



Personal Development Policy

(inc PSHE, RSE)

Independent School Standards:

Part 1: 2A (1) (e)

Annual Review Date:	August 2024
Updated:	September 2024
Reviewed and approved by Proprietor/Director:	Sophie Nelson
Reviewed and approved by (Strategic Advisory Partners)	<i>Currently recruiting</i>
Relationship to other school policies	This policy should be read in conjunction with <ul style="list-style-type: none">★ Child protection / safeguarding policy★ Behaviour policy★ Online Safety Policy★ ICT and internet acceptable use policy★ SEND Policy
Reviewed	Annually

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Introduction

Guidance and Legislation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships, Sex, Health Education (RSHE) compulsory for all student receiving secondary education. It is a statutory (link) requirement to teach [Relationships and Sex Education \(RSE\)](#) at key stages 3 and 4.

Aims

Our Personal Development curriculum captures the spirit of our purpose, ethos, vision and values for all our students. It aims to develop students into confident, curious, respectful, resilient and ambitious young people.

OUR PURPOSE: Why are we here.....?

"To act in the best interest of the student and the school community by delivering **quality** education, pastoral and specialist (including therapeutic) support for young girls identified as having Social Emotional Mental Health (SEMH) and educational needs".

Our ETHOS: in everything we do and everything we say.....!

- Our aim is to understand and address each student's unique needs and build a pathway to support their progression.
- Our aim is to build a strong pastoral structure based on a caring philosophy which nurtures positive relationships and attachments and encourages the growth of appropriate behaviour.
- Our aim is for students to build character and gain the skills sets needed to navigate life so they can function **Positively** and **Productively** in society.
- Our aim is to continuously strive to create a positive environment where students are able to be the best they can be!

Our VISION: What we hope for! Now and in the future for all our students...

To have key strategies to help manage and regulate their emotions appropriately and that they have the confidence to seek help where and when needed	To be able to maintain healthy relationships - building positive attachments	To realise their self-worth, invest in building their confidence, self-esteem and a promoting positive self-image	To embrace the aspiration to do well at school, college, work and live well, looking after their mental health and physical health	To realise their potential and believe that they can make a positive difference in their local communities and wider society	To be kind and respectful to others no matter the difference!
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Our Values: Building Character!

We promote five basic daily rules:	Giving RESPECT 'Having due regard for the feelings, wishes, or rights of others'	Showing EMPATHY 'Having the ability to understand and share the feelings of another'	Having AMBITION 'Having an earnest desire for some type of achievement'	Developing CURIOSITY 'Having a strong desire to know or learn something'	Responding with HUMILITY 'Having the quality of being humble (not thinking of yourself as better than other people)'
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The personal development curriculum is designed to impart powerful knowledge to our students so that they can gain the **skills, knowledge and understanding** they need to lead a “happy”, independent life, to become informed, responsible, positive, productive citizens within their local community and beyond.

PhoenixPlace staff have high expectations of all students and support students with a clear understanding of their needs, aspirations and challenges as we work towards achieving our vision for our student.

As our purpose states, our two guiding aims are ensuring students not only receive a **high quality of education**, but alongside this a **high quality of care**.

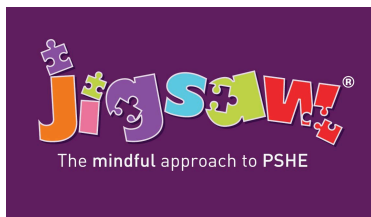
Personal Development Curriculum

This policy covers the following components of our personal development curriculum:

- Personal, Social and Health Education (PSHE)
- Relationships, Sex Education (RSE)
- Social, Moral, Spiritual and Cultural (SMSC) education



In partnership with Life Lessons we deliver a curriculum which takes into account a wide diverse range of subjects. Life Lessons support our staff to deliver an outstanding RSE programme.



The programme includes bitesize videos which are both led by young people and professionals and also includes lessons which are current and have topical media stories making the curriculum relevant.

Further to this, the programme encourages discussion and offers opportunities for students to be able to develop empathy and respect for one another.

During the year we may intertwine modules from the Jigsaw PSHE programme.

PSHE, RSE and SMSC is delivered at least once per week during Tutor Time on a Tuesday through Personal Development times in the morning. We call this Take Care Tuesdays!

Personal, Social and Health Education (PSHE)

PSHE at PhoenixPlace is a subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for school, life and the world of work.

We use the [Life Lessons](#) programme of study to structure our themes across the year and intertwine this (where applicable) with [Jigsaw PSHE Mindfulness](#) resources in order to ensure coverage of all the topics.

The Life Lessons PSHE curriculum covers the seven core themes across KS3 and 4.

- Transition
- Relationships
- Identity
- Community
- Body Awareness
- Wellbeing
- Independence

The Jigsaw PSHE curriculum covers the six core themes across KS3 and 4 at times during the year we may use these resources to enhance our delivery.

- Being Me in My World
- Celebrating Difference
- Dreams and Goals (inc Careers development)
- Healthy Me
- Relationships
- Changing Me

A broad range of other topics are delivered through a series of assemblies, guest speakers, educational visits, and tailored lessons, both current and historical, which include:

- World celebrations
- Cultural/religious beliefs
- Online safety/Cyber bullying
- Online Presence/Impact of social media
- Mental Health Awareness
- Tobacco, alcohol and drugs
- LGBTQ+ Awareness
- Knife Crime
- County lines
- Healthy Relationships

Our PSHE delivery is designed to have an impact on both academic and non-academic outcomes for students, particularly the most vulnerable and disadvantaged. KS3 and KS4 received a well-balanced series of lessons and activities designed to enhance their understanding of life skills and beyond.

To ensure our PSHE curriculum is diverse we also add extra workshops throughout the year, these can be age specific or to the whole school depending on the subject matter. These allow for community projects to be able to do work with our students.

Relationships Sex Education (RSE)

RSE is taught within the following subject areas at PhoenixPlace:

- PSHE
- Science
- Prince's Trust
- Business
- ICT
- Tutor time

Where appropriate, student will also receive stand-alone sex education sessions delivered by a trained health professional.

The RSE at PhoenixPlace, aims to provide our student with the knowledge that will help them make informed decisions about their wellbeing, health, and to help them develop healthy, nurturing relationships of all kinds (See RSE Curriculum Map [Appendix 1](#))

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of students based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. It is also important for teachers to deliver in a way that reflects sensitively that some student may have a different structure of support around them (for example looked after children or young carers).

This is particularly important in our school's context as some of our students don't live with their biological parents. We believe this knowledge will support them in developing the capacity to make sound decisions if facing risks, challenges, or complex contexts.

We define RSE as giving our students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

Our curriculum enables students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. Our curriculum also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).

Our curriculum teaches what is acceptable and unacceptable behaviour in relationships which is very key to our student development. This helps students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed and also know where to go for support & guidance.

Our RSE programme does not encourage early sexual experimentation. It teaches our students to understand human sexuality and to respect themselves and others.

Through discussions, assemblies, direct teaching, mentoring and counselling support, our RSE curriculum enables our students to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

Effective RSE teaching and guidance aims to plant the seed to support our students, throughout their lives so that they are able to develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.

Within other subjects such as Science there is time allocated to focus on Health education such as physical health, mental wellbeing, online safety and basic first aid.

Learning about relationships, sex and health is a lifelong process and we recognise that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and the challenges and responsibilities that sexual maturity brings.

Parent/carer Consultations

Overall we had a good response from our parents/carers regarding the RSE curriculum. They saw the benefits of teaching the RSE objectives, but noted that some aspects of it may be triggering for the student.

Parents/carers however trusted that teachers and leaders running the lessons will be tuned into this and respond sensitively.

Student Consultations

As above, students responded well to the consultation regarding the RSE curriculum. Students felt they needed help in knowing what respectful relationships were, and although they knew how to stay safe online they didn't always implement the boundaries they should be putting in place.

student could state statutory laws such as the age of consent, however struggled with definitions of rape, grooming, and different type of abuse. Students also struggled to see having sex is a choice rather than a must in a relationship.

It is clear that our students will benefit from RSE so that they are equipped with the information they need to help them develop healthy, nurturing relationships of all kinds.

Social, Moral, Spiritual and Cultural (SMSC) Education

The SMSC programme we provide helps students develop the skills and understanding they need to live confident, healthy, and independent lives. It plays an important role, alongside other aspects of the curriculum and school life in helping students deal with difficult moral and social questions.

It is intended to help and support our students through their physical, emotional, and moral development. PSHE Education and SMSC Education are important parts of children's preparation for adult life.

In common with all other aspects of education, our Personal Development Curriculum will be provided to ensure equality of opportunity in relation to:

- access for all to an appropriate programme; and
- the provision offered in terms of learning, environment, content, methodology, learning support, where relevant, and pastoral/welfare structures and procedures.

PSHE and SMSC offer a valuable vehicle for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that can demonstrate recognition, acceptance, and respect of difference.

Definitions of SMSC

Spiritual: Personal growth is gained by understanding one's own strengths and weaknesses. It's the ability to recognise and develop virtues while doing the necessary to eliminate the vices. It is about creating self-respect and understanding your intrinsic value; creating and the will to achieve your full potential / purpose through questions and by asking for help.

Moral: Understanding the concept of right and wrong is one thing, but to do what is right versus what is wrong is another. The willingness to consider others and the ability to be able to restore order in chaos/ conflict is said to be the highest good; it's what makes our society function well.

Social: from local to national to global, it is important that you develop an understanding of responsibilities and the rights of various communities and individuals. The ability to work with others for the common good is imperative to our development.

Cultural: The development of how people of different cultures think, feel, create, behave, and live is crucial to ensure that all feel as if they belong.

Careers Education

Careers development is delivered holistically across the curriculum. There are discrete careers sessions throughout our Princes Trust Programme (Yr 9-11) where we cover:

- Sources of career information/advice
- Choosing 2 careers/job choices
- Using resources to gain info on careers
- Requirements of job/careers
- Careers action plan
- Work related issues such as gender stereotyping in the workplace and bullying/racism.

We have a Careers advisor that also delivers careers sessions to all student throughout the year.

Students are encouraged to use the internet to research job requirements and then we discuss this as a class. We look at where jobs/careers are advertised and how effective this is.

With the recent updates to PSHE resources we now look at which areas of work are expanding in the local area. Students are also shown how the economy works and how borrowing and lending changes with this.

Tutor time

Tutor time at Key Stage 3 and Key Stage 4 supports the delivery of key PSHE topics. World awareness days and religious festivals and celebrations are discussed in form to widen the Student's global perspective.

We participate in a number of charitable activities such as McMillian Cancer Coffee Mornings, Anti-Bullying Week, Children in Need and encourage staff and students to give back to the wider community.

Whole School Cross Curricular

All subjects across the school curriculum ensure they promote the seven core themes of PSHE at every opportunity from our Life Lessons Programme (or where applicable, the Jigsaw PSHE modules). This reinforces the learning in PSHE lessons and develops a whole school culture of Respect, Empathy, Ambition, Curiosity and Humility.

Assemblies

Weekly assemblies are used to promote our school values, celebrate achievements and come together to discuss various local, national or global topics. The assemblies also provide students with the opportunity to reflect upon key global current affairs and significant events in history. Students also participate in Debate assemblies and understand the importance of democracy.

Achievements from the week are celebrated developing a culture of excellence and growth of self-esteem.

The importance of good attendance and giving 100% to lessons and interventions is celebrated through staff commendations and certificates.

Trips & Visits

Throughout school life all opportunities for cultural capital are exploited. There are bespoke enrichment trips organised throughout the year to support the PSHE curriculum.

Safeguarding in the PSHE curriculum

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE.

- No teacher or Student will be expected to answer personal questions.
- No-one will be forced to take part in sensitive discussions.
- The meaning of words will be explained in a sensible and factual manner.
- Clear ground rules and confidentiality are discussed and agreed with students at the start of each topic and referred to throughout.
- Care is taken by teaching staff to take into account individual Student vulnerabilities and triggers.

Lessons will be tailored according to the needs of certain students so that each lesson is supportive and safe. A member of our Pastoral Team and School Counsellor will be free if a student wants to drop in after a PSHE lesson or workshop session if they have been affected by any of the content discussed.

Dealing with Questions:

Teachers will need to establish clear parameters of what is appropriate and inappropriate in a whole class setting. Having a set of ground rules should reduce the chances of unexpected questions or comments from student. This is then supported by training providers on how to handle difficult conversations.

The following points offer further guidance on dealing with students' questions.

- If the question is too personal, the teacher should remind the student of the ground rules. If the student needs further support, the teacher can refer them to their tutor, Pastoral keyworker, Mentor or Designated Safeguarding Lead
- If the teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the student or teacher or both together research the question later.
- If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should 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.
- If a teacher is concerned that a student is at risk of sexual abuse, they should follow the Schools Child Protection Procedures.

Students will be encouraged to be involved in their own learning and clear guidelines will operate regarding language usage and gender and sexual stereotyping. A range of teaching and learning strategies will be used when dealing with issues that can be difficult to discuss in a large group or for working with students who find RSE embarrassing.

- Care with group dynamics
- Use of pairs and small groups
- Use of the anonymous 'question box technique'
- Distancing techniques, such as case studies, role plays etc.

Dealing with sensitive issues:

It is natural for caring adults to want to protect children and young people from information, attitudes, and lifestyles, which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning – from, for example, TV, Social media, magazines, newspapers, gossip, and jokes in the wider community.

Avoiding sensitive or controversial issues does not make them go away and leave children and young people confused, often misinformed and at risk. All official documentation, including the Ofsted 2002 report on 'Sex & Relationships Education' advises the inclusion of such topics as contraception, abortion, homosexuality, and HIV/AIDS within the Sex Education syllabus. Again this is strengthened by training on how to deal with these sensitive topics.

PSHE and RSE work with students' real-life experiences and it is key that both staff and students are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by student or teachers
- If giving an example, make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a safe working environment for both students and staff. All staff at PhoenixPlace receive safeguarding training.

Due to the nature of the topics covered in the PSHE and RSE education programmes, all teachers are made aware of PhoenixPlace's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Engaging Stakeholders

Parents will be informed about our Personal Development policy through written communications referring them to the schools website.

We are committed to working with parents and carers. We aim to work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through our website and through distributing materials at Progress Meetings.

The school encourages parents/carers to voice their concerns about RSE with their child's tutor and Senior teacher. Parents wishing for further support by talking to their child about RSE issues can contact the school.

Right to Withdraw

Parents' have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Students are not able to be withdrawn from the 'Health Education' topics within the new curriculum.

Requests for withdrawal should be put in writing using the form found in [Appendix 2](#) of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the Student's educational record. Alternative work will be given to students who are withdrawn from sex education and we will arrange a meeting with parents/carers to discuss the matter further and provide support by signposting parents where they can find out more information on parental guidance with regards sex education.

Monitoring

Review and revision of the Policy will take place in consultation with student, teaching staff, relevant external and outside agencies, the School Leadership Team and SAP team

The Policy will take account of local and national guidelines.

Teachers will critically reflect on their work in delivering RSE through staff training, monitoring processes and curriculum evaluation exercises.

Students will have opportunities to review and reflect on their learning during lessons through teacher questioning and plenary activities. Student voice will be influential in adapting and amending planned learning activities to ensure we are meeting student needs.

By the end of secondary school student should know

TOPIC	STUDENTS SHOULD KNOW.....
Families	<ul style="list-style-type: none"> ● that there are different types of committed, stable relationships. ● how these relationships might contribute to human happiness and their importance for bringing up children. ● what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ● why marriage is an important relationship choice for many couples and why it must be freely entered into. ● the characteristics and legal status of other types of long-term relationships. ● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. ● how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> ● the characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> ○ trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict ○ reconciliation and ending relationships, this includes different (non-sexual) types of relationship ● practical steps they can take in a range of different contexts to improve or support respectful relationships ● how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) ● 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 people in positions of authority and due tolerance of other people's beliefs ● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control ● what constitutes sexual harassment and sexual violence and why these are always unacceptable ● the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • not to provide material to others that they would not want shared further and not to share personal material which is sent to them • what to do and where to get support to report material or manage issues online • the impact of viewing harmful content • that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • how information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online
Intimate and sexual relationship, including sexual health	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • that they have a choice to delay sex or to enjoy intimacy without sex • the facts about the full range of contraceptive choices, efficacy and options available • the facts around pregnancy including miscarriage • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)

	<ul style="list-style-type: none"> • how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • how the use of alcohol and drugs can lead to risky sexual behaviour • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
The Law and taking responsibility	<p>Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.</p> <p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> • marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism and radicalisation • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • hate crime • female genital mutilation (FGM)

Appendix 2: 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	