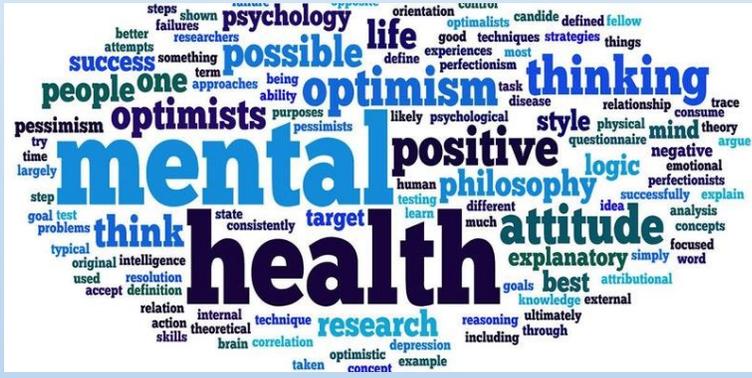


Welcome to the Personal Development Curriculum All Through Partners in Learning 12th October 2021



Documents and guidance we will be referring to:

The Westgate Schools RSE and SMSC policy found on the website.

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Today's children and young people are growing up in an **increasingly complex world and living their lives seamlessly on and offline**. 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.

Source: Relationships Education, Relationships and Sex Education (RSE) and Health Education
Government Guidance 2019

To embrace the challenges of creating a happy and successful adult life, pupils **need knowledge that will enable them to make informed decisions** about their wellbeing, health and relationships and to build their self-efficacy.

These subjects can support young people to develop resilience, to **know how and when to ask for help**, and to know where to access support.

Source: Relationships Education, Relationships and Sex Education (RSE) and Health Education
Government Guidance 2019

We believe parents/carers are the prime educators of their children.

The Westgate School Personal Development Intent statement:

Working in partnership with parents/carers and the wider community to enable pupils to feel safe, included, happy and prepared for a life beyond school.





ACRONYM KEY

CPSHEE: Citizenship,
Personal Social
Health Economic
Education

SMSC: Social Moral
Spiritual and
Cultural

RSHE:
Relationship, Sex
and
health education

Delivery of the Personal Development Curriculum all through

Primary Phase; Delivered by the class teacher with themes taught across different topics

Secondary Phase; During an extended tutor time on a Wednesday morning and as a bespoke lesson in year 7 and year 10.

The class teacher/form tutor is the best person to deliver the PD curriculum because of their knowledge of individuals. They are also aware of how to adapt the resources to suit the needs of the class.

In addition, PD is delivered through assemblies, Deep Learning Days, cultural days and whole school events.

We introduced the school value: be kind. As a class we read *Elmer* and discussed how the elephants were kind by making Elmer feel included. Just like the elephants at the end of the story we made our own colourful elephants to celebrate Elmer.

Whilst colouring our elephants we talked in groups about what kindness might look like.

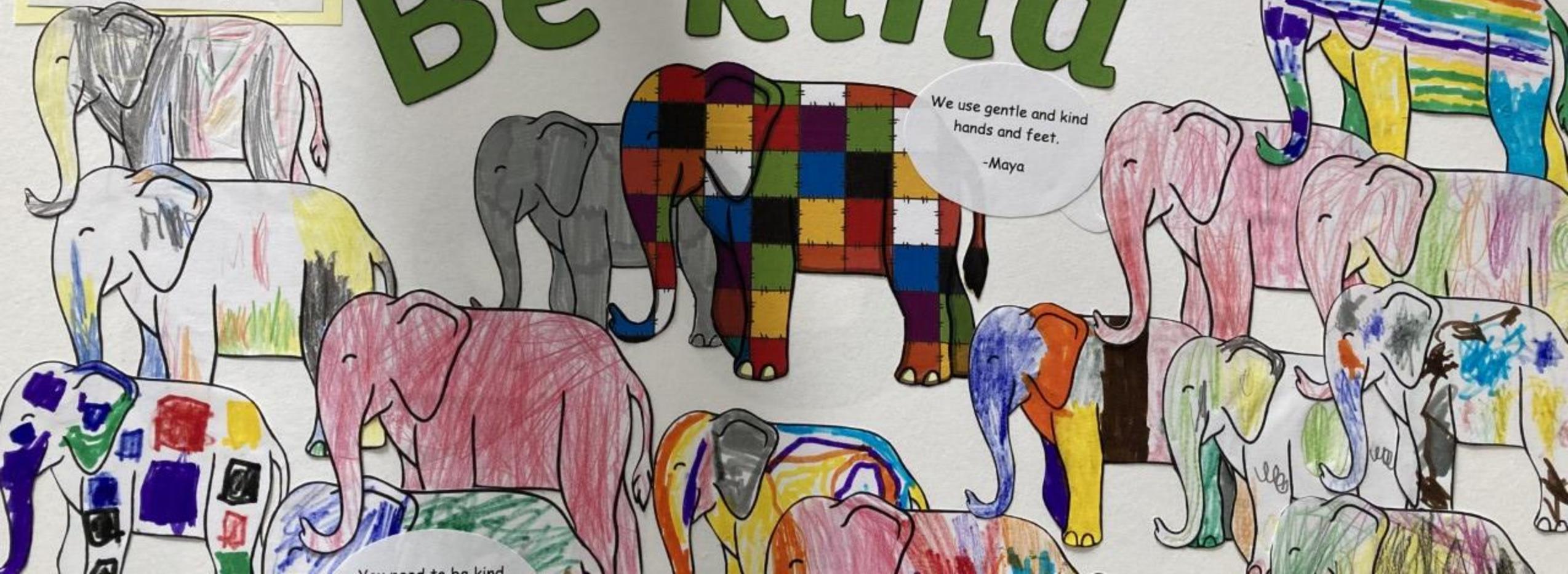
Be kind

Help your friend at school by giving them hugs when they're sad.

-Simon

We use gentle and kind hands and feet.

-Maya



You need to be kind

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 7	Science of Learning/ Healthy Relationships	E Safety	Emotional Health and Wellbeing	Careers	Drugs Education	Relationship education
YEAR 8	Healthy Relationships	E Safety	Emotional Health and Wellbeing	Careers	Drugs Education	Relationship education
YEAR 9	Healthy Relationships	E Safety	Emotional Health and Wellbeing	Careers	Drugs Education	Relationship education
YEAR 10	Healthy Relationships	Emotional Health and Wellbeing	Drugs Education	Careers	E Safety	Relationship education
YEAR 11	Healthy Relationships	Emotional Health and Wellbeing	Drugs Education	Careers	Year 11 Exams	Year 11 Exams

You will notice a different order in the delivery of these topics

Healthy Relationships

- Bespoke 6 week block of work with a focus on healthy relationship .
- Colleagues are supported fortnightly with CPD

	Year 7	Year 8	Year 9	Year 10 BG/FR	Year 11 BG/FR
Week 1 (CFR)	Creating a safe space	Creating a safe space	Creating a safe space	Creating a safe space/ Ground rules for discussion	Creating a safe space/ Ground rules for discussion
Week 2 (STE)	Heteronorms single sex groups	Heteronorms single sex groups	Heteronorms single sex groups	Introduction of the stimulus Birds and Bees	Introduction of the stimulus Birds and Bees
Week 3 (BMA)	Having an equal say. Unwritten gender rules	Having an equal say. Unwritten gender rules	Having an equal say. Unwritten gender rules	Sexual Language in School	Sexual Language in School
Week 4 (AMO)	Harassment- Body Traffic Lights	Harassment-Stamp it out!	Is this sexual Harassment?	Sexual Language in School	Sexual Language in School
Week 5 (JPE)	Consent. Pet consent	Consent	Consent	Consent and Rape	Consent and Rape
Week 6 (PWI)	Online Sexual Abuse	Online Sexual Abuse	Online Sexual Abuse	Conforming to gender stereotypes	Conforming to gender stereotypes

Personal Development Long Term Plan – Primary Phase

Term	Careers Education	Core Themes	School Values
Autumn 1	<p>“Children who meet employers from a young age can find out about a wide range of jobs and understand how the subjects they learn at school connect to their future”.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To deliver sessions that help raise children’s aspirations To counteract stereotypes about the people who do different jobs Linking curriculum learning to careers Encounters with employers and employees To develop positive attitudes about work <p>Community visitors invited into school fortnightly to talk about their career and jobs with Key Stage 2 pupils. We ensure a gender balance so that all pupils are aware they can access all careers.</p> <p>Pupils prepare key questions to learn more about different work places and skills needed. Opportunity within each class to reflect on the different careers presented. Use of folder to display all different visitors. Pupils write a thank you letter after each fortnightly presentation. Year R and Key Stage 1 pupils to explore different careers through stories, discussion, drama and role play.</p>	Relationships	<p>Be Kind Be Respectful Be Responsible</p>
Autumn 2		Health and Wellbeing – Physical and mental health	
Spring 1		Health and Wellbeing	
Spring 2		Relationships	
Summer 1		Living in the wider world – Environment	
Summer 2		<p>Living in the wider world – Rights and Responsibilities</p> <p>British Values</p> 	

Term	Core Theme & School Value	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Relationships</p> <p>Emotions and friendships</p> <p>School values Be Kind Be Respectful. Be Responsible</p>	<p>Recognising and naming emotions. How important friendships make us feel happy and secure. Good manners.</p>	<p>Mental health - Naming a wider range of emotions. There are normal emotions and scale emotions that all humans experience in response to different experiences and situations. How to respond safely and appropriately to adults they don't know. How to recognise who to trust and who not to trust, how to seek help or advice. Relaxation techniques.</p>	<p>Recognising what constitutes a positive, healthy relationship. Mutual respect, trustfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. Recognising what sort of boundaries are appropriate in friendships with peers and others. Understanding about different types of bullying and its impact. Relaxation techniques.</p>	<p>Describing where feelings affect our bodies and behaviour. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The usefulness of feedback from friends and family to support and advise. Using manners and being polite - the conventions of courtesy and manners. Relaxation techniques.</p>	<p>Recognising what constitutes a positive, healthy relationship and the skills needed to form and maintain relationships. Understanding that most friendships have ups and downs and that these can often be worked through. Recognising that isolation can lead to loneliness and how to get support. Listening, boundaries, give and take, compromise etc. The impact of bullying, including cyberbullying. Developing understanding about digital/on-line relationships and friendships. Relaxation techniques.</p>	<p>The mental health benefits of friendships. To be able to recognise who to trust and who not to trust and how to judge when a friendship is making them feel unhappy or uncomfortable. Knowing that friendships go through ups and downs. The importance of permission seeking and giving in relationships with friends. Identifying positive role models. It is normal to feel nervous in challenging or exciting situations. How feelings change over time. Developing understanding about digital/on-line relationships and friendships. Relaxation techniques.</p>

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019:

- Primary pupils: compulsory Relationships Education
- Secondary pupils: compulsory Relationships and Sex Education
- Health Education compulsory in all schools

Parents are able to withdraw their child from the Sex Education element of RSE (but not anything which is part of the science curriculum) until three terms before the age of 16.

Source: Relationships Education, Relationships and Sex Education (RSE) and Health Education, Government Guidance 2019, page 8

Continued Next Steps on our Journey

- DLD 18th October
- Assembly programme
- Stories worth sharing
- Continue to work with local schools
- Review of Primary books
- Curriculum Review by colleagues and pupils
- Safeguarding week
- Developing links with a school in Nepal
- Toilet refurbishment to include positive affirmations
- Professional Learning for colleagues

