

Subject: Personal Development

Subject Leader

Amy Meakin

National Curriculum

Personal Development at The Respect Collaboration of Schools has been established and implemented to meet the needs of all of our young people, 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 Respect Collaboration of Schools 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 Respect Collaboration of Schools- 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:

- 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 Respect Collaboration of Schools 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

Staff complete a Fagus assessment at three points in the year, the results are then used to set targets and or intervention for the young person to help develop their social and emotional needs. Studies suggest that those with a stronger social and emotional development are more likely to be able to cope academically and personally.