

Parent Consultation responses

Thank you to all the parents who responded and I trust that the responses below will address the queries raised. Please do not hesitate to contact the school should you require further information. Our teaching of personal development is based on a progressive curriculum which is assessed through reflection, task booklets and online. Our PD curriculum is based in both statutory requirements and in meeting our school ethos of instilling aspiration, respect and endeavour. We use Roding Valley Charter to underpin the curriculum.

*** Roding Valley Personal Development Charter ***	
Everyone has the right to ...	Everyone has a responsibility to ...
Participate or pass	Allow others to participate or pass
Listen and speak	Listen and allow others to speak
Privacy	Maintain privacy
An opinion	Respect difference of opinion
Learn	Allow others to learn

Personal Development includes all aspects of our Career and Character curriculum. Personal Development is encouraged through all subject curriculums and all interaction with students to enable them to develop life skills and develop into well rounded British citizens.

Topic Strands (One for each half term in the school year)

- 1. Being Me in My World**
- 2. Celebrating difference**
- 3. Dreams and Goals**
- 4. Healthy Me**
- 5. Relationships**
- 6. Changing Me**

1. **BM** (Being Me in My World)
'Who am I and how do I fit?'
2. **CD** (Celebrating Difference)
Respect for similarity and difference. Anti-bullying and being unique
3. **DG** (Dreams and Goals)
Aspirations, how to achieve goals and understanding the emotions that go with this
4. **HM** (Healthy Me)
Being and keeping safe and healthy
5. **RL** (Relationships)
Building positive, healthy relationships
6. **CM** (Changing Me)
Coping positively with change

In consultation with parents please see responses to frequently asked questions:

Parent Question: 'How do you discuss consent?'

We discuss consent in an age appropriate way which follows on from statutory teaching at primary school. Consent appears within various topic strands and in each of the year groups.

In year 7 : **Being Me in my world and Relationships**

In year 8 : **Being Me in My World and Celebrating Difference**

In Year 9: **Being Me in My World Celebrating Difference**

In Year 10: **Being Me in My World Celebrating Difference Dreams and Goals Relationships**

It is taught through healthy and unhealthy relationships, coercion and control, boundaries, privacy, management of conflict, trust, respect, honesty and privacy, online safety and withdrawing consent.

Parent Question: 'Are the classes mixed?'

There are no topic areas which exclude any groups of students and all will be taught each key area. There may, however, be times, when for more sensitive issues we will offer sessions that are focused on particular groups to allow for more comfortable discussion.

Parent Question: 'How will you deal with inappropriate comments?'

Primarily, as we would in any other part of the curriculum, we use the Positive Action for Learning behaviour system.

At the beginning of each set of sessions, we will also ensure that clear boundaries are outlined with our students before embarking on the series of lessons.

However, given different levels of maturity amongst students and the nature of the content of this curriculum, it may be that a student has misunderstandings or needs further instruction on a particular element.

Our regular reflective assessment and online quizzes will inform areas that may need additional coverage or explanation and these will be covered in Period One with academic mentors and/or via assembly.

We aim to build respectful, young adults who we understand may need to be guided on the principles of respect and tolerance, as they progress on their RVHS 7 year journey

Parent Question: 'Will you discuss gender identity, sexual orientation and same sex relationships?'

Yes, we will continue to discuss and teach about gender identity, sexual orientation and same sex relationships. As a Stonewall school it is important to us that this is a fully inclusive part of our curricula.

In year 7 : **Celebrating Difference**

In year 8 : **Being Me in My World and Celebrating Difference**

In Year 9: **Being Me in My World Celebrating Difference**

In Year 10: **Being Me in My World Celebrating Difference Dreams and Goals Relationships**

We also teach about each these through assemblies and Tutor time

Parent Question: 'What about the medical and biological aspects of RSHE?'

There are several strands which cover medical and biological aspects such as: STI's , abortion, efficacy of contraceptives.

Cross curricular Links

Much of the medical and biological aspects are also underpinned through the science curriculum at the relevant key stages

For example:

Adolescence Fertility / Infertility Reproduction / Drugs (prescription and non-prescription / illegal) and disease.

Students also look medical and biological aspect through RE and through Social, Moral, Spiritual Education sessions too - for example in year 9 #consequences guest speaker drugs and alcohol

Parent Question: 'What does 'moral context' mean?'

Moral context means for us, the teaching and learning of the personal development curriculum is connected with our school ethos in terms of Aspiration, Respect and Endeavour, within this we also promote tolerance, kindness and understanding. Moral context also falls within our Spiritual, Moral, Social and Cultural curriculum, where we consider British Values within a broad programme.

Parent Question: 'Will you discuss the psychological effects and dangers of pornographic materials?'

Pornographic materials and the psychological effects are taught through the online and media strand within **relationships** and **Being me in my world** and is revisited at key points starting towards the end of year 8 - and interleaved into each year through the strands until year 11.

This is taught with the focus on the DFE guidance quote below:

‘...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.’

The impact of pornographic materials is also explored with Academic Tutors and delivered via assemblies.

Parent Question: ‘Will the narrative taught in classes be healthy, balanced and analytical in nature?’

The narrative taught in the Personal Development sessions will be led by staff who have had training in order to deliver the content. The curriculum has been designed, in conjunction with a recognised PSHE organisation ‘Jigsaw’ with specialist planning:

“Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people”

and through the PSHE association (which was provided with grant funding by the DFE-

Whose mission is to raise the status, quality and impact of Personal, Social, Health and Economic (PSHE) education and enable high-quality PSHE education teaching and learning for all children and young people).

We also use resources from a range of other places such as:

- Dove Confident Me
- NSPCC
- Rail / Road Safety (BTP / Network Rail)
- Alice Ruggles Trust

How is it being taught?

Personal Development, including Relationships and sex education and health education, mental health and wellbeing, careers and SMSC (Social, moral, Spiritual and Cultural) are being taught through a weekly hour in the school timetable. There is also dedicated time in period one where further personal development materials are used. Students will complete a 5 week course in each strand, students will then reflect on learning and assessed for their learning in a work-book, students will also complete an online quiz which will provide them with correct answers for any gaps in knowledge

How much training do the teachers have?

Teachers will have ongoing training throughout the academic year. This will comprise of sessions with the Year Progress Leader. Whole school continuous professional development time and in service training days (INSET).

A number of staff will also continue to undertake external training sessions for example, in mental health and wellbeing and bereavement with accredited training providers.

Who will be delivering it?

The Academic mentors will deliver sessions from each of the strands over each half term. This will be supported by Year Progress Leaders and the Leadership Team. Content will also be delivered via assemblies and external providers.

'Who should my child speak to if they are a bit worried about something they have learned?'

There are a number of people at Roding Valley that your child can speak to if they are concerned about something that they have learned. This may include:

- Academic Tutor
- Year Progress Leader
- A subject teacher
- Another member of staff that your child feels comfortable with

They could also email our iamnotok@rodingvalley.net and will receive a supportive response.

'If we want support with something but don't want to speak to school about it, what should we do?'

There are a number of sign posting points throughout the Personal Development Curriculum, which are accessible. A signposting document will be shared on the website too.

'Is this statutory?'

Significant elements of the Personal Development curriculum are statutory, these are embedded within the programme of study for students. [LINK to government guidance for further information](#) The statutory aspects are Relationships and Sex Education (RSE) and Health Education which includes Mental Health and Wellbeing.