

Personal Development at The Milestone School

Personal Development is at the heart of our school learning journey. It supports children to acquire the knowledge, understanding and skills they need to manage their lives now and in the future from their own starting point. As part of a whole school approach, Personal Development (PD) education develops the qualities and attributes children need to thrive as individuals, family members and members of society and to be life-long learners. We want our learners to **Be Brave** in everything they do, **Be Kind** to everyone they meet, and **Be Safe** everywhere in school and in the wider community.

INTENT:

The intent behind integrating Personal Development (PD) into the curriculum at The Milestone School is deeply rooted in fostering holistic growth among our pupils. PD enhances emotional intelligence, social skills, resilience, self-awareness and personal values, with the goal of deepening their knowledge and understanding of these areas and broadening their horizons through their experiences. Developing self-awareness, empathy and the ability to work with others helps our pupils to enjoy healthy and productive relationships in all aspects of their lives. It covers all statutory requirements and includes;

Relationships and Sex Education (RSE) and **Personal, Social and Health Education (PSHE)**, **SMSC (Social, Moral, Spiritual and Cultural Education)**, and **CEIAG (Careers Education, Information, Advice and Guidance)** all fall within Personal Development; our curriculum encourages students' understanding about the individuality and diversity of our world and local communities, engendering understanding, acceptance, and respect, including **British values and the Protected Characteristics** from each individuals starting points.

IMPLEMENTATION:

As a school, we operate a whole school approach to Personal Development and appropriate topics are explored in Circle time, PD sessions in preparation for Readiness to Learn', PSHE Curriculum [LINK](#), RSE Curriculum [LINK](#), Careers curriculum [LINK](#), Events and Assemblies, social communication sessions, [LINK TO CORE PD OFFER](#). Learning is sequential with planned repetition of key concepts. This supports pupils to know and remember and build on vital knowledge and skills. Explicit links to the other aspects of PD are made within the taught curriculum. At KS4, the curriculum is closely linked to the Preparation for Adulthood outcomes and the CDI Career Development Framework (2021). We also follow a Thrive approach and embed class and individual Thrive activities, through individual Thrive assessments to support development of social and emotional well-being. EHCP outcomes are closely linked to PD activities.

Our key skills that we believe our pupils with SEND need support on and to develop are (WALT):

- The development of self-awareness and a positive self-image
- Resilience
- Negotiation
- Assertiveness – Vulnerability and consent.
- How to establish and maintain positive, healthy relationships
- How to keep themselves healthy, physically and mentally
- How to keep themselves safe – both online and offline
- Permission seeking and giving
- How to manage risk
- Social Communication
- Empathy
- Tolerance
- Responsibility
- Self-regulation
- Respect
- How to recognise and challenge abuse.

EYFS & Sensory/Complex needs Curriculum	Semi-Formal Curriculum	Formal Curriculum
<ul style="list-style-type: none"> • Experience, exploration, continuous practice • Social, Emotional, Mental well-being EHCP outcomes • Thrive 	<ul style="list-style-type: none"> • PSHE Curriculum • Social, Emotional, Mental health and well-being EHCP outcomes • Thrive • Self-care and independence <p>Personalised Interventions</p>	<ul style="list-style-type: none"> • PSHE Curriculum LINK • Strengthen an understanding in becoming aware of themselves as citizens of the world, as well as their own environment & society • Social, Emotional, Mental well-being EHCP outcomes • Thrive • Volunteering • Cultural capital

At Key Stage 4, The curriculum is closely linked to the Preparation for Adulthood outcomes and the CDI Career Development Framework (2021). [LINK](#)

IMPACT – All pupils will develop/ continue to develop their skills to:

Ultimately, the impact of our PD curriculum is seen in improvements in readiness to learn, attitudes to learning, attendance and uptake in wider opportunities. Our Personal Development curriculum enables our pupils to grow throughout their time at school, experiencing feelings of success and self-worth. They develop the knowledge, skills and attitudes needed to become effective members of their community, able to make and maintain positive relationships, recognise and take responsibility for their feelings, and show resilience in life and learning. We want them to embrace all opportunities offered to them in the future, to:

- **Be Brave**, by challenging themselves, showing courage and optimism and the belief that they can and will succeed.
- **Be Kind**, by being understanding of others differences, cultures and religions. To develop respect, compassion and positive relationships.
- **Be Safe**, in school but when accessing the wider community and world we live in, including the online world.

Assessment streams

- Following a baseline of current skills (pupil starting point) within the PSHE strand, the relevant assessment stream will be selected for each pupil
- Using the assessment principles outlined within the schools assessment policy inform both formative/ summative assessment which ensures pupil progress identifies next steps (planned learning outcomes) securing all learning remains appropriately sequenced (pupils build upon what they know/ can do)
- Progress over time will be recorded in the annual progress report to parents/ carers each academic year
- For some pupils the study of PSHE will become the 'vehicle' to address Personal Learning Plans derived from EHCP outcomes, these learning outcomes will be identified/ featured within teacher planning documents & shared with pupils accordingly.
- Assessment towards EHCP Outcomes will be made on EFL on individual pupil IEP's
- Assessment for PSHE/RSE will be recorded using EFL or SOLAR.
- Individual pupil learning journey's of PD throughout their time at school will be recorded using EFL and shared with parents/families and Post 16 provisions.
- Thrive – Additional Interventions – ELSA, Play Therapy, Music Therapy

Complex Needs	Semi-Formal	Formal
<ul style="list-style-type: none"> • Engagement model • PSHE/RSE framework • EHCP Outcomes • EFL PD Learning Journey 	<ul style="list-style-type: none"> • PSHE/RSE framework • EHCP Outcomes • EFL PD Learning Journey 	<ul style="list-style-type: none"> • PSHE/RSE framework • Careers • EHCP Outcomes • EFL PD Learning Journey • BTEC • Preparation for Adulthood
<p align="center">EYFS</p> <ul style="list-style-type: none"> • EYFS Framework • EHCP Outcomes • EFL PD Learning Journey 		

