

# 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 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 discreet timetabled lessons; timetabled subjects e.g. Personal Development, Life Skills, Science, Citizenship, RE, P.E and Computing; Development of Self lessons; 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 \(eastwoodacademy.co.uk\)](#) – 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. EWMHS 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.            Kindness, civility, cooperation, respect and tolerance.            Confidence, resilience, independence, interpersonal skills, self-reflection, self-appraisal and leadership skills.            Risk taking and problem-solving skills.</p>
Physical Wellbeing	<p>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.</p>
Mental Wellbeing	<p>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.</p>
Relationships	<p>Recognising and understanding the nature of relationships with families, friends, teachers, partners; healthy and appropriate relationships; harmful sexual behaviour and sexual health/relationships.</p>
Preparing for the Future	<p>Focus, aspiration, motivation and direction in life.            Revision and study skills.            Financial competency/proficiency.            CEAG and employability skills.</p>
Community and Enrichment	<p>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.</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	RE and Citizenship <sup>1</sup>	Physical Education <sup>2</sup>	Personal Development and Life Skills <sup>3</sup>	Sports Leader Award Arts Award Award	Duke of Edinburgh Award
<b>7</b>	1	2	2	-	-
<b>8</b>	1	2	2	-	-
<b>9</b>	2	1	1	1	-
<b>10</b>	2	1	1	-	1
<b>11</b>	2	1	2	-	-
Enrichment Week					

<sup>1</sup>Citizenship is compulsory across KS3 and KS4 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.

<sup>2</sup>At 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.

<sup>3</sup>At KS3, PDE includes one discrete lesson of PSHE/RSHE and one lesson of Development of Self. At KS4, PDE includes one lesson of PSHE/RSHE and one lesson of Development of Self (including the acquisition of a leadership award in Year 9 and Year 10).

## 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.

<b>EDI Term</b>	<b>Definition</b>
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.

Refer to the Equality Objectives and Equality Policy