



# Hedingham School & Sixth Form

## Personal Development Policy

Reviewed by Mr D Nash, Assistant Headteacher.

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| Approved by the Curriculum and Personnel Committee on: | <b>21 May 2025</b> |
| It was ratified by the Full Governing Body on:         | <b>9 July 2025</b> |
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## Defination, Values and Aims

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Hedingham School believes that a Personal Development education programme is important in helping students develop into well rounded individuals who can make a positive contribution to their community. At Hedingham School, we believe that while currency (exam results) are essential for a student's future aspirations, we also have a duty to develop the student's character. The values of currency and character in turn underpin the school mission statement, vision and culture at Hedingham School.

Personal development in school is the means by which all students are supported in their spiritual, moral, physical, emotional, cultural and intellectual development according to their needs and regardless of their social and/or economic backgrounds. It promotes their well-being and enables them to develop their potential as healthy, enterprising, responsible and active citizens who contribute positively to our community.

At Hedingham School, our Personal Development education curriculum is closely linked to our Relationships and Sex Education (RSE). The Personal Development curriculum is primarily delivered through Personal Development curriculum time. In addition to this, students have 'drop down' enrichment days where we cover issues deemed to be of a more sensitive nature. On occasions, outside speakers such as health workers and charities are invited in to broaden the curriculum and share real life experiences. Furthermore, the programme is delivered through all curriculum areas where staff recognise opportunities to promote the spiritual, moral, cultural, mental and physical development of students as part of a broad and balanced curriculum.

Students spiritual, moral, social and cultural (SMSC) values are central to Hedingham being an inclusive school. At Hedingham School, we uphold and teach students about fundamental British Values which are defined as:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual respect for and tolerance of those with different faiths and beliefs

The school aims at addressing issues which arise in our ever changing world to support students in the 21<sup>st</sup> Century world.

### Key Legislation & Statutory Requirements

All schools have a statutory duty to meet section 2.1 of the National Curriculum framework which states:

*'Every state-funded school must offer a curriculum which is balanced and broadly based and which:*

*Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society.*

*Prepares students at the school for the opportunities, responsibilities and experiences of later life.'*

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Schools also have statutory responsibilities in relation to promoting student well being and student safeguarding (Children Act 2004) and community cohesion (Education Act 2006). Personal Development Education plays an important part in fulfilling all of the responsibilities.

### Links to Other Policies

This Personal, Social, Health and Economic Education Policy is linked to the following policies:

- Behaviour, Relationships and Recognition Policy
- Child Protection Policy
- Relationships and Sex Education (RSE) Policy
- Keeping Children Safe in Education Statutory Guidance 2024
- Promoting British Values in Maintained Schools (DfE November 2014)

## Key Roles and Responsibilities

- The governing body has overall responsibility for the implementation of Hedingham School Personal Development Education Policy.
- The governing body has overall responsibility for ensuring that the Personal Development Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- The Assistant Headteacher will be responsible for the day-to-day implementation and management of the Personal Development Policy.
- The Assistant Headteacher, Year Leaders are responsible for liaising with other staff and professional agencies to ensure a comprehensive Personal Development education that achieves the aims laid out in this policy.
- As required by statutory guidance, the governing body and Senior Leadership Team will consult with parents to ensure that the RSE and Personal Development policies reflect the needs and sensibilities of the wider school community.
- The school will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from RSE education.
- We will ensure that pupils are also involved in the creation of this policy through feedback and suggestion forms and/or class discussions.

## Personal Development Programme

The Personal Development programme incorporates three strands: Health and Wellbeing, Relationships, and Living in the Wider World. These have been 'personalised' to our school mission statement, motto and vision.

The Personal Development programme includes the following components:

### Ready

Develop responsibility and independence within school by being prepared for learning which they will take forward into society and their working lives.

- Economic wellbeing and financial capability
- Careers education
- Work-related learning

### Respect

Developing positive values and a moral framework that will guide their decisions, judgements and behaviour.

Understand the value and importance of family life as a social institution.

Understand what constitutes 'socially acceptable' behaviour within school and in society.

Celebrate their own personal identity.

Explore British Values including:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

## **Safe**

Develop self- confidence, self esteem and self-worth.

Identify and manage risks both in real life and on-line.

Manage their personal well-being and know where to seek support.

Understand the social and emotional aspects of learning.

Know the importance and benefits of a healthy lifestyle.

## **The Approach to Teaching Personal Development**

The approach to teaching the Personal Development programme can be divided into two parts: knowledge and skills. Knowledge acts as the building blocks for students to make informed lifestyle decisions.

- What students know
- What students think they know (misinformed information on the internet/peer influence)
- What students need to know
- What students would like to know (ensuring student voice is central to the ongoing evolution of the PD programme)

Skills teach students how to identify and manage risk. In addition to this, Personal Development investigates the peer pressures they may experience in life and the differences and impact between positive and negative risk taking. This involves equipping students with a skills set to remove themselves from situations which may have a negative impact on their well-being socially, emotionally or physically. They are also taught how and where to seek support.

The Personal Development Curriculum needs to affect the long term memory and the ability they have to recall knowledge and skills in new, future, unknown situations (same skills, different context).

At Key Stage 3, students build on the knowledge, understanding, skills, attributes and values they have acquired and developed during the primary phase. Personal Development education acknowledges the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence through Guided Choice options. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives and the increasing influence of peers and the media.

At Key Stage 4, students deepen knowledge and understanding, extend and rehearse skills and further explore attitudes, values and attributes acquired during Key Stage 3. Personal Development education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

At Key Stage 5, students are supported in the final stages of becoming active and engaged citizens within the modern world. The PD programme helps students build independent study skills as they transition to Year 12, navigate the academic and well-being pressures of Sixth Form study, and prepares them for adult life. Students are comprehensively supported to take their next steps after Hedingham, exposed to a range of challenging but age-appropriate topics, and provided with opportunities to lead within our community through working with younger pupils.

## **Inclusion**

### ***Ethnic and Cultural Groups***

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### ***Students with Special Needs***

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### ***Sexual Identity and Sexual Orientation***

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

### ***Right of Withdrawal of Students from Relationships and Sex Education***

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the relationships and sex education except for those parts included in the statutory National Curriculum (i.e. in Science lessons) or in subjects where apparently unrelated topics lead to a discussion on aspects of sexual behaviour. We would make alternative arrangements in such cases.

The request to withdraw must be made in writing to the Headteacher. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any Personal Development or Relationships and Sex Education resources the school uses. Parents are informed of this process on entry to school.

### ***Confidentiality, Controversial and Sensitive Issues***

Where appropriate, teachers should reinforce that, if students have any personal concerns or wish to talk about any issues raised in the lesson, they can speak to a member of the Student Support Team.

Teachers cannot offer unconditional confidentiality. Should issues of a sensitive nature arise, the school, whilst providing maximum support for the students, will aim to involve parents and/or any relevant support agency.

The schools will provide opportunities for students to speak to the school nurse who while respecting the confidence of the students, will encourage them to work with their parents in addressing any issues of a personal or sensitive nature.

The schools' response to confidentiality is in the first instance to maintain the safety of the student.  
(see also Hedingham School Child Protection and Safeguarding Policy)