

## PERSONAL DEVELOPMENT POLICY

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<b>Approval Level</b>	Headteacher

[EQUALITY STATEMENT](#)

[PERSONAL DEVELOPMENT POLICY](#)

[RATIONALE AND ETHOS](#)

[ENTITLEMENT AND QUALITY OF OPPORTUNITY](#)

[CURRICULUM](#)

[CORE THEMES](#)

[THE LEARNING ENVIRONMENT](#)

[THE NEED FOR BALANCE](#)

[RELATIONSHIPS AND SEX EDUCATION \(RSE\)](#)

[THE LEGAL CONTEXT](#)

[DEALING WITH SENSITIVE ISSUES](#)

[VISITORS CONTRIBUTING TO RSE](#)

[PARENTAL RIGHT TO WITHDRAW](#)

[SMSC AND BRITISH VALUES](#)

[MONITORING, REPORTING AND EVALUATION](#)

[ENGAGING STAKEHOLDERS](#)

### **EQUALITY STATEMENT**

The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

In the development of this policy due regard has been given to achieving these objectives.

### **PERSONAL DEVELOPMENT POLICY**

Within this policy the term “Personal Development” is used to mean the overall development of students inclusive of their education in PSHE (Personal, Social, Health and Economic Education), Citizenship & RSE (Relationship and Sex Education).

### **RATIONALE AND ETHOS**

One of the distinguishing features of Beacon Academy is the importance we place on the personal development of our students. We passionately believe that academic success must be complemented by knowledge in a range of non-academic topics and the development of a wide range of soft skills. We do not believe that characteristics are simply absorbed throughout the student's time in school and as a result, there is a comprehensive programme in place to help students develop and ensure that they leave as well-rounded individuals ready to contribute to society. Over the course of their time at Beacon Academy, the personal development programme and school ethos will give our students the edge when they take their next steps, whatever they may be.

Throughout their time at Beacon Academy, students are encouraged to assume responsibility for their own learning and actions, working productively with others, and there are many opportunities for them to do so in all subjects across the curriculum. We believe that it is the right of every individual to be happy at school within an environment that promotes learning. We promote a fully inclusive approach to all aspects of school life.

### **ENTITLEMENT AND QUALITY OF OPPORTUNITY**

We recognise the right for all students to have access to personal development education which meets their needs. Classroom practice and pedagogy will take into account students' ability, age, readiness and cultural backgrounds, and should be adjusted to enable all students to access the learning. Full personal development provision will be accessible to every student, although parents have a right to withdraw their children from those parts of RSE not contained within the national curriculum science programmes of study. We do not exclude any child from any part of the personal development curriculum.

Each class teacher has the responsibility for differentiating resources and ensuring that all lesson content is inclusive for all students. As far as is appropriate, students with special educational needs will follow the same personal development education programme as all other students. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery may have to be adapted. Teachers and/or teaching assistants will work with individual students where required, and if appropriate.

We will promote the needs and interests of all students, irrespective of gender, culture, ability or personal circumstance, allowing all students equal opportunities to all aspects of school life. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children including those with English as a second language to ensure that all students can fully access personal development education provision.

### **CURRICULUM**

At Beacon Academy, the intention of the curriculum is to educate our students in a range of key issues. Where the requirements are nonstatutory the personal development programme will aim to give all students access to cover all these areas at Key Stage 3. Where statutory guidance exists, these aspects will be covered according to the guidance. This is to allow our students a good grounding in Key Stage 3 and also to take advantage of curriculum time to maximise outcomes at Key Stage 4.

We map our curriculum to cover the criteria set out by:

- The [PSHE Association Programme of Study](#)
- The [Citizenship National Curriculum](#)
- The [statutory guidance for Relationships & Sex Education](#)

We also use the school specific results of the local area Adolescent Lifestyle Survey to ensure that the curriculum tackles key issues specific to our school and our students.

### **CORE THEMES**

The curriculum is broken into 5 key areas, which help us to achieve these aims. These are:

- Healthy and Active Lifestyles
- Mental Health and Wellbeing
- Relationships and Sex Education
- Citizenship and British Values
- Careers and Employability (Careers Education is covered by a separate careers policy)

The personal development programme is made up of:

- A comprehensive curriculum at both Key Stage 3 and Key Stag3 4
- Assembly Programme
- Form Time Programme (inclusive of a Key Stage 4 curriculum delivered during year 10 form time)
- Accelerate Days
- Outside Agency Support (from a range of sources, providing input on a range of issues)
- Extracurricular Programme
- Trips and Visits Programme
- Is underpinned by the Academy teaching and learning and overall ethos

## **THE LEARNING ENVIRONMENT**

Ensuring that the learning environment is appropriate is of the utmost importance when sensitive topics are being discussed. It is the responsibility of the classroom teacher to apply the ROCK principle to ensure that all students feel comfortable and confident to share information in the classroom.

R – Respect

O - Openness

C - Confidentiality

K - Kindness

Teachers will need to consider the following:

- Ensuring that students have access to balanced information and differing views on which they can clarify their own opinions and views (including contributions made by visitors to the classroom);
- Deciding whether, and if so how far, they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the framework of the academy's values;
- Ensuring students establish ground rules about how they will behave towards each other and how issues will be dealt with;
- Judging when to allow students to discuss issues confidentiality in small groups and when to support by listening in to these group discussions.
- Ensuring they take due care for the needs of individuals in the class when tackling issues of social, cultural or personal identity.
- Ensuring that all matters are treated with sensitivity, bearing in mind that our students may have been exposed to the issues that are being covered within the personal development programme and allow students to remove themselves from the situation where appropriate, accessing alternative support within the academy.

## **THE NEED FOR BALANCE**

In the teaching of controversial issues, there is always the risk of bias, whether unwitting or otherwise. Teachers should adopt strategies that will teach students how to recognise bias, how to evaluate evidence put before them, how to look for different interpretations, views and sources of evidence and how to give reasons for what they say and do. Experienced teachers will seek to avoid bias by resisting any inclination to:

- Highlight a particular selection of facts or items of evidence thereby giving them a greater importance than other equally relevant information

- Present information as if it is not open to alternative interpretation, qualification, or contradiction
- Set themselves up as the sole authority not only on matters of 'fact' but also on matters of opinion
- Present opinions and other value judgements as if they are facts;
- Give their own accounts of the views of others instead of using the actual claims and assertions as expressed by various interest groups themselves;
- Reveal their own preferences by facial expressions, gestures, tones of voice, etc
- Imply preferences by a particular choice of respondents or by not opening up opportunities for all students to contribute their views to a discussion; or neglect challenging a consensus of opinion, which emerges too readily.
- Experienced teachers would also feel secure in establishing a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or by their peers.

N.B. The need for balance should not be regarded as inhibiting a clear stand against racism and other forms of discrimination. Our common values require that there are some behaviours that we should not tolerate (eg racism, bullying, cruelty).

Source: A Summary of Appendix 2 of 'Citizenship at Key Stages 3 and 4' - QCA: Spring 2000

### **RELATIONSHIPS AND SEX EDUCATION (RSE)**

Relationships and Sex Education is defined as lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about promoting sexual activity (DfE).

### **THE LEGAL CONTEXT**

Children from age 11 are to be taught RSE along with Health Education and this is a statutory requirement.

### **DEALING WITH SENSITIVE ISSUES**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion-based lessons with students:

- No-one (teacher or student) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way; and
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.
- Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the academy's policy in this matter to the letter.

### **VISITORS CONTRIBUTING TO RSE**

From time to time as part of a planned module of work the academy will invite in local experts on issues relating to RSE as well as using health and other professionals associated with the academy. All academy associate health and other professional visitors will be asked to conform to the following:

- Visitors contributing to RSE will do so at the invitation of the academy and will be qualified to make an appropriate contribution
- Visitors must agree with the aims of the academy in delivering its policy on RSE;
- When in class visitors will be supervised by a teacher, who will be present at all times;

- Visitors will follow the academy's child protection procedures if a disclosure occurs within the classroom setting;
- Visitors will know and understand where their contribution fits into the academy's programme for RSE and Citizenship.

## HEALTH PROFESSIONALS

Outside the teaching situation, health professionals such as school nurses can:

- Give one-to-one advice or information to a student on a health-related matter including contraception; and
- Exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

(The criteria for making such a decision are based on the 'Fraser guidelines' and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centres and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment).

## PARENTAL RIGHT TO WITHDRAW

As of September 2020, parents no longer have the right to withdraw their child from Relationships Education. As of this date, Relationships and Sex Education falls under the National Curriculum.

Information on the topics taught to each year group can be found in the curriculum section of our website. Parents can withdraw their children from RSE for those lessons where aspects of sex education are taught which fall outside of the national curriculum for Science.

An opt-out system is in place and it is the responsibility of the parent to ensure that the school is informed of their wish to withdraw their child from these lessons prior to teaching. The school will endeavour to write to parents informing them of the upcoming lessons prior to teaching; however, parents can withdraw their child at any time by contacting the school by phone or email.

Tel: 01472 328888

Email: [office@beaconacademy.co.uk](mailto:office@beaconacademy.co.uk)

If you decide to withdraw your child from RSE, we are very happy to discuss our curriculum content and provision for RSE with you prior to withdrawing your child to alleviate any concerns you may have.

We believe that it is of the utmost importance that our students hear the correct messages from a trusted adult at the same time as their peers. We want to ensure that students do not hear things second hand from other students, the internet or other sources as this presents a concern for us in terms of potential mis-information being spread amongst our students

## SMSC AND BRITISH VALUES

The personal development programme will provide a solid grounding for the students in terms of their knowledge and understanding of British Values and their social, moral, spiritual and cultural development but a whole school approach is also taken to the delivery of this aspect. Teachers will have a good understanding of how SMSC and British Values are delivered across their subject and incorporate them into their teaching. There is a separate SMSC Policy further detailing how this will be covered.

## **MONITORING, REPORTING AND EVALUATION**

The subject teachers' delivery of Personal Development & Citizenship is monitored as part of the quality assurance process. Teachers are encouraged to help students reflect on their learning through discussion at appropriate points during the delivery of RSE. This helps them identify progress made and interventions which may need to be put in place at classroom level. Initial assessment and end of unit tests are implemented. This enables staff to monitor progress, as well as the level of understanding of each student. Pupils are signposted to support services as necessary as the need arises throughout each topic.

Pupils will have opportunities to review and reflect on their learning during lessons with our DIRT (Directed Improvement Reflection Time). Pupils will complete an annual survey from which the feedback will be influential in adapting and amending planned learning activities for the future.

The curriculum is reviewed and adapted on an annual basis to meet the needs of the students. This will be completed by the Lead Teacher for Personal Development & Citizenship.

## **ENGAGING STAKEHOLDERS**

Students, teaching staff, parents and governors were all consulted in the development of this policy. The policy is open to review and we welcome the views of all key stakeholders.