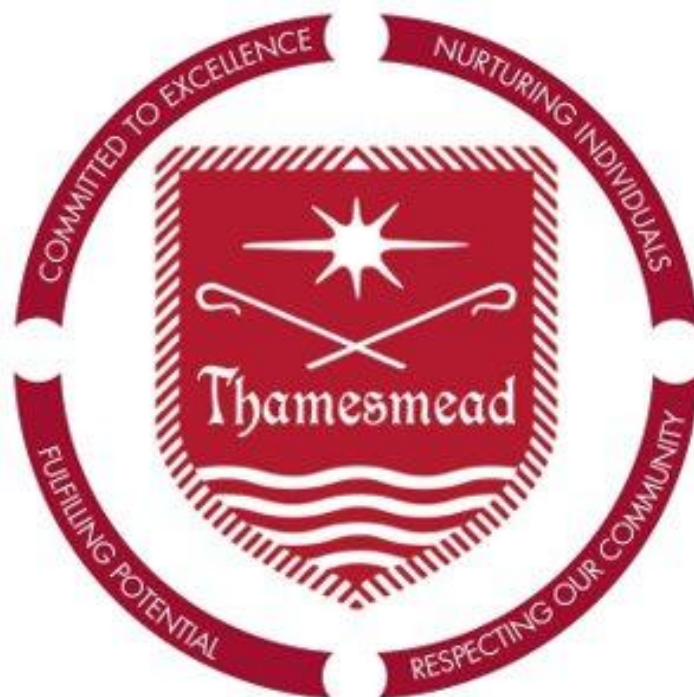


Thamesmead School



Personal Development Policy

(Personal, Social, Health and Economic Education)

(Relationships and Sex Education)

Required by:	Statutory
Frequency of review:	Every 2 years
Date last reviewed:	Spring 2026
Date of next review:	Spring 2028
Display on website:	Yes
Responsible:	Peter Watson (Deputy Headteacher)
This policy will be subject to ongoing review and may be amended prior to the scheduled date of next review in order to reflect changes in legislation, where appropriate.	

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The term Personal Development is the term used to cover Citizenship, PSHE & RSHE. The co-ordinator is responsible for the development, review and implementation of Personal Development, including RSE, in the school. The Governors' Curriculum and Learning Standards Committee will monitor and evaluate this policy and the school provision.

The policy can be found on the school website and is referred to in the school prospectus. It is also referred to in relevant areas of the curriculum and is freely available to the entire school community.

This policy is in line with statutory guidance from the Department of Education PSHE/RSE framework.

POLICY STATEMENT

This Policy is related to all other areas of school activities, in particular to the following:

- Relationships and Sex Education Policy (included in this document)
- Equality Policy
- Child Protection and Safeguarding Policy
- E-safety Policy
- Behaviour for Learning Policy
- Curriculum Policy

Personal Development is fundamental to the aims and objectives of Thamesmead School and underpins the school's values of providing a safe, supportive, disciplined and stimulating environment where all members of the school community are valued and respected as individuals. It is significant in that Personal Development provision promotes the spiritual, moral, social, cultural, mental and physical development of students at the school and help prepare them for the opportunities, responsibilities and experiences in adult life.

It also develops students' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choices of courses and careers.

Our Personal Development programme is designed to:

- Meet statutory requirements and non-statutory guidance
- Allow delivering staff and students to take ownership
- Be accessible to all of our students
- Show progression through key stages and year groups
- Teach challenging issues such as extremism in a thoughtful and sensitive manner with all staff having received annual safeguarding training updates
- Allow for a variety of teaching and learning styles to be adopted
- Use a wide range of suitable, up to date and varied resources
- Have links with outside agencies and service providers
- Include links with the local community or voluntary groups
- Be integrated with the school's charity and fundraising activities

AIMS AND OBJECTIVES

Personal Development is a basic entitlement for all students. It is embedded within the ethos of the school and is reflected in the general aims and values of the school.

Personal Development supports the holistic, personal development of students. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable students to lead confident, healthy, responsible lives as individuals and members of society. The Personal Development curriculum provides a wide range of activities within and beyond the classroom where students gain practical knowledge and skills to help them live healthily and deal with the social, moral and cultural issues they face as they approach adulthood. It helps them to understand and responsibly manage a wider range of relationships as they mature, and to show respect for cultural diversity.

In school, students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. It aims to enable students to:

- value others and feel valued
- respect others and be respected
- be independent and interdependent
- behave responsibly
- have a concern for justice and uphold the rights of others
- understand the consequences of their actions
- treat others with compassion and empathy

RELATIONSHIPS AND SEX EDUCATION AT THAMESMEAD SCHOOL

The Children and Social Work Act 2017 introduces legislation on relationships and sex education in schools. As of September 2020, the delivery of relationships and sex education is a statutory part of the curriculum in secondary schools. Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBTQ+ (lesbian, gay, bisexual, transgender, questioning/queer plus) and gender equality which is in line with the Equalities Act 2010.

Our aim is that all students are provided with relationships and sex education to help and support them through their life-long learning about physical, emotional and moral development. We seek to ensure students gain an understanding of the importance of stable and loving relationships, respect, communication and care for others.

RSE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by students in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship.

As a school we emphasise that by providing comprehensive RSE, we are not encouraging students to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the knowledge they need to make informed decisions and responsible choices as they progress into adulthood.

The Department of Health set out its ambition for all children and young people to receive high quality relationships and sex education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'. The Department for Education's Guidance on Statutory Relationships and Sex Education (2019) requires that all students are taught safety in forming and maintaining relationships, characteristics of a healthy relationship and how relationships may affect mental and physical health.

The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Health Education will also be mandatory in all Government funded schools, which includes content on puberty.

The law in relation to RSE states:

- The governing bodies of schools are required to keep an up-to-date RSE policy that describes content and the organisation of RSE provided outside the national curriculum.
- Parents/carers have the right to withdraw their children from sex education within RSE (beyond the national curriculum)
- The RSE programme must include (as a minimum) information about mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs alcohol and tobacco; health and prevention; basic first aid; changing adolescent body; families; respectful relationships including friendships; online and media; being safe; and intimate and sexual relationships including sexual health.

EQUAL OPPORTUNITIES

Thamesmead School promotes the needs and interests of all students irrespective of culture, ability or aptitude. Working to the best of their ability is the target for everyone. Students' varying needs are provided for within PSHE lessons and throughout the school.

Updated Government guidance on Relationships Education, RSE and Health Education (2019) is clear that these statutory subjects must be accessible for all students - including disabled pupils and those with special education needs (SEND). The following guidance has been used to ensure the curriculum is accessible. If parents/carers are concerned they should contact the RSE Co-ordinator and SENCo to discuss further.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/RSE%20for%20disabled%20pupils%20and%20pupils%20with%20SEN%20-%20SEF.pdf>

We promote social learning and expect our students to show a high regard for the needs of others. PSHE/RSE is a vehicle for both multicultural understanding and ensuring equal opportunities for all.

PSHE/RSE IN THE CURRICULUM

Personal Development is delivered to KS3 and KS4 students by tutors during the course of the year. This happens via 20 "drop-down" lessons, and is supported by coverage across the Curriculum, such as in RPE, PE, Food & Nutrition, Science and English.

Personal Development is also delivered through:

- Curriculum subjects
- Assemblies
- House Events and involvement
- Thamesmead Plus programme
- Literacy and numeracy
- Student Leadership Team
- Y7/8 Student Leadership Ladder
- Invited visitors
- Mentoring
- Educational visits and trips
- Sports teams
- School publications
- Community involvement and participation
- Social Action initiatives

IMPLEMENTATION

To facilitate students' learning in Personal Development:

- ✓ The intent of each lesson is made clear
- ✓ Appropriate learning experiences are planned and meet the needs of all the students in the class
- ✓ Learning experiences draw on students' own experiences or existing knowledge, and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes, and knowledge and understanding
- ✓ Time is given for students to reflect, consolidate and apply their learning
- ✓ Students are encouraged to take responsibility for their own learning and to record their own progress
- ✓ Attention is given to developing a safe and secure classroom climate
- ✓ A broad range of teaching and learning strategies and resources are used, e.g. role plays, case studies and debates
- ✓ The Personal Development co-ordinator provides and organises relevant training for staff
- ✓ A variety of visitors contribute to the Personal Development programme, e.g. First Aid training providers, Thamesmead School Mental health Team, Police Community Safety Officers and other relevant external providers such as Peer Productions to deliver pertinent performances such as 'Losing It!'
- ✓ Specialised companies / agencies

Visiting speakers are invited into school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's PSHE and RSE policy and work within it. All input to PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.

The Personal Development programme may inevitably lead to disclosures to staff or other adults. As with all such matters school-based staff cannot offer confidentiality. As a student is about to make a disclosure staff must alert them to the fact that they cannot promise to keep confidentiality and may

need to take action depending upon what they are told. All staff must follow safeguarding procedures should a disclosure be made.

QUALITY ASSURANCE

The Personal Development co-ordinator will monitor the planning, teaching and learning of Personal Development regularly. The planning of lessons and sequences of lessons will be undertaken by the tutor team for each year group, reviewed and finalised. Observations of teaching will take place in accordance with the school's quality assurance cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to this cycle. Students will be given an opportunity in lessons to evaluate their learning and contribute their thoughts on the planned programme. The students will be encouraged to apply what they have learnt in lessons to everyday scenarios. The students will have the opportunity to ask what they would like to learn in Personal Development through student voice activities.

ASSESSMENT, RECORDING AND REPORTING

As with any learning process, assessment of students' personal, social and emotional development is important. It provides information, which indicates students' progress and achievement, and informs the development of the programme. Students' skills will be continuously assessed.

Students are not graded in this subject, but have the opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on students' self-awareness and self-esteem. This will be achieved by various methods that include:

- Student self-assessment during lessons within specific units of Personal Development
- Regular observations of sessions being delivered
- Peer assessment
- Student feedback

Staff have a responsibility to record assessments and use them to inform students of their progress, to set appropriate targets and to inform report writing.

DISSEMINATION

The Personal Development policy will be made available upon request to all parent/carers of students at Thamesmead School. In addition, the information gathered through the various recording and reporting processes will be used to inform and develop the review process.

RSE CURRICULUM PURPOSE

Concepts which are to be achieved in Relationships and Sex Education:

'Relationships and sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students at school and of society preparing students for the opportunities, responsibilities and experiences of adult life' (Relationships and Sex Education

Guidance). It should meet the needs of all young people. The role of RSE within Thamesmead is to place an emphasis on qualities within relationships and to reframe sexuality in a positive light.

Skills which are to be achieved in Relationships and Sex Education:

- Recognise their own and others’ feelings
- Recognise that actions have consequences for themselves and others
- Develop skills needed for relationships, e.g. listening, supporting and showing care
- Develop problem solving and decision-making skills
- Recognise and challenge stereotypes
- Demonstrate tolerance and respect for each other and for difference
- Respond appropriately to teasing and bullying
- Make new friends and learn how to cope with losing friends
- Show respect by listening to what other people say

STATUTORY CONTENT

Please find below the statutory content for the secondary school Personal Development programme:

Families	<p>Students should know:</p> <ul style="list-style-type: none"> ▪ that there are different types of committed, stable relationships. ▪ how these relationships might contribute to human happiness and their importance for bringing up children. ▪ what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ▪ why marriage is an important relationship choice for many couples and why it must be freely entered into. ▪ the characteristics and legal status of other types of long-term relationships. ▪ the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. ▪ how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Students should know:</p> <ul style="list-style-type: none"> ▪ the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ▪ practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). ▪ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.

	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <ul style="list-style-type: none"> ▪ that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ▪ what constitutes sexual harassment and sexual violence and why these are always unacceptable. ▪ the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Students should know:</p> <ul style="list-style-type: none"> ▪ their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ▪ about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. ▪ not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ▪ what to do and where to get support to report material or manage issues online. ▪ the impact of viewing harmful content. ▪ that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ▪ that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ▪ how information and data is generated, collected, shared and used online.
Being safe	<p>Students should know:</p> <ul style="list-style-type: none"> ▪ the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ▪ how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<p>Students should know:</p> <ul style="list-style-type: none"> ▪ how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ▪ that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. ▪ the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ▪ that they have a choice to delay sex or to enjoy intimacy without sex. ▪ the facts about the full range of contraceptive choices, efficacy and options

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| | <p>available.</p> <ul style="list-style-type: none"> ▪ the facts around pregnancy including miscarriage. ▪ that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). ▪ how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. ▪ about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ▪ how the use of alcohol and drugs can lead to risky sexual behaviour. ▪ how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. |
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TEACHING ABOUT SEXUAL ORIENTATION

Sexual orientation is explicitly explored in KS3 and KS4. We fully accept that some people have different sexual orientations and gender identities. Lessons should focus on their shared qualities and the skills of building relationships, maintaining relationships and how sex is part of a loving and committed relationship regardless of sexual orientation.

Wherever possible we will use inclusive imagery, language and terminology such as the word partner instead of boyfriend/girlfriend or husband/wife.

RIGHTS TO WITHDRAW

Parents/carers have the right to request their child be withdrawn from sex education delivered as part of RSE, but not from sex education within the national curriculum which includes elements such as puberty and reproduction.

Parents/carers do not have a right to withdraw their child from Health education, Relationships or any other aspect of Personal Development education. Sex education within RSE at Thamesmead School includes: contraception, STIs and pornography.

Request to withdraw must be made in writing and submitted to the headteacher for consideration. The headteacher retains the right to grant parents'/carers' request until three terms before their child is 16 years old. Three terms before a student's 16th birthday, the student can opt back into sex education against their parent wishes. Should this occur, the school will provide sex education during one of the three remaining terms.

Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns and reflect on the impact withdrawal may have on their child.

COMPLAINTS

Parents or carers who have complaints or concerns regarding the RSE/PSHE curriculum should follow the school's Complaints Policy.

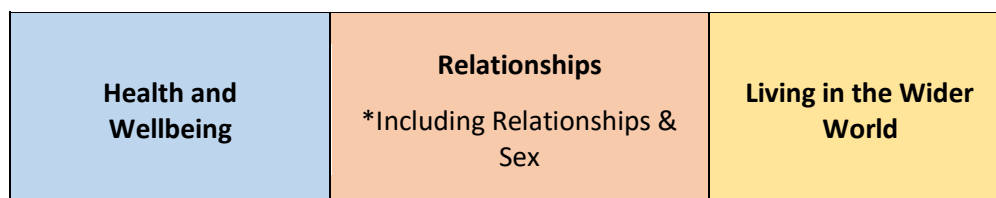
CURRICULUM INTENT

Thamesmead School is committed to delivering the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (2020). The primary concern of all staff is to ensure that every student is safe from risk while in our care; we consider the well-being, emotional and social development of our students as paramount. Effective sex and relationship education is essential for young people to make well informed decisions about their lives.

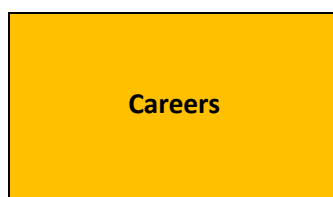
RSE Education is delivered through a range of programs, such as: fortnightly Personal Development lessons, tutor time discussions and activities, assemblies, RSE drop down sessions; and the curriculum subjects of Science, RPE, English, Food Technology, Physical Education, MFL, Drama, Computer Science and Business Studies.

Please find below the Curriculum, which incorporates all of the statutory components of the framework, and which is delivered through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach.

The 3 key themes, in line with the PSHE Association best practice, are:



In addition to the 3 above overriding themes, students will also receive 3 Careers lessons throughout the academic year in order to inform, educate and advise on next steps. The lessons coloured in **green** relate to both Health & Wellbeing and Relationships



Full 20 lesson programme for each year group (2025-26).

	Year 7	Year 8	Year 9	Year 10	Year 11
1	Being safe and healthy: Emotions and well-being	Being safe and healthy: Healthy body and healthy eating	Being safe and healthy: Raising awareness of drugs	Being safe and healthy: Healthy eating and food labels, or Careers: What is a CV?	Study skills: Memory boosting
2	Being safe and healthy: Physical and mental health	Being safe and healthy: Healthy lifestyle and mental well-being	Being safe and healthy: Alcohol awareness	Being safe and healthy: Healthy eating and food labels, or Careers: What is a CV?	Study skills: Skimming, scanning and mind mapping
3	Being safe and healthy: How to be healthy	Being safe and healthy: Body image	Being safe and healthy: Tobacco and vaping	Being safe and healthy: Poor nutrition and allergies	Study skills: Revision timetables, or Careers: Work place skills and attributes
4	Being safe and healthy: The importance of sleep	Being safe and healthy: Body image and mental health	Being safe and healthy: Body image	Being safe and healthy: Benefits or long-term physical fitness and sleep	Study skills: Revision timetables, or Careers: Work place skills and attributes
5	Being safe and healthy: Dental hygiene	Being safe and healthy: Substance awareness	eSafety: Risks online, or Careers: What are learning styles and pathways?	Being safe and healthy: Blood, organ and stem cell donation	Being safe and healthy: Healthy relationships
6	Being safe and healthy: Puberty (Changes in boys)	Careers: What are apprenticeships?	eSafety: Risks online, or Careers: What are learning styles and pathways?	Being safe and healthy: Immunisations and vaccinations	Being safe and healthy: Consent and the law

7	Being safe and healthy: Puberty (Changes in girls)	Citizenship: Dealing with loss	Being safe and healthy: Building blocks to good relationships	Citizenship: Family dynamics, or Careers: Study skills and habits	Being safe and healthy: Identifying sexual pressure
8	Careers: What are creative pathways?	Citizenship: Gender identity	Being safe and healthy: Consent	Citizenship: Family dynamics, or Careers: Study skills and habits	Being safe and healthy: Sexual relationships and red flags
9	eSafety: How the internet can impact mental health	Citizenship: Equality and equity	Being safe and healthy: Sustaining relationships	Citizenship: Relationships and family	Being safe and healthy: Fertility and reproduction, or Careers: Completing CVs
10	eSafety: Breck's last game	Being safe and healthy: Healthy and positive relationships	Being safe and healthy: The male and female body and pornography	Being safe and healthy: Gender, power and consent	Being safe and healthy: Fertility and reproduction, or Careers: Completing CVs
11	eSafety: Grooming behaviours	Being safe and healthy: Sexual consent	Being safe and healthy: Fertility, or Careers: How to make informed decisions	Being safe and healthy: Intimate and sexual relationships	Being safe and healthy: Pregnancy choices
12	eSafety: Gaming	Careers: What is your dream career?	Being safe and healthy: Fertility, or Careers: How to make informed decisions	Being safe and healthy: Sexual harassment	Being safe and healthy: Contraception and sexual health
13	Careers: How to find the right path	eSafety: Digital resilience and digital footprints	Being safe and healthy: Sexual response	Being safe and healthy: Dating and relationship behaviours	Being safe and healthy: Self-examination, or Careers: How to transition to your next steps

14	Citizenship: 'The Rights of the Child'	eSafety: Social media and cyberbullying	Being safe and healthy: STIs and safe sex	Being safe and healthy: Contraception	Being safe and healthy: Self-examination, or Careers: How to transition to your next steps
15	Citizenship: Rights and responsibilities	eSafety: Safe and risky online behaviours (sexting lesson)	Being safe and healthy: Readiness for intimacy	Being safe and healthy: Risky behaviours, or Careers: What are your career options?	Personal Finance: Living independently
16	Citizenship: Identity and diversity	Citizenship: Knife crime	Citizenship: Community and diversity	Being safe and healthy: Risky behaviours, or Careers: What are your career options?	Citizenship: Rights and responsibilities
17	Citizenship: British values	Citizenship: The work of charities	Citizenship: Human rights, stigma and discrimination, or Careers: Exploring jobs	Personal finance: Living independently	Study skills: Revision and revision timetables
18	Citizenship: Communities and why they are important	Personal finance: Banks and saving	Citizenship: Human rights, stigma and discrimination, or Careers: Exploring jobs	Personal finance: Understanding pay slips	Being safe and healthy: Mindfulness and coping with exam pressure
19	Careers: Preparation for the Business and Enterprise Summer Fair	Careers: Preparation for the Summer Fair	Citizenship: Community, diversity and the Prevent agenda	Citizenship: Diversity in the UK	
20	Personal finance: Money and budgets	Being safe and healthy: Resilience and coping strategies	Personal finance: Savings, borrowing and debt	Citizenship: Community contribution	