**personal development curriculum Policy**

**Rationale**

We recognise that young people live in a period of rapid and often dramatic social, economic and technological change. In this climate our young people should ideally develop intra-personally and inter-personally through the role models of significant adults in their lives. As a result, they will automatically become more emotionally intelligent and witness the importance of having the right values and practices in the employment of life skills. However, in the absence of this, a taught curriculum is required in which teachers will act as facilitators providing young people with the knowledge and opportunity to practice vital life skills.

**Aims**

In line with our ethos and values it is our view that the personal development of our young people is as important as their academic development. We believe that the holistic approach to development on all levels produces well rounded “whole” people equipped with the skills to deal with life. In recognition of this, when delivering the personal development programmes, we focus on the development of skills and values centred firmly on the person.

In addition, we recognise that schools are centres of *education* and therefore they must accept the validity of a personal development approach to the delivery of the curriculum rather than a service driven direction.

**Objectives**

Through the delivery of the Personal and Social Education (PSE) programme our young people should be able to:

1. develop skills, attitudes, values and abilities which will enable them to be effective in a variety of adult situations and occupations
2. develop knowledge and understanding of themselves and others as individuals – their strengths and limitations, abilities, skills, personal qualities, potential, needs, attitudes and values
3. develop independence of mind and take responsibility for their own decisions and actions
4. develop self-reliance, self-discipline, self-respect and self-esteem
5. adopt an enterprising and persistent approach to tasks and challenges
6. develop a respect for ways of life, opinions and ideas different from their own, provided these are based on consideration and respect for others
7. develop a concern for, and a readiness to act on behalf of, the legitimate interests of others who cannot effectively so act themselves
8. develop knowledge and understanding of the world in which they live and of employment and other opportunities that are available
9. gain a concern for conservation of the natural world and for the physical, including the built environment
10. become effective independent learners.

The PD Programme is delivered through the Personal Development strand of the Revised Curriculum at Key Stages 3 and 4. At Key Stage 3 guidance materials for teaching are provided through the CCEA ‘In-Sync’ programme.

Personal Development at Key Stage 4 is addressed through a tailored programme which largely reflects continuity from K3. At Key Stage 4, we seek to fulfil the statutory requirements of the Northern Ireland Curriculum.

## Methodology

* In recognition of the fact that we all learn in different ways, a range of learning styles and teaching strategies will be employed related to active/experiential learning. These approaches will emphasise group and collaborative strategies, maximising opportunities for pupil input, decision-making and problem-solving.
* Lessons will be conducted in a non-judgemental atmosphere with the teacher in the role of the facilitator, creating and maintaining a safe and secure environment. Empathetic relationships based on mutual respect will be developed to create a place where fears and concerns can be expressed openly without risk of ridicule or reproach.
* The delivery of lessons will be concerned with the systematic and purposeful development of the whole person with emphasis on the active involvement of pupils in the learning process.
* Each pupil will have access to forty minutes per week of specific timetabled Personal Development, in addition to a variety of one off school events and assemblies.

**Managing External Agencies**

We acknowledge the importance of ensuring that any external agencies used to support our delivery of Personal Development must adhere to the values and ethos particular to our school. Schools need to be aware of the importance of a contract being agreed upon by all contributory parties. Brownlow Integrated College may use education and professionals from external agencies or the wider community to complement Personal Development classes through presentations, workshops and special assemblies.

External agencies used to support the college will:

• Receive a copy of the school’s PD Policy and agree to comply with the content;

• Be made aware of and adhere to the school’s Child Protection/Safeguarding Policy regarding pupil confidentiality and disclosure

• Agree to respect the ethos of the school;

• Be vetted as appropriate.

Prior to the use of an external agency, the Pastoral Care Director or organising teacher in consultation with The Pastoral Care Director will liaise with the organisation about the details of the proposed session, aims, learning intentions, methodology and evaluation.

To maximise learning from the session and to ensure coherence and continuity, any preparatory and follow-up work which needs to be completed will also be discussed.

At least one teacher is always present when external agencies are delivering any aspect of the PD Programme. Following the presentation, staff and pupils are asked to discuss their experience and evaluate the quality and usefulness of the external provision. This feedback and any evaluation carried out by the external agency, will be used to inform future planning and provision.

**Monitoring and Evaluation**

This school recognises and accepts the importance of monitoring and evaluating all aspects of the delivery of the Personal Development curriculum. To this end we follow the procedures for self-evaluation as outlined in the DE document ‘Together Towards improvement’

**Related school policies**

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

* + Pastoral Care Policy
	+ Relationships and Sexuality Policy
	+ Safeguarding and Child Protection Policy
	+ Misuse of Drugs/Substances Policy
	+ Positive Behaviour Policy
	+ Supervision of Visitors and Volunteers Policy