



---

Carshalton High School for Girls  
**CHSG**  
Excellence: everywhere, every day

---

# **Personal Development Curriculum and Relationships, Sex and Health Education Policy**

Reviewed and Agreed by Carshalton Local Governing Body:

Autumn 2023

Next Review:

Autumn 2024

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.

## Contents

1. Statement of Intent.....	2
2. Aims/Purpose .....	3
3. Implementation of the PD Curriculum.....	3
5. Monitoring and Evaluation of Curriculum.....	4
6. Assessment of Curriculum .....	4
7. Responding to students' diverse learning needs .....	4
9. Relationships, sex and health education (RSHE).....	6
10. Right to withdraw from sex education topics .....	6
11. British Values.....	7
Appendix A .....	9
Overview of Yearly Themes and Key Topics: Building Holistic Student Development.....	9

## **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 community's needs.

We recognise that this curriculum provides information and the development of skills and attitudes which enable students to make effective choices and take opportunities which will help them live happy, healthy, successful lives, now and in the future.

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
- 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 with our school values:

### **Be our best**

To put all the effort possible into achieving your goals.  
To display exemplary behaviour.  
To be sincere and honourable.

### **Be involved**

To participate in lessons, school life and our community.  
To be motivated.  
To embrace opportunities.

### **Be together**

To support each other every day.  
To unite as a team.  
To work cooperatively.

### **Be ambitious**

To be prepared for what is ahead.  
To set high expectations for ourselves.  
To be determined, enthusiastic and resourceful.

### **Be aware**

To keep safe.  
To be knowledgeable about ourselves and the world around us.  
To be mindful of and considerate to others.

This policy is in line with statutory guidance from: the DfE; the National Curriculum; the PSHE Association and the Sex Education Forum.

## **2. Aims/Purpose**

The aims of the Personal Development curriculum are to:

- Allow 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 and consider how each of these are linked to all parts of the Personal Development curriculum.
- Provide a framework in which students can discuss a variety of topics (including more sensitive issues) with their tutors and peers
- Provide students with time for self-reflection and the opportunity to set individual targets linked to Personal Development.
- Help students to develop a culture of awareness of and respect for others.

## **3. Implementation of the PD Curriculum**

Our PD curriculum is delivered to KS3, KS4 and KS5 students during tutor time sessions and four 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
- 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, and 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 half-term 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.

### *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 will ensure that all students are able to take part in the Personal Development curriculum. Staff will differentiate lessons to ensure that all class members can access the information fully. Staff within the SEND department may provide specific support to individual students. The school will use a variety of different strategies to ensure that all students have access to the same information.

### *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 with responsibility for the Personal Development Curriculum and the subject leader for PSHEE will also:**

- 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 SEND coordinator 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**

From 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. It is obligatory for all students to study Health Education and the Relationships Education element of Relationships and Sex Education in secondary schools; however, in exceptional circumstances, parents' can request to withdraw their child from some or all sex education topics, up to and until three terms before the child turns 16. Requests of this nature should be directed to the Head of Year and the Headteacher will make the final decision in consultation with parents.

Steps included in

- 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 PDP.
- Assistant Headteacher contacts parents to discuss the benefits of this important education and effects of withdrawing a child. (Discussion documented)
- The Assistant Headteacher will discuss any request to withdraw 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 head teacher may want to consider a pupil'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 CHSG 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, Form Captain, House Captain and the Student Council.

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. We run mock General Elections. Students can also participate in the Bar Mock Trial, and a number of other local 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 E-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 and 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 House System facilitates 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. CHSG runs an annual Diversity 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

	7	8	9	10	11
<b>Term 1</b>	Navigating Our School: Expectations, Systems, and Growth				
<b>Term 2</b>	Understanding Relationships	Respect, Discrimination, and Life Choices	Mental Health and Coping with Change	Influence, Online Behaviours, and Support	Adulthood Preparedness and Financial Wellness
<b>Term 3</b>	Friendship, Respect, and Growth	Navigating Relationships Through Challenges	Substance Use and Safe Relationships	Relationship Dynamics in the Modern World	Trust, Misconduct, and Legal Implications
<b>Term 4</b>	Digital Literacy, Financial Awareness, and Inclusivity	Relationship Dynamics, Financial Fraud, and Global Awareness	Diverse Families, Personal Autonomy, and Health Choices	Diverse Families, Personal Autonomy, and Health Choices	Health, Well-being, and Support
<b>Term 5</b>	Well-being, Growth, and Connectivity	Self-perception, Digital Landscapes, and Peer Dynamics	Digital Conduct, Relationship Safety, and Legal Awareness	Adult Life Preparedness and Responsibility	
<b>Term 6</b>	Emotional Awareness and Substance Understanding	Mental Health and Lifestyle Choices	Money, Relationships, and Personal Health	Safety, Well-being, and Inclusivity	