



SUTTON GRAMMAR SCHOOL

PSHE

The Personal Development Curriculum at Sutton Grammar School is designed to empower pupils to make informed, healthy and positive decisions driven by values of kindness, empathy and respect.

By instilling this knowledge and these values in our pupils, we believe they will be able to navigate our ever-changing, diverse society and embrace its challenges. They will be able to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Even in the face of risks and challenges, our pupils will be resilient and know how and when to ask for help and support. We believe that this curriculum will facilitate our young people becoming happy and successful in their adult lives and share their values with others in their daily lives.

During the sixth form, every pupil will have one Personal Development lesson per fortnight with a member of the Personal Development department. There is no formal assessment or qualification for this subject but we believe it to be of vital importance to the holistic development of our young people. The Government has also made this curriculum compulsory for all pupils.

In these lessons we will explore the hallmarks of positive and fulfilling relationships, ways in which we can develop our physical and mental health and strategies for effective decision making in relation to social activities and indeed further study and careers.



SGS' PRINCIPLES FOR POSITIVE PERSONAL DEVELOPMENT

These ground rules are important to ensure we create a safe teaching and learning environment. Establishing a safe learning environment for both pupils and teacher is important for Personal Development lessons as it:

- protects pupils from possible distress
- enables them to feel comfortable exploring values and attitudes
- enables them to express their own opinions and consider the views and opinions of others, without the fear of negative feedback

WE WILL BE OPEN AND HONEST, BUT NOT DISCUSS DIRECTLY OUR OWN OR OTHERS' PERSONAL LIVES. WE WILL DISCUSS GENERAL SITUATIONS AS EXAMPLES BUT WILL NOT USE NAMES OR DESCRIPTIONS WHICH COULD IDENTIFY ANYONE. WE WILL NOT PUT ANYONE 'ON THE SPOT'.

WE WILL KEEP THE CONVERSATION WITHIN THE ROOM AND WE KNOW THAT OUR TEACHER WILL NOT REPEAT WHAT IS SAID IN THE CLASSROOM UNLESS THEY ARE CONCERNED SOMEONE IS AT RISK, IN WHICH CASE THEY WILL FOLLOW THE SCHOOL'S SAFEGUARDING POLICY.

IT IS OKAY FOR US TO DISAGREE WITH ANOTHER PERSON'S POINT OF VIEW BUT WE WILL NOT JUDGE ANYONE, MAKE FUN OF ANYONE, OR PUT ANYONE DOWN. WE WILL 'CHALLENGE THE OPINION NOT THE PERSON'.

TAKING PART IS IMPORTANT. HOWEVER, WE HAVE THE RIGHT TO PASS ON ANSWERING A QUESTION OR PARTICIPATING IN AN ACTIVITY IF WE FEEL IT MIGHT MAKE US UNCOMFORTABLE. IF YOU DO BEGIN TO FEEL PARTICULARLY UNCOMFORTABLE IN A LESSON, YOU SHOULD DISCREETLY LET YOUR TEACHER KNOW WHO WILL HELP YOU LEAVE THE ROOM FOR A COMFORT BREAK.

WE WILL LISTEN TO THE OTHER PERSON'S POINT OF VIEW AND EXPECT TO BE LISTENED TO.

WE WILL NOT MAKE ASSUMPTIONS ABOUT PEOPLE'S VALUES, ATTITUDES, BEHAVIOURS, LIFE EXPERIENCES OR FEELINGS.

WE WILL USE THE CORRECT TERMS FOR THE THINGS WE WILL BE DISCUSSING RATHER THAN THE SLANG TERMS, AS THEY CAN BE OFFENSIVE. IF WE ARE NOT SURE WHAT THE CORRECT TERM IS WE WILL ASK OUR TEACHER.

WE KNOW THAT NO QUESTION IS A STUPID QUESTION. WE WILL NOT ASK QUESTIONS THAT DELIBERATELY SEEK TO EMBARRASS ANYONE ELSE. THERE IS A QUESTION BOX FOR ANONYMOUS QUESTIONS.

IF WE NEED FURTHER HELP OR ADVICE, WE KNOW HOW AND WHERE TO SEEK IT CONFIDENTIALLY, BOTH IN SCHOOL AND IN THE COMMUNITY. WE WILL ENCOURAGE FRIENDS TO SEEK HELP IF WE THINK THEY NEED IT.