



NEWLAND SCHOOL FOR GIRLS

Pride

Aspire

Excellence

Personal Development Policy

Draft	October 2019
Approved by LGB	
Review	January 2020

1. Aims

The aims of relationships and sex education (RSE) at our school are to ensure students learn about:

- different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how
- to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

The aims above are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be.

2. Statutory requirements

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE will become statutory in all schools from September 2019.

All schools must provide a Personal Development 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 Personal Development 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.

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 pupils receiving secondary education.

At Newland School for Girls we have chosen to implement the teaching of RSE as set out in this policy from 2019. We are confident that the Personal Development curriculums covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way.

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is **not** about the promotion of sexual activity.

4. Delivery of RSE

Through the personal development programme students are able to identify what a healthy relationships looks like, they can make informed choices in regards to safer sex and sexual health in later years. They have awareness regarding the risks that young people can be exposed to and understanding of how to effectively manage these situations. They can make well informed choices when it comes to their mental and physical well-being.

Personal development programme fully informs of dangers and risks to their safety and security and ensures they have a range of strategies to deal effectively with issues when they arise.

Secondary Relationships and Sex Education – statutory, with a parental right of withdrawal up to the age of 15*, the child has the right to choose come the third term before the child turns 16.

The areas of knowledge to be covered by the end of secondary are:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

The guidance is clear about the knowledge needed to support good sexual health: the full range of contraception; facts and choices around pregnancy; STI information; and how to get help from sexual health services. There is also a focus on consent: both actively communicating consent and recognising consent from others.

Physical Health and Wellbeing Education – statutory, with no parental right of withdrawal

The areas of knowledge to be covered in secondary are:

- 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 guidance places equal importance on mental wellbeing and physical health.

Cross curriculum teaching

- Many of these Physical Health and Wellbeing topics are already covered in the PE, Food and computing curriculums and have been altered accordingly.
- Biological aspects of RSE are taught within the science curriculum.
- Some of the Mental Health aspects are taught through English lessons
- Relationships is also covered in RE lessons

The majority of the RSE curriculum is delivered during P4 Personal Development lessons. These lessons are taught by the students' P4 teacher over three 25 minute lessons each week. The HOH are responsible for the monitoring and quality assurance of the curriculum, and are line managed by a member of the Senior Leadership team.

Pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Inclusive Curriculum

The personal development programme is fully inclusive and all areas of the curriculum can be accessed by all students irrelevant of ability. Teachers will need, as always, to tailor each lesson to meet the needs of the students in their classes. To support this differentiation, many pre-planned lessons suggest creative learning activities that allow students to choose the media with which they work and give them scope to work to their full potential. Inclusivity and respect for self and others is integral to our curriculum.

Staff are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

5. Roles and responsibilities

5.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. Named link Governor is Gill Beckett.

5.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 6).

It is the responsibility of the headteacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

5.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

5.4 Pupil

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

6. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSE.

Parents can identify when RSE is being covered by referring to the PHSE 5 year overview document on the school website.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Appropriate alternative work will be given to pupils who are withdrawn from RSE.

7. Training

Staff are trained termly on the delivery of RSE and meet on a regular basis with the Head of HOH during Weekly Meetings, on INSET days and during CPD twilight sessions.

The SLT lead for RSE will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

8. Monitoring arrangements

The delivery of RSE is monitored by the Heads of House and Link LST lead for RSE through the Quality Assurance programme of learning walks, book scrutinies, lesson observation and student voice as detailed in the school calendar.

Pupils' development in RSE is monitored by class teachers through the use of, "I Can ..." statements that are ragged at the start and end of each unit of work, but is not formally assessed using the 9-1 grading system used by other subject areas. The student also complete a Personal Development Portfolio, which details their progress and knowledge learnt across the year.

9. Policy Links

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Climate for Learning Policy
- Child protection Policy
- Equality and Diversity Policy
- Health and Safety Policy
- Medical Policy
- SEN policy
- ICT Policy and Safe Internet Use Policy
- Safeguarding/Child Protection Policy