



# Personal Growth Policy

Covering the National Curriculum Areas of:

- PSHE
- British Values
- Citizenship
- Mental health and wellbeing.

Status: Draft/Agreed

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Review Nov/Dec 2023

**Governor Leadership: Intent Committee**

**Executive Leadership: Headteacher**

**Key Manager: S.Dewsbury**

**Core Consultation group: SLT, teaching staff**

**Wider Consultation group: All stakeholders**

What the pupils need to know:

- How to be safe and successful citizens.
- Learn the skills to be independent and confident within the wider world.
- To become emotionally intelligent and resilient when accessing the world around them.

What every adult needs to know:

- How to support the children to access the world safely.
- Staff will ensure that opportunities and activities are designed to allow independence to take place. They will ensure students are successful and empowered in class and the wider community.
- Staff will teach students how to self-regulate and be able to name and respond to their own feelings.

What every supporting member of staff needs to know:

- Ensure that children are taught how to be as safe as possible within any given situation.
- Promote independence and ensure that children are not robbed of such opportunities.
- Will ensure that they are good role models and actively support the teaching of such approaches.

## Vision

At Cromwell High School we strive to provide an ambitious curriculum that is meaningful and relevant for all pupils.

Our key aim is to teach and develop pupils' skills to allow them to be well rounded, functional and safe members of society.

This is a key subject area in relation to achieving the aims of our school mission statement.

### **School mission statement:**

Pupils will learn:

- **about the world; we believe in the entitlement of all our students to a broad, balanced and relevant education. To learn about the facts, processes, principles, interests and wonders of-**
  - The natural world and environment and how to care for it
  - Human society, technology and its artistic and spiritual responses
  - Their own options and choices as they grow and develop towards adulthood
- **to be effective in the world; we will teach our students to optimise their success in achieving their goals in the world by teaching them the essential skills that will enable them to thrive in a changing world. Especially the skills of-**
  - Learning the essential skills to optimise independence in adulthood at home and/or at work. (Vocational Education/Food Tech)
- **to be confident, caring, safe, citizens; we will teach our students to be;**
  - Able to keep themselves and others safe by understanding and managing the risks of modern society including on-line and especially the dangers of grooming for criminal, sexual or extreme political motives.
  - Kind, caring, aware of the needs of others and aware of, able and motivated to follow the laws and British Values of our society especially understanding that all humans are of equal intrinsic value regardless of disability, age, gender, race, sexual orientation or identity. To take increasing responsibility for themselves and the effect that they have on others.
  - Realise their own identity in which they can feel comfortable, confident and able to continue to develop, thrive and be happy. To have the courage to be true to their 'best selves'. To learn to be true and kind to themselves through being true and kind to others.

# Intent

## Ambitious, accessible Curriculum

To teach all children to be the most effective, independent and successful citizens that they can be.

National regulations:

Key skill themes of the curriculum that will be reinforced for our learners:

'PSHCE is a non-statutory subject', However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

SRE- Given the complex nature of our students all children will learn about consent at an accessible level as well as issues related to personal safety and CSE. (Refer to the school policy and Scheme of work for a full break down.)

## Organisation of curriculum delivery-

PSHCE has been replaced with Personal growth, the core areas of which are based on the School's developmental curriculum which is broken into:

Self-help skills – This ranges from *Personal care to independent travel*.

Interpersonal skills. – *The skills needed to interact with other people and express my needs.*

Intrapersonal skills - *An understanding of my own feelings and behaviours of those of other people that I come into contact with. (Please refer to the below appendix of to see how the many skills are interlinked.)*

These skills in the past were delivered through a rolling program of 'Staying safe', 'Staying Healthy' and 'My relationships with other people'. This also included SRE for those children who required it.

This approach has been modified, so that these core skills are reinforced through other areas of the curriculum, were they would naturally be taught. The Five year program of study has been reorganized, so that the three core areas of Personal Growth do not overlap with other subjects, this helps to ensure that coverage is even and allows learning to become embedded over time.

However, no matter the topic name or theme these core principles have remained intact.

The school has also added Personal Growth to the school timetable to allow the formal teaching of:

Emotional awareness

Self and Co-regulation

Personal target setting

Self-help skills

All of which helps to promote independence and good mental health.

(These skills can be located within the current developmental curriculum PSHCE / PG)

Formal accreditation related to the 'Self-help skills' is undertaken through the Transition challenge and Life skills sessions.)

### **Forest Schools:**

The school has invested in Forest schools, this will provide children will a wide range of activities and experiences that will equip them to become:

More resilient

Develop a greater sense of their own self and independence

Allow them to connect with nature and in turn access many elements of stillness linked to our school approach for Mindfulness.

Follow their own interests and undertake child led investigation.

Build interpersonal and intrapersonal skills when working with others.

Become able to set and develop personal goals.

Make connections beyond the classroom.

More self-confident.

More proactive at engaging with the wider world.

Able to draw on nature as a tool to feel calm and relaxed.

Aware of nature and to start to value it.

### **Curriculum planning and sequencing**

Each learning sequence will begin with subject matter that is familiar and relevant to pupils' experiences, interests or motivations. From this meaningful content further learning will be built up to link to pupils' existing skills and knowledge at the appropriate level for their cognition; by association, concrete connections and the development of categorisation, comparisons (including ordination), and sequencing.

For example: self-regulation can only take place once a child has a fundamental understanding about how feelings manifest within their bodies and have learnt to accept Co-regulation techniques with the support of an adult.

Personal care skills can only take place once a child has an understanding of their own bladder when it is full or feels uncomfortable.

So, to that end our developmental curriculum has based its sequencing of skills and knowledge upon a small number of clinically proven models:

NHS physical development model

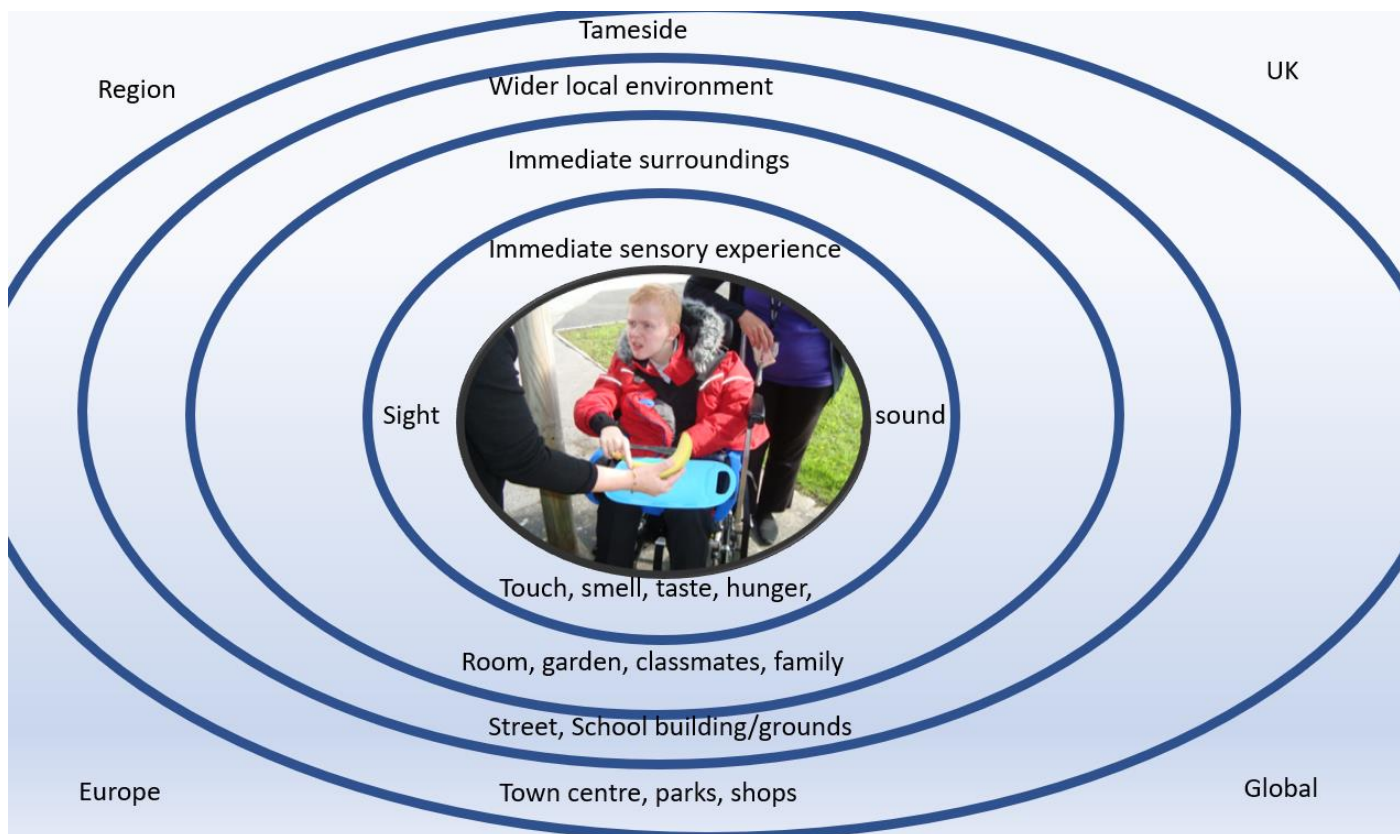
Child development milestones

The Early years foundation stages.

London College of psychology 'stages of personal development.'

The school as also enlisted both an Educational Psychologist and Psychotherapist to help ensure the correct sequences of learning have been adopted.

The diagram high-lights how the approach will work, with each child always at the centre of their learning journey.



Five year plan:

Please refer to the five year rolling program of study to see how Personal Growth relates to the schools current approach to learning:

At Cromwell our mission is for pupils to:

- learn as much about the world as possible

**Who am I?**

My body	My senses	My hobbies and interests	My family	My
friends	Making choices			
Clothing	Independence	My daily routines	My pets	
Being Independent	Imagination			

**Where do I live? What is in my home?**

Toys	Homes	Local Environment	Electrical Items
Furniture			

- learn skills to be as successful in the world as possible

**How can I stay fit and healthy?**

Hygiene	Personal safety	Exercise	Healthy eating	Dangers
of substances				
People who help us	Dangers			

**What is in the world around me and how do things work?**

Time Weather Seasons Books Electrical  
 equipment  
 Natural disasters Everyday objects Environment Habitats  
 Other people's lives

- grow to be confident, caring, considerate citizens

**How can I develop my skills and prepare for my future?**

Work Jobs/ Careers Building relationships Developing friendships  
 Taking care of the environment  
 Enterprise Fairness Communication Reading Team  
 work  
 Research

Our varied curriculum aims to teach pupils to "maximise their opportunities in the world." Our Curriculum provides opportunities for all pupils to develop their functional skills and knowledge in the areas of:

Five Year Plan for Personal Growth:

Year 1 - Key stage 3

Personal Growth	Safe Friendships and relationships	Food, nutrition, health and wellbeing.	Personal safety and consent.
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Year 2- Key stage 3

Personal Growth	Environmental dangers and personal independence	My family and the families of others	Exercise and relaxation for wellbeing and better mental health.
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Year 3 - Key stage 3

Personal Growth	Greetings and how my friends should treat me	Personal hygiene and bodily changes	Dangers of substances
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Year 4 – Key stage four

Personal Growth	Dangers of substances	Making friends, dealing with disagreements and strong feelings.	Treats, healthy habits and habits that are harmful for us .
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Year 5 - Key stage Four

Personal Growth	Risks within the community and how to manage them.	What makes me and others special?	How to take care of myself and others / What can I do stay healthy
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The detailed units of work listed here can all be located on – Staff Docs/ Admin / Curriculum / Personal growth.

Modules will be reviewed before being issued by the Personal Growth Lead to ensure that they reflect the most current and suitable practice.

Additional work to ensure a robust curriculum:

Block of Six formal sessions teaching self-regulation and emotional awareness.

Termly recap on internet safety.

Block on Personal safety with a focus in CSE- normally delivered through the Barnardo's 'PANTS' project.

Weekly/ daily sessions on mindfulness skills and practice.

Weekly sessions- 'my personal targets.'- This is linked to IEP sessions,

SRE will be made accessible to all children/ students normally taking place in the Summer, however the idea of consent is located within all Personal growth sessions. Any student needing support in this area will be supported by the class team and Personal Growth Coordinator.

Financial education is located within the Maths curriculum.

### Additional schemes of work:

To ensure the sequence of learning reflects the needs of the children across school teacher may access the following modules as needed:

Personal hygiene

Internet safety

Disagreements and falling out

Sex Education – (Ensure that this is accessed at the correct level of understanding and sexual persona.)

Halloween and Bonfire Night celebrations.

### Access for SEN groups

Particular support and adjustments will be made for pupils with the following needs:

**Autism** - Visual supports and prompts to help with understanding key concepts and the connections between concepts and to facilitate social interactions during group work. Clear structure and expectations of lessons through the use of lesson schedules and the use of destination guides, multiple choice questions and, where open ended tasks are used, success criteria. Independent 'Box Tasks' to reinforce key skills and knowledge. Sensory diet and/or reward breaks to optimise positive learning time. Particular support will be required around the recognition of feelings and empathy for others, usually through the use of visual support and where appropriate the use of comic strip conversations or social stories.

**Social, Emotional and Mental Health needs** - Subject matter will be dealt with sensitively. Where staff foresee that the lesson content may cause distress for an individual, adjustments should be made. It may be necessary for alternative provision to be put in place for a particular lesson if the lesson content will place the pupil under additional significant distress. *In some cases children will be*

**Sensory impairment needs** – To support visual impairment; enlarged text and images, use of different coloured paper or text, coloured overlays or magnifying devices as appropriate to meet the needs of different individuals. To support hearing impairment; instructions available in written or visual form to support verbal instruction, use of individual hearing devices, use of signing, staff to ensure that they are facing pupils with hearing impairments to aid lip reading. To support speech impairment; allow pupil to finish sentences, do not finish for them, using written or picture form to aid communication is needed. Pupils with visual and hearing impairments will often benefit from being sat near the front of the classroom close to the board and/or near to the teacher or TA delivering content.

**Physical disability needs** – Physical aids such as standing frames, adjustable tables, writing slopes and pens with grip supports to help access to learning. ICT may be used as an alternative to pen and paper for recording work.

## Cross Curricular References- additional subjects and core skills areas linking to this curriculum area:

Significant cross curricular links will be clearly identified and referenced on teachers' medium term planning.

### **Key non-core subject links:**

- Emotional awareness and resilience program – Written by Daisy Dixon.
- Life skills – Working towards accreditation.
- R.E – Connections to others
- P.E – Staying physically healthy.
- Mental health and wellbeing.

**Communication: Speaking and Listening (face to face communication)** – Through whole group, small group and paired discussion activities with peers. In particular:

- Learning to work with others / tolerate / engage / reflect and respond
- Speaking to express needs (Linked to all feelings having a need – thirsty = need a drink ex)
- Speaking to be heard / to engage with others.
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**Communication: Reading (decoding recorded information)** – Through reading through symbols and/or text as appropriate, information, scenarios and instructions. Key words will be defined and explained to aid comprehension. In particular:

- *Expressing needs and feelings*
- *Requesting the support that will help me to manage / be independent*
- *Functional reading of environmental signs / access to the world – timetables – directions ect*
- *Reading for pleasure*

**Communication: Writing (recording information)** – Through recording of ideas via manipulation of symbols/pictures, pen and paper including pieces of extended writing as appropriate, white boards, interactive screens and ICT. In particular:

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**ICT** – Through the use of relevant software including the preparation of written work, presentations, videos and animations. In particular:

- *Use of communication aids to maximise how effective I am!*
- *Skills to remain safe online.*
- *Use of technology to control the world around me.*

**Cognition: Maths & Computing** – Through the fundamental principles of thinking skills including categorisation, sub-sets and the use of sets (including the size of the set- number), sequences and routines, and comparisons (including scales and measurement). In particular:

*Working on the children's / students CSSC IEP targets.*

**Improving own Learning-** pupils will be taught to improve their attention, focus, working memory and independent problem solving by:

- *Work to be undertaken on the children's / Students IEP targets*



- *Supported setting of personal goals and review of progress that has been made*
- *Supported use of simple mindfulness/ relaxation techniques to increase engagement*
- Behaviour interventions (Bespoke as required.)
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**Working with others-** pupils will be taught to improve their ability to interact positively and safely, cooperate and work as a team by:

- *Learning to tolerate others through small group work.*
- (See interpersonal development curriculum)

**Careers-** pupils will be taught about the following aspects of adult life opportunities:

- Enrichment in key stage 4
- Access to the school Tea room – Post Covid
- Work experience.
- Work experience taster day.

## Implementation

**Sequencing learning:** The curriculum will be implemented in a sequence specified by the Scheme of Work and developmental curriculum for P.G. This will ensure sufficient opportunities to revisit and deepen learning on the key themes of relevance to our pupils and a progressive building of skill development and understanding of knowledge including the ability to apply and implement learning.

In line with our school's teaching and learning policy implementation will ensure:

**Engagement and motivation-** maximising both intrinsic and extrinsic

**Challenge and progress-** including differentiation

**Monitoring and adjustment for pupils-** Teachers will monitor and assess how well students are learning and adjust support as necessary. Learning outcomes may need to be modified in the light of ongoing formative assessment.

**Feedback and student involvement in their learning:** Teachers will follow the school's marking policy in order to ensure that pupils receive meaningful and accessible feedback and are included in their own learning and next steps to the maximum extent possible.

**Positive Relationships and high social expectations.**

## **Staff CPD**

All staff will receive in house training and some teachers will have opportunities to access external LA training where appropriate. The subject lead will have access to training opportunities run by the subject associations, when appropriate this may also be extended to other colleagues.

Currently:

All staff have had formal training in the delivery of Mindfulness techniques.

The school has three mental health first aiders

One National Leader for Mental health in Education.

The Personal Growth Coordinator (SD) is currently undertaking a level two diploma in Mindfulness and CBT.

## **Monitoring and feedback for staff**

Staff delivering the curriculum area will be monitored and receive feedback to improve, sustain and build on success through the following systems:

- Planning scrutiny
- Book/evidence of learning scrutiny
- Lesson observations
- Drop ins
- Working party feedback
- External observation of the topic,

## **Impact**

The impact of the teaching and learning within this curriculum area will be evaluated through:

- Formative and summative assessment reviewed through pupil progress meetings between teachers and their line managers – termly (core subjects), annually (foundation)
- Scrutiny of 'evidence of pupil learning'
- KS4 accreditation results
- Pupil and staff questionnaires
- Progression against the school's developmental curriculum model for PG/ PSHCE.

## **Improvement Planning**

The curriculum coordinator will formally review the improvement plan and will report back to governors at Standards and Curriculum sub-group meetings on a yearly.

It will use the school's self-evaluation model:

- Review and revise our understanding of "best practice" – 'intent'
- Review and evaluate the results of monitoring and feedback against current understanding of "best practice"- 'implementation'
- Review and evaluate the data and accreditation results
- Identify strengths and gaps
- Plan and cost to build on strengths and address gaps

- Act to build on strengths and address gaps
- Monitor the impact of actions

The improvement plan will be reviewed informally throughout the school year to ensure ongoing priorities remain at the forefront and that new priorities are identified (see appendix 2 for current action plan)

## **Appendix 1 –Website Mission Statement and Curriculum Overview**

See website:

Also see:

See Curriculum coordination file.

- Scheme of Work.
- Action plan and Governor Report PowerPoint.

Appendix 2 – Action plan – Most current versions can be located with PG coordinators file.

Appendix 3 – Coverage of PG.