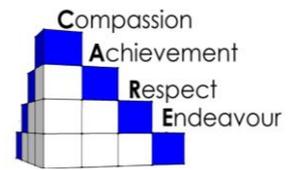




IMBERHORNE SCHOOL

Policy Document



The Cornerstones of our
Learning Community

Headteacher: Mr Martin Brown

Policy Name:

Personal Development

Date:

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Personal Development (PD) encompasses Personal, Social and Health Education (PSHE) along with citizenship and economic elements to help prepare students for life, equipping them with the tools to make informed decisions and positive life choices, both in school, and in the future.

Relationships Education, Relationships and Sex Education (RSE) and Health Education, along with Citizenship, is a statutory part of the National Curriculum. PSHE remains non-statutory though guidance states 'schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the National Curriculum' (*Guidance - Personal, Social, Health and Economic (PSHE) education*, DfE 2020) and the government made it clear that all state schools 'should make provision for Personal, Social, Health and Economic education (PSHE), drawing on good practice' (*National Curriculum in England*, DfE, 2014).

Students are taught PD weekly in Year 7 and Year 8 and then on a fortnightly basis in Years 9 to 11. The curriculum is delivered by a team of trained specialist staff. The aim of the PD curriculum is to provide students with an outstanding education on relevant and topical issues. The curriculum is flexible to change and is continuously adapted to suit the current needs of our students.

Why teach PD?

PD education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of a whole school approach, PD education develops the qualities and attributes students need to thrive as individuals, family members and members of society. The benefits to students of such an approach are numerous as PD prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

PD education also helps schools to achieve their statutory obligations, in particular, the requirement of all state schools to deliver a balanced and broadly-based curriculum. Section 78 of the Education Act 2002 defines a broad and balanced curriculum as one that 'promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life'. By having a planned PD programme in place, schools can demonstrate the work they undertake in Spiritual, Moral, Social, Cultural (SMSC) education, and how they are helping students understand appropriate behaviour for learning and keeping themselves safe.

PD facilitates the school's delivery of Character Education. The DfE's Character Education Framework Guidance (2019) states that RSE 'is most effective when schools also actively promote good behaviour and positive character traits' and that 'well-planned provision for character and personal development can help promote good mental wellbeing. The guidance also refers to Character Education as part of the 'duty to promote

SMSC'.

What are our legal obligations?

PD education makes a major contribution to schools' statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all students.

The new RSE framework makes 'Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. They also make Health Education compulsory in all schools except independent schools' (Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE 2020). PD makes a major contribution to the school's responsibility in covering RSE as well as statutory requirements towards Citizenship education.

The school has statutory duties to: promote children and young people's wellbeing (wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect) and promote community cohesion (Education and Inspections Act 2006; Education Act 2002).

Ofsted has also been clear about how important PD education is to student safeguarding. The latest Ofsted inspection framework also states: 'The responsibilities placed on governing bodies and proprietors include: making sure that children are taught about how to keep themselves safe'. In addition to this, Ofsted states that inspections will review the extent to which 'the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy' (The Education Inspection Framework, Ofsted 2019)

How is our policy monitored?

We will monitor the delivery of PD in the following ways:

- Staff delivering the PD curriculum will undertake a training programme and be given opportunities to provide regular reviews of our teaching content
- Lead governor(s) will be identified to work with the team delivering PD, raise PD at Governors' meetings, listen to and represent the views of parents at organised meetings
- Our policy will be reviewed regularly and we will continually review our PD teaching strategies
- We will liaise with outside agencies to ensure that we are representing topics correctly, these will include professional organisations such as the Police and the School nurse
- We will provide feedback opportunities for our students which will help to inform our future planning

Implementing PD

Aims of PD at Imberhorne:

- To introduce relevant and topical issues to students that are age-appropriate
- To forward the school's goals towards character development
- To promote discussion between students to increase confidence talking about sensitive issues and thereby provide comprehensive SMSC
- To provide students with the knowledge of how to access support, both within the school and through external agencies, for specific situations
- To provide education about future educational and/or career prospects
- To be an effective part of wider school strategies towards 'Prevent' and other areas of student wellbeing
- To provide a thematic spiralling curriculum in PD that develops skills and knowledge as students progress.

Topics covered include:

- Healthy relationships including Relationship and Sex Education
- Mental & physical health and emotional well-being
- Bullying including cyber-bullying and gang violence
- Careers and post-16 education
- Diversity including racism and LGBTQ+ education
- Drugs and alcohol including county lines

Confidentiality

Teachers and other professionals will exercise discretion and judgement about how to deal with explicit issues raised by individual students. Students will be educated on the types of issues that should not be raised within class and how sensitive issues should be raised in order to access support.

Teachers cannot offer or guarantee absolute confidentiality and at all times will encourage students to seek the advice of a health professional or where there is a concern about a young person who might be at risk, this will be passed on to the Designated Safeguarding Lead.

Others who play their part**Students**

Students are taught to behave responsibly towards PD issues and be able to make informed decisions. They are also given access to confidential help.

Parents

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents have this right to withdraw up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

There is no right to withdraw from Relationships Education or Health Education or, during the delivery of Relationships and Sex Education, the biological aspects of human growth necessary under National Curriculum Science requirements. There is no right to withdraw from the citizenship sections of the curriculum

School Nurse and Other Confidential Help

These experts are part of this programme to ensure students do have access to their help and they will not put students at risk of feeling exposed in front of others.