

PERSONAL DEVELOPMENT POLICY

PURPOSE:

To develop each student as a whole person by fostering the importance of relationships, self-esteem, self respect, communication, decision making and personal safety skills.

To provide students with relevant and age appropriate knowledge about how their bodies are changing and to equip them with a variety of strategies to confidently deal with these changes.

To promote the development of respectful relationships, including gender equity.

GOALS:

- 1.1 To develop an understanding of alcohol and substance abuse, the effects on bodily systems and its social and cultural impacts.
- 1.2 To develop an understanding of the physical, social and emotional development experienced across the human lifespan and how changes occur over time.
- 1.3 To promote the knowledge and skills to achieve optimum health and wellbeing.
- 1.4 To be aware of the many influences on our lives such as media and cultural bias and how these often affect the way we behave and feel about ourselves and others as they often present stereotypes and unrealistic images.
- 1.5 To develop an appreciation of the importance of relationships between individuals, families and groups and the responsibilities associated with these interactions.
- 1.6 To provide accurate and age appropriate information and materials about the human body and changes that occur from birth to old age, placing particular emphasis on the changes occurring to the students at that time in their development or in the near future.
- 1.7 To continually develop communication and decision making skills to promote self awareness, empathy and the ability to cope with emotional and physical stress.
- 1.8 To promote understanding and tolerance by investigating the similarities and differences between girls and boys and people from different cultural backgrounds
- 1.9 To promote gender equity so that males and females in all contexts are seen equally
- 1.10 To continually develop students' enthusiasm and motivating for achieving their personal best
- 1.11 To develop awareness of their role as a learner

GUIDELINES:

- 2.1 The basis of the curriculum planning will be the Victorian and The Australian Curriculum framework.
- 2.2 Where possible, the units of work will be integrated with other key learning areas such as English and other key learning areas through an Inquiry approach.

IMPLEMENTATION:

- 3.1 Personal Development units will be planned for and included in the plans within the Baden Powell College Inquiry Based Learning process.
- 3.2 Teachers will be encouraged to undertake professional development in sexuality education and personal safety programs.
- 3.3 At the Middle Years level, peer support will be given to inexperienced teachers through team teaching arrangements and where appropriate, single sex classes will be taught for some areas of sexuality education.
- 3.4 Program support by health professionals in the local community will be utilised where possible
- 3.5 A note will be sent home to parents outlining the sexuality unit content in Years 7-9 and requirements prior to the commencement of the unit.
- 3.6 Alternative arrangements will be made for students whose parents will not allow them to participate for religious, cultural or personal reasons.
- 3.7 Sexual health and safety issues (STI's) will be discussed within the context of rights and responsibilities within relationships.
- 3.8 Issues related to contraception and safe sex are addressed in the higher levels of the Victorian Curriculum and Australian Curriculum (Years 7-9) and will be discussed in Years 7 – 9. If students raise topics that are not considered appropriate it will be explained that they are not part of the course and will be strongly encouraged to direct their questions to their parents.
- 3.9 The Baden Powell College Values Program will be used to support the concepts of cooperation, tolerance, responsibility etc.

EVALUATION:

Teachers will use the indicators from AusVELS and Australian National Curriculum as the basis for their assessment as to whether the learning outcomes have been achieved at expected level.

This policy to be reviewed as part of the school's two year review cycle, individually, in teams and with the community in 2017 or more often if necessary due to changes in regulations or circumstances