

Personal Development Curriculum

(PDC)

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PDC - Aims

Our Personal Development Curriculum (PDC), which encompasses Relationships, Sex and Health Education (RSHE), is our school's programme to help students acquire the knowledge, skills, attitudes, and values they need to become healthy, safe, responsible, and respectful members of society. It supports their emotional, social, cultural, mental and physical development, and prepares them for the varied opportunities, responsibilities, and experiences of later life.

Purpose of PDC

- Learning is lifelong, developmental and age-appropriate. It covers emotional, social, cultural, relational, and physical aspects of wellbeing.
- It includes teaching about healthy relationships, sexual health, personal identity, mental health (including grief, loss, loneliness), personal safety, and the correct vocabulary for body parts (including genitalia) to support safety and reduce stigma.
- It does *not* promote specific sexual orientations or sexual activity. Instead, it promotes understanding, respect, and safety

The PDC/RSHE curriculum is designed to be progressive, building knowledge and skills year on year from Year 7–11. Mapping ensures age-appropriate introductions of sensitive topics before students are likely to encounter them in real life.

Changes to PSHE/PDC

Statutory Requirements

From **1 September 2026**, the updated DfE guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (July 2025) becomes statutory. Fulston Manor School will begin to implementation changes during this academic year.

- Relationships and sex education (RSE)
- Health education

The guidance replaces the 2019 version ([Relationship and Sex Education and Health Education](#))

The guidance is issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996, and applies to maintained and independent schools in England.

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.

From **1 September 2026**, the updated DfE guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (July 2025) becomes statutory. Fulston Manor School will begin to implementation changes during this academic year. We are an early adopter so we are amending lessons this academic year therefore ensuring topic are embedded into the curriculum.

- Relationships and sex education (RSE)
- Health education **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	Number of lessons 4 plus target setting	Number of lessons 4 plus 1 study skill.	Number of lessons 4 plus target setting and Family Values.
		Week Beginning: <u>Wk B 8th September</u> Week Ending: 7 th November	Week Beginning: <u>Wk B 10th November</u> Week Ending: <u>23rd January 2026</u> Target setting 12th January to 23rd January	Week Beginning: <u>Wk A 26th January</u> Week Ending: 8 th May Study Skills 23rd March – 24th April	Week Beginning: <u>Wk A 11th May</u> Week Ending: <u>21st July</u> Reflection Target setting 15th -26th June Family Values week 29th – 10th July

KS4

GROUP	ROOM	Number of lessons 4	Number of lessons 4 plus target setting.	Number of lessons = 4 plus 2 study skill and 1 target setting.	Number of lessons = 4 plus PPE reflections and work experience.
		Week Beginning: <u>Wk A 1st September</u> Week Ending: 21 st October	Week Beginning: <u>Wk A 3rd November</u> Week Ending: 2 nd February 2026 Target Setting 12th January -23rd January	Week Beginning: <u>Wk A 26th January</u> Week Ending: 8 th May Year 10 study skills (1 lesson 16th March -27th March, 2 lesson 30th March-24th April). Reflection Target Setting 27th April – 8th May	Week Beginning: <u>Wk A 11th May</u> Week Ending: <u>21st July</u> Year 10 PPE reflection 15th – 26th June Year 10 Work Experience Prep 29th June – 10th July

- 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 be 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 24 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 be 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. See PDC Rotation

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