

RDA Personal Development & Enrichment Curriculum

Personal Development & Enrichment

Our curriculum embodies our WAVE values, which also serve as powerful and unique drivers for our curriculum:



Be positive: We have the highest expectations of what our pupils are capable of, no matter what their starting points, and no matter how many fresh starts. Through our Curriculum offer, we will strive to develop unique talents; build confidence; character, aspiration; attainment and at KS4, also qualifications. We aim to prepare pupils for their next steps, and life in modern Britain. We believe every child can learn to read.



Have empathy: We seek first to understand, then to be understood. Through our curriculum, we will develop empathetic learners who have an awareness, understanding and are considerate of themselves; their peers; our communities; as well as of the world around us all.



Show respect: Our curriculum will support of students to respect themselves, each other and teach an understanding and awareness of diversity.



Work as one team: Our curriculum gives our students opportunities to work collectively together, through opportunities to talk, listen, and create. We will draw on every opportunity for learning, both planned and unplanned, to develop pupils' ability to reflect, engage and relate positively to one another.



Be inclusive: We will strive to ensure our curriculum is accessible and meets the needs of all our learners. Not one size fits all, but skilfully adapted to meet individual need and SEND/SEMH need.

INTENT

The Personal Development (PD) Curriculum aims to support pupils to widen their experiences beyond the academic curriculum. It directly supports many of the areas of social and emotional learning and engagement that our AP pupils need. It seeks to remove barriers and build

relationships. It aims to support pupils' social, emotional, spiritual and cultural learning and progress, through carefully planned enriching activities. Through our PD curriculum, pupils are given opportunity to learn and experience how to:

- Improve their Self Control and Management
- Develop their Social Skills
- Demonstrate and develop their Self Awareness and Confidence
- Improve their Skills for Learning
- Understand and acquire positive Approaches to Learning

The aim is to support pupils develop the social skills they need to be able to successfully interact with peers and adults and prepare for their next steps in work and education. Through our PD offer, we want to support pupils to develop resilience, through trying new experiences and being challenged within structured activities. We aim to develop self-esteem and confidence, as pupils are encouraged to plan and try new activities and experience enjoyment and success. We aim to develop cultural capital, through visits to places of interest in Devon as well as take part in physical challenges through the course of learning.

The specific intent of the PD offer for each pupil is further individualised according to needs and reflects the targets on their Individual Learning Plan derived from areas scoring low on their Ready For Reintegration tracker.

This also enables the teacher to be very clear which of the following areas are being developed in the planned PD sessions, and ensures activities are designed to support specific objectives within the 5 domains below:

Self Control & Management	Social Skills	Self Awareness and Confidence	Skills for Learning	Approach to Learning
<p>The intent behind this area is for students to develop self-regulation strategies to enable them to control and manage themselves and their emotions, inner resources, and abilities. It also includes their ability to manage their impulses.</p> <p>Self-regulation also includes an element of students' taking responsibility for their own actions</p>	<p>Social skills are the ways people control their words and actions to get along better with others.</p> <p>The intent behind this area is for students to understand and acquire the skills to be socially aware of norms and expectations in any given situation.</p>	<p>The intent behind this area is to develop students' public and private self awareness, resulting in greater confidence. The PD programme allows students to become more aware of how they appear to others and also foster a growing awareness of their own feelings, thoughts and sensations. Self-awareness is a positive and healthy trait that can help students grow and thrive as an individual.</p>	<p>The intent behind Skills for Learning is for students to develop the 4Cs.</p> <p>Critical Thinking Creative Thinking Communicating Collaborating</p> <p>These skills are not only useful for learning in school but also for life in the 21st Century and being able to cope with the challenges and opportunities of a rapidly changing world.</p>	<p>Different students learn in different ways. There isn't one single best way to learn. What is essential is that students acquire some knowledge and understanding of the way they learn. With it, they can seek out experiences that develop their skills at other approaches to learning to help them cope with particular situations.</p> <p>Access to learning opportunities and aspects of the learning environment play a role in how students learn. The intent behind this area is to widen scope for approaches learning through varied offsite and onsite activities which are designed to support healthy emotional resilience to learning.</p>

The plans for each pupil are contemporaneous and personalised. During the induction period for every pupil, a wide variety of information is gathered from pupils, referring schools, SENDCo, parent's consultations and any professional reports and baseline screening data. Within the first three weeks of a new admission, the APDR process is started by the SENDCo, informed by the Ready for Reintegration tracker and reviewed termly. The Personal Development curriculum is one of the ways in which we attend to these outcomes.

IMPLEMENTATION

On induction, pupils will be introduced to the purposes of the course, and how it links to their personal targets. The aim is to ensure they feel empowered, and will be actively engaged in designing some of the activities and projects, for example, developing the Academy garden, or developing the 'garden shed' and learning about budgeting etc. There will be opportunities for team building. An initial baseline screening using the Ready For Reintegration outcomes will be made within first week and triangulated with SLT and SENCo.

Pupils will have their own folders to record work and activities.

Through the course, pupils will have opportunities to take part in some or all of the following activities.

The John Muir Award, ROSPA KS3 and KS4 Travel Training, walking trails, cycling, horticulture, visiting places of beauty, visiting places of cultural interest (museums, cathedral etc) lifeskills based experiences (budgeting and cooking) beach cleans and litter picks, shelter building and camping skills, first aid, Ukulele. Alongside the main planned activity runs an additional option of a board game and/or reading. Where appropriate, activities will be matched to the AQA short unit award certificated courses.

IMPACT

Positive experiences of Personal Development based activities can increase students' enjoyment of school life and create an inclusive, community spirit within it. Impact will be measured through:

Pupil voice

Parent voice

Attendance data

Behaviour Data

Improved scores on our R4R Tracker

Reintegration rates and data on R4R show progress

This will enable us to know the impact of our intent set out clearly above.



Halden Forest trail



Exeter Cathedral



Dartmoor Prison Museum

