



## **Personal Development and Relationship and Sex Education Intent and Impact Policy**

Approved by:	LGB	Date:	03.10.2024
Maintained by:	Laura Fry	Next review due:	October 2025



## **Intent: What is Personal Development Learning ?**

At Gomer, we are committed to developing the whole child. We aim to give children the knowledge and skills that they need in order to lead happy and healthy lives. Our Personal Development curriculum offers opportunities across and beyond the curriculum that enable the children to develop their understanding of the ever-changing, multicultural world around them. Personal Development Learning (PDL) is at the centre of life within the school and it underpins all that we do. We believe that in order for effective learning to take place, children must have a good understanding of themselves, others and the world around them. The curriculum promotes social, moral, spiritual and cultural (SMSC) development as well as explicitly teaching the fundamental [British Values](#), all of which prepare the children for the opportunities, responsibilities and experiences of life.

Relationships and Sex Education within the Primary Phase has been designed in line with the Department for Education framework (2020) and sits within our Personal Development Curriculum. The key themes are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

Parents will be informed of planned Relationship and Sex Education sessions in the curriculum by letter. In Years 4, 5 and 6, parents will be invited to see the planned programme of learning for RSE including the videos and activities on offer before it is taught to the children. Parents have the right to withdraw their children from all or part of RSE sessions, except those elements taught as part of the National Curriculum Science. Any parent wishing to discuss this aspect of the curriculum in more detail should contact the Executive Headteacher.

## **Implementation: organisation, planning and monitoring**

[Please see full implementation policy here](#)

Personal Development Learning (PDL) and Relationships and Sex Education (RSE) follows a bespoke curriculum within the Primary Phase that is responsive to the needs of our children. Our PDL and RSE will not only be taught in discrete lessons through our Diversity and Equality Curriculum but is also



embedded throughout the broad and balanced curriculum offered across the Primary Phase. Pupils across the Primary Phase are given the chance to revisit themes enabling them to recall and build upon previous learning, exploring the underlying principles of PDL and RSE regularly at a depth that is appropriate for the age and stage of the child. Lessons signpost key words, building a rich vocabulary to develop understanding. PDL and RSE are designed for delivery in a creative manner, using many approaches such as role play, scenarios, discussions and games. These activities enable children to build confidence and resilience. Assessment for learning opportunities are built in across the curriculum including chances for self-evaluation and self-reflection. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. The curriculum has been created collaboratively by subject leaders across the GFM and has been produced in line with the Department for Education policy (2020). It is also reviewed regularly and adapted in response to the individual needs of each year group.

### **Monitoring of Personal Development Curriculum**

All areas of the Personal Development Curriculum are monitored every half term by the PDL and RSE Lead. It is monitored by completing book scrutinies, learning walks, pupil conferencing and staff audits. The curriculum is updated in accordance to feedback from these as well as updates from the Department for Education policy.

### **Staff Professional Development**

Teacher and Teaching Assistant (TA) training needs are determined at review meetings during the performance management cycle as well as a reflection from monitoring (book scrutinies, learning walks, pupil/staff audits). Any whole school training needs are planned into the Personal Development Meeting action plan. Peer observations and learning walks are encouraged in order to offer further CPD if needed.

The Personal Development lead regularly works alongside colleagues within the Gosport & Fareham Multi-Academy Trust to ensure the curriculum is up to date and informed of any relevant changes.

### **Impact of our Personal Development Curriculum**

The Primary Phase PDL and RSE scheme of work enables children to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. Our scheme of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practice self-care and contribute positively to the wellbeing of those around them.



The positive impact of successful PDL and RSE will enable children to develop confidence and healthy self-esteem. This impact will be assessed in a variety of formats, including pupil conferencing, staff feedback and teacher assessment. PDL and RSE can positively impact children's academic achievements as it helps to mitigate any social and emotional barriers to learning. Evidence suggests that successful PDL and RSE also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. We take a whole-school approach to PDL and RSE so that it will positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.