



Personal Development Education (PDE)

All classes undergo Personal Development Education (PDE) with a curriculum that is established during Pre-Formal/Formal and continually built upon throughout their school journey and into College education.

The curriculum explores the following areas:

- Developing healthy relationships
- Developing hygiene skills; moving on to established personal care routines
- Improving physical fitness, with walking, PE and occupational therapy intervention
- Developing life skills, such as dressing and undressing
- Developing management of feelings and relationships
- Developing a positive view of themselves and others

As learners move through the school the PDE curriculum evolves to match their needs, including:

- How to make healthy lifestyle choices
- Taking turns and treating others with kindness and consideration
- Encouraging learners to show respect and greater understanding towards others
- Self-care, support and safety
- Understanding of personal privacy, including personal space and boundaries
- Managing emotions
- Developing independence and self-efficacy to make informed decisions
- Developmentally appropriate Relationship, Sexual and Health education
- Becoming more aware of the World that they live in

As our Formal learners move into higher school years and College their PDE will also include:

- Supporting personal wellbeing; establishing knowledge and understanding the rules of friendship, transition and personal targets, diversity, discrimination and gender.
- The ability to keep safe, covering risks and peer influence, including tobacco/alcohol and personal identity.
- Developing understanding and skills in regard to relationships, family/friends and other people who can support them.
- Developing an understanding of economic wellbeing/budgeting, including careers/work roles, enterprise/business understanding, skills, choices at age 14+.
- Understanding Citizenship – the operation of parliament, voting and elections; liberties enjoyed by UK citizens and the justice system, the role of the police and courts; e-safety; travel safety and road awareness.

Learning opportunities to underpin Spiritual, Moral, Social and Cultural Capital

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| • Access to the school grounds | • Zones of regulation/emotion coaching |
| • Visits to the local area | • Focus on EHCP targets in relation to PDE |
| • Outdoor education activity days | • Residential trips ranging from 1-4 nights, depending on learners' key stage |
| • Collapsed curriculum days | • Meet the Employer opportunities |
| • Visitors to school | • Work experience |
| • Assemblies | • Enterprise events |
| • Focus on school's values | • Life skills qualifications |
| • School council & student wellbeing ambassadors | |