

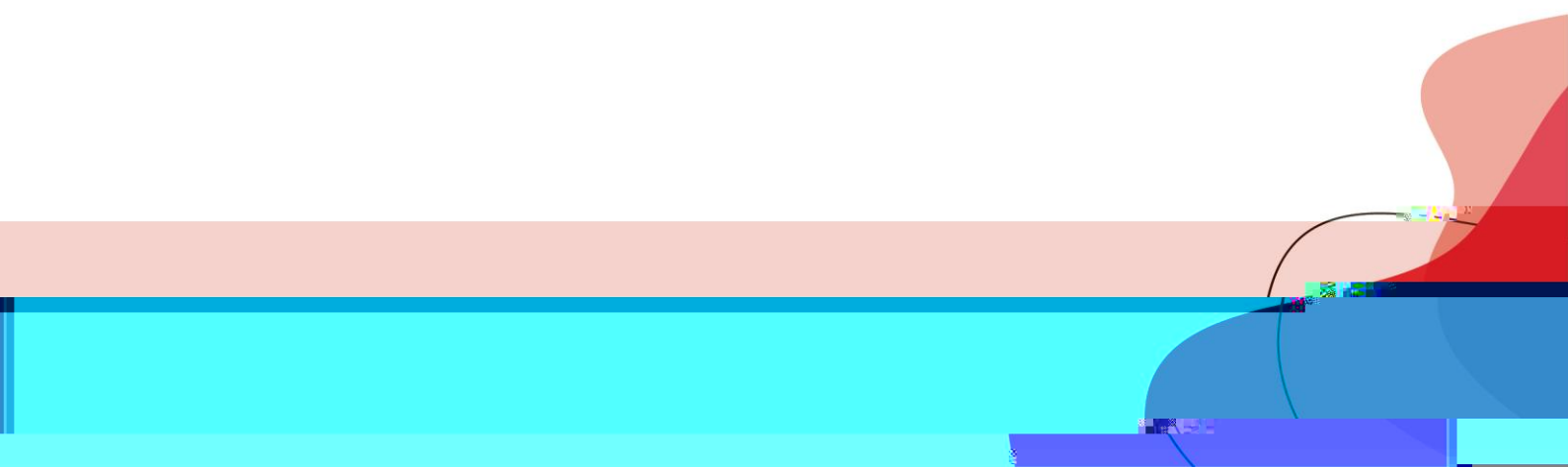
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# PERSONAL DEVELOPMENT POLICY

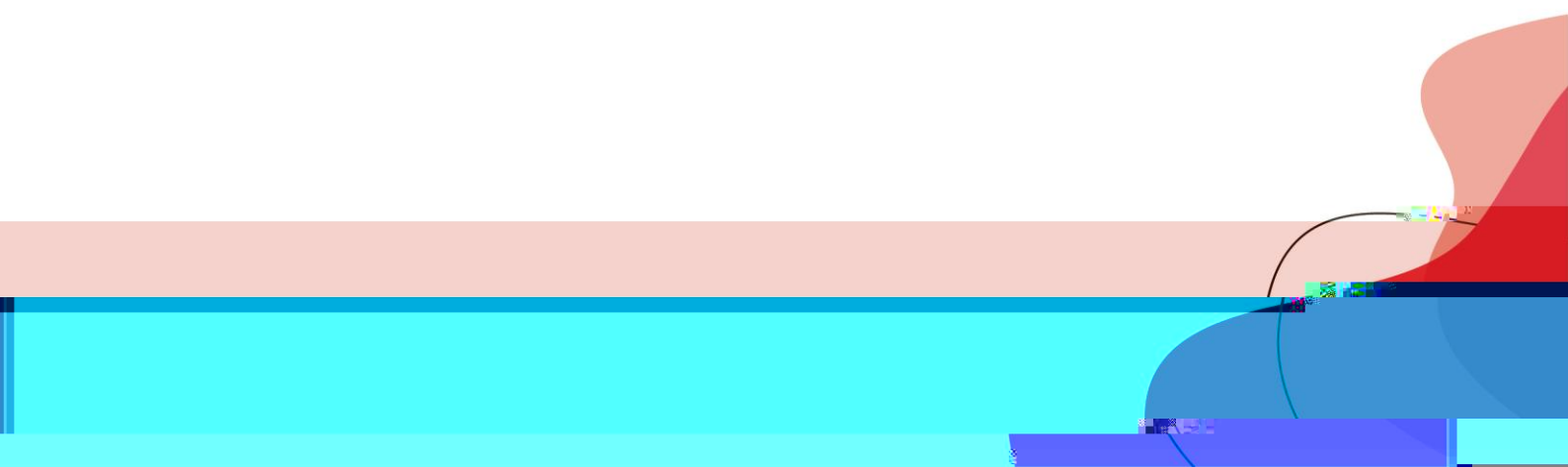


to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation. We teach children about their rights and responsibilities and to learn to appreciate what it means to be a positive member of a diverse multicultural society.

Ultimately, we want to ensure that our students leave our academy at 16 or 18 as well-rounded citizens able to take their place in society.

What is Relationship and Sex Education (RSE)

The aim of RSE is to give young people the information they need to

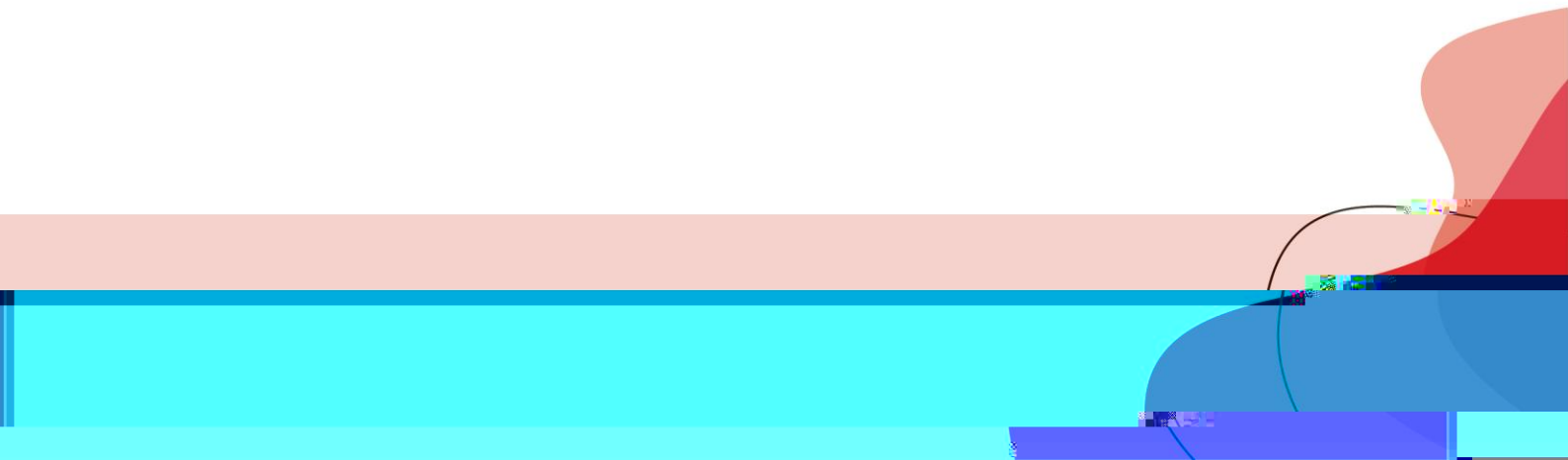








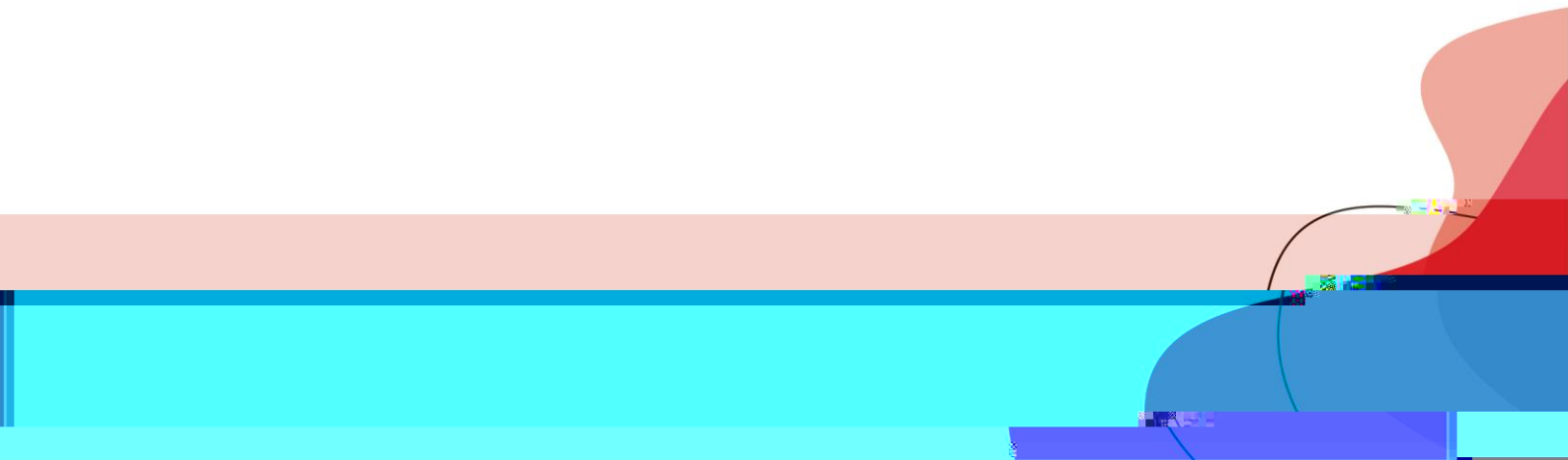
- to ensure that students develop the skills and attitudes necessary for success in adult and







Religious Studies is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore,



## Delivery of the Programme (Our Curriculum)

The Trust acknowledges that high-quality, evidence-based, and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

Personal Development will be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. The curriculum will complement, and be supported by, the Academy's education on healthy lifestyles through physical education, science and its sport, extra-curricular activity and school food. The Academy will deliver the content set out in Appendices 1 and 2 in the context of a broad and balanced curriculum. Effective teaching 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.

Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

The Senior Teachers in the Academy will work closely with colleagues in related curriculum areas to ensure the Personal Development programme complements and does not duplicate, content covered in national curriculum subjects such as science, IT and PE.

Details of the curriculum can be found in the Appendices attached to this policy. We may need to adapt the curriculum and its delivery as and when necessary.

Appendix 1: Overall content that will be delivered in each year group, which are matched to the statutory requirements and the Personal Development of study from the PSHE Association and government guidelines.

The Personal Development curriculum is delivered within form time and Personal Development lessons.  
Form tutors

## Inclusion

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### *Students with Special Educational Needs and Disabilities (SEND)*

Personal Development will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. The Academy will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

The Academy is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

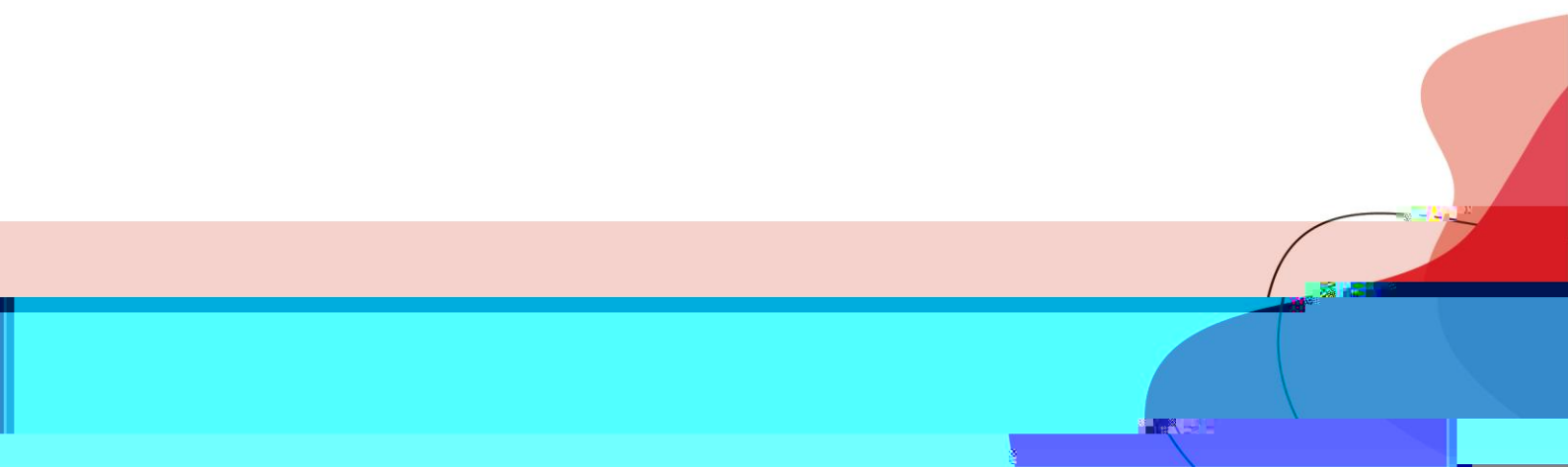
For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages

### *Gender, Identity and Sexual Orientation*

The Senior Teachers will ensure that LGBT+ content is fully integrated into the programme of study and threads across the curriculum. We aim to deal sensitively and honestly with regard to gender, sexual orientation and identity, answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality need to feel that Personal Development is relevant to them.

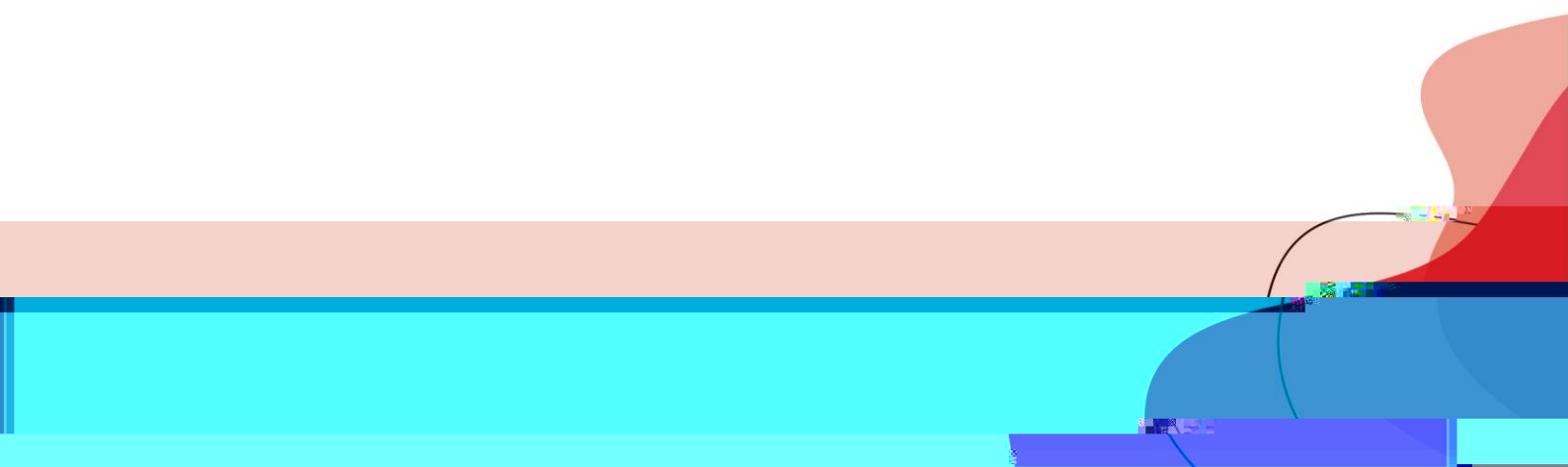
## Roles and Responsibilities

### *The Trustees and Local Academy Councils will:*

- Monitor the implementation of the policy across all Academies within the Trust
  - Monitor student progress to ensure that pupils achieve expected outcomes
  - Ensure that Academies are resourced in such a way that the Trust fulfils its legal obligations.
  - Ensure that the subject is well led, effectively managed, and well planned.
  - Ensure that the quality of the provision is subject to regular and effective self-evaluation.
- 

*The Senior Teachers of Personal Development, Careers and Religious Studies will ensure that:*

- The curriculum is well planned and resourced, including ensuring that the curriculum is age-



*Parents/Carers:* The Trust acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

*All Parents/Carers will be:*

- Given every opportunity to understand the purpose and content of Personal Development
- Encouraged to participate in the development of Personal Development
- Able to discuss any concerns directly with the Academy.

### Right to withdraw students from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education (not relationships, health education, SMSC, careers or RS) delivered as part of statutory RSE. The Trust, before granting any such request, will require the Headteacher/Principal to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the Trust will respect the parents' request to withdraw their 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 will make arrangements to provide the child with sex education during one of those terms.

The Headteacher/Principal will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from the national curriculum.

### Working with external agencies

The Academy is aware that working with external partners will enhance the delivery of Personal Development and will support this to bring in specialist knowledge and implement different ways of engaging with young people. Where we use external agencies, we will check the credentials of the visiting organisation and any visitors linked to the agency. We will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. We will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the Academy in advance of the session.

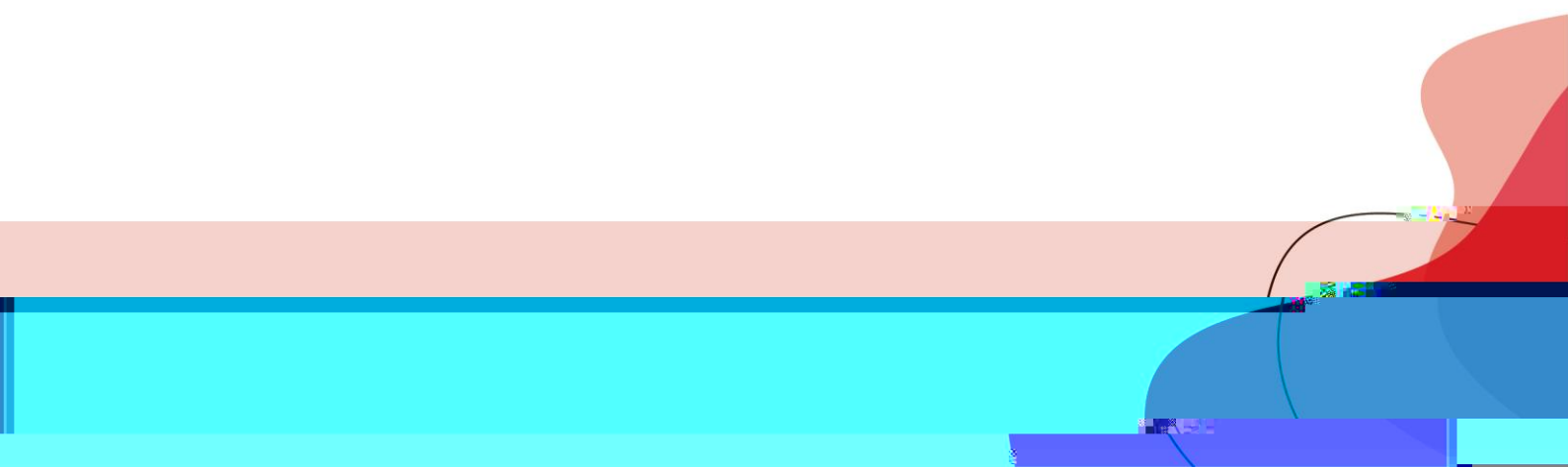
The Academy will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Child Protection Policy.

### Safeguarding, reports of abuse and confidentiality

The Academy recognises that at the heart of Personal Development, the focus is on keeping children safe, and acknowledges the significant role Academies have in preventative education. We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased

safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do



accordance with the year group they teach. This policy will ensure staff have the confidence and skills to deliver high quality sessions to all our students.

Where appropriate we will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Personal Development.

### Monitoring and Evaluation of the Programme

It is the responsibility of the Senior Teachers of Personal Development, Careers and RS to oversee and organise the monitoring and evaluation of Personal Development, in the context of the overall school plans for monitoring the quality of teaching and learning. The Personal Development programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and regular monitoring and evaluation led by the Senior Leadership Team.

Monitoring activities used to ensure that the Personal Development programme is being implemented as planned include:

- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students and staff
- Pupil voice
- Careers data
- Work scrutiny
- Curriculum plans

Evaluation activities are used to measure the impact of Personal Development programme and inform future planning. Evaluation activities include:

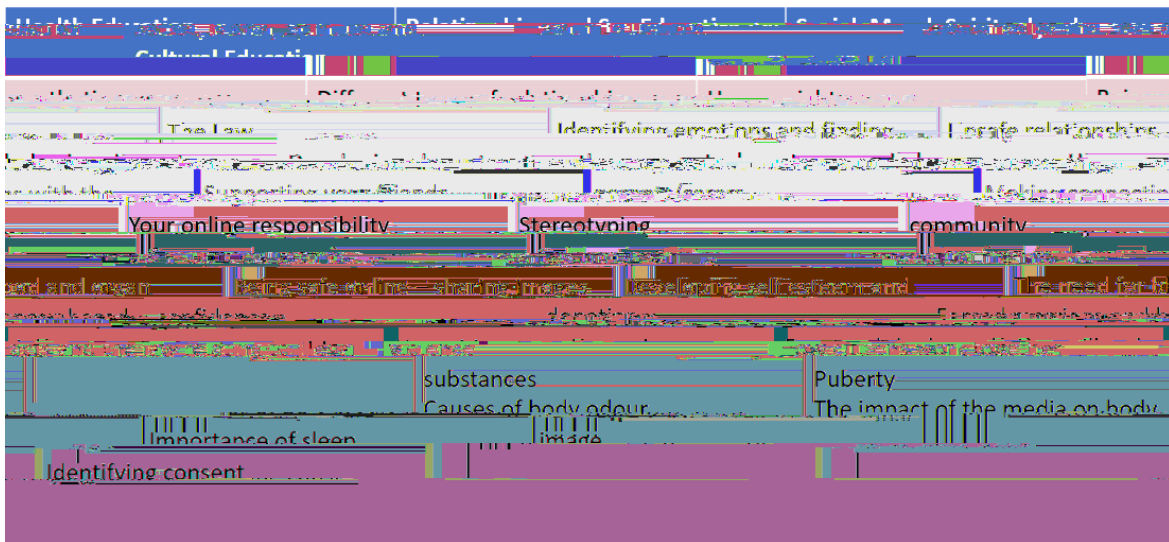
- Careers data, including analysis of destination data, career participation dashboard, activity survey, destination data – sustained data (DFE), school-level data
- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students

Appendix One

Year 7

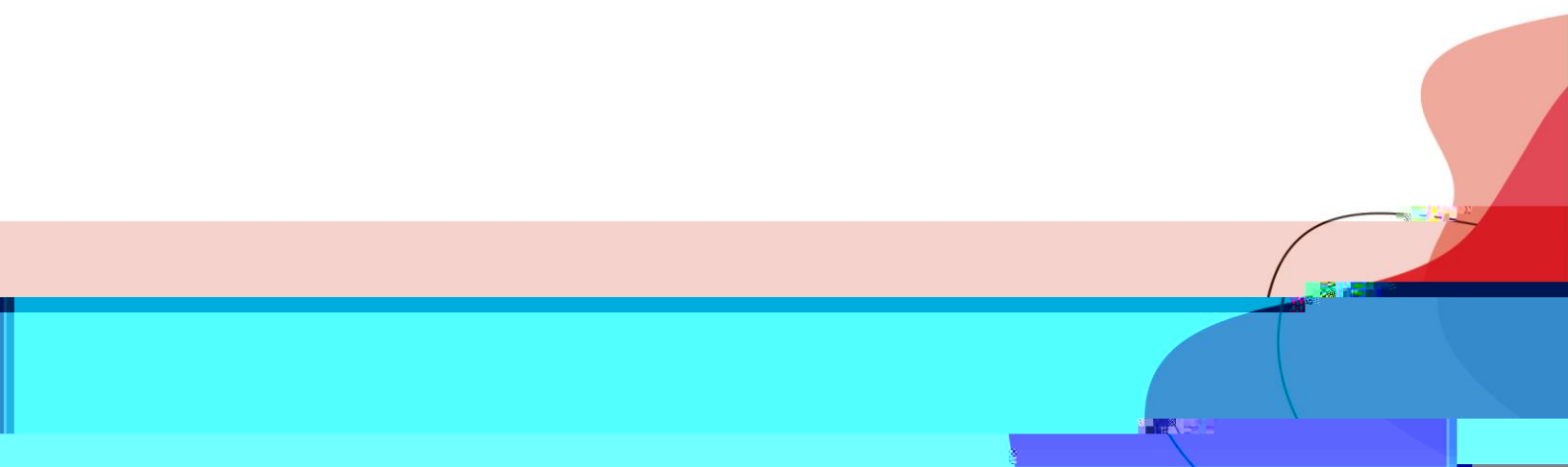
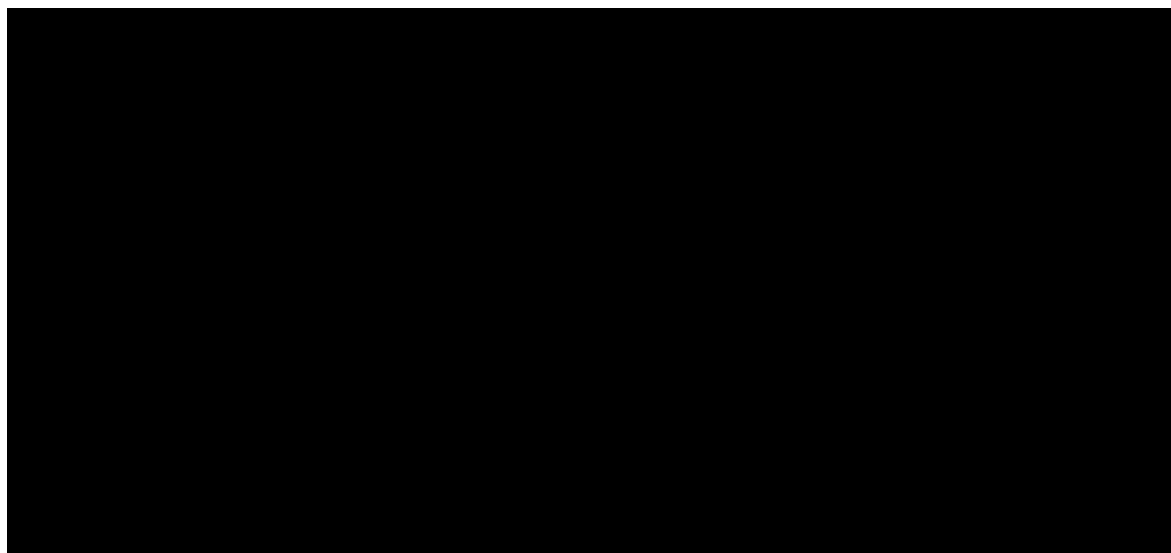


Year 8





Year 9





## Religious Studies Year 11 (Edunas Short Course)

- Study of Christianity
  - Beliefs in Great Britain
  - Nature of God
  - Creation
  - Jesus Christ
  - Salvation
  - The afterlife

For Career specific content please see the Careers HUB site and relevant documents. In order to respond to current issues and trends additional content may be added into our curriculum.