

Walderslade Girls' School Sex and Relationship Education Policy

Key Document Details:			
Author:	Assistant Headteacher	Department:	Education
Reviewer:	Headteacher	Version No:	1.1
Last Review:	November 2023	Next Review:	November 2024
Approver:	Headteacher	Date Ratified:	

Contents

Document Change History	3
Mission Statement	4
Values.....	4
Statement of Equality.....	4
Aims.....	5
Statutory Requirements	5
Policy Development	6
Roles and Responsibilities	6
The Trust Board.....	6
The Governing Board	7
The Headteacher.....	7
The SRE Subject Leader	7
The DSL.....	8
SRE Subject Teachers	8
The SENCO.....	9
Pupils.....	9
Organisation of the PD and SRE curriculum	9
Curriculum.....	10
Definition.....	10
Delivery of SRE	11
Curriculum Links.....	12
Working with Parents.....	13
Working with External Agencies.....	13
Parents’ Right to Withdraw	14
Training	14
Monitoring Arrangements.....	15
Equality Impact Assessment.....	16
Appendix 1 – Year 7 Personal Development Curriculum Map	19

Appendix 2 – Year 8 Personal Development Curriculum Map	21
Appendix 3 – Year 9 Personal Development Curriculum Map	23
Appendix 4 – Year 10 Personal Development Curriculum Map	25
Appendix 5 – Year 11 Personal Development Curriculum Map	27
Appendix 6 – Key content from the KS3 National Curriculum	28

Document Change History

Date:	Version:	Description of Changes:
November 2023	1.1	Annual review.

Mission Statement

“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”

Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age.
- Sex.
- Race.
- Disability.
- Religion or belief.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage or civil partnership.
- Sexual orientation.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

The school will design the PD and SRE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. SEND or being LGBTQ+. Teachers will understand that they may need to liaise

with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Child-on-child Abuse Policy.

Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- We also aim to prepare students for an adult life in which they can:
- Develop a personal identity, and to be able to value themselves and others.
- Develop positive social interactions, and the skills to live and work with others.
- Learn how to be good parents and be able to make informed decisions in relation to their future families.

Statutory Requirements

Academies do not have to follow the National Curriculum and as such, are not obliged to teach SRE.

If academies do teach SRE, they are required by their funding agreements to have regard to guidance issued by the secretary of state. At Walderslade Girls' School we teach SRE as set out in this policy, in accordance to 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, which makes Relationships and Sex Education (RSE) compulsory for all pupils

receiving secondary education.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2022) 'Keeping children safe in education 2023'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'

Policy Development

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

- Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy.
- Pupil consultation - we investigated what exactly pupils want from their RSE
- Ratification - once amendments were made, the policy was shared with governors and ratified.

Roles and Responsibilities

The Trust Board

The Trust board will approve the SRE policy, and hold the Headteacher to account for its implementation.

The Governing Board

The governing board will be responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The Headteacher

The Headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding reviews of the school's RSHE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The SRE Subject Leader

The SRE subject leader will be responsible for:

- Overseeing the delivery of SRE as part of the PD (personal development) curriculum.
- Working closely with colleagues in related curriculum areas to ensure the SRE curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the SRE curriculum and advising on their implementation.

- Monitoring the learning and teaching of SRE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to SRE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The DSL

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the SRE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of SRE.

SRE Subject Teachers

Subject teachers will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering SRE in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to SRE.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND. Liaising with the SRE subject leader on key topics, resources and support for individual pupils.
- Monitoring pupil progress in SRE.
- Reporting any concerns regarding the teaching of SRE or health education to the SRE subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them

from the non-statutory components of RSE, by providing them with alternative education opportunities.

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the PD lead.

The SENCO

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Pupils

- Pupils are expected to engage fully in SRE
- Pupils are expected to treat others with respect and sensitivity when discussing issues related to SRE.

Organisation of the PD and SRE curriculum

For the purpose of this policy:

- “**PD**” is used to refer to the overall programme of relationships, sex and health education.
- “**SRE**” refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- “**Health education**” is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The PD curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

We will gather the views of teachers, pupils and parents in the following ways:

- Questionnaires / surveys
- Meetings
- Letters
- Training sessions

The majority of the PD curriculum is delivered through PD lessons with statutory elements taught

via the science curriculum. The RSHE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum compliments and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships and Sex Education (RSE) and Health Education' (2019) guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The PD curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, the curriculum would be tailored to address this issue.

Curriculum

Our curriculum is set out as per Appendix 1 and while we include all recommended topics in Appendix 2 we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering 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.

Definition

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education or as part of the Ethics, Philosophy and Religion curriculum.

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

Delivery of SRE

SRE is taught within the Personal Development (PD) curriculum and covers personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in ethics. This is all part of our wider PD curriculum.

Whilst other subjects contribute to SRE it is important that the programme is comprehensive and coherent, which is discretely delivered in the curriculum. Children's and young people's learning in SRE will fundamentally improve by a positive ethos in the school.

All activities in school contribute to the ethos, and therefore to SRE, such as the work of lunch-time supervisors in the playground and canteen, through assemblies, and extra-curricular activities.

Effective teaching of SRE involves a range of teaching strategies, including group work, form time, debate, discussion, role-play, video, and the use of visitors and outside agencies.

In addition, Walderslade Girls' School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Aim to educate students about sex and the law to enhance understanding that violation of an individual can lead to prosecution.

Sex and Relationship Education in this school has three main elements:

- Attitudes and Values.
- Personal and Social Skills.

- Sex and Relationship education.

Walderslade Girls' School specifically delivers Sex and Relationship Education through its PD curriculum, ethics and science lessons at KS3, and KS4.

Much of the Sex and Relationship Education at Walderslade Girls' School takes place within PD lessons at key stage three. These lessons are given discrete time within the school timetable, students at key stage three are given 60-minute sessions of PD per week. PD teachers generally deliver the PD Curriculum, however where possible they are supported from professionals. SRE lessons are set within the wider context of the PD curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Assessment is carried out at the end of the Sex Education unit of work (usually after 6-7 weeks) and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. Much of the learning in SRE is sensitive and of a highly personal nature so assessment needs to be carried out with considerable discretion. Any assessment made will contribute to the overall assessment of the pupil's progress in terms of personal development.

Curriculum Links

The school will seek opportunities to draw links between PD and other curriculum subjects wherever possible to enhance pupils' learning. PD will be linked to the following subjects:

- **Ethics** - pupils are taught about different religions and ethnicities
- **Science** - pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and computing** - pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** - pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **Personal Development** - pupils learn about respect and difference, values and characteristics of individuals.
- **Food Technology** - pupils learn about food from different countries and cultures, and how to make healthy diet choices.

Working with Parents

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.

The school will consult closely with parents when reviewing the content of the school's RSHE curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSHE.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSHE, they will submit these to headteacher@walderslade.medway.sch.uk, or contact wgsoffice@sflt.org.uk to arrange a meeting with the headteacher on 01634 861596.

Working with External Agencies

Working with external agencies will be used to enhance our delivery of PD and SRE and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the PD and SRE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor

understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

Parents' Right to Withdraw

Parents' have the right to withdraw their children from components of SRE but not relationship education. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

At Walderslade Girls' School we work very closely with parents to ensure any issues or needs are being met. We make sure that this policy, yearly overviews and schedules are readily available on our website so that parents are able to raise any specific concerns or choose to withdraw their children from any specific components of SRE.

Alternative work will be given to pupils who are withdrawn from SRE.

Training

More expert or specialist teachers support those PD teachers who are uncomfortable or inexperienced with teaching certain aspects of the curriculum. Support is offered from the PD co-ordinator (Mrs S Baker) who will help with planning or delivering lessons if required.

Training will be provided by the PD subject leader to the relevant members of staff on a termly basis to ensure they are up-to-date with the PD and SRE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. "sexting", which may need to be addressed in relation to the curriculum.

The PD co-ordinator alongside the Headteacher and the pastoral team will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

Monitoring Arrangements

The PD subject leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations / drop ins
- Topic feedback forms
- Learning walks
- Work scrutiny / book looks
- Lesson planning scrutiny
- Curriculum journey, LTP and MTP reviews

The PD subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and PD link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

This policy will be reviewed by the headteacher in conjunction with the PD subject leader on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the PD curriculum.

The next scheduled review date for this policy will be November 2024.

Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input checked="" type="checkbox"/>			<input type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are given access to education surrounding forming positive and healthy relationships and how those relationships look. Students in all groups are taught the value of safe sex and the law surrounding sexual relationships. All students are taught about compassion and empathy and understanding the world around us.	
Disability:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are given access to education surrounding forming positive and healthy relationships and how those relationships look. Students in all groups are taught the value of safe sex and the law surrounding sexual relationships. All students are taught about compassion and empathy and understanding the world around us.	
Sex:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are given access to education surrounding forming positive and healthy relationships and how those relationships look. Students in all groups are taught the value of safe sex and the law surrounding sexual relationships. All students are taught about compassion and empathy and understanding the world around us.	
Gender reassignment:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are given access to education surrounding forming positive and healthy relationships and how those relationships look. Students in all groups are taught the value of safe sex and the law surrounding sexual relationships. All students are taught about	

				compassion and empathy and understanding the world around us.
Race:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are given access to education surrounding forming positive and healthy relationships and how those relationships look. Students in all groups are taught the value of safe sex and the law surrounding sexual relationships. All students are taught about compassion and empathy and understanding the world around us.
Religion or belief:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are given access to education surrounding forming positive and healthy relationships and how those relationships look. Students in all groups are taught the value of safe sex and the law surrounding sexual relationships. All students are taught about compassion and empathy and understanding the world around us.
Sexual orientation:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are given access to education surrounding forming positive and healthy relationships and how those relationships look. Students in all groups are taught the value of safe sex and the law surrounding sexual relationships. All students are taught about compassion and empathy and understanding the world around us.
Marriage or civil partnership:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are given access to education surrounding forming positive and healthy relationships and how those relationships look. Students in all groups are taught the value of safe sex and the law surrounding sexual relationships. All students are taught about compassion and empathy and understanding the world around us.
Pregnancy and maternity:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are given access to education surrounding forming positive and healthy relationships and how those relationships look. Students in all groups are taught the value of safe sex and the law surrounding sexual relationships.

				All students are taught about compassion and empathy and understanding the world around us.
Pupil groups (PP/SEN/CLA):	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are given access to education surrounding forming positive and healthy relationships and how those relationships look. Students in all groups are taught the value of safe sex and the law surrounding sexual relationships. All students are taught about compassion and empathy and understanding the world around us.
Evaluation and decision making				
Summary of action taken:				
Final decision:				

Appendix 1 – Year 7 Personal Development Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Y7</p> <p>Topic and knowledge</p>	<p>The Individual</p> <p>Students will learn about different types of identity-personal, religious, social and work, they will learn how to develop skills for each type, puberty, personal hygiene and also healthy lifestyle.</p>	<p>The Community</p> <p>Students will learn how communities are created using their own communities, communities around the world and the law that governs them.</p>	<p>SRE</p> <p>Students will learn about different types of relationships with a focus on family and friendship and they will also learn about bullying.</p>	<p>SRE</p> <p>Students will learn about different types of relationships focusing on LGBTQ+, stereotypes, positive and negative relationships.</p>	<p>Health and Mental Wellbeing</p> <p>Students will learn about mental wellbeing and how puberty affects them physically, mentally and emotionally.</p>	<p>Personal Safety</p> <p>Students will learn about health and safety at home and at work, online risks and how to manage risks using scenarios.</p>
<p>Assessment and expected progress to be made</p>	<p>Hot and cold testing</p> <p>Students are expected to show a greater understanding of key terms and progress in relation to their own development.</p>	<p>Hot and cold testing</p> <p>Students are expected to show a greater understanding of key terms and progress in relation to the impact of rules and laws on the creation of a community.</p>	<p>Hot and cold testing</p> <p>Students are expected to show a greater understanding of key terms and progress in relation to how their relationships can impact their lives.</p>	<p>Hot and cold testing</p> <p>Students are expected to show a greater understanding of key terms and progress in relation to how their relationships can impact their lives.</p>	<p>Hot and cold testing</p> <p>Students are expected to show a greater understanding of key terms and progress in relation to how puberty and mental wellbeing can impact a person's life.</p>	<p>Hot and cold testing</p> <p>Students are expected to show a greater understanding of key terms and application of first aid in emergency situations.</p>

Extra-curricular	SMSC Assemblies/ PD Assemblies/ Black History Month Assembly Wellbeing focus- Tolerance and Mutual respect	Anti-Bullying Sessions/ Kenward Trust assemblies/ Christmas and Hanukkah Assemblies/ SMSC Assembly Wellbeing focus- Teen health	SMSC Assembly/ PD Assemblies/ Wellbeing focus- Rule of law	SMSC Assembly/ PD Assemblies/ Wellbeing focus- Democracy	SMSC Assemblies/ PD Assemblies/ Wellbeing focus- Mental health	SMSC Assemblies/ PD Assemblies/ Wellbeing focus- Individual Liberty
Skills for Life/SMSC/BV	Individual Liberty Independence Enjoyment Social Moral	Democracy Respect Integrity Cultural Social	Respect Care Tolerance Cultural Spiritual	Respect Excellence Tolerance Social	Respect Perseverance Mutual Respect Social	Care Enjoyment Perseverance Individual Liberty Social Moral
Cross curriculum links	Science PE Art	Humanities Art				Science Computing

Appendix 2 – Year 8 Personal Development Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Y8</p> <p>Topic and knowledge</p>	<p><i>The Individual and The Game of Life</i></p> <p>Students will learn about identity, puberty, personal hygiene, and healthy living. Students' will then progress through a series of scenarios aimed at teaching them application writing, budgeting skills, house buying, car buying and credit cards.</p>	<p><i>The Community and British Values</i></p> <p>Students will learn about their own community, other communities around the world and how to support their communities. Students will then focus on British Values. They will be able to explain how they show these values and identify them in real life examples.</p>	<p>SRE</p> <p>Students will learn about different types of families, friendships and bullying. Students will also learn about other cultural and religious attitudes to family and parenthood.</p>	<p>SRE</p> <p>Students will learn about male and female stereotypes, body image, sexual relationships and the next stages of puberty.</p>	<p><i>The Apprentice and Resilience</i></p> <p>Students are to gain an understanding of how they can begin to work in the product development and marketing business world. They progress through different stages of product design and pitching the product. Students will also learn what mental health and resilience is and how they can deal with concerns.</p>	<p><i>Personal Safety</i></p> <p>Students will learn the about the different risks they may face as they grow up and how to manage these risks. Students will also learn the importance of being first aid trained and how to deal with basic first aid emergencies.</p>
<p>Assessment and expected progress to be made</p>	<p>Hot and cold testing Students are expected to show a greater understanding of key terms and how their lives will progress into adulthood.</p>	<p>Hot and cold testing Students are expected to show a greater understanding of key terms and progress in relation to the impact of British Values on their day to day lives.</p>	<p>Hot and cold testing Students are expected to show a greater understanding of key terms and progress in relation to how their relationships can impact their lives.</p>	<p>Hot and cold testing Students are expected to show a greater understanding of key terms and progress in relation to how their relationships can impact their lives.</p>	<p>Hot and cold testing Students are expected to show a greater understanding of key terms and progress in relation to how building resilience can impact their lives.</p>	<p>Hot and cold testing Students are expected to show a greater understanding of key terms and application of first aid in emergency situations.</p>

Extra-curricular	SMSC Assemblies/ PD Assemblies/ Black History Month Assembly Wellbeing focus- Tolerance and Mutual respect	Anti-Bullying Sessions/ Kenward Trust assemblies/ Christmas and Hanukkah Assemblies/ SMSC Assembly Wellbeing focus- Teen health	SMSC Assembly/ PD Assemblies/ Wellbeing focus- Rule of law	SMSC Assembly/ PD Assemblies/ Wellbeing focus- Democracy	SMSC Assemblies/ PD Assemblies/ Wellbeing focus- Mental health	SMSC Assemblies/ PD Assemblies/ Wellbeing focus- Individual Liberty
Skills for Life/SMSC/BV	Individual Liberty Independence Enjoyment Social Moral	Democracy Respect Integrity Cultural Social	Respect Care Tolerance Cultural Spiritual	Respect Excellence Tolerance Social	Respect Perseverance Mutual Respect Social	Care Enjoyment Perseverance Individual Liberty Social Moral
Cross curriculum links	Maths Enterprise Business Studies Science Art	Humanities Art		Science	Maths English Business Studies Enterprise	Science Computing

Appendix 3 – Year 9 Personal Development Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Y9</p> <p>Topic and knowledge</p>	<p><i>The Individual and The Future</i></p> <p>Students will learn about identity, puberty, personal hygiene, and healthy living. Students will develop their interpersonal skills and knowledge. Students will gain an understanding of what options mean, why they take them and what is on offer within PDT. They have opportunities for guidance and signposting.</p>	<p><i>The Community</i></p> <p>Students will learn about how communities support them, the importance of being a good citizen and also the importance of the global community. Students will also look specifically at democracy in the UK and the impact it has. Students will also learn about examples of persecution around the world along with other global issues and responses to them.</p>	<p>SRE</p> <p>Students will learn about the impact of negative relationships on people and also understanding how to make sure they are ready for relationships. Students will also learn about other cultural attitudes to family and parenthood.</p>	<p>SRE</p> <p>Students will learn the importance of consent, the consequences of unsafe sex and also the consequences of sexting. Students will also learn about other cultural attitudes to sex, pregnancy and contraception.</p>	<p><i>Mental health and wellbeing</i></p> <p>Students will learn about the importance of mental health and wellbeing along with the impact their own behaviour and choices can have on the mental health of those around them. Students will learn about the importance of physical activity and healthy eating when considering their own wellbeing. Students will consider their concerns about the future and will learn about coping strategies to help support them.</p>	<p><i>Personal Safety and First Aid</i></p> <p>Students will recap the importance of first aid and the basic first aid techniques. Students will also learn about how to manage risk and how to keep themselves safe.</p>
<p>Assessment and expected progress to be made</p>	<p>Hot and cold testing Students are expected to show a greater understanding of key terms and progress in relation to their own</p>	<p>Hot and cold testing Students are expected to show a greater understanding of key terms and progress in relation to their</p>	<p>Hot and cold testing Students are expected to show a greater understanding of key terms and progress in relation to how their</p>	<p>Hot and cold testing Students are expected to show a greater understanding of key terms and progress in relation to how their</p>	<p>Hot and cold testing Students are expected to show a greater understanding of key terms and progress in relation to how they</p>	<p>Hot and cold testing Students are expected to show a greater understanding of key terms and application of first aid in</p>

	development.	understanding of how a global community works and supports them.	relationships can impact their lives.	relationships can impact their lives.	choose a healthy lifestyle, both physically and emotionally.	emergency situations and their progress in relation to managing risk.
Extra-curricular	SMSC Assemblies/ PD Assemblies/ Black History Month Assembly Wellbeing focus- Tolerance and Mutual respect	Anti-Bullying Sessions/ Kenward Trust assemblies/ Christmas and Hanukkah Assemblies/ SMSC Assembly Wellbeing focus-teen health	SMSC Assembly/ PD Assemblies/ Wellbeing focus- Rule of law	SMSC Assembly/ PD Assemblies/ Wellbeing focus- Democracy	SMSC Assemblies/ PD Assemblies/ Wellbeing focus- Mental health	SMSC Assemblies/ PD Assemblies/ Wellbeing focus- Individual Liberty
Skills for Life/SMSC/BV	Individual Liberty Independence Enjoyment Social Moral	Democracy Respect Integrity Cultural Social	Respect Care Tolerance Cultural Spiritual	Respect Excellence Tolerance Social	Respect Perseverance Mutual Respect Social	Care Enjoyment Perseverance Individual Liberty Social Moral
Cross curriculum links	Careers assemblies Computing English	Humanities Form Time		Science	English	Science

Appendix 4 – Year 10 Personal Development Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y10 Topic and knowledge	Finances Students will learn about the impact of gaming and social media on gambling and addiction. They will also about the impact debt can have on their futures.	Careers Students will learn spend this term on work experience prep. What is expected of them, how to prepare, appropriate dress, CV's application forms and personal statements	SRE Students will learn about different adult relationships, partners intimacy and pleasure. Students will also learn about STI's pregnancy and where to go for support.	School and education Students will learn about what is expected of them while studying for their GCSE's, revision techniques and exam as well as coursework prep.	Mental health and wellbeing Students will learn about staying emotionally and physically healthy including the impact of sleep.	Personal Safety and First Aid Life skills Students will learn about basic life skills to prepare them for their adult lives, like, washing, ironing, hygiene, cleaning, cooking and going out/ planning trips.
Extra-curricular	Assemblies/ Black History Month Assembly Wellbeing focus- Tolerance and Mutual respect	Anti-Bullying Sessions/ Kenward Trust assemblies/ Christmas and Hanukkah Assemblies/ SMSC Assembly Wellbeing focus- Teen health	SMSC Assembly/ PD Assemblies/ Wellbeing focus- Rule of law	Assemblies/ Wellbeing focus- Tolerance and Mutual respect	SMSC Assemblies/Assemblies/ Wellbeing focus- Mental health	SMSC Assemblies/ PD Assemblies/ Wellbeing focus- Individual Liberty
SMSC/BV	Individual Liberty Independence Enjoyment Social Moral	Democracy Respect Integrity Cultural Social	Respect Care Tolerance Cultural Spiritual	Respect Excellence Tolerance Social	Respect Perseverance Mutual Respect Social	Care Enjoyment Perseverance Individual Liberty Social Moral

Cross curriculum links	Careers assemblies Math	Humanities Form Time	science	English		Science
------------------------	----------------------------	-------------------------	---------	---------	--	---------



Appendix 5 – Year 11 Personal Development Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Y11</p> <p>Topic and knowledge</p>	<p>School and education Students will learn about revision techniques, exam and coursework prep and also further education and opportunities.</p>	<p>Finances Students will learn basic information about bank accounts, budgets, housing and debt</p>	<p>SRE Students will learn about sex, pregnancy and options, parental rights and responsibilities.</p>	<p>Careers Students will spend this term researching future career and job possibilities, current part time job options and also online reputation.</p>	<p>Revision sessions for those still in school. This term is an opportunity to check in on students. Encourage revision and completion of course work.</p>	
Extra-curricular	Assemblies/ Black History Month Assembly Wellbeing focus- Tolerance and Mutual respect	Anti-Bullying Sessions, Christmas and Hanukkah Assemblies/ SMSC Assembly Wellbeing focus- Teen health	SMSC Assembly/ PD Assemblies/ Wellbeing focus- Rule of law	Assemblies/ Wellbeing focus- Tolerance and Mutual respect		
SMSC/BV	Individual Liberty Independence Enjoyment Social Moral	Democracy Respect Integrity Cultural Social	Respect Care Tolerance Cultural Spiritual	Respect Excellence Tolerance Social		
Cross curriculum links	<p>Careers assemblies</p> <p>GCSE option subjects-students will cover revision technique, exam prep and coursework prep</p>	Math	Science-Revising sexual reproduction	GCSE option subjects- students will investigate job opportunities in their chosen subjects and career paths.		

Appendix 6 – Key content from the KS3 National Curriculum

- **CORE THEME 1: HEALTH AND WELLBEING:** physical and emotional health/ making choices/ impact of images in the media/ setting high and aspirational goals/ extending emotional vocabulary/ understanding and resolving conflicting emotions/ changes including transitions, loss, separation and divorce/ understanding risks/ understanding independence/ basic emergency procedures/ alcohol, tobacco and caffeine/ puberty/ keeping safe online.
- **CORE THEME 2: RELATIONSHIPS:** positive and healthy relationships/ unhealthy relationships/ different types of relationships/ civil partnerships and marriage/ confidentiality/ responding respectfully/ resolving disputes/ discrimination/ stereotypes/ bullying/ personal boundaries.
- **CORE THEME 3: LIVING IN THE WIDER WORLD:** discussing topical issues/ rules and laws/ UN declaration of the rights of children/ cultural practices/ anti-social, aggressive and harmful behaviour/ how to resolve differences/ meaning of community/ people and cultures around the world/ understanding interests, loans and debt/ understanding and developing enterprise skills.

Walderslade Girls school Intent:

Our curriculum is vital in enabling all students to enjoy and study a broad and balanced range of subjects and topics. It will give students the opportunity to make progress and be educationally mobile for them to succeed, academically and culturally, beyond secondary school. We aim for our curriculum to be:

- **Knowledge-rich** – Specific and sequenced information imparted to students.
- **Sustainable** – Students are able to retain and maintain knowledge over time.
- **Aspirational** – inspiring students to move beyond the norm.

INTENT

- We want our students to be equipped with the skills they need and to be ambitious in their goals
- We want our students to rise to a challenge and can be imaginative and resilient in their approach to new learning
- We want our students to be motivated to be the best that they can be and develop their own independence. We will promote this by providing a curriculum that is broad and varied accessible to all leaders and which takes into account the different needs of our students on both an educational and personal level
- We will achieve this through our dedication to embracing new ideas and ensuring that our curriculum and teaching styles are constantly developed and in line with current guidelines
- We will also ensure that in addition to a structured spiral curriculum that builds upon previous learning we will also use our time to run reactive sessions based around any current issues concerns

- During PD lessons we aim to encourage pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work in modern Britain
- Within PD lessons we will ensure that SRE element encourages the lifelong learning about physical, moral, social and emotional development
- It is about the understanding of the importance of stable and loving relationships, family, respect, love and care
- Helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life embodying our whole school ethos

IMPACT

- Personal Development lessons give the pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain
- Through Personal Development lessons pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future
- Personal Development lessons help pupils to achieve their academic potential, and leave school equipped with skills they will need throughout life. Skills for Life lessons help pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about relationships to succeeding in their first job, in addition it helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. Challenge pupils on unhealthy and exploitative relationships, both to safeguard them from being abused and prevent them from engaging in abusive behaviours themselves
- Educate pupils about their health reduces risk-taking behaviours such as drug or alcohol addiction and Improves diet and exercise levels, in turn boosting long-term life chances
- Promote positive outcomes relating to emotional health while reducing stigma and helping pupils learn where to go if they have mental health concerns
- Give pupils information on where to go if they are worried about their own mental health or that of a friend or family member.
- Reduce mental health stigma by teaching about the issue openly and honestly

IMPLEMENTATION

- Plan a programme which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people
- Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives
- Offer a wide variety of teaching and learning styles with an emphasis on interactive learning and the teacher as facilitator. Provide information which is realistic and relevant and which reinforces positive social norms
- Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community

- Recognise that the Personal Development curriculum is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential
- Link the curriculum to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice
- Encourage staff, families and the wider community to get involved.
- Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.
- A key intention in our delivery of Personal Development curriculum is to provide a safe environment where students feel able to participate, this involves the setting up of the ground rules and reminding students of confidentiality issues.
- Teachers are aware of sensitive issues that may rise out of teaching and learning about RSE. The following are protocols for discussion based lessons with students:
 - No one (teacher or student) will be 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
 - Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent or any other

KS3 through to KSS curriculum

The Personal Development curriculum addresses both pupils' current experiences and preparation for their future. Our Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. The curriculum acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. It also acknowledges the specific needs and concerns faced by our students based on their social status, family background and geographical location.

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. The curriculum reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for

themselves and others, this means that the focus begins to shift to more financial, career and self-sufficiency topics. In addition to this it includes a focus on exam preparation in order to help support student's mental wellbeing and build resilience during a difficult period in their school careers.

At key stage 5, the curriculum continues to reflect and focus on the fact that students are already starting their independent roles in their adult lives, which means that students will develop their understanding of different options available to them for further education, the different options and government support available if they choose not to attend university and also how to enter the world of work by applying to part time jobs, volunteering and researching any other possibilities for their future careers. In addition to lessons based around finances and the working world students will also continue to deepen their understanding and knowledge of their own mental wellbeing, addiction, SRE, British Values and preparation for their final exams.