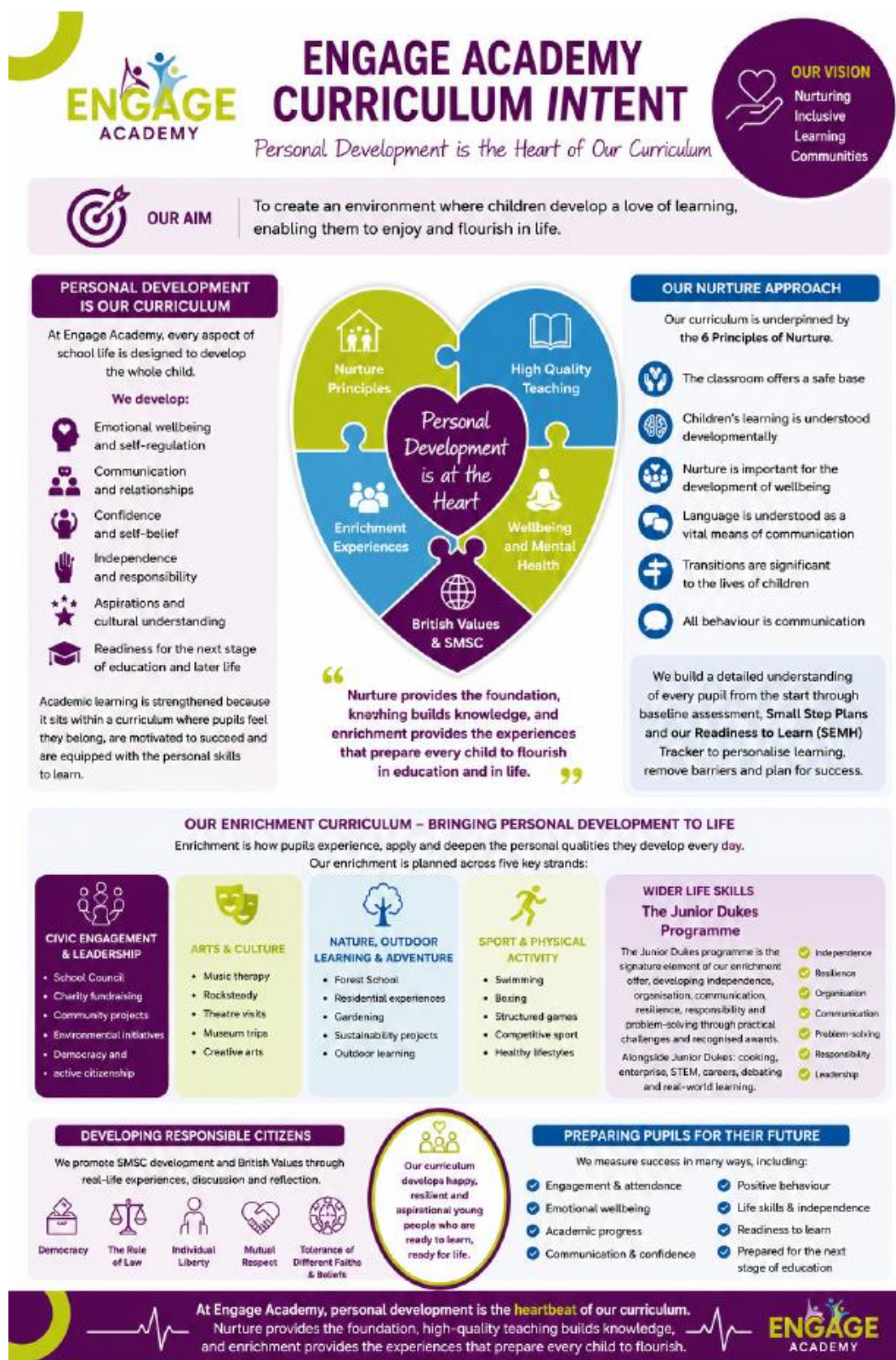
Our curriculum is intentionally nurture-based, recognising that secure relationships, emotional regulation and positive wellbeing are essential foundations upon which academic learning can flourish.

Through Quality First Teaching, therapeutic approaches, carefully planned enrichment and a culture built upon mutual respect and high expectations, we support every pupil to become:

- emotionally literate
- resilient
- independent
- respectful
- ambitious
- socially responsible
- prepared for the future.

Figure 1 – Personal Development at the Heart of our Curriculum

The infographic below illustrates how Personal Development sits at the heart of the Engage Academy curriculum. It demonstrates the relationship between our nurture-based philosophy, high-quality teaching, wellbeing, enrichment and preparation for the next stage of education and later life. The following sections of this policy explain each element in greater detail.



2. Curriculum Intent

At Engage Academy, Personal Development is the organising principle of our curriculum.

Our intent is to develop the whole child by providing a curriculum that equips pupils with the knowledge, skills, attitudes and experiences required to become healthy, safe, confident and responsible citizens.

We aim to ensure that every pupil:

- develops positive mental health and emotional wellbeing
- understands themselves and their emotions
- builds healthy, respectful relationships
- develops resilience and confidence
- learns to make informed choices
- understands how to stay safe in an increasingly complex world
- values diversity and inclusion
- develops independence and responsibility
- acquires the life skills needed for adulthood
- becomes an active and positive member of their community.

Academic learning is strengthened because it is delivered within a curriculum where pupils feel that they belong, are motivated to learn and possess the personal skills required to engage successfully.

Our curriculum reflects national expectations for Personal, Social, Health and Economic Education while being carefully adapted to meet the individual needs of pupils attending Engage Academy.

Curriculum Drivers

Our Personal Development curriculum is driven by five key principles.

Nurture - Relationships provide the foundation for learning.

Wellbeing - Positive mental health enables pupils to engage, achieve and flourish.

Independence - Children develop the confidence and life skills needed for increasing independence.

Belonging - Every child feels valued, respected and included within the school community.

Preparation for the Future - Children leave Engage Academy ready for the next stage of education with the confidence, resilience and practical life skills needed for later life.

3. Personal Development at Engage Academy

Personal Development is delivered through a carefully planned combination of curriculum teaching, enrichment and everyday school life.

Rather than existing as separate initiatives, these elements work together to provide a coherent curriculum that develops pupils academically, socially, emotionally and morally.

Our Personal Development curriculum includes:

- PSHE
- myHappymind
- myHappymind Plus
- Relationships Education (delivered in accordance with the Ethos Academy Trust RSE Policy)

- Health Education
- Spiritual, Moral, Social and Cultural (SMSC) development
- British Values
- Online Safety
- Safeguarding education
- Careers learning
- Junior Dukes
- Forest School
- Outdoor learning
- Educational visits
- Music therapy
- Pupil leadership opportunities
- Community engagement
- Enterprise activities.

Every member of staff contributes to Personal Development through positive relationships, high expectations and consistent modelling of the academy's values.

A Nurture-Based Curriculum

Our curriculum is underpinned by the Six Principles of Nurture.

These principles recognise that:

- learning is understood developmentally;
- the classroom offers a safe base;
- nurture supports wellbeing;
- language is fundamental to learning;
- transitions are significant;
- behaviour is communication.

These principles shape planning, classroom practice, behaviour support and relationships throughout the academy.

Understanding Every Child

Every pupil's journey begins with developing a detailed understanding of their strengths, interests and individual needs.

Within the first weeks of placement, staff use:

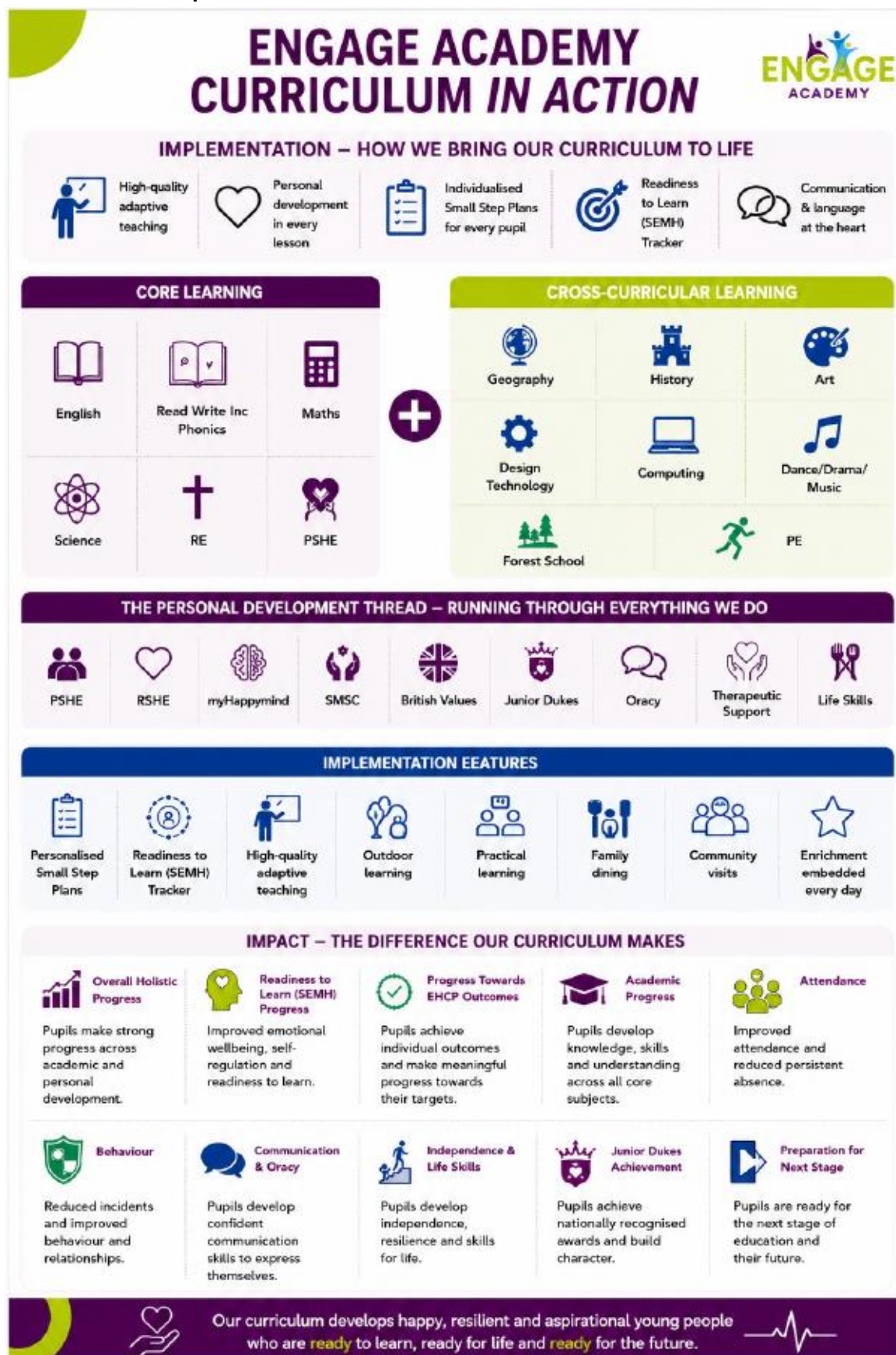
- baseline assessments;
- Small Step Plans;
- the Readiness to Learn (SEMH) Tracker;
- pupil voice;
- family discussions;
- professional reports

to identify barriers to learning and plan appropriate support.

This enables staff to personalise learning, remove barriers and provide meaningful opportunities for every pupil to succeed.

4. Curriculum Implementation

Figure 1 – Personal Development at the Heart of our Curriculum



Personal Development is delivered through both explicit teaching and the wider life of the academy. Children experience Personal Development through:

- **Quality First Teaching** - Every lesson promotes communication, resilience, independence and positive relationships.
- **Weekly PSHE Lessons** - Structured learning develops pupils' understanding of themselves, others and the wider world.
- **myHappyMind** - Evidence-informed learning develops emotional literacy, self-awareness and mental wellbeing.
- **Enrichment** - Children participate in carefully planned experiences that broaden horizons, build cultural capital and develop life skills.
- **Junior Dukes** - Progressive practical challenges enable pupils to develop confidence, organisation, resilience, communication, leadership and independence.
- **Daily Routines** - Opportunities for reflection, restorative conversations, celebration and pupil leadership reinforce learning throughout the school day.
- **Community Learning** - Visits, visitors and real-life experiences allow pupils to apply their learning in meaningful contexts.

Together these elements ensure Personal Development is embedded across the curriculum rather than being confined to discrete lessons.

Health Education

Health Education is delivered through discrete PSHE lessons, myHappyMind Plus, Science, Physical Education, enrichment opportunities and wider curriculum experiences.

The curriculum enables pupils to develop the knowledge and understanding needed to make informed choices about their physical, emotional and mental wellbeing.

Learning includes:

- physical health and healthy lifestyles;
- healthy eating and nutrition;
- physical activity and exercise;
- sleep and healthy routines;
- oral health and personal hygiene;
- medicines and keeping safe around substances;
- mental wellbeing and emotional health;
- recognising emotions and developing resilience;
- healthy habits and self-care.

Statutory teaching relating to puberty and Relationships Education is delivered in accordance with the Ethos Academy Trust Relationships and Sex Education Policy.

5. myHappymind and myHappymind Plus

Engage Academy uses the evidence-informed myHappymind programme as the foundation of its wellbeing curriculum.

The programme supports pupils to understand how their brains work, recognise emotions, develop resilience and build positive relationships. It provides a common language for discussing wellbeing across the academy and at home, enabling staff, pupils and families to work together to support emotional development.

The core programme is organised around five interconnected modules:

Meet Your Brain - Pupils learn about how the brain functions, the role of the prefrontal cortex and amygdala, and how understanding these processes helps them regulate emotions and make positive choices.

Celebrate - Children develop self-esteem, recognise their unique strengths and appreciate the qualities that make themselves and others special.

Appreciate - Pupils explore gratitude, mindfulness and positive thinking, developing strategies that support emotional wellbeing and resilience.

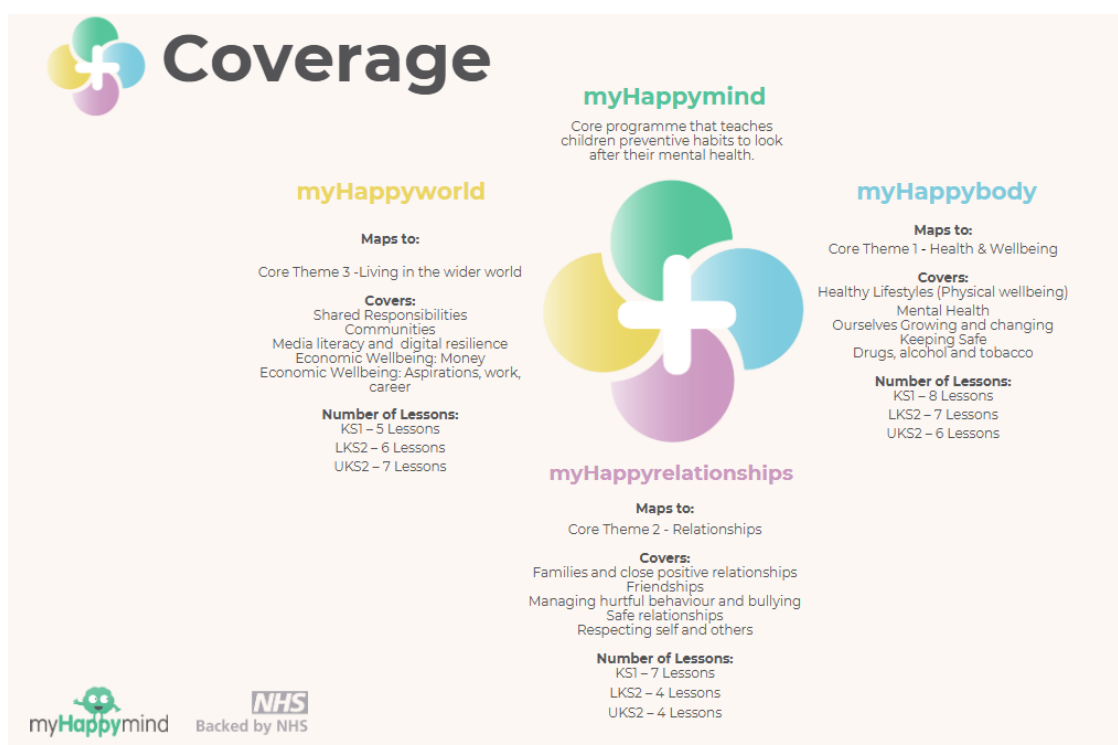
Relate - Children learn how to build healthy friendships, resolve conflict respectfully, show empathy and communicate effectively.

Engage - Pupils develop perseverance, motivation, goal setting and a growth mindset, enabling them to embrace challenge and become resilient learners.

myHappymind Plus

The academy extends this provision through myHappymind Plus, ensuring comprehensive coverage of statutory Personal, Social, Health and Economic Education alongside wider Personal Development.

The programme is organised into three curriculum strands as shown below:



Together, myHappymind and myHappymind Plus provide a progressive framework that underpins emotional wellbeing, character education and personal development across the academy. They are complemented by wider curriculum experiences, including enrichment, Junior Dukes, Forest School and community learning, ensuring pupils have regular opportunities to apply and deepen their learning in authentic contexts.

Relationships and Sex Education (RSE) is delivered in accordance with the Ethos Academy Trust Relationships and Sex Education Policy, which sets out statutory curriculum requirements, parental rights, governance and implementation arrangements. This policy should therefore be read alongside the Trust RSE Policy rather than duplicating its content.

6. Enrichment and the Junior Dukes Programme

Enrichment – Bringing Personal Development to Life

At Engage Academy, enrichment is not an additional offer; it is an integral part of our Personal Development curriculum. It provides pupils with meaningful opportunities to apply the knowledge, skills and personal qualities they develop through everyday learning.

Our enrichment curriculum is intentionally planned to broaden horizons, develop cultural capital and prepare pupils for successful participation in their communities and later life. Through carefully sequenced experiences, pupils develop confidence, resilience, independence and aspiration while strengthening their sense of belonging.

Enrichment is embedded within the curriculum and wider school life and supports pupils' Spiritual, Moral, Social and Cultural (SMSC) development alongside the promotion of British Values.

Our enrichment programme is organised around five key strands:

 CIVIC ENGAGEMENT & LEADERSHIP • School Council • Charity fundraising • Community projects • Environmental initiatives • Democracy and active citizenship	 ARTS & CULTURE • Music therapy • Rocksteady • Theatre visits • Museum trips • Creative arts	 NATURE, OUTDOOR LEARNING & ADVENTURE • Forest School • Residential experiences • Gardening • Sustainability projects • Outdoor learning	 SPORT & PHYSICAL ACTIVITY • Swimming • Boxing • Structured games • Competitive sport • Healthy lifestyles	WIDER LIFE SKILLS The Junior Dukes Programme The Junior Dukes programme is the signature element of our enrichment offer, developing independence, resilience, responsibility and organisation, communication, problem-solving through practical challenges and recognised awards. Alongside Junior Dukes: cooking, enterprise, STEM, careers, debating and real-world learning. ✓ Independence ✓ Resilience ✓ Organisation ✓ Communication ✓ Problem-solving ✓ Responsibility ✓ Leadership
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Junior Dukes – Our Signature Personal Development Programme

The Junior Dukes programme is the signature element of Engage Academy's Personal Development curriculum.

Through a progressive sequence of practical challenges, pupils develop the essential life skills required to become confident, capable and responsible young people.

Junior Dukes enables pupils to develop:

- independence
- organisation
- resilience
- communication
- leadership
- responsibility
- teamwork
- creativity
- problem-solving
- perseverance.

Each challenge encourages pupils to apply learning beyond the classroom, developing confidence through authentic experiences and nationally recognised awards.

Junior Dukes reflects our belief that success should be measured not only through academic achievement but also through the development of character, confidence and life skills.

7. SMSC Development and British Values

Spiritual, Moral, Social and Cultural (SMSC) development is embedded throughout every aspect of academy life.

Children are encouraged to reflect upon themselves, understand others and develop an appreciation of the diverse society in which they live.

Our curriculum promotes:

Spiritual Development

Children are encouraged to:

- reflect upon experiences
- develop curiosity
- appreciate creativity
- understand personal values
- celebrate individuality.

Moral Development

Children develop an understanding of:

- fairness
- honesty
- responsibility
- justice
- making positive choices.

Social Development

Pupils develop:

- communication skills
- teamwork
- leadership
- empathy
- respectful relationships
- active participation within the community.

Cultural Development

Children experience:

- different cultures
- diversity
- arts
- music
- local heritage
- wider communities
- global citizenship.

British Values

British Values are lived rather than simply taught.

Through curriculum learning and everyday experiences pupils develop an understanding of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of different faiths, beliefs and cultures.

Children experience these values through pupil leadership, collaborative learning, enrichment, community engagement and restorative practice.

8. Safeguarding Through Personal Development

Personal Development plays a central role in safeguarding by equipping pupils with the knowledge, confidence and skills needed to recognise risks, make informed decisions and seek help when required. Learning is carefully sequenced, age-appropriate and adapted to reflect pupils' developmental stage, communication needs and individual vulnerabilities.

Children develop an understanding of:

- trusted adults and how to seek help;
- healthy and unhealthy relationships;
- personal boundaries;

- emotional and physical safety;
- bullying, prejudice and discrimination;
- online safety and digital wellbeing;
- managing peer influence;
- recognising unsafe situations;
- understanding consent and respect in age-appropriate contexts;
- resilience and positive decision making.

Online Safety

Online safety is embedded throughout the curriculum rather than taught as a standalone unit.

Children learn to:

- use technology safely and responsibly;
- recognise online risks;
- identify misinformation and unreliable online content;
- understand how social media and algorithms can influence behaviour;
- recognise cyberbullying and online harassment;
- understand the risks associated with image sharing and online communication;
- protect their personal information;
- recognise online exploitation, grooming and coercive behaviour;
- understand age-appropriate strategies for reporting concerns.

Learning reflects emerging technologies and current safeguarding priorities to ensure pupils are prepared to navigate an increasingly digital world safely and responsibly.

Staff remain vigilant to safeguarding concerns arising through Personal Development learning and follow the academy's Safeguarding and Child Protection Policy where concerns are identified.

9. Inclusion, SEND and Adaptive Practice

Every child is entitled to access a high-quality Personal Development curriculum.

Learning is carefully adapted to reflect pupils':

- age
- stage of development
- communication needs
- SEND
- SEMH needs
- cultural background
- previous experiences.

Teaching is delivered through Quality First Teaching and may include:

- visual supports

- structured discussion
- practical activities
- sensory approaches
- additional adult support
- small-group learning
- individual interventions where appropriate.

Children are encouraged to participate fully, develop confidence and experience success regardless of their starting points.

Strong relationships with families enable staff to personalise learning appropriately.

Promoting Equality, Diversity and Protected Characteristics

Engage Academy is committed to promoting equality, inclusion and respect for all.

Personal Development provides opportunities for pupils to develop an understanding of diversity and the protected characteristics identified within the Equality Act 2010 through age-appropriate discussion, literature, assemblies, enrichment activities and everyday interactions.

Children learn to:

- value diversity;
- challenge stereotypes;
- show empathy and respect;
- appreciate different cultures, beliefs and experiences;
- recognise discrimination and prejudice;
- understand that everyone should be treated with dignity and respect.
- Teaching remains impartial, inclusive and appropriate to pupils' age and stage of development.

10. Assessment and Impact

Assessment within Personal Development is formative rather than judgemental.

The purpose of assessment is to understand how effectively pupils are developing the knowledge, skills, attitudes and behaviours needed to flourish in school and beyond.

Assessment draws upon a range of evidence including:

- pupil voice
- teacher observations
- discussion
- floor books
- photographs
- learning journals
- enrichment participation
- Junior Dukes achievements

- Small Step Plans
- Readiness to Learn (SEMH) Tracker
- attendance
- behaviour
- wellbeing indicators.
-

Leaders regularly review assessment information to ensure that the curriculum continues to meet pupils' individual needs.

Pupil Voice

Pupil voice is fundamental to the ongoing development of the Personal Development curriculum.

Children contribute through:

- School Council;
- pupil questionnaires;
- floor book reflections;
- class discussions;
- enrichment evaluations;
- Junior Dukes reflections;
- individual pupil interviews.
-

Leaders use this feedback to evaluate the effectiveness of the curriculum and ensure that learning continues to meet the needs, interests and aspirations of pupils.

Measuring Impact

The impact of our Personal Development curriculum is demonstrated through improvements in pupils':

- emotional wellbeing
- readiness to learn
- attendance
- behaviour
- communication
- resilience
- confidence
- independence
- relationships
- engagement in learning
- participation in enrichment
- aspirations
- preparation for the next stage of education.

Pupil voice is central to evaluating impact. Children are encouraged to reflect upon their learning, celebrate personal achievements and identify how they have grown as learners and individuals.

11. Roles, Responsibilities, Monitoring and Evaluation

Personal Development is everyone's responsibility.

Headteacher

The Headteacher ensures that:

- the curriculum reflects statutory expectations;
- Personal Development remains central to school improvement;
- staff receive appropriate professional development;
- the curriculum is monitored for quality and impact.

Personal Development / PSHE Lead

The subject leader is responsible for:

- curriculum design;
- curriculum sequencing;
- staff guidance and support;
- monitoring teaching and learning;
- resource development;
- pupil voice;
- curriculum evaluation;
- action planning.

Teachers

Teachers will:

- deliver high-quality Personal Development learning;
- model positive relationships and behaviours;
- create safe and inclusive learning environments;
- adapt learning to meet pupils' individual needs;
- contribute to assessment and curriculum evaluation.

Pupils

Pupils are encouraged to:

- participate positively;
- respect the views of others;
- apply learning beyond the classroom;
- contribute to academy life;
- develop increasing independence.

Working in Partnership with Parents and Carers

- Parents and carers are essential partners in supporting children's personal development.
- The academy is committed to ensuring that Personal Development learning is transparent and accessible through:
 - curriculum overviews published annually;
 - curriculum information shared through the academy website;
 - parent information events where appropriate;
 - regular communication regarding enrichment opportunities;
 - celebration of pupils' achievements;
 - opportunities to contribute feedback through surveys and consultation.

- Strong partnerships between home and school strengthen pupils' wellbeing, learning and preparation for future life.

Monitoring and Quality Assurance

The quality of Personal Development is monitored through:

- lesson visits;
- learning walks;
- planning scrutiny;
- pupil voice;
- governor monitoring;
- curriculum reviews;
- staff feedback;
- behaviour and attendance analysis;
- safeguarding themes;
- parental feedback;
- evaluation of enrichment and Junior Dukes participation.

The policy will be reviewed annually to ensure that it continues to reflect statutory guidance, the Ethos Academy Trust vision and the evolving needs of pupils at Engage Academy.

Our Commitment

At Engage Academy we believe that every interaction contributes to Personal Development. Through nurture, high-quality teaching, myHappymind, enrichment, meaningful relationships and carefully planned life experiences, we enable every pupil to develop the confidence, resilience, knowledge and character needed to flourish throughout their education and later life.

Personal Development is the heartbeat of our curriculum. It is the foundation upon which academic success is built and the means through which pupils develop the aspirations, life skills and cultural capital needed to become healthy, happy and responsible members of their communities.

12. Links to Other Policies

This policy should be read alongside the following academy and Trust policies and guidance, which together ensure a coherent approach to safeguarding, wellbeing and personal development.

Ethos Academy Trust Policies

- Relationships and Sex Education (RSE) Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Equality, Diversity and Inclusion Policy
- Behaviour Policy
- Attendance Policy
- SEND Policy
- Complaints Policy
- Whistleblowing Policy

Engage Academy Policies and Documents

- Curriculum Intent
- Curriculum Overview
- Mental Health and Wellbeing Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Educational Visits Policy
- Careers Education Programme
- Forest School Policy (where applicable)
- Accessibility Plan

This policy should also be read alongside current Department for Education statutory guidance relating to Personal, Social, Health and Economic Education, Health Education, safeguarding, online safety and equality.

13. Curriculum Overview and Progression

Personal Development as the Golden Thread

At Engage Academy, Personal Development is not delivered solely through discrete PSHE lessons. It is embedded throughout the curriculum and wider academy life.

The curriculum is organised around five interconnected strands.

Wellbeing

Delivered through:

- myHappymind
- myHappymind Plus
- emotional literacy
- regulation strategies
- positive mental health
- mindfulness
- reflection.

Relationships

Delivered through:

- PSHE
- restorative practice
- collaborative learning
- pupil voice
- community learning
- positive behaviour support.

Living in the Wider World

Delivered through:

- careers learning
- enterprise
- financial awareness

- democracy
- environmental responsibility
- citizenship
- British Values.

Life Skills

Delivered through:

- Junior Dukes
- cooking
- communication
- organisation
- independence
- leadership
- problem-solving
- teamwork.

Enrichment

Delivered through:

- educational visits
- Forest School
- music therapy
- Rocksteady
- sport
- outdoor learning
- community projects
- cultural experiences.

Together these strands ensure that pupils develop the knowledge, skills and experiences required to flourish both within school and beyond.

Curriculum Progression

Learning is carefully sequenced so that pupils revisit and deepen understanding over time.

Know

Children develop knowledge about:

- themselves
- emotions
- health
- relationships
- communities
- rights and responsibilities
- safety
- the wider world.

Understand

Children learn to:

- reflect

- empathise
- recognise risk
- appreciate diversity
- make informed decisions
- evaluate situations.

Apply

Children apply their learning through:

- discussion
- collaborative learning
- enrichment
- leadership
- practical challenges
- community engagement
- Junior Dukes.

This progression enables pupils to transfer learning into everyday life and supports successful transition to their next stage of education.

Curriculum Mapping

The Personal Development curriculum is delivered through:

Curriculum Element	Contribution to Personal Development
PSHE	Personal, social, health and economic education
myHappymind	Emotional wellbeing and self-regulation
myHappymind Plus	Health, relationships and living in the wider world
Quality First Teaching	Character development through every lesson
Junior Dukes	Practical life skills and independence
Enrichment	Cultural capital and wider experiences
Forest School	Resilience, teamwork and environmental awareness
Educational Visits	Real-world learning and community engagement
British Values	Active citizenship
SMSC	Moral, spiritual, social and cultural development
Collective Worship and Assemblies	Reflection, celebration and belonging

Pupil Leadership	Responsibility and democracy
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14. Policy Review and Appendices

Policy Review

The Personal Development (PSHE) Policy will be reviewed annually by the Personal Development Lead and Senior Leadership Team.

The review will consider:

- changes to statutory guidance;
- Trust policies;
- curriculum developments;
- pupil voice;
- parent and carer feedback;
- staff feedback;
- governor monitoring;
- safeguarding priorities;
- attendance, behaviour and wellbeing information;
- academy improvement priorities.

Any amendments will be approved through the academy's governance procedures.

Equality Statement

Engage Academy is committed to ensuring equality of opportunity for every pupil.

The Personal Development curriculum reflects the Equality Act 2010 and promotes respect, dignity and inclusion for all members of the school community.

Learning is carefully adapted to meet individual needs and removes barriers to participation wherever possible

Monitoring Schedule

The quality of Personal Development provision will be monitored through:

Termly

- Learning walks
- Pupil voice
- Planning scrutiny
- Readiness to Learn (SEMH) Tracker review
- Small Step Plan review

Annually

- Curriculum review

- Parent consultation
- Staff evaluation
- Policy review
- Curriculum mapping review

Success Criteria

The academy aims for every pupil to leave Engage demonstrating:

- improved emotional wellbeing;
- increased resilience;
- confidence and self-belief;
- positive relationships;
- effective communication;
- independence;
- responsibility;
- aspiration;
- readiness for the next stage of education;
- practical life skills for adulthood.

Appendix A – Engage Personal Development Framework

Our curriculum is built upon three interconnected principles:

Nurture

Providing safe, trusting relationships that enable every pupil to feel valued, understood and ready to learn.



Personal Development

Developing emotional wellbeing, communication, confidence, resilience, independence and character through high-quality teaching, PSHE, myHappymind, enrichment and everyday experiences.



Preparation for Life

Equipping pupils with the knowledge, skills, experiences and cultural capital needed to flourish in the next stage of education, within their communities and throughout later life.

Appendix B – Signature Features of the Engage Curriculum

Distinctive features of the Engage Academy Personal Development curriculum include:

- Personal Development as the organising principle of the curriculum.

- A nurture-based approach informed by the Six Principles of Nurture.
- Whole-school implementation of myHappymind and myHappymind Plus.
- The Junior Dukes programme as the academy's signature life skills curriculum.
- A carefully planned enrichment programme spanning civic engagement, arts and culture, outdoor learning, sport and wider life skills.
- Individualised planning through Small Step Plans and the Readiness to Learn (SEMH) Tracker.
- Strong partnerships with families and the wider community.
- High-quality, inclusive teaching that removes barriers to learning and promotes aspiration for every pupil.

These features ensure that Personal Development is not an isolated subject but the heartbeat of Engage Academy's curriculum, preparing pupils to become confident learners, responsible citizens and successful young people.

This policy has been developed in accordance with current legislation and statutory guidance and should be read alongside the Ethos Academy Trust Relationships and Sex Education (RSE) Policy.

The policy reflects the requirements of:

- Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- Human Rights Act 1998
- United Nations Convention on the Rights of the Child (UNCRC)
- SEND Code of Practice (2015)
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance (effective September 2026)
- Prevent Duty Guidance
- Education Inspection Framework

While Personal, Social, Health and Economic (PSHE) Education is not itself a statutory subject, it provides the curriculum through which statutory Health Education and Relationships Education are delivered. At Engage Academy, Personal Development extends beyond these statutory requirements, providing a holistic curriculum that prepares pupils to become healthy, safe, resilient and responsible members of society.