



THE MOUNTBATTEN SCHOOL

School Improvement Committee

Personal Development Learning (PDL) and Careers Policy (inc. Sex and Relationships) November 2020

Review Date: June 2022

Company No. 07560175

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The Mountbatten School

Personal Development Learning (PDL) Policy including Careers Education (CE) and Sex Related Education (SRE).

School Statement

Personal Development Learning and Careers Education will be delivered within the school's agreed aims, values and moral framework which are sensitive to the needs and beliefs of students, parents/carers and other members of the school community.

PDL and Modern British Values

As part of the community, The Mountbatten School fully recognises its responsibility to serve the interests of all. We are part of a global society with many backgrounds being served. It is the school's intention to ensure that the diverse groups and individuals attending are given a balanced education in every sense.

The fundamental modern British values are stipulated as being democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We aim to promote these principles through the PDL curriculum, to enable students to develop their resilience, self-esteem, self-confidence and positive work ethic. Students are taught to distinguish right from wrong and to respect the civil and criminal law of England. They are also encouraged to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality and beyond.

The expectation is that students will acquire a broad general knowledge of and respect for public institutions and services in England. Tolerance and harmony between different cultural traditions are important so students must come to appreciate and respect their own and different cultures. Citizens of the United Kingdom are equal in the eyes of the law, and a full appreciation of the democratic process is to be grasped. This encompasses the UNCRCs rights for the child.

This policy should be read in conjunction with the school's Anti-Bullying and Mental Health Policy.

Aim

In this programme we aim to teach students a range of knowledge, skills and understanding by giving them the opportunity to:

Make choices and decisions

- Choosing options/post 16 choices

Meet and work with other people

- Community Police, Drugs Awareness Officer
- Nurses
- Youth & Community Workers
- Work experience

Develop relationships

- With peers
- With adults

Consider social and moral dilemmas

- Young parenthood, the Law

Promote equality and modern British values

Find information and advice

- about drug misuse, careers, housing, bereavement, domestic violence etc.

Prepare for change

- changing families, friendships, gain an understanding of finance and new styles of learning in the Upper School.

Roles and responsibilities

The leader of Personal Development Learning (PDL) is responsible for the leadership of PDL across the school and prepares schemes of work for each year after consultation with the Pastoral team, national guidance and local professional forums. There is a clear progression throughout the Year 7-11 PDL programme. The PDL Leader oversees the Year 7 – 11 PDL programme for the school.

The PDL Leader is also responsible for the quality assurance of the programme and the coordination of work enrichment days and outside agency contribution to the programme.

The Head of Careers is responsible for supporting students with careers education (CE).

The Deputy Headteacher (Curriculum & Assessment) is responsible for the line management of PDL and CE across the school.

Tutors are responsible for the delivery of PDL in school.

Planning and Delivery

Slightly different arrangements have been made in 2020/21 due to the changes to the timetable the school has had to make due to the global pandemic. As a result, the PDL curriculum will be delivered over one or two 25 minutes sessions during the week rather than the normal arrangements which are detailed below. The Pandemic has also meant that there are restrictions on being able to bring in external speakers and to gather students for assemblies.

At the Mountbatten School, PDL will be taught in tutor groups for 35 minutes each week at a fixed time. This time changes every half term so that PD can be delivered on each day of the week over the year.

It will be taught by the tutor with help and guidance from the Leader of PDL with responsibility for co-ordinating the PDL and Careers Education programme. It will also involve input from specialist visitors.

The whole school is timetabled for PDL at the same time, making it possible to put whole year groups together and to tackle whole school issues when appropriate.

Content

- Being an Active Citizen
- Enjoy and Achieve
- Health Education/Emotional Health
- Staying Safe
- Relationships (including Sex Education)
- Economic Wellbeing (including Careers Education and financial literacy)
- Careers Education
- School-related matters, e.g., target setting, study skills, options, preparing for exams
- Specific areas that are raised as current issues, with associated legislation, including Female Genital Mutilation, Forced Marriages and Radicalisation, Extremism and the Prevent Duty

Assessment

Although we do not formally report PDL we need to assess that the knowledge, attitudes, values and personal development of our students are developed in our PDL lessons.

Are they progressing in their knowledge of Health Issues, Environmental Issues, Community Issues, School Issues?

We ask the following questions:

- Do our students fully understand the issues they are being taught?
- Do they have personal values and beliefs of their own but are nevertheless thoughtful about those of others?
- Do they stand by their principles and assert their points of view effectively?
- Do they demonstrate the ability to listen to others, present an argument and resolve differences sensibly?
- Do they use relevant knowledge and understanding, e.g., about qualifications and training or about the body's response to drugs – to inform opinion and action?
- Do they make appropriate choices based on good knowledge?
- Do they work well with their peers and others in a range of different situations and develop good inter-personal skills?

Assessment of PDL should aim to help students to take responsibility for improving their own learning and performance and be informed by best practice.

- Work will consist of written tasks and/or discussion tasks, e.g., making collages
- Students' work is monitored and completed in work booklets for evidence of effort/thinking, skills/group work etc. a written comment is given in line with the academy's assessment policy.
- We want our students to make good life choices with far reaching consequences

We evaluate our PDL programme regularly to encourage personal reflection amongst staff and students.

Right of Withdrawal of Students from PDL and Sex and Relationship Education (SRE)

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 sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with the Leader of PDL or the Head of Year.

Careers Education Policy (CE)

Aims and Objectives

The aims for work-related learning focus on the provision the school makes for opportunities for students to prepare for adult and working life. These include:

- to improve educational standards through using contexts that improve motivation and attainment for all students;
- to ensure that students follow courses and programmes which are appropriate to their longer term aspirations and needs;
- to improve students' understanding of the world of work and its demands;
- to improve the quality of provision and guidance;
- to increase access and choice for all students;
- to improve the transition of students from college to adult and working life.

The key objectives for work-related learning are:

- to develop a range of opportunities which enhance the curriculum;
- to promote greater awareness for students about the world of work, the development of key skills and employability;

- to develop a range of appropriate and relevant activities which assist in raising all students' aspirations and achievement and which are of the highest possible quality and are regularly monitored;
- to promote awareness and understanding of work, industry, the economy and community;
- to relate skills attitudes, concepts and knowledge learned in school to applications in the wider world;
- to develop students' personal and social skills in relationships in a range of working environments;
- to provide students with informed and impartial guidance on the choices available for education, training and employment, as well as other interests;
- to improve employability through work-related learning;
- to develop effective links with key partners and local industry.

Student Entitlement

All students have an entitlement to:

- A cohesive programme of work-related learning with clear and planned learning outcomes integrated into the whole school curriculum that enables students to develop skills and confidence to make realistic and informed decisions about their future.
- A taught programme of Careers Education, Information, Advice and Guidance (CEIAG) that helps students understand the changing nature of the world of work and to help students prepare for the transition to further education, further training or employment.
- Access to quality IAG services offering support and impartiality.

In the Lower School all students are entitled to a taught programme of careers education and guidance that:

- introduces the students to key skills, work related learning and the changing world of work;
- enables them to understand themselves and the influences on them (**Self-development**);
- shows them how to investigate opportunities in learning and work (**Career Exploration**);
- shows them how to make and adjust plans to manage change and transition (**Career Management**).

In the Upper School all students are entitled to a programme of careers education and guidance that enables them to:

- further develop the 3 career skills of Self Development, Career Exploration and Career Management in preparation for their work Experience in Year 10 and in preparation for looking at their post-16 options;
- have the opportunity to relate their qualities, skills and achievements to employability and assess their employability skills;

- explore the broad range of opportunities in education, training and employment to aid their transition to the next stage of their career;
- practise skills required to obtain education, training or employment post 16;
- access IAG from a range of sources to facilitate achievement and personal goals.

Roles and Responsibilities

- The Headteacher has oversight for ensuring that we make adequate provision for Career Education for all students.
- There is a senior teacher with responsibility for Careers Education.
- There is a member of the Governing Body who gives support to the CE programme.
- Individual teachers will ensure that lesson plans provide opportunities for using work related contexts and contribute to the development of CE within their department or curriculum area.
- Review and monitoring of the CE Programme and Policy is on an annual basis.

Careers Education is currently achieved through:

- Access to vocational courses
- Access to offsite vocational courses such as Hair & Beauty
- Careers Education and Guidance Programme.
- Citizenship (via PDL programme).
- Work experience – preparation and follow up.
- IAG events.
- Visitors from industry and business.
- Activities integrated into curricular activities.
- Assemblies.

Relationship and Sex Education Policy (RSE)

Rationale

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care in family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral

dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- know how the law applies to sexual relationships.

Principles and Values

In addition, The Mountbatten School believes that SRE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- be an entitlement for all young people.
- encourage every student to contribute to our community, and aims to support each individual as they grow and learn.
- be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.

- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and students, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex and Relationship Education in our school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices.
- learning the value of family life, stable and loving relationships, and marriage.
- learning about the nurture of children.
- learning the value of respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing critical thinking as part of decision-making.
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively.
- developing self-respect and empathy for others.
- learning to make choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding

- learning and understanding physical development at appropriate stages.
- understanding human sexuality, reproduction, sexual health, emotions and relationships.
- learning about contraception and the range of local and national sexual health advice, contraception and support services.
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- the avoidance of unplanned pregnancy.

Organisation and Content of Sex and Relationship Education

The Mountbatten School specifically delivers Sex and Relationship Education through its PDL programme, RE and Science lessons in both the lower and upper school.

Much of the Sex and Relationship Education at the school takes place within PDL lessons. Staff generally deliver the PDL curriculum with support from professionals where appropriate. SRE lessons are set within the wider context of the PDL curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the Science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

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.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.

- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, will be informed first.

Revised: November 2020

Date

Signed: Andrew Gunn
Chair of School Improvement Committee

Date: November 2020

Signed: Jill Hall
Chair of Governors

Date: November 2020