Lincoln Minster School

Personal Development

1. Policy Statement and plan for curriculum updates

Lincoln Minster School is a warm and welcoming community which aims to educate young people in an environment which promotes happiness, respect, and a growth in self-esteem. We believe in the entitlement of young people to knowledge, facts and information about issues that affect their lives and wellbeing. The Personal Development (PD) programme is a key part of a well-rounded education which prepares pupils for their lives both in and after school. As a school it is our duty to promote wellbeing, and, in line with our ethos and aims, our PD programme aims to ensure that pupils are confident and happy, ready and able to take their place in the adult world. To this end, our pupils follow a structured PD programme which progresses as they move through the school, developing within them character attributes which underpin educational and employment success.

Our provision provides opportunity for pupils to develop the values, skills, mindset and behaviours that will stand them in good stead for adult life. It will be taught in such a way that encourages respect for all people.

Lincoln Minster School affirms that its Personal Development (PSHE/RSHE) programme is delivered in line with the statutory guidance for Relationships, Sex and Health Education (RSHE) as per the guidance update in July 2025.

The 2025 guidance emphasises the importance of students practising the skills outlined in the statutory objectives, whereas previous guidance emphasised what students should know by the time they leave secondary school. This often-times means that more time should be spent on each objective. As such, with the exception of the Careers and Finance outcomes, all content covered by the United Learning Curriculum for PSHE and RSE, adopted in September 2026 by LMS, now reflects the statutory objectives. All statutory content will be covered several times between Years 7-11, in order for students to embed knowledge and provide opportunity to practise skills across a range of different contexts.

At Senior:

- **Violence against women and girls (VAWG):** Teaching will include recognition of misogyny, harassment, and strategies to challenge and prevent violence against women and girls.
- **Consent and respectful relationships:** Pupils will be taught the meaning of consent, boundaries, and respect in all relationships.
- **Online safety and harmful content:** The curriculum will cover online abuse, image-based harm, pornography, coercion, and the impact of harmful algorithms, alongside strategies for safe digital participation.
- **Mental health and wellbeing:** Pupils will be supported to develop mental health literacy, coping strategies, resilience, and knowledge of how to access support.
- **Safeguarding alignment:** RSE delivery will be consistent with the school's Child Protection and Safeguarding Policy, with clear escalation routes for disclosures.
- **Parental engagement and withdrawal rights:** Parents will be consulted on RSE content and given an opportunity to view materials and amendments in the Lent term of 2025. Their statutory right to request withdrawal from sex education (but not relationships or health

education) will be clearly communicated, with requests considered by the Head and recorded appropriately. Parents will also be informed prior to RSE lessons taking place.

- **SEND and inclusion:** Teaching will be adapted to meet the needs of pupils with SEND, ensuring accessibility and equality of opportunity.
- **Staff training and external contributors:** Staff will receive RSE specific professional development. External speakers and resources will be vetted to ensure compliance with statutory guidance and safeguarding standards.

At Prep:

- **Safeguarding language to be added:** Explicitly stating that EYFS pupils will be taught correct names for body parts, privacy, and how to seek help if unsafe.
- **Personal safety expanded:** Including fire, water, road, and travel safety in Reception curriculum.
- **Mental health literacy:** Including resilience, coping strategies, and emotional wellbeing support.
- **Equality and respect:** Adding explicit mentions of tackling stereotypes and promoting respect for all, including gender equality.
- **Parental engagement:** Parents are to be informed and consulted about EYFS PSHE/RSE content.

The overall quality and consistency of PSHE/RSE delivery will be monitored throughout this period through lesson observations, curriculum reviews, pupil voice and staff feedback.

PD ensures that pupils can develop their self-knowledge, learn to be positive about their gifts and abilities, and develop their self-esteem and confidence. This is addressed in age-appropriate ways as the pupils move through the school. The PD programme aims to provide a structured programme which complements the curriculum and the school's ethos by focusing on topics which will help all pupils become active and caring members of the community, recognise and accept their own strengths and weaknesses, and learn to face new challenges with confidence.

The PD programme is delivered according to the procedures set out below and is supported and complemented by assemblies; curriculum lessons; Learning 2 Learn; fund-raising activities; DofE and PDP activities; External Speakers and Agencies; SEAL and SEAD; School Council; form times, and extra-curricular groups and activities e.g. Compassionate Minster. The programme is designed to enable pupils to:

- learn about the country they live in and gain a broad general knowledge of public institutions and public services in England
- have a healthy respect for the law and distinguish right from wrong
- be tolerant individuals who respect and appreciate their own and other cultures, appreciating racial and cultural diversity
- take steps to avoid and resist racism and all forms of discrimination
- accept responsibility for their own behaviour and show initiative
- become involved in their community and to be effective, confident and positive contributors to and users of its services and facilities
- gain the skills, knowledge and characters that will prepare them for future life in British society.
- Learn about the achievements of other cultures, including those outside of Europe

Whilst children are encouraged to challenge and explore a range of themes, pupils should not be actively encouraged by teachers or others to support particular political viewpoints.

The scope of PD at Lincoln Minster School is wide ranging and responds to topics and events when appropriate. The programme is tailored to the needs of our pupils, provides flexibility to ensure topical issues are raised and discussed, and encourages pupils to question and think about the lives they lead. PD is one keyway in which the pupils' spiritual, moral, social, and cultural development is fostered, in line with the aims and ethos of the school. Lincoln Minster School acknowledges the importance of staff training in the implementation and delivery of PD and is committed to providing continued professional development opportunities to staff through INSET.

This policy applies to all members of our school community and those in our EYFS setting.

Lincoln Minster School is fully committed to ensuring that the application of this PSHE policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Lincoln Minster School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on request from the main school offices and should be read in conjunction with the following policies: Sex Education, Careers and Work Experience, Anti-Bullying, Behaviour and Discipline, Equal Treatment, PD schemes of work and those from other subjects, Religious Education schemes of work, Teaching and Learning.

This document is reviewed annually by the Deputy Head, the Head of the Preparatory School and the Head of Personal Development or as events or legislation change requires. The next scheduled date for review is September 2026.

Reviewed By	Charlotte Brigden; Head A Coupland; Head of the Preparatory School James Cairns; Head of Personal Development
Approved By	Charlotte Brigden; Head
Date	September 2026
Reason for Change	Annual Review
Next review date	September 2027

Lincoln Minster School
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2. Key Personnel

The person in charge of Personal Development for the whole school is Sam Palmer, supported by Charlotte Brigden (Deputy Head) at the Senior School, Andy Coupland (Head of the Preparatory School) at the Preparatory School and Victoria Whitworth (Deputy Head of the Preparatory School).

3. Senior School

PSHE content is delivered by the Head of Personal Development and the Pastoral Team.

The programme is planned for the year in advance and the contents are chosen within the parameters of:

- National Curriculum and DFE guidance
- Cross curricular themes
- School aims
- School policies e.g. anti-bullying, sex education and e-safety
- Items considered appropriate by Heads of Year, or Assistant Head for a specific year group.
- The programme must be flexible to accommodate current issues.

Topics covered in the programme include healthy eating, personal safety, mental health and wellbeing, relationships and sex education, self-esteem, careers education, environmental awareness, human rights issues and the political and legal system. Detailed schemes of work for each year group are held by the Head of PD and are available to parents on request.

Pupils and staff are expected to establish specific ground rules and boundaries to ensure that sensitive issues are handled with mutual respect, recognising that both pupils and teachers have a right to privacy. It is recognised that staff are not experts in all the areas covered by PD, rather facilitators of pupils' learning. Any concerns that staff have arising from PD lessons should be directed in the first instance to the appropriate Head of Year.

a. Years 7 & 8

Years 7 and 8 undertake PD for 50 minutes each week as part of their timetable. Modules of work are studied from each of the following areas:
Health, Safety and Emotional Wellbeing, Citizenship, Careers, Economic Awareness, Environment, British Values, Resilience.

b. Year 9

Pupils study PD for 50 minutes as part of their timetable and use the same subject areas as Years 7 & 8 with more focus on choosing options, careers and preparation for Work.

c. Years 10 & 11

Pupils study PD for 50 minutes as part of their timetable and use the same subject areas as Years 7, 8 & 9 with more focus on Health Education, Spirituality and Ethics, Citizenship and Careers form part of the taught curriculum for these year groups. Weekly assemblies support these broad areas of study and aim to enrich the curriculum of these young adults. An extensive programme of external speakers and agencies representing all strands of the PD programme also supports delivery of topics.

d. Years 12 & 13

Pupils study PD through our school 'Future Skills' programme, which is timetabling every week lasting 1 hour. As in Years 9, 10 and 11 the health education, sex education and careers scheme overlaps with the PD scheme to complete the whole programme. This is delivered by the Head of PD and supported by the Head of Sixth Form.

Teachers of PD will ensure that they are familiar with the school's Child Protection (Safeguarding) Policy; Anti-bullying Policy; Behaviour and Discipline Policy; Substance Use/Misuse Policy; Sex Education Policy.

The PD programme for Years 12 and 13 is monitored by the Head of Personal Development.

e. Assessment

PSHE is assessed in the following ways:

- Through observing pupils' work, by questioning, talking and listening to them and by examining the work produced
- Formal assessment though planned reviews for staff or children to complete
- Pupil interviews and surveys
- Curriculum reviews
- Lesson Observations

f. Reporting

Form Tutors report to the parents on the development of skills in PD lessons and areas for improvement in KS3-5.

g. Resourcing

The Head of Personal Development is responsible for the PD budget, which is set by the bursar for the financial year. The Creative Resources programme is supported by a comprehensive range of online and paper-based resources and activities, available to all via the shared drive.

4. Preparatory School

a. **Philosophy & Aims**

Personal Development lessons enable children to become healthy, independent and responsible members of society. Pupils are encouraged to play a positive role in contributing to the life of the school and the wider community.

The aims of personal, social and health education and citizenship are to enable the children to:

- ♣ know and understand what constitutes a healthy lifestyle;
- ♣ be aware of safety issues;
- ♣ understand what makes for good relationships with others;
- ♣ have respect for others including an appreciation of and respect for their own culture and other cultures to promote harmony and tolerance between different cultural traditions, including racial and cultural diversity to avoid and resist racism.
- ♣ What is means to be resilient and how to talk about what they are feeling. Including, having an understanding of appropriate strategies to help support their mental wellbeing.
- ♣ be independent and responsible members of the school community;
- ♣ be active and positive members of a democratic society;
- ♣ develop self-confidence and self-esteem and make informed choices regarding personal and social issues, distinguishing right from wrong and to respect the civil law of England
- ♣ develop good relationships with other members of the school and the wider community.
- ♣ opportunities to gain a broad knowledge of public institutions public services in England
- ♣ respect for democracy and support for participation in the democratic process

b. Planning and delivery

The PD programme at the Preparatory School is designed on a 'spiral scheme'.

The same topic will be taught each half term from Year 1 to Year 6, but themes will be developed to enhance pupils' understanding of certain issues. The spiral curriculum also enables the promotion of themes in school assemblies and in presentations around the school. It is delivered using the 1Decision programme as its core.

Subject planning and evaluation is incorporated in class and year group planning and is used to set clear achievable goals and ensures that work is matched to pupils' abilities, experience and interests whilst allowing progression, continuity and subject coverage throughout the school.

PSHE is taught as part of the topic and built into the weekly timetable in the Preparatory School. The PSHE curriculum follows the 1Decision scheme for Year 1- Year 6 and is supported by themed assemblies throughout the year.
For Years 3 to 6 PD is covered during Form periods by the Form Tutors, as well as a 35 minute period of the timetable.

PSHE is incorporated into all aspects of school life.

In addition pupils are taught:

- as a whole class group – this may be to introduce a new topic, or to review and revise work already covered.
- in groups these may vary in structure but provide pupils with opportunities to work together, share ideas and skills and learn from each other;
- as individuals – working on appropriate tasks closely matched to each child's own ability ensuring progression, understanding and success.
- As a whole school such as a themed week (eg Anti-Bullying Week).

All pupils have the opportunity to:

- Listen to presentations by the teacher
- Research information from I.T. sources and library materials;
- Use multi media resources
- Discuss and debate;
- Ask questions;
- Take part in individual or group investigations;
- Use role play and drama;
- Take part in practical activities that promote active citizenship e.g. charity fundraising and the planning of special school events;
- Record and display their work including visual and written work and work done on the computer;
- Learn how to create and play a positive and supportive role in the local community.

c. Fundamental British Values and the celebration of diversity.

This is incorporated within the PD curriculum and general activities which take place over the course of the year. Planning should reflect how this area is covered within individual subjects. The assembly programme, trips and visits, visitors to school, charity work and fundraising and the House system all

cover aspects of this area. Assemblies throughout the year, explore issues around Britain's colonial past, the history of racial integration and the celebration of achievement across cultures.

d. Planning, Delivery and Resources

PSHE is delivered for the most part through 1decision. Subject planning and evaluation is incorporated in class and year group planning and is used to set clear achievable goals and ensures that work is matched to pupils' abilities, experience and interests whilst allowing progression, continuity and subject coverage throughout the school.

e. Resources

The key resources give a broad base and continuity as pupils move through the school. They are supplemented with teacher-prepared materials and other appropriate resource material. I.T. materials are available to support some topic areas.

The 1decision programme is supported by a comprehensive range of online and paper based resources and activities, available to all via the 1decision website.

A number of free resources are often sent to both sites reflecting current topics of interest, and these will be used as appropriate e.g. firework safety, healthy eating, sun cream and skin care etc.

f. Role of the Head of Personal Development

The Head of PSHE is responsible for monitoring and providing a strategic lead and direction for the subject in the school. Attendance at appropriate PSHE courses is undertaken by the Head of PSHE and reported back to other members of staff. The Head of PSHE leads the group and is responsible for monitoring and reviewing what is taught and implementing any changes and staff training.

g. Adaptive Teaching:

Throughout all aspects of class organisation and teaching style, every effort is made to adapt work so that it is matched to the individual or group, extending and supporting as necessary. As appropriate a classroom assistant may be used.

h. Assessment

PSHE is assessed in the following ways:

- Informal assessment to involve children in receiving positive feedback
- Formal assessment though planned reviews for staff or children to complete
- Pupil interviews and surveys
- Curriculum reviews
- Lesson Observations

i. Reporting

PSHE is commented on in the form teacher's pastoral comment on their reports to parents and more specific information related to covered topics is reported on each term. It also forms part of the discussion at Parent meetings.

j. **Equal Opportunities**

All teaching and non-teaching staff at Lincoln Minster Preparatory School are responsible for ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and make the greatest possible progress.

k. Special Educational Needs

All children should have access to a broad, balanced curriculum which includes PSHE and allows them to make the greatest possible progress. Where necessary and appropriate, resources and delivery of the PSHE curriculum will be adapted to allow access for children with additional needs.

Throughout all aspects of class organisation and teaching style, every effort is made to differentiate work so that it is matched to the individual or ability group, extending or supporting pupils as necessary. As appropriate a classroom assistant may be used. Provision for children with SEN in relation to PSHE and Citizenship is the responsibility of the EYFS staff, individual Form Tutor, support staff and SEN coordinator as appropriate.

I. ICT

Pupils are provided with opportunities for using ICT to enhance their knowledge and skills. The ICT suite is available to be used.

5. Cross Phase/School Transfer

Meetings are held between the Head of PSHE, Prep teachers, Year 6 form tutors and Head of Year 7 to ensure smooth transfers at EYFS to KS1, KS1 to KS2, and KS2 to KS3.

6. EYFS Setting

The EYFS in this instance is made up of the Reception class.

The EYFS PSHE curriculum follows the Area of Learning and Development from the EYFS under the headings Personal, Social and Emotional Development (PSED), one of the prime areas of development in the revised EYFS. Children in Reception use the 1decision package to support the teaching of PSHE.

In the EYFS children are provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. We ensure support for their emotional wellbeing to help them know themselves and what they can do.

The children work towards the Early Learning Goals and by the end of Reception:

ELG: Self-Regulation Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships Children at the expected level of development will:

- Work and play cooperatively and take turns with others.

- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

a. Reporting and Assessment

Performance in PSHE is commented on in termly reports to parents. PSHE is assessed against the Early Learning Goals on the EYFS Profile which is completed at the end of Reception and the EYFS.