



Greenwood School Personal Development Learning (PDL) Policy, including Drugs Education

Date of Policy Issue/Review	September 2024	Review Date: Sept 2025
Name of Responsible Manager/Headteacher	Holly Mann	
Signature of Responsible Manager/Headteacher		

1. Context and Rationale

Role and nature of PDL at Greenwood School:

Those concerned with the development of this policy have agreed that the role and nature of PDL (including drugs education) is to help students to:

- Deal with difficult moral and social questions that arise in their lives and in society.
- Develop the knowledge, skills and understanding they need to live confident, healthy, independent lives, as individuals, parents, workers and members of society.
- Gain the knowledge, skills and understanding to play an effective role at local, national and international levels.
- Gain an education in citizenship and democracy, which will provide coherence in a way which all pupils are helped to develop a full understanding of their roles and responsibilities as citizens.
- PDL will be covered in lessons titled the following: Personal Growth, Wellbeing, RSHE and PDL.

The policy is produced by the Lead Teacher for PDL following conversations with staff involved in the delivery of PDL within the School.

Greenwood School is a Pupil Referral Unit and as such has different students on site at different times of the year so it is accepted that not all students will receive a full year PDL programme. The policy is reviewed bi-annually but will be done so with the thoughts and opinions of staff and students as to how the programme of study can best suit students needs.

2. Policy availability

Parents and carers will be informed about the policy through information on the School website. Parents/carers can download a copy of the policy from the website or they can request a copy to be posted home by contacting the Head of School either by email s.curtis@greenwood.hants.sch.uk or phone 02380423827. Parents/carers may also wish to view the schemes of work, materials and resources that are developed for PDL. These can be provided by the parents writing a letter to the Headteacher containing the reason for wishing to view the resources.

3. Aims & Objectives

The aims are to produce young adults who are:

- 1) Knowledgeable about themselves.
- 2) Self confident and responsible both in and beyond the classroom.
- 3) Able to maintain successful interpersonal relationships.
- 4) Responsible for their actions and aware of the effect of those actions on others.
- 5) Able to reflect on issues and take part in discussions.
- 6) Sensitive to the beliefs, values and ways of life of others.
- 7) Informed about local, national and global issues.
- 8) Able to work independently and collaboratively.
- 9) Able to reflect on their learning and plan for their own future development.
- 10) Informed, thoughtful and responsible citizens who are aware of their duties and rights.
- 11) Provide KS4 students the opportunity to achieve a Level 1 BTEC qualification in Personal Growth and Wellbeing

Objectives:

Staff involved in the delivery of PDL and Drugs Education liaise to ensure the development of a robust programme covering all aspects identified by the DFEs. This includes the development of long-medium-short term planning and subsequent modes of delivery and assessment, with emphasis on short term-planning of engaging and stimulating learning experiences.

This will be achieved through programmes of study that promote knowledge and understanding of:

- Self in relation to physical, emotional, intellectual and relationships.
- Others of different attitudes, beliefs and cultures.
- Health and wellbeing including drugs education and awareness.
- The environment, the world of work and the needs of the local community.

These programmes of study will be supplemented with the following key provisions:

The invitation of a range of guest speakers to facilitate discussion of experiences, attitudes, beliefs and cultures of others. This will help to promote respect, appreciation and/or tolerance for the views of others, which are not necessarily desired or agreeable by the student.

The facilitation of opportunities for learning beyond the classroom through development of the careers education guidance service, working in conjunction with work based placements relevant to the needs and likes of individual students'.

The opportunities for students to participate in social situations that are essential to personal development for progressing as informed, thoughtful, responsible and well-rounded citizens.

Involving students' in the planning and development of their own learning, including involvement in delivery of learning outcomes where it is viable and responsible to do so.

Student progress and achievement of the relevant learning outcomes will be recorded for the purpose of monitoring and analysis for modifying or amending learning experiences in order to facilitate individual student progression.

Greenwood School - PDL Policy

Finally all issues pertaining to the delivery and effectiveness of PDL across the whole-school curriculum will be discussed during weekly staff meetings. An exception to this rule would be where the issues concerned only effect or are affected by a limited number of staff (e.g. those delivering PDL) who may hold separate meetings where required or necessitated.

4. Creative & supportive learning environment

Due to the nature of the subject matter and the use of real life experiences, it is essential to establish a safe learning environment for this lessons. Staff will set clear 'ground rules' for staff and students to abide by during the lessons. We will ensure that where students indicate that they may be vulnerable and at risk, they will get the appropriate support by the staff in the room liaising with the DSL or appropriate member of the XLT. This may then lead to referrals to external agencies to further targeted support for that student. This policy is informed by the Schools Child Protection (CP) and Safeguarding policies so staff have clarity over how to act within any situation.

At no point will staff promise confidentiality to students during lessons and that any disclosures are correctly recorded and passed on in a timely matter as stated in the CP policy. Any external visitors to the School will have the 'ground rules' explained to them and will have to be bound by the Schools confidentiality guidance with regards student disclosures.

5. Religious beliefs

Greenwood School does not identify with or promote any specific religion or belief system, however all religions and beliefs are respected and persons of faith encouraged and supported in their related practices. The only exception is where any activities are illegal and/or infringe upon the rights of others and/or are in opposition to the Human Rights Act or any other UK legislation.

Through the PDL programme students will be able to learn about and respect other people's values, beliefs and cultures.

6. Entitlement and Equality of Opportunity

Greenwood Schools classroom practices and pedagogy will always take into account a student's ability, age, readiness and cultural background. Staff will adjust lesson plans and resources to ensure all students can access the learning. As we promote diversity and inclusion we expect our students to consider the needs of others as well as their own when learning. Within the School PDL is used as a way to address diversity issues and challenge those views which may cause harm and distress to others. Due to the nature of our students, all learning is informed by student's pen portraits which clearly set out any SEN needs and how to adapt learning to support them. All students have equal access to our PDL programme, regardless of ability, maturity and personal circumstance (e.g. faith, culture, sexual orientation, gender identity).

7. Learning & Teaching

The programmes of study referred to for the development and delivery of PDL are as follows:

7.1

Organisation of the PDL programme: Formed collaboratively by DHT, Head of Foundation Subjects, Restorative Lead Teacher and classroom PDL teachers.

PDL Coordinator – SAFE Team lead

Location of delivery – Onsite (Greenwood School, Cabot Drive, Dibden SO45 5UQ)
Offsite (Work placements, Trips, Visits).

Greenwood School - PDL Policy

7.2

Teaching methods used – A combination of visual, auditory and kinaesthetic stimulus through explaining, demonstrating and collaborating, with evidence of learning observed through written work, group debates, group discussions, Q & A, one to one reviews/discussions.

Where possible new topics will consider students differing start points so that gaps can be filled quickly and the students are able to develop and progress their knowledge further. We will ensure that those sessions, including those on risky behaviours, remain positive in tone by not creating inadvertent curiosity or even status among the young people who accept risk. It is important to reassure young people that the majority of their peers make positive and healthy life choices and that they are not missing out.

7.3

Primary persons responsible for delivery of PDL – Three classroom teachers

A minimum one hour of PDL per week will be given to all students. Some key stages may be given two lessons per week depending on other timetable commitments such as College, Work experience or enrichment opportunities. We will use external contributors from Health care or exploitation charities to try and give students real world examples of the topics we discuss. We will always inform parents of any external speakers or contributors so they are aware of the information being given to their child.

7.4

PDL is the responsibility of all teachers to deliver through cross-curricula and/or linked activities but this not limited to any one subject. Some staff will deliver aspects of the PDL programme through pupil interaction in lessons, enrichment and during social time (e.g. breaks). Wherever possible staff will be able to access training for PDL topics so that they are in the best place to impart that knowledge.

7.5

The programme will be evaluated through the senior leadership team, who will utilise a range of evidence, this will include but not limited to; teaching observations, evidence of students work, evidence of assessed work, reports and reviews from the PDL coordinator and any other persons planning and/or delivering any aspect of PDL. Reviews will take place once every term with the PDL lead and the main teachers of PDL. At all times we will use critical reflection to try and get the most out of the students during the sessions.

8. Resources

8.1

The resources currently available for delivery of PDL include but are not limited to:

- SWEET Personal growth and Wellbeing resources
- Full use of current ICT hardware and software (e.g. range of PCs and Microsoft Office packages)
- WIFI internet access
- Digital video recorder and cameras
- Electronic white boards
- Projectors
- Stationery (e.g. board markers, paints and art purposed drawing equipment)
- Work books
- DVDs
- Ipad

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9. Additional Services used for PDL delivery

9.1

The following services are linked to delivery of the PDL programme:

- Careers Guidance is provided under contract with Vicky Hall (Independent CEG Specialist)
- Willow Team as an off-site resource.
- It's Your Choice has been established as a guest provider (In-house visits)
- Hampshire County Council (through links to Healthy Schools)
- Horizon 20:20 e.g. Arts Award, as a guest provider (In-house visits)
- Health Promotion Practitioner Solent Sexual Health Services, as a guest provider (In-house visits)

10. Links to other School policies

This policy supports and/or compliments the following policies.

- Children protection / safeguarding
- Student Needs & Relationships
- Attendance
- Relationships & Sex Education and Health Education
- Drug education
- Online safety

11. National guidance

The policy was drawn up to achieve the outcomes of the following national documents:

- <https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>
- <https://www.pshe-association.org.uk/>

12. Where and to whom the policy applies

12.1

The policy applies to all staff and all students. This is based on a whole-school approach to PDL, which maintains a focus on "student voice" regarding PDL development within Greenwood School.

12.2

Parents and carers are affected by the policy regarding their role as permitting persons for range of decisions, these include but are not limited to; viability of work placements and offsite visits targeted to enhance and promote each students PDL experience.

12.3

Governors are affected by the policy in terms of its utilisation as a tool for insight into the planning and application of PDL practice, which can be evaluated against national guidelines/specifications (e.g. DfE PSHE/PDL learning outcomes and Ofsted Inspection Framework).

12.4

Partner agencies are affected by the policy when offering and/or providing learning experiences and/or work experience. This is due to the need to ensure the activities concerned link effectively to the nature of PDL.

Greenwood School - PDL Policy

12.5

Other schools are affected when electing to use Greenwood School as an alternative education provider; this is due to the need to be assured that the ethos, development and delivery of PDL remain consistent with their own policy and procedural practices.

13. How the Policy will be shared and reviewed with other members of Staff

Members of Greenwood School staff will have the opportunity to review the policy and/or any amendments prior to finalisation as a published document.

Copies will be made available by the Senior Leadership Team, who will set a time frame for staff review the document and make recommendations and/or agreements.

The finalised document will be due for bi-annual review by the PDL coordinator, who will be responsible for initial review and presentation to the SLT when necessary.

Earlier amendments may be acted on where required due to changes in legislation or for the purpose of improving delivery and service.

Date of Policy: September 2024

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Signed

Management Committee Chair.....

Head teacher.....