



## PERSONAL DEVELOPMENT POLICY

Encompassing: PSHE (Personal, Social, Health and Economic) Education,  
Citizenship Education,  
(Relationship and Sex) Education and  
RE (Religious) Education

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*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**

### **Rationale**

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

Throughout their time at Beacon Academy, pupils 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.

The key themes and criteria for each aspect of the personal development programme are listed below. The intent for Personal Development is that where the requirements are non-statutory 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 pupils a good grounding in Key Stage 3 and also to take advantage of curriculum time to maximise outcomes at Key Stage 4.

### **Personal Development Programme - Overview**

The personal development programme includes:

- A comprehensive curriculum (Key Stage 3)
- Assembly Programme
- Form Time Programme
- Drop Down 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

Timetabled lessons for personal development will be an amalgamation of several different subject/topic areas and will be covered in a variety of different ways as set out above. The subject areas to be covered include:

- Personal, Social, Health and Economic Education (PSHE)
- Citizenship Education
- Relationships and Sex Education (RSE)
- Religious Education (RE)
- Careers Education (covered by a separate careers policy)

## Personal Development Coverage

### PSHE

#### DfE and PSHE

*'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'*

Along with the National Curriculum framework, the DfE has published a guidance document on PSHE Education, which states that the subject is: *'An important and necessary part of all students' education'*

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education ( ) and the importance of physical activity and diet for a healthy lifestyle.

As section 2.1 of the National Curriculum framework states: *'Every state-funded school must offer a curriculum which is balanced and broadly based and which: "promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society" and "prepares students at the school for the opportunities, responsibilities and experiences of later life"*

#### Ofsted and PSHE

Ofsted's 2013 PSHE education survey also highlights the relationship between a school's PSHE provision and overall effectiveness, observing *"a close correlation"* between surveyed schools' section 5 (whole school) inspection results, and their grade for PSHE education. Section 5 inspections take into account whether a school provides its pupils with a *'broad and balanced curriculum that promotes their good behaviour and safety and their spiritual, moral, social and cultural (SMSC) development'*. Ofsted's grade descriptors for PSHE education make a clear connection between PSHE education, SMSC and behaviour and safety, so is likely to be very interested in the subject's provision when looking for evidence to support these elements of Section 5 inspections.

#### Core Themes

The academy aims to cover the focusses from the core themes for PSHE which are taken from the suggested programme of study laid out by the PSHE Association, these are broken down and reformed into the Citizenship and RE lesson medium term planning.

#### CORE THEME 1: HEALTH AND WELLBEING

*This core theme focuses on:*

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

## **CORE THEME 2: RELATIONSHIPS**

*This core theme focuses on:*

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships

## **CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)**

*This core theme focuses on:*

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect diversity and equality and how to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. The part that money plays in people's lives
8. A basic understanding of enterprise

The full range of criteria (available from the PSHE Association) have been mapped and are covered in their entirety across Key Stage 3.

### **Citizenship**

#### **Key stage 3**

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. Pupils should be taught about:

- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- The operation of Parliament, including voting and elections, and the role of political parties
- The precious liberties enjoyed by the citizens of the United Kingdom
- The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- The functions and uses of money, the importance and practice of budgeting, and managing risk.

#### **Key stage 4**

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their

skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society. Pupils should be taught about:

- Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- Human rights and international law
- The legal system in the UK, different sources of law and how the law helps society deal with complex problems
- Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

*Taken from the DfE Citizenship Programme of Study (2013)*

Relationships and sex education will cover all the criteria laid out below as per the statutory guidance. Some of criteria will be achieved through timetabled lessons in Citizenship and RE and where this is not the case, this will be delivered by outside agency support in other time such as assemblies and drop-down days.

### **Families**

- ✓ 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); and, how to seek help or advice, including reporting concerns about others, if needed.
- ✓ That there are different types of, stable relationships.
- ✓ These relationships might contribute to human happiness and their importance for bringing up children.
- ✓ What marriage is, including their legal status e.g. 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.

### **Respectful Relationships Including Friendships**

- ✓ The characteristics of positive and healthy friendships (in all contexts, including online) including 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 (e.g. 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**

- ✓ 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 e.g. 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**

- ✓ 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 Relationships, Including Sexual Health**

- ✓ 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, e.g. 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).
- ✓ How the different sexually transmitted infections (STIs), including HIV/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.

*Taken from the DfE Relationships Education, Relationships and Sex Education ( ) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019).*

### **Religious Education**

The criteria for Religious Education has been taken from the North East Lincolnshire SACRE agreed programme of study and this will be taught across Key Stage 3. Further information regarding the coverage is available upon request.

### **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 SMSC 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.

### **Issues for Teachers to Consider**

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 confidentially in small groups and when to support by listening in to these group discussions; and
- ✓ 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 pupils may have been exposed to the issues that are being covered within the personal development programme and allow pupils 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*

### **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 academy 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 from**

Parents have the right to withdraw their students from RSE that falls outside the National Curriculum Science Order. They do so in writing to the Headteacher. When the Headteacher receives such a letter he/she will contact the parents. In this conversation the Headteacher will explain clearly what the academy's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the student will be withdrawn from and placed alternative provision within school where suitable work and supervision will be provided. A copy of this policy will be made available to all parents upon their request.