



Kings Meadow School
Believe and Achieve

Personal Development

STRATEGY

VISION

Personal learning brings together the following subjects: RSHE, Preparing for adulthood (PFA), and Personal, Social and Health Education. Our Personal Development Curriculum supports the empowerment for children to meet their own needs independently and gives children the strategies and skills they need to promote their own well-being by being emotionally, mentally and physically healthy. Children will know how to assess and manage risk. The focus of our curriculum is to prepare children for life and to educate and equip them with the knowledge and tools they need to be successful in adult life and to contribute positively to society.

The curriculum is designed to give children a personalised diet of real-life skills and experiences. It allows children to achieve and learn significant life skills at developmentally appropriate stages as opposed to age related targets. Changing a duvet cover, brushing teeth, ironing, a weekly shop, changing a plug, repairing a bike puncture are some of the practical life skills that allow children to feel empowered by success. Personal learning is planned routinely into weekly circle time sessions and specific PSHE lessons but is also driven by flexibility and personalisation across the whole day as we are required to respond to the individual needs of each child, developing and empowering children with emotional literacy. The curriculum gives children opportunities to become experts in life and to experience success through developing their independence and identity. All curriculum areas aim to support children's SEMH needs by providing learning opportunities in which children can develop social skills, self-control, self-awareness, and skills for learning through highly engaging, creative and knowledge rich content. Through this framework we provide a broad, balanced and responsive curriculum that supports every child's SEMH and academic development as well as their spiritual, moral, cultural, mental and physical development.

C U R R I C U L U M O V E R V I E W

As children begin their personal learning journey, they develop a wide range of crucial skills and knowledge that follow the PSHE Association guidance for SEND learning. Embedded within the curriculum children also develop practical life skills including cooking, food preparation and personal care as part of their daily routine.

The focus for each individual child is based on the guidance from the child's Fagus profile, which guides teaching at the developmental age of the child opposed to the chronological age. Each child is offered age-appropriate PSHE Association Question Based Model, which focuses on their developmental need. (added 30/10/23)

The Thematic model supports our children in their mixed age and ability classes. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives that can be personalised. Covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per half term.

Supporting the delivery of our PSHE and RSE curriculum is our myHappyMinds Programme which is commissioned by the NHS to help us create a positive culture of mental health for our children and their families. The programme is for teachers, parents and children to help to prepare today's children for tomorrow's world by building resilient, balanced and happy minds at home and school. The myHappyMinds programme supports our delivery of PSHE Association Framework.



PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW –Kings Meadow School

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing			
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe	
KS1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
KS2	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Personalise your approach

Develop a shared vision

Improve post-16 options and support

Raise aspirations

Plan services together

5 key messages → 4 Pathways → Prepared for adulthood

Employment

Independent living

Community Inclusion

Health



PATHWAY CURRICULUM

The curriculum across all key stages and throughout all classes has been developed to allow for the flexibility and personalisation required to respond to the individual needs of each child. All curricular areas aim to support children’s SEMH needs by providing learning opportunities.

Connect	Engage	Develop
<p>Highly dysregulated, seeks disruption to feel safe, inconsistent attention span, poor peer to peer and adult relationships, low self-esteem.</p>	<p>Poor resilience to adversity, particularly with peer to peer and adult relationships, or academic challenge, reluctance to persevere with work, sometimes even with support.</p> <p>Is beginning to express wants and needs more consistently. Uses some listening and expressive language skills. Would sometimes require reminding about socially acceptable behaviours.</p>	<p>Improving resilience to adversity, particularly with peer to peer and adult relationships, or academic challenge reluctance to persevere with work, even with support.</p> <p>Expresses wants and needs consistently. Uses age appropriate listening and expressive language skills. Rarely requires reminding about socially acceptable behaviours.</p>
<p>Personalised individual timetables and PSHE offer with a focus on building relationships.</p> <p>Techniques directly linked to their specific EHCP needs for emotions, relationships and staying healthy. Developing formative assessment of personalised planned next steps.</p>	<p>Emphasis on learning hooks through story and real-life experiences and circle times. Addressing needs as they arise and planning forwards for links to Relationship Policy.</p> <p>Positive modelling, learning through play and exploration. Continuous provision linked to things that matter (class leadership and support).</p>	<p>Use hooks and practical skills to support engagement in key knowledge retention. Pupils can engage in the academic curriculum and emphasis is on knowledge retention and practical skill development to develop well rounded pupils that can access further education.</p>

<p>Delivered with a therapeutic approach eg/ child led exploration, games, CALM environment, incorporating sensory provision, with support from school occupational therapist. Based on relationship science and nurture approach.</p>	<p>Learning through art and design as a medium. Lots of hands-on tactile experiences with sensory equipment. Links with Interoception session so pupils understand their body and how that links with feelings and emotions.</p>	<p>Developing peer relationships more widely through PSHE sessions including communicating more appropriately. Contribute positively to the school and wider community through pupil leadership (school council, librarians, kitchen)</p>
--	--	---

A S S E S S M E N T F R A M E W O R K

We use key information about children's needs identified in their EHCP to develop personalised curriculum targets. Individual learning plans (ILPs) are our plans that link and unify targets for development across all learning to collectively support children to meet their EHCP targets. Targets set for Personal Learning and PSHE support children in developing SEMH skills and provide opportunities to practice these skills in a variety of class based experiential contexts. They also support literacy development and developing knowledge and understanding of SMSC topics.

Alongside information from children's EHCPs, we also undertake a FAGUS assessment that gives us a sharper tracking tool of children's developmental stages in terms of their SEMH needs. We assess children three times a year. Assessment analysis helps us to consider what pathway children will be placed within to aid their learning journey across the whole curriculum. Analysing this information also informs our curriculum responsive to the needs of the children at our school across the whole curriculum.