

Intent, Implementation and Impact: PERSONAL DEVELOPMENT



Intent:

The purpose of education at Howard House is to equip young people with the knowledge and skills that will enable them to better understand the world around them; prepare them for adult and working life; develop cultural capital and interests that will help remove barriers to achievement; and become rounded citizens that are able to positively contribute to our changing society. Our curriculum is founded on high expectations and increased opportunities for all students. It is our aim that students are accredited in all areas of study. From 2024 all our students will be accessing BTEC in Personal Growth and Well-being. At Howard House School we want to support our students overcome the barriers they face and develop greater problem solving and initiative, which relates to the world around them and their day to day lives. The curriculum will look to increase our student's life chances and provide them with the skills and knowledge that is needed to access better opportunities in further education, college, apprenticeships or/and work.

It is crucial to a successful education for young people to develop their personal skills, develop their social skills, and knowledge of RSHE (Relationships, Sex and Health Education (RSHE). The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving a primary education and Relationships and Sex Education compulsory for all pupils receiving a secondary education. RSHE is at the core of our Personal Development Curriculum (BTEC Personal Growth and Well-being covers the entire PSHE and RSE specifications. Our curriculum is designed to inspire and educate learners at all stages of their education, from aged 10-18.

Each lesson is carefully adapted to respond to individual starting points and individual challenges. Our staff are acutely aware that students may have experienced significant trauma and adverse childhood experiences (ACEs) or have specific challenges relating to others, this permeates our curriculum and is reflected in our adaptive teaching

Our Personal Development Curriculum aims to support our students to navigate the increasingly complex world today, both on and offline. The school ensures all elements of the statutory guidance are reflected in the long-term and short-term planning, helping students to foster the knowledge, skills and resilience required to positively contribute in society and become a well-rounded adult. The PD curriculum is taught in a progressive and systematic way, as presented in our Long term and medium term plans. Long term plans also highlight opportunities for students to revisit concepts and knowledge, links to mathematical and literacy opportunities, CEIAG, cultural opportunities and our Graduate Goals. Many of our students read and write at levels below their chronological age, opportunities are exploited, within teaching episodes, to encourage reading and writing; care is taken to present text at the reading age of the student to increase independence and accessibility. Challenging and ambitious tasks are provided to develop student's reading and writing skills. Variation in types of activities in accordance with pupil need and ability are focused to allow access and growth individually. For example, pictorial aids are used to assist in access and teacher scaffolding and modelling, in line with the schools agreed teaching modelling, are used to promote independent working in reading and writing.

Using BTEC Personal Growth and Well-Being students access a range of themes (for example sexual health and well-being; financial awareness), as they work towards Level 1 or Level 2. All students have the opportunity to develop analytical thinking, debate and communication skills as they develop their characters and identities.

Intent, Implementation and Impact: PERSONAL DEVELOPMENT



Implementation:

Personal Growth and Wellbeing (PGW) is taught as a continuum across the student's timeframe at Howard House. Students are monitored and assessed formatively throughout the guided learning time and summative assessments at the end of each unit. The personal development teacher is the subject lead therefore ensures the coverage of the curriculum as well as working alongside the Internal Quality Assessor within PGW. Student development data is reported to school's Quality of Education lead, the Head teacher.

Strong subject knowledge is at the centre of the curriculum within Howard House with student need and holistic development at the forefront. This is supported through regular CPD sessions, such as, dyslexia and PDA training, to ensure the curriculum is fit for purpose. As lead for PD I undertake regular training to ensure I am aware of the key legislative requirements and relating issues. I also take the lead in ensuring that other colleagues, who deliver the programme are confident and skilled to deliver.

Senior leaders are informed of student progress through the termly reports and input of assessment data onto Insight Tracker. The journey of curriculum development, workshops and trips are all communicated through the SAB report which is written and updated on a termly basis and read by leadership and governors. Regular communication, regarding subject developments and progress, takes place between the headteacher and the Subject Lead.

Staff at Howard House regularly attend CPD in support of upholding high standards across the delivery of subject content. For example, attending initial and standardisation training to ensure the PGW BTEC course is fluidly delivered to the expected standard and student need and development is consistently met and developed throughout the curriculum.

Planning and resourcing are reviewed by the subject lead through weekly meetings with teaching assistants, planning conferences and weekly learning reviews. This ensures students are being taught to a consistent standard.

Students have been supplied with a full pack of workbooks, alongside an e-sweet log-in, providing students with opportunity to choose which resource to use to access the course - supporting their needs best.

Teachers use student IEP's and adaptive teaching strategies to ensure planning and resources meet and support the needs of students in all personal development lessons. All teachers take into consideration of individual previous experiences of students when choosing units of work – avoiding triggering negative reactions or behaviours due to previous trauma.

Adaptive teaching strategies have been devised from the teacher to ensure the needs of students are met during personal development. For example, using student IEP's to identify beneficial resources or devices to support students access the curriculum. Every student has their own learning pack, which contains generic and subject specific resources, to aid them in accessing the curriculum. Through regular discussions with colleagues and subject associates, adaptive teaching strategies remain updated and effective.

The PGW curriculum is offered at level 1 and level 2. The separate levels are designed to ensure students can access the curriculum within their needs and abilities. The key differentiation is the different focus on the skills required to answer assessment objectives fully. For example, level 2 requires a deeper understanding of the unit of work requiring students to justify or explain in comparison to listing or briefly describing in level 1. The curriculum has been carefully devised to enable students to relate to personal experiences for examples to enhance the links between the curriculum and real-world which is a key guidance point within the RSE curriculum.

Assessments are designed to follow the intricate scaffolding implemented by the subject teacher to ensure students are well equipped with the skills to meet assessment criteria. This allows students to identify similarities between previous work in the assessments.

Standardisation training is compulsory for subject teachers to attend to ensure staff are consistent in delivery and marking of work. Subject teachers meet to compare and discuss student development, highlighting key misconceptions and strategies to bridge these gaps in learning.

The subject teachers in personal development are fully resourced in training and subject knowledge of the PGW curriculum ensuring high quality lessons are consistently delivered. Through open discussions with personal development subject teachers ensures curriculum gaps are identified, address and consolidated quickly.