

## Curriculum intent- Personal Development Curriculum

### Intent:

At Duke of Lancaster, we support diversity and a range of needs, with specialist teaching and staff who care about the young people they work with, helping them learn and achieve so they may do their best in the world once they leave our setting. This requires a holistic approach to the progress of children. Therefore, we focus on relationship building, to effectively support the social and emotional development of our students. We use this to create a personalised approach to education, to enable students to re-engage with education and overcome any barriers to learning that they may have. We use our Personal Development Curriculum to develop the progress of “the whole child” by catering PSHE, Life Skills, Social Skills and Alternative Provision activities to the individual child's needs taking into consideration the social, emotional and physical development of the children to ensure they get the education, support and guidance they need (this includes careers advice, work experience and relationship, sex and health education).

Alternative provision is a key component to our educational offer, as for students to re-engage with education, they need to feel happy, secure and supported in their educational setting. Our alternative provision offer aims to help students overcome these barriers to learning, support with progress towards students' EHCP targets and support the progress of “the whole child” which in turn prepares them for life in the wider community. Our alternative provision offers students a broad spectrum of activities, opportunities to learn out in the community as well as outside of the traditional classroom setting. These wider, practical experiences combine with the experiences offered in the classroom to create a more developed schema to enable pupils to understand the world around them and be successful outside of the classroom as well as in it.

### Implementation:

Our curriculum is individualised to meet the personal needs of individual students. Students are offered activities which are additional to the core curriculum, on an individual basis, to support their individual needs.

Teachers use EHCPs to create individual learning plans with SMART targets. These targets are created using the knowledge of the child as well as guidance from the Autism Progression Framework to help standardise these targets and ensure they are SMART targets

PSHE and RSHE are developed with the individual students in mind. This supports the students with key issues and makes the teaching pertinent to the individual and therefore has more impact. Teachers will cater PD activities initially to meet students ILP targets. This will help students make progress in specific areas of need and individualise the PD approach, making the curriculum bespoke for each child.

After addressing ILP areas of needs, teachers will also address pressing issues that come up in the day-to-day classroom setting. This may be social issues or even more serious issues such as online safety. This approach continues to meet the specific educational needs of individuals in our setting, as well as help safeguard students from imminent threats of harm. After addressing ILPs and current issues, teachers will then use the PD scheme of learning to deliver PD sessions which fit the government's statutory guidelines. The scheme of learning recommends 6 topics per half term, which can be adapted to suit the individual needs of the class, pitched at an appropriate level, considering the students' ability to access and process information. Our PD scheme of learning sets out to improve the social, emotional and developmental growth of the child.

### Impact:

The impact of this can be measured through the ILP review process, using data generated by the number of targets met. We will also be able to track practical skills using the practical progress tracker and DOJO posts, showing the activities our pupils engage in. However, the largest impact will be seen through the development of the child. We will see students develop appropriate self-regulation strategies, resilience as well as confidence. We will see students' progress at a pace and level suited to their needs and they will engage with appropriately challenging material. We will see students' holistic growth, becoming happy, mature individuals with a love of learning, ready to leave our setting and become valuable members of society.