

Personal and Social Development Policy

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Ratified by Governors:

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Learn more... Do more... Be more...

1 Rationale

- 1.1 The aim of the Personal and Social Development Policy is to clarify the school's provision for:
 - Drug Education
 - Sex and Relationships Education (RSE)
 - Personal, Social, Health and Citizenship Education
 - Promoting British Values (see Appendix 1)
- 1.2 Provision for Careers Education and Guidance is covered in a separate policy.
- 1.3 The school has a separate policy for dealing with substance abuse
- 1.4 This Policy has been developed by the Headteacher and Governors, in consultation with parents, to ensure that it reflects parents' wishes and the culture of the community the school serves.
- 1.5 This policy complies with the Statutory Government guidance on RSE and the teaching content through PSHCE and Life skills meets the statutory requirements of the guidance.
- 1.6 Priestlands School is committed to supporting students' personal and social development by helping them to develop the skills and understanding they need to live confident, safe, healthy and independent lives. Underpinning the PSHCE and Life Skills programme is the school's ethos which gives a high priority to positive relationships between all members of the community. Whilst our policy is to raise standards and expectations for all, the school treats all students as individuals, recognising and respecting individual needs, interests and abilities.
- 1.7 RSE at Priestlands promotes lifelong learning about physical, moral, social and emotional development. It is about the understanding of the importance of marriage and stable and loving relationships for family life, respect, love and care. It particularly encourages our young people to delay the first time that they have sex.
- 1.8 PSHCE and Life Skills at Priestlands follows the non-statutory framework for PSHE and the statutory curriculum topics for Citizenship. The programme covers the statutory subjects and topics outlined in the Government guidance.
- 1.9 Priestlands School deplores the substance abuse and will promote for its students a lifestyle, which is not dependent on any form of drug misuse. Where the word "drug" is used in this policy [except when explicitly described otherwise] it will cover: illegal substances; alcohol; tobacco; "over the counter" medicines; prescribed medicines and substances which are legal but could be misused [e.g. solvents, psychoactive substances, glue and other volatile substances].

2 Philosophy

- 2.1 Our philosophy for Health Education is embedded in the aims of the school. We aim:
 - to be a leading comprehensive school, serving our whole traditional community, without selection;
 - to provide equality of opportunity, offering a first class curriculum to all students and academic success for all;
 - to provide a challenging curriculum, which provides opportunities for all students to achieve their potential, and which eradicates under-achievement;
 - to develop attitudes and skills that will enhance our students' ability to work independently, in order to encourage self-discipline, self-confidence and a sense of responsibility;



- to develop our students spiritually, morally, socially and culturally, treating them as individuals in a climate of mutual respect, so that they may enter adult life equipped to make a full contribution as responsible citizens and family members; and
- through a partnership between students and parents, governors and staff, continuously to improve the quality of all we do.

3 Objectives

3.1 Personal and Social Education at Priestlands will enable students to:

- Learn the importance of values, individual conscience and moral considerations
- Understand the taking on of responsibility, self-discipline and the consequences of one's actions
- Feel empowered with the knowledge, self-confidence and skills to ask questions and make responsible and informed decisions – and make a contribution
- Work independently and with an absence of prejudice.
- Gain an understanding of how the law applies to sexual relationships (consent) and the possession of and use of drugs
- Appreciate the benefits of a healthy lifestyle now and in the future
- Learn the value of stable relationships for family life
- Learn how to respect themselves and others, developing positive relationships based on an understanding of differences
- Develop the confidence to make the most of their abilities
- Gain knowledge and understanding from up to date information about sexual development and sexual health in relation to different sexualities
- Gain an understanding from up to date information about the effects of drugs
- Gain knowledge from up to date, relevant information which enables them to explore attitudes and values and become informed citizens
- Develop a sound economic awareness
- Appreciate British values and develop a secure sense of identity to function effectively in the world

4 Right to Withdraw

- 4.1 Parents have the right to withdraw their children from all or part of any sex education provided, but not from the teaching of the biological aspects of human growth and reproduction necessary under National Curriculum Science, or from the relationship and health education. There is no right to withdraw children from the drugs education programme.
- 4.2 Should parents wish to exercise their right of withdrawal, they should inform the Headteacher in writing. They will then be invited to meet and discuss this matter with an appropriate member of staff.
- 4.3 The school will require an undertaking from the parents to carry out sex and relationships education at home.
- 4.4 The school will agree with parent's arrangements for the supervision of students withdrawn from the RSE programme. It may be possible to accommodate such students in school (for example, in the Head of Year's classroom); alternatively, the students may work from home.



5 Designated Teaching Time

- 5.1 The three main curriculum areas for Personal and Social Education are: the tutor-based PSHCE programme during Key Stage 3; the Lifeskills programme in Years 9, 10 and 11 and the Science National Curriculum during Key Stages 3 and 4.
- 5.2 Health Education is also part of the Lifeskills programme in Years 9, 10 and 11. This is taught by a designated team of teachers. Topics covered include drugs education; alcohol education rights and responsibilities; anatomy of the reproductive organs; contraception; sexually transmitted diseases; pregnancy and parenthood; sexuality and discrimination; delaying first sexual activity; assertiveness in a relationship and HIV/AIDS, and FGM.
- 5.3 The PSHCE programme is a tutor-based programme in Years 7-10 (taught by the form tutor (in the tutorial session of forty minutes) once a week. All lessons are carefully designed to be straightforward and interesting for non-specialist tutors to deliver. It includes:
- Year 7: modules on puberty and conception which are delivered in single sex groups by the teacher in charge of Health Education
 - Year 9: lessons on “When is the right time?” “Is everybody doing it?” and the use of condoms. These lessons are taught from the perspective of now is not the right time and it should always be part of a loving and trusting long term relationship.
- 5.4 The Science curriculum covers the following :
- Y7 – Specialised cells (structure and function of sperm and egg cell)
 - Y8 – Reproduction & menstrual cycle; infectious disease (mainly looking at different types of pathogens)
 - Y9 – Heart disease & cancer and their risk factors
 - Y10 – Homeostasis (the control of the menstrual cycle; contraception; and the cause and treatment of diabetes). Inheritance of genetic diseases
 - Y11 – Infection & response (mainly looking at different pathogens again)
- 5.5 GCSE Religious Education (as an option) addresses marriage and relationships in Judaism and Islam and the Christian attitude to the body as “a temple of the Holy Spirit”, covering attitudes to alcohol, drug misuse, sexual activity, etc.
- 5.6 Technology: the use of solvent glues is kept to an absolute minimum, and in every case students are fully aware of the dangers involved. General health and safety also includes the use of well-ventilated areas.
- 5.7 GCSE Child Development (as an option) considers related factors that affect health and wellbeing, such as relationships, the importance of the family, different types of family make-up, gender, sexuality and sexual health.
- 5.8 Other areas of the taught curriculum will deliver aspects of Citizenship in Years 7, 8 and 9. Contributing subjects will be: History; Geography; RE; English and ICT. In all year groups there is a focus on Active Citizenship and in particular working with different groups within the local community and nationally and internationally. These projects are listed below:
- Year 8 – Love In A Box, Christmas parcels put together for disadvantaged children
 - Year 9 – Senior Citizens’ Tea Party at Christmas
- 5.9 In Key Stage 4 students will experience the bulk of their Citizenship education through PSHCE and Lifeskills; however, the following subjects contribute to in a cross curricular way: English, History, R.E, Drama.



- 5.10 In assemblies, where appropriate, links are made to issues of peer pressure and risk-taking behaviours whilst also covering a range of citizenship topics, British Values and current issues in society.
- 5.11 Students will also experience PSHCE through residential opportunities, year group community action charity fundraising and special events such as Holocaust Awareness Day, Activities Week and visiting theatre companies.

6 Methodology

- 6.1 Our programme covers two broad areas:
- accurate and up to date information about the various issues and topics
 - opportunities for students to develop the ability to communicate and assert themselves; identify risks and take responsible decisions; and consider others, thereby enhancing their own self-esteem.
- 6.2 The programmes promote the self-esteem of all students and are consistent with the school's policy on spiritual, moral, social and cultural education. The personal beliefs and attitudes of staff will not influence their teaching.
- 6.3 Teaching methods and materials are appropriate to the age, physical and emotional maturity, cultural background and Special Educational Needs of the students. They have been written and developed to address the specific needs of our students based on the most up to date information available to us. The material is regularly reviewed and evaluated by both staff and students.
- 6.4 A wide variety of teaching approaches are used: discussion; drama; video; tasks requiring written response; role-play; use of visitors, etc. Depending on the learning objectives, students will work in various groupings: whole class; small groups; pairs etc.

7 Organisation in School

The school has a PDL Coordinator who oversees the Life Skills and the PSHCE programme. There is also a Health Education Coordinator. PSHCE is coordinated by the PDL and HE coordinators.

- 7.1 The key responsibilities of the HE Coordinator are as follows:
- To design and co-ordinate the programme in consultation with the PDL Coordinator, form tutors, HE teachers, Heads of Year, Head of Science and appropriate outside agencies.
 - To arrange professional development opportunities in HE for colleagues.
 - To monitor, evaluate and review all aspects of HE at Priestlands School.

The PSHCE Co-ordinators

- 7.2 The PSHCE Co-ordinator will liaise with the Health Education Co-ordinator and the Heads of Year to plan the annual programme.

Form Tutors

- 7.3 Form tutors will deliver the designated programme during PSHCE in Years 7-11
- It is the responsibility of the tutor to undertake detailed planning from the material given to them by the Head of Year. This detailed planning should include decisions about the activities that will be most appropriate for the group and also to differentiate effectively in order to ensure that all of the tutor group can access the PSHCE curriculum effectively.



Lifeskills Teachers

- 7.4 Lifeskills teachers are designated teachers who deliver the Health Education elements to students in Y9 - Y11.

Heads of Year

- 7.5 Heads of Year are in a position to gauge the needs of each year group and will liaise with the HEC to ensure that the programme remains focused on the current needs of our students. The Heads of Year will co-ordinate delivery of PSHCE to their year groups by form tutors and outside agencies as appropriate.

8 Use of Visitors

- 8.1 Visitors can enhance our programme and complement the planned provision. Access to visitors from external agencies may vary as funding and provision is liable to change, often with short notice.
- 8.2 Where their involvement is planned visitors will work alongside the teacher, according to the school policy on use of visitors. Before a visitor works with students, the Health Education Co-ordinator will ensure they understand the aims and rationale of the programme and that teaching staff feel confident that their involvement will be beneficial.
- 8.3 Health Care professionals may work with students to deliver particular elements of a programme; their input will also help to raise students' awareness of the existence of such professionals to whom they can turn for advice, information and guidance in and out of school.

9 Professional Development for Staff

- 9.1 It is essential that staff are adequately informed to be able to help students to develop confidence in talking, listening and thinking about sex and drugs issues. Training will enable staff to recognise commonly used drugs and drug paraphernalia.

Tutors

- 9.2 Support will be on-going to ensure that staff understand the content, rationale and aims of the programme. Staff training will be incorporated in the annual cycle of planning, delivery, monitoring, evaluation and review. Before the module is taught, the PDC and other experienced teachers will run training. Staff will also receive training and support for other issues, such as how to ensure inclusion for LGBT students and staff; and stopping homophobic language and bullying.

Health Education Teachers:

- 9.3 The specialists are kept up to date with Drug Education issues. Training activities take place where resources are reviewed and new materials introduced.

10 The Role of Parents

- 10.1 Parents have access to the school's Personal & Social Development Policy. Good liaison with home will allow the school to be as effective as possible in supporting parents in their efforts to help their children cope with the physical and emotional demands of growing up.
- 10.2 At the beginning of each school year parents will be informed of the timing of, and given a content outline of, the Health Education provision for the year, especially sex and relationships education, where parents have the right of withdrawal. This information will be available on the school website.
- 10.3 The school will be open and receptive to parents' views.



- 10.4 Parental involvement will help to minimise conflicting or confusing messages about sex- and drug-related issues and enable parents to access support through the school or external agencies. It is the school's policy to run frequent Sex and Relationships and Drug and Alcohol Awareness Evenings for parents.

11 Annual Cycle

- 11.1 Tutors will be briefed or trained as appropriate prior to each PSHCE unit being taught. This will be delivered by one of the Co-ordinators or the Head of Year. This will enable staff to feel confident about the rationale, aims and content of the programme.
- 11.2 The PSHCE unit will be taught; this will be followed by an opportunity to discuss issues at subsequent Year Team meetings. Staff will also feedback student evaluation.
- 11.3 Monitoring will take place during PSHCE units through formal and informal lesson observations carried out by Co-ordinators, Heads of Year, Senior Leadership Team and others as appropriate.
- 11.4 Towards the end of the summer term a review of the year's programme will be carried out at a meeting between Heads of Year and Co-ordinators to ensure that Heads of Year have sufficient ownership of the PSHCE programme and that the various programmes interlink properly without undue duplication. The meeting will include a focus on student and staff needs. Agreed improvements will inform the updating of the materials. Implications for staff training will inform planning for the next year.
- 11.5 The Co-ordinators will ensure that students are involved in the review and development of personal and social development provision; student comments will be gathered annually through focus groups and surveys.

12 Assessment and Reporting of Learning

- 12.1 Factual knowledge, understanding and the development of personal skills will be assessed as part of an ongoing process within the lessons. The assessment process will form an integral part of the learning cycle; it will provide an opportunity to reflect on and identify specific learning as well as identifying future learning needs.
- 12.2 The following form of assessment will be used as appropriate:
- Self-assessment: 'can do' checklists and self-evaluation sheets
 - Peer assessment: reflecting in pairs, observation of role-play, reflection on a group activity
 - Formative and summative by teacher: observation of role-play/group work, use of checklist against criteria, end of key stage presentations
 - Teacher and student: one to one, group discussion, presentation based on evidence
 - Other adults: feedback from non-education sources such as work experience employers
- 12.3 For PSHCE a judgement is made by the tutor, based on the evidence that a student can present from their PSHCE book and from the observations of a student's contribution to class discussion and community interaction.

13 Advising Students

- 13.1 All staff receive child protection and safeguarding training on an annual basis.



- 13.2 Students will be encouraged to speak to their Head of Year or Pastoral Support Manager (PSM) for advice on matters which might have an impact on progress and happiness in school.
- 13.3 On drug-related issues students will be guided to seek advice from specialists in school or external agencies.
- 13.4 It would be inappropriate for staff to offer advice regarding sexual behaviour, contraception etc. Students will be guided to seek advice from those with this role: their parents; their GP; the school doctor or the school nurse.

14 Sensitive Questions

- 14.1 Staff will set clear parameters for what is appropriate and inappropriate in a whole class setting. Details explaining how staff will respond to explicit or sensitive questions are found in Appendix 2.

15 Confidentiality

- 15.1 Staff will never offer or guarantee absolute confidentiality to a student. Staff will adhere to the school's policy on confidentiality between themselves and students, especially when they believe that a student has embarked upon (or is about to embark upon) a course of conduct that would place him or her at moral, emotional or physical risk or in breach of the law.
- 15.2 If a member of staff believes that there is a child protection issue to be addressed, they will refer the case to a designated teacher for child protection.

16 Evaluation and Review

- 16.1 This policy will be evaluated and reviewed every three years or in the light of changes to statutory requirements, LA or national guidance or school practice.



PERSONAL AND SOCIAL DEVELOPMENT POLICY JULY 2020

APPENDIX 1: GOVERNORS' STATEMENT ON PROMOTING BRITISH VALUES

1 Promoting British Values

- 1.1 The DfE has identified the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."
- 1.2 The government set out its definition of British values in the 2011 Prevent Strategy, and the Prime Minister has reiterated these values this year.
- 1.3 We value the diverse ethnic backgrounds of all students, staff and families and undertake a variety of events and lessons to celebrate these. We teach our children to be tolerant and respectful towards others, embracing the differences in our community and the wider world.
- 1.4 At Priestlands we will actively challenge students, staff or parents expressing opinions contrary to fundamental British Values, including "extremist" views. A statement regarding British Values can be found on the school website.

2 Democracy

- 2.1 Democratic processes are used to make important decisions for example, when electing tutor reps and the Student Council members and when electing Head Boy and Head Girl. The principles of democracy are explored in Life Skills, Ethics, History and Religious Education.
- 2.2 In addition, students have the opportunity to have their voices heard through Student Voice activities whereby subject leaders HOY, and SLT meet with children to discuss their learning.

3 The Rule of Law

- 3.1 The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

4 Individual Liberty

- 4.1 Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our young people to make choices safely, through provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety and PSHCE lessons. Whether it is through choice of challenge, of which courses they wish to follow in Years 9, 10 and 11 or of participation in our extensive extra-curricular clubs and opportunities, students are given the freedom to make choices.

5 Mutual Respect

- 5.1 Respect plays a key role in the school's values, rules and behaviour policy. Students must understand how their behaviour affects their own rights and those of others. Mutual respect should be embraced in all aspects of school life.
- 5.2 We have a values-led approach to school assemblies and behaviour management. "Respect" is one of our core values and students take part in discussions and assemblies related to what this means and how it is shown. Students also are mindful of others within their classes who are also demonstrating such values. Each year group has a motto which reinforces these values. Our ethos emphasises respect for others and this is reiterated through our practice and through policies (e.g., Behaviour Management and Anti-Bullying).

- 5.3 We actively promote courtesy and good manners towards all.
- 5.4 Although numbers from some groups may be low, our community is still made up of people from a wide range of backgrounds. We aim to promote the understanding and appreciation of different faiths and cultures both within our school and the wider world.
- 5.5 We actively monitor and tackle all forms of bullying and harassment (this includes cyber-bullying, prejudice-based bullying related to appearance, SEN, sex, race, religion and belief, disability, sexual orientation or gender reassignment).

PERSONAL AND SOCIAL DEVELOPMENT POLICY JULY 2020

APPENDIX 2: DEALING WITH EXPLICIT OR SENSITIVE QUESTIONS

On occasions staff may have to respond to unexpected questions or comments from students in PSHCE or Health Education lessons. Having a clear set of ground rules should reduce the chances of this happening:

- No-one (teacher or student) will have to answer a personal question
- No-one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way

But

1. If a question is too personal, the teacher will remind the student of the ground rules. If a student needs further support, he or she will be referred to the appropriate person: HEC, Head of Year, PSM, school counsellor, school matron or an outside agency or service.
2. If the teacher does not know the answer, he or she will acknowledge this and will undertake to research the question later.
3. If a question or comment is too explicit, seems inappropriate for a student of that age, is inappropriate for the whole class, or raises concerns about abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. In this way the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the student later.
4. If the teacher is concerned that a student is at risk of abuse, they will follow the school's child protection procedures.