

Personal Development Policy

Including SMSC, British Values, Relationships Education, Health Education, and our position on Sex Education

Name of school: Willows Academy

Date of Policy: 03.12.2023

Member of Staff responsible: Ellie Rich

Context

“The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement evaluates the school’s intent to provide for the personal development of all pupils, and the quality with which the school implements this work. It recognises that the impact of the school’s provision for personal development will often not be assessable during pupils’ time at school.” The School Inspection Handbook November 2019.

Personal Development at Willows Academy

At Willows Academy, we promote Personal Development as a whole-school approach to underpin children’s holistic development and self-growth. There are many avenues throughout the school which drive our personal development forward:

- Relationship education, Health education, Sex education (Appendix A is the full RE, HE and SE policy)
- British Values
- SMSC (Spiritual, Moral, Social, Cultural)
- Religious Education & Physical Education
- Interactions with our pastoral team.

Statutory Relationship Education (RE), Health Education (HE) and Sex Education (SE)

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools”

DfE Guidance p.8

To ensure progression and a sequentially planned RE and HE statutory curriculum, we use 'Jigsaw' as our chosen teaching and learning programme and tailor it to our children's needs. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Jigsaw covers all areas of Relationship Education and Health Education for the primary phase. There are 6 units for each year group covered each academic year. The units are: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me. For full details on of what is taught in each unit please see **Appendix A: Relationship Education, Health Education and Sex Education Policy**.

At Willows Academy we allocate approximately 45 minutes to Jigsaw lessons each week in order to teach the RE and HE knowledge and skills in a developmental and age-appropriate way.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. (p. 23)

At Willows Academy, we believe children should understand the facts about human reproduction before they leave primary school. This is taught to children in KS2 from Year 4 upwards. As part of our science curriculum, we use scientific terminology when teaching parts of the anatomy (parts of the body). In Year 5, the National curriculum for science offers the opportunity to teach reproduction of a mammal and the process of aging in humans.

Equality

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At Willows Academy we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Sex Education Curriculum

At Willows Academy, puberty (statutory) and sex education (non-statutory) is taught through the Jigsaw programme in the 'Changing Me' Puzzle (unit). The Changing Me unit is taught during the second half of the summer term for 1 hour per week. Each year group has expected outcomes which are progressive throughout the school. For full details on what is taught in each year group please see Appendix A: Relationship Education, Health Education and Sex Education Policy. As with our whole curriculum, the provision of this curriculum will be accessible for all pupils including SEND, EAL and other vulnerable groups.

Parents' right to request their child be excused from Sex Education

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

The school will inform parents of our intended curriculum by a letter sent home in September (the start of the academic year) and during Summer Term 1. A Parents’ meeting would usually be held in Summer Term 1, where parents will be shown the Jigsaw RE, HE, SE presentation, explaining our statutory and non-statutory content of the Jigsaw lessons. However, if for any reason this meeting cannot go ahead, we will send out the letter which contains a detailed curriculum outline for all year groups for the SE curriculum, providing options if they wish to comment on, or discuss the curriculum further.

British Values

At Willows Academy, we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events, assemblies and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. Underpinning all of this is a range of curriculum topics, which have strong links to the British Empire. At Willows Academy, these values are reinforced regularly and in the following ways:

Democracy: Democracy is widespread within the school. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The elections of school councillors, learning partner discussions, class roles and monitors, class votes on whole school issues and topics. Our school behaviour policy involves rewards and consequences, which often the pupils decide upon.

The Rule of Law: The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Service etc. are regular parts of our school calendar and help reinforce this message.

Individual Liberty: Within school, pupils are actively encouraged to make good choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and Jigsaw lessons. Whether it be through choice of challenge, participation in our numerous extra-curricular clubs and other opportunities, pupils are given the freedom to make choices.

Mutual Respect: Throughout all aspects of the school, children are taught to understand and display respect, resilience and reflection. It is through these that the children are rewarded for their hard work. The school promotes respect for others both inside and outside of school and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs: This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and

supported by learning in RE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

Spiritual, Moral, Social and Cultural

The Spiritual, Moral, Social and Cultural (SMSC) development of our students has always been at the heart of the education offered in Delta Academies. Our Academies' approach to SMSC is embedded in the Delta ethos of mutual respect, partnership working and collaboration; an approach that we believe is fundamental to our children's personal development.

We support the **spiritual** development of our students to enable them to develop their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

We support the **moral** development of our students to enable them to develop their:

- ability to recognise the difference between right and wrong, and to apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.

We support the **social** development of our students to enable them to develop their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We support the **cultural** development of our students to enable them to develop their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;

- willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity;
- tolerance towards different religious, ethnic and socio-economic groups in the local, national and global communities.

P.E

Physical education at Willows is a great way to ensure children are developing a range of personal and social skills such as peer relationship skills, prosocial behaviours (e.g., respect), leadership skills, problem-solving skills, and personal and social responsibility skills. When children develop these personal and social skills, they become more successful learners. To achieve these skills the children at Willows are invited to be sports leaders. They are role models to the children, develop leadership skills, work alongside the PE lead and are given the opportunity to lead activities for other children. It also allows the children to grow into exceptional individuals. We also believe in the children pushing boundaries and striking out to achieve their personal bests. These involve problem-solving and pushing the children out of their comfort zones. The children compete in personal bests throughout the school which also teaches them about teamwork, resilience and pushing themselves further than they have before. These all lead to the children growing as individuals and as a team.

R.E

Religious Education at Willows plays an important role in preparing pupils for adult life. It helps pupils to become successful learners, confident individuals, and responsible citizens. It is a thought-provoking subject that encourages children to respect their faith/life and the way that others choose to live theirs so that their own personal, spiritual and moral development will be developed. Here at Willows, children are challenged to reflect, analyse, interpret and evaluate and appreciate when investigating world religions and beliefs. It develops independent and inter-dependent learning and makes an important contribution to pupil's skills in literacy, PSHE and oracy. It promotes an enquiring approach in which pupils consider issues of belief and truth in religion and other life stances. This approach enhances the capacity to think coherently and consistently, enabling them to evaluate thoughtfully their own and others' views, in a reasoned and informed manner. We acknowledge that our children live in a rising diverse community and we want them to appreciate and value the benefits of diverse and inclusive communities.

Pastoral team

At Willows Academy, the Wellbeing Team are committed to supporting the Social, Emotional Mental Health of all of our children and families. We have a supportive and caring ethos, and our approach is respectful and kind, where each individual and contribution is valued. At our school, we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We work with key agencies to enhance our wellbeing provision, both with reference to safeguarding children from harm and promoting positive emotional wellbeing. By doing so, this enables children to feel safe and able to access their learning opportunities effectively and efficiently supporting their overall personal growth. The Well Being Team's mission is to improve children and young people's lives by making safeguarding and mental health top

of their agenda which in turn supports children in being able to access the academic curriculum. We believe that no child or young person should have to struggle in any way or face mental health problems or difficulties alone. The Wellbeing Team work passionately to support pupils to manage challenges in their lives, empowering them to be the best possible person they can be: happy, healthy and free from harm.

Our Personal Development policy is informed by existing DfE guidance and other Willows Academy Policies:

- [Keeping Children Safe in Education - Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool - Respectful School Communities: Self Review and Signposting Tool - Educate Against Hate](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools - Behaviour in schools guidance \(publishing.service.gov.uk\)](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 - Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)
- [SEND code of practice: 0 to 25 years - SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#) (statutory guidance)
- [Alternative Provision - Additional health needs guidance \(publishing.service.gov.uk\)](#) (statutory guidance)
- [Mental Health and Behaviour in Schools - Mental health and behaviour in schools \(publishing.service.gov.uk\)](#) (advice for schools)
- [Preventing and Tackling Bullying - Preventing and tackling bullying \(publishing.service.gov.uk\)](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools) accessible through the Keeping Children Safe in Education statutory guidance.
- [The Equality and Human Rights Commission Advice and Guidance - Homepage | EHRC \(equalityhumanrights.com\)](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools - Advice template \(publishing.service.gov.uk\)](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools - The Independent School Standards - Guidance for independent schools \(publishing.service.gov.uk\)](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [Willows's SEMH Policy](#)

Appendix A:

Statutory Relationship Education (RE), Health Education (HE) and Sex Education (SE) Policy

Name of school: Willows Academy

Date of Policy: 03.12.2023

Member of Staff responsible: Ellie Rich

Context

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools”. DfE Guidance p.8

To ensure progression and a sequentially planned RE and HE statutory curriculum, we use Jigsaw as our chosen teaching and learning programme and tailor it to our children’s needs. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Jigsaw covers all areas of Relationship Education and Health Education for the primary phase. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Willows Academy we allocate approximately 45 minutes to Jigsaw lessons each week in order to teach the RE and HE knowledge and skills in a developmental and age-appropriate way. During the second half of the summer term, we teach the Changing Me Unit for 1 hour a week.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g., the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole school approaches all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.

At Willows Academy, we believe children should understand the facts about human reproduction before they leave primary school. This is taught to children in KS2 from Year 4 upwards. As part of our science curriculum, we use scientific terminology when teaching parts of the anatomy (parts of the body). In Year 5, the National curriculum for science offers the opportunity to teach reproduction of a mammal.

Equality

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

At Willows Academy we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Sex Education Curriculum

At Willows Academy, puberty (statutory) and sex education (non-statutory) is taught through the Jigsaw programme for 1 hour per week in the ‘Changing Me’ Puzzle (unit). The table below shows the breakdown of the relevant puberty and sex education lessons within the Jigsaw unit.

Year group	I can statement	Jigsaw’s ‘Changing Me’ unit
Nursery	I can name parts of my body and show respect for myself	Lesson 1: My Body
	I understand that we all start as babies and grow into children and then adults	Lesson 3: Growing Up
	I know that I grow and change	Lesson 4: Growth and Change
Reception	I can name parts of the body	Lesson 1: My Body
	I understand that we all grow from babies to adults	Lesson 3: Growing Up
Year 1	I can tell you how my body has changed since I was a baby	Lesson 3: My Changing body
	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, anus	Lesson 4: Boys’ and girls’ bodies

Year 2	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	Lesson 3: The Changing Me
	I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private	Lesson 4: Boys' and girls' bodies
Year 3	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby	Lesson 1: How babies grow
	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	Lesson 2: Babies

	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	Lesson 3: Outside body changes
	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	Lesson 4: Inside body changes

Year 4	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	Lesson 3: Girls and Puberty
	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	Lesson 2: Having a baby
	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	Lesson 3: Girls and Puberty
Year 5	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	Lesson 2: Puberty for girls
	I can describe how boys' and girls' bodies change during puberty	Lesson 3: Puberty for boys
	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	Lesson 4: Conception
Year 6	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	Lesson 2: Puberty
	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	Lesson 3: Babies – Conception to Birth

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

The school will inform parents of our intended curriculum by a letter sent home in September and at the start of Summer Term 1. A Parents' meeting would usually be held in Summer Term 1, where parents will be shown the Jigsaw RE, HE, SE presentation, explaining our statutory and non-statutory content of the Jigsaw lessons.

However, if for any reason this meeting cannot go ahead, we will send out the letter which contains a detailed curriculum outline for all year groups for the SE curriculum, providing options if they wish to comment on, or discuss the curriculum further.

As with our whole curriculum, the provision of this curriculum will be accessible for all pupils including SEND, EAL and other vulnerable groups.