

Personal Development and Enrichment (PDE) 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 uses 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 discreet timetabled lessons; timetabled subjects e.g. PSHE/RSHE, Science, Citizenship, RE, P.E and Computing; Development of Self lessons; 'Drop down' sessions; and presentations/workshops from businesses, industry leaders, health professionals and guest/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 - [Extra-Curricular Activities and Educational Visits](#) and [Extracurricular Timetable](#). The Academy also operates an 'Enrichment Week' in July, where pupils have the opportunity to explore and partake in a wide range of events and activities.

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 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 and manifesting as acts of selfishness.
- 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 high stakes accountability society which has resulted in a (constant) fear of failure or underperformance.
- 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	<p>Personal identity.</p> <p>Kindness, civility, cooperation, respect and tolerance.</p> <p>Confidence, resilience, independence, interpersonal skills, self-reflection, self-appraisal and leadership skills.</p> <p>Risk taking and problem-solving skills.</p>
Physical Well-being	<p>Positive habits in terms of sleep, diet, nutrition and exercise.</p> <p>Recognising and understanding risks and knowing how to minimise and manage risks and stay safe.</p> <p>Knowing how to save another person's life.</p>
Mental Well-being	<p>Positive/progressive mindset/outlook.</p> <p>Positive self-image linked to the development of self-esteem, self-confidence, self-awareness and emotional intelligence.</p> <p>Recognising mental health issues and how to manage them.</p> <p>Work-life balance.</p>
Relationships	<p>Recognising and understanding the nature of relationships with families, friends, teachers, partners; healthy and appropriate relationships; and sexual health.</p>
Preparing for the Future	<p>Focus, aspiration, motivation and direction in life.</p> <p>Revision and study skills.</p> <p>Financial competency/proficiency.</p> <p>CEAIG and employability skills.</p>
Community and Enrichment	<p>Being part of a club/group/team and learning team-building skills.</p> <p>Being part of a community and contributing to community-based activities.</p> <p>Achieving the Sports Leader Award, Arts Award, DofE, Student Leader Accreditation.</p> <p>Taking part in educational trips and building up cultural experiences.</p>

4.0 PDE Overview

The Academy operates a 25 period (65 minute) lesson structure. For each year group, two lessons are allocated to PDE.

PDE is supported by other foundation subjects and underpinned by enrichment activities operating across the academic year and an Enrichment Week in July.

Year	Citizenship (including RE) ¹	Physical Education ²	PDE ³	Sports Leader Award Arts Award Award	Duke of Edinburgh Award	Student Leader Accreditation
7	1	2	2	-	-	-
8	1	2	2	-	-	-
9	2	1	1	1	-	-
10	2	1	1	-	1	-
11	2	1	1	-	-	1
Enrichment Activities and Enrichment Week						

¹Citizenship is compulsory and is the primary means of promoting SMSC and British Values. It is taught alongside the statutory provisions of R.E so the Academy is compliant in terms of sections 69 and 71 and schedule 19 of the School Standards and Framework Act 1998. GCSE Citizenship is compulsory at GCSE.

²At KS3, P.E is allocated 2 lessons (double the curriculum time compared to other Foundation subjects) to facilitate physical wellbeing. Those pupils who opt for GCSE P.E at KS4, undertake a total of 3 lessons.

³At KS3, PDE includes one discrete lesson of PSHE/RSHE and one discrete lesson of Development of Self. At KS4, PDE includes one discrete lesson of PSHE/RSHE/Development of Self and one discrete lesson involving the acquisition of a leadership award.