

**Personal Development Policy
(Incorporating Relationships and Sex Education)**

Date policy approved	January 2022
Date of next review	January 2023
Frequency of review	Annually
Governors Consultation Committee	Policy Ratification Group
Lead person	Mr Alan Chipping

Context

Personal Development (PD) at Applemore College aims to provide students with knowledge, skills and information for them to thrive throughout adolescence and into adulthood. This is done through targeted, dedicated sessions throughout the college week. PD is also delivered throughout the college's wider subject curriculums, PDL Days and extra-curricular activities, to ensure students have a wide range of different experiences while attending the college. PD will also provide students with skills to critically think about topics they are confronted with in their daily lives within the modern digital age; technology, fake news, media representation. Fundamental British Values will also be promoted within PD sessions; values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs. This ensures young people understand the importance of respect and leave college fully prepared for their life in modern Britain.

Relationship and Sex Education (RSE) at Applemore College aims to help students to develop knowledge, skills and understanding about the value of loving, stable relationships, sexuality, sexual health and changes in their bodies, minds and emotions from childhood to adulthood. It also aims to help our students to lead confident, healthy lives providing knowledge to make informed decisions and be active citizens, with particular regard to the value of relationships, marriage and family life, while respecting the views of those who come from different cultures and backgrounds.

Health Education (HE) at Applemore College aims to provide students with the knowledge to maintain healthy lifestyles, good hygiene practices, mental health and wellbeing. It links with all other aspects of Personal Development and RSE to further inform students of how their life choices impact other areas of their lives.

Definition

"It is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about promoting sexual activity." (DfE)

Aims

Personal Development (PD)

- Provide students with experiences and an ethos of life-long learning.
- Education around finances, living independently, careers, further and higher education, also providing skills to encourage pursuit of aspirations.
- Opportunities to boost all students' aspirations and ambitions for their futures.
- Incorporate aspects of today's society and technology to increase student awareness of safety and impact on lifestyles and wellbeing.
- Exploring current affairs in the education of key topics to further develop our student's awareness and understanding of the world around them.

Relationships and Sex Education (RSE)

- Sex education is one element of the Personal Development programme and should be viewed within the health-promoting ethos of the College.
- Contribute to the physical, emotional, moral and spiritual development of all our students within the context of today's society.
- Should reflect the cultural, ethnic and religious influences within the home, the College and the community.
- Sex education should be non-discriminatory and sensitive to the diverse backgrounds and needs of all our students.
- Sex education starts informally at an early stage with parents and carers and continues through to adulthood both within the home and at all stages of college life.
- Should challenge inappropriate sexual behaviours and stand against sexual harassment, gender stereotyping and abuse.

Health Education (HE)

- Promoting good health within all aspects of college life
- Encouraging extra-curricular activities to boost confidence and healthy choices.
- Promote good mental health and wellbeing as part of living healthily, addressing stigma and misconceptions associated with mental health issues.

At Applemore College PD, RSE and HE is delivered with three main elements in mind, all of which are important for a balanced Personal Development programme:

Attitudes and Values:

- The importance of values and individual conscience and moral considerations
- The value of family life, marriage, and stable and loving relationships for the nurture of children
- The value of respect, love and care
- Exploring, considering and understanding moral dilemmas and
- Developing critical thinking as part of decision-making

Personal and Social Skills:

- Managing emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice

- Developing an appreciation of the consequences of choices made
- Managing conflict and
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding:

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay and
- The avoidance of unplanned pregnancy.

The college recognises that it is a moral body in its own right. As part of the whole curriculum the college seeks to explore issues of right and wrong. The school recognises that RSE is fraught with certain difficulties and whilst it acknowledges different lifestyle choices it promotes a view that stable loving relationships are the best context for sexual relationships.

The College will work in partnership with parents and carers on the development of the PD, RSE and HE curriculum. Parents have a legal right to have access to this policy, and the College are legally required to provide a broad and balanced curriculum.

Parental Right to Withdraw from RSE

Parents and Carers have the right to request that their child be withdrawn from some or all of Sex Education within RSE. They do so in writing to the headteacher. When the headteacher receives such a letter they will invite the parents/carers to a meeting to discuss the request. The meeting will provide discussions around the benefits of receiving important education and any detrimental effects that withdrawal might have on the child, and to seek to accommodate wishes and/or concerns. If that is not possible the student will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided up to and until three terms before the child turns 16, after this point the child has the right to receive sex education if they wish and the college will make arrangements to provide the child with sex education.

Sex Education within the Science National Curriculum is mandatory.

The College will aim to utilise the skills and training of appropriate external agencies to assist with the implementation of our Sex Education programme.

Delivery of Personal Development, RSE and Health Education

All teachers are responsible for teaching about and modelling good relationships within college. Much of the general work in school is based on good relationships and in this regard RSE is supported by the college's ethos.

It is the responsibility of the Science department to deliver the Science National Curriculum and the content surrounding sex education.

Outside and beyond the Science National Curriculum the college's team of tutors will deliver PD, RSE and HE within two half hour sessions a week. Teachers will be trained to deliver such content and the use of external providers will also be used to assist with the implementation of RSE.

Methods of teaching and resources

Delivery of PD will be within a "safe zone", students will be presented with the rules of the classroom for their PD sessions which they should adhere to, to ensure a safe, non-judgemental environment.

Teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of PD, RSE and HE:

- Discussion and debate
- Role play
- Research and presentation
- Key questions

The programme utilises a wide variety of resources including, PowerPoint presentations, books, videos, scenarios, quizzes. Parents are welcome to view these materials. Any books used can also be found in the college library. Resources used are produced for schools by educational publishers and are edited or monitored by the Head of Personal Development or individual teachers, to meet the need of the children in their classes.

Monitoring and evaluating

PD, RSE and HE will be monitored by the college's Head of Personal Development. It is the head of department's responsibility to:

- a) Ensure that RSE occurs in the school's curriculum according to the schemes of work
- b) Monitor the use of teaching and learning styles
- c) Monitor the use of teaching materials
- d) Evaluate the effectiveness of the college's programme
- e) Liaise with staff, parents/carers and pupils to discuss the effectiveness of the college's curriculum.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about some content within PD. The following are protocols for discussion-based lessons with students:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way; and
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a staff member is concerned that a child protection issue is arising it is his/her responsibility to follow the college's policy in this matter.

Visitors contributing to PD, RSE and HE

From time to time as part of a planned module of work or within dedicated PDL Days, the college will invite in local experts on issues relating to RSE as well as using other professionals associated with the college. All college visitors will be asked to conform to the following:

- Visitors contributing to RSE will do so at the invitation of the college and will be qualified to make an appropriate contribution
- Visitors must agree with the aims of the college in delivering its policy on RSE
- When in class visitors will be supervised by a teacher, who will be present at all times
- Visitors will follow the college's child protection procedures if a disclosure occurs within the classroom setting; and
- Visitors will know and understand where their contribution fits into the college's programme for PD, RSE and HE.

Statutory framework

Relationships and Sex Education (RSE) and Health Education 2019

Equality Act 2010

Sexual Offences Act 2003

Local Government Act 2003

Education Act 2002

Learning and Skills Act 2000

Education Act 1996

Relationship to other policies

Safeguarding and Child Protection

Special Educational Needs

Monitoring and Evaluation

Adherence to this policy will be monitored by the Governing body, Headteacher and Senior Leadership Team.

The policy will be reviewed by the Governing Body, Headteacher and Senior Leadership Team annually, or more frequently if the need arises. Procedures / guidelines arising from the policy will be reviewed and if necessary, revised annually or more frequently if appropriate.

Administrative Ownership

Headteacher and relevant Assistant Headteacher

Date of implementation / review: January 2022/January 2023

Signed: Headteacher

Signed: Chair of Governors

Date.....