

RELATIONSHIP EDUCATION & PERSONAL DEVELOPMENT POLICY

The Paragon School

Policy Owner TP DSL	Applies to The Paragon School	Superseded documents PD Policy
Associated documents Safeguarding Policy Counter Bullying Policy Cyber Bullying Policy Positive Behaviour Policy E-Safety Policy Mental Health and Wellbeing Policy	Review frequency Every year (unless the legislation/regulations update before this time) Implementation date 1 October 2021	Legal Framework KCSIE 2021 Equality Act 2010 Relationships Education, Relationships and Sex Education (RSE) and Health Education

1. Introduction

Prior Park Schools (PPS) comprises three schools. Two of those schools, Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. The third school, Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

2. What is Relationships Education?

This focusses on developing the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Positive relationships also apply online especially as, by the end of children's time at The Paragon, many children will already be using the internet. Through the teaching of relationship content, children will learn about online safety and appropriate behaviour in a way that is relevant to pupils' lives.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

3. What is Personal Development?

Personal Development is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). This provides explicit opportunities to promote pupils' development in these areas are provided in the framework for personal development.

4. Objectives

Our provision of the Relationship Education and Personal Development programme is designed to enable pupils to:

- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society and understand how it is organised and governed
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and appreciate what it means to be a positive member of a diverse multicultural society

This policy is intended to give clarity about our expectations and to promote the welfare of all Students and to protect them from discrimination and harassment as per the protected characteristics as listed in section 4 of the Equality Act 2010-

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership

- e. Pregnancy and Maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual Orientation

For more detail, see the related scheme of work.

5. Content of our Relationship Education and Personal Development education

We believe that Personal Development is central to the educational entitlement of all of our children. Although it will be taught in part through discrete lessons, elements of Relationship Education and Personal Development permeate all aspects of school life.

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. Relationship Education and Personal Development offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe.

It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stage 1.

Relationship Education and Personal Development helps pupils to cope with the changes at puberty, it introduces them to a wider world and enables them to make an active contribution to their communities. In addition, there is a focus on educating the children in the characteristics of good physical and mental health.

We cover the following core themes:

Core Theme 1: Relationships

- Families and Friendships
- Safe relationships
- Respecting ourselves and others

Core Theme 2: Living in the wider world

- Belonging to a Community
- Media, Literacy and Digital Resilience
- Money and Work

Core Theme 3: Health and wellbeing

- Physical Health and Mental Wellbeing
- Growing and Changing
- Keeping Safe Commented

6. Relationships and Sex Education in Personal Development.

At The Paragon, all children are taught Relationship Education in an age-appropriate way. As set out in our scheme of work.

During Year 5 children are taught about the physical and emotional changes which accompany puberty. In Year 6, children are taught about human reproduction and birth.

7. Right to Withdraw

Parents have a right to withdraw their child(ren) from any or all aspects of Sex Education and the final decision will be made by the Head. The school will make alternate arrangements for these children until the parent withdraws their request, or the Head feels the child should not be excused for specific elements. There is no right to withdraw from Relationship Education.

Parents with concerns are invited, in the first instance, to discuss their concerns with the Assistant Head Pastoral to discuss their concerns and to see if they can be resolved.

8. Drugs Policy Statement

The Paragon Junior School does not condone the use of any harmful substances by any pupil of the school. Our education will always seek to provide students with the information they require to make good choices. The Relationship Education and Personal Development will include sessions relevant to good health and avoidance of harmful substances. Our pastoral care is central to how we seek to educate and support students. We encourage students to discuss in confidence any worries they may have about harmful substance with a member of staff. The central aim of this policy is to promote safety, welfare and good physical and mental health.

9. Personal Development in our curriculum

Personal Development will be covered through a combination of:

- Discrete timetabled sessions
- Teaching Personal Development through, and in, other subject/curriculum areas (e.g. Science, English, History, Games, Philosophy and assemblies)
- School events and activities (e.g. off-site visits and school celebrations)
- Assemblies and visitors
- Ad hoc sessions, responding to events or situations which have arisen

10. Planning, teaching and learning for all areas of Personal Development

We teach Personal Development Education to all children from Reception. Class teachers deliver at least one PD session fortnightly. This may be through a circle-time or other format. The work carried out in these sessions will be drawn from plans based on the PD Programme of Study themes that are also linked to whole-school themes or in response to a specific identified need within the class.

Teachers provide learning opportunities that are matched to the individual needs of all children, including those with learning difficulties. We use a range of teaching and learning styles. We place emphasis on active learning by including children in discussions, investigations and problem-solving activities. PD lessons often facilitate an informal style of lesson, providing opportunities for productive discussions on a group and individual basis.

As children move through school, we encourage them to take part in a range of practical activities that promote active citizenship and entrepreneurship. For example: 'Life Skills Day' and 'Enterprise Day', House activities, School Council, prefect duties, charity fundraising and class assemblies. We offer children the opportunity to hear visiting speakers, whom we invite into the school to talk about their role in creating a positive and supportive local and global community.

11. Differentiation for SEND and Able Children

Throughout their school career children will be at different levels of maturity, have varied life experiences and possess a range of attitudes and feelings. Lessons planned allow their perceptions to be articulated, with all contributions being valued and respected. Teachers ensure that the teaching point is conveyed in language that is accessible and appropriate to the age, ability and maturity of the children; this is particularly important when dealing with sensitive issues, such as sex and relationship education or drug education.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

12. Pastoral Care

Most of a child's pastoral care will be provided by their class teacher. However, the children are welcome to talk to Mrs Sarah James (Assistant Head Pastoral) Miss Emily Murphy (Key Stage 1 lead) or Mr Gareth Millar (Key Stage 2 lead) if they would like to talk to someone else. We also offer sessions with our school nurse, Vicky Matthews, if the children would prefer.

13. Monitoring and Assessment in Personal Development

Teachers provide the Subject Leader with work samples so he/she can monitor attainment and progression across the school. All teachers and staff are responsible for informing the teachers about notable points of personal and social development on individual pupils. It is the responsibility of individual teachers and the SEND co-coordinator to identify pupils' progress which is well above or below that which is expected. The majority of pupil assessment during Personal Development lessons are through questioning, discussion and responses to scenarios.

14. Sharing of the Policy

- This policy is shared with all parents and guardians.
- This policy is available on our website.
- A copy can be provided upon request.
- The policy is accessible to all staff and Trustees.