

## Intent

The personal and social development curriculum is intended to reach all year groups with a particular focus on key stage 4 pupils across the whole school with additional focus on the pupils who access the outreach provisions. There is an option to study the BTEC Level 1 and Level 2 Personal and Social Development Awards. There is mainly a KS4 presence on the outreach and on main site with most pupils being in years 10 or 11. All of the pupils that access the outreach have been permanently excluded from mainstream schools and there is no immediate plan for any to return to mainstream settings and are struggling to access an education on the main school site. The aim of the personal and social development curriculum is to encourage learners to explore themselves and their identity and make links to poor behaviour choices with the hope that alternative behaviours can be recognised and adopted to ensure a smooth return to the main site setting.

The level 1 qualifications focus on key areas such as personal identity and managing personal and social relationships. Many of the learners we teach have social and emotional difficulties and difficulties self regulating emotions. The aim of these two topics explore how to deal with social relationships and encourages learners to explore how they speak to peers and staff and how this is not always appropriate as well as dealing with the wider community.

The personal identity topic ensures the learners are looking at themselves and who they are and what their beliefs and attitudes are and why they think the way they do. Learners are expected to confront their own identity and they are encouraged to explore areas they feel they need to develop. This does often include poor behaviour choices and attitudes. The topics include a self development plan in which the young people set themselves behaviour targets to follow over the course of the learning hours. They are then expected to evaluate this at the end and self assess how well they feel they have or have not done.

Other topics look at managing personal risks and health lifestyles. Many of the learners will admit to engaging in unhealthy and risky behaviours outside of school and these modules looks at what happens if these risks do not always end positively. Disease because of drug use for example or poor diets and health related illness. Learners explore drugs, unprotected sex and poor diet as a theme and consequences to actions are heavily discussed.

The level 2 qualification is a more in-depth version of the level 1 qualification. Learners continue to explore personal and social relationships but in more dept looking at outside influences such as peers and media. This is designed to challenge the beliefs that some pupils may already hold about personal and social relationships. The module explores dealing with the wider public and there will be opportunities for pupils to attend trips in the community (pre Covid). Observation assessments will be carried out in this instance and the learners will be given feedback on their attitude/manner in which they speak with people. Further opportunities will be given to make any amendments and improve. Risk is further explored for the level 2 qualification as it seeks to understand the influences that affect risk and risky situations and how to recognise when risk is an issue. Learners will explore a range of risky behaviours such as drugs, sex, crime and fighting for example. The worst thing that can happen as a result and how alternative decisions can be made. Assessments are varied and include role play/question and answering assessments/leaflets/factsheets and written tasks.

The level 2 qualification provides an opportunity for learners to study mental health in depth. Looking at all mental health disorders, symptoms, and treatment options. Learners will have the opportunity to conduct independent research on a mental health disorder of their choice. The aim of this module is to educate against the stigma that mental health carries and for learners to be able to recognise any mental health issues amongst themselves, friends or family and have the knowledge to be able to access support. The unit addresses stigma and discrimination and looks to encourage the learners to address their own attitudes towards mental health. This is an extremely sensitive topic and additional support will be made available throughout, and the option for learners to take time out if they are becoming overwhelmed or upset would be considered.

End points during both the level 1 and level 2 qualifications give pupils knowledge and skills to understand the different terminologies particularly in relationship and mental health and healthy lifestyles for example. The end points allow academic trackers to be implemented for each pupil where progress is tracked and monitored closely. Key words build the importance of varied vocabulary and sentence building which in turn can build confidence.

The wider intent of the curriculum embraces a number of cross curricular themes which act to promote the personal development of our students. This includes SMSC experiences and British Values, with opportunities to capitalise on careers being a focus four times a year although I do regularly weave in careers throughout each module. For example, whilst working through the mental topic, we look at the types of jobs that are available in that sector. Through the delivery of each new unit I introduce the students to cultural elements of the wider world, including films, books, places of interest and famous people, all of which link to the topic they are studying at the time (Beyond the Curriculum). Literacy and numeracy are also promoted as core cross curricular skills; this is especially the case for reading and writing in line with all cross curricular literacy initiatives. Spelling is also a feature of each topic with every student being expected to spell, define and use correctly up to 12 essential words by the end of every topic. This is done in an attempt to widen the vocabulary bank of each student which we believe, in line with Hart and Risley, improves their life chances. We also work hard to develop resilient learners (Ella Woods) with a growth mindset (Carole Dweck)

### Implementation

Work is going to be implemented through variety of methods. In the unit 1 qualification there is many opportunities to role play feelings and attitudes which may give learners more confidence to speak to people and articulate feelings rather than a written approach. The level 2 qualification encourages learners to work independently formulating their own ideas and opinions and applying this to their own work. There will be spacing between the modules (five in each qualification) and interleaving giving pupils an opportunity to return to previously taught topics and modules. This helps to embed knowledge in the long term memory and giving focus to retrieval activities which will be heavily implanted during both qualifications.

Horizontal sequencing with other subjects, for example PSHE and elements of Biology, can influence the timing of topic delivery as we fully appreciate the value of cross curricular links given the difficulties faced when trying to establish vertical links in a short stay school. We

are certainly of the belief that if students can see the links between subjects it helps support the embedding of schema and knowledge.

All the lessons are delivered and taught to the highest pass criteria (distinction) and work is then scaffolded and modelled and supported for all learners to achieve the outcomes. This I believe makes the qualification not only inclusive but accessible to all students across the school.

Practice in the classroom reflects Rosenshine's 10 principles of instruction which underpin the implementation of the curriculum. These principles focus on the sequencing and modelling of concepts, the reviewing of taught material, questioning, and the stages of practice, from guided to independent. These principles are linked to the field of cognitive science and in particular the Cognitive Load theory by Sweller. Pupils are then assessed against the learning outcomes and the criteria of the qualification. This is done in a variety of ways such as baseline assessments, mid module assessments and impact assessments. Pupils will be given regular opportunities to retrieval prior learning and make links to cultural links for example and how these may link to British values and social and moral aspects of the school wide values.

### Impact

The overall impact across both level 1 and level 2 qualifications is that learners are able to recognise their own poor behaviour choices and reasons for making poor choices and be able to make better choices through knowledge and alternative options. The qualifications gives all learners an in depth opportunity to discuss behaviours and reasons why individuals opt to take part in this rather than making positive choices and all are given the opportunity for self-development. The outreach class sizes are smaller, and all pupils are on a personalised reduced timetable and a very supportive nurturing environment is adopted and lots of opportunities for additional mentoring and key working sessions to support the curriculum.

Progress is regularly reviewed and evaluated at data capture points and through each module assessment. I am aware at any point during the qualification if pupils are on target to pass the BTEC and steps are put in place to ensure that pupils achieve the highest outcomes at all time. Changes to the curriculum will also be reviewed at this point and if any reordering of the scheme of work or curriculum is required, relevant changes will be made in order to facilitate all learners achieving their full potential.

There will also be points for me to reflect whether my teaching has had an impact on the social and emotional development of a child not just the academic progress. Are pupils more aware of themselves and their behaviours? Are they able to recognise when their behaviours are becoming unacceptable? This also waves into whether any literacy impact has been made through oracy or written tasks such as reading and writing.