



THE
**WALDESLADE
& GREENACRE**
SCHOOLS PARTNERSHIP

Personal Development Policy (PSHE / RE / RSE)

Key Document Details:

Author:	Assistant Headteacher	Department:	Education
Reviewer:	Headteacher	Version No:	1.3
Last Review:	May 2026	Next Review:	May 2027
Approver:	LGB	Date Ratified:	May 2025

Contents

- Statement of Equality..... 3
- Aims 4
- Statutory Requirements..... 4
- Policy Development 5
- Roles and Responsibilities 5
 - The Local Governing Body 5
 - The Headteacher..... 6
 - The PD Subject Leader 6
 - The DSL 7
 - PD Subject Teachers..... 7
 - The SENCO 7
 - Students..... 7
- Organisation of the PD and RSE Curriculum 8
- Curriculum 8
- Delivery of PD 9
- Curriculum Links..... 10
- Working with Parent’s/Carer’s 10
- Working with External Agencies..... 11
- Parent’s/Carer’s’ Right to Withdraw 11
- Training..... 12
- Monitoring Arrangements..... 12
- Equality Impact Assessment..... 13
- Appendix A..... 14



Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for Students with protected characteristics. This is part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to eliminate discrimination, advance equality of opportunity, and foster good relations.

The school complies with the **Equality Act 2010** and ensures the curriculum does not discriminate against Students because of their:

- Age.
- Sex.
- Race.
- Disability.
- Religion or belief.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage or civil partnership.
- Sexual orientation.

Inclusive Curriculum & Targeted Support

The school designs the Personal Development (PD) curriculum to be inclusive of all students. We recognise that some students are more vulnerable to exploitation or bullying due to their characteristics. To address this, we refine our delivery for:

- **Neurodiversity and SEND:** We support our SEND and neurodivergent students. We recognise that students with ADHD or Autism may process social, emotional, and relationship cues differently. Teachers will liaise with the SENCO to ensure teaching methods are explicit and adapted to these specific cognitive and developmental needs.
- **Gender Identity and LGBTQ+ Support:** In addition to protecting students based on gender reassignment, the school is committed to supporting gender-questioning students and those who identify as LGBTQ+. This support is delivered in line with current DfE guidance, ensuring all teaching remains sensitive and legally grounded.
- **Developmental Tailoring:** Where there is a need to tailor content to meet the needs of Students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, and developmentally appropriate.

Fostering a Safe School Culture

The school takes proactive steps to foster healthy and respectful peer-to-peer communication and behaviour. We provide an environment which challenges perceived limits placed on Students based on their gender or any other characteristic.



- **Zero Tolerance for Discrimination:** The school is actively aware of everyday issues such as sexism, misogyny, homophobia, and gender stereotypes. We take positive action to build a culture where these are not tolerated. Any occurrences of such issues will be identified and managed promptly.
- **Sexual Violence and Harassment:** Sexual violence and sexual harassment are absolutely unacceptable and will not be tolerated. Any reports will be handled with the utmost seriousness in accordance with the school's Safeguarding and Behaviour Policies.

Aims

The aims of Personal Development (including PSHE and RE) at WGSP are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- We also aim to prepare students for an adult life in which they can:
 - Develop a personal identity, and to be able to value themselves and others.
 - Develop positive social interactions, and the skills to live and work with others.
 - Learn how to be good parent's/carer's and be able to make informed decisions in relation to their future families.

Statutory Requirements

Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all Students' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their Students and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their Students, we expect schools to use their PSHE education programme to equip Students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on:



drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Children and Social Work Act 2017.
- DfE (2022) 'Keeping children safe in education 2025'.
- DfE (2021) 'Teaching about relationships, sex and health'.
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.
- DfE (2015) 'National curriculum in England: science programmes of study'.
- Working Together to Safeguard Children (2023/24).

Policy Development

This policy has been developed in consultation with staff, students and parent's/carer's. The consultation and policy development process involved the following steps:

- Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation - school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parent's/carer's are always invited to share their views via email and Parent Forum.
- Student consultation - we investigated what exactly students want from their PD curriculum.
- Ratification - once amendments were made, the policy was shared with governors and ratified.

Roles and Responsibilities

The Local Governing Body

The Local Governing Body will approve the PD Policy, and hold the Headteacher to account for its implementation. The Local Governing Body will also:

- Ensure all Students make progress in achieving the expected educational outcomes.
- Ensure the PD curriculum is well-led, effectively managed and well-planned.
- Evaluate the quality of provision through regular and effective self-evaluation.
- Ensure that teaching is delivered in ways that are accessible to all Students with SEND.
- Provide clear information to parent's/carer's on the subject content and the right to request



that their child/ward is withdrawn.

- Ensure PD is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Create and keep up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The Headteacher

The Headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent's/carer's are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the PD curriculum.
- Discussing withdrawal requests with parent's/carer's, and the student if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parent's/carer's to be involved in consultations regarding reviews of the school's PD curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the Governing Body on the effectiveness of this policy and the curriculum.

The PD Subject Leader

The PD subject leader will be responsible for:

- Overseeing the delivery of RSE, PSHE and RE as part of the PD curriculum.
- Working closely with colleagues in related curriculum areas to ensure the PD curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the PD curriculum and advising on their implementation.
- Monitoring the learning and teaching of PD, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to PD.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing Student performance.



- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

The DSL

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the PD curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a student that have arisen through the teaching of PD.

PD Subject Teachers

Subject teachers will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering PD in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to PD.
- Liaising with the SENCO to identify and respond to individual needs of students with SEND. Liaising with the PD subject leader on key topics, resources and support for individual Students.
- Monitoring Student progress in PD.
- Reporting any concerns regarding the teaching of PD, RSE, PSHE or RE to the PD subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.
- Responding appropriately to students whose parent's/carer's have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

Staff do not have the right to opt out of teaching PD and RSE. Staff who have concerns about teaching PD and RSE are encouraged to discuss this with the PD Lead.

The SENCO

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support Students' individual needs.
- Advising staff on the use of TAs in order to meet Students' individual needs.

Students

- Students are expected to engage fully in PD.



- Students are expected to treat others with respect and sensitivity when discussing issues related to PD.

Organisation of the PD and RSE Curriculum

For the purpose of this policy:

- “**PD**” is used to refer to the overall programme of PSHE (Personal, Social and Health Education), RE (Religious Education) and RSE (Relationship and Sex Education).
- “**RSE**” refers to Relationships and Sex Education and is defined as teaching Students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- “**PSHE**” is defined as teaching Students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The PD curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, students and parent’s/carer’s, and in accordance with DfE recommendations.

We will gather the views of teachers, students and parent’s/carer’s in the following ways:

- Questionnaires/surveys.
- Meetings.
- Letters.
- Training sessions.

The majority of the PD curriculum is delivered through PD lessons with statutory elements taught via the science curriculum. The RSHE Subject Leader will work closely with their colleagues in related curriculum areas to ensure the curriculum compliments and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE’s ‘Relationships and Sex Education (RSE) and Health Education’ (last updated 2025) guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all students will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The PD curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to students’ needs, e.g. if there was a local prevalence of specific sexually transmitted infections, the curriculum would be tailored to address this issue.

Curriculum

The PD curriculum is set out as per Appendix A and while we include all recommended topics in Appendix A we may need to adapt it as and when necessary.



We have developed the curriculum in consultation with parent's/carer's, students and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Delivery of PD

The PD curriculum covers personal, social, health and economic (PSHE) education curriculum, religious education (RE) and Relationship and Sex Education (RSE). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in ethics. This is all part of our wider PD curriculum.

Whilst other subjects contribute to PD it is important that the programme is comprehensive and coherent, which is discretely delivered in the curriculum. Children's and young people's learning in PD will fundamentally improve by a positive ethos in the school.

All activities in school contribute to the ethos, and therefore to PD, such as the work of lunch-time supervisors in the playground and canteen, through assemblies, and extra-curricular activities.

Effective teaching of PD involves a range of teaching strategies, including group work, form time, debate, discussion, role-play, video, and the use of visitors and outside agencies.

In addition, WGSP believes that PD should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parent's/carer's are the key people in teaching their children about PSHE, RE and RSE. We aim to work in partnership with parent's/carer's and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Aim to educate students about British values and the law to enhance understanding that violation of an individual can lead to prosecution.



Curriculum Links

The school will seek opportunities to draw links between PD and other curriculum subjects wherever possible to enhance students' learning. PD will be linked to the following subjects:

- Science - Students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- ICT and computing - Students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- PE - Students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- Personal Development - Students learn about respect and difference, values and characteristics of individuals, different religions and ethnicities.
- Food Technology - Students learn about food from different countries and cultures, and how to make healthy diet choices.
- English – Students read and learn from a diverse range of literature, that incorporate and explore protected characteristics.

Working with Parent's/Carer's

The school understands that Parent's/carer's roles in the development of their children's understanding about PSHE, RE and RSE is vital and will, therefore, engage parent's/carer's as far as possible in their children's learning. This will include providing Parent's/carer's with frequent opportunities to understand and ask questions about the school's approach to PD.

The school will consult closely with Parent's/carer's when reviewing the content of the school's PD curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parent's/carer's to inform decisions made about the curriculum content and delivery; however, parent's/carer's will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

When in consultation with parent's/carer's, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parent's/carer's' right to withdraw their child from non-statutory elements of PSHE and RSE.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to Parent's/carer's. If parent's/carer's have concerns regarding RSE delivery, and that they will need to submit these to the Headteacher at headteacher@wgsp.org.uk.



Working with External Agencies

Working with external agencies will be used to enhance our delivery of PD and bring in specialist knowledge and different ways of engaging students. External experts may be invited to assist from time-to-time with the delivery of the PD curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all students.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.
- check the "Prevent" duty compliance of all external speakers Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

Parent's/Carer's' Right to Withdraw

Parent's/carer's may request to withdraw their child/ward from the sex education components of RSE; however, this right does not apply to the relationships or health education curriculum. From three terms before the student turns 16, a student can choose to opt back into sex education even if their parent/carer has requested withdrawal. For example, if a student turns 16 during the autumn term, the student can opt back into sex education at any time after the start of the previous autumn term. To ensure the student's legal right is fully upheld and their voice is heard, the Headteacher will provide a private space for the student to express this wish. This consultation is conducted independently of Parental presence, allowing the student to discuss their educational needs and clarify the nature and purpose of the curriculum in a safe, neutral setting.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parent's/carer's and take appropriate action.

At WGSP we work very closely with parent's/carer's to ensure any issues or needs are being met. We make sure that this policy, yearly overviews and schedules are readily available on our website so that parent's/carer's are able to raise any specific concerns or choose to withdraw their children from any specific components of RSE.

Alternative work will be given to students who are withdrawn from PD lessons for this reason.



Training

More expert or specialist teachers support those PD teachers who are uncomfortable or inexperienced with teaching certain aspects of the curriculum. Support is offered from the PD Subject Leader (Mrs S Callahan) who will help with planning or delivering lessons if required.

Training will be provided by the PD Subject Leader to the relevant members of staff on a termly basis to ensure they are up-to-date with the PD curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. “sexting”, which may need to be addressed in relation to the curriculum.

The PD Subject Leader alongside the Headteacher and the pastoral team will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching PD.

Appropriately trained staff will be able to give students information on where and how to obtain confidential advice, counselling and treatment.

Monitoring Arrangements

The PD subject leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations.
- Lesson observations/drop ins.
- Topic feedback forms.
- Learning walks.
- Work scrutiny/book looks.
- Lesson planning scrutiny.
- Curriculum journey, LTP and MTP reviews.

The PD Subject Leader will create annual subject reports for the Headteacher and Governing Body to report on the quality of the subjects. They will also work regularly and consistently with the Headteacher and PD link Governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

This policy will be reviewed by the Headteacher in conjunction with the PD Subject Leader on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parent’s/carer’s and students, involved in the PD curriculum.



Equality Impact Assessment

Who is the policy or process intended for?	Students	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Student groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					



Appendix A

