

Principles of Personal Development Teaching Policy

King's College London
Mathematics School

Monitoring and Review

	Name	Date	Role
Last review	Nora Kettleborough	17/11/23	Assistant Head (PDBW)
Ratified	Education Committee	Autumn 2 2023	Governors
Next review	Education Committee	Autumn 2 2024	Governors

Contents

- 1. Introduction and principles**
- 2. Additional detail and guidance on the principles**
- 3. Confidentiality Policy (Safeguarding)**
- 4. Relationships and Sex Education (RSE) Policy**
- 5. Appendices: Further guidance to support PD teaching at KCLMS**
 - i. Appendix 1: Guidance on the bystander approach/interventions, particularly in respect to RSE**
 - ii. Appendix 2: Guidance on discussions about the law**
 - iii. Appendix 3: Guidance on handling tricky questions**
 - iv. Appendix 4: How can PSHE education contribute to student safeguarding?**
 - v. Appendix 5: PSHE Association principles**

1. Introduction and principles

Teaching Personal Development (PD) lessons is an integral part of the curriculum at King's College London Mathematics School (hereafter KCLMS). Because of the personal, complex and sensitive nature of many topics within the scheme of work, it is vital to establish an environment for learning in which students and staff feel safe and can model respectful relations.

A safe learning environment helps students share feelings, explore values and attitudes, express opinions and consider those of others without attracting negative feedback. As well as encouraging more open discussion, it also helps to make sure that teachers are not anxious about unexpected disclosures or comments and that students are not put on the spot, upset, or traumatised.

At KCLMS, we follow the following four principles of teaching PD:

1. We aim to make learning applicable in students' lives: real, relevant, explorative, and inclusive.
2. We aim to cover highest priority topics, informed by: RSHE, KCSIE, DfE, Ofsted, Students, and Staff.
3. For each topic, we set clear purpose and products as with any curriculum session at KCLMS.
4. We work to ensure that our classrooms are safe spaces by:
 - i. Developing a 'working together' agreement between each teaching group and their teacher. This applies to all lessons which can be referred back to if/when needed, and which addresses what a student should do if they don't feel safe in a lesson.
 - ii. Looking for de-personalised ways of sharing views and providing tools for their analysis to ensure that difficult or contentious views which are important to air can be addressed safely.
 - iii. Practicing distancing techniques for all topics, regardless of perceived level of sensitivity.
 - iv. Using case-studies/scenarios which are important for making content real to students, but are selected to draw out particular points relating to the lesson's purpose.
 - v. Drawing and maintaining appropriate boundaries between students and teachers.
 - vi. Giving students methods to raise anonymous questions or concerns, and avoid disclosures in the classroom.

2. Additional detail and guidance

The following points contain additional detail and guidance about these principles. Within this document, all quotations have been adjusted to consistently refer to the young people enrolled at KCLMS as 'students'.

1. Students have all studied PSHE before in their secondary schools and should have addressed all statutory topics. Our aim at KCLMS is to redress these in a manner appropriate for our 16-19 age range and make the lessons applicable to student life, maximise their impact and equip our students with valuable tools for their future.
2. The PD SoW is reviewed annually by the Year Leads and Assistant Head (PDBW) to ensure that it follows national guidance for PSHE teaching. Students are regularly asked for their feedback on topics covered, and we build in responses to current affairs. Inevitably the list of topics on the

scheme of work may change or evolve from year to year, as might the list of sources from whom we base our topic choices. We aim to embed intersectionality throughout the SoW.

3. Because of the broad nature of the topic areas, and the potential to veer off into discussion, it is very important to have a clear plan for any PD lesson. Whilst this does not necessarily mean a detailed lesson plan, clearly set lesson purpose and assessable products are vital to ensure that students feel safe, understand the expectations for the lesson, and can identify their own progress, just as you would in any other subject. Purpose and products should be shared with students where possible. Teachers should expect to respond to students' varying starting points and abilities, and should offer differentiated tasks, informed by assessment for learning. It is still possible to allow interesting and useful discussions to happen that are not necessarily planned, but with an overall plan in place for the lesson.

Dialogue should be at the core of every lesson, and it is recognized that different teaching groups will respond to the same content in different ways. Lesson planning should therefore respect the different levels of trust and openness in classrooms, which relies on knowledge of the classes and the relationships between individuals in it.

Our students will have some existing knowledge, skills, understanding, beliefs and misconceptions relating to many aspects of PSHE education. They will have been exposed to parental, family, peer, school, media and community views on different issues and they will be aware of a range of related attitudes and values. Finding out students' starting points is crucial to ensuring that learning about the issue is pitched appropriately, particularly to tackle any misconceptions held among the group. Lesson planning takes this into account.

4. Classrooms as safe spaces
 - i. Working together agreement: creating this with a group is the first opportunity to explore, explain and establish boundaries for safe learning. This should include specifically that students will not be asked for personal information and they should not ask personal questions to the teacher. Whilst the teacher may choose to share some personal information, care must be taken that this doesn't create an expectation for students to reciprocate with similar information and it must be an appropriate type of information. It would be appropriate for a teacher to share details of who is in their family for example, if they wished, but not be acceptable for them to talk about their sexual experiences. An extract from the Sex Education Forum's guide to 'Creating a Safe Learning Environment for RSE (Relationship and Sex Education)' says that "it is essential that no-one is to ask or be expected to answer a personal question, including teachers and all staff involved. There may be some personal information that staff are comfortable sharing, but there should be no obligation to do so. This aspect can be covered by 'no personal questions' in the learning agreement. The use of an 'anonymous' question box allows students to ask questions they might otherwise not ask. This also enables staff to sift out any obviously joke questions and to seek further information for questions that they are unsure how to answer."

- ii. Difficult or contentious views: we provide access to balanced information and differing views in PD lessons to help students clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form), and teachers are cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law. We are also sensitive to the needs and experiences of individuals, as some students may have direct experience of some of the issues.

If a student airs a view which goes outside the law, it will be directly challenged by the teacher. If views are aired which are within the law, but against principles of moral behaviour, the teacher must challenge in line with the Home-School agreement which students agree to on enrolment at KCLMS. In meeting a view that is contentious, teachers will respond by presenting potential impacts of that view from different perspectives, with reference to the school values of Compassion, Ambition, Collaboration, Tenacity and Integrity.

- iii. Staff practice distancing techniques: with the learning agreement in place, there are many other techniques that can be used to create safe learning opportunities, such as distancing techniques. Teaching activities should aim to use a range of them, such as drama, puppets, masks, stories, case-studies, games and scenarios. These techniques enable students to explore new and perhaps challenging ideas and potentially personal issues without having to talk about personal experience. This helps to prevent disclosure in a classroom setting. Further examples of distancing techniques that might be particularly useful with sixth form students include:
 - ◆ Using news reports (e.g. guess the headline / re-write the headline) - 'Explain to an alien' – this could be in relation to a concept e.g. 'consent' or 'gender' or explaining a cartoon or photograph
 - ◆ Referring to a story / film / play etc. that is well known to the students and posing a question e.g. 'Do Homer and Marge Simpson follow traditional gender roles'
 - ◆ The following or similar questions can be used to support distanced discussion:
 - What is happening to them?
 - Why might this be happening?
 - How are they feeling?
 - What are they thinking?
 - What do other people think of them?
 - Who could help them?
 - What would you tell them to do if they asked for help?
 - What could you say or do to persuade them to act differently?
- iv. Case-studies/scenarios: Case-studies and scenarios should be relevant to the real-lives of young people, but not so close to real events known to have been experienced by the students (or teachers) that they become a proxy for talking about a real situation. Therefore do not include identifiable information e.g. the names of real students or staff

or members of the school community. A scenario or case-study typically includes areas of ambiguity which will benefit from discussion and sharing a range of perspectives. For example, effective scenarios tend to be those where the issues are subtle and therefore may not be noticed at first glance, supporting students to identify 'red flags' in relationships, such as receiving expensive gifts. This can lead to discussion about the importance of discussing relationships concerns at early stages. Case studies should give the opportunity for students to show empathy with the characters / consider different points of view, and a further step can be to ask students to 'advise' them as a way of practicing skills.

Case-studies can complement learning about relevant statistics, facts, the law etc. Sometimes students will need to be reminded about this knowledge as they approach the case-study. Case-studies can be triggering because they may paint a realistic situation. It's important to consider this possibility in advance and to ensure that students have been provided with information in advance about the subject matter for the lesson and that signposting to further sources and help is included during the lesson that a case-study is used.

- v. Maintaining appropriate boundaries: Part two of the Government teachers' standards makes clear the importance of maintaining appropriate boundaries. Whilst it is allowable for teachers to share their views and personal beliefs there are limits to this and within the context of PD the main role for the teacher is to facilitate discussion and guide students rather than put forward a personal view.

This guidance states that "teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- ◆ treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- ◆ having regard for the need to safeguard students' well-being, in accordance with statutory provisions of showing tolerance of and respect for the rights of others
- ◆ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ◆ ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law."

On RSE specifically, a set of competencies specifically for sexuality educators has been produced by the World Health Organisation Regional Office for Europe and BZga ('Training Matters'). The recommended competencies form a substantial list, but a small selection is provided here for illustrative purposes:

- "Be willing and motivated to teach sexuality education
- Be prepared to examine and challenge harmful sexual and gender norms and practices, injustices and vulnerabilities

- Be aware that own experiences, attitudes and behaviour influence the way of educating students
- Be responsive to parents' concerns about sexuality education and be prepared to address them with respect and by reasoning with evidence-based information"

A specific section of the competencies framework relates to managing boundaries:

- "Respect privacy and the physical, psychological and sexual integrity of oneself and others (students, parents, colleagues)
- Refrain from disclosing information about the sexuality of students
- Refrain from sharing personal information about own sexuality
- Be willing to reflect on and understand personal and other people's situations, feelings, beliefs, attitudes and values (including own biases and personal opinions) regarding sexuality and relationships
- Be aware of and accept own boundaries and limitations and be willing to refer to other professionals
- Be committed to treating all persons, regardless of their different backgrounds, abilities, gender identities and sexual orientation, with respect and dignity
- Demonstrate zero tolerance of sexual and gender-based violence and discrimination and be prepared to protect students from it."

- vi. Disclosure: one of the reasons for setting up a working together agreement is so that students know what they should do if they do not feel safe during the lesson. This could happen if the content is distressing or triggering because of personal experiences of the student. Establish where a safe space would be for a student to go if they need to exit the lesson, for example the Quiet Room. It's also important that students know what topics are coming up in advance. The working together agreement also asks that students do not share personal details or names. They can say 'something that happened to a friend of mine' rather than 'something that happened to [name]'. From the outset students should be made aware of sources of confidential one-to-one advice for example from their tutor/Year Lead, the Wellbeing Consultant in drop-ins or local young people's services. This information needs to be repeated and highlighted at the end of lessons and visible in a range of places, for example in student planners. The aim is not to prevent disclosure but to steer students to one-to-one advice rather than making an unplanned disclosure in a group learning setting. This is for their safety and that of the other students and staff. It is not appropriate for teachers to make disclosures about their own lives in a lesson. Teachers must follow the school safeguarding policies and teachers' standards at all times.

3. Confidentiality Policy (Safeguarding)

PD teachers are required to adhere to KCLMS's policy on confidentiality between themselves and students as set out within this section, if disclosures are made either during or following PD lessons. Students should be reassured that their best interests will be maintained, however, teachers cannot

offer or guarantee absolute confidentiality when they become aware of any information which causes concern in line with the KCLMS Safeguarding policy (Sections 21 and 30). If confidentiality has to be broken, the student should be informed first and then supported by the teacher, as appropriate. When discussing issues in the classroom, any student disclosure that indicates a student is or may be at risk (see below) must be reported by the teacher to the Designated Safeguarding Lead, who will decide whether parents / carers should be informed, and any other action taken. Class teachers will not directly inform parents / carers of disclosures.

Students are deemed to be 'at risk' if they are:

- involved in situations where they can endanger themselves or others;
- involved in situations where they are being exploited or are exploiting others;
- victims of physical, sexual or emotional abuse.

The Safeguarding Team (DSL, DDSL, Year Lead) will support the staff member in exercising their professional judgment about what is in the young person's best interest. If they have not already done so, students will be encouraged to talk to their parents / carers and will be given all appropriate support in order to do so. If there is any evidence that abuse is or may be occurring, KCLMS's child protection procedures will be followed.

4. Relationships and Sex Education (RSE) Policy

1. Aims

Relationships and Sex Education (RSE) at KCLMS provides information and guidance to students on issues of sex, sexuality and sexual health. Sexual Health and Relationships Education at KCLMS supports the physical, moral and emotional development of students. It is about understanding the importance of stable and loving relationships, respect, love and care. Sexual Health and Relationships Education at KCLMS is not about the promotion of sexual orientation or sexual activity.

RSE is not statutory in sixth form colleges, 16-19 academies and FE colleges. However KCLMS believes that high quality RSE is an important part of schooling which supports young people's development and prepares them for adult life. This policy is in line with guidance from the DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019), as well as Keeping Children Safe in Education (2023).

KCLMS sees the aims of Sexual Health and Relationships Education to be as follows:

- to promote the spiritual, moral, cultural, mental and physical development of students;
- to prepare the students for the opportunities, responsibilities and experiences of adult life so that they may make a positive contribution to society;
- to encourage health-promoting behaviour.

2. RSE Teaching

The RSE programme will be delivered as part of Personal Development via specific lessons and talks delivered by specialists. Outside agencies concerned with promoting sexual health and healthy relationships will be invited to KCLMS to deliver factual content. Because of the age category of our students, parents/carers do not have the right to withdraw their child from this programme. However, topics will be dealt with sensitively, in accordance with Section 1 guidelines on teaching PD, and students can speak with their Year Lead or the Assistant Head (PDBW) if they have concerns about attending these lessons.

3. Lesson Content

The Assistant Head (PDBW) has responsibility for designing the content of RSE at KCLMS, who will monitor and review lesson content with the support of KCLMS PD teachers. The content of RSE will reflect KCLMS's aims for RSE stated above and will meet the needs of KCLMS students as judged by the Assistant Head (PDBW) in appropriate consultation with students, staff, parents / carers, and outside agencies concerned with promoting sexual health.

4. Use of Outside Visitors

Professionals from outside KCLMS are involved in teaching the RSE program at certain times. Every visitor or professional speaker involved in this program will be made aware of the KCLMS Safeguarding policy for casual staff and reporting procedures. KCLMS exercises great care in the choice of external speakers. Information may be provided to students about outside agencies who support young people around issues of sex and sexuality, for instance the Brook Family Planning and Sexual Health Clinics available in Brixton and Southwark.

5. Information on the Policy

Parents / carers are informed of KCLMS's RSE Policy through KCLMS's website, which holds the KCLMS Principles of PD Teaching policy. The Year 12 and Year 13 Leads will email an overview of the SoW to parents and carers towards the beginning of the academic year. parents / carers may wish to find out more information about the specifics of the RSE program; to do so they must contact the school directly by email.

Appendices:

Further guidance to support PD teaching at KCLMS

Appendix 1: Guidance on the bystander approach/interventions, particularly in respect to RSE

Teaching about the role of the bystander is an established part of teaching about bullying, but there is less documented about the bystander in relation to sexual violence or other areas of relationships and sex education. The only place in the Government RSHE guidance (2019) that mentions the role of the bystander is that students should learn 'about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help'.

Available research suggests that bystander interventions, which are fuller whole-school / setting programmes need planning and implementation over a period of time, with several steps in the process that need to be followed through and with commitment from the school / college /setting. See for example the 2020 report 'Bystander interventions to prevent intimate partner and sexual violence' from the Department for Education. Looking at advice around being an active bystander in the context of sexual harassment in universities may be useful, see for example this advice from Cambridge University 'Breaking the Silence'. Notice that the advice here is that it is safer to call out behaviour or intervene in a group. Some pointers for developing whole-school / college approaches to tackling sexual harassment are available from this FE News article.

Given the complexities of looking at the bystander role in relation to intimate partner and sexual violence it may be more helpful in the context of a RSE lesson to direct students to consider how they would advise a friend if they came to them for help with a specific issue that may have been highlighted in a case-study or scenario, rather than 'casting' the students as bystanders within a scenario. Advising a friend can happen after the end of the event described in a scenario rather than at the centre of it which creates a little more distance and safety.

Schools need to develop a culture whereby students feel that if they report something, it will be taken seriously and properly investigated, so that students feel it is worth speaking up and reporting.

Appendix 2: Guidance on discussions about the law

Discussions about the law in relation to Sexual Offences for example, and other aspects of the law can rapidly become very detailed with students sometimes asking the teacher to clarify what is illegal / legal in a range of cases. Students may consider lots of different scenarios, inserting 'what if', to consider different variables. Try to avoid becoming sidetracked by detailed discussions about the legalities of individual cases as this can be a distraction from the planned learning and it's not possible for the teacher to provide a legal judgment. It is important that students learn the key tenets of the law. Individual cases will also be resolved through case-law, which is dynamic.

Appendix 3: Guidance on handling tricky questions

It is important to encourage students to ask questions but this requires the teacher to feel confident to handle the questions raised. The following guidelines will help you PD teachers to manage this aspect of PSHE teaching safely:

- Have an 'Ask it basket' / anonymous question box available before, during and after all lessons, so students can ask questions anonymously at any time. If you are concerned about a question, ask anyone whose question has not been answered to come and see you privately.
- Be conscious of the message you give the rest of the group when responding to a question. You may be certain that a question has been put to you to attempt to embarrass you or put you on the spot but a dismissive answer could dissuade others from asking genuine questions when faced with a tricky question.
- Thank them for the question and check you have understood what they are asking and what they think the answer is.
- Give a factual, age-appropriate answer when you can.
- Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later. Be prepared with a response such as 'That's a really interesting question and it deserves a good answer – let me have a think about it (for a minute) / (and get back to you later). Consider whether you need to consult senior colleagues. What is the school policy? Is there a potential safeguarding issue?

Appendix 4: How can PSHE education contribute to student safeguarding?

Guidance from the PSHE Association. "Safeguarding in schools is more than simply keeping students safe in school. We leave them vulnerable if we do not do everything we can to equip them to keep themselves safe in school, outside school and in the future. PSHE education lessons provide the best context for this learning, as part of a whole school approach and can contribute to safeguarding by:

- Teaching students about healthy relationships and helping them recognise unhealthy relationships.
- Helping students recognise inappropriate behaviour towards them or others and to access help.
- Raising students' awareness of abuse, gender-related and gang violence.
- Addressing gender stereotypes and challenging the negative attitudes which lead to violence and abuse.
- Teaching the language, skills and strategies that enable students to tackle and mitigate risks to their (or others') physical or emotional safety, including bullying, unhealthy relationships, sexual exploitation, gangs, radicalisation, drug and alcohol use and other risky behaviours.
- Teaching the knowledge, understanding and skills students need to keep safe online.
- Broadening students' understanding of concepts such as consent, equality, discrimination, power and exploitation as part of a broader curriculum.
- Helping students to support and seek help for friends who are in unsafe situations.
- Helping students to see how their own behaviour can at times put others at risk.
- Supporting the development of personal attributes such as self-esteem, resilience and self-confidence and skills such as managing risk, decision making, emergency aid."

Appendix 5: PSHE Association principles

Guidance from the PSHE Association. "When teaching lessons in PSHE education focused on how students can keep themselves and others safe, the following key principles apply:

- Teachers should establish a safe teaching and learning environment by agreeing appropriate ground rules with the group, 'distancing' or de-personalising the learning, not focusing on individual students' circumstances and providing a means to ask questions anonymously before, during, or as part of the lesson.
- 'Topics' such as knife crime, or binge drinking, should act as the context through which we develop overarching concepts such as risk, power and healthy relationships.
- Sources of one-to-one specialist support should always be signposted.

- Lessons should always cover the law in relation to issues being covered.
- Lessons should go beyond giving information and raising awareness, and focus on developing the skills and attributes required to use the information to make safe choices.
- Teachers should promote equality and high self-esteem throughout.
- Learning for male and female students should be consistent.
- Lessons should challenge norms, attitudes and perceptions about how men and women should behave.
- Lessons should challenge the belief that abuse of friends, partners or family members in any form can ever be acceptable or excusable.
- Teachers should always draw upon high-quality resources.