

## Personal Development Learning (PDL) Policy including RSE

Responsibility for Document:	PDL Leader
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### Introduction

This policy outlines Denmead Junior School's teaching and management of PDL (Personal Development Learning) including Relationships and Sex Education (RSE) and Drugs Education. This policy is to be read in conjunction with the Vision Statement and Teaching and Learning Policy as together they establish the general ethos of the school. Please also refer to the Science Policy, Equality Policy, Health and Safety Policy, Child Protection Policy, Special Educational Needs Policy, Positive Behaviour Policy, Anti-bullying Policy, and Confidentiality Policy.

### Vision

*For all children to have the opportunity to develop strategies and skills to support their personal development, learning progress and mental health. PDL education provides learning opportunities and experiences (through explicit PDL lessons and wider school experiences) which reflect pupils' increasing independence in real life scenarios and physical and social awareness. Children should assume greater personal responsibility and manage personal safety, including online.*

Personal development learning (PDL) encompasses all areas designed to promote children's personal, social, spiritual, moral and health development. It gives the children the knowledge, skills and understanding that they need to stay healthy, safe, develop worthwhile relationships, respect differences, develop independence and make the most of their abilities. The teaching of this subject encompasses Science, PSHE (Personal, Social and Health Education), RE (Religious Education), SMSC (Social, Moral and Spiritual Cultural), RSE (Sex and Relationships Education) as well as Citizenship.

PDL is a planned programme of learning opportunities and experiences that help children and young people to grow and develop as individuals and as members of their families and communities. It equips them with the knowledge, understanding and practical skills to live healthy, safe, fulfilled and responsible lives. Predominantly fulfilled through the Heart Smart programme.

PDL enables children and young people to reflect upon and clarify their own values and attitudes whilst exploring a complex and sometimes conflicting range of values and attitudes they encounter and now in the future.

### National Guidance

This policy was drawn up using a range of national documents including:

- Relationships Education, Relationships and Sex Education and Health Education (2019 – draft guidance)
- National Curriculum (2014)
- Drugs Guidance for Schools (2004)
- Teachers' Standards (DfE 2012)
- Equality Act 2010: advice for schools (DfE May 2014)



## Definitions and Terminology:

**PDL** = Personal Development Learning

**RSE** = Relationships and Sex Education

**Drugs** = For the purpose of this policy and our drugs education programme, drugs are defined as: *a substance people take to change the way they think, feel or behave*. Our school uses the term 'drug' to include, caffeine, alcohol, tobacco, medicines, illegal drugs and other substances such as solvents and poppers.

## Aims and objectives of PDL:

Through PDL, we aim for our children to:

- Know and understand what constitutes a healthy lifestyle, both physically and mentally.
- Be aware of safety issues.
- Understand what makes good relationships with others.
- Have respect for others.
- Be independent and responsible members of the community.
- Be positive and active members of society.
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school community.
- Promote positive links with the wider community.

## Relationships Education

Pupils at Denmead Junior School will also be able to define many different relationships and understand the important of equality and respect. This includes:

- understand that families come in many forms and provide a nurturing environment for children. Families can include Single parent, LGBT, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures.
- Children should understand marriage is open to both sexes.
- understanding caring friendships.
- understanding respectful relationships.
- understand about online relationship and keeping safe. (See ICT policy)

## Relationships and Sex Education (RSE)

At Denmead Junior School we believe that children need to have a basic understanding of how their bodies change at different stages of their lives. This includes:

- understand the development of a human baby, including the gestation period (see Science Policy)
- understand the changes that they go through during puberty such as: girls starting menstruation and boys having nocturnal emissions.
- understand and be able to describe the changes as humans develop to old age

In teaching the new RSHE curriculum, schools must have regard to the [statutory guidance](#) which will ensure that children understand what positive, healthy and respectful relationships look like, on and offline. Domestic violence, rape, harassment and abuse are explicitly taught about in the 'Being Safe' topic, as part of relationships education. Schools should teach pupils the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse.

## Science

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

## Sex Education in addition to the science curriculum

At Denmead Junior school we will also teach:

- Pupils will be taught the scientific names for the sexual anatomy linking it to puberty.
- Pupils will discuss conception, which will include the coming together with another person, ejaculation and two cells coming together to make a new set of cells.
- Pupils will learn about personal health and hygiene, including the use of sanitary products.
- Pupils will investigate the effects of negative and positive body image of both males and females, including the importance of self-respect and how this links to their own happiness.
- Pupils will form an understanding of families and marriage. They will establish that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. They will be taught that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- Pupils will understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. This will include the discussion that marriage is available to both opposite sex and same sex couples.
- The pupils will be taught how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (this teaching is currently augmented by the NSPCC team biannually)

## Sex Education coverage

The sex education programme will run in the summer term. The planning will be made available for parents to look at and a parents meeting will be held before the teaching of the subject.

There are clear expectations set for all the children to adhere to, which include: limiting discussion on the subject outside of the safe space, not discussing the lessons with younger children and the use of a questions box for any enquiries that the children may have.

The programme will be conducted by the class teachers with the support of other classroom staff. Most of the programme will be delivered to the whole class (mixed group) however a session is put aside for single sex discussions to take place (these sessions will take place with either a female or male teacher).

### Session 1 (Year 5)

#### **Every kind of family.**

The pupils will explore what it means to be part of a family. What does a family look like? Are they all the same? Children will investigate how every family will differ in it make up. Children will look at the family tree and where they get their features from. Do you have a grandparent's nose? Children will

also understand that not all children will know where their features come from and this is ok. Children will understand that you get certain features from each of the biological parents. Understanding that two separate cells come together to create a new person.

Visual Resource

<https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-family-different-families-same-love/zhbt8xs>

Session 2 (Year 5)

### Changes

In this session the pupils will look at the changes that both male and female bodies go through over their lifetime. They will learn the scientific names for the male and female sexual organs (penis, testicles, vagina, vulva, labia, cervix, uterus, ovary, fallopian tubes). They will look inside both a male and a female model and identify the anatomy.

Males changes – Pupils will look at the growth of body hair, the deepening of the voice (voice breaking), night time emissions (wet dreams)

Female changes- development of breast, the growth of body hair and periods.

All pupils will be included in the learning of the changes at puberty, however an additional session, where the girls and boys split, will be made available for each group to discuss the changes further in a same sex group.

The children will have access to a question box where they can place any questions that may arise from the teaching. Teachers will address the questions that relate to any of the covered areas, however, areas not covered by the lesson such as masturbation should be handled sensitively (example: teacher to say, “this an interesting question...”) and then direct the child back to the parents to make the decision how much their child should know about this subject.

Visual resource

<https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-puberty-whats-happening-to-my-body/znhdvk7>

Session 3 (Year 5)

### New life

In this session the pupils will investigate how new life is formed and how it develops. Pupils will learn about the conception on a new life, including the coming together with another person, the insertion of the penis into the vagina and the ejaculation of semen. The children will understand that the semen contains the cells that are needed to fertilize an egg, to create new life. Pupils will discuss the development of the cells to form a foetus and the gestation period, before understanding how a baby is born. The pupils will also compare that gestation periods of other animals such as mice and elephants and compare them to that of human babies.

Visual Resources

[https://www.youtube.com/watch?v=d9R7EQCL1qA&ab\\_channel=OperationOuch](https://www.youtube.com/watch?v=d9R7EQCL1qA&ab_channel=OperationOuch)

<https://www.bbc.co.uk/iplayer/episode/b073m4cx/operation-ouch-series-4-8-before-you-were-born>

Session 4 (Year 5)

### Girl/ Boy Talk

This session gives the pupils chance to talk about what they have learnt in the previous session and ask questions that relate to them. Both sessions will look at personal hygiene, such as the importance of washing regularly, the use of underarm deodorant and the use of sanitary protection.

Boys will also discuss sanitary products and how they are used, however girls may wish to talk about this further and in more detail.

Session 1 (Year 6)

### **Feelings about change**

The pupils of year 6 will recap the learning that they had in year 5. They will revisit puberty and the changes that they will experience and talk more about the emotional side of puberty. Pupils will explore what it means to grow up and have different feeling about their bodies. They will look at the effect of hormones on their feelings and how to deal with them.

Visual Resource

<https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-sex-what-its-all-about/zht8y9q>

Session 2 (Year 6)

### **Positive Image**

Pupils will investigate the way the social media and visual media present the body. Pupils will learn how pictures in the media are filtered, set up and airbrushed to create a perfect image. Pupils will look at way these images are fake and why fake is a mistake. The pupils will discuss what bodies really look like and how everyone is different.

Visual Resources

<https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-body-image-what-is-perfect/zhq3xyc>

Session 3 (Year 6)

### **Relationships and marriage**

What make a successful relationship? Pupils will investigate what makes a positive relationship. Pupils will investigate how a relationship should feel, the way that each member of the relationship should behave. Pupil's will discuss what is a healthy relationship and what is an unhealthy relationship. Pupils will also investigate what marriage is, who it is available to and why people marry. They will look at the positive reasons for marriage and reasons not to get marry.

Visual resources

<https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7ri6>

[https://www.youtube.com/watch?v=-lL07JOGU5o&ab\\_channel=NSPCC](https://www.youtube.com/watch?v=-lL07JOGU5o&ab_channel=NSPCC)

Health education

In Denmead Junior School we ensure that the children are aware of the characteristics of physical health and mental and wellbeing. This includes:

- mental wellbeing
- internet safety and harms (see ICT policy)
- Physical health and fitness (see PE policy)
- Health eating (see Science policy)
- Health and prevention
- Basic first aid
- Changing adolescent body. (see Science policy)
- Drug, alcohol and tobacco



- Educate children on the effects that drugs have on health and to enable them to make informed choices
- Give children up to date information on the risks and legal aspects of drug taking
- Help children learn the communication skills needed to express their concerns and make responsible decisions

Through teaching drugs education, we aim to:

At ages 7-11, we feel that children should be introduced to the fact that while all medicines are drugs, not all drugs are medicines. They should also begin to be aware of the harmful effects on health of abuse of tobacco, alcohol, solvents and other drugs

### **Where to and whom the policy applies:**

This policy applies to all staff, pupils, parents/carers, governors and partner agencies working within the school.

### **Content and delivery of PDL programme, including RSE and Health education:**

PDL (Personal Development Learning) encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge and skills they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

PDL is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote pupils' development in these areas are provided through our teaching of personal, social and health education (PSHE) and citizenship.

Delivery of the RSE component of the PDL curriculum will be taught by the class teacher, with support from the PDL leaders to ensure both trust and consistency of teaching and learning is paramount.

All staff are expected to make themselves familiar with the policy and the content of the curriculum.

Support for the teaching of PDL will be given through:

- The sharing of current development information
- Opportunities to attend courses relevant to area of need. eg drug education, circle time,
- RSE issues
- Access to latest publications
- Updating of resources
- In-house CPD

It is the PDL Leader's responsibility to pass on any new information which can affect the teaching and learning of any of the aspects of PDL.

It is the Team Leader/class teacher's responsibility to inform parents/carers of any materials that will be used during the teaching of sex education.

### **Assessment, monitoring, evaluating and reviewing:**

Teachers will regularly make informal assessments whilst teaching a unit, and make adjustments to future plans as needed.

At the end of each unit, a more formal assessment will be recorded on Insight used at school to record assessments.

Monitoring of planning and teaching will take place over the course of each year by the PDL leader.

Pupils with special educational needs and disabilities (SEND)

The PDL curriculum at Denmead Junior school is accessible for all pupils. High quality inclusive teaching is at the heart of everything we do, this means teaching is differentiated and personalised to ensure accessibility. This is in accordance with the SEND code of practice. The school is aware that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We recognise that Relationships education, RSE and Health education can be particularly important subjects for some pupils and this is taken into consideration when designing and teaching these subjects. Where necessary and appropriate the content can be tailored to ensure it meets the needs of every individual.

## Gender and Sexual Orientation

In teaching relationships and RSE, Denmead Junior School ensures that the needs of all pupils are met appropriately and that the teaching is sensitive and age appropriate in its content and delivery. All pupils are taught to understand the importance of equality and respect, complying with the Equality Act 2010.

## Religion and Belief

A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for teaching these subjects. Faith and religious backgrounds must be taken into account when planning teaching so that the core content is appropriately handled in compliance with the relevant provisions of the equality act 2010. Teaching should reflect the law and the wider implications of the decisions they make.

### **Referral and external support:**

We work closely with external agencies such as The Early Help Hub (Locality Team), CAMHS, School nurse, our Parent Support Advisor and Social Care. Parents are involved in the referral process (except in referrals to Social Care which relate to safeguarding concerns).

### **Involvement of parents/carers:**

Parents have the right to withdraw their child from all or part of the sex education curriculum under Section 241 of the Education Act 1993 which

*'...grants parents the right to withdraw their child in all maintained primary or secondary schools from all or part of sex education outside the national curriculum science'*.

These areas are limited to:

- understand the development of a human baby, including the gestation period (see Science Policy)
- understand the changes that they go through during puberty such as: girls starting menstruation and boys having nocturnal emissions.
- understand and be able to describe the changes as humans develop to old age

In line with the Equality Act of 2010 and our commitment to the emotional wellbeing of our children, parents do not have the right to withdraw their child from the relationship education element of the curriculum.

If parents have concerns about lesson content or delivery, the school is open and receptive to hearing their views.

All requests must be put in writing, addressed to both the class teacher and head teacher. Before any such request is granted, the head teacher or class teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice at Denmead Junior School includes, the head teacher or class teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, in accordance to the above good practice at Denmead Junior School. This will not include anything that is taught as part of the statutory Science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education. This has been written in accordance with the Relationships Education, Relationships Sex Education (RSE) and Health Education Documentation published February 2019.

### **Ambassadors:**

Each year the Headteacher invites children to apply to be ambassadors for the school. This comes in a variety of roles including House Captains, Librarians and Happiness Ambassadors. For some key roles, the children have to apply in writing. As part of their role, Ambassadors can also be asked to take visitors around school on their own and explain the daily running of the school. They answer any questions and are expected to show them all areas of the school and talk about the routines, practises and resources.

### **School Council:**

Each year children elect two school councillors to represent their class at school council meetings. Council meetings are generally held regularly, depending on issues raised, and the council discuss items that are pertinent to the children. The councillors take these back to their classes and gather opinions and thoughts that they share with the council at the next meeting.

The council are able to approach the Headteacher should they feel they need funding for a project. The teacher present at the meeting, feeds back to staff at meetings and the council minutes are displayed.

### **Sustainability**

All classrooms have recycling bins where children can put paper and cardboard. We have a 'compost crew'. Two children from each class deliver fruit waste from classrooms to compost bins daily. The site Manager runs the ECO team, who are elected from each class and support the school with weekly tasks such as monitoring our energy use for the week, growing plants, clearing the pond area, and supporting the school's recycling systems.

### **Making an Economic Contribution**

In Year 6, children take part in an Enterprise Week raising money to fund future year 6 activities.

### **Child Protection & Confidentiality:**

All members of staff are aware of the school's confidentiality and safeguarding policy. Adults need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a child protection issue.

The staff member will inform the Designated Safeguarding Leader or Welfare Officer in line with the LA procedures for child protection.



Teachers need to ensure that pupils know that they are unable to offer unconditional confidentiality. If a disclosure is made, then the correct child protection procedures need to be followed. Please refer to the child protection policy.

Teachers need to ensure that children know that what is said within a PDL lesson is confidential and that it is not playground 'talk'. At the beginning of the year clear rules should be made to ensure that all children in the class feel safe and secure when discussing anything that may be private.

### **Linked policies:**

This policy should be read alongside:

- ✓ Positive Behaviour Policy
- ✓ Anti-Bullying Policy
- ✓ Child Protection Policy
- ✓ Safeguarding Policy
- ✓ Science Policy
- ✓ PE Policy
- ✓ Acceptable use of ICT Policy
- ✓ Equality Policy
- ✓ SEND Policy

### **Dissemination of the policy:**

This policy is available on our school website or upon request from the school office. It will be updated every two years, or in light of new legislation.