

Subject: Personal Development

Subject Leader

National Curriculum

Personal Development at The Kingsmead School has been established and implemented to meet the needs of all of our young people from Years 7 -11, based on 'Fagus'- Fostering Attachment awareness to Generate Understanding in Schools. This is a unique educational framework which provides a system to identify, monitor and support children's emotional and social development, setting goals and targets that fall outside of the academic curriculum. The Fagus framework is underpinned by a theoretical base in child developmental theory, principally developed for pupils who have attachment and trauma-related difficulties but also has a wider application and can be used with all school-aged children. It allows us at The Kingsmead School to identify underlying unmet needs for those students who may be struggling with a range of social, emotional and behavioural issues and use our Personal Development scheme to provide opportunities to develop towards their own social and emotional goals. We believe these lessons are just as important to our young people and helps support their progression, not only in school but in all areas of their life.

The Latin '*Fagus*' meaning '*The Tree of Learning*', has provided us with the foundations of our Personal Development Curriculum at The Kingsmead School- fostering our belief that '*whatever goes into the roots, affects the shoots and the fruits*'. The programme which we have devised, enables our students to work on their relationship building, awareness and coping strategies in a safe, secure, nurturing environment by enabling a 3-step process: social, self and regulation. These fundamental concepts are taught progressively through the key stages across nine key themes:

- Play
- Socialisation
- Awareness and Understanding of others
- Self-awareness
- Self-concept and Self-esteem
- Motivation
- Self-control
- Coping
- Moral Development

Curriculum Intent

We are committed at The Kingsmead School to providing personalised learning for all of our students to ensure they are given the opportunity to reach their potential. For children where trauma or adverse childhood experiences have occurred, they may not have had adequate opportunity to develop their self-management, socialisation, coping and play skills, as well as self-esteem, and this results in significant gaps in their social and emotional 'building blocks'. In this case, rewards and consequences to motivate the child will not work, instead our Personal Development curriculum is designed to support and coach our young people in how to gain and practice these new skills. By taking on this developmental approach, we change thinking from 'what is wrong with this child' to 'what has happened to this child', taking a positive step forward by supporting these children to develop the emotional and social skills which underpin their learning so they are able to function more effectively within the classroom, school, and in the wider community.

Personal Development enables our students to work on their relationship building, wound healing, in a safe, secure, nurturing environment. It supports them to develop a curiosity and a want to learn and engage with others. 'Play' is an effective starting block- using playfulness to begin to break down defences to establish that initial connection before anything else- modelling positive body language and positive engagement which can be emulated by the students. From this, it is essential that our young people

learn to recognise and understand themselves and their bodies in order to foster self-esteem before understanding how to regulate and manage their differing emotions and feelings; building resilience, not just for their school life, but in preparation for transition into adult life.

We recognise that this programme is often quite a 'big ask' for some young people, asking them to be vulnerable, engage with their emotions and address coping strategies. It is high stakes but we are confident there is huge gains and will have a major positive impact on the young person's future.

Curriculum Implementation

| | | Term | Content/Topics | Assessment |
|--------|-------------|------|---|--|
| Year 7 | Autumn Term | 1 | Play - Exploring social interaction and turn taking through playing games, consolidation of friendships, learning to socialise outside of friendship groups. Socialisation - Examining the different skills required to talk effectively, improving awareness of how we listen during a conversation and why listening is important, increasing awareness of how our voices communicate how we are feeling. Awareness and Understanding of others - Exploring how we communicate including through non-verbal communication, improving awareness of eye contact and facial expressions, increasing awareness of how we communicate through our posture and body language. | Teacher led end of unit assessments using 'Talkabout' resource |
| | | 2 | Self-awareness - Focusing on improving self-awareness and an improved understanding of emotions being felt, working towards reducing school-related anxiety, understanding of facial expressions and what they mean. | Fagus online outcomes assessed against |
| | Spring Term | 3 | Self-concept and Self-esteem - Understanding how we are often critical and unkind to ourselves and knowing what kind of things our inner critical voice may say, exploring how to live in the here and now, learning how to reduce our level of worry and anticipation. | Teacher led end of unit assessments using 'Talkabout' resource |
| | | 4 | Motivation - Exploring ways to overcome difficulties and encouraging persistence when faced with a challenge, setting own learning goals, recognising the importance of effort rather than ability, developing a growth mindset. | Fagus online outcomes assessed against |
| | Summer Term | 5 | Self-control - Increasing awareness of what it means to be trustworthy and responsible and why it is important within friendships, exploring the importance of valuing others in relationships, increasing awareness of the importance of giving and receiving compliments. | Teacher led end of unit assessments using 'Talkabout' resource |

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| | 6 | <p>Coping - Understanding assertiveness and what it means to be assertive, passive and aggressive.</p> <p>Moral Development- Determining what is right and wrong in different situations, exploring the difference between deliberate and accidental acts.</p> | Fagus online outcomes assessed against | |
| | Term | Content/Topics | Assessment | |
| Year 8 | Autumn Term | 1 | <p>Play - Focusing on improving social skills through playing group /pair games, strengthening interactions and relationships with other people, forming a group identity, practising and developing language skills and behaviours.</p> <p>Socialisation - Increasing awareness of how we should start conversations and how this may vary according to the situation, exploring an awareness of how asking and answering questions is important part of conversational skills.</p> <p>Awareness and Understanding of others - Increasing awareness of how we communicate with our hands and gestures, raising awareness of how touch and distance affects the way we communicate, improving and maintaining friendships.</p> | Teacher led end of unit assessments using 'Talkabout' resource |
| | | 2 | <p>Self-awareness - Focusing on improving self-awareness and an improved understanding of emotions being felt, working towards improved classroom engagement, increasing self-acceptance and reducing embarrassment.</p> | Fagus online outcomes assessed against |
| | Spring Term | 3 | <p>Self-concept and Self-esteem - Recognising the types of worries that people have and how these thoughts can become really powerful, exploring some techniques that help reduce our worries/cluttered mind.</p> | Teacher led end of unit assessments using 'Talkabout' resource |
| | | 4 | <p>Motivation -Exploring how investing in something can have benefits and that they are agents of their own change. setting targets for personal progress skills used, exploring potential future ambitions.</p> | Fagus online outcomes assessed against |
| | Summer Term | 5 | <p>Self-control - Exploring how friendships are not always easy and need to be worked at, understanding actions have consequences, increasing awareness of how arguments can often occur within friendships and to develop some strategies for coping with them.</p> | Teacher led end of unit assessments using 'Talkabout' resource |
| | | 6 | <p>Coping - Understanding how to express feelings in an assertive not aggressive manner, exploring stressors and adapting actions to eliminate/reduce a stressor, learning to seek help when required for social support.</p> | Fagus online outcomes assessed against |

| | | | Moral Development - Understanding peer pressure and where it comes from, developing some strategies for coping with it, increasing awareness of how jealousy can affect friendships and to develop some strategies for coping with it, exploring moral emotions - feelings related to moral issues. | |
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| | | Term | Content/Topics | Assessment |
| Year 9 | Autumn Term | 1 | <p>Play - Introduction to PD, purpose of it, how it will operate, agreeing/setting boundaries for the lessons, turn taking through playing group / paired games.</p> <p>Socialisation - Understand socialisation and what it means, exploring how to appropriately discuss, listen and share information effectively, planning, organising and delivering an enterprise activity.</p> <p>Awareness and Understanding of others - Exploring practical, empathic actions when a peer is distressed (eg, asking other friends for help and advice), appreciating the importance of respecting and understanding others who live differently to themselves.</p> | Teacher led end of unit assessments |
| | | 2 | Self-awareness - Introducing awareness of self and others, reflecting on themselves and their current emotions. | Fagus online outcomes assessed against |
| | Spring Term | 3 | Self-concept and Self-esteem - Exploring an awareness of the conflict between conforming to peer pressure and forming their own independent opinions, evaluating self-concept and how it shapes self-esteem. | Teacher led end of unit assessments |
| | | 4 | Motivation - Exploring and understanding intrinsic and extrinsic motivation, exploring the want to complete a task because of personal gain. | Fagus online outcomes assessed against |
| | Summer Term | 5 | Self-control - Understanding how to control temper when criticised, learning how to behave and respond appropriately in a range of different situations, understanding that actions have consequences. | Teacher led end of unit assessments |
| | | 6 | <p>Coping - Understanding how to attempt to cope with anxieties surrounding making and maintaining friendships.</p> <p>Moral Development - Developing an understanding that fairness involves consideration of people's feelings, understanding the need for school rules, exploring self-control in what they see as 'unfair' situations.</p> | Fagus online outcomes assessed against |

| | | Term | Content/Topics | Assessment |
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| Year 10 | Autumn Term | 1 | <p>Play - Introduction to PD, purpose of it, how it will operate, agreeing/setting boundaries for the lessons, turn taking through playing group / paired games.</p> <p>Socialisation - Recognising and evaluating differing social norms and environments, evaluating the impact of our environment on developing social skills.</p> <p>Awareness and Understanding of others - Understanding of the complexities of others' emotions when analysing between real life and fiction, expressing empathy appropriately in a range of different ways, considering others' needs and situations.</p> | Teacher led end of unit assessments |
| | | 2 | Self-awareness - Exploring possible thoughts, physical sensations and behaviour linked to each emotion, understanding situations where someone may feel a particular emotion, ranking of emotions by severity. | Fagus online outcomes assessed against |
| | Spring Term | 3 | Self-concept and Self-esteem - Focusing on giving longer self-descriptions, using judgments about their qualities, abilities and achievements to set future goals. | Teacher led end of unit assessments |
| | | 4 | Motivation - Exploring the difference between a fixed and growth mindset, exploring how to develop a growth mindset, exploring self-improvement and comparison to themselves instead of others. | Fagus online outcomes assessed against |
| | Summer Term | 5 | Self-control - Developing a greater resilience to peer pressure, exploring risk taking behaviours and consequences. | Teacher led end of unit assessments |
| | | 6 | <p>Coping - Understanding complexities of relationships and develop strategies to deal with conflicts appropriately.</p> <p>Moral Development - Deepening understanding about moral reasoning, becoming more self-reflective and internalised, developing empathy towards others dependant on needs and the context.</p> | Fagus online outcomes assessed against |
| | | Term | Content/Topics | Assessment |
| Year 11 | Autumn Term | 1 | <p>Play - Introduction to PD, purpose of it, how it will operate, agreeing/setting boundaries for the lessons, turn taking through playing group / paired games.</p> <p>Socialisation - Recognising and evaluating differing social norms and environments, evaluating the impact of our environment on developing social skills, designing and creating a 'Welcome pack' for new members of Kingsmead School.</p> | Teacher led end of unit assessments |

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| | | Awareness and Understanding of others - Understanding the needs of complexities of gender identity eg, being aware that young men can be emotionally sensitive but still be masculine, demonstrating an enhanced awareness of and sensitivity to, others feelings. | |
| | 2 | Self-awareness - Modelling of emotion terms by adults, devising approaches to their behaviour when situations start to escalate, verbal and non-verbal methods of communicating their emotions, exploring ways of reducing school-related anxiety. | Fagus online outcomes assessed against |
| Spring Term | 3 | Self-concept and Self-esteem - Focusing on realistic self-view which acknowledges personal strengths and weaknesses, differentiates self in front of different people and in relationships in order to enhance acceptance within these relationships (Peers, friends, partners). | Teacher led end of unit assessments |
| | 4 | Motivation - Exploring ways to overcome difficulties and encourage persistence when faced with a challenge, setting own learning goals, understanding the importance of effort rather than ability, being able to self-evaluate, consolidating a growth mindset in preparation for exams. | Fagus online outcomes assessed against |
| Summer Term | 5 | Self-control - Exploring risk taking behaviours and consequences leading to adulthood, using negotiation to solve problems without aggression. | Teacher led end of unit assessments |
| | 6 | Coping - Considering the consequences of their actions, resulting in better management of emotional impulses. Moral Development - Moral reasoning becomes more advanced about justice and equality, understanding moral reasoning when it involves laws, social norms and responsibilities. | Fagus online outcomes assessed against |