



King's Academy
Rowner

Relationship and Sex Education & Personal Development Policy

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1. Introduction

At King’s Academy Rowner, we believe that effective Personal Development Learning (PDL) and Relationships and Sex Education (RSE) are essential for preparing students to lead happy, healthy lives in a diverse, rapidly evolving world. Our curriculum, aligned with the Department for Education’s (DfE) guidelines (2020), is designed to be inclusive, supporting all children and young people regardless of their background, identity, or experience.

PDL and RSE at Rowner are founded on inclusive language and content, aiming to build a sense of belonging among pupils. Our values of respect, empathy, and responsibility underlie the curriculum, fostering social, moral, spiritual, and cultural (SMSC) development and promoting the British Values of democracy, the rule of law, individual liberty, and mutual respect.

2. Policy Aims and Intent

The intent of our PDL and RSE curriculum is to:

- Equip children with knowledge and skills to make informed decisions about their health, relationships, and wellbeing.
- Prepare children for life in a multicultural society, enabling them to develop respect for themselves and others.
- Support mental and physical health, resilience, and self-awareness.
- Provide a safe environment where children feel comfortable discussing sensitive topics.

3. Curriculum Content

Our PDL and RSE are part of a broad, balanced curriculum that is implemented through both discrete lessons and cross-curricular learning, covering themes such as:

- Families and People Who Care for Me
- Caring and Respectful Relationships



- Mental Wellbeing and Personal Safety
- Online Relationships and Internet Safety
- Physical Health and Fitness
- Healthy Eating and Prevention
- Basic First Aid
- Understanding of Adolescent Physical Changes

In alignment with the Equality Act 2010, RSE content addresses diversity in gender, sexuality, and family structures, ensuring inclusivity and respect for all backgrounds.

4. Implementation: Organisation, Planning, and Monitoring

PDL and RSE at King's Academy Rowner follow a carefully sequenced, responsive curriculum designed to meet the developmental needs of our pupils. Topics are revisited at age-appropriate levels, allowing children to build on prior knowledge and understanding. A variety of teaching methods are used, including role-play, discussions, and practical activities, to engage students and enhance learning.

Each lesson begins with an assessment of prior knowledge and ends with self-reflection to consolidate learning. Teachers use ongoing assessments, including pupil feedback and conferencing, to tailor the curriculum to individual and cohort needs.

Monitoring of the curriculum is conducted termly by the PDL and RSE Lead through book scrutinies, learning walks, and staff and pupil feedback. Curriculum adjustments are made in response to monitoring outcomes and updates from the DfE to ensure relevance and effectiveness.

5. Inclusion and Accessibility

Our inclusive approach ensures all children, including those with special educational needs and disabilities (SEND), can access PDL and RSE. The Learning and Pastoral Support (LAPS) Team offers tailored support through focused interventions such as ELSA (Emotional Literacy Support Assistance), self-regulation sessions, and positive play opportunities. Staff members receive ongoing professional development to ensure confidence in delivering sensitive and inclusive content.

6. Parent and Carer Engagement

Parents/carers can access information about the current topics their children are learning via the school website. When children are scheduled to begin a unit on Relationships and Sex Education (RSE), parents/carers will receive advance notifications. This will include the opportunity to review the teaching materials and resources ahead of the lessons. By doing so, parents/carers can gain a clear understanding of the content being taught and how it aligns with the curriculum, ensuring transparency and supporting informed engagement in their child's education. They also retain the right to withdraw their children from non-statutory elements of RSE but cannot withdraw from mandatory National Curriculum Science content.

Any parent wishing to discuss the RSE curriculum in greater detail should contact the Executive Headteacher to ensure they have all the necessary information and support.

7. Key Areas of Curriculum Integration

To create a cohesive learning experience, PDL and RSE are integrated across various subjects and activities:



- **Science Curriculum:** Covers human biology, puberty, and reproduction, including accurate terminology for body parts to support safeguarding.
- **Computing:** Internet safety is embedded in PDL and RSE to guide students on safe online behaviours and respect for digital privacy.
- **PE and Outdoor Learning:** Focus on physical health, teamwork, and resilience. The *Rowner Mile* encourages daily exercise, and outdoor learning fosters confidence through hands-on experiences.
- **RE and Character Education:** Using the Living Difference III programme, RE lessons provide an inquiry-based approach, allowing students to explore and respect diverse beliefs. Character Education reinforces core values of honesty, courage, and empathy.
- **Junior Road Safety and Collective Worship:** Assemblies and activities, such as Junior Road Safety, reinforce safety and community involvement.

8. Staff Professional Development

Teachers' training needs are identified through regular reviews and monitoring feedback. Professional development on the PDL and RSE curriculum is embedded within the Personal Development Meeting action plan, with additional CPD opportunities through peer observations and workshops. Collaboration with the Gosport & Fareham Multi-Academy Trust supports best practices and curriculum updates.

9. Safeguarding Integration

At King's Academy Rowner, our RSE curriculum is designed with safeguarding at its core. We are committed to creating a safe, respectful, and supportive environment where all children feel secure to discuss sensitive topics openly. The RSE programme reinforces safeguarding practices by equipping students with the language and confidence to recognise and report any inappropriate or harmful behaviour. Lessons on personal boundaries, and respectful relationships align with our whole-school Safeguarding Policy and are essential in helping students identify and avoid potential risks, both online and offline. Additionally, staff are trained to handle disclosures sensitively and are guided by our safeguarding protocols to ensure any concerns raised are promptly addressed in accordance with statutory safeguarding guidance.

10. Policy Impact

The impact of PDL and RSE at King's Academy Rowner is measured by students' confidence, self-awareness, and positive behaviour. Through open discussions and a safe, respectful environment, children develop the vocabulary to articulate their thoughts and feelings. PDL and RSE contribute to overall academic achievement by removing social and emotional barriers to learning and by fostering resilience.

A well-implemented PDL and RSE curriculum supports safeguarding, SMSC outcomes, and mental wellbeing, empowering all children to become informed, respectful, and well-rounded citizens.