

# Personal Development and Enrichment (PSHE) Policy



*Believe, Succeed, Together*

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## 1.0 Personal Development and Enrichment (PDE)

The Academy provides an extensive Personal Development and Enrichment (PDE) curriculum, designed to develop pupils' character, confidence, resilience, independence, health and wellbeing, leadership skills, preparation for life, and provide access to a wide and rich set of experiences.

PDE is organised into three broad areas:

- PSHE and RSHE.
- Development of Self.
- Enrichment.

### 1.1 PSHE and RSHE

To ensure comprehensive coverage and aid curriculum planning, the Academy has used and adapted the [Programme of Study \(KS3-KS4\)](#) produced by the PSHE Association, the national body for PSHE and RSHE education, which includes the compulsory elements as stipulated in the [DfE guidance - Relationships Education, Relationships and Sex Education and Health Education \(RSHE\)](#)

The knowledge, skills and attributes are delivered through a discreet timetabled PSHE/RSHE lesson; timetabled subjects e.g. Science, Citizenship, RE, P.E and Computing; a comprehensive 'theme' programme; and presentations/workshops from invited guests industry, health professionals and motivational speakers.

### 1.2 Development of Self

The Development of Self Programme is designed to provide pupils with substantive opportunities to develop their sense of identity, purpose, character, essential life skills that prepare them for their future, and collectively aim to create a well-rounded individual able to function effectively and contribute positively to society.

### 1.3 Enrichment

The Academy operates a wide range of extra-curricular activities and educational visits which **all** pupils are encouraged to avail - [Enrichment Activities](#) – including an 'Enrichment Week' in July. Uptake and participation are tracked and monitored through PAT (Enrichment) software.

## 2.0 Why is PDE so important?

The Academy aims to provide a broad and balanced curriculum that extends far beyond academia and focuses on the personal development of the individual.

The Academy also recognises that the rate of technological advancement and material provision, along with the breakdown of the traditional nuclear family, has left many young people ill-equipped to deal with the challenges they face in the modern world. This lack of preparedness has resulted in a proliferation of mental health issues, the main causes of which are summarised below:

- The fallout from the Government's response to the Covid-19 pandemic, which had a significant educational, social and psychological effect on children.
- The continual erosion of the nuclear family leading to a loss of identity, sense of belonging, emotional connection, family tension/arguments/division, financial problems etc.
- A breakdown in the traditional 'community', propagating a sense of social isolation.
- An unhealthy association with social groups used to 'replace' the emotional and physical void created by the 'absent' family unit e.g. gangs (County Lines).
- An overreliance on digital communication e.g. texting and social media, leading to sleep deprivation, poorly developed social and interpersonal skills and the formation of inappropriate or unhealthy relationships.
- An overreliance on high sugar/fat/salt convenience meals, combined with declining physical activity.
- A lack of 'real life' experiences which has resulted in an almost complete absence of 'reference points' to develop skills such as risk-taking, risk management and problem solving.
- A lack of exposure to failure leading to the absence of effective (sustainable) coping strategies.
- A culture of toxic perfectionism.
- A perception that fame and wealth can be achieved instantly without the need to work hard in achieving goals and aspirations.
- A 'blame culture' or sense of 'entitlement' which greatly limits a person's ability to accurately self-reflect and self-appraise.
- The normalisation of excessive alcohol/drug use and promiscuity.
- An overemphasis on managing the symptoms of mental health issues rather than tackling the root causes.
- The absence of a robust strategy from central government to tackle mental health issues.
- A lack of central government funding for mental health organisations e.g. CAMHS and inertia amongst professionals and agencies dealing with individuals with mental health issues e.g. GPs, Social Services and the Police.

### 3.0 PDE Development Areas

The Academy aims to develop the following through the PDE curriculum:

Category	Development Area
Character	Personal identity. Kindness, civility, cooperation, respect and tolerance. Confidence, resilience, independence, interpersonal skills, self-reflection, self-appraisal and leadership skills. Risk taking and problem-solving skills.
Physical Wellbeing	Positive habits in terms of sleep, diet, nutrition and exercise. Recognising and understanding risks and knowing how to minimise and manage risks and stay safe. Knowing how to save another person's life.
Mental Wellbeing	Positive/progressive mindset/outlook. Positive self-image linked to the development of self-esteem, self-confidence, self-awareness and emotional intelligence. Recognising mental health issues and how to manage them. Work-life balance.
Relationships	Recognising and understanding the nature of relationships with families, friends, teachers, partners; healthy and appropriate relationships; harmful sexual behaviour and sexual health/relationships.
Preparing for the Future	Focus, aspiration, motivation and direction in life. Revision and study skills. Financial competency/proficiency. CEAG and employability skills.
Community and Enrichment	Being part of a club/group/team and learning team-building skills. Being part of a community and contributing to community-based activities (active citizen). Achieving the Sports Leader Award, Arts Award and DofE. Taking part in educational trips and building up cultural capital.

## 4.0 PDE Overview

PDE is delivered through the following:

- Specific timetabled PDE periods – three lessons at KS3 and two lessons at KS4.
- Timetabled curriculum subjects e.g. Science, Citizenship, RE, P.E Food Preparation and Computing.
- Drop-down sessions.
- Enrichment activities operating across the academic year.

Year	English	Maths	Science	PDE	PE	MFL	Geography	History	Statistics	Computing	DT	Food Preparation	Music	Business	Drama	Art	Citizenship	RE
7	3	3	3	3	2	2	2	2	1	1	1	1	1	1	1	1	1	1
8	3	3	3	3	2	2	2	2	1	1	1	1	1	1	1	1	1	1
9	3	3	3	3	2	2	2	2	1	1	1	1	1	1	1	1	1	1

Year	English	Maths	Science	MFL <sup>2</sup>	Citizenship (including RE) <sup>3</sup>	Option 1	Option 2	Option 3	PDE	PE
10	4	4	4	3	3	3	3	3	2	1
11	4	4	4	3	3	3	3	3	2	1

\*Numbers refer to lessons per week, unless otherwise stated.

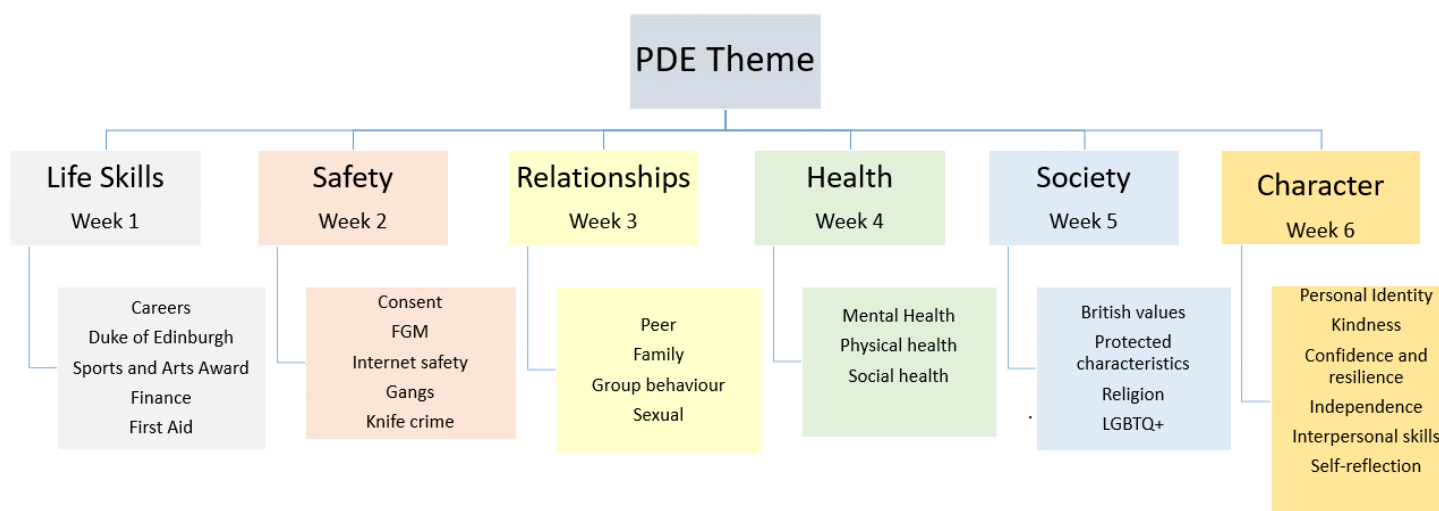
#### 4.1 PDE Lessons

PDE lessons cover the following areas across Years 7-11.

Year Group	PDE1	PDE2	PDE3
7	PSHE	Literacy and Reading	Theme/CEAIG
8	PSHE	Literacy and Reading/Theme/CEAIG	Arts Award, Sports Leader Award
9	PSHE	Literacy and Reading/Theme/CEAIG	Duke of Edinburgh Award
10	PSHE/Life Skills	Computing/Study Skills/ CEAIG	
11	PSHE/Life Skills	Computing/Study Skills/ CEAIG/RISE	
<b>Enrichment Activities</b>			

#### 4.2 PDE Theme Programme

The theme programme is organised through the following areas:



## 5.0 Equality, Diversity and Inclusion

The Academy's ethos '*Believe, Succeed, Together*' is reflected in an uncompromising belief that all pupils can and will succeed in a learning community which supports and values everyone and their achievements.

Central to the Academy's ethos is Equality, Diversity and Inclusion (EDI) which is concerned with promoting fair treatment and opportunity for all.

EDI Term	Definition
Equality	Ensuring that no one is treated less favourably because, for example, of their protected characteristics.
Diversity	Recognising, respecting and celebrating each other's differences.
Inclusion	Creating an environment where everyone feels welcome and valued.

The PDE programme brings together the central tenets of EDI by providing the opportunities to inform, discuss and promote the key aspects.