

Personal Development Whole School Overview

At Utopia, personal development is central to our mission of ensuring that students are prepared for adulthood. Guided by our four core values, personal development across the school prepares students not just for academic success, but for life beyond the classroom.

Taking into account students' individual SEND, we believe that every student should have the opportunity to develop the character, skills and attitudes they need to thrive as individuals, as members of their communities, and as citizens of a diverse and evolving society.

Our Vision

A learning experience where children feel happy, safe, and create lasting memories, surrounded by people who appreciate their uniqueness, support their success, and foster their personal growth.

Our Mission

We balance the academic and personal development outcomes of students based on their individual needs and aspirations. Utilising parental engagement to ensure that each student is appropriately prepared for adulthood.

Our Ethos

Our school ethos of being accessible, approachable, and aspirational empowers staff to go above and beyond in supporting students' development, fostering strong relationships that drive exceptional progress.

Values

Our school values are woven throughout school life to ensure students are prepared to meet the demands of life in modern Britain.

We want our students to:

Show **resilience** in building strength to overcome challenges, adapt, grow, and persevere confidently.

Show **respect** by treating everyone with dignity, fairness, courtesy and valuing diverse perspectives.

Show **responsibility** by being - accountable, reliable and take ownership of their actions, choices, and learning.

Be **kind** by promoting empathy, compassion, and positive, inclusive behaviour for all.

SMSC, British Values and Protected Characteristics

Value	What does this mean?	How do students gain these skills?	Success Criteria
Spiritual	- Having a sense of self, identity and belonging - Having curiosity about life - Reflecting on meaning and purpose - Making connections to something other than self - Exploring beliefs and experiences - Using creativity in learning	- Whole school themed days - Assemblies - Community Engagement - ILS Curriculum content - Whole school curriculum content - Trips and visits - Work Experience opportunities - Social and emotional wellbeing intervention - Displays around school - Form Time	- Students can recognise the impact of their feelings on themselves and others. - Students can understand how creative experiences can have a positive impact on their education and wider life - Students have their own beliefs, values and ideas and understand that these may differ to others - Students can discuss things that are happening in the community and the wider world - Students develop their creativity and can express their imagination in a way that reflects their character. - Students can reflect on their experiences and identify learning effectively
Moral	- Knowing right from wrong - Understanding the consequences of actions - Developing a moral code - Taking responsibility for behaviour and choices - Respecting the rule of law	- Whole school themed days - Assemblies - ILS curriculum content - Whole school curriculum content - Personal and social intervention - Staff modelling	- Students can make reasoned judgements on moral dilemmas and know where to get help. - Students have confidence in their own principles and can explain these to others.

		- Implementation of school policies and behaviour systems - Social and emotional wellbeing intervention - Displays around school - Form Time	- Students display kindness to others and recognise this as an important value. - Students can sensitively deal with other people's lack of respect. - Students can accept consequences and move on in time
Social	- Developing social skills - Understanding how to function in a community - Respecting and appreciating diversity - Engaging with wider society - Building positive relationships	- Whole school themed days - Assemblies - Community Engagement - ILS curriculum content - Staff modeling - Trips and visits - Work Experience opportunities - Break and lunch time activities - Displays around school - Form Time	- Students can cope in different social environments with people unfamiliar to them. - Students can show understanding of diversity within the local community. - Students can reflect on their own contribution to society and the world of work. - Students participate in the local community with the support of staff. - Students understand when to ask for advice and where to ask. - Students understand rights and responsibilities across different cultures and backgrounds - Students understand how to live safely within the parameters of the law.
Cultural	- Knowing about and understanding different cultural traditions - Appreciating cultural diversity - Engaging with arts, music, literature and cultural experiences	- Whole school themed days - Assemblies - Community engagement - ILS curriculum content - Whole school curriculum content - Trips and visits - Displays around school	- Students understand how cultural influences shape people's backgrounds. - Students show respect of difference within the school community.

	- Learning about British values and heritage - Challenging prejudice and discrimination	- Form Time	- Students understand why democracy is important and how democracy can be influenced. - Students participate in a range of artistic, cultural and sporting activities - Students are respectful of different religions, communities and ethnicities and exhibit kindness and tolerance towards difference.
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Essential Skills

Skill	What does this mean?	How do students gain these skills?	Success Criteria
Teamwork	- Sharing ideas and responsibilities - Listening to others' opinions - Helping others who are struggling - Respecting the role of others - Working alongside others and not in isolation - Understanding people's strengths and areas of need and being considerate of these - Being able to win and lose with good grace	- Sports and extra-curricular activities - Classroom discussions - Group activities and projects - Teacher led activities - Conflict resolution - Leadership opportunities - Being assigned roles and responsibilities - Having opportunities to help and support others	- Students can contribute to team tasks with confidence - Students can share ideas clearly and respectfully, listen to others and give feedback politely - Students can take turns, share and help others - Students can contribute to a team by remaining on task - Students can value difference and the opinions of others - Students understand reliability and can demonstrate this in a team environment - Students can accept positive and negative outcomes of team tasks and identify the learning within them.
Communication	- Speaking clearly - Expressing ideas and opinions in a way that others can understand - Using appropriate language - Listening carefully and responding appropriately - Not interrupting - Showing understanding - Asking questions or for help when needed	- Class discussion and participation - Group activities and projects - Teacher led activities - Conflict resolution - Reading and writing - Teacher modelling and feedback - Drama, debate and role playing - Presentations and speeches	- Students can speak clearly and confidently - Students can use appropriate tone and volume - Students have knowledge of what their body language is telling others - Students can adapt their body language appropriately to the situation. - Students can ask and answer questions clearly

	- Using non-verbal body language appropriately		- Students can pay attention when others are speaking and wait their turn - Students can use respectful language and adapt this appropriately to the situation - Students can disagree respectfully when needed - Students can share thoughts, opinions and emotions appropriately
Problem Solving	- Identifying challenges - Thinking through solutions - Breaking tasks down step by step - Making a choice on the best option - Not giving up - Asking for help - Organising equipment, space or time - Recognising success and how it was achieved - Reviewing failure and how it could be changed - Working through disagreements with peers	- Subject specific tasks (Worded problems, equations, making predictions, testing ideas, analysing results, interpreting language, writing logical arguments) - Working in groups - Teacher guidance and modelling (What do you think would happen if...?) - Hands on, practical activities - Time and task management to teach prioritisation - Coping with mistakes - Managing conflict appropriately	- Students are able to understand problems clearly across a range of contexts - Students can resolve problems independently - Students can access support in solving problems by not being afraid to ask - Students can think of different solutions to solving problems by thinking of the pros and cons. - Students can think creatively to solve problems when needed - Students can identify a plan and take action by choosing an appropriate solution. - Students can keep trying even if a solution doesn't work at first. - Students can stay calm, positive and emotionally regulated when presented with problems

Adaptability	- Adjusting to new situations - Embracing challenges positively - Coping with changes to routines - Adjusting to new environments, people or rules - Learning in different ways - Trying new methods when a subject gets hard - Being able to learn from different people and experiences - Working with different people and cooperating with them - Staying focused when plans do not go as expected - Trying again when things don't work out first time - Being able to bounce back quickly from setbacks - Having a growth mindset - Staying positive - Not giving up	- Being exposed to new or challenging situations - Trying different ways to learn - Working with different students or being asked to adopt a different role. - Facing challenges with no clear right answer - Participating in non-curricular activities - Being gradually exposed to challenging concepts - Consistent positive reinforcement - Being taught the process of learning (what they are doing and why they are doing it)	- Students can stay calm when an unexpected change occurs in school - Students can communicate their difficulties appropriately when they are struggling with change - Students can return to a regulated state quickly if an unexpected change has caused upset - Students can accept feedback positively and use that feedback to improve - Students can embrace challenge and not shy away from it - Students know that mistakes are part of learning and embody this regularly - Students can cope in a variety of environments outside of school
Motivation	- Intrinsic motivation comes from the student and is not motivated by external factors - Wanting to learn and improve - Working hard - Doing your best - Setting goals and working towards them - Staying focused and putting in effort	- Experiencing success through effort and being able to see what hard work leads to - Being given choice and ownership that leads to a greater feeling of control and a deeper personal connection - Setting personal goals - Focusing on growth, not grades - Finding meaning in learning by being told why this is important and how it can be useful	- Students try hard because it is the right thing to do - Students are not motivated by external reward but recognise reward as a by-product of working hard - Students ask thoughtful questions and look for deeper understanding as opposed to quick answers - Students can set meaningful goals and work towards these effectively

	- Taking pride in yourself and your work - Trying again after making mistakes	- Fostering curiosity with engaging activities that encourage exploration - Encouraging a growth mindset by focusing on the process not the result - Creating a safe and supportive environment that encourages mistakes and taking risks	- Students take responsibility for learning by completing tasks without being consistently reminded - Students seek to improve work when given the chance and will not settle for 'good enough' - Students feel proud of their effort and progress
Independence	- Being numerate and literate - Emotionally self-regulating - Coping in wider society - Understanding the nature of their SEND and its place in the wider world - Being safe - Taking responsibility for learning, behaviour and decisions - Working without constant help - Using tools and resources to figure things out - Managing time and tasks successfully - Making positive choices - Using time wisely - Thinking for yourself	- Giving students opportunity to practice responsibility - Experiencing and understand natural consequences both positive and negative - Practicing 'I do, we do, you do' - Being asked to make choices and decisions - Receiving the right balance of challenge and support - Being trusted to complete tasks independently, even if they may go wrong - Providing scaffolded support that is structured to increase independence levels incrementally - Setting tasks that incorporate self-management	- Students have functional reading and writing to be able to complete life tasks successfully - Students can complete basic self-care and independent living tasks without adult initiation or direction. - Students take responsibility for their own equipment in school and tidy up after themselves - Students can complete timed tasks because they have been taught how to break down problems - Students know how to be safe outside of the school community in a range of settings, including online.

Form Time

Purpose:

Across the school registration period forms an essential component of our Personal Development offer. It provides a structure and routine to our school day and serves the following functions:

- Time for staff to assess the emotional wellbeing of students
- Space for students to check in with a consistent adult
- An opportunity for students and staff to develop positive relationships
- A time to share key information and remind students of upcoming events
- A period to develop skills and characteristics in line with our school values
- Time for students to prepare positively during key transitions

Day	Theme	Purpose
Monday AM Monday PM	Movement and Regulation Literacy- Word of the week	To embed literacy across the school by encouraging students to improve their knowledge and understanding of grammar
Tuesday AM Tuesday PM	Movement and Regulation Problem Solving	To embed principles of critical thinking amongst students
Wednesday AM Wednesday PM	Movement and Regulation Group Intervention	To support the SEND needs of students and address skills gaps
Thursday AM Thursday PM	Movement and Regulation The big debate	To promote awareness of the wider community and encourage oracy and critical thinking amongst students
Friday AM Friday PM	Movement and Regulation Whole School Assembly	To promote the schools core values and raise awareness of key themes that support students' personal development and understanding of British values

SMSC and PSD Calendar

Week Number	Activity	SMSC Focus Area	Staff Member
1	Weekly Assembly: International Literacy Day Whole School Themed Day- Essential Skills Whole School Themed Day- Resilience	Whole School Literacy School values, British Values, social and moral responsibility	Kate
2	Weekly Assembly- School Council	Democracy, British Values and Student voice	Glyn
3	Weekly Assembly- Organ Donation Week	Ethics, social and moral responsibility	Louise
4	Weekly Assembly- Black History Month	Historical and cultural reflection	Si
5	Weekly Assembly- World Space Week	Integrating STEM and Spiritually (Awe and wonder)	Harry
6	Weekly Assembly- Dyslexia Awareness Day	Diversity and Disability Awareness	Freya
7	Weekly Assembly- Anti Slavery Week	British Values, Historical and cultural reflection	Bethan
8	Weekly Assembly- Movember (Men's Mental Health Awareness Month)	Mental Wellbeing	Dylan
Half Term			
9	Weekly Assembly- Remembrance Day	British Values, Historical and cultural reflection	Lauren

10	Weekly Assembly- Children in Need Whole School CIN Event Friday 13th	Social Responsibility and British Values	Elisha
11	Weekly Assembly- Transgender Day of Remembrance Whole School Themed Week- Anti Bullying Week	Equality and Diversity	Freya Elisha/DH's
12	Weekly Assembly- World Aids Day	Equality and Diversity	New Staff Member
13	Weekly Assembly- Computer Science Education Week	Careers	Si
14	Whole School Careers Week- Computer Science Education Week Weekly Assembly- Human Rights Day	Careers Democracy, Equality and Diversity	Si/DH's Glyn
15	Weekly Assembly- School Council Feedback Whole School Themed Day- Kindness	Democracy, British Values and Student voice School Values	Glyn SLT
Christmas Break			

Week Number	Event	SMSC Focus Area	Staff Member
16	Weekly Assembly- Veganuary Whole School Themed Day- Respect	Ethics, Environmental Considerations	Lauren SLT
17	Weekly Assembly- Blue Monday	Mental Health and Wellbeing	Dylan

18	Weekly Assembly- Holocaust Memorial Day	Democracy, Equality and Diversity, Cultural Awareness	Bethan
19	Weekly Assembly- Parent Mental Health Day	Mental Health and Wellbeing	Louise
20	Weekly Assembly- Safer Internet Day	Personal Safety	Harry
21	Weekly Assembly- LGBTQ+ History Month Whole School Careers Week- National Apprenticeship Week	Equality and Diversity, Protected Characteristics Careers	New Staff Member Si/DH's
Half Term			
22	Weekly Assembly- Fairtrade Fortnight	Social Responsibility	Glyn
23	Weekly Assembly- World Book Day World Book Day Friday 5th	Whole School Literacy	Kate
24	Weekly Assembly- British Science Week	STEM, Careers, Exploring	Harry
25	Weekly Assembly- Ramadan	Equality and Diversity, Protected Characteristics	Freya
26	Weekly Assembly- School Council Feedback	Democracy, British Values and Student voice	Glyn
Easter Break			

Week Number	Event	Key Focus	Staff Member
27	Weekly Assembly- Hillsborough Remembrance	Local History and Cultural Awareness	Si
28	Weekly Assembly- St George's Day	British Values, Cultural Awareness	Dylan
29	Weekly Assembly- National Walking Month	Health and Wellbeing	New Staff Member
30	Weekly Assembly- Exams	Preparing Students for Exams	Lauren
31	Weekly Assembly- Mental Health Awareness Week	Mental Health and Wellbeing	Elisha
32	Weekly Assembly- World Day for Cultural Diversity Whole School Themed Week- Mental Health Awareness Week	Equality and Diversity, Protected Characteristics	Bethan Elisha/DH's
33	Weekly Assembly- Pride Month	Equality and Diversity, Protected Characteristics	Louise
Half Term			
34	Weekly Assembly- Refugee Week	Equality and Diversity, Protected Characteristics	Harry
35	Weekly Assembly- Neurodiversity Pride Day	Equality and Diversity, Protected Characteristics	Kate
36	Weekly Assembly- New Beginnings and Transitions	Welcoming new students	Erica

37	Weekly Assembly- Staying Safe During Summer	Health, Wellbeing and Managing Relationships	Elisha
38	Weekly Assembly- End of Year Reflections	Celebrating achievements	DH
39	Weekly Assembly- School Council Feedback	Democracy, British Values and Student voice	Glyn
Half Term			

Whole School Themed Events

Whole School Themed Days

Throughout the school year there will be a range of whole themed designed to raise our students' awareness of our school values. These days will be off timetable days with a carousel of activities that broaden our students depth and understanding of how we can live our school values to be successful in life.

Whole School Themed Weeks

Whole school themed weeks provide students with an opportunity to learn more about a topic that is important outside of our normal curriculum content. These may be national events or specific areas of knowledge that we would like our students to develop. For a themed week, students across the school will access 1 lesson of focused content in addition to staff incorporating the theme into any relevant lesson content. Trips and visits will be planned with a key focus on the theme, and our digital displays across the school will show information for students to view. For students who have engaged successfully with the weekly theme certificates will be provided to acknowledge their achievements. This year's whole school themed weeks will be:

- Anti Bullying Week
- Computer Science Education Week (Careers)
- National Apprenticeship Week (Careers)
- Mental Health Awareness Week

Careers Education

Our Vision

At Utopia, we believe every young person has the right to a meaningful and ambitious future. We do not hold our students back; we equip them with the confidence, knowledge, and skills to take their next steps into further education, employment, or training. Our goal is for every student to leave school ready to contribute, achieve, and thrive in adult life.

Our Careers Curriculum

All students have dedicated careers education within their timetable. Learning is differentiated and accessible for all, helping students to:

- Identify their skills, strengths, and values
- Explore career pathways suited to their aspirations
- Understand their rights and responsibilities at work
- Develop practical skills in CV writing, covering letters, and applications
- Prepare for post-16 and post-19 transitions, including college, apprenticeships, and supported internships

Careers learning is embedded across subjects and supported through PSHE, ILS, personal development, and enrichment activities.

Real-World Experience

We provide authentic, hands-on opportunities to connect learning with life beyond school:

- Work experience placements matched to students' interests and abilities
- Mock interviews with internal and external partners
- College taster sessions and employer encounters
- CV and application workshops
- Use of a modern approach to work experience by speaking to employees and employers on educational visits to learn about their experiences

As students progress through the school, they are encouraged to take greater independence, with the ambition that all complete a work placement independently before leaving us.

We maintain strong partnerships with local businesses, employers, and education providers to offer meaningful experiences that build confidence and ambition, particularly for those with SEND.

Support and Guidance

Every student receives individualised guidance from our Level 6 Careers Guidance Leader and staff team. We work collaboratively with parents, carers, and external agencies to ensure each student's pathway is aspirational, achievable, and well-supported.

Measuring Impact

Our careers programme is reviewed and evaluated regularly through:

- Student and parent feedback
- The use of Compass+ to track the progress of individual learners and destination data
- Self-assessment against the Gatsby Benchmarks
- Regular oversight within our School Improvement and Personal Development frameworks

Our students leave with clear goals, valuable experiences, and growing confidence to take their next steps.