



Personal Development (Including Relationships and Sex Education) Policy

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1. Introduction

At King's Academy Gomer, effective Personal Development Learning (PDL) and Relationships and Sex Education (RSE) are essential for preparing students to lead happy, healthy lives in a diverse, rapidly evolving world. Our curriculum, aligned with the Department for Education's (DfE) guidelines (2020), is designed to be inclusive, supporting all children and young people regardless of their background, identity, or experience.

PDL and RSE at Gomer are founded on inclusive language and content, aiming to build a sense of belonging among pupils. Our values of respect, empathy, and responsibility underlie the curriculum, fostering social, moral, spiritual, and cultural (SMSC) development and promoting the British Values of democracy, the rule of law, individual liberty, and mutual respect.

2. Policy Aims and Intent

The intent of our PDL and RSE curriculum is to:

- Equip children with knowledge and skills to make informed decisions about their health, relationships, and well-being.
- Prepare children for life in a multicultural society, enabling them to develop respect for themselves and others.
- Support mental and physical health, resilience, and self-awareness.
- Provide a safe environment where children feel comfortable discussing sensitive topics.

3. Curriculum Content

At King's Academy 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 our school: and 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. Our PDL and RSE are part of a broad, balanced curriculum that is implemented through both discrete lessons and cross-curricular learning, covering themes such as:

- Families and People Who Care for Me
- Caring and Respectful Relationships

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- Mental Wellbeing and Personal Safety
- Online Relationships and Internet Safety
- Physical Health and Fitness
- Healthy Eating and Prevention
- Basic First Aid
- Understanding of Adolescent Physical Changes

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 welcome 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 class teacher.

In alignment with the Equality Act 2010, RSE content addresses diversity in gender, sexuality, and family structures, ensuring inclusivity and respect for all backgrounds.

4. Implementation: Organisation, Planning, and Monitoring

Personal Development Learning (PDL) and Relationships and Sex Education (RSE) follows a bespoke curriculum within our school 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 to all students. Pupils 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 keywords, building a rich vocabulary to develop understanding. PDL and RSE are designed for creative delivery, 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 academy 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.

PDL and RSE at King's Academy Gomer follow a carefully sequenced, responsive curriculum designed to meet the developmental needs of our pupils. Topics are revisited at age-appropriate levels, allowing children to build on prior knowledge and understanding. A variety of teaching methods are used, including role-play, discussions, and practical activities, to engage students and enhance learning.

Each lesson begins with an assessment of prior knowledge and ends with self-reflection to consolidate learning. Teachers use ongoing assessments, including pupil feedback and conferencing, to tailor the curriculum to individual and cohort needs.

The PDL and RSE scheme fosters a supportive environment where children develop the vocabulary and confidence to express their thoughts and feelings openly and seek support when needed. It prioritises physical and mental well-being, equipping children with self-care skills and the ability to contribute positively to others' wellbeing.

Through pupil conferencing, staff feedback, and teacher assessment, the impact of PDL and RSE is monitored to ensure it builds confidence, self-esteem, and helps remove social and emotional barriers to learning. This whole-school approach supports safeguarding, SMSC outcomes, and raises aspirations, particularly for disadvantaged and vulnerable children, empowering them with the skills needed to succeed both academically and beyond school.



5. Inclusion and Accessibility

Our inclusive approach ensures all children, including those with special educational needs and disabilities (SEND), can access PDL and RSE. The Learning and Pastoral Support (LAPS) Team offers tailored support through focused interventions such as ELSA (Emotional Literacy Support Assistance), self-regulation sessions, and positive play opportunities. Staff members receive ongoing professional development to ensure confidence in delivering sensitive and inclusive content.

6. Parent and Carer Engagement

Parents are informed of planned RSE sessions through letters and are invited to review materials and resources in advance for Years 4-6. Parents retain the right to withdraw their children from non-statutory elements of RSE but cannot withdraw from mandatory National Curriculum Science content.

Any parent wishing to discuss the RSE curriculum in greater detail should contact the Executive Headteacher to ensure they have all the necessary information and support.

7. Key Areas of Curriculum Integration

To create a cohesive learning experience, PDL and RSE are integrated across various subjects and activities:

- **Science Curriculum:** Covers human biology, puberty, and reproduction, including accurate terminology for body parts to support safeguarding.
- **Computing:** Internet safety is embedded in PDL and RSE to guide students on safe online behaviours and respect for digital privacy.
- **PE and Outdoor Learning:** Focus on physical health, teamwork, and resilience. The *Gomer Mile* encourages daily exercise, and outdoor learning fosters confidence through hands-on experiences.
- **RE and Character Education:** Using the Living Difference III programme, RE lessons provide an inquiry-based approach, allowing students to explore and respect diverse beliefs. Character Education reinforces core values of honesty, courage, and empathy.
- **Junior Road Safety and Collective Worship:** Assemblies and activities, such as Junior Road Safety, reinforce safety and community involvement.

8. Staff Professional Development

Teachers' training needs are identified through regular reviews and monitoring feedback. Professional development on the PDL and RSE curriculum is embedded within the Personal Development Meeting action plan, with additional CPD opportunities through peer observations and workshops. Collaboration with the Gosport & Fareham Multi-Academy Trust supports best practices and curriculum updates.

9. Policy Impact

The impact of PDL and RSE at King's Academy Gomer is measured by students' confidence, self-awareness, and positive behaviour. Through open discussions and a safe, respectful environment, children develop the vocabulary to articulate their thoughts and feelings. PDL and RSE contribute to overall academic achievement by removing social and emotional barriers to learning and by fostering resilience. A well-implemented PDL and RSE curriculum supports safeguarding, SMSC outcomes, and mental well-being, empowering all children to become informed, respectful, and well-rounded citizens.

