



St Bede's Catholic High School

Personal Development and Health Education

***"I am the vine, you are the branches.
Whoever remains in me, with me in him, bears
fruit in plenty." John, 15:5***

This policy document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

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Next review date: October 2025

Reviewed by: Mrs V Stacey – Swale

Approved by Governors: 7/11/2024

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1.Statement of Intent

Inspired by our school mission: "I am the vine, you are the branches. Whoever remains in me and I in him will bear much fruit" *John 15:5*, we seek to form students that are prepared and willing to live out the gospel values and place Catholic Social Teaching at the centre of decision-making, life choices and social action. We strive to promote an understanding that a fullness of life and a positive sense of self and wellbeing, is informed and achieved by placing Jesus' teaching, his model for living and a sense of our own place in a wider community, at the very centre of our lives, our aspirations, choices and relationships.

The Personal Development provision at St Bede's Catholic High School is designed to proactively support student wellbeing and development as they grow into confident young adults. It is our hope that the values that we promote and the knowledge and skills that we progressively teach will help our pupils to grow into who God intended them to be.

Inspired by the values of Faith, Hope and Love, we aim as a Catholic Community to provide a proactive system of pastoral support which in turn, supports and nurtures the needs, uniqueness and dignity of all, allowing every member of our community to develop personally, academically, socially and spiritually. Our approach recognises the unique potential within each pupil and seeks to foster an environment that encourages self-discovery and personal growth. We believe that education is not just about preparing for exams; it is about preparing for life.

Statement of Policy

This present policy seeks to clarify the school's policy on the appropriate approach to Personal Development and Health Education. It has arisen following consultation with governors, parents, pupils and teachers. Christian responsibility in the development of character and healthy relationships and lifestyles will be at the heart of provision and there is an expectation that parents of prospective pupils to consider this when seeking a Catholic education at this school.

We strive to promote an understanding that a fullness of life and a positive sense of self and one's wellbeing, is informed and achieved by placing Jesus' teaching, his model for living and a sense of our own place in a wider community, at the very centre of our lives, our aspirations, choices and contributions.

Inspired by Jesus' offer of an abundant life (Jn 10:10) we seek to offer a wide variety of enrichment opportunities and a holistic whole school curriculum to provide opportunities for spiritual, moral, social and cultural development in a variety of ways and there are many opportunities for pupils to learn and reflect throughout their five years in school.

2.Legal framework

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

- Equality Act 2010
- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019)
- Children and Social Work Act (2017)

- DfE Citizenship Programmes of Study, Key Stage 3 & 4, (2013)
- DfE Careers Guidance & Access for Education and Providers, (2023)

This policy operates in conjunction with the following school policies:

- Rewards and Sanctions Policy
- SEND Policy and Information Report
- Online Safety Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- GDPR Policy
- Personal Development and Health Education Policy
- Acceptable Terms of Use Agreement

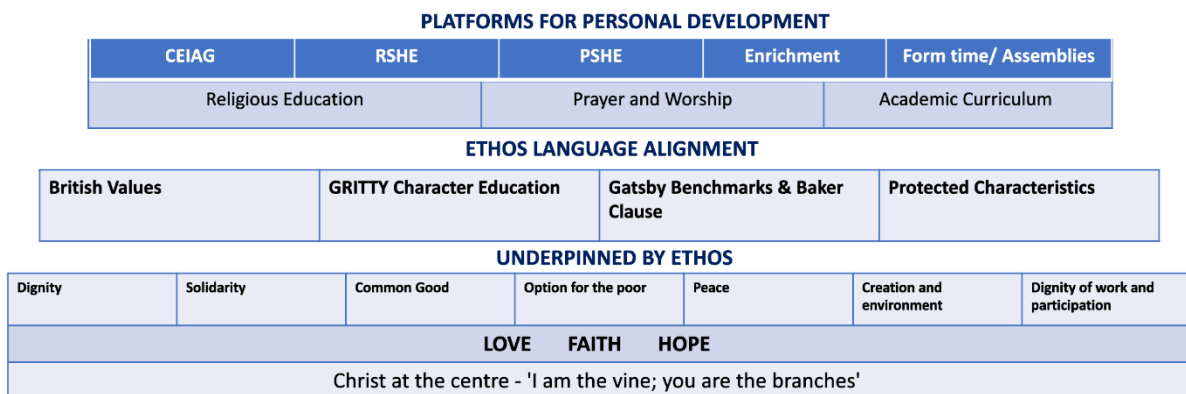
3. Description of Personal Development Education

The Personal Development provision is achieved through a combination of events days, such as retreats and enrichment days organised by the personal development team and pastoral staff. Personal development and health themes are also explored through cross curricular lessons, assemblies and form time, pastoral guidance and support systems and extra activities that allow our pupils to develop character and nurture their own personal interests, gifts and talents.

The Personal Development and Ethos Curriculum encompasses the following strands:

- Relationships, Sex and Health Education (RSHE)
- SMSC
- Citizenship
- Personal, Social Health Education (PSHE)
- Careers Education and Guidance (CEIAG).

Our commitment to personal development extends beyond the acquisition of knowledge; it embraces the development of character and virtues and a profound sense of social responsibility. At the heart of our personal development provision is the integration of ‘ethos focused language’ into every aspect of the provision. Our cross-curricula approach is infused with Catholic Social Teaching, GRITTY virtues, protected characteristics and British values; we aim to instil a deep sense of human dignity and community in our students. All Personal Development lessons are planned with our school ethos at the very core of learning.



At St Bede's there is a shared responsibility and a coordinated approach to the successful delivery of the personal development, health and ethos provision. All pupils actively participate in all areas of the personal development and health curriculum either within their form, year or specifically selected activity groups. The personal development provision views all curriculum platforms as a way of enriching pupils' experiences, specifically through developing positive, healthy attitudes, character and virtues. At the centre of provision is our Personal Development and Ethos curriculum that is delivered during a dedicated timetable slot once every two weeks. The curriculum has been carefully planned to complement the wider curriculum and enrichment provision at our school and it is focused on providing an education that is responsive to the needs of our pupils and the wider local community.

4. Health education subject overview

1. The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section. This is covered through the following Personal Development learning strands:

- Staying Safe
- Health and Wellbeing
- RSHE

Mental wellbeing

2. By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

3. By the end of secondary school, pupils will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

4. By the end of secondary school, pupils will know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

5. By the end of secondary school, pupils will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

6. By the end of secondary school, pupils will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention

7. By the end of secondary school, pupils will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- [This should be taught to pupils in the later years secondary school, e.g. at KS4] The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

8. By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

Changing adolescent body

9. By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

5. Personal Development and Ethos Curriculum

1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 2 of this policy.
2. Many aspects of the Health Education curriculum are taught as part of the RSHE curriculum across RE, Personal Development and Ethos and Science outlined in the school RSHE policy (2023).

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Health & Wellbeing	Staying safe	RSHE	Careers & Aspirations	Citizenship	Serving the Common Good
8	Staying safe	Citizenship	Health & Wellbeing	Serving the Common Good	RSHE	Careers & Aspirations

9	RSHE	Serving the Common Good	Careers & Aspirations	Health & Wellbeing	Staying safe	Citizenship
10	Citizenship	Careers & Aspirations	Serving the Common Good	Staying safe	Health & Wellbeing	RSHE
11	Careers & Aspirations	Health & Wellbeing	Citizenship	RSHE	REVISION CAMP	

6. Roles and responsibilities

1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the personal development and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring personal development and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Maintaining and developing the Catholic ethos of the school.

2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Encouraging parents to be engaged with the school's personal development and health Education curriculum.
- Reviewing this policy on an **annual** basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

3. The Associate Assistant Headteacher is responsible for:

- Overseeing the delivery of Personal Development and Health Education
- Ensuring our RSE and health education delivery adheres to Catholic teachings and under the direction of the Archdiocese in line with the school RSHE policy
- Working closely with colleagues in related curriculum areas to ensure the curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the Personal Development and Health education curriculum and advising on their implementation.
- Line Managing the Leader of CEIAG and PSHE in relation to the delivery of Personal Development and Health Education.
- Monitoring the learning and teaching of Personal Development and Health Education, 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 personal development and health education.
- 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 pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

4. The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the personal development and health Education 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 child that have arisen through the teaching of Personal Development and Health Education.

5. Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering content in a sensitive way and that is of a 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 personal Development and health Education.
- Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the key staff outlined below about key topics, resources and support for individual pupils.
- Monitoring pupil progress in personal development and health education.
- Reporting any concerns regarding the teaching of Personal Development and Health Education to relevant SLT staff.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.

6. The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Personal development leaders support teams of teaching staff that are experts in the curriculum branches that they deliver:

Mrs V Stacey-Swale – Associate Assistant Headteacher Personal Development and Ethos, RE and RSHE Subject Leader

Ms L Daulby – PSHE Subject Lead / Team Leader for Citizenship

Mrs L Turpin – CEIAG Coordinator / Team Leader for Careers and Aspirations

Mrs J Brown – School Chaplain and Team Leader for Serving the Common Good

Ms G Critchley– Health Education Coordinator/ Team Leader for Health and Wellbeing

Mr R Lloyd – Team Leader for Staying Safe

7. Working with parents

1. The school understands that parents' role in the development of their children's understanding about personal development and health Education is vital.
2. The school will work closely with parents when planning and delivering the content of the school's Personal Development and Health Education curriculum.
3. When in consultation with parents, the school will provide:
 - The curriculum content, including what will be taught and when via termly the Wellbeing and Ethos Newsletter and the school website.
 - Examples of the resources the school intends to use to deliver the curriculum will be available on the school website.
4. Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to personal development and health education during parent forum meetings.

If parents have concerns regarding personal development and health education, they may submit these via email then please email Mrs V Stacey-Swale v.stacey-swale@sbchs.co.uk

8. Working with external agencies

1. Working with external agencies can enhance our delivery of personal development and health education, and brings in specialist knowledge and different ways of engaging pupils.
2. External experts may be invited to assist from time-to-time with the delivery of the Personal Development and Health education curriculum but will be expected to comply with the provisions of this policy and Archdiocese guidelines in relation to working with external agencies.
3. The school will seek advice from the Archdiocese of Liverpool education department when considering working with external agencies to enhance personal development and health education.
4. The school will check the visitor/visiting organisation's credentials of all external agencies.
5. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
6. The school will 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 pupils.
7. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
8. The school and the visitor will agree 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.
9. The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

9. Withdrawal from lessons

1. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. Please see RSHE policy for further information and procedure.
2. Parents **do not** have a right to withdraw their child from the reproduction or health elements of the programme and therefore they do not have the right to withdraw their child from Personal Development and Health Education.

10. Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

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

1. The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

2. The school understands that pupils with SEND are entitled to learn about Personal Development and health education, and the curriculum will be designed to be inclusive of all pupils.

3. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

4. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

5. The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other protected characteristic.

6. The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

11.Safeguarding and confidentiality

1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

2. To meet DfE best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

3. When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing self-harm or suicide as a central goal.

4. Confidentiality within the classroom is an important component of personal development and health education and teachers are expected to respect the confidentiality of their pupils as far as is possible.

5. Teachers will, however, understand that some aspects of personal development and health education may lead to a pupil raising a safeguarding concern, and that if a disclosure is made, the DSL will be alerted immediately.

6. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

12. Assessment

1. The school has the same high expectations of the quality of pupils' work as for other curriculum areas.
2. Lessons are planned to provide suitable challenge to pupils of all abilities.
3. Learning will be formatively assessed to identify where pupils need extra support or intervention.
4. There are no formal examinations for personal development and health education; however, to assess pupil outcomes, the school will capture progress in the following ways:
 - Retrieval formative assessments
 - Sample knowledge assessments
 - Self-evaluations

13. Staff training

1. Training will be provided by the Associate Assistant Headteacher Personal Development and Ethos to the relevant members of staff on a termly basis to ensure they are up to date with the national curriculum.
2. Training will also be scheduled around any updated guidance on the curriculum and any new developments which may need to be addressed in relation to the curriculum.
3. The school will ensure teachers receive training on and the role of an effective RSE curriculum in reducing the number of teenage conceptions.
4. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment.

14. Monitoring quality

Associate Assistant Headteacher Personal Development and Ethos:

1. Is responsible for monitoring the quality of teaching and learning for the subject.
2. Will conduct subject assessments on a termly basis, which will include a mixture of the following:
 - Work scrutiny
 - Pupils and staff voice
 - Learning walks
3. Will create annual subject reports for the Headteacher and Governing board to report on the quality of the RSHE.
4. Will work regularly and consistently with the headteacher and RSHE link governor, e.g. through regular review meetings, to evaluate the effectiveness of the subjects and implement any changes.

15. Monitoring and review

1. This policy will be reviewed by the headteacher in conjunction with the Head Associate Assistant Headteacher Personal Development and Ethos/ PSHE Lead and CEIAG Lead on an annual basis.
2. Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher.
3. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the personal development and health education curriculum.
4. The next scheduled review date for this policy is **October 2025**.