PERSONAL DEVELOPMENT & RSE POLICY

Prior Park Paragon

Policy Owner	**Applies to**	**Superseded documents**
DHP/DSL and PD Curriculum Lead	Prior Park Paragon	PD and RSE Policy v4
Associated documents Safeguarding Policy Anti-Bullying Policy Positive Behaviour Policy E-Safety Policy Mental Health and Wellbeing Policy Curriculum Policy and Plans Child-on-Child Abuse Policy	**Review frequency** Every year (unless the legislation/regulations update before this time) **Implementation date** 1 September 2026	**Legal Framework** KCSIE 2026 Equality Act 2010 Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 (updated 2026)

This policy is reviewed annually, or more regularly as required, prior to approval by Trustees (if applicable)

Last reviewed by:	Deputy Head, Pastoral and DSL (Mrs S James) and Personal Development Curriculum Lead (Mrs I Howden)
Date last reviewed:	August 2026
Approved by Trustees:	NA Approved by SLT
Date last approved:	1 September 2026
Date for next approval:	September 2027

1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and Prior Park Paragon (TP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity – Generosity – Courage

2. What is Relationships Education?

Relationship Education focusses on developing the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Positive relationships also apply online especially as, by the end of children's time at Prior Park Paragon, most children will already be using the internet. Through the teaching of relationship content, children will learn about online safety and appropriate behaviour in a way that is relevant to pupils' lives. This will be further consolidated during Computing lessons at Prior Park Paragon.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

3. What is Personal Development?

Personal Development is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). This provides explicit opportunities to promote pupils' development in these areas and are provided in the framework for personal development.

4. Objectives

Our provision of the Relationship Education and Personal Development programme is designed to enable pupils to:

- Be aware of safety issues

- Understand what makes for good relationships with others
- Have respect for others
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society and understand how it is organised and governed
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and appreciate what it means to be a positive member of a diverse multicultural society

This policy is intended to give clarity about our expectations and to promote the welfare of all Students and to protect them from discrimination and harassment as per the protected characterises as listed in section 4 of the Equality Act 2010-

a. Age
b. Disability
c. Gender reassignment
d. Marriage and civil partnership
e. Pregnancy and Maternity
f. Race
g. Religion or belief
h. Sex
i. Sexual Orientation

For more detail, see the related scheme of work which is sent to parents at the beginning of each academic year or can be provided if requested.

5. Content of our Relationship Education and Personal Development education

We believe that Personal Development is central to the educational entitlement of all of our children. Although it will be taught in part through discrete lessons, elements of Relationship Education and Personal Development permeate all aspects of school life.

Our Personal Development curriculum is designed to seamlessly integrate the Fundamental British Values—democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. Through engaging lessons and activities, we ensure that pupils not only understand these values but also apply them in their daily lives. By fostering a culture of respect, responsibility, and active citizenship, we prepare our pupils to contribute positively to society while embracing diversity, equity and inclusion.

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. Relationship Education and Personal Development offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe.

It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stage 1.

Relationship Education and Personal Development helps pupils to cope with the changes at puberty, it introduces them to a wider world and enables them to make an active contribution to their

communities. In addition, there is a focus on educating the children in the characteristics of good physical and mental health.

We ensure we deliver the Personal Development curriculum in an age and stage appropriate way, following a spiral approach that revisits and embeds learning. The lessons cover the following themes:

- Families and Friendships
- Safe relationships
- Respecting ourselves and others
- Belonging to a Community
- Media, Literacy and Digital Resilience
- Money and Work
- Physical Health and Mental Wellbeing
- Growing and Changing
- Keeping Safe

6. Relationships and Sex Education in Personal Development.

At Prior Park Paragon, all children are taught Relationship Education in an age-appropriate way, as set out in our scheme of work.

During Year 4 children are taught about the physical and emotional changes which accompany puberty. In Year 6, children are taught about human reproduction and birth. Parents have the right to withdraw their child participating in Sex Education lessons.

All teaching and teaching materials will be appropriate to the age of the children and will recognise any significant other factors, such as any special educational needs or disabilities of our pupils.

7. Policy Consultation

This Policy is a 'live' policy and is continually under review by the subject lead, Deputy Head Pastoral and SLT.

This policy and the schemes of work are sent to parents at the beginning of each academic year, and parents are invited to share their thoughts and developments in consultation with the Deputy Head Pastoral.

This policy is developed and reviewed with staff during CPD and additional training sessions throughout the year. Additionally, this policy is shared with the Board of Trustees, where they are asked for feedback, to ask questions and discuss developments with the Deputy Head Pastoral and SLT.

Depending on the needs of the children in the school, the schemes of work and policy will be adapted to meet their needs as appropriate, this is an ongoing process.

8. Right to Withdraw

Parents do not have the right to withdraw their child(ren) from any aspect of Relationship Education, however, those with children in Year 6 do have the right to withdraw their child(ren) from any or all aspects of Sex Education, beyond what is covered through the science curriculum, and the final decision will be made by the Head. The school will make alternate arrangements for these children unless the parent withdraws their request, or the Head feels the child should not be excused for

specific elements. Parents with concerns are invited, in the first instance, to discuss their concerns with the Deputy Head Pastoral to see if they can be resolved.

9. Drugs Policy Statement

Prior Park Paragon does not condone the use of any harmful substances by any pupil of the school. Our education will always seek to provide students with the information they require to make good choices. The Relationship Education and Personal Development will include sessions relevant to good health and avoidance of harmful substances. Our pastoral care is central to how we seek to educate and support students. We encourage students to discuss in confidence any worries they may have about harmful substance with a member of staff. The central aim of this policy is to promote safety, welfare and good physical and mental health.

10. Personal Development in our curriculum

Personal Development will be covered through a combination of:

- Discrete timetabled sessions
- Teaching Personal Development through, and in, other subject/curriculum areas (e.g. Science, English, History, Games, Philosophy and assemblies)
- School events and activities (e.g. off-site visits and school celebrations)
- Assemblies and visitors
- Ad hoc sessions, responding to events or situations which have arisen

11. Planning, teaching and learning for all areas of Personal Development

We teach Personal Development Education to all children from Year 1 onwards. In the EYFS, they follow the Early Years curriculum and PD is covered through their Personal, Social and Emotional Development. Class teachers deliver at least one PD session a week. This may be through a circle-time or other formats. The work carried out in these sessions will be drawn from plans based on the PD Programme of Study themes or in response to a specific identified need within the class.

Teachers provide learning opportunities that are matched to the individual needs of all children, including those with learning difficulties. We use a range of teaching and learning styles. We place emphasis on active learning by including children in discussions, investigations and problem-solving activities. PD lessons often facilitate an informal style of lesson, providing opportunities for productive discussions on a group and individual basis.

On occasion, children may ask questions about a certain topic that goes outside our scheme of work. In these instances, staff will ensure they respond appropriately, factually and without any bias, in an age-appropriate way. As a school, we understand the importance of supporting children's curiosity as we realise that they may search for answers themselves if they are not satisfied through inappropriate sources of information.

As children move through school, we encourage them to take part in a range of practical activities that promote active citizenship and entrepreneurship. For example: ‘Life Skills Day’ and ‘Enterprise Day’, House activities, School Council, prefect duties, charity fundraising and class assemblies. We offer children the opportunity to hear visiting speakers, whom we invite into the school to talk about their role in creating a positive and supportive local and global community.

12. Differentiation

Throughout their school career children will be at different levels of maturity, have varied life experiences and possess a range of attitudes and feelings. Lessons planned allow their perceptions to be articulated, with all contributions being valued and respected. Teachers ensure that the teaching point is conveyed in language that is accessible and appropriate to the age, ability and maturity of the children; this is particularly important when dealing with sensitive issues, such as sex and relationship education or drug education.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

13. Pastoral Care

Most of a child's pastoral care will be provided by their class teacher. However, the children are welcome to talk to Mrs Sarah James (Deputy Head Pastoral) or Mrs Izzy Howden (Head of Personal Development) if they would like to talk to someone else.

During our Personal Development lessons, we may cover an area that parents would like to be informed about beforehand, for example human reproduction and puberty. When these lessons are planned, parents are always informed beforehand, usually though the year group bulletin and they are welcome to contact their class teacher to find out further information or see the teaching resources that will be used.

14. Monitoring and Assessment in Personal Development

Teachers provide the Subject Leader with work samples so they can monitor attainment and progression across the school. All teachers and staff are responsible for informing the teachers about notable points of personal and social development on individual pupils. It is the responsibility of individual teachers and the SENDCo to identify pupils' progress which is well above or below that which is expected. The majority of pupil assessment during Personal Development lessons is through questioning, discussion and responses to scenarios.

15. Sharing of the Policy

- This policy is updated annually.
- This policy is approved by the Head and Senior Leadership Team.
- This policy is shared with all parents and guardians and is accessible to all staff and Trustees.
- This policy is available on our website.
- A copy can be provided upon on request.