



# All Hallows C of E Primary School Personal Development (Including RSHE) Policy

## 1. Rationale and Ethos

At our school, we are committed to providing a high-quality, coherent and inclusive Personal Development curriculum, which incorporates Relationships, Sex and Health Education (RSHE) as a central component.

We recognise that Personal Development plays a key role in ensuring pupils make steady progress towards becoming safe, respectful, responsible and confident citizens. The curriculum is carefully designed to promote pupils' spiritual, moral, social and cultural development, while preparing them for the opportunities, responsibilities and experiences of later life.

We ensure that:

- All learning is age-appropriate, accurate and informed
- Content reflects current statutory requirements and safeguarding priorities
- Pupils develop the knowledge and skills needed to stay safe, healthy and prepared for life in modern Britain

The curriculum is delivered with a sharp focus on the best interests of pupils, ensuring they are equipped to build positive relationships, understand risk and make informed decisions.

## 2. Statutory Framework

This policy reflects statutory guidance including:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE)
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- SEND Code of Practice

In primary schools:

- Relationships Education and Health Education are statutory
- Sex education is non-statutory but included in a suitable and age-appropriate way

The school ensures all statutory requirements are met fully and effectively

### **3. Aims**

The Personal Development curriculum aims to ensure pupils:

- Develop secure understanding of relationships, including family, friendship and respect
- Are able to recognise and manage risk, both offline and online
- Understand consent, boundaries and personal safety
- Build resilience, self-esteem and emotional wellbeing
- Know how to seek help and support in a timely way
- Demonstrate respect for diversity and protected characteristics
- Are prepared for life in a digital and diverse society

### **4. Equality, Inclusion and Accessibility**

We are committed to ensuring that Personal Development is:

- Accessible to all pupils, including those with SEND
- Delivered in a way that is inclusive and respectful of all protected characteristics
- Free from discrimination and bias

Teaching is adapted so that all pupils can access, engage with and understand key learning.

### **5. Roles and Responsibilities**

#### **The Governing Body**

- Ensures the policy is implemented effectively
- Monitors compliance with statutory requirements

#### **Headteacher**

- Has overall responsibility for implementation and quality assurance
- Ensures staff are appropriately trained

#### **RSHE / Personal Development Lead**

- Oversees curriculum design and delivery
- Monitors quality and impact
- Ensures content is accurate, up-to-date and appropriate
- Provides staff training and support

#### **All Staff**

- Deliver learning sensitively and effectively

- Maintain a safe, respectful environment
- Follow safeguarding procedures at all times

## **6. Safeguarding and Risk Awareness**

Personal Development plays a critical role in safeguarding. The curriculum ensures pupils are aware, informed and able to act.

Pupils are taught to:

- Recognise unsafe or inappropriate behaviour
- Understand consent and personal boundaries
- Identify risks including:
  - Child-on-child abuse
  - Grooming and exploitation
  - Online harm and manipulation
- Know how to report concerns and access support

Staff ensure discussions are handled sensitively, appropriately and in line with safeguarding procedures. Any disclosures are actioned immediately in line with school policy.

## **7. Curriculum Design and Implementation**

The curriculum is:

- Carefully sequenced and structured as a spiral curriculum
- Designed to build knowledge progressively over time
- Based on recognised programmes (e.g. Kapow, Go Givers), adapted to meet pupils' needs

It is delivered through:

- Discrete weekly lessons
- Themed curriculum days and focused weeks
- Cross-curricular links (e.g. Science, PE, Computing)
- External experts where appropriate

### **Key Areas of Learning:**

#### **Relationships Education**

- Families and caring relationships
- Respectful relationships
- Friendships and conflict resolution
- Online relationships
- Being safe

## Health Education

- Mental wellbeing
- Physical health and fitness
- Healthy lifestyles
- Drugs, alcohol and tobacco
- Basic first aid
- Changing bodies

## Wider Personal Development

- British values
- Diversity and inclusion
- Pupil voice and leadership
- Character development
- Economic awareness (age-appropriate)

## 8. Online Safety

Online safety is a **high priority** within the curriculum.

Pupils are taught to:

- Use technology **safely, respectfully and responsibly**
- Understand risks including:
  - Sharing personal information or images
  - Online exploitation or grooming
  - Misinformation and digital influence
- Recognise how online behaviour affects themselves and others
- Seek help if they feel unsafe

## 9. Managing Sensitive and Difficult Topics

Teaching is delivered in a way that is:

- **Age-appropriate**
- **Factually accurate**
- **Free from bias**

Ground rules are established to ensure pupils feel:

- Safe
- Respected
- Able to contribute appropriately

Teachers will:

- Respond to questions sensitively
- Adapt delivery where necessary
- Provide additional support where appropriate

## **10. Parental Engagement and Right to Withdraw**

The school works in constructive partnership with parents and carers.

Parents:

- Are informed about curriculum content
- Can access policy and resources

They have the right to request withdrawal from:

- Sex education (non-statutory elements only)

Requests must be made in writing to the Headteacher.

## **11. Assessment, Monitoring and Impact**

We ensure high-quality provision through:

- Ongoing teacher assessment
- Pupil voice and feedback
- Lesson observations
- Curriculum reviews

Impact is measured by pupils' ability to:

- Demonstrate secure understanding
- Apply knowledge in real-life situations
- Show positive attitudes and behaviours

Governors receive regular updates to ensure robust oversight.

## **12. Staff Training**

Staff receive:

- Regular training on statutory requirements
- Safeguarding updates
- Subject-specific professional development

This ensures delivery is **accurate, confident and effective**.

## **13. Confidentiality and Safeguarding**

Pupils are made aware that:

- Staff cannot offer unconditional confidentiality
- Safeguarding concerns must be reported

All staff follow established safeguarding procedures, ensuring timely action is taken.

#### **14. Review Cycle**

This policy is:

- Reviewed annually
- Updated in line with:
  - DfE guidance
  - Safeguarding developments
  - School evaluation

Policy Written: 19/6/26

Agreed with governors:

Review date: