



Policy:	Personal Development Policy (Including Relationships, Health Education RHE and Relationships and Sex and Education SRE)
Policy Date:	AUTUMN 2024
Review Cycle:	Annually
Reviewer:	FGB
Next Review:	AUTUMN 2025

Personal Development Policy,

Including:

Relationships Education, Relationships and Sex education (RSE) and Health Education

Following statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Context and Rationale:

At Chawton CE Primary School PSHE (Personal, Social Health Education) and RSE (Relationships and Sex Education) are known as **Personal Development**. Our **Personal Development** curriculum is a planned programme of learning through which the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe.

Personal Development provides all the pupils with opportunities to:

- Develop confidence, resilience and build self-esteem in order to make the most of their skills
- Develop empathy and prepare to play an active role as citizens
- Develop good physical and mental health habits and understanding
- Develop good relationships and respect the differences between people

Our **Personal Development** curriculum has been developed by the Subject Leader and Headteacher in accordance with the statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DFE 2019) and through consultation with teaching staff, who contributed with key needs of the pupils in the age ranges they teach.

The **Personal Development** curriculum will be reviewed annually, through discussions with staff, pupils and parents, and it will be adjusted accordingly.

Jesus encouraged all his children to live life in all its' fullness. Through our core values of **love**, **courage** and **fellowship**, and with an enquiry approach to our inter-disciplinary curriculum, our children enjoy learning about themselves, about others and the world which we are guardians of.

'Let all that you do, be done in love.' 1 Corinthians 16:14

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' Joshua 1: 5-9

'If we walk in the light as He himself is in the light, we have fellowship with one another...' 1 John 1-7

We nurture a love of learning, celebrate courage to persevere in learning and fellowship through collaboration and recognising each others' strengths and special qualities.

1. Aims

The aims of Personal Development at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies
- Help children develop lively, enquiring minds, to acquire knowledge and to develop the skills of communication and information handling which equip them for life.
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.
- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Encourage children to develop creativity and expression.
- Help children to develop a range of personal and social skills, which will then help them to develop self-awareness, to relate well to others and form stable relationships in their future lives.
- Support children to make decisions based on accurate knowledge and a sense of right and wrong
- Encourage children to see themselves as active, valued members of the community, knowing their rights and with the ability to express these appropriately and responsibly.
- Teach children the practical skills of keeping safe in a variety of different scenarios
- Teach children that people have to take responsibility for their own actions, decisions and choices in life.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required, however, to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching Relationships and Sex Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Chawton CE Primary School we teach Personal Development as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the Headteacher and the Personal Development Subject Lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to consult about the policy
4. Pupil consultation – we investigated what exactly pupils want from their Personal Development sessions
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Our focus for Personal Development will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Within this, our Relationships and Sex Education will ensure that children learn about the emotional, social and cultural development, and it also involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. There will be opportunity for information sharing, exploring issues and values. It is not the promotion of sexual activity.

As a school with a religious character, the religious background of all pupils will be taken into account when planning teaching, so that topics in the core content in this guidance are appropriately handled. We will teach the distinctive faith perspective on relationships and balanced debate may take place about issues that are seen as contentious. We will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education is mandatory in primary schools. We feel that this is an important developmental milestone which should be discussed in the open and safe community that school offers, prior and during some significant changes during the onset of puberty.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born. This includes all forms of conception (including surrogacy and IVF) to help children understand that there are many ways in which parents can become a loving biological parent.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of Relationships and Sex Education

Relationships and Sex Education (RSE) is taught within our Personal Development curriculum alongside SCARF. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

We believe that Personal Development education is at its strongest when there is clear communication between home and school. Every half term, as part of the weekly newsletter, information will be sent home from the Personal Development Lead informing parents and carers of the upcoming learning for their child, along with useful resources to support them at home.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

At the start of every year, classes will agree on clear 'ground rules' for Personal Development sessions. It is essential to establish a safe learning environment, as Personal Development learning works within the pupils' real life experiences.

Early Years

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning.

- Making Relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led in order to reflect the interests and needs of the children. Children take part in circle times to discuss topics taken from their learning, as well as taking part in continuous and

enhanced provision carefully designed to further their development in Personal Development. This provision could be linked to their learning (such as the addition of empty containers of household products in the home corner as a prompt for Keeping Safe) or an ongoing area of Personal Development (such as a turn-taking game).

Key Stage 1 and 2

In Key Stage 1 and 2 Personal Development lessons are more structured. We follow the SCARF programme for church schools. This is complimented with the rich reading texts as suggested in 'No Outsiders in Our School' (2016) and the SCARF curriculum. The use of rich reading texts support our community of learners in developing active speaking and listening skills, in developing the courage to use their voice as well as providing them with opportunities to experience diversity through a safe and comfortable vehicle.

These lessons are taught by the class teacher, in discrete weekly lessons of approximately 30 minutes. These lessons are recorded as part of the class Personal Development scrapbook and will be monitored by the Personal Development Subject Lead as well as the Governing Body.

Elements of Personal Development may also be covered through other core subjects as well as connections made throughout each Learning Quest. Teachers will also act responsively to situations that may arise within the class. The Personal Development Subject Lead will respond to any wider issues that may require further Personal Development sessions and will research and develop planning for the school as required. Many of these issues are also taught through our bespoke Safeguarding curriculum.

Key facts about puberty and the changing adolescent body, particularly from aged 9 through to aged 11, including physical and emotional changes as well as key facts about the menstrual cycle will be taught in addition to the science curriculum.

For more information about our Relationship and Sex Education curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.i The governing board

The governing board will approve the Personal Development policy, and hold the Headteacher to account for its implementation.

7.ii The Headteacher

The Headteacher is responsible for ensuring that Relationships and Sex Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.iii Staff

Staff are responsible for:

- Delivering Personal Development in a sensitive way
- Modelling positive attitudes to Personal Development
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Personal Development (Relationships and Sex Education)

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

7.iv Pupils

Pupils are expected to engage fully in Personal Development and, when discussing issues related to Personal Development, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents *do not* have the right to withdraw their children from the relationships education section of Personal Development.

Parents *have* the right to withdraw their children from the non-statutory/non-science components of sex education within Personal Development.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to Mrs Zoe Doyle (Headteacher).

Alternative learning tasks will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of Personal Development as part of their induction and it is included in our continuous professional development (CPD) calendar.

The Headteacher 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.

10. Monitoring arrangements

Assessment in Personal Development is not about 'passing' or 'failing' or about behavioural attitudes. Teachers and pupils both need to know what has been learned and how learning and understanding has progressed.

As part of our planned programme for Personal Development, teachers have clear expectations of what the pupils will know and understand at the end of each year and key stage. Children's outcomes are reported to parents in annual reports and are also passed on to the next teacher to inform the following year's learning. Teachers assess the children's outcomes in Personal Development by making informal judgements as they observe them during lessons.

Personal, social, emotional development (PSED) is a Prime area of learning in the EYFS. Pupil progress is tracked through observation of the children during child initiated times and teacher assessment of adult led activities. This informs the relevant profile scores achieved by the children at the end of the Foundation stage.

The delivery of Personal Development is monitored by Lauren Clarke (Personal Development Subject Lead) and by the Governing body through:

Learning walks, monitoring of Personal Development scrapbooks, pupil conferencing, discussions and reports to the governing body and staff discussions in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

In Key Stage 1 and 2, pupils' ideas and discussions are recorded in the class Personal Development scrapbook for reference; teachers may also keep photographs of activities as part of this. It is expected that most outcomes for Personal Development will be verbal, however pupils will also record written or drawn responses on some occasions. Pupils' development in Personal Development is monitored by class teachers as part of our internal assessment systems.

11. Equality of Opportunity

At Chawton CE Primary School we promote the needs and interests of all pupils, irrespective of their gender, culture, ability, background or personal circumstance. Teachers take into account the age, ability, readiness and cultural background of the children in their care when teaching Personal Development to ensure that all can fully access Personal Development education provision. Pupils with SEND follow the same Personal Development education programme as all other students. Teachers carefully consider variation and support to ensure that they can access learning materials.

Pupils are not routinely withdrawn from Personal Development sessions to catch up on other National Curriculum subjects.

12. British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, worships and discrete Personal Development lessons, these values are embedded within our curriculum.

We plan Collective Worships and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, diversity and mutual respect.

13. Confidentiality

In the context of Personal Development, children sometimes make personal disclosures. Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others.

This policy will be reviewed annually by Mrs Zoe Doyle (Headteacher), Mrs Vicki Blythe (Mental Health and Wellbeing Practitioner) and Mrs Lauren Clarke (Personal Development Subject Lead). At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

See separate document entitled 'Personal Development Curriculum map.'

See separate document SCARF curriculum.

Rich texts to promote discussion	Autumn Term 1	Autumn Term 2 Don't Forget to Let Love in	Spring Term 1 Too Much Selfie isn't Healthy	Spring Term 2 Don't Rub it in, Rub it out!	Summer Term 1 Fake is a Mistake	Summer Term 2 No Way through isn't true
CYCLE A and B Year R	<i>Red Rockets and Rainbow Jelly</i> Sue Heap and Nick Sharratt	<i>You Choose</i> Nick Sharratt	<i>The Family Book</i> Todd Parr	<i>Blue Chameleon</i> Emily Gravett	<i>Mommy Mama and Me</i> Leslea Newman and Carol Thompson	
CYCLE A Year 1		<i>Max the Champion</i> Sean Stockdale, Alexandra Strick and Ros Asquith	<i>My World, Your World</i> Melanie Walsh and <i>My Grandpa is Amazing</i> Nick Butterworth	<i>Ten Little Pirates</i> Mike Brownlow and Simon Rickerty	<i>Elmer</i> David McKee	
CYCLE B Year 2	<i>The Odd Egg</i> Emily Gravett	<i>The First Slodge</i> Jeanne Willis	<i>The Great Big Book of Families</i> Mary Hoffman and Ros Asquith	<i>Blown Away</i> Rob Biddulph	<i>Just Because</i> Rebecca Elliot	
CYCLE A Year 3		<i>The Hueys in the New Jumper</i> Oliver Jeffers	<i>Two Monsters</i> David McKee	<i>This is our House</i> Michael Rosen	<i>Oliver</i> Birgitta Sif	<i>Beegu</i> Alexis Deacon
CYCLE B Year 4	<i>King and King</i> Linda de Hann and Stern Nijland	<i>Red: A Crayon's Story</i> Michael Hall	<i>The Way Back Home</i> Oliver Jeffers	<i>The Flower</i> John Light	<i>Dogs Don't do Ballet</i> Anna Kemp and Sara Ogilvie	
CYCLE A Year 5		<i>How to heal a Broken Wing</i> Bob Graham	<i>Where the Poppies Now Grow</i> Hilary Robinson and Martin Impey	<i>And Tango Makes Three</i> Justin Richardson and Peter Parnell	<i>The Artist who Painted a Blue Horse</i> Eric Carle	<i>Rose Blanche</i> Ian McEwan and Roberto Innocenti
CYCLE B Year 6		<i>Dreams of Freedom</i> Amnesty International	<i>My Princess Boy</i> Cheryl Kilodavis and Suzanne DeSimone	<i>The Island</i> Armin Greder	<i>The Whisperer</i> Nick Butterworth	<i>Love you Forever</i> Robert Munsch

Appendix 2 By the end of primary school, children should know:

	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage or a civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

PUPILS SHOULD KNOW

Respectful relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they are not
- That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

PUPILS SHOULD KNOW

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	