



**PERSONAL DEVELOPMENT
POLICY
(PSHE / HRSE) EDUCATION
POLICY**

FEBRUARY 2025

(To be reviewed February 2026)

Scope

The statutory requirement is for school to provide a Relationships and Sex Education (RSE), and Health Education Policy. These are two statutory strands that form part of the Personal Development Education curriculum. It is good practice to have one policy to provide a consistent point of reference and to avoid duplication. It is our school decision therefore, to create one overall policy.

This policy should be read in conjunction with the following policies/guidance:

- Anti-bullying
- Behaviour
- British Values
- CEIAG
- Drugs
- Equality
- Mental Health & Wellbeing
- Online Safety
- Safeguarding
- SEND Inclusion
- Teaching & Learning

Purpose

The majority of Personal Development education became compulsory in all schools in September 2020 (DfE). This policy covers our school's approach to all non-statutory elements of Personal Development (PSHE) Education and statutory guidance on Health, Relationships and Sex Education (HRSE).

We define it as a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. Our Personal development curriculum provides a comprehensive programme that integrates, but is not limited to, the statutory content. It includes:

- What is taught through PSHE Education lessons.
- Opportunities throughout school that support young people's holistic development.
- Attitudes and values promoted through the school ethos to include British values.
- Cross-curricular links.
- Provide opportunities to extend pupils' experiences of cultural capital.

We believe it is important because when delivered well, Personal Development education has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

It was produced through consultation with staff, pupils, parents / carers and Management Committee Members.

Parents and carers are informed about the policy through the pupil admissions process where they will provide written consent that they are fully informed. The policy will be available to parents and carers through pupil admission packs and the school website. Further details and support will be provided upon request.

Overall School Aim

Larches High School strives to provide a caring, structured learning environment in which all pupils can develop academically, socially, emotionally and morally to their full potential and in which pupils and staff feel safe, secure and valued. We aim provide pupils with a positive, supportive learning environment to work in partnership with carers and agencies to foster an ethos which promotes high achievement and raised self-esteem.

What values will underpin this policy?

Our programme promotes the spiritual, moral, cultural, social, mental and physical development of pupils. We aim to give pupils:

- Self-esteem and self-awareness
- Self-respect and respect for others
- Empathy, mutual support and co-operation
- Honesty
- Responsibility for personal actions
- An awareness of the uniqueness of individuals
- Respect and acceptance towards others who may have different backgrounds
- An understanding of their own and others rights
- The right of people to hold their own views in a constructive and sensitive way
- The right not to be abused by or taken advantage of by other people
- The right to accurate information about issues
- The right to have a voice and be heard
- The skills needed for successful relationships
- A beneficial attitude towards difference and diversity
- Emotional literacy
- The ability and confidence to make informed choices
- The knowledge, skills, understanding and attitude to optimise their health and keep themselves and others safe
- The ability to access help and support
- To become functional citizens
- Embedded British Values
- The ability to make well informed and positive choices

PSHE Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

What are the aims and objectives of our Personal Development Education (HRSE) policy?

Our curriculum aims to provide pupils with a positive, supportive learning environment to work in partnership with carers and agencies to foster an ethos which promotes high achievement and raised self-esteem. This will assist young people to prepare for adult life by supporting them through their physical, emotional and moral development. This is by helping them to understand themselves, respect others and form and sustain healthy relationships. This includes providing them with opportunities to reflect on a variety of issues, beliefs and viewpoint. A key aspect of effective Personal Development Education (HRSE) is that pupils learn how to access appropriate support safely in school and outside for themselves and to help others when needed. It has been developed using the PSHE Association programme as a basis to create the curriculum overview. The PSHE Association is the nationally approved body of PSHE Education ensuring content is appropriate for pupils.

How will we ensure the curriculum is relevant to our pupils?

We ensure our curriculum builds on prior learning by assessing pupil needs on an individual basis through both formal and informal baseline assessments and then supported with ongoing assessments and discussions.

While promoting the values above, we ensure that pupils are offered a balanced curriculum designed to meet their needs by incorporating pupil voice in their assessments. The use of relevant data and school information related to RSE/Health/Personal Development Education informs planning and addresses the identified needs of the whole school community.

Please refer to the CIAEG policy to see how Larches High School prepares pupils for the next phase of education.

What are our intended outcomes?

The learning outcomes of our curriculum are that pupils will:

Our aim is for pupils to be able to:

- Know and understand what constitutes a healthy lifestyle
- Understand issues around consent
- Be aware of safety issues
- Understand how to identify and form healthy, positive relationships with others
- Have respect for others regardless of race, gender, differences or disabilities whilst upholding the Equality Act 2010 protected characteristics.
- Be independent and responsible members of a democratic society
- Play an active part in decision making
- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Develop positive learning behaviours
- Develop language skills and the confidence to behave accordingly in situations, both online and offline.
- To be able to make a valuable contribution to society.

Sexual harassment and abuse

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. School are aware of, and respond appropriately to all reports and concerns, including those outside the school, and or online. School are aware of the importance of: making clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it; School understand that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school approach (especially preventative education) is important.

Creating a safe and supportive learning environment

The school seeks to provide a safe, secure learning environment for Personal development Education (PSHE / HRSE) that enables young people to gain accurate knowledge, develop their own values and attitudes, and learn the skills to grow into happy confident successful adults. The school seeks to ensure all members of staff are role models for positive interpersonal relationships by modelling and reinforcing appropriate behaviour and leading by example.

Group agreements (ground rules) are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils throughout. They are regularly revisited to ensure a consistent approach.

Distancing techniques are used to remove the risk of sharing personal information such as role play, scenarios and moral dilemmas. No pupil will be forced to take part in a discussion.

We will answer pupils' questions honestly and accurately as appropriate. Teachers/health professionals will not have to answer personal questions. Questions will arise due to their developmental stage and/or from the planned content of lessons. The asking of questions requires a consistent clearly understood way of responding respectfully. If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure pupils are not

discouraged from asking questions. The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being asked. This is to ensure safeguarding concerns are not missed but also that questions are not misinterpreted.

If the teacher or visitor (please refer to Visitor Policy) is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher, "Will get it answered for you as soon as possible". If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people.

Please refer to the school's safeguarding policy to show how we ensure that where pupils indicate that they may be vulnerable and at risk, they will get the appropriate support. All staff are familiar with the procedures for reporting their concerns. All staff are aware that although they are entitled to their personal viewpoints, they are professionally bound to present any issue without bias and facilitate discussions by presenting all viewpoints as equally valid, unless they impact on the safety and rights of others.

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to Personal Development Education (PHE / HRSE) learning which meets their needs. Please refer to our SEND policy and the Equality Act 2010.

Teaching considers the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access the Personal Development Education (HRSE) curriculum. We promote social learning and expect our pupils to show a high regard for the needs of others. We use Personal Development Education (PSHE / HRSE) as a valuable resource to address diversity issues and to ensure equality for all.

Relationships and Sex Education (RSE)

DfE statutory guidance states that from September 2020, all Secondary Schools must deliver Sex and Relationship Education.

Definition

Sex and relationship education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

We are required to teach Relationships and Sex Education. Following the consultation in February 2019 the department for Education released new guidelines which states the need for statutory sex and relationship education in school. At Larches High School this is implemented within the Personal Development curriculum with consent forms being signed by parents to make them aware of this aspect of the curriculum.

Aims:

- To help and support pupils through their physical, emotional and moral development.
- To help pupils learn to respect themselves and others.
- To give pupils an understanding of the issues around consent and keeping themselves safe.
- To give pupils the skills and understanding they need to move with confidence from childhood through adolescence into adulthood.
- To reduce or delay sexual activity and the incidence of teenage pregnancy.
- To reduce the incidence of STIs.
- To provide pupils with the facts and information with regards to the laws involved with RSE.

Teaching should:

- Focus on relationships, consent, love, commitment and the responsibilities of parenthood as well as sex.

- Focus on boys and young men as well as girls and young women.
- Build self-esteem.
- Teach the taking on of responsibility, and consequences of one's actions, in relation to sexual activity and parenthood.
- Provide information about contraception and where to access further advice.
- Use students as peer educators when possible e.g. teenage mothers to enhance the understanding of the full implications of early motherhood.
- Give a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- Link sex and relationship education to other issues of risk taking behaviour like drugs, smoking and alcohol.
- Ensure pupils understand the law and how it applies to sexual relationships.
- Take account of cultural sensitivities.
- Deal with homophobic bullying.
- Not be a promotion of sexual orientation or sexual activity.
- Pupils will be encouraged to use the correct name for body parts.
- Meaning of words will be explained in a factual way

RSE broadly covers six topics:

- Families
- Respectful relationships including consent
- Online and media
- Being safe
- Intimate and sexual relationships including sexual health
- The law

At Larches High School these topics are taught jointly with the Blackpool sexual Health Service Safenet as well as within the Personal Development curriculum

Please refer to the following to see detailed guidance on topics covered:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

At Larches High School we use the principles of the Frasier guidelines to assess whether to provide pupils with direct contraceptive advice. On occasion we may provide condoms to pupils who are under the legal age of consent- again, these principles are followed. We are working under the direction of the NHS Sexual Health Team and therefore are able to distribute condoms.

Fraser Guidelines state that a health professional can give contraceptive advice and treatment to a person of 13 years and above without parental consent, providing the professional is satisfied that:

A condom demonstration has been offered

- The young person understands the advice being given.
- The young person cannot be persuaded to inform or seek support from their parents and will not allow the worker to inform parents that contraceptive advice is being given.
- The young person is likely or will continue to have sexual intercourse without contraception.
- The young person's physical or mental health is likely to suffer unless they receive contraception advice or treatment.
- It is the young person's best interest to receive contraception advice or treatment without parental consent.

Detailed and confidential records are kept securely which record the conversations around the distribution of condoms which cover the points above. Records are kept in line with safeguarding and GDPR policies.

Health Education

DfE statutory guidance states that from September 2020, all Secondary Schools must deliver Physical Health and Mental Wellbeing Education (Health Education).

Aim

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

Health Education broadly covers eight Topics:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Please refer to the following to see detailed guidance on topics covered:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Parental / Carer Engagement

Parents and carers are informed about and consulted on the policy through the pupil admissions process.

This policy is available to parents and carers through the pupil admissions pack and on the school website. Research shows that children and young people want to receive their initial sex and relationship education from their parents and families with schools building on this later. However, many families find it difficult to talk to their children about these issues. Parents / carers are signposted to information/further support through the assigned teacher and website in the first instance. Procedures are in place should they need referral to more specific support (e.g. agencies, safeguarding leads). Teaching of some aspects of RSE by teachers might nevertheless be of particular concern to some families. They may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of RSE. All the teaching of RSE will be within the agreed values and framework of this policy and the Government framework.

Parents have the right to withdraw their child from all or part of the RSE delivered as part of the programme, but not from those parts included in the statutory National Curriculum for Science. This applies up to and until three terms before the child is sixteen. There may be exceptions due to specific needs of pupils with SEND. If a parent / carer has any concerns this should be highlighted during the pupil admissions process. There is no right to withdraw from Health Education.

Good communication and opportunities for parents / carers are important to understand and ask questions about the school's approach help increase confidence in the curriculum. Staff at Larches High School strive to build excellent home-school relationships in order to support this. There are a number of parental / carer engagement activities offered throughout the year.

Key Principles and Teaching Methodology

- Staff receive appropriate training and support so that they can confidently deliver the programme.
- Each day begins with a Form Tutor session
- All pupils receive discrete timetabled Personal Development Education sessions
- Personal Development Education is embedded throughout the curriculum
- Specialist visitors from key agencies are invited to enhance the delivery of Personal Development Education because of their expertise, this is negotiated and agreed with staff in advance, all visitors are familiar with pupil needs. We ensure external contributors' input

enhances the learning opportunities as part of a planned programme. They are always supported by a member of staff.

- Teaching staff regularly evaluate the curriculum and the ever-changing pupil needs
- Pupils have access to a school intervention staff
- Each pupil is assigned a Form Tutor who works closely with staff and liaises with home on a regular basis
- Pupils are referred to services for specific support
- Sources of help and support are promoted throughout school
- Drop ins are available with the school nurse
- Cross-curricular reinforcement
- Pupil voice is represented by members from each group, regular meetings are held to allow pupils to discuss matters
- A newsletter is published every term to celebrate the pupils' achievements

Child Sexual Exploitation

Schools are well placed to teach pupils how to make positive choices and informed decisions in their relationships so that they can protect themselves from sexual exploitation. Messages about healthy relationships, consent and risky behaviour are promoted. A wider range of topics relevant to the age and experiences of young people are also covered, such as respect and responsibilities, awareness of unhealthy relationships, sexual exploitation and grooming, understanding of dangerous and exploitative situations both online and offline, exploring gender stereotypes and gender roles, increasing awareness of risk, assessing risk and the consequences of risk taking, including sexual bullying and peer pressure, building skills and confidence in developing positive, healthy relationships.

What topics will be covered and when?

Please see website for curriculum maps.

How will we assess and evaluate this learning?

PSHE education cannot be assessed in the same way as most other subjects. It would be inappropriate for assessment in Personal Development education to imply passing or failing for instance, as this might imply passing or failing 'as a person', given the subject's personal nature. It is however, possible to recognise and evidence progress and attainment in Personal Development education knowledge, understanding, skills and attributes.

We advocate a model of assessment that starts with carrying out an initial assessment activity for each new topic, module, or series of lessons. This gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs, and informs teachers' planning. An end assessment then demonstrates the progress pupils have made since the baseline activity. We assess pupils' learning through class activities to include discussions, keyworker roles and staff / pupil relationships to establish their baseline and their endpoint to assess individual progress. Pupils will have opportunities to review and reflect on their learning during lessons and through pupil voice.

This is evidenced by pupil work, lesson observations, department meetings, pupil voice feedback, Behaviour Watch and SIMS data and progress reports.

Monitoring, reporting and evaluation

Please refer to our associated policies

What is our policy on confidentiality?

We create a group agreement (ground rules) and remind pupils of this regularly throughout lessons / break times and as appropriate.

Disclosures from pupils may take place and they should be reassured that their best interests will be maintained. They will be encouraged to talk to their parents or carers. They should be reassured that if confidentiality has to be broken they will be informed first and supported as appropriate. If

there is a child protection issue the teacher will inform the designated teacher for Child Protection. (See Safeguarding Policy and most recent Keeping Children Safe in Education publication).

The school recognises the importance for young people, families and the workforce having access to confidential services, including health services to support their physical and emotional needs.

Conclusion

Personal Development (HRSE) education represents a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.