



Personal Development Policy

2026-2027



WEST BROMWICH
COLLEGIATE ACADEMY

PERSONAL DEVELOPMENT POLICY

Including PSHE, RSE, RS & Careers

Policy statement:

Rationale

West Bromwich Collegiate Academy is aware that children and young people are growing up in an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way.

This policy is to make clear the role of Personal Development in providing learning experience to promote the education of the whole child. We believe that Personal Development should enable children to become healthier, more independent, and responsible members of society. We encourage our students to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation. We teach children about their rights and responsibilities and to learn to appreciate what it means to be a positive member of a diverse multicultural society. Ultimately, we want to ensure that our students leave our academy at 16 as well-rounded citizens able to take their place in society.

Principles and Values

West Bromwich Collegiate Academy believes that Personal Development should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness. It includes acceptance of families in all of their forms.
- Encourage students and teachers to share and listen to each other's views and the right to hold/express views.
- We are aware of different approaches to sexual identity, without promotion of any particular family structure. The important values are love, respect, kindness and generosity and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

- Recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

What is Personal, Social, Health and Economics Education (PSHE)?

PSHE aims to help children make choices that keep them safe, happy and healthy. They equip them with the knowledge and skills needed to be independent, responsible citizens who go on to contribute positively to society. Students learn about moral, social and cultural issues so that they have a well-rounded understanding of the world around them. PSHE sessions promote the British values of tolerance, mutual respect, individual liberty, democracy and the rule of law. We are aware of the way that PSHE supports many of the principles of safeguarding and links closely to our school's Safeguarding Policy. We are aware of the important role the PSHE curriculum has in supporting school to implement the protected characteristics of The Equality Act 2010. Our PSHE (& RSE) curriculum runs in accordance with the DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025.

Implementation – Delivery of Our Curriculum

The Trust acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

Personal Development will be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. The curriculum will complement, and be supported by, the Academy's education on healthy lifestyles through physical education, and science, extracurricular activity and school food. The Academy will deliver the content set out in Appendix 1 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.

Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

The Senior Teachers in the Academy will work closely with colleagues in related curriculum areas to ensure the Personal Development programme complements and does not duplicate, content covered in national curriculum subjects such as science, IT and PE.

Details of the curriculum can be found in the Appendices attached to this policy. We may need to adapt the curriculum and its delivery as and when necessary. Appendix 1: Overall content that will be delivered in each year group, which are matched to the statutory requirements and the Personal Development of study from the PSHE Association and government guidelines.

The Personal Development curriculum is delivered within form time lessons and focus days. Form tutors generally deliver the curriculum with support from professionals where appropriate. RSE lessons are set within the wider context of the Personal Development curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. RSE will be representative and inclusive of LGBTQ+ young people. The Personal Development Programme and Science National Curriculum is taught in every year.

When students ask questions, we aim to answer them honestly. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers and other professionals may support staff who are uncomfortable with teaching certain aspects of the curriculum. Support and professional development will be provided for these staff, so that they can develop the confidence in delivering the whole of the Personal Development curriculum.

Informal assessment is carried out in order to assess a student's understanding of a personal development topic. This will involve student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Our PSHE programme of study is split into two core themes.

- Core theme 1: Economic Wellbeing and Careers
- Core theme 2: Relationships, Health and Sex Education

PSHE is taught every week during form time by form tutors who know their students well and can tailor lessons to meet specific student needs, including adaptation for SEND needs. This is 40 minutes per week for Y7 and 8, two 40 minutes for Y9 and Y11 and three 40 minutes for Y10. Students can access all lessons via the student portal. Sessions include discussion-based tasks, where students are encouraged to express their opinions and ask questions and also answer questions in their Personal Development book. Term planning has been developed by the Personal Development lead in guidance with The PSHE Association to meet the needs of our pupils. Staff have had CPD training on PSHE on inset days and through directed time; using Brook, Loudmouth, specialist speakers and the National College.

PSHE objectives are also taught throughout the whole school curriculum in various subjects such as L4L and P.E (see the PSHE Map which includes an audit across subjects). Specialist speakers in Relationships and Sex Education have delivered topics to all Year groups on topics such as Consent, Contraception, Pornography, Sexting and Sexual Harassment throughout the year. Loudmouth and The Banter Game Workshop are examples of external speakers/agencies that have been used. Assemblies also cover some PSHE objectives and have been delivered by the safeguarding Team (see the PSHE Map which includes an audit of assemblies).

What is Relationship, Sex and Health Education (RSHE)?

Intent

Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies. The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

It gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships.

RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. RSE also supports people, throughout life, to develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.

Pupils will be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner.

Health Education at West Bromwich Collegiate Academy encompasses both physical and mental health, 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.

It promotes pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

Teaching will aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We aim to create an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Impact

Relationships, Sex and Health Education (RSHE) provides students with the knowledge, skills, attitudes and values they need to make informed decisions, build healthy relationships and protect their physical and mental wellbeing. At a time when many young people receive confusing or misleading messages through the internet and social media, RSHE ensures students have access to accurate, age-appropriate information that helps them stay safe, respect others and understand their rights. Without this education, students are at greater risk of developing unhealthy views of relationships, engaging in unsafe behaviours and not recognising when they or others need support.

Students explore online safety, learning how to identify risks, respond to inappropriate behaviour and access help when needed. They examine peer pressure and develop the confidence to resist negative influences, challenge harmful social norms and make positive choices. Through learning about healthy relationships, domestic abuse and Child Sexual Exploitation (CSE), students are better able to recognise warning signs, understand consent and know where to seek support for themselves or others.

The curriculum also promotes inclusion and respect by challenging stereotypes surrounding disability, body image and sexual orientation. Students reflect on body image during puberty, helping to improve self-esteem and reduce the impact of unrealistic expectations, while discussions around homophobia and discrimination foster empathy, tolerance and respect for diversity.

Health education equips students to take responsibility for their own wellbeing. They learn about puberty, periods, FGM, healthy eating, personal hygiene and disease prevention, enabling them to understand normal physical development, reduce health risks and build lifelong healthy habits. Students also explore the risks associated with drugs, alcohol, tobacco and addiction, challenging myths and misconceptions and reducing the likelihood of future risk-taking behaviours.

Mental health education helps students recognise the signs of poor mental health in themselves and others, challenge stigma surrounding help-seeking and understand unhealthy coping strategies such as self-harm and eating disorders. They develop practical strategies for managing emotions, stress and anxiety, supporting resilience throughout school and beyond, particularly during GCSEs.

Students explore online safety, learning how to identify risks, respond to inappropriate behaviour and access help when needed. They also develop an understanding of the opportunities and dangers of artificial intelligence (AI), including deepfakes, manipulated content and misinformation, enabling them to think critically about online information, protect themselves from exploitation and use emerging technologies safely and responsibly. Students examine peer pressure and develop the confidence to resist negative influences, challenge harmful social norms and make positive choices.

Finally, students develop an understanding of sexual health through learning about STIs, Endometriosis and Polycystic Ovary Syndrome (PCOS). This increases awareness of common health conditions, encourages early help-seeking and reinforces the importance of making safe and responsible choices. Overall, the curriculum empowers students to make informed decisions, protect themselves and others, and develop the confidence and resilience needed to lead healthy, safe and fulfilling lives.

What is Economic Wellbeing and Careers?

Intent

The aim of living in the wider world in PSHE is to help individuals develop the skills and competencies they need to thrive as members of their community and to contribute to the well-being of others. This can involve learning about topics such as civic responsibility, diversity, global citizenship, and sustainability. It can also involve developing key skills such as communication, collaboration, problem-solving, and critical thinking, which can help individuals navigate the complexities of the wider world and make informed decisions about their own lives and the world around them. The aim is to help individuals understand and prepare for the world of work. This can involve learning about different career options and the skills and qualifications required for different occupations, as well as developing the skills and competencies needed to be successful in the workplace. It aims to develop career-related skills: This can involve learning about resume writing, job searching, and interview skills, as well as developing key skills such as teamwork, communication, and problem-solving that are important in many occupations. Careers education can also involve helping individuals plan for the future by setting goals and developing a plan of action to achieve them. This can involve creating a career plan, learning about financial planning and budgeting, and exploring opportunities for further education or training.

Impact

Students develop the knowledge, skills and attributes needed to participate positively in modern Britain and prepare for adult life. Through learning about fundamental British values; democracy, the rule of law, individual liberty and mutual respect, students become reflective about their own beliefs and values while developing respect for people with different faiths, cultures and backgrounds. They explore a range of viewpoints, recognise the influence of extremist ideologies and misinformation, and develop the confidence to think critically, challenge prejudice and engage respectfully with differing opinions.

Students examine the positive opportunities offered by social media and digital technology, alongside the importance of using these platforms responsibly. They learn to evaluate information critically, recognise bias and understand how online platforms can shape opinions and aspirations, enabling them to become responsible and informed digital citizens.

Economic Wellbeing education equips students with the knowledge and confidence to make informed financial decisions throughout life. Students explore budgeting, mortgages, borrowing, saving and financial planning, developing an understanding of how financial choices affect wellbeing, future opportunities and long-term security. They also learn to recognise financial risks, including scams and fraud, enabling them to protect themselves and make responsible decisions as independent adults.

Careers education encourages students to raise aspirations and recognise that career choices should be based on their strengths, interests and values rather than stereotypes or cultural expectations. Students explore a broad range of careers, including STEM and emerging industries, different education and training pathways, Labour Market Information (LMI), and the skills employers value. They reflect on transferable skills such as teamwork, communication, leadership, creativity and problem-solving, helping them understand how these contribute to future success in education and employment.

Students develop practical employability skills by learning how to choose appropriate qualifications, write effective CVs and cover letters, prepare for interviews and understand workplace expectations. They also explore the importance of lifelong learning, adaptability and career planning in an ever-changing world of work.

Throughout the curriculum, students are encouraged to contribute positively to society by understanding social responsibility, global citizenship and the importance of supporting others through volunteering, charitable action and community engagement. This helps students develop empathy, ambition and the confidence to become active, responsible and resilient members of society, equipped to make informed decisions about their futures.

Enrichment

Intent

Our enrichment programme aims to provide every pupil with a broad range of experiences that extend beyond the academic curriculum and make a meaningful contribution to personal development. In line with the DfE enrichment benchmarks,

we seek to develop pupils' confidence, character, interests, talents and wider skills, while preparing them to become active, responsible and successful members of society.

Our provision is built around five key areas: civic engagement; arts and culture; nature, outdoors and adventure; sport and physical activity; and wider life and future skills. We aim to ensure that pupils have equitable access to meaningful experiences, enabling them to discover new interests, develop aspirations and build the knowledge and skills needed for life beyond school.

Implementation

We provide a varied and progressive programme of enrichment opportunities across the five benchmark areas. Some of these take place during Personal Development form time, lunch time and after school.

- **Civic engagement:** volunteering, charity and community projects, debating, pupil voice, student leadership, and opportunities to experience and participate in school and college democracy.
- **Arts and culture:** music, art, drama, dance and other creative opportunities, alongside visits to museums, galleries, theatres and other cultural venues, as well as opportunities to experience live performances.
- **Nature, outdoors and adventure:** outdoor learning, gardening, sustainability and climate projects, educational visits, residentials, camps and opportunities to develop an appreciation of the natural environment.
- **Sport and physical activity:** individual and team sports, fitness, dance and other physical activities, with opportunities to represent the school and attend or participate in live sporting events.
- **Wider life and future skills:** STEM and digital literacy, enterprise activities, coding, financial education, careers-related experiences and opportunities to develop practical skills for independent living and future employment.

Opportunities are planned to complement the curriculum and wider personal development programme. Participation is monitored to identify gaps in provision and barriers to access, ensuring that enrichment is inclusive and that pupils from all backgrounds can benefit.

Impact

Through our enrichment programme, pupils develop confidence, resilience, independence, teamwork, leadership and communication skills, alongside wider interests and aspirations. They develop a stronger understanding of their role within the school, local and wider community and are increasingly able to contribute positively to society.

Pupils gain experiences that broaden their horizons, expose them to new cultures and ideas, promote physical and mental wellbeing, and develop practical and future-facing skills. Participation enables pupils to discover talents and interests that may influence their future education, employment and personal choices.

We evaluate the impact of enrichment through participation data, pupil voice, staff feedback and evidence of pupils' experiences and achievements. This allows us to identify areas for further development and ensure that our enrichment offer remains broad, inclusive, purposeful and impactful, with every pupil benefiting from meaningful opportunities during their time at school.

Careers Guidance at West Bromwich Collegiate Academy

Incorporated into our delivery of Personal Development is CEIAG (Careers Education Information Advice and Guidance), which is statutory from Year 8 but we begin from Year 7 in order to raise aspirations, challenge stereotypes and encourage all learners to consider a wide range of careers. This follows the statutory guidance: 'Careers Guidance and access for education and training providers' (October 2018) and the 'Education Act 2011'.

Intent

Careers should be transformational to the lives of young people. At West Bromwich Collegiate Academy careers will provide a platform for motivation, for students to aim higher, achieve more and reach their aspirations. The careers provision at West Bromwich Collegiate Academy is designed to meet the needs of all learners in the school. The curriculum has been designed to enable all students to progress through a competency-based model, developing skills and knowledge.

- To provide all students with access to an outstanding careers curriculum which prepares them for the future.
- To enable all students to have access to excellent careers advice.
- To enable all students to experience a variety of career roles annually.
- to ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- To equip students with the necessary decision-making skills to manage these transitions
- To promote equality of opportunity, celebrate diversity, challenge stereotypes
- To ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 7 to Year 11 for the purpose of informing them about technical education qualifications or apprenticeships.
- To understand what it means by Enterprise and Higher Education

We follow the Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers

5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Implementation

The Careers Programme at West Bromwich Collegiate Academy is delivered to Years 7 through to Year 11 via:

- Careers Focus Days
- Careers Workshops
- Guest Speaker Sessions
- Tutorial Programme Sessions
- Subject specific Careers Trips
- One on one careers interviews with our Careers Adviser
- Work Experience at Key Stage 5
- PSHE Sessions
- Group Talks by Employers, Universities and Training Providers
- Skills Development Activities
- Engagement in competitions and workshops
- Visits to Universities and Careers Events

Impact

It encourages students to begin to think about their future and careers, this also increases an awareness of career priorities to staff and students. Celebrates the opportunities for young people aspiring to different careers. It provides an opportunity for external partners to engage with school. Have the opportunity to work closely with business, partners, and external agencies to develop skills and learn about the wider aspect of careers. Students are provided access to careers guidance and information, access CV templates and application letters. Students can apply for opportunities advertised by partners outside of the school usual provision.

[For Career specific content please see the Careers policy on our website and the Careers HUB site.](#)

Religious Studies

Intent

The principle aim of Religious Studies is to explore what people believe and what difference this makes to how they live, so that students can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Religious Studies is an essential component of a broad and balanced education and is a focal point in the curriculum for work on SMSCD and British Values. It enables

the growth of religious literacy, essential for life in modern Britain and the wider world.

The above aims are fulfilled through:

- provoking challenging questions
- learning about religions and beliefs in local, national and global contexts
- learn to weigh up the value of wisdom from different sources
- equip students with systematic knowledge and understanding of a range of religions and beliefs
- develop an aptitude for dialogue
- articulate their personal beliefs, ideas, values and experiences while respecting the right of others to differ

Implementation

Religious Studies is compulsory through KS3 and KS4 and so students who don't choose Religious Studies as an option at GCSE will receive statutory Religious Studies sessions via the form time programme.

Impact

Religious Studies is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences.

It provides young people with an understanding of different religious beliefs, practices, and customs. This can help young people to develop tolerance and respect for the beliefs and practices of others, and to foster intercultural understanding and harmony. It encourages young people to think critically about religion and to form their own opinions about spiritual and moral issues. This can help young people to develop their own personal values and beliefs, and to become more confident and self-assured.

Helping young people to understand the role that religion has played and continues to play in shaping society and culture can give young people a greater appreciation of the diversity of human experience and the ways in which people have tried to make sense of the world around them. Providing young people with an opportunity to learn about the ethical and moral issues that are central to many religions can help young people to develop a sense of right and wrong, and to think more deeply about their own values and beliefs.

Cultural Capital

Intent

Cultural Capital within Personal Development aims to promote character-building qualities that lead to creating well-rounded, trustworthy, and resilient global citizens.

Our aim is to provide pupils with the essential knowledge that they need to be educated citizens. Cultural capital refers to the knowledge, skills, education, and experiences that individuals acquire and that can be used to gain social and economic advantage.

Implementation

The Academy ensures that the Personal Development curriculum reflects the diversity of our student body and includes a range of cultural perspectives and experiences. This can involve incorporating materials and resources from different cultures and incorporating discussions about diversity into the classroom. WBCA encourages a culture of cultural awareness and understanding by promoting respectful and inclusive interactions among students and by providing resources and support for students to learn about and appreciate different cultures. Careers lessons give students the desire to aspire and achieve and will allow them to look at different career opportunities available to them, colleges, and university. It will be emphasised that these need not be limited by their starting points. Lessons will look at employability skills and how to develop these.

The Academy ensured that students have access to a range of resources, including books, films, music, and other materials that reflect diverse cultural experiences.

Additionally, outside of the form time programme, the Academy provides opportunities for students to engage in extracurricular activities that expose them to new cultures and experiences. This can include cultural clubs, field trips to cultural institutions, and participation in community events and service projects.

Impact

Students with high levels of cultural capital may be more likely to perform well academically, as they may have access to a range of educational resources and experiences that can support their learning. Cultural capital can also help students to access higher education and other opportunities that can facilitate social mobility. Cultural capital can influence the type of education that students receive, as well as the types of educational opportunities that are available to them. For example, students with high levels of cultural capital may be more likely to attend prestigious schools or to participate in extracurricular activities that can enhance their educational experiences.

By exposing students to different cultures and ways of life, it can help students to develop an understanding and appreciation of diversity. This can involve learning about different languages, customs, and traditions, as well as developing an understanding of how cultural differences can shape perspectives and behaviours.

By providing students with opportunities to work with and learn from others who come from different cultural backgrounds, it can help students to develop the communication and collaboration skills needed to work effectively in diverse environments.

By exposing students to a range of cultural perspectives and experiences, it can help students to develop the problem-solving and critical thinking skills needed to navigate complex and unfamiliar situations. Additionally, by exposing students to different cultures and ways of life, it allows students to develop the adaptability and flexibility needed to thrive in an increasingly globalized world. This can involve learning how to navigate unfamiliar environments, communicate with people from different cultural backgrounds, and adjust to new situations and challenges.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – Senior teachers of Personal Development, Religious Studies and Careers pulled together all relevant information including relevant national and local guidance in order to form the programme of study.
- Staff consultation - all staff were given the opportunity to look at the policy and make recommendations.
- Parents/stakeholder consultation - parents were given the opportunity to look at the policy and provide feedback.
- Student consultation - we investigated what exactly pupils want from Personal Development
- Ratification - once amendments were made, the policy was shared with Trustees and ratified.

Documents that inform the Academy's policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, June 2025
- Equalities Act, 2010
- Keeping Children Safe in Education, DfE, 2026
- National Curriculum in England: science programmes of study, DfE, 2015
- Children and Social Work Act, 2017
- Behaviour and discipline in schools, DfE, 2016
- Special Education Needs and Disability Code of Practice: 0 to 25 years, DfE, 2017
- Mental Health and Behaviour in Schools, DfE, 2018
- Preventing and Tackling Bullying, DfE, 2017
- Promoting Fundamental British Values as part of SMSC in schools, DfE, 2014

This policy should be read in conjunction with our other Academy policies.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Educational Needs and Disabilities (SEND)

Personal Development will be accessible for all pupils. High-quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. The Academy will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

The Academy is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages

Gender, Identity and Sexual Orientation

The Senior Teachers will ensure that LGBT+ content is fully integrated into the programme of study and threads across the curriculum. We aim to deal sensitively and honestly with regard to gender, sexual orientation and identity, answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality need to feel that Personal Development is relevant to them.

Roles and Responsibilities

The Trustees and Local Academy Councils will:

- Monitor the implementation of the policy across all Academies within the Trust
- Monitor student progress to ensure that pupils achieve expected outcomes
- Ensure that Academies are resourced in such a way that the Trust fulfils its legal obligations.
- Ensure that the subject is well led, effectively managed and well planned.
- Ensure that the quality of the provision is subject to regular and effective self-evaluation.

The Principal/Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy

- The subjects are staffed and timetabled in a way to ensure the Trust fulfils their legal obligations.
- The teaching of Personal Development is monitored to ensure that it is delivered in ways that are accessible to all students with SEND.
- The subject is taught consistently across the Trust and for managing requests to withdraw pupils from non-statutory elements of RSE.

The Senior Teachers of Personal Development, Careers and Religious Studies will ensure that:

- The curriculum is well planned and resourced, including ensuring that the curriculum is age appropriate and of high-quality.
- The curriculum compliments, and does not duplicate, the content covered in National Curriculum subjects by working closely with colleagues in related curriculum areas.
- The subject is evaluated and monitored carefully across the Trust to ensure that the subject is being delivered consistently and to identify improvements and changes where necessary.
- Colleagues delivering the programme have the relevant training and feel confident to deliver the programme fully, including helping to develop colleagues' expertise in the subject. In addition, provide reports to the SLT of the effectiveness of the delivery of the subject.
- There is continuity and progression between each year group
- Each school in the Trust meets the statutory requirements in relation to RSE and Health Education, and Careers Education.

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support
- At all times teaching will take place in the context of an explicit moral framework
- All points of view they may express during the course of teaching Personal Development are unbiased
- The teaching of Personal Development is delivered in ways that are accessible to all pupils with SEND
- The emphasis of teaching Personal Development will always be the importance and understanding of personal relationships and the right of the individual to make informed choices
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of the subject

- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

All students are expected:

- to engage fully in Personal Development
- to treat others with respect and sensitivity when discussing issues related to Personal Development

Parents/Carers: The Trust acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Personal Development
- Encouraged to participate in the development of Personal Development
- Able to discuss any concerns directly with the Academy.
- Able to view any lesson and curriculum overview via our website and student portal

Right to withdraw students from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education (not relationships, health education, PSHE, careers or RS) delivered as part of statutory RSE. The Trust, before granting any such request, will require the Headteacher/Principal to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The right to withdraw form can be found in our RSHE policy.

Following the discussions, except in exceptional circumstances, the Trust will respect the parents' request to withdraw their 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.

The Headteacher/Principal will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

Difference between relationships and sex education

Sex education topics covered in each year group are below. However, we strongly encourage parents to view the lessons beforehand. We hope parents will find the content informative and age-appropriate, with lessons designed to provide factual information rather than instruction.

Year 7	Year 8	Year 9	Year 10	Year 11
Consent Romance, Love and Teenage Relationships	Contraception	Readiness of Sexual Intimacy Impact of Sex STIs Teenage Pregnancy	Consent	Consequences of Sex Intimacy and Pleasure Consent and Sexual Harassment Contraception STIs

There is no right to withdraw from the national curriculum.

Working with external agencies

The Academy is aware that working with external partners will enhance the delivery of Personal Development and will support this to bring in specialist knowledge and implement different ways of engaging with young people. Where we use external agencies, we will check the credentials of the visiting organisation and any visitors linked to the agency. We will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. We will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the Academy in advance of the session.

The Academy will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Child Protection Policy.

Safeguarding, reports of abuse and confidentiality

The Academy recognises that at the heart of Personal Development, the focus is on keeping children safe, and acknowledges the significant role Academies have in preventative education. We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Leads. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons.

Training

Staff are trained on the delivery of Personal Development as part of their induction and it is included in our continuing professional development calendar.

The individual schools will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Personal Development.

Monitoring and Evaluation of the Programme

It is the responsibility of the Senior Teachers of Personal Development, Careers and RS to oversee and organise the monitoring and evaluation of Personal Development, in the context of the overall school plans for monitoring the quality of teaching and learning. The Personal Development programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and regular monitoring and evaluation led by the Senior Leadership Team.

Monitoring activities used to ensure that the Personal Development programme is being implemented as planned include:

- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students and staff

- Pupil voice
- Careers data
- Assessments
- Work scrutiny
- Curriculum plans

Evaluation activities are used to measure the impact of Personal Development programme and inform future planning. Evaluation activities include:

- Careers data, including analysis of destination data, career participation dashboard, activity survey, destination data – sustained data (DFE), school-level data
- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students, staff, parents, governors
- Student evaluations/pupil voice

Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social and cultural development (SMSC) of students. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development and quality of provision.

Parents are welcome to give feedback on any aspect of the Personal Development programme.

Last Review Date: September 2026

Persons Responsible:

Senior Teacher for Personal Development – Ms Mollie Grainger

Careers Lead – Mrs Jennifer Evans

Principal - Mrs Mary Henderson

Appendix One

Year 7

Economic Wellbeing and Careers	Relationships, Sex and Health Education
Career Skills - Entrepreneurs Career Skills - Communication Skills Career Skills - Teamwork Young People's Employment Rights and Responsibilities Financial Transactions Financial Exploitations Aspirations Exploring own interests Life Long Skills Routes into Work What are successful careers Personal Development and Target Setting Assessment of Economic Wellbeing and Careers and Feedback Survey	Physical Activity Prejudice and Discrimination How to Keep Good Mental Health Emotional Literacy - How can I control my anger Puberty Periods FGM Personal Hygiene Family Relationships Maintaining genuine friendships and avoiding toxic ones Different Types of Family Romance, love and teen relationships How to prevent bullying online Consent Sexual Harassment Dangers of Sexting Loss Bullying or Banter Healthy Relationships Homophobia What is radicalisation Happiness and positivity Road Safety Assessment of RSHE and Feedback Survey

Year 8

Economic Wellbeing and Careers	Relationships, Sex and Health Education
Budgeting Cultivating Careers Making Ethical Financial Decisions Savings and Loans Assessment of Economic Wellbeing and Careers and Feedback Survey	Prejudice and discrimination Religion Who are the radical groups LGBTQAI+ Medical Consent County Lines Purpose of blood, organ and stem cell donation Communication Skills Dealing With Emotions Gambling Responsibility For Own Physical Health Risk Taking Stress Unhealthy Coping Strategies Vaping and Smoking Wellbeing and Resilience Contraception Domestic Conflict How can we avoid online groomers The Equality Act 2010 Adolescent Brain Impact of Social Media Assessing Social Media Data Privacy, Online Advertising and Digital Wellbeing Online Scams Dangers of AI Water Safety Community Participation Purpose of Vaccinations Bystander Effect Personal Belongings Physical Safety Mental Health Stigma Assessment of RSHE and Feedback Survey

Year 9

Economic Wellbeing and Careers	Relationships, Sex and Health Education
Guidance for choosing your options Economic Wellbeing and Careers Tax and National Insurance Careers Quiz – Write down results in PD book What is sustainability and how can we personally live in a more sustainable way Who are UNICEF and how do they help around the world Financial decisions (KS4 objectives) Financial Decisions Careers and Their Impact on the World Around Us Employment Sectors Labour Market Information Making Informed Decisions Money Matters Skills for Life Stereotypes and Discrimination in the workplace Interview Skills Assessment of Economic Wellbeing and Careers and Feedback Survey	Alzheimer's Abusive Relationships CSE Harassment and Stalking Readiness for Sexual Intimacy Teenage Pregnancy The Dangers of Pornography Body Image STIs Endometriosis Alcohol awareness Drugs and the Law Miscarriage Sleep Substances and Society Self-examination Responsibility for own physical health Impact of sex Anxiety AI Chatbots Wellbeing and Resilience Bacteria and Viruses Assessment of RSHE

Year 10

Economic Wellbeing and Careers	Relationships, Sex and Health Education	Religious Studies
Careers in Stem CV The Right Career for Me Rights and Responsibilities Personal Action Plan Budgeting Preparing for Work Experience Assessment of Economic Wellbeing and Careers and Feedback Survey	Conflict Management Consent FGM Forced and Arranged Marriages Managing tough times - change, grief and bereavement Safe Choices - Cosmetic Procedures Same-sex Relationships Sexism Sleep Sexual Harassment Social Media and Self-esteem Suicide Independence Unhealthy Coping Strategies Positive Relationships Trusted Adults Family Dynamics Extreme Views Power Imbalances Deescalate Conflict Harmful Content Personalisation online and online habits Reliability of Online Content Addictive Behaviours Binge Drinking Assessment of RSHE	Christianity: Beliefs in Great Britain Christianity: Creation Christianity: Sin and Salvation Christianity: Evil and Suffering Gender Equality Religious views about sex Same-sex relationships The Purpose of Families Marriage Divorce Adultery Equality Social Justice Censorship Human rights Prejudice and discrimination Extremism Relative poverty/absolute poverty Assessment of RS

Year 11

Economic Wellbeing and Careers	Relationships, Sex and Health Education	Religious Studies
Types of Qualifications Labour Market Information Exploring courses and qualifications Find a course near you (National Careers Service) Trade Unions Careers Hub and Assessment of Economic Wellbeing and Careers and Feedback Survey	Peer Pressure and Conformity Body Positivity and Obesity Consent and Sexual Harassment Contraception Dangers of Sexting Equality Act Fertility and Reproductive Health Fostering Parenthood Menopause Miscarriage Personal Safety STIs Types of Relationships Unplanned Pregnancy Pleasure Abusive Relationships Healthy Pregnancy Consequences of Sex Assessment of RSHE	After life Euthanasia Environmental Responsibility Evolution Abortion Islam: Nature of God Islam: Salah and Zakah Islam: Festivals Assessment of RS