



# **Personal Development and Wellbeing (PDW) Policy**

Approved: Date to be confirmed

## Statement of intent

Moor Park High School and Sixth Form (MPHSSF) believes that rigorous and robust personal development and well-being curriculum, which incorporates all aspects of PSHE, RSE, health, character and values education is an essential part of learning in school. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality and age-appropriate teaching of these subjects. This policy outlines how the school's Personal Development and Wellbeing (PDWB) curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

The PDWB curriculum will help to prepare pupils for the opportunities, responsibilities and experiences of adult life and enable them to become well-rounded members of society, who can make informed decisions about their own choices, health and lives, as well as being able to contribute positively within the local community and wider British society.

The vision for pupils, staff and the wider school community is to always look to achieve our personal best in every aspect of school life. Through the implementation of this policy, we aim to ensure:

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, are promoted through an inclusive and varied curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents are informed about this policy and the PDWB curriculum via the school's website.

## Legal framework

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

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- DfE (2019) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'Character Education'
- Ofsted (2019) 'School inspection handbook'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2019) 'School and college security'
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Ofsted (2018) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Behavioural Policy
- Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Careers Policy
- Prevent Policy
- Child Protection and Safeguarding Policy
- Disciplinary Policy and Procedure

## Roles and responsibilities

### The governing body is responsible for:

- The overall implementation of this policy.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the PSHE, RSE health, character and British values education curriculum is well-led, effectively managed and well-planned.
- The governing board has overall responsibility for ensuring that the PSHE policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 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 RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

### The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- 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 RSE and health education 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.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Ensuring that all teachers and staff are aware of the requirement to uphold British values through the methods outlined in this policy and will ensure that the appropriate procedures are in place to carry out these methods.
- For disciplining staff who do not uphold British values, in line with the Disciplinary Policy and Procedure.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

### The Deputy Headteacher (standards) is responsible for:

- Overseeing the delivery of PSHE, RSE health, character and British values education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum complements and dovetails with the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.

- Monitoring the learning and teaching of RSE and health education, 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.
- Leading 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.
- Reviewing this policy on an annual basis.

**The DSL is responsible for:**

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education 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 RSE and health education.

**Teachers are responsible for:**

- Acting in accordance with, and promoting, this policy.
- Modelling positive attitudes to RSE and health education.
- Delivering RSE and health education 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.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the RSE lead on key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education 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.
- Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.
- Identifying and seeking out their training needs in relation to the delivery of the PDWB curriculum.

**The SENCO is 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.

## **Safeguarding, reports of abuse and confidentiality**

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.

Confidentiality within the classroom will be an important component of RSE and health education, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the safeguarding policy.

Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

## **Delivery of the curriculum**

The PDWB curriculum, pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people – in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect others' right to do the same.

Appendix 1 gives complete details of the all statutory and otherwise areas covered in the PDWB curriculum.

## Organisation of the RSE and health education curriculum

For the purpose of this policy:

- “Relationships and sex education” 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 RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

The majority of the RSE and health education curriculum will be delivered through PSHE education, with statutory elements taught via the science curriculum.

The RSE lead will work closely with their colleagues in related curriculum areas to ensure the curriculum complements 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 Education, Relationships and Sex Education (RSE) and Health Education’ 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 RSE and health education 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, our curriculum would be tailored to address this issue.

Through effective organisation and delivery of the RSE and health education, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned five-year scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- RSE and health education complement several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The curriculum will proactively address issues in a timely way in line with current evidence on pupil’s physical, emotional and sexual development. RSE and health education will be delivered in a non-

judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity and the features of stable and healthy same-sex relationships.

The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background.

All teaching and resources will be assessed by the RSE and health education subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy, and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

## Teaching and learning

A range of teaching and learning styles are used to teach PSHE.

Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

Clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment.

Pupils learn research and study techniques and can engage in investigations and problem-solving activities.

All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.

The school will use visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

The school will endeavour to cover local community on matters related to PSHE in lessons.

Pupils' questions, unless inappropriate, are answered respectfully by teachers.

## Timetabling and cross-faculty involvement

The school uses direct teaching via timetabled lessons.

PDWB (RSE and PSHE) is taught in discrete curriculum time and "drop-down" days.

The British Values and Character programme is delivered via tutor time and "drop down days".

PDWB is delivered by form tutors and other staff.

A specialist team of staff will deliver the RSE components on the curriculum in lessons and/or drop-down days. RSE lessons are delivered in single sex groups. RSE staff are provided with additional time to plan and prepare these lessons and to receive any appropriate and identified training.

The school ensures cross-curricular learning through discussion between faculties, for example, the PE department, form teachers and other relevant areas.

There is an element of PDWB in pastoral care and the school will ensure that PDWB and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

## Curriculum links

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

- **Citizenship** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **RE** – pupils are taught about the main religions of the world and how to respect and understand the different beliefs and cultures of others.
- **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.
- **Tutor time** - pupils learn about respect and difference, values and characteristics of individuals and different groups through a values and character programme.
- **Assemblies** – these are used to highlight specific areas of the PDWB curriculum as well as covering local, national and international events that might impact on pupils views and understanding.

## Working with parents

The school understands that parents' role in the development of their children's understanding about relationships and health is vital; therefore, we will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.

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 RSE and health education.
- Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education. Parents will be regularly consulted on the curriculum content, through meetings and letters, and the curriculum will be planned in conjunction with parents' views.
- 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 RSE and health education, they will submit these via email ([admin@moorpark.mp](mailto:admin@moorpark.mp)), or contact the school office to arrange a meeting with the headteacher.

## Working with external agencies

Working with external agencies will be used to enhance our delivery of RSE and health education 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 RSE and health education 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.

## Withdrawal from lessons

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the pupil with RSE.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

## **Equality and accessibility**

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 be aware that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed 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 the nature of their SEND – 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 disclosures of sexual violence or sexual harassment will be handled in accordance with the school Safeguarding Policy and procedures

## **Assessment**

The school will have the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities.

Teaching will be assessed, and assessments used to identify where pupils need extra support or intervention. There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress using the assessment ideas identified in the scheme of learning.

The school will report on pupil progress in PDWB to parents.

## **Staff training**

Annual safeguarding training is provided to all members of staff, this includes all aspects covered in PDWB course and also any relevant updates and statutory changes

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.

Members of staff are made aware of their responsibilities in terms of British values during their induction and through additional training.

Staff will be encouraged to identify their training needs on upholding the values and teaching requirements in this policy.

## **Monitoring and review**

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

- Self-evaluations
- Lesson observations
- Learning walks
- Work scrutiny

This policy will be reviewed by the headteacher in conjunction with the RSE Lead on an annual basis.

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

This policy will be reviewed annually.

## KS3 and 4 programmes of study

### RSE subject overview

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

#### Families

By the end of secondary school, pupils will know:

- That there are different types of committed, stable relationships.
- How 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.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Pupils will also know 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 recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

#### Respectful relationships, including friendships

By the end of secondary school, pupils will know:

- About 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

## **Online and media**

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

## **Being safe**

By the end of secondary school, pupils will know:

- About 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 – this includes online.
- Intimate and sexual relationships, including sexual health
- By the end of secondary school, pupils will know:
- How to recognise the characteristics and positive aspects of 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

### **Economic wellbeing and being a responsible citizen**

Pupils will be taught the following:

- To recognise, clarify and when necessary, challenge their own core values and how their values influence their choices
- About the law and consequences of certain behaviour, including violent crime and terrorist activity, on themselves and others, and strategies they can use to keep themselves safe outside of school.
- The knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition between key stages)
- The similarities, differences and diversity among people of different a race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities
- About the potential tensions between human rights, British law and cultural and religious expectations and practices
- About the primacy of human rights; and how to access support for themselves or their peers safely if they have concerns about those rights being undermined or ignored
- About discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination
- To recognise that everyone has the same rights to opportunities in learning and work; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations
- About their own identity as a learner, differing styles of learning and to develop personal study, research and presentation and organisational skills
- To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability
- Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work
- About the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
- About different work roles and career pathways, including developing their own early aspirations
- About the labour market (including the diversity of local and national employment opportunities), learning options, skills, occupations and progression routes and about self-employment
- Which choices are available to them at the end of key stage 3/4, sources of information, advice and support, and the skills to manage the decision-making process
- The benefits of being ambitious and enterprising in all aspects of life
- About the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit
- About attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
- About different types of business, how they are organized and financed
- To assess and manage risk in relation to financial decisions that young people might make
- About gambling (including online) and its consequences, why people might choose to gamble and how the gambling industry encourages this

- To explore social and moral dilemmas about the use of money, including how the choices pupils make as consumers affect other people's economies and environments
- To evaluate their own personal strengths and areas for development and to use this to inform goal setting
- About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace
- To think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence)
- To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- About harassment and how to manage this (including in the workplace)
- How their strengths, interests, skills and qualities are changing and how these relate to future employability
- About the information, advice and guidance available to them and how to access it
- To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- About the range of opportunities available to them for career progression, including in education, training and employment
- About changing patterns of employment (local, national, European and global)
- To take full advantage of any opportunities for work experience that are available
- About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- About confidentiality in the workplace, when it should be kept and when it might need to be broken
- To develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- To recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)
- To be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
- Their consumer rights and how to seek redress

### **Health education subject overview**

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### **Mental wellbeing**

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- About common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **Internet safety and harms**

By the end of secondary school, pupils will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

### **Physical health and fitness**

By the end of secondary school, pupils will know about:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

### **Healthy eating**

By the end of secondary school, pupils will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### **Drugs, alcohol and tobacco**

By the end of secondary school, pupils will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

### **Health and prevention**

By the end of secondary school, pupils will know about:

- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- [This should be taught to pupils in the later years of secondary school, e.g. at KS4] The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

### **Basic first aid**

By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR. (year 8 onwards)
- About the purpose of defibrillators and when one might be needed.

### **Changing adolescent body**

By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

## **Spiritual, moral, social and cultural (SMSC) development**

The school will adhere to its statutory duty to promote the SMSC development of pupils.

SMSC development will be actively promoted through the school's PDWB curriculum and through cross-curricular links.

Through ensure high quality delivery of SMSC in all areas of the school, the school will:

- Provide a safe, caring and happy environment where each pupil is valued as an individual and can reach their full potential.
- Provide for each pupil a wide, balanced high-quality curriculum, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person.
- Develop the potential of each pupil within their capabilities, recognising different needs and abilities, and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
- Engender a sense of self-respect, independence and self-motivation, to increase the individual's capacity to accept responsibility for their actions.
- Encourage pupils to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- Foster links between home and school to develop a partnership with parents in the education of their children.

## **British Values**

British Values permeate throughout the school and all its work. A discreet values-based programme is delivered through tutor time and these values are linked to the weekly assembly programme. British Values are further nurtured through the School's ethos and promotion of SMSC understanding

Through our policy and procedures, we aim to ensure that our pupils have:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies, such as the police and the army, can be held to account through Parliament, others, such as the courts, maintain independence.

- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

#### **British Value: Democracy**

- Pupils have numerous opportunities to have their views heard, including through questionnaires, discussions and the school council
- Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

#### **British Value: The rule of law**

- The school has a high regard for the laws that govern and protect the school, the responsibilities that this involves, and the consequences when laws are broken. All pupils are involved in the creation of school rules to inspire them with this understanding.
- Pupils are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their wellbeing and safety. Pupils are allowed healthy debate in class on the matter to encourage recognition of the importance of the law.
- The school organises visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message.
- The school understands the importance of promoting British values through a comprehensive and unprejudiced curriculum.

#### **British Value: Individual liberty**

- A safe and supportive environment is fostered throughout the school, where pupils are actively encouraged to make choices. Whether it is choosing a challenging task or an extra-curricular club, pupils have the freedom to base their choices on their interests.
- Pupils are taught about their rights and personal freedoms, and are encouraged and advised on how to exercise these safely, for instance through teaching on e-safety and PSHE lessons.

#### **Mutual respect and tolerance of those of different faiths and beliefs**

- Respect forms a core pillar of the school's ethos. Pupils are treated with respect and learn to treat each other and all members of staff with respect.
- This is reinforced through the school's Behavioural Policy and posters throughout the school promoting mutual respect.
- The school acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally-diverse society and the opportunity for pupils to experience such diversity.
- Throughout the year, assemblies are held focussing on bullying, with reference to prejudice-based bullying, and discussion is encouraged.
- Tolerance of those of different faiths and beliefs is supported by the RE and PSHE curriculum.
- The school encourages its pupils from different faiths or religions to share their knowledge with their peers to enhance their learning.

## Challenging views that go against British values

- The school openly challenges opinions and behaviour, demonstrated by both staff and pupils, that goes against British values.
- The school adopts a zero-tolerance approach towards discriminatory and prejudicial behaviour. Any pupils displaying this behaviour will be disciplined in line with the Behavioural Policy.
- Referrals regarding pupils that may be at risk of radicalisation will be made in accordance with the school's Prevent Duty Policy.

## Character education

The school will actively encourage character development through education.

The school will consider the following benchmarks, in line with the 'Character Education' guidance, when evaluating the character education of the school:

- What kind of school are we?
- What are our expectations of behaviour towards each other?
- How well do our curriculum and teaching develop pupils' resilience and confidence?
- How good is our curriculum?
- How well do we promote the value of volunteering and service to others?
- How do we ensure that all our pupils benefit equally from what we offer?

Character education will be central to the PDWB curriculum of the school. We deliver the PiXL character programme during tutor time every week

The school will focus on shaping character education with the following aspects identified by the 'Character Education' guidance at the forefront of the school's approach:

- The ability to remain motivated by long-term goals, to see a link between effort in the present and pay-off in the longer-term, overcoming and persevering through, and learning from, setbacks when encountered.
- The learning and habituation of positive moral attributes, sometimes known as 'virtues', and including, for example, courage, honesty, generosity, integrity, humility and a sense of justice, alongside others.
- The acquisition of social confidence and the ability to make points or arguments clearly and constructively, listen attentively to the views of others, behave with courtesy and good manners and speak persuasively to an audience.
- An appreciation of the importance of long-term commitments which frame the successful and fulfilled life, for example to spouse, partner, role or vocation, the local community, to faith or world view. This helps individuals to put down deep roots and gives stability and longevity to lifetime endeavours.

## Pupil leadership

The school will encourage pupil leadership through the following focussed leadership activities:

- Teamwork

- Communication
- Leadership and management
- Planning and problem solving

The school will give pupils opportunities to participate in charity and community projects.

The school will use opportunities for providing pupils with leadership skills to help pupils develop strong community links, e.g. pupils working outside of school or helping run community groups.

The core values of pupil leadership will be focussed on the following elements:

- Personal development
- Preparing for school transition
- Developing leadership
- Working with the community
- Raising self-esteem
- Developing social skills

## **Extra-curricular and co-curricular opportunities**

All members of staff have due regard for the school's **Co-Curricular Offer**.

The school will have a varied provision for co-curricular and extra-curricular activities, focussing on high quality activities across a wide spectrum of domains such as:

- Cultural
- Creative
- Sporting
- Physical
- Service-oriented
- Volunteering