



The Henry Box School
Founded 1660

PERSONAL DEVELOPMENT POLICY (INCL. SEX & RELATIONSHIPS EDUCATION)

Policy author	Tim Chilvers School Leader Personal Development and Business Links
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1. INTRODUCTION

At The Henry Box School, our philosophy is to enable all students to flourish in an atmosphere of mutual care and respect, developing academically and, just as importantly, on a personal and social level too. We recognise that young people have to make important choices about the lifestyles they lead and deal with a range of situations that could potentially harm their physical, mental or emotional health or their financial security. Personal Development underpins the school's core aims of enabling students to be successful learners and mature, respectful, healthy members of society; it is embedded within the ethos of the school as part of our 'ready, respectful and safe' culture.

2. DEFINITIONS

Personal Development refers to the curriculum and provision in place at school. It is more commonly referred to as 'Personal, Social, Health and Economic Education'. It incorporates the Personal Development curriculum, Sex and Relationships Education, Drugs Education, Financial Education and Careers Education, as well as the safe use of social media and other online platforms. All personal development sessions fit succinctly into the newly formed categories of Health and Wellbeing, Relationships and Living in the Wider World.

Health and Wellbeing explores what is meant by a healthy lifestyle. This encompasses topics such as how to maintain physical, mental and emotional health and wellbeing, how to manage risks to physical and emotional health and wellbeing and ways of keeping physically and emotionally safe amongst other topics. Alcohol, Tobacco and Drugs Education is also delivered within this theme and is designed to develop students' knowledge of legal and illegal substances, as well as exploring personal and social attitudes to drugs. It is not about the promotion of drugs, but rather the promotion of mature, healthy, respectful choices based on informed understanding.

Relationships focusses on exploring how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts, including how to recognise and manage emotions within a range of relationships, how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online. We also discuss the context of consent and explore Sex and Relationships Education (SRE). SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It occurs both within Personal Development lessons and events, as well as other parts of the curriculum, such as Science and Religious Studies. It is not about the promotion of sexual orientation or sexual activity, but rather the promotion of mature, healthy, respectful choices based on informed understanding.

Living in the wider world educates students about rights and responsibilities as members of diverse communities, how to be active citizens and participants in the local and national economy and also incorporates employability, careers and financial education.

Related policies include:

- Anti-Bullying Policy
- Drugs Policy

- Safeguarding Policy

3. PRINCIPLES, AIMS AND OBJECTIVES

The aims of Personal Development are to:

- equip students with the knowledge, understanding and skills they need to lead safe, healthy and productive lives
- develop the qualities and attributes students need to thrive as individuals, family members and members of the wider community.

4. POLICY

To meet our aims, the school will:

- provide a Personal Development curriculum accessible to all students
- ensure students have the appropriate knowledge about matters affecting their health such as eating, exercise, sex and relationships, drug use, finances, social media, etc
- provide regular opportunities for students to explore the moral implications of their choices as well as society's and their own personal attitudes
- provide an environment in which students explore topics in an open, reflective, mutually-respectful manner
- support and train staff delivering Personal Development to ensure they are well-informed about the material and confident in their delivery
- ensure staff delivering Personal Development have appropriate and up-to-date safeguarding training

5. PROCEDURE

All students have Personal Development as follows:

- From September 2020, in Years 7-11 there is one 30-minute tutor session per week assigned to deliver the Personal Development curriculum (as at January 2020, this is currently 20 minutes). In addition, larger sessions, usually the equivalent of 3 half days, are allocated to enable some topics to be explored and discussed in greater depth.
- Personal Development is delivered to Years 12 and 13 through a programme of PSHE sessions led by tutors each week. The sessions cover a wide variety of topics including health, preparation for life away from home, religion and ethics. Assemblies and events, such as 'driver awareness' are also used to capitalise on subject knowledge from outside speakers.

Although each year group follows set programmes of study, these are often in response to the emerging needs of the year group and so subject to change. In addition to timetabled sessions and events, Personal Development is also delivered:

a) through assemblies and tutor time

- b) within the curriculum of other subjects, e.g. Science (human reproduction and anatomy, contraception, sexually-transmitted infections), Religious Studies (social attitudes to marriage, death, abortion) or Physical Education (effects of diet, exercise, abuse of controlled substances)
- c) by school staff and outside speakers/ health professionals/ providers
- d) through independent careers advice

The School Health Nurse (NHS), School Counsellors and other members of the Inclusion Team are also available to offer individual advice as well as provide information leaflets related to health matters.

6. ROLES, RIGHTS AND RESPONSIBILITIES

The Headteacher has overall responsibility for ensuring that the school has adequate time, staff and space for Personal Development to be delivered.

Personal Development – School Leader Personal Development

The school has a Personal Development Co-ordinator with responsibility for:

- ensuring the Personal Development curriculum (schemes of work, resources, events, speakers) is engaging, age-appropriate and reflects current government legislation/ guidance
- supporting staff in their delivery of the Personal Development curriculum
- liaising with School Leaders in the development of the curriculum
- assessing students' acquisition of the skills and knowledge they need to lead healthy lifestyles
- the on-going monitoring and evaluation of the Personal Development curriculum

Staff

A range of school staff are involved in the delivery of Personal Development (including tutors, subject teachers leading more formal sessions and specialist staff working with small groups or individuals). All of these staff are responsible for ensuring what they deliver is engaging, age-appropriate and well-resourced. Staff should also ensure their safeguarding training is up-to-date.

Parents

In line with government guidelines, parents have the right to withdraw students from sex education other than that prescribed by the National Curriculum Science syllabus until the child is of the age of sexual consent. Parents should write to their child's Tutor if they wish to do so.