

Personal Development Curriculum

(PDC) 2023/24

CONTENTS

- 1 What is it?
- 2 Why is PDC being taught and why is it important?
- 3 Curriculum changes from 2020
- 4 What is the future for PDC?
- 5 Guidance for teaching PDC at Fulston Manor School.
- 6 Lesson plans
- 7 Assessment
- 8 What support and guidance will I receive?

PDC - What is it?

The PDC Programme of Study for personal development curriculum (PDC) education has three strands — health & wellbeing, relationships and living in the wider world. Schools are expected to cover all three but it will be *mandatory* for all schools to deliver health education and relationships and sex education by 2020.

At Fulston Manor we currently offer a very comprehensive PDC programme which have been streamlined to contain the mandatory SRE topics which were rolled out in September 2020.

Why is PDC being taught and why is it important?

PDC education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

When taught well, PDC education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life. It helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PDC education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Changes to PSHE/PDC

Under the Children and Social Work Act 2017, the government committed to making relationships education (primary) and relationships and sex education (secondary) statutory in all schools, including LA maintained schools, academies, free schools and independent schools.

It was mandatory for all secondary schools to have relationships and sex education in place and a relationships and sex education policy in place.

At Fulston Manor our current allocation of PDC lessons total 16 across the academic year for Years 7-10 and 15 for Year 11 due to study leave. Within these lessons the students currently cover age appropriate topics. For example the Year 7 curriculum covers:

SRE (Sex and relationship education):

- ☐ Changes at puberty (physical, emotional and social)
- ☐ Reproduction, conception and pregnancy

Health, emotional health and well-being:

- ☐ Feelings on change, coping with change and difficult situations, asking for help (SUMO-beachball)
- ☐ Healthy lifestyles-taking responsibility, decision making (diet, exercise and sleep)
- ☐ Personal strengths, achievements and areas for development

Identity and Society:

- ☐ Introduction to school/class (inc. School council)
- ☐ Friendship, different groups and communities

Financial capabilities:

- ☐ Influences on saving and spending money

The new statutory guidance means that the curriculum needs to be streamlined to cover a broader knowledge of SRE. Therefore, some changes will be implemented this year to introduce some new topics; these will be initially focused on 'Relationships'. For example, next year Year 7 will cover 'Friendships and Family' rather than 'Identity and Society'. The lessons taught within this topic will be streamlined to make sure it specifically covers the mandatory elements of the government's guidance .

Lesson number	Friendships, family and LGBTQ
1	The characteristics of positive and healthy friendships. Management of conflict, reconciliation, privacy and consent.
2	Different types of committed and stable relationships. How they relate to human happiness and their importance for bringing up children. (LGBT+)
3	Practical steps in a range of different contexts to improve or support respectful relationships. Different types of bullying, the impact of bullying and the responsibilities of bystanders.

What is the future of PDC?

The new policy represents a new opportunity to let children and young people flourish in every sense of the word. The knowledge and skills and attributes gained will support their own and others well-being and attainment and help young people become successful and happy adults to make a meaningful contribution to society.

A motion to approve the Relationships Education, Relationships and Sex Education and Health Education regulations and guidance was passed in the House of Lords on the 24th April 2019. This was the final hurdle to getting this legislation through Parliament therefore guaranteeing that the aspects of PDC education mentioned were compulsory from September 2020. **Therefore, making PDC a compulsory curriculum subject which is incorporated into the timetable and is 1 hour long..**

The statutory guidance for Health Education, Relationships Education and RSE covers broad areas of particular relevance and concern to young people today. It should ensure that every child is guaranteed a PDC education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

Guidance for teaching PDC at Fulston Manor School.

- ☐ PDC takes place throughout the timetable and will be 1 hour long
- ☐ All exercise books will be kept in a box in the PDC teaching room, refer to Presentation Expectations
- ☐ **All PDC book should be read at the end of every lesson to ensure we are safeguarding all students, this must be signed and dated by the teacher**

- These dates are broken into 4 rotations, each of 3/4 sessions these are:

KS3

GROUP	ROOM	Number of lessons = 4 Week Beginning: Wk B 12 th September Week Ending: Wk 11 th November Target Setting (14th and 21st November set by EMA)	Number of lessons = 4 Week Beginning: 28 th November Week Ending: 3 rd of February Targeting setting (6th and 20th of February set by EMA)	Number of lessons = 4 Week Beginning: 27 th February Week Ending: 9 th June Target Setting (17th and 24th April set by EMA)	Number of lessons = 4 Week Beginning: 16 th June Week Ending: 21 st July
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KS4

GROUP	ROOM	Number of lessons = 4 Week Beginning: Wk B 5 th September Week Ending: Wk 4 th November Target Setting (7th and 14th November set by RPR)	Number of lessons = 4 Week Beginning: 21 st November Week Ending: 27 th January Targeting setting (30th January and 6th February set by RPR)	Number of lessons = 4 Week Beginning: 20 th February Week Ending: 26 th May Target Setting (17th and 24th April set by RPR)	Number of lessons = 4 Week Beginning: 5 th June Week Ending: 21 st July
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- Location of teaching material, Learning Material are in the shared documents (see shared documents>curriculum subjects>Personal development Curriculum) the units covered and lesson plans for each topic and each year group. Teaching pairs need to **plan 4 lessons for each topic, plus 4 cover lessons** for unplanned absence. This allows for lesson refinement and adaptation to the needs of the different groups you teach. Where possible, new staff are matched with an “old hand” as their partner to help support you and your planning. Each member of the pair should plan 2 out of the 4 lessons; this is left to the pair to decide.
- LG/HOH/SLT will be pottering into PDC lessons regularly and book sampling will take place at the end of each rotation. **We should not see graffiti on or inside the books. Please can staff check the books after every lesson to ensure we are safeguarding students, booked must be signed and dated**
- All lesson plans **must** be labelled **Lesson 1; Lesson 2; lesson 3; Lesson 4** within these folders according to the topic and year group for which you are responsible. Any resources necessary for the smooth running of the lesson must be labelled appropriately (i.e. topic and lesson, etc.) Staff must ensure all content is relevant to the topic being taught (**see Powerpoint with Topic Content**). If you are a topic lead please communicate the **instructions for the lesson and printing prior the new rotation**

If you have a planned or unplanned absence, appropriate cover must set. **In case of unplanned absence where the member of staff is unable to set cover.** Pre-Prepared resources should be in the year group Topic folder, the lesson and material for the cover lessons should clearly labelled as “**Unplanned cover lesson 1**”. If you have unplanned absence, please follow the school procedure and ensure absence is reported before 7.30am, please cc KFR into the email. **If you have a planned absence**, please adapt the lesson to be taught and ensure the materials are in the **classroom 48 hours before your absence**.

- As with all other lessons, **lesson objectives and assessment** for learning MUST be part of each lesson. Assessment should take part in every lesson and may take the form of written and/or oral tasks. **Partners should create a topic pages for their topic for students to record what they have learnt in that rota.** These topic pages should be part of the first lesson of each rota). **TOPIC pages must be printed off and put at the start of the topic and used as part of the lesson.**
- If you have any questions, please speak to Karen Franks. On occasions, I will send resources to you, which you may want to order, use or adapt. If you find any resources that you would like to order, please see me and this may be possible. Photocopying must controlled, where large numbers are needed, please try to reuse the copies (PLEASE SAVE TREES!).

- Lastly, target setting has been set aside for students to complete target setting throughout the year. Those dates are:

KS3

Target setting Year 7, 8 and 9

1st : 30th October and 6th November

2nd 4th of March and 11th March

3rd 17th June and 24th June

KS4 Target setting Year 10 and 11

1st: 30th October and 6th November

2nd Year 11 only (Review of PPE grades)

3rd: 4th of March and 11th March (review of Year 10 PPE results)

4th 17th June and 24th June

Lesson plans

All lessons should be planned, just like any other curriculum subject. The medium term scheme of work will set out the learning objectives and intended learning outcomes for each short series of lessons per year group and these provide the starting point for your lesson plans. In order to introduce the new curriculum in stages, the first topics to be adapted to the new curriculum will be the 'relationships' aspect of PDC. All other topics are as previous years and the breakdown of what is included in each topic for each year group can be found at: shared documents>curriculum subjects>Personal development curriculum.

All resources and current powerpoints for current topics can also be found in this folder, please amend/adapt these lessons to fit the needs of the students. Some of the lessons are skeleton lessons that will need amending.

Assessment

Assessment in PDC needs to be an integral part of teaching and learning. It is, therefore, important to understand the process of, and reasons for, assessing learning in PDC. Assessment is used to promote learning, to identify students' progress and ongoing learning needs, to allow them to reflect on their own learning and to demonstrate the impact the programme is having on them.

Learning in PDC should be assessed for several reasons. It is important for students to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences. Assessment also increases students' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. Without assessing your PDC education all you can do is describe provision; you cannot show its impact.

Assessment in PDC is not about levels or grades, passing or failing. The model of assessment that is most meaningful in PDC is **ipsative assessment: comparing the student's results against his or her previous results** (in a similar way to an athlete measuring today's performance against their previous performance).

There is a separate folder in the shared area that contains suggestions of activities for ipsative assessment. Broadly speaking, assessment should be ongoing throughout the lessons but should finish with Assessment Of Learning at the end of your series of lessons for each topic delivered.

What support and guidance will I receive?

Every PDC teacher is entitled to receive support and guidance throughout the academic year. **If you require training, please do speak to your line manager and add as part of your appraisal, if you see a training course please request training using the correct procedures.**

All resources and lessons are available in the shared area but if you have any issues with a topic, planning for a topic or would like to deviate from your current topic, please email me or come and see me directly to discuss:

kfranks@fulstonmanor.kent.sch.uk