Carshalton High School for Girls

Personal Development Curriculum & Relationships, Sex & Health Education Policy

Reviewed and Agreed by Carshalton Local Governing Body:	Autumn 2026
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Policy Notes may be subject to review and revision at any time by the Carshalton Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Carshalton Local Governing Body.

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1. Statement of Intent

This policy covers our school's Personal Development curriculum, which encompasses Personal, Social, Health and Economic Education (PSHEE) and Relationship, Sex and Health Education (RSHE).

The Personal Development curriculum aims to provide our students with opportunities and experiences that help them grow and develop as individuals, family members, and social and economic communities whilst catering to our school and its wider community.

We recognise that this curriculum provides essential knowledge alongside the development of the skills, character traits and attitudes that empower students to make effective choices and take advantage of opportunities that will enable them to live happy, healthy and successful lives - now and in the future. Our approach supports the development of the whole person, nurturing students' intellectual, emotional, social and moral growth so that they can understand themselves, build positive relationships, contribute meaningfully to society and thrive academically and personally.

Our Personal Development curriculum is designed to:

- Meet statutory requirements and non-statutory guidance
- Be accessible to all our students
- Show progression through key stages and year groups through a coherent sequenced curriculum
- Engage students in our school values and the teaching and learn styles of our school
- Teach challenging issues thoughtfully and sensitively with all staff having received annual safeguarding training updates
- Use a wide range of suitable, up to date and varied resources
- Develop students' character, confidence, self-awareness and interpersonal skills as part of a whole-school approach to personal growth
- Have links with outside agencies and service providers
- Include links with our external local community and voluntary groups
- Be integrated with the school's charity and fundraising activities
- Engage with important world calendar dates

All lessons within the Personal Development curriculum will engage and align with our school CHSG CARES values:

- Community
- Accountability
- Resilience
- Empowerment
- Sisterhood

This policy is in line with statutory guidance from the DfE (including the changes published by the DfE in July 2025), the National Curriculum, the PSHE Association, and the Sex Education Forum.

2. Aims/Purpose

The aims of the Personal Development curriculum are to:

- Enable students to develop the knowledge, skills and attributes they need to allow them to succeed at school, outside of school and later in life.
- Teach students about and reinforce our school values helping them understand how each value is embedded within all aspects of the Personal Development curriculum
- Provide a structured and supportive framework in which students can discuss a variety of topics, including sensitive and complex issues, with their tutors and peers in a safe, respectful and well-informed environment.
- Offer students regular opportunities for meaningful self-reflection, personal goal-setting and evaluating their own progress as part of their journey towards whole-person development.
- Help students develop a school culture rooted in awareness, empathy, respect and appreciation for others, encouraging them to value diversity, build healthy relationships and contribute positively to their community.
- Promote students' emotional, social and moral development**,** enabling them to better understand themselves, manage challenges, build resilience and make thoughtful, informed decisions

3. Implementation of the PD Curriculum

Our PD curriculum is delivered to KS3, KS4 and KS5 students during tutor time sessions and two calendared drop-down days throughout the school year. Sessions are predominately delivered by tutors in the pastoral team for each year group. External organisations also enrich the curriculum by providing workshops on specific topics.

Use of workbooks in Personal Development lessons ensures a sharper focus on learning, and all students have individual access to important information, including signposting to helpful resources, which they can take home with them. Workbooks also provide spaces for students to complete various activities, opportunities to reflect on their learning and to complete self-assessments.

Aspects of Personal Development are also delivered through:

- Curriculum subjects
- Assemblies
- Literacy and numeracy
- School Council / Student Leadership Programme
- Invited visitors
- Tutorials and workshops
- Mentoring
- Educational visits and trips
- Sports teams
- School publications
- Enterprise schemes
- Work experience
- Community projects

4. Engagement of Parents and Carers

The partnership of home and school is vital in providing context to the PD curriculum. We regularly write to parents to keep them informed of the teaching and learning taking place during specialist Personal Development days. An overview of our Personal Development curriculum can be found on our school website.

Parents are encouraged to engage in discussion with students at home to further their learning outside of school.

Personal Development workbooks allow parents to see the learning students are involved in; the workbooks also include pages which signpost additional information and help, with useful websites which parents and students can explore together at home.

5. Monitoring and Evaluation of Curriculum

The curriculum and the quality of teaching and learning will be regularly monitored and reviewed by the Assistant Headteacher responsible for the Personal Development curriculum and the subject leader for PSHE during regular meetings.

Curriculum planning and review will take place on a half-term basis to ensure that resources and topics are appropriate to the current climate, needs of the students and school. Lesson visits will take place regularly to monitor the teaching and learning. Feedback and support will be provided to teachers who need additional help in the curriculum delivery.

Student voice will be collected via student questionnaires on a termly basis to allow students to share their thoughts on the programme and make suggestions for topics they would like to be included or subjects they would like to know more about. Students also have the opportunity to reflect and discuss the Personal Development curriculum together during school council meetings.

Parents are invited to provide feedback about the Personal Development curriculum using electronic questionnaires.

6. Assessment of Curriculum

Assessment is as central to effective teaching and learning in the Personal Development curriculum as in any other subject. It would be inappropriate for Personal Development assessment to be about grades or

passing or failing. The model of assessment that is most meaningful is ipsative assessment. Ipsative assessment compares where a student is at the end of a lesson or series of lessons against where they were before the lesson(s), so the benchmark against which progress is measured is the student's own starting point, not the performance of others or the requirements of an assessment mark scheme. Initial assessment is essential to this method - at the end of a series of lessons, students will have the opportunity to demonstrate the progress they have made from their starting point assessed in the initial assessment activity.

7. Responding to students' diverse learning needs

Our policy values the different backgrounds of all the students in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We recognise that content within the Personal Development curriculum must be taught sensitively and inclusively, with respect to the backgrounds and beliefs, while always with the aim of providing students with the knowledge they need of the law.

7.1 Special educational needs and disabilities (SEND)

Personal Development lessons help all students understand their physical and emotional development and enable them to make positive life decisions. We are committee to ensuring that all students are able to access and participate fully in the Personal Development curriculum. Staff will differentiate lessons so that all students can engage meaningfully with the content, and staff within the SEND department may provide targeted support to individual students where appropriate. The school will use a range of strategies to ensure equal access to key information for all learners. Where necessary, bespoke Personal Development sessions will be delivered to smaller groups of students to ensure that essential content is clearly understood, appropriately reinforced and fully covered by all.

7.2 Lesbian, Gay, Bisexual, Transgender and Plus (LGBT+)

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all students, including those who are lesbian, gay, bisexual, transgender or +(LGBT+). Inclusive lessons will foster good relations between students, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements and live the intended spirit of the Equality Act 2010. We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Students, whatever their developing sexuality or identity, need to feel that lessons in the Personal Development curriculum are relevant to them. Teachers will never assume or imply that all intimate relationships are between opposite sexes. Information about LGBT will be inclusive, integrated throughout the curriculum, and not delivered as a stand-alone topic.

Teaching in this area will be sensitive and age-appropriate in approach and content.

8. Roles and Responsibilities

8.1 The Governing board

The governing board will approve the Personal Development Curriculum and Relationships, Sex and Health Education Policy, and hold the headteacher to account for its implementation.

8.2 The Headteacher

The headteacher is responsible for ensuring that Personal Development Curriculum and Relationships, Sex and Health Education Policy is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSHE.

8.3 Assistant Headteacher and PSHEE Lead

- Create lesson resources for staff and respective workbooks for students
- Ensure that all staff are given regular and ongoing information relating to the Personal Development curriculum and how to deliver lessons on such issues
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE, including new staff or supply staff
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to students
- Ensure that the Personal Development curriculum is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the students do and meets their needs
- Ensure that the knowledge and information regarding RSHE to which all students are entitled is provided in a comprehensive way

- Support parent/carer involvement in the development of the Personal Development curriculum

8.4 The Safeguarding, Support and Wellbeing Lead

- Advise the Assistant Headteacher with responsibility for the Personal Development Curriculum and the subject leader for PSHEE of current topics which are current and relevant in terms of the local area and the needs of the students in the school.
- To ensure students know how and where to report any concerns.
- To support with information about signposting for students i.e. ensuring the information about ways of reporting safeguarding incidents in school is up to date, providing website/information for student that they can look at home, if they need more information etc.

8.5 Teachers of the Personal Development Curriculum will:

- Ensure that they are up to date with school policy and curriculum requirements regarding the Personal Development curriculum.
- Attend and engage in professional development training concerning the Personal Development curriculum provision, including individual and whole staff training/inset, where appropriate.
- Report back to the Assistant Headteacher with responsibility for the Personal Development curriculum and the subject leader for PSHE on any areas that they feel are not covered or inadequately provided for in the school's Personal Development curriculum, including resources.
- Encourage students to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Follow the school's reporting systems if a student comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSHE in school.
- Tailor their lessons to suit all students in their class, across the whole range of abilities, faiths, beliefs and cultures, and gender identity, including SEND.
- Ask for support in this from the school SENDCo or the Assistant Headteacher with responsibility for the Personal Development curriculum or the subject leader for PSHE, should they need it.

8.6 Students

Students are expected to engage fully in the Personal Development curriculum and, when discussing issues relevant to the Personal Development curriculum, treat others with respect and sensitivity.

9. Relationships, sex and health education (RSHE)

RSHE is an integral part of the Personal Development curriculum. We define the 'relationships and sex education' element as the development of knowledge in relation to the emotional, social and physical aspects of growing up, relationships, sex, gender, sexuality and sexual health.

A comprehensive programme of RSHE provides accurate, timely and age-appropriate information about the body, reproduction, sex, and sexual health. It also gives students essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe online and offline.

The aims of Relationship, Sex and Health Education (RSHE) 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

10. Right to withdraw from sex education topics

September 2020, Relationships and Sex Education was made compulsory in all secondary schools and Health Education compulsory in all state-funded schools. We value its importance in the personal development of students at our school. At our school, we place a high value on this aspect of the curriculum, recognising its essential role in supporting students' personal development, wellbeing and preparedness for adult life. High-quality RSE equips students with the knowledge, skills and confidence

needed to form healthy relationships, make informed decisions, and navigate an increasingly complex world. As such, we strongly encourage full participation from all students.

It is mandatory for all students to study Health Education and the Relationships Education element of RSE. Parents may request to withdraw their child from some or all sex education topics of RSE, up to and until three terms before the child turns 16. However, the school does not encourage withdrawal, as we firmly believe that this education is vital, age-appropriate, and delivered sensitively by trained staff. Any parent considering withdrawal is encouraged to fully discuss their concerns with the school first.

From three terms before a student turns 16, they may choose to opt back into sex education, even if their parents have previously requested withdrawal. The school will ensure students are aware of this right.

Requests of this nature should be directed to the Head of Year and the Headteacher will make the final decision in consultation with parents. The Headteacher may refuse a request for withdrawal only in exceptional circumstances, for example where there are safeguarding concerns or a student's specific vulnerability.

Steps include:

- Parents contact the Head of Year to discuss the reasons for a request to withdraw a student.
- Head of Year documents discussion and passes to Assistant Headteacher responsible for the Personal Development Programme (PDP).
- Assistant Headteacher contacts parents to outline the benefits of this important education and implications of withdrawing a child. (Discussion should be documented)
- The Assistant Headteacher will discuss any request with the Headteacher, who will decide whether or not the student will be withdrawn from specific lessons.
- This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to consider a student's specific needs arising from their SEND when making this decision.

If pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

11. British Values

We recognise the importance of allowing students to flourish academically and embrace our role in preparing them for their adult life. Part of our role in that preparation is our promotion of British Values within our core school values.

We actively promote the five core British Values through our Personal Development curriculum, and the holistic development of our students through active engagement with the community, student voice, current affairs and student and teacher run activities. The following indicate of some of the ways we embed British Values across the school and in our curriculum.

11.1 Democracy

At Carshalton Girls students are given many opportunities to take on responsibilities, develop leadership skills and become actively involved in the democratic process. To develop potential in all members within our school we hold elections for Head Girl, Senior Prefects and Year 11 Prefects, House Captain, Kindness Ambassadors, the Student Council and the Student Parliament

Students are also given the chance to take part in the annual Sutton Youth Parliament elections and recently voted in the UK Youth Parliament 'Make Your Mark' vote. One of our school foci is oracy and we run a debate club and students have the opportunity to engage with debating competitions such as the Jack Petchey Speak Out Challenge.

Democracy is actively promoted in our teaching of Citizenship, History, Government and Politics and Sociology.

11.2 The Rule of Law

The importance of laws, whether they be those that govern the class, the school or the country, are consistently reinforced throughout the school day through our behaviour policy, assemblies and the subject curriculum, particularly in Citizenship and the Personal Development curriculum where students are taught

about our laws, where they came from and our criminal justice system. We foster strong community links with local authorities such as the Police, Fire Service and local magistrates. Respect for rules and laws creates harmony within our school and ensures all students are fully informed, feel safe and are protected in school and their wider life.

11.3 Individual Liberty

We prepare students to enter the world as independent, confident citizens with a life-long passion for learning and making informed choices. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice and support about how to exercise these safely, for example, through our teaching of on-line safety in ICT lessons, Sociology lessons and during personal development sessions in tutor time as well as through assemblies. We set high expectations and promote strong aspirations from all students, encouraging them to strive for nothing short of optimum success.

11.4 Mutual Respect & Tolerance of those of Different Faiths, Beliefs and those Without Faith

Our students foster excellent relationships based on respect and trust. Through our curriculum and pastoral support systems everyone in our school community can learn and thrive in an environment of high standards, courtesy and consideration. Peer Mentoring programmes, Year 10 and Year 7 paired reading partnerships and our house system facilitate the promotion of mutual respect and support between students across different year groups where they work together to achieve goals.

Mutual respect and tolerance of diversity is embraced throughout our subject curriculum through, for example, lively debate from different perspectives in Sociology where students are safe to disagree with each other in a safe and supportive environment, a broad and balanced study of different religions in Religious Studies, investigations of our cultural diversity in Citizenship and learning about the development of a multi faith, multi-cultural and multi-ethnic society in History and Geography lessons.

We run a number of trips abroad throughout the academic year from which students gain valuable experience of other cultures and languages.

Carshalton Girls runs an annual Culture Day where students are actively encouraged to share their faith, beliefs and culture within the school.

Appendix A: Overview of Yearly Themes and Key Topics: Building Holistic Student Development

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Term 1	Navigating Our School: Expectations, Systems, and Growth				
Term 2	Understanding relationships, families, respectful behaviour	Respect, Discrimination, and Life choices	Mental health, coping with change, and emotional resilience	Influence, online behaviours and support	Misogyny, harassment, personal safety and alcohol awareness
Term 3	Friendships, managing change, vaping and substances	Navigating relationships through challenges	Substance use, and safe relationships	Modern relationships, digital ethics and image pressure	Extremism, grooming and exam stress management
Term 4	Digital literacy, online safety, financial awareness and inclusivity	Relationship dynamics, financial fraud, and global awareness	Diverse families, personal autonomy, and health choices	Rights, responsibilities and independent decision-making	Financial safety, young adult health and services
Term 5	Wellbeing, growth and ~~connectivity~~ healthy habits	Self-perception, online behaviour, and peer dynamics	Digital conduct, relationship safety, and legal awareness	Adult life preparedness and practical health knowledge	
Term 6	Emotional awareness, mental health basics, and substance understanding	Mental health and lifestyle choices	Money, relationships, and personal health	Personal safety, and healthy adult relationships	