

# Personal Development Education (PDE)

## Intent

### Personal Development Education

The programme incorporates:

- Self-Awareness
- Self-care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I live in

And is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE).

Preparing for Adulthood themes:

1. Further education and employment
2. Friends, relationships and community
3. Independent living
4. Health

At Welburn Hall School we use Jigsaw resources – website linked here: <https://jigsaweducationgroup.com/>

The resources include:

- all the outcomes in the DfE statutory Relationships, Sex and Health Education guidance (England 2019)

- all the outcomes in the PSHE Association Programmes of Study (2020)
- continually updated online content, in line with DfE requirements, and the needs of our young people.

Please note our ‘Nurture group’ curriculum is tailored to the needs of the pupils whose main barrier to learning is their social, emotional and mental health needs. Functional communication, interaction and cognitive skills will be covered in a meaningful way that enables pupils to thrive in their learning. The team will plan by using objectives and opportunities from a pathway below which is relevant to the pupil, depending on age, needs and individual barriers to learning.

Semi-Formal			
Primary	KS3	KS4	College
<p>Our curriculum will enable pupils to:</p> <ul style="list-style-type: none"> <li>• Develop healthy relationships with familiar staff and peers.</li> <li>• Develop hygiene skills such as washing hands, teeth brushing, personal care routines.</li> <li>• Improve physical fitness such as walking, P.E., physio/O.T. programmes.</li> <li>• Develop Life skills such as dressing and undressing.</li> <li>• Develop management of feelings and relationships.</li> <li>• Develop a positive view of themselves and others.</li> </ul>	<p>Our curriculum will enable pupils to:</p> <ul style="list-style-type: none"> <li>• Build on previous knowledge, skills and understanding.</li> <li>• Develop personal identify, self-awareness, confidence and resilience.</li> <li>• Develop relationships.</li> <li>• Develop management of feelings and emotions.</li> <li>• Develop awareness of how to make healthy lifestyle choices – keeping safe etc.</li> <li>• Develop hygiene skills such as washing hands, teeth brushing, personal care routines.</li> </ul>	<p>Our curriculum will...</p> <ul style="list-style-type: none"> <li>• Build on previous knowledge, skills and understanding.</li> <li>• Develop personal identify, self-awareness, confidence and resilience.</li> <li>• Develop relationships.</li> <li>• Develop management of feelings and emotions.</li> <li>• Develop awareness of how to make healthy lifestyle choices – keeping safe etc.</li> <li>• Develop hygiene skills such as washing hands, teeth brushing, personal care routines.</li> </ul>	<p>Our curriculum will...</p> <p>Be delivered through the following topics over the year:</p> <ul style="list-style-type: none"> <li>• Managing feelings</li> <li>• Changing and growing</li> <li>• Self-care, Support and Safety</li> <li>• Healthy Lifestyles</li> <li>• The World I Live in</li> <li>• Self-Awareness</li> </ul> <ul style="list-style-type: none"> <li>• Enable pupils to develop their self-independence and have self-efficacy to make informed decisions.</li> <li>• Provide developmentally appropriate Relationship,</li> </ul>

	<ul style="list-style-type: none"> <li>• Improve physical fitness such as walking, P.E., physio/O.T. programmes.</li> <li>• Develop management of feelings and relationships</li> <li>• Develop a positive view of themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to improve physical fitness such as walking, P.E., physio/O.T. programmes.</li> <li>• Enable pupils to manage emotions effectively.</li> <li>• Continue to develop a positive view of themselves and others.</li> <li>• Enable pupils to develop their self-independence and have self-efficacy to make informed decisions.</li> <li>• Provide developmentally appropriate Relationship, Sexual and Health education.</li> </ul>	Sexual and Health education.
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**Learning Opportunities including Cultural Capital and SMSC (Spiritual, Moral, Social and Cultural)**

<ul style="list-style-type: none"> <li>• Role play</li> <li>• Outdoor play</li> <li>• Rebound</li> <li>• Light room</li> <li>• Hydrotherapy</li> <li>• Riding bikes</li> <li>• Circle time</li> <li>• Shared mealtimes</li> <li>• Group games</li> <li>• Sharing of their interests, choices and preferences</li> <li>• Relaxation opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Visits in the local community</li> <li>• Outdoor play</li> <li>• Rebound</li> <li>• Light room</li> <li>• Hydrotherapy</li> <li>• Riding bikes</li> <li>• Circle time</li> <li>• Shared mealtimes</li> <li>• Group games</li> <li>• Sharing of their interests, choices and preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Visits in the local community</li> <li>• Travel Programme</li> <li>• Rebound</li> <li>• Light room</li> <li>• Hydrotherapy</li> <li>• Riding bikes</li> <li>• Circle time</li> <li>• Shared mealtimes</li> <li>• Group games</li> <li>• Sharing of their interests, choices and preferences</li> <li>• Relaxation opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Collapsed curriculum days</li> <li>• Visitors to school</li> <li>• Visits to the local area</li> <li>• Assemblies</li> <li>• Visits by health professionals</li> <li>• Riding bikes</li> <li>• Circle time</li> <li>• Shared mealtimes</li> <li>• Group games</li> <li>• Sharing of their interests, choices and preferences</li> </ul>
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<ul style="list-style-type: none"> <li>• Feeling and emotion check ins (Zones of Regulation / Emotion Coaching)</li> <li>• SMSC themes – e.g. Anti bullying week</li> <li>• Targeted EHCP milestone activities</li> </ul>	<ul style="list-style-type: none"> <li>• Relaxation opportunities</li> <li>• Feeling and emotion check ins (Zones of Regulation / Emotion Coaching)</li> <li>• SMSC themes – e.g. Anti bullying week</li> <li>• Targeted EHCP milestone activities</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling and emotion check ins (Zones of Regulation / Emotion Coaching)</li> <li>• SMSC themes – e.g. Anti bullying week</li> <li>• Targeted EHCP milestone activities</li> </ul>	<ul style="list-style-type: none"> <li>• Relaxation opportunities</li> <li>• Feeling and emotion check ins (Zones of Regulation / Emotion Coaching)</li> <li>• SMSC themes – e.g. Anti bullying week</li> <li>• Targeted EHCP milestone activities</li> </ul>
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The Impact of the PDE curriculum will be that pupils:

<ul style="list-style-type: none"> <li>• Recognise people who are important to us.</li> <li>• Explore friendships and how to communicate within them.</li> <li>• Explore communication skills and how they support us to interact with people.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different types of relationships including friendships, family relationships and dealing with strangers.</li> <li>• Begin to recognise how to build healthy relationships.</li> <li>• Begin to recognise changes associated with puberty.</li> <li>• Explore physical and mental health.</li> <li>• Know how to get help if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different types of relationships including friendships, family relationships and dealing with strangers.</li> <li>• Begin to recognise and understand how to build healthy relationships, how to recognise unhealthy relationships and how to get help.</li> <li>• Begin to recognise and understand how relationships may affect their health and wellbeing, including mental health and online safety.</li> <li>• Begin to recognise lifestyle choices that impact on physical and emotional wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different types of relationships including friendships, family relationships and dealing with strangers.</li> <li>• Develop an understanding of how to build healthy relationships, how to recognise unhealthy relationships and how to get help.</li> <li>• Develop an understanding of how relationships may affect their health and wellbeing including mental health and online safety.</li> <li>• Develop an understanding of how choices have an impact on safety, security and happiness.</li> </ul>
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<p>Some pupils working within the Semi-Formal Curriculum are not yet ready to access subject specific learning, however, the curriculum will provide vital opportunities to engage in a range of multi-sensory experiences. This builds confidence, helps develop a sense of self, and allows pupils to recognise the impact they can have on the world around them.</p> <p>Some pupils working within the Semi-Formal Curriculum need repeated opportunities to access routines, experiences and resources to develop their cognitive, sensory and physical skills. Appropriate opportunities to revisit learning enables pupils to build their individual skills.</p>			

## Formal

Primary	KS3	KS4	College
<p>Our curriculum will...</p> <ul style="list-style-type: none"> <li>• Build on knowledge and skills over time and link new with previous learning.</li> <li>• Develop pupil knowledge, understanding and skills with regard to Relationships, family and friends, People who can support them.</li> <li>• Develop pupil ability to take turns, treating others with kindness, consideration and respect.</li> <li>• Develop understanding of personal privacy.</li> <li>• Establish pupil understanding of personal space and boundaries.</li> <li>• Encourage pupils to show respect and understanding.</li> </ul>	<p>Our curriculum will...</p> <ul style="list-style-type: none"> <li>• Build on knowledge and skills over time and link new with previous learning.</li> <li>• Further develop pupil knowledge, understanding and skills of Relationships, family and friends, People who can support them.</li> <li>• Continue to develop ability to take turns, treating others with kindness, consideration and respect.</li> <li>• Further develop understanding of personal privacy.</li> <li>• Continue to establish pupil understanding of personal space and boundaries.</li> <li>• Encourage pupils to show respect and understanding.</li> </ul>	<p>Our curriculum will...</p> <ul style="list-style-type: none"> <li>• Build on knowledge and skills over time and link new with previous learning.</li> <li>• Enable personal well-being – establishing knowledge and understanding of rules, friendship, transition and personal targets, diversity, discrimination, and gender, healthy lifestyles, eating and exercise.</li> <li>• Provide developmentally appropriate information about relationships and sexual health.</li> <li>• Develop ability to keep safe, covering areas of learning such as risk and peer influence, tobacco and alcohol, personal identity,</li> </ul>	<p>Our curriculum will...</p> <ul style="list-style-type: none"> <li>• Continue to build on knowledge and skills over time and will link new knowledge with previous learning.</li> <li>• Enable personal well-being – establishing knowledge and understanding of rules, friendship, transition and personal targets, diversity, discrimination, and gender, healthy lifestyles, eating and exercise.</li> <li>• Continue to provide developmentally appropriate information about relationships and sexual health.</li> <li>• Further develop ability to keep safe cover areas of learning such as risk and</li> </ul>

		<p>physical and emotional changes, puberty.</p> <ul style="list-style-type: none"> <li>• Develop understanding of economic wellbeing- careers, enterprise, skills, roles, choices at age 14+, money and personal budgeting, work roles and aspirations, moral and ethical choices, enterprise and business understanding.</li> <li>• Develop understanding of Citizenship – the operation of parliament, voting and elections, liberties enjoyed by UK citizens, rules and laws and the justice system, the role of the police and courts, e-safety, travel safety and road awareness.</li> </ul>	<p>peer influence, tobacco and alcohol, personal identity, physical and emotional changes, puberty.</p> <ul style="list-style-type: none"> <li>• Further develop understanding of economic wellbeing- careers, enterprise, skills, roles, choices at age 16+, money and personal budgeting, work roles and aspirations, moral and ethical choices, enterprise and business understanding.</li> <li>• Further develop understanding of Citizenship – the operation of parliament, voting and elections, liberties enjoyed by UK citizens, rules and laws and the justice system, the role of the police and courts, e-safety, travel safety and road awareness.</li> </ul>
<b>Learning Opportunities including Cultural Capital and SMSC (Spiritual, Moral, Social and Cultural):</b>			
<ul style="list-style-type: none"> <li>• Visits to the local area</li> <li>• Outdoor education activity day</li> <li>• Collapsed curriculum days</li> <li>• Visitors to schools</li> </ul>	<ul style="list-style-type: none"> <li>• Visits to the local area</li> <li>• Residential trip 1 night</li> <li>• Collapsed curriculum days</li> <li>• Visitors to schools</li> </ul>	<ul style="list-style-type: none"> <li>• Visits to the local area</li> <li>• Residential trip 2 nights</li> <li>• Collapsed curriculum days</li> <li>• Visitors to schools</li> </ul>	<ul style="list-style-type: none"> <li>• Visits to the local area</li> <li>• Travel training</li> <li>• Work experience</li> <li>• Residential trip 4 nights</li> <li>• Collapsed curriculum days</li> </ul>

<ul style="list-style-type: none"> <li>• Access to the school grounds</li> <li>• Assemblies</li> <li>• School values focus</li> <li>• School council</li> <li>• Student well-being ambassadors</li> <li>• Zones of Regulation/ Emotion Coaching check ins</li> <li>• EHCP target focus</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the school grounds</li> <li>• 'Meet the Employer' opportunities</li> <li>• Assemblies</li> <li>• School values focus</li> <li>• School council</li> <li>• Student well-being ambassadors</li> <li>• Zones of Regulation/ Emotion Coaching check ins</li> <li>• EHCP target focus</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the school grounds</li> <li>• 'Meet the Employer' opportunities</li> <li>• Work experience</li> <li>• Assemblies</li> <li>• School values focus</li> <li>• School council</li> <li>• Student well-being ambassadors</li> <li>• Zones of Regulation/ Emotion Coaching check ins</li> <li>• EHCP target focus</li> </ul>	<ul style="list-style-type: none"> <li>• Visitors to schools</li> <li>• Access to the school grounds</li> <li>• 'Meet the Employer' opportunities</li> <li>• Assemblies</li> <li>• School values focus</li> <li>• Vocational opportunities</li> <li>• Enterprise events</li> <li>• School council</li> <li>• Student well-being ambassadors</li> <li>• Life skills</li> <li>• Zones of Regulation/ Emotion Coaching check ins</li> <li>• EHCP target focus</li> </ul>
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The Impact of the PDE curriculum will be that pupils:

<ul style="list-style-type: none"> <li>• Understand and differentiate between the complexities of various relationships.</li> <li>• Manage their feelings and emotions.</li> <li>• Develop strategies that support their own and others' mental health.</li> <li>• Make healthy and positive choices.</li> <li>• Be an active part of their community and influence it.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and differentiate between the complexities of various relationships.</li> <li>• Manage their feelings and emotions.</li> <li>• Develop strategies that support their own and others mental health.</li> <li>• Make healthy and positive choices</li> <li>• Be an active part of their community and influence it.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and differentiate between the complexities of various relationships.</li> <li>• Manage their feelings and emotions.</li> <li>• Develop strategies that support their own and others mental health.</li> <li>• Make healthy and positive choices.</li> <li>• Be an active part of their community and influence it.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and differentiate between the complexities of various relationships.</li> <li>• Manage their feelings and emotions.</li> <li>• Develop strategies that support their own and others mental health.</li> <li>• Make healthy and positive choices.</li> <li>• Be an active part of their community and influence it.</li> </ul>
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<ul style="list-style-type: none"><li>● Know how to resolve issues and bring about change.</li><li>● Be confident in using the skills they develop, such as teamwork, resilience, independence and effective communication, in a range of contexts.</li></ul>	<ul style="list-style-type: none"><li>● Know how to resolve issues and bring about change.</li><li>● Be confident in using the skills they develop, such as teamwork, resilience, independence and effective communication, in a range of contexts.</li></ul>	<ul style="list-style-type: none"><li>● Know how to resolve issues and bring about change.</li><li>● Be confident in using the skills they develop, such as teamwork, resilience, independence and effective communication, in a range of contexts.</li><li>● Be confident in accessing work experience opportunities.</li><li>● Develop knowledge, skills and attributes needed to prepare pupils for life and work in Modern Britain</li></ul>	<ul style="list-style-type: none"><li>● Know how to resolve issues and bring about change.</li><li>● Be confident in using the skills they develop, such as teamwork, resilience, independence and effective communication, in a range of contexts.</li><li>● Be confident in accessing work experience opportunities.</li><li>● Be confident in moving on to other education providers or employment.</li><li>● Continue to develop knowledge, skills and attributes needed to prepare pupils for life and work in Modern Britain</li></ul>
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