



Holyhead

Teach What Matters

PSHCE (Personal Development) POLICY

Summer Term 2021

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Personal Development Policy

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Personal Development Policy

1. Policy context and rationale

This policy covers our school's approach to Personal Development. This is the umbrella term for Personal, Social, Health and Citizenship Education (PSHCE) which includes Relationships and Sex Education (RSE) and Health Education (HE). It was produced by the PSHCE Coordinator in consultation with Heads of Year, students and parents. Consultation took the form of staff meetings and focus groups. Concerns raised through safeguarding and pastoral meetings informed this policy as well as data from behaviour logs, vulnerable students, NHS health data and Police Panel information.

2. Policy aims (curriculum intent)

2.1 This policy fulfils our of Teach What Matters by ensuring that the curriculum is designed to meet community needs, has a strong focus on developing positive relationships and a high focus on inclusion and equality.

2.2 Our Personal Development programme aims to develop a positive and respectful school culture where students feel safe as bullying and discrimination are not accepted, students understand, appreciate and respect difference, and positive relationships are fostered and maintained. The programme provides a comprehensive introduction to issues which students will face throughout their lives giving them the opportunity to explore and therefore understand the impact of these issues upon themselves and other people around them. It aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking, advocacy and taking informed and responsible action in order to contribute positively to society.

2.3 Students will be given the opportunity to:

- Reflect on past learning
- Explore and discuss issues of concern to them
- Hear and understand alternative viewpoints
- Understand the importance of respect, even when they may disagree with the viewpoint.
- Hear from guest speakers with expertise in a particular field
- Gain information on where and how to seek help.

3. Why is PSHCE important?

- Contributes to physical and mental health and wellbeing, encouraging individual responsibility for health.
- Contributes to the safety and protection of our children and young people, staying safe online and offline, understanding and assessment of risks.
- Promotes independence, resilience and responsibility — preparing children and young people for future roles as parents, employees and leaders.
- Supports employability by developing the personal and social skills demanded by commerce and industry.
- Supports students to be critical consumers of information, and develops the skills to identify misleading news or views on social media and elsewhere.
- Ensures students acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- Helps students develop a sound knowledge and understanding of the role of law in our society and how laws are shaped and enforced
- Helps students develop an interest in, and commitment to, volunteering that they will take with them into adulthood
- Ensures students are equipped with the financial skills to enable them to manage their money on a day-to-day basis as well as to plan for future financial needs.

4. Relationships and Sex Education (RSE)

Relationships and Sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

4.1 Why is sex and relationships education in schools important?

- To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- High quality, evidence-based and age-appropriate teaching of these subjects can help prepare students for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of students, at school and in society.

4.2 Statutory duties relating to RSE

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all students receiving secondary education.
- The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.
- The impending DfE statutory duty to deliver RSE in secondary schools from 2020.

4.2.2 Learning about RSE in PSHCE education lessons will link to/complement learning in Science as the students will have the opportunity to reflect on the emotional impact of the physical changes and how this will impact their lives.

4.2.3 We will endeavour to deliver high quality RSE by ensuring that:

- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity, sex and consent.
- Information is medically and factually correct and treats sex as a normal fact of life.
- It helps students understand on and offline safety, consent, violence and exploitation.
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- teaches students about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

4.3 Parents and carers

Parents and carers will be informed when Relationships and Sex Education will be taught via the school website. Parents do not have the right to withdraw students from relationships education but do have the right to withdraw their children from sex education content that is not part of statutory NC Science. If a parent/carer wishes to do this they should contact the Head of Year / Mr Lovell who will clarify the nature and purpose of the curriculum and discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly

said by the teacher. If the parent still wishes to withdraw their child the school will document this process to ensure a record is kept. Parents wishes should be followed unless a child wishes to receive sex education rather than been withdrawn, this should be provided from three terms before the child turns 16.

Holyhead's RSE commitment supports/complements the following policies:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

5. Creating a safe and effective learning environment within the Personal Development curriculum

We will create a safe and supportive learning environment by setting clear ground rules introduced at the beginning of the discrete PSHCE programme and referred to throughout the year. A safe learning environment helps students share feelings, explore values and attitudes, express opinions and consider those of others without attracting negative feedback and to minimise inappropriate and unintended disclosures. Teachers will also follow the schools positive interaction ethos to gain and maintain positive relationships with students. We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support through the schools safeguarding leads. This policy is informed by the school's safeguarding/child protection policy which is available to view via the school website.

6. Spiritual, moral, social and cultural (SMSC) development

The school will adhere to its statutory duty to promote the SMSC development of students. SMSC development will be actively promoted through the school's PSHE curriculum and through cross-curricular links. The school will:

- Provide a safe, caring and happy environment where each student is valued as an individual and can reach their full potential.
- Provide for each student a wide, balanced high-quality curriculum, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person.
- Develop the potential of each student within their capabilities, recognising different needs and abilities, and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
- Engender a sense of self-respect, independence and self-motivation, to increase the individual's capacity to accept responsibility for their actions.

- Encourage students to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- Foster links between home and school to develop a partnership with parents in the education of their children.
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7. Entitlement and equality of opportunity

We promote the needs and interests of all students, irrespective of gender, culture, sexuality, ability or personal circumstance as teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHCE education provision. We recognise the right for all students to have access to PSHCE education learning which meets their needs. We will ensure that students with SEND receive access to PSHCE through lessons differentiated by their teacher. We will also specifically use documents relating to SEND where appropriate for example NSPCC's Love Life resources. Additionally LGBT issues will be fully integrated into the content of lessons and will not be standalone units. Overall we will use Personal Development education as a way to address diversity issues and to ensure equality for all by promoting the protected characteristics of the Equality Act (2010) Public Sector Equality Duty (2011) , developing students understanding of the fundamental British values of democracy, the rule of law, individual liberty and respect, as well as the values and ethos of Holyhead school.

8. Learning and teaching (curriculum implementation)

8.1 The Personal Development programme is run by the PSHCE Coordinator and Heads of Year. It consists of:

- One discrete lesson of PSHCE a week in Year 7, Year 8 and Year 9. Year 10 from September 2021
- A number of PSHCE workshops/drop-down days (number is subject to change).
- One 20 minute tutor lesson a week within years 7-13
- Assemblies throughout the year
- Cross curricular subjects eg RE, Science, Food Technology, IT, PE, Sociology and Psychology.

8.2 Our PSHCE education provision is mapped and planned effectively to ensure that the curriculum is broad and balanced and meets the needs of the local student population by liaison between pastoral and curriculum staff.

8.3 Principles and methodology

The programme:-

- gives learners a sense of autonomy, including the chance to think critically, make decisions, take responsibility and manage risks.
- offers opportunities for cooperation and collaboration
- broadens horizons and raises aspirations
- offers contexts that challenge learners and encourages them to step outside their comfort zone
- is real and relevant, connecting learning at school to the world beyond the classroom
- Provides learning contexts that young people recognise as relevant.
- Encourages critical reflection, especially of emotions and explores how to transfer learning from one context to another.
- Takes a positive approach focusing on what young people can say and do to 'be healthy', 'stay safe' etc.,
- Provides opportunities for young people to make real decisions about their lives and practise taking responsibility for their decisions.
- Takes place in a safe and supportive environment where young people feel able to take risks with their thinking.

8.4 Teaching Methods

A range of teaching methods and interactive activities will be employed, including discussion, group work, collaborative learning, role play, use of sources, micro debates, storytelling, question and answer sessions, an approach recommended by the PSHE Association. Students will be helped to make connections between their learning and 'real life' behaviours through the use of scenarios/story telling, the use of real world examples, role plays and reflection activities. We will also inform students of where they can get help and advice on a regular basis.

8.5 Planning

An overview of the learning in each year group of the Personal Development programme can be found here: [Personal Development programme](#)

8.6 Resources

High quality resources will support our provision and will be regularly reviewed through consultation with members of the Personal Development team (see below), students and parents. Student voice will be particularly influential in adapting and amending planned learning activities to ensure the programme matches the needs of our students. We will make links to other areas of the curriculum by completing a Personal development audit by the PSHCE coordinator, Heads of Year, Business and ICT Subject Leads, PE and Food Tech Subject Leads and the Head of Careers education.

8.7 Assessment of discrete lessons (curriculum impact)

We will evidence students' learning and progression by an initial activity that gauges students' starting point in terms of their existing knowledge, skills, attitudes and beliefs will be determined. Then, at the end of the topic, module, or lesson an activity is carried out which allows students to demonstrate the progress they've made since doing the baseline activity. For example, students do a 'mind-map' of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made.

8.8 Attainment

Attainment will be assessed by at least two formal assessments each year which will be used to measure against a set of success criteria identified by the teacher. This will inform the students academic profile. These formal assessments may take different forms such as traditional question and answer tests, speech writing, story telling, etc therefore assessing both knowledge and skills.

8.9 Wider assessment tools

The school monitors the impact of the Personal Development curriculum through bullying data, behaviour data and student voice (half termly student panel meetings).

8.10 Teaching responsibility and staff training

The PSHCE Coordinator is responsible for the creation and effective delivery of the discrete PSHCE programme and some standalone PSHCE workshops. The Heads of Year are responsible for creation and the effective delivery of tutor time Personal Development activities, assemblies and some standalone workshops. The Personal Development programme is taught by a range of staff members from different faculties across the school, as well as external speakers.

Teachers/tutors responsible for teaching Personal Development will be given training where needs are identified. Discrete staff members will also receive training via PSHCE meetings.

When using external speakers to deliver aspects of our personal development programme we will ensure they have recommendations, the lesson plans and resources are checked in advance and evaluation is completed to inform future sessions. Safeguarding needs will be met by ensuring all external speakers are DBS checked in advance.

8.11 Confidentiality and disclosures

We will set ground rules at the start of the term and refer back to them as and when required. We will ensure confidentiality by building a classroom culture where discussions stay in the room but reminding students that discussions are private but not confidential so if a student makes a disclosure they know in advance that it may be shared with a safeguarding lead to receive the help and support required. Please see Child Protection and Safeguarding Policy for details.

8.12 Responding to students questions

Students are encouraged to ask questions which will be answered by the PSHCE class teacher. If the teacher is unsure how to answer, s/he will seek advice from the subject lead or if it is a factual issue an appropriate website which is well known to lead on the issue at hand. When dealing with sensitive or controversial issues the PSHCE teacher will allow students to raise anonymous questions by providing a box at the front of the classroom into which students can slip questions they would like answered. If a safeguarding issue is raised by an anonymous question the designated safeguarding lead will be informed immediately.

8.13 Involving parents and carers

We are committed to working with parents and carers and will consult with parents via the school website and other electronic means as well as open evenings. We will also encourage discussion of topics at home by asking students to discuss issues learnt in lessons at home.

9. **Monitoring and evaluation**

Students will have regular opportunities to review and reflect on their learning during lessons, particular during feedback from assessments.

Student voice will be influential in adapting and amending planned learning activities on an annual basis when PSHCE provision for the following year is reviewed.

10. **Links to other school policies and areas of the curriculum**

This policy supports/complements the following policies:

- Anti bullying policy
- Careers Education Policy
- Equal opportunities and diversity policy
- E-safety policy
- Relationships for learning policy
- Safeguarding and child protection policy

- SEND policy
- Drug and alcohol education policy

11. Policy availability

This policy will be available to view at any time under the policy section of the school website.

12. Review date

This policy will be reviewed annually by the PSHCE Coordinator.

To be reviewed: Summer 2022
Policy Lead: D Shergill