



Wadham School Personal Development (PSHE) Policy

Incorporating:

**Sex and Relationship Education Policy
SMSC Policy**

Purpose of Document

Ofsted reference	Lead Person	Date of next review	Governor Responsible	Frequency of Governor Review
	Lucy Martin	September 2024	Colin Chapman	

Version History

Date	Updated/Rewritten/Reviewed
September 2019	Ian Tustin
September 2020	Ian Tustin
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June 2022	Lucy Martin
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Included in this Policy:

- Policy Statement
- Aims, Objectives and Outcomes
- Organisation and Delivery
- Information regarding the delivery of Relationships and Sex Education
- Right to withdraw/Involving parents and carers
- Safeguarding and visitor protocols

- Entitlement and Equality of Opportunity
- Teaching and Learning

Policy Statement

This policy covers Wadham School's approach to the teaching of Personal Development, incorporating the delivery of statutory Relationships, Health and Sex Education. In years 9-11 a lot of Social, Moral, Spiritual and Cultural (SMSC) education is delivered through Personal Development and supported by tutors, assemblies, religious services, and lessons across the whole curriculum. Personal Development lessons are planned and taught using the following key topics: *Health and Wellbeing*, *Relationships* and *Living in the Wider World*. Personal Development is taught by specialist teachers. Parents and carers will be informed about the policy through letters, and it will be made available on the schools' central website. If parents require a paper copy of the Personal Development Policy they may contact Wadham School's reception. Students have been involved in the creation of this policy using questionnaires and opportunities for Student Voice during Personal Development lessons, tutor time and student forums.

This policy has regard to the following documents:

Internal:

- Safeguarding (Child Protection Policy Addendum – November 2021) Policy
- Behaviour Management and Anti-Bullying Policy
- Peer on Peer Abuse Policy
- Wellbeing Policy
- Equality and Diversity Policy
- Health and Safety Policy
- SEN School Offer
- SEN School Report
- Special Needs Policy
- Careers Education, Information, Advice and Guidance
- E-Safety Policy

External:

- Keeping Children Safe in Education 2023
- DfE Guidance on 'Teaching Online Safety in Schools' 2019
- DfE Guidance 'Relationships Education, Relationships and Sex Education (RSE) 2019
- DfE Guidance 'Personal, Social, Health and Economic Education' 2013
- DfE Guidance 'Sex and Relationship Education Guidance' 2000
- PSHE Association
- DfE Guidance 'Promoting Fundamental British Values through SMSC' 2014
- Equality Act 2010

Aims, Objectives and Outcomes

Our Personal Development programme aims to develop the qualities and attributes students need to thrive as individuals, family members and as part of society in different cultures and environments by addressing students' direct experiences and preparing them for their future. SMSC and its delivery through Personal Development is underpinned by Wadham School's values (seen on the values wheel, P1):

- **Relationships** are a key part of a meaningful and successful life and must be worked at.

- **Respect** for oneself and others is deserved by every human being. We also encourage students to acquire respect for public institutions and services in England. When they leave us, students will have respect for democracy and should participate in the democratic processes including having knowledge on the basis on which the law is made and applied in England.
- **Belonging** to a School community makes students safer, more likely to enjoy school and helps them to learn to be in a wider community. We encourage pupil involvement in the school policy process; in the delivery of all forms of SMSC through forums and on-line surveys and for them to develop their own character, resilience and leadership skills through the academic and co-curricular opportunities which exist.
- **Achievement** relates to progress rather than end result; everyone can achieve something valuable.
- **Aspiration** empowers our students to know they can do anything, and we will support them wherever we can. The Personal Development program effectively prepares secondary students for their future through careers' education.

We recognise that to live life in all its fullness students must learn to nurture these key aspects, now and in the future.

Outcomes

The learning outcomes of this Personal Development programme will be that:

- Know and understand the key concepts of Health and Wellbeing, Relationships and Living in the Wider World as appropriate to their relative maturity
- Be able to do and say the right thing in any situation without fear of retribution or ridicule
- Understand they have a right to be respected
- Understand they have a responsibility to themselves and others in society

Throughout the course, the Spiritual, Moral, Social and Cultural (SMSC) development of students will be central, including the active promotion of British Values to provide cohesion to EAL students being taught.

Organisation and Delivery

The Personal Development Coordinator is responsible for writing/updating the policy and curriculum content, including making lessons accessible for students with SEND. Tutors and specialist teachers are responsible for delivering Personal Development lessons to their groups and ensure that all can access the content, including pupils with SEND and EAL needs. The quality of RSE will be monitored via lesson observations by the Personal Development Coordinator, SLT and SENcO. Students work will also be scrutinized along-side school-wide "book looks". The programme will be taught through a range of teaching methods, including teacher-led presentations, external speakers, debates, role-plays, group tasks, individual exercises, research and discussion. When using external speakers to deliver aspects of our Personal Development programme, we will ensure they are always supervised and carefully reviewed by staff and students.

We will ensure that learning ‘starts from where students are’ by assessing students’ prior knowledge either formally (using written and verbal questioning) or informally (using websites like Quizlet, MS Surveys and Kahoot), especially when introducing a new topic or idea. We shall seek to understand students’ prior knowledge by encouraging them to share what they know.

We will ensure that all sessions, including those on risky behaviours, remain positive in tone by maintaining a balance regarding lesson content and promoting positive behaviours and choices whenever relevant. We shall use consistent ground rules to create a safe and supportive learning environment. We will ensure that where students may be vulnerable and at risk, they get appropriate support by liaising with tutors, Heads of Year and CP leads. If a pupil makes a disclosure during a Personal Development lesson, we will follow the schools’ Safeguarding Policy and consult with DSLs.

Relationships and Sex Education (RSE)

What is Sex and Relationships Education?

“It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching “(Sex and Relationships Education Guidance ref DCSF 0116/2000).

At its core it’s aim must be to “to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.”
(Relationships education, Relationships and Sex Education (RSE) and Health Education DFE 2019)

At Wadham the promotion of positive, healthy, human relationships is central to our work. Our RSE programme therefore focuses sharply on the relationships element of RSE as identified as a weakness in secondary Schools by Ofsted (2013).

RSE Content:

- Mental wellbeing
- Internet safety and harms
- Online media
- Physical health and fitness
- Drugs alcohol and tobacco
- Health and prevention
- Basic first aid
- Families
- Respectful relationships, including friendships
- Intimate and sexual relationships, including sexual health
- The range of contraceptive choices available
- Being safe

These topics are in line with the statutory requirements which came into effect in September 2020.

Right to withdraw

- “Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE” (Relationships education, Relationships and Sex Education (RSE) and Health Education DFE 2019)
- When a withdraw request is received parents will be invited in to discuss the request with the Head, Personal Development coordinator, SENcO and child in question to clarify the content being taught and its benefits.
- If the child in question has SEND the head and SENcO will take this into consideration when considering the parental request.
- If parents still wish to withdraw their child then the school will arrange alternative provision in another subject area for the duration of the sex education lessons.
- In cases where a child wishes to receive sex education and is within 3 months of turning 16, the School will honor that request and provide sex education during one of those terms regardless of the wishes of parents.
- There is no right to withdraw from relationships education or any other aspect of Personal Development.

At Wadham School, Sex Education constitutes the following:

- Any lesson which explains the mechanics of any type of sexual intercourse. For most year groups, this will be covered in Science lessons

Communication with Parents

Letters are sent home to all parents in the school in September. Parents will be consulted on the content and delivery of RSE as per the official guidance. This will be done in the form of an online survey.

Example letter:

Dear Parents

As part of your child’s education at Wadham School we promote wellbeing and development through a comprehensive Personal Development programme. This is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. From September 2020, Relationships and Sex Education was made compulsory in all schools in England. The decisions on these subjects have been informed by a thorough and engaged process by the Government, including a public call for evidence and a public consultation where over 40,000 people contacted the Department for Education. The curriculum content is taught under three main headings: Relationship Education, Sex Education and Health Education.

The following topics will be covered:

- *Families*
- *The roles and responsibilities of parents*
- *Bullying*
- *Sexual harassment and violence*
- *The legal rights and responsibilities regarding equality*
- *Respectful relationships, including friendships*
- *Online and media*
- *Being safe*
- *What the Law says about relationships Intimate and sexual relationships, including sexual health*
- *What the Law says about sex*
- *The facts around pregnancy*
- *Sexually Transmitted Infections (STIs)*
- *Where to access confidential sexual and reproductive health advice and treatment*
- *Reproductive health*
- *Mental wellbeing*
- *Internet safety and harms*
- *Physical health and fitness*
- *Healthy eating*
- *Drugs, alcohol and tobacco*
- *Health and prevention*
- *Basic first aid*
- *Changing adolescent body*

Why is RSHE curriculum needed?

There are three main aims for teaching RSE within the context of Secondary School Personal Development Education:

- *More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.*
- *There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.*

- *A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.*

These are some of the many reasons why the Department for Education has made Relationships and Sex Education compulsory.

At Wadham, we closely follow guidance from the Department for Education and the PSHE Association, which sets out an age-appropriate curriculum. The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. As a school, we feel the Relationships and Sex Education is a partnership between parents and school and therefore engaging with parents about the content of our curriculum is an important part of providing a high-quality programme. Therefore, I must make you aware that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Should you wish to withdraw your child from any aspects of Sex Education, other than those covered in Science lessons, please do arrange an appointment to discuss your request.

Yours sincerely

Lead Teacher for Personal Development

Safeguarding and Visiting Protocols

Vetting:

Visiting protocols:

- All visitors are required to register at Reception on arrival and are issued with a pass which includes a summary of Child Protection procedures
- All visitors wear and visibly display the pass and other approved ID when on school premises
- All visitors are supervised by a member of staff while they are on school premises
- Minimal contact with students i.e. visitors only interact with students verbally and in a 'lecture' capacity
- All visitors are escorted to reception by a member of staff when they wish to leave the school site and return visitor pass

Equality and Diversity

Through Personal Development the School will promote the needs and interests of all students irrespective of gender, culture, ability or aptitude; by ensuring the values and expectations of the curriculum are upheld in the classroom, houses and staff room between students and students, students and staff and between staff.

Teaching and everyday activities will consider the ability, age, readiness, and cultural backgrounds of our young people. We recognise the right for all students to have access to Personal Development education which meets their needs. We will ensure that students with English as a second language (EAL) and students with SEND receive appropriate support by consulting with pastoral leads and the school's SENcO. We will meet the needs of all students using Quality First teaching strategies. We promote social learning and expect our students to show a high regard for the needs of others by putting into practice in their everyday lives the lessons learned in the classroom. Personal Development is a vehicle to address diversity issues and to ensure equality for all (by staff and students), as well as a means to promote student's SMSC development. Care will be taken to ensure student's own sexual orientation, gender identity and faith or culture are respected by all. Content and/or delivery will be adapted as necessary dependent upon individuals within each class.

A Balanced Curriculum for All

All students will be offered a balanced programme by providing lessons which are sensitive to a range of views, whilst ensuring that students have access to the learning they need in order to stay safe and healthy, and protect and enforce their human rights. Clear and impartial information will be provided on all issues. Considering the location and catchment of Wadham School, teachers should be particularly alert to culturally sensitive issues such as forced marriage, female genital mutilation (FGM), abortion, radicalisation, child sexual exploitation (CSE), British Values and sexual orientation. Student Voice influences this policy via annual questionnaires, student discussions, current events and social trends.

Teaching and Learning

PD Ground Rules:

1. **Respect privacy.** We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.
2. **Listen to others.** It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement, not the person.
3. **No judgement.** We can explore beliefs and misunderstandings about a topic without fear of being judged.
4. **Choose level of participation.** Everyone has the right to choose not to answer a question or join a discussion. We never put anyone 'on the spot' (no personal questions or pressure to answer).

We shall ensure cross-curricular learning by promoting the skill of critical reflection for students and also by reminding all staff of the School's vision to create a safe and happy learning environment. Where possible, we shall consult with staff who have knowledge of specialist subjects, for example, Sports staff may have superior knowledge of a topic like 'Nutrition', which can be shared with students via a workshop or lecture. The Personal Development programme will be taught by teachers within the community. Teachers responsible for teaching PSHE will receive

training through targeted INSET and sharing best practice via cascading information. Teachers will share relevant information using various formats, for example, a central MS Teams page.

Learning Environment

A safe and supportive learning environment will be created through the following means:

- Adaption of 'ground rules' with the students in each classroom where appropriate.
- Use of 'distancing' techniques by the teacher, especially when introducing new themes or concepts e.g., use of role-play to create a safe environment to depersonalise a student's learning and create emotional space.
- Ensuring teachers' confidence and knowledge are adequate to answer students' questions.
- Availability of an anonymous question box to help indicate where safeguarding/pastoral issues may exist which need follow-up

Assessment

Opportunities for both Assessment for Learning and Assessment of Learning are provided through teacher, peer and self-assessment. Baseline assessment, in order to understand students' prior learning, takes place to ensure new learning is relevant and progress can be assessed. Students will be provided with opportunities to reflect on and assess their learning, recognise its relevance to their day-to-day lives and assess how they are progressing. Their input will be used to help inform the curriculum covered.

Topics to be Covered

Personal Development is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope and deepening student's thinking. This ensures progression for each student and avoids Personal Development becoming a string of topics on disconnected issues. The Personal Development programme may be adapted throughout the year, based upon current events, world issues and targeted student need.

5 year learning journey: [5 year learning journey overview - Personal Development 2023.docx](#)