

Goldwyn Folkestone – PSD

Subject Statement and Long Term Plan



PSD – Statement of Intent

The intent of Personal Social Development (PSD) at Goldwyn is to deliver a curriculum that is accessible to all, ensuring that each of our pupils will develop skills and attributes, to support them to become the best version of themselves within the school and wider community.

PSD is not just about individual lessons at Goldwyn it is our whole school approach that defines our School values and ethos. This is reflected within our key policies, school charter, Goldwyn learning ladder, Maslow's Hierarchy of Needs. Staff modelling this inclusive practice creates our positive and engaging learning environment.

Due to the nature of our pupils needs and their social and emotional vulnerabilities it is our priority to allow development of attributes such as resilience, self-esteem, risk-management, team working and critical thinking at every opportunity. Soft landing, Goldwyn Time, assemblies and unstructured times are all good examples of when this takes place.

Our holistic programme will include three core themes in line with the PSHE association; Living in the Wider World, Health and Well-Being and Relationships. We aim to provide pupils with knowledge of their world locally, nationally and globally and give them the confidence to tackle many of the spiritual, moral, social and cultural issues that are part of growing up. Achieved through discreet PSD lessons and cross-curricular themes linked with all subject areas across the school. Our long-term plans are mapped in line with the PSHE association and adapted sympathetically, across our school's sites and pathways, appropriate to individual pupil's social emotional and communication needs.

Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of TEAMWORK and seek leadership opportunities within the school gates and their local community.

As pupils start planning their chosen next steps, we ensure that all pupils have gained experience through the Goldwyn Careers programme called the Employment Pathway. All aspects of careers education is achieved and explored in depth through IAG, Apprenticeships (we are an ASK apprenticeship school) college visits, and employer/workplace visits and our work experience programme in preparation for their transition. We are currently in partnership with the Careers and Enterprise Company (www.careersandenterprise.co.uk), CXK (www.cxk.org) and the EBP (www.ebpkent.co.uk).

PSD: Long Term Plan

During PSD, students are offered learning opportunities across the three core themes: Health and Wellbeing, Relationships, and Living in the Wider World

By covering a range of topics within these themes students will develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It aims to help students stay healthy and safe, while preparing them to make the most of life and work.

Learning opportunities are focused around ‘managing’ or ‘responding to’ challenging situations. They will develop strategies in: being able to identify risks or warning signs; resisting internal or external pressures; making informed decisions; exit strategies for unsafe situations; and knowing whom, how and when to ask for help, including reporting concerns.

Term	1	2	3	4	5	6
	Health and Well-being	Living in the wider world	Relationships	Health and Well-being	Relationships	Living in the wider world
Year 7 (N1/N2)	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid.	Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations.	Diversity Diversity, prejudice, and bullying. Identity, rights and responsibilities, living in a diverse society, stereotypes, discrimination, bullying including online and how to respond, supporting others.	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM (female genital mutilation).	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries.	Financial decision making Saving, borrowing, budgeting and making financial choices.
Year 8 (3)	Drugs and alcohol Alcohol and drug misuse and pressures relating	Community and careers Equality of opportunity in careers and life	Discrimination Discrimination in all its forms, including: racism, religious discrimination,	Emotional wellbeing Mental health and emotional wellbeing, including body image	Identity and relationships Gender identity, sexual orientation,	Digital literacy Online safety, digital literacy, media reliability, and gambling

	to drug use	choices, and different types and patterns of work.	disability, discrimination, sexism, homophobia, biphobia and transphobia.	and coping strategies.	consent, 'sexting', and an introduction to contraception.	hooks.
Year 9 (4)	<p>Peer influence, substance use and gangs</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.</p>	<p>Setting goals</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process.</p>	<p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes.</p>	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid.</p>	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.</p>	<p>Employability skills</p> <p>Employment rights and responsibilities, online presence, branding and reporting.</p>
Year 10 (5/7)	<p>Mental health</p> <p>Mental health and ill health, stigma, safeguarding health including during periods of transition or change (e.g. adolescence), stereotypes, misinformation, media influence.</p>	<p>Financial decision making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices, budgeting, fraud and cybercrime, financial risk</p>	<p>Healthy relationships</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography.</p>	<p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media, seeking help.</p>	<p>Addressing extremism and radicalisation</p> <p>Community cohesion and challenging extremism, belonging, conflicting views, accepting difference.</p>	<p>Work experience</p> <p>Preparing for and evaluation of work experience and readiness for work.</p>

Year 11 (6)	Building for the future Self-efficacy, stress management, and future opportunities.	Next steps Application processes and skills for further education, employment and career progression, SMART targets, revision skills, work/life balance.	Communication in relationships Personal values and emotions, assertive communication (including in relation to contraception and sexual health), unwanted attention, relationship challenges and abuse, seeking support.	Independence Responsible health choices and safety in independent contexts: safety in society, emergency first aid, health services, blood/stem cell/organ donation.	Families Different families and parental responsibilities, pregnancy, fertility, marriage and forced marriage and changing relationships (e.g. adoption, fostering, loss, bereavement, marriage, divorce).	
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