

Personal Development Policy

Fully inclusive of:

**Personal, Social, Health Education (PSHE),
Spiritual, Moral, Social and cultural (SMSC),
Relationships and Sex Education (RSE),
Health Education (HE), Fundamental British Values (FBV),
Careers Education -Information, Advice and Guidance (CEIAG)
and Equality, Diversity and Inclusion (EDI)**

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1. Legislative Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

2. Legislative framework

Our Personal Development policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Relationships and Sex Education (RSE) and Health Education guidance for schools (statutory guidance)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Protecting children from radicalisation: The Prevent Duty (advice for schools)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements in schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The school uses the Jigsaw Programme which are online software resources aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of www.jigsawpshe.com) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).

3. School Context

The intent of the curriculum is to seek to deliver the school's purpose and vision, which is to 'make the difference for all of our students', so that they can aspire, commit and excel at all stages of their secondary education, and beyond. This intent is underpinned by the school values of *Respect, Responsibility, Relationships, Resilience, Challenge and Support*.

4. School Culture and Values

This is our primary provision before, any specialised curriculum is introduced, which is to promote the development to each of our students through our fundamental school values. This is to embed our values into everyday school life and culture, both in and out of school. Our culture and values can be seen below:

[Our Culture and Values](#)

5. Safeguarding

Throughout the delivery of PDT, staff like always, must adhere to their duty of care, especially while delivering some potentially more sensitive personal development topics such as Relationships, Sex Education, pornography or sexual orientation). So the school safeguarding statement and strategy must be adhered to at all times by all staff.

[Our Safeguarding Statement and Strategy](#)

6. Personal Development Objectives

The main aims of Personal Development are to encourage each student to reflect on and make informed decisions about many of the challenging ethical and personal issues that they will face in the modern world. We endeavour to equip students with knowledge of the world around them and to provide a forum in which they can develop insight and good decision making skills. Personal Development involves a variety of teaching and learning styles, including independent research, small group and whole class discussions, role-play, demonstrations, DVD clips, practical activities and outside speakers. This enables the students to explore relevant issues in a way that suits all learning styles and enhances the students' learning experience. Personal Development is when the school combines PSHE (Personal, Social, Health Education), Citizenship, Careers and Learning to make sure we achieve our aim of promoting the spiritual, moral, social, cultural, mental and physical development of all students.

[Personal Development Curriculum 3I's.pptx.pdf](#)

Educating children on how to treat one another and for them to learn valuable life skills and become respectful and resilient young men is a fundamental core

to the whole curriculum. By covering challenging and sometimes difficult topics and just a few listed below:

- Bullying
- Racism
- Relationships and Sex Education (RSE)
- Equality, diversity and inclusivity
- Mental health
- Online safety
- British values

A generalised overview of what we want our students to learn and develop can be seen below. This helps us to monitor our students through self, peer and teacher reflection on how they are developing during PDT.

[Our Personal Development - Student Learning Objectives Overview.pdf](#)

7. Personal Development Curriculum

Below provides even more detail of the spiral curriculum for each year group and the topics/themes that are covered alongside the learning objectives for each one during ODT lessons.

A. By Year Group

[Year 7 PDT curriculum.pdf](#) [Year 8 PDT curriculum.pdf](#) [Year 9 PDT curriculum.pdf](#)

[Year 10 PDT curriculum.pdf](#) [Year 11 PDT curriculum.pdf](#)

B. SMSC

[SMSC and British Values Curriculum Mapping](#)

C. Fundamental British values (FBV)

The delivery and promotion of fundamental British values (see FBV curriculum map above) is one that the school takes great pride in delivering to our students. One strand of our British values is the *tolerance of those of different faiths and beliefs* and our Prevent responsibility falls within this strand. Not only is it important for our students to receive clear support and guidance in such an important area, but it's also important for our staff to gain the same support and develop their understanding. The school, therefore, embeds our Prevent duty to all members of staff and is an important part of the annual safeguarding training. Our Prevent duty can be seen below:

[Prevent Duty 2022/23](#)

D. Career Education - Information, Advice and Guidance (CEIAG)

All students are to receive regular support through our careers education by receiving information, advice and guidance on their future careers. This career education is delivered through PDT.

[Careers Education - Information, Advice and Guidance](#)

8. Personal Development Workshops, co and extra extracurriculars

The school implement four staff training and Continuous Personal Development (CPD) sessions each academic year to support our staff for teaching PDT topics. We also realise that for some of the more challenging topics, the delivery from a specialist in that particular field will always be beneficial to our students and also our tutors. Therefore we have introduced a spiral Student Personal Development Workshops led by external experts in their field who come in each month to deliver their specialist area to our students. These specialist workshops can be seen below:

[Student Personal Development Workshops.pdf](#)

[Extra-Curricular Clubs](#)

9. Targeted and bespoke personal development provision for vulnerable students

The school also has a robust and bespoke pastoral support system with bespoke student intervention services provided both internally and by other agencies externally. All of these can be seen in the pastoral waves of support procedures below:

[Pastoral Care and Support.pdf](#)

10. PSHE

At Southborough High School, we teach Personal, Social, Health Education (PSHE) as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people. A curriculum overview on all PSHE topics can be seen below:

11. Relationships and Sex Education (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 compulsory for all pupils receiving secondary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools" DfE Guidance p.8.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword, DfE Guidance 2019 p.4-5.

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships and Sex Education."

DfE Guidance p.11.

Here, at Southborough High School we value PSHE and SMSC as a way to support students' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our students' needs. The mapping document, 'Jigsaw 11-16 and statutory RSE and Health Education', shows exactly how Jigsaw and , therefore, our school, meets the statutory RSE and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

Sex Education

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice...
- consent and the law

DfE Guidance page29.

At Southborough High School we agree with the Sex Education Forum definition of Sex Education (as above).

The Jigsaw PSHE Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

The grid below shows which lessons cover which aspects of the DfE outcomes...

Parents' right to request their child be withdrawn from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE...

... except in exceptional circumstances, the school should respect the parents' request to withdraw the child, 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".

DfE Guidance pages 17/18.

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to...

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships...

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE should provide clear progression from what is taught in primary school in Relationships Education.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect.” *DfE Guidance page 25*

“In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.” *DfE Guidance page 15*

The Sex Education Forum offers the following definitions:

“Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.”

“Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.”

Sex Education Forum, 2020

What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?

RSE in secondary schools will cover ‘Families’, ‘Respectful relationships including friendships’, ‘Online and media’, ‘Being safe’ and ‘Intimate sexual relationships, including sexual health’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, ‘Jigsaw 11-16 and Statutory RSE and Health Education’.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, the Changing Me Puzzle covers much of the Sex Education and the Healthy Me Puzzle covers much of the Health Education, some of the outcomes are also taught elsewhere in Jigsaw. This holistic approach ensures the learning is reinforced throughout the year and across the curriculum.

An overview of our PDT curriculum fulfilling the RSHE statutory legislation can be seen below:

[Our RSHE Curriculum Statutory Requirements](#)

The school adopts the Hackett continuum as a supportive tool to provide staff clear guidance on how best to deal with any student displaying harmful sexual behaviours.

[Harmful Sexual Behaviour - Hackett Continuum](#)

12. Health Education (HE)

“It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.”

DfE Guidance page 35.

What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?

Health Education in secondary schools will cover ‘**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**’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, ‘Jigsaw 11-16 and Statutory RSE and Health Education’.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw, e.g. emotional and mental health is nurtured every lesson through mindfulness practice and respect is enhanced through the use of the Jigsaw Charter.

Again, the mapping document shows transparently how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Our fulfilment of the statutory legislation for Health Education can be seen below. This includes:

- 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

[Our Health Education Curriculum - Statutory Requirements](#)

Again, its good practice to not only have support and guidance in place for our student but the school also has an Online Safety Strategy which is implemented to ensure that the school is doing absolutely all it can to ensure our student are safe whilst online both in and out of school. Below you will see our whole school Online Safety Strategy:

[Online Safeguarding Strategy](#)

13. Equality, Diversity and Inclusion (EDI)

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Southborough High School we promote respect for all and value every individual student. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education. We understand the importance of protected characteristics and also the important to be inclusive in everything we do include those come from different socio-economic backgrounds (PP) or have different Special Educational Needs or Disabilities (SEND).

Equality, Diversity and Inclusivity is now commonplace within the whole of the Southborough community. This is evidenced through

- Whole school EDI lead (headteacher)
- Whole school EDI staff code of conduct
- Whole school EDI policy (this PD policy)
- Governance EDI monitoring
- Whole school EDI staff training and CPD
- Whole school EDI student curriculum (PDT) which can be seen below:

[Our Equality, Diversity and Inclusivity Curriculum](#)

(For Year 7 and 8 curriculum see page 4, for Year 8 and 9 curriculum see page 25 and for Year 11 curriculum see page 45)

14. Monitoring and Review of Whole School Personal Development Provision

The CFC Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary if the policy needs modification. The CFC Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

PDT is reviewed annually by the school's leadership team, PDT lead and school governors. This enables us to review areas of strengths and to spread this good practice but to also allows us to make improvements. From a recent PDT review, the school received the following feedback from our students:

Students really enjoy PDT "they get to discuss things specifically with boys ... can share opinions"

Students absolutely love it. They find it informative and love that there is so much to talk about - they want more PDT and for longer!

During PDT sessions there is clearly a buzz and students are keen and eager to discuss and learn about the issues being taught. Students see this as an important lesson in the week and really enjoy it.

Read and watch our Personal Development in action by viewing the below PDT newsletter and watching our PDT video.

 [SHS PDT in Action](#)

[SHS PDT Video](#)

Policy Review

This policy will be reviewed by the Governor's Committee on an annual basis.
The policy was last reviewed and agreed by governors as below:

September 2021

It is due for review 12 months from the above
