



Lord Lawson of
Beamish Academy

LORD LAWSON OF BEAMISH ACADEMY

PERSONAL DEVELOPMENT POLICY

Originator: Liam Cumiskey / J Stubbs

Revision: 002

Reviewed by Governing Body: November 2021

Date of next review: November 2023



Named personnel with designated responsibility for Safeguarding:

Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Safeguarding governor/board of trustees	Chair of Governing body /board of trustees
2021- 2022	Mr Alex Rayner	Mr Paul Walsh	Dr Jane Halpin	Guy Currey
		Mr Dave Cave		
		Mr Ali McConway		
		Mrs Joanne Walsh		
		Mr Scott Earle		
		Mrs Victoria Liddle		



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Introduction

At Lord Lawson of Beamish Academy, we invest into our Personal Development curriculum to ensure our students grow into well rounded individuals who are equipped with the knowledge, attributes and skills to flourish as citizens within the wider community. We recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve, in doing so increasing their life chances and preparing them for their adult lives.

Our school vision is that “Together we grow, learn and succeed”, which roots learning and personal success within our commitment to physical nurturing and personal growth. This is supported by our values – Trust, Respect, Courage and Ambition – which run as threads throughout the personal development curriculum.

We understand from the Gateshead Joint Strategic Needs Assessment that our students are more inclined to undertake risky behaviours compared to those nationally, and so have carefully mapped out our curriculum to guide and safeguard our students accordingly, which is always our utmost priority. In addition, to safeguard our students, we are highly responsive to news in the local community which may impact upon the welfare of our students as well as providing substantive coverage of Relationship and Sex Education. Our academy has considered the impact of the COVID-19 pandemic and its surrounding issues such as bereavement and financial hardship, which have been fed into the curriculum plan to further support our students’ wellbeing during these difficult times.

Our curriculum aims to provide students with opportunities to explore and develop their own values and beliefs around spiritual principles, mental health and social/cultural awareness, high standards of personal behaviour and an appreciation of diversity with an emphasis upon discussion and healthy debate. This process develops oracy skills to enhance our student’s ability to think and structure answers which builds confidence and supports the academies’ literacy strategy. Reflection time is fed into our curriculum planning to encourage students to assess their own actions, consider how their actions affect other people and to value themselves and others. This area of focus ensures a positive school culture in which our students can succeed socially, emotionally, and academically and enjoy school life. A strong emphasis is placed upon raising the aspirations of our students, with profuse opportunities to explore next steps with the ambition that all students move onto further education, employment or training. Our Careers Education, Information, Advice and Guidance (CEIAG) programme has been developed to engage parents and local employers, both in school and externally, to support our students in becoming employable and ambitious young people in accordance with the recommended Gatsby Benchmarks (please see appendix 4).

Every student across key stages three and four one Personal Development lesson a fortnight together with Personal Development themed assemblies, and a structured



tutor programme. Religious education has its own discrete curriculum time. Subject areas further support our students' personal development by grasping opportunities for spiritual, moral, social and cultural within their planning. Cross curricular links have been carefully identified by each department leader completing a cross curricular audit aligned with statutory guidance.

The curriculum has been designed with key local priorities in mind, using key data and analysis from statistics gathered in Gateshead.

Summary of Gateshead Statistics

Alcohol - Almost 10% more of students in the Gateshead area have tried alcohol by the age of 15 (72% of our 15 year olds) when compared to students nationally. More worryingly, almost double the number of students in Gateshead have reported that they drink alcohol regularly, at least once a week (11% of our 15 year olds). 1 in 5, 15 year olds admitted to being drunk within the last 4 weeks.

Drugs - 14.3% of 15 year olds in the Gateshead area have tried cannabis, with 6.3% having partaken in the last month. Both rates are higher than the national average (NA) of 10.7% and 4.6% respectively.

Nutrition - Significantly lower numbers of 15 year olds eat 5 pieces of fruit/vegetables per day in Gateshead (46.1%) compared to the NA (52.4%).

Weight/Obesity - 1 in 3 children aged 10 -11 have excess weight, which is similar to the England average. A high percentage of this group are likely to become obese and overweight adults unless they can access sufficient support and interventions that result in lifestyle change.

Physical Activity - Students in Gateshead participate in similar levels of physical activity to those nationally.

Risky Behaviours - ¼ of 15 year olds in Gateshead reported that they had undertaken risky behaviours (drinking alcohol, smoking, using cannabis or other drugs, and unhealthy diet and lack of exercise)

Smoking - Smoking appears to be more common in Gateshead than England overall, particularly in girls aged 14 -15 (21% reporting to occasionally or regularly smoke). On average 1 in 10 students smoke regularly. 1 in 5, 15 year olds have tried e-cigarettes which is similar to students nationally.

Teenage pregnancies - Are higher in Gateshead than that nationally, particularly in Deckham, High Fell, Saltwell, Windy Nook and Whitehills

A copy of this policy is available on the school's website. A hard copy is available at Reception. Curriculum information is also published on the school website and communicated to parents via the parental bulletin.



1. Aims

We intend to:

- Give all students objective and accurate information concerning sexual relationships
- Equip them to make considered decisions about their own relationships
- Encourage them to respect the needs and rights of others
- Foster a sense of moral responsibility
- Develop the skills to avoid unwanted sexual experiences
- Provide a knowledge of how the human body functions and how it develops so that students understand the changes that are happening to their bodies and how these will affect them.
- Develop self-esteem, self-awareness and communication skills
- Provide support and information for young people and their parents
- Provide a secure environment where issues can be explored
- Provide opportunities for students to talk with adults, who are prepared to engage with them about issues that are concerning them
- Encourage students to accept that others' sexuality may be different from their own
- Teach students about aspects of the law regarding sexual relationships and sexuality

- Provide a framework in which sensitive discussions can take place
- Create a positive culture around issues of sexuality and relationships

2. RSE in Key Stage 3

At this age students are going through the early stages of puberty. The topics covered include:

- Changes to the body, emotions and mental health during puberty
- Human fertility
- Contraception
- Personal responsibility for health (e.g. personal hygiene, healthy habits, internet use)
- Consent
- The menstrual cycle
- Sexual relationships and an individual's health (including STIs, HIV and AIDs).
- Introduction to consent and thinking about personal boundaries and how to set them
- The effect of the media and the internet on body image
- Sexualised behaviour



3. RSE in Key Stage 4

The topics covered in Key Stage 4 include:

- Human fertility - how males and females differ in their fertility
- The impact of the internet and mobile technology on sexual issues and how this might be different for boys and girls
- Pornography and the potential for it to affect their relationships and expectations
- Sexual harassment
- Peer pressure and how it may affect the choices they make
- Choices and alternatives to different sexual situations
- Consent in the context of relationships
- Self-care (breast and testicle examination)
- Healthy and unhealthy relationships
- Teenage parenthood.

4. What topics will be covered and when.

The time allocated to Personal Development in each year group is:

Year 7: one sixty minute lesson every fortnight, meaning 19 hours of lessons in a year

Year 8: one sixty minute lesson every fortnight, meaning 19 hours of lessons in a year

Year 9: one sixty minute lesson every fortnight, meaning 19 hours of lessons in a year

Year 10: one sixty minute lesson every fortnight, meaning 19 hours of lessons in a year

Year 11: one sixty minute lesson every fortnight, meaning 19 hours of lessons in a year

5. How we will involve and consult students

Students will be asked for feedback on a termly basis. The feedback will focus on the topic content and the style of delivery so that adjustments can be made to allow for a more relevant curriculum that is responsive to student's needs. In September 2021 the 'Personal Development Student Leadership Team' (PDSLTL) was formed. This team is made up of students from Year 7 to Year 11. Each member of the 'Personal Development Student Leadership Team' proudly wears a white and gold badge around the academy.



6. The Involvement of Parents and Carers

We are committed to working with parents and carers. We will offer support by:

- Making this document available on the school website, on the portal and by providing hard copies
- Communicating with parents/carers at parents' evenings
- Sending out an annual electronic parental survey via Survey Monkey
- Regular contact via the parental bulletin
- Writing to every parent prior to their child beginning their PD learning journey at the Academy.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Personal Development up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. There is no right to withdraw from Relationships Education or Health Education.

Requests for withdrawal should be put in writing, using the form in Appendix 2 and addressed to the Assistant Principal (PHSE). Alternatively parents are given the opportunity to withdraw their child prior to their child studying Personal Development at Lord Lawson of Beamish Academy, by writing to or emailing Mr Cumiskey.

A copy of withdrawal requests will be placed in the student's educational record. The Assistant Principal will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

7. How we will ensure the curriculum is balanced

Consistent with the values already described, we will ensure that students are offered a balanced programme that includes many different viewpoints to particular situations. When looking at particular issues (such as contraception) students will be taught that different groups hold to different principles. Exploring different viewpoints does *not* mean that the school supports that viewpoint.

8. How we will ensure that our equalities obligations are fulfilled

Under the Equalities Act 2010 Lord Lawson of Beamish Academy must strive to do the best for *all* students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation, or whether they are looked after children.

As well as being given knowledge and information, students will be encouraged to respect diversity. Staff teaching Personal Development will be expected to do the same. They will not let any differing personal beliefs and attitudes influence their



teaching. All prejudicial views and discrimination will be challenged and dealt with in line with the school's policies.

We will review this policy every year or in light of issues that come up in the local area or in light of national or legal considerations.

9. Who will be responsible for teaching the programme?

The programme will be led by Mr Cumiskey who is our designated Personal Development coordinator. There are currently 8 teachers of Personal Development.

Much of the work of Personal Development is supported in other areas of the school. See section 11 below.

10. How will students be assessed?

Across each academic year students will study five themes; British Values, Careers, Relationships, Health and wellbeing and Staying Safe. Our Personal Development curriculum is organized in to blocks of the stated themes.

- At the beginning and end of studying each theme students will complete a self-assessment checker
- Students will complete a 'Personal Reflection Grid' at the end of lessons, which will be marked by the class teacher
- SPAG will be marked by the class teacher
- Attitude to learning (A2L) and Behaviour for Learning (B4L) data will be submitted for each data drop
- Behaviour will be monitored and data will be submitted to data drops.

11. How will the Personal Development policy link to other school policies and other subjects in the curriculum?

The biological aspects of human sexual behaviour and contraception are delivered in National Curriculum Science. These lessons develop scientific knowledge and understanding and do not deal with values, beliefs and attitudes. Where aspects of sexual relationships arise in any other area of the curriculum they are considered in accordance with the values and beliefs framework of this policy. Teachers should act with professional judgement and respect students' and parents' views and sensitivities.

Moral choices are also covered in Religious Education.

The ICT department will also complete some work on responsible use of the internet as well as moral choices involved.



KS3 design technology and KS4 food also looks at nutrition for health and guidelines for healthy eating.

All subject leaders completed a cross curricular audit of the Personal Development statutory guidance in September 2021. This document is available upon request.

12. What teaching methodologies will be used?

A variety of approaches are used to give students relevant information, enabling moral issues to be explored through discussion and to allow acquisition of appropriate skills. A safe environment for discussion is created by the use of ground rules and distancing techniques. A wide range of appropriate resources is available to teachers of Personal Development. These are available for inspection by parents on request. Teachers recognise the importance of listening to the concerns of young people, particularly those who may find it more difficult to express emotions. Across the 2021/2022 academic year, teaching staff are focusing on developing oracy skills of our students.

13. How will students' questions be answered?

Students will have the opportunity to ask questions both openly and in an anonymous way. For example, in the Year 7 lesson on puberty, both the boys and girls have an opportunity to ask questions that may be concerning them by submitting them on a piece of paper.

- a) During Relationships and Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
- b) If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
- c) Teachers should establish a set of ground rules so that young people are aware of parameters.
- d) Students should never be asked to disclose their sexual orientation or personal information about themselves or others
- e) Teachers and students will show respect for all genders, sexualities and different types of families



- f) Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
- g) Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
- h) STIs - Informative discussions covering the transmission of STIs may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind.

14. How will children who are thought to be at risk be supported?

Students are deemed to be at risk if they are:

- Involved in situations where they can endanger themselves or others.
- Involved in situations where they are being exploited or are exploiting others.
- Victims of abuse, physical/sexual or emotional – this would require referral to the Designated Safeguarding Lead

If a teacher learns from a student under 16 years of age that he/she is having or contemplating sexual intercourse the teacher should take steps to ensure that:

- Wherever possible the young person is persuaded to talk to their parent/carer
- The young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception advice and services.
- Child protection issues are addressed and the Child Protection officer in school informed.

Teaching staff and pastoral staff will regularly communicate to ensure that all children are safe and will do their utmost to look after the wellbeing of our young people.



Appendix 1: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none">• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship• Practical steps they can take in a range of different contexts to improve or support respectful relationships• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control• What constitutes sexual harassment and sexual violence and why these are always unacceptable• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal



TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment



**Appendix 2: Parent form: withdrawal from sex education within RSE
(This document is available via the school website)**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. e.g. Joe Bloggs will be taking part in all relationship lessons and during the sex education lessons, he will be working independently on a project in the library		



Appendix 4 – The Gatsby Bench marks

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>