



KINGS' SCHOOL

PERSONAL DEVELOPMENT LEARNING POLICY

Policy Reviewed by:	LMG/JMS	Oct 18
Approved by:	Curriculum Committee	Nov 18
Endorsed by:	FGB	Dec 18
To be Reviewed	3 Yearly	2021

POLICY FOR PERSONAL DEVELOPMENT LEARNING (PDL) INCLUDING SEX AND RELATIONSHIP EDUCATION (SRE) AND DRUG EDUCATION

This policy applies to all school staff, pupils, parent/carers, governors and partner agencies working with the school, both on school site and on trips organised by Kings' School.

DEFINITIONS AND TERMINOLOGY

PDL – Personal Development Learning

PSHEE – Personal, Social, Health and Economic Education

PW – Personal Well-being (PSHEE)

EWFC – Economic Wellbeing and Financial Capability (PSHEE)

RSE - Relationship and Sex Education

Drugs Education - including alcohol and tobacco, and dealing with drug-related incidents

CEIAG - Careers Education, Information, Advice and Guidance

SLA - Service Level Agreement

RATIONALE

Personal Development Learning (PDL) provides the pupils with the skills, confidence and ability to make the right choices and encourages them to stay safe and healthy by taking part in:

- Extra-curricular activities
- Relationship and Sex Education (RSE) and Health Education
- Drug and alcohol education
- Safety education, including personal safety and risk awareness
- Careers and Financial education

PDL supports the values of Kings' School and of wider society; in particular:

Knowing that all human beings are equally and infinitely valuable and that they have equal rights and equal dignity, we promote respect, kindness and courtesy.

At Kings' School, we value **mutual respect** and **tolerance**

At Kings' School, we value **democracy** and **individual liberty**

At Kings' School, we value the **rule of law**

AIMS

- To clarify staff accountability in a range of situations.
- To ensure the safeguarding of pupils, and protect Kings' staff and visitors to the school.
- To ensure consistency of practice amongst staff and visitors.
- To ensure that the school is in line with legal requirements regarding Drugs Education, SRE, Confidentiality and drug misuse.
- To provide guidance for writing schemes of work and developing classroom practice in line with National policies.
- To outline the implementation, monitoring and assessment of the PDL programme.

KINGS' SCHOOL

PROCEDURES FOR PERSONAL DEVELOPMENT LEARNING INCLUDING SRE AND DRUG EDUCATION

1. Content of PDL programme including Careers Education, Information, Advice and Guidance (CEIAG), RSE and Health Education, Citizenship, Enterprise and Drugs

PDL at Kings' School encompasses a variety of activities and opportunities, all of which contribute to the holistic development of the pupils. These are facilitated through:

- The Citizenship curriculum
- Personal, Social, Health and Economic Education (including RSE and Health Education)
- Work-related learning including Work Experience in year 10
- Enterprise and financial information
- Careers education

(See Personal, Social, Health and Economic Education (PSHEE) and Citizenship curriculum programme.)

2. Organisation of the PDL programme

The co-ordination of the PDL programme is the responsibility of the Head of Citizenship/PSHEE working with the Careers Lead and the Co-ordinator of Work-related and Enterprise education, and the pastoral and welfare teams. The Citizenship and PSHEE element of PDL is taught in discrete 40 minute lessons once a week to all year groups. The lessons are delivered by a team of Citizenship/PSHEE teachers. Some elements of the PDL programme are delivered in additional workshop sessions by outside agencies and drama companies. Where possible use is made of external speakers and outside agencies particularly in the delivery of RSE and Health Education, Drug Education, personal safety and careers (see 'Involvement of outside agencies' for information about SLAs). Elements of the CEIAG and Economic Well-being and Financial Capability (EWFC) are delivered through BEE (Business and Enterprise Education). PDL opportunities are provided in the continual development of the School Council, school trips and community activities, including work-related learning.

3. PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

3.1 RATIONALE

PSHEE is the planned delivery of those aims which support pupils' personal well-being and economic well-being and financial capability.

Personal well-being helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities, pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. Education for economic well-being and financial capability aims to equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, pupils begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

3.2 PROCEDURES FOR PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

- The schemes of work are produced and resourced by the Head of Citizenship/PSHEE and available on the school network.
- Each programme is organised into four topics per year group, either PSHEE (including Careers) themed or Citizenship.
- The teaching and learning required for each year group follows both nationally and locally produced guidelines, and takes into account issues which are particularly relevant to the school population.
- A range of teaching and learning strategies are incorporated to meet the different needs of the learners
- Lessons are delivered by the PSHEE team and include Relationships and Sex Education (RSE) and Health Education, Drugs Education, Bullying Awareness, First Aid, Road Safety and Careers.
- PSHEE themes are also delivered in assemblies by the Head of Year, members of staff and outside agencies, for example, Drama productions by Solomon Theatre.
- Some aspects of PSHEE are dealt with in other subject areas eg: Citizenship, English, Humanities and in the work of the Pupil Support Department.

4. RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION

4.1 RATIONALE

It is recognised that RSE and Health Education is a cross-curricular area which impinges on all aspects of pupils' personal and social education and development. All maintained secondary schools are required to provide RSE and Health Education, including education about HIV/AIDS and other sexually transmitted diseases. This education must be available to all registered pupils.

A whole-school approach to RSE and Health Education is adopted. This incorporates aspects of the school's ethos and organisation and enables effective pastoral support.

4.2 PROCEDURES FOR SEX & RELATIONSHIPS EDUCATION

- A coherent programme of RSE is provided. The Head of PSHEE & Citizenship organises the delivery of key elements in lessons liaising with specialist colleagues and the senior leadership team and involving health professionals where appropriate.
- Facts are presented and issues considered within a clear moral framework, allowing pupils to recognise the importance of dignity and respect for themselves and others, the values of family life and the acceptance of responsibility.
- Within the context described above, topics such as contraception, consent, abortion, homosexuality and HIV/Aids are discussed since avoiding sensitive or controversial issues can leave children and young people confused and at risk.
- A range of methodologies and resources are used, regularly reviewed and updated to ensure accuracy of information and relevancy
- Issues of a particularly sensitive nature require explicit delivery. They are presented in a broad and balanced way, free from sensationalism and personal bias and sensitively geared to the level of pupils' needs and experience.
- The use of "ground rules" helps in the creation of a supportive climate for discussion. Within any particular group there is an emphasis on trust, respect for privacy, care and compassion and the necessity of listening to others' opinions in a respectful, reflective manner.
- Sensitivity to religious beliefs is regarded as an important dimension.
- The School seeks to develop pupils' self-esteem and a sense of responsibility by counteracting prejudice and victimisation.
- Key elements of RSE, or those which are especially sensitive, are delivered by specialists. However, the School will ensure that:
 - i) teachers are aware of their legal responsibilities;
 - ii) the concerns of teachers never trespass on parental rights;
 - iii) pupils are taught how to gain information on a wide range of health-related issues. This will include information on the provision of specific and individual advice;
 - iv) should a teacher believe a pupil to be in danger or distressed or should questions from pupils cause such concerns, a senior member of the pastoral staff (the Designated Safeguarding Lead (DSL) or one of their

deputies) should be consulted immediately, so that the best course of action can be identified;

- v) Teachers are guided by the DFE circular 5/94 which states that:

"Particular care must be exercised in relation to contraceptive advice to pupils under 16, for whom sexual intercourse is unlawful. The general rule must be that giving an individual pupil advice on such matters would be an inappropriate exercise of a teacher's responsibilities".

- vi) Parents have the right to withdraw their children from all parts of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. The DFE will offer a standard pack of information for parents who withdraw their children from sex and relationship education. Parents who wish to exercise this right should contact the Head of PSHEE.

(2018 Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft new guidance: 'except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.)

5. DRUG AWARENESS EDUCATION

5.1 RATIONALE

The school condones neither the misuse of drugs and alcohol by members of the school, nor the illegal supply of these substances. The school is committed to the health and safety of its members and will take action to safeguard their well-being. The school believes it has a duty to inform and educate young people on the consequences of drug abuse and misuse. The school will take a pro-active stance on the matter of drug abuse and misuse, believing that health education is a vital part of the PDL programme in the school. Fundamental to the school's values and practice is the principle of sharing the responsibility for education of young people with parents, by keeping them informed and involved. Effective communication and co-operation is essential to the successful implementation of this policy.

5.2 PROCEDURES FOR DRUG AWARENESS EDUCATION

- Pupils are encouraged to make healthy, informed choices by increased knowledge, challenging attitudes and developing and practising skills.
- Drugs education forms part of the PSHEE scheme of work - understanding about the implications and possible consequences of use to misuse is dealt with, as is the wider understanding about related health and social issues, e.g. sex and sexuality, crime, HIV and Aids.
- Pupils are encouraged to identify sources of appropriate personal support.
- Assemblies are delivered making use of the support of the police and welfare team.

6. CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE (CEIAG)

6.1 RATIONALE:

Careers Education, Information Advice and Guidance (CEIAG) makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood by:

- Raising aspirations and supporting young people to achieve their full potential
- Providing comprehensive information so all young people understand the full range of opportunities available to them at key transition points
- Having first-hand experience of the workplace to learn from employers about the world of work and the skills that are valued
- Promoting equality, diversity, social mobility and challenging stereotypes
- Empowering young people to plan, make decisions and manage their own futures
- Enabling young people to sustain employability and achieve personal and economic wellbeing throughout their lives

In line with the 2017 Statutory Guidance for CEIAG from The Department for Education (DfE), Kings' School continues to deliver a high quality programme of careers and work related activities for our pupils through independent and personalised careers guidance. We will continue to enhance this provision through the use of the Gatsby Benchmarks and increasing our partnerships with external providers.

6.2 PROCEDURES FOR CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE

- Elements of Careers Education are taught through PSHEE lessons under the heading of 'Economic Wellbeing and Financial Capability'
- Online resources, such as Fast Tomato and Careers Companion, are used to support GCSE option choices and post 16 applications
- CEIAG impacts on the whole curriculum and will be embedded and delivered through all subjects
- A planned programme of careers education and information, advice and guidance (CEIAG) is provided for all pupils from Year 7 to 11
- The programme is delivered partnership with external providers and an internal, Level 6 qualified adviser to ensure all pupils have access to high quality impartial CEIAG and tailored, personalised advice and guidance.

7. WORK RELATED LEARNING

7.1 RATIONALE FOR Work Related Learning

Work Related Learning makes a major contribution to preparing young people for employment. Exposure to employers and employees is a significant step in preparing young people for adult and working life, giving them a more realistic idea of the expectations and realities of the workplace and developing their personal, social and employability skills.

- Raising aspirations and supporting young people to achieve their full potential
- Providing comprehensive information on all options at key transition points
- Promoting equality, diversity, social mobility and challenging stereotypes
- Empowering young people to plan and manage their own futures
- Enabling young people to sustain employability and achieve personal and economic wellbeing throughout their lives

In line with the 2017 Statutory Guidance for CEIAG from The Department for Education, Kings' School continues to deliver a high quality programme of work related learning activities for our pupils, including meaningful encounters with and experience of workplaces/work experience. We will continue to enhance this provision through the use of the Gatsby Benchmarks and increasing our partnerships with external providers.

7.2 Procedures for Work Related Learning

- Year 10 pupils participate in a planned programme of Work Experience to develop their awareness of employment sectors and associated job roles and skill requirements
- The Work Experience programme is delivered in partnership with Hampshire Futures (HCC) to ensure students have access to high quality and safe placements
- Through the CEIAG and BEE programmes, pupils participate in a large number of meaningful encounters with employers and training providers
- The world of work, associated careers and employability skills are imbedded in all subjects across the curriculum
- The curriculum is contextualised through speakers, master classes and external visits
- Pupils are encouraged and mentored to run their own businesses within School
- Pupils actively participate in local community projects. Working in partnership with employers/organisations/charities, they manage work based projects and fund raising campaigns, whilst raising the profile of associated partners

8. CITIZENSHIP EDUCATION

8.1 RATIONALE

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- ensure pupils are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

Citizenship Education at Kings' strives to strengthen a positive ethos, code of conduct and the individual's role as an effective member of the community. The School recognises this in terms of its contribution towards social and personal development as a whole, but also in encouraging pupils to become active in their community (and providing opportunities to do so). The curriculum is developed so that they can learn about and reflect on their rights and responsibilities, using skills of critical thinking, discussion and decision-making in a reasoned and constructive way.

8.2 PROCEDURES FOR CITIZENSHIP EDUCATION

- All those involved with the School are made aware of the importance of Citizenship as it is reflected in ethos and practice.
- Opportunities will be identified and developed to include issues and topics related to Citizenship throughout the curriculum. This will be monitored and supported by the Head of Citizenship and PSHEE.
- Citizenship is taught in weekly timetabled lessons. The schemes of work are available on the school IT system and are updated regularly. The teaching and learning required for each year group follows both nationally and locally produced guidelines and a range of teaching and learning strategies are incorporated to meet the different needs of the learners.
- Opportunities are given within School to enable pupils to recognise their role as active citizens and practise their contributions. Responsibilities given to pupils from those in the tutor group to those of the Peer Support Programme, House and Prefect structure are central to this.
- Opportunities are provided for pupils to become actively involved in local and national events, such as United Kingdom Youth Parliament (UKYP) elections and Democracy Days. Assemblies are used to highlight global, national and local issues and the pupils are encouraged to respond in practical ways.
- Pupils' contributions as active citizens in all areas of the community are valued and recognised as part of the School's records, profiles and references.

- Year and School Council allow pupils to become involved in the process of democratic elections and provide a platform for 'student voice'.

9. FURTHER PROCEDURES

9.1 INVOLVEMENT OF OUTSIDE AGENCIES

All visitors to the school must be approved by the Headteacher or a member of the Senior Leadership Team.

The school endeavours to use the range of expertise available from Youth services and from health professionals to assist in the delivery and planning of this programme.

Outside agencies working in partnership with the school will be required to work within the remit of this policy.

During discussions regarding his/her involvement, the visitor should:

- be clear about relevant legislation;
- know and understand the school policy;
- work within the explicit programme;
- support the methodology and approaches identified;
- use only materials and resources specified;
- show sensitivity in responding to pupils' questions;
- be aware of any particularly sensitive issues and the needs of pupils within the group:
- understand and work within the Child Protection procedures;
- recognise the constraints of working within the school setting.

Such discussions will take place between the visitor and the Head of PSHEE. The visitor will be invited to take part in any planning meetings that develop the programme. Such liaison is essential if the visitor is to be involved in the delivery of the programme.

Where partnerships are established and effective, the visitor can expect to have a clear understanding of the:

- implications of relevant legislation;
- school's policy and expectations;
- boundaries within which they will work;
- need to comply with the same legal requirements as teachers when working on school premises;
- content of their specific contribution and how this fits into the overall programme;
- materials and resources to be used;
- role of the teacher.

All class based activities, as part of the PSHEE and Citizenship programme include the presence of the classroom teacher. The visitor will need to be aware that if he/she is to work with children without the presence of a teacher, he/she will need to undergo a police check (DFE Circular 9/93).

A formal agreement, called a Service Level Agreement (SLA), based on these guidelines will be drawn up each time a new visitor is involved in the school's programme.

9.2 STAFF SUPPORT AND TRAINING

Teachers will be given relevant in-service training so that they are aware of the SRE programme and of the resources available and so that their knowledge may be updated when necessary.

Particular provision will be made to ensure that teachers new to the School become familiar with the SRE section of the policy, including confidentiality.

All staff dealing with drug issues will be adequately supported and trained.

9.3 ASSESSMENT, MONITORING, EVALUATION AND REVIEWING

There is some formal assessment carried out during KS3 Citizenship lessons. This work is assessed using level descriptors. There is no formal assessment Citizenship at the end of Key Stage 4.

PSHEE and Citizenship lessons are monitored by the Head of Department and the line manager through regular learning walks and feedback from staff and pupils. Feedback on assemblies and year events is also provided by the Heads of Year and tutors.

The Drugs, Alcohol and RSE productions and workshops are evaluated by pupils using Survey Monkey. This form of evaluation is used for other outside speakers, collapsed timetable days, special events and trips. These evaluations are analysed by the Head of Department and used to improve the PDL experiences we offer.

9.4 REFERRAL AND EXTERNAL SUPPORT

If there are any concerns about the health or well-being of an individual pupil, the teacher or tutor should discuss these concerns with the Head of Year. The Head of Year may then refer these concerns to a member of the welfare team. (If the concerns are of a serious nature, staff should refer to the Safeguarding Policy for guidance).

The welfare team includes:

- Designated Safeguarding Leads and deputies
- Pastoral and Welfare Support Workers

The welfare team will establish the type of support the individual needs and either deal with the situation in School or refer to local partnership agencies.

Any concerns about health should be referred to the Welfare Manager, who will then action as necessary.

Local partnership agencies include:

- Young Carers Association
- CAMHS
- Grief Encounter
- Catch 22
- Youth Crime Prevention
- RASAC
- Andover MIND
- Hampshire Teenage Pregnancy
- Hampshire Constabulary – Police Community Liaison Officer

Local and National support agencies and services should be highlighted by teachers and tutors when the opportunity arises.

9.5 DEALING WITH DRUG RELATED INCIDENTS

See Drugs Policy

10. CONFIDENTIALITY IN THE CLASSROOM

Staff at Kings' School can never promise unconditional or absolute confidentiality. So, in the classroom, the aim is to strike a balance between helping pupils to feel respected, safe and able to participate fully and openly while still protecting privacy and safeguarding welfare. Effective teaching and learning in Citizenship/PSHEE lessons actively encourage pupils to share thoughts and voice opinions, so it is important to establish boundaries and clarify at the outset with pupils what will happen to any personal information they might disclose in the classroom.

Each Citizenship/PSHEE teacher is expected to establish a working agreement (or ground rules) with pupils and remind them of this agreement at appropriate moments within the programme. Pupils need to be fully involved in developing the working agreement if they are to own and abide by it, and should be encouraged to review it regularly.

Teaching staff and other practitioners help pupils to explore sensitive topics without encouraging personal disclosure by using 'distancing' techniques in the classroom. In this way, young people can learn through role-play and third-person case studies.

If pupils make personal disclosures about any of the following, staff will follow the procedures outlined in Kings' Safeguarding policy:

- Neglect or abuse – Sexual, physical or emotional.
- Sexual harassment or assault.
- Suicide attempts/threats/overdosing/depression.
- Self-harm.
- Marked bodies.
- Serious bullying.

- Pregnancy/Abortion.
- Drugs/Alcohol.

11. DISSEMINATION, MONITORING AND EVALUATION OF THE POLICY

The policy is available for parents, pupils and school partners via the website. It is available to staff on the school network. The confidentiality section of the policy should be brought to the attention of the pupils on a yearly basis either via assemblies, tutor time or Citizenship/PSHEE lessons.

The policy will be evaluated and amended as appropriate and is monitored by governors via the receipt of reports to the Curriculum Governors' Committee; the receipt of reports to the Full Governing Body within the Headteacher's Report; and Governor visits to school.