

Personal Development Curriculum

Meadowcroft School



Personal Development



at



Meadowcroft



Content Page

Contents

- **Protected Characteristics at Meadowcroft School: Overview**
- **Protected Characteristics at Meadowcroft School: Curriculum Links**
- **Diversity and Inclusion at Meadowcroft School: Overview**
- **Trauma Informed Practice at Meadowcroft School: Overview**
- **Trauma Informed Practice at Meadowcroft School: 3 C's**
- **Trauma Informed Practice at Meadowcroft School: Zones of Regulation**
- **SMSC at Meadowcroft School: Overview**
- **SMSC at Meadowcroft School: Curriculum Links**
- **Duke of Edinburgh at Meadowcroft School**
- **Extra-Curricular Activities at Meadowcroft School**
- **Careers Education at Meadowcroft School**
- **Enterprise at Meadowcroft School**
- **Assemblies at Meadowcroft School**
- **Student Council at Meadowcroft School**
- **British Values at Meadowcroft School: Overview**
- **British Values at Meadowcroft Values: Curriculum Links.**
- **Personal Development: Impacts**

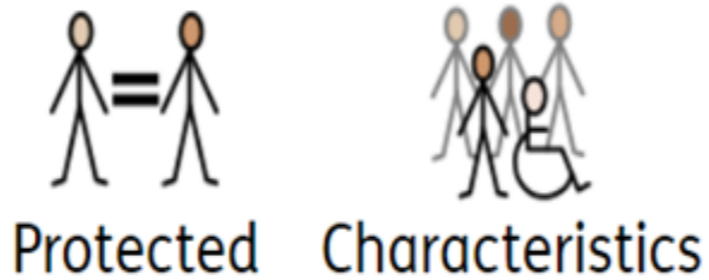
Protected Characteristics at Meadowcroft School

Everyone is different and we celebrate everyone

We believe in our school values and demonstrate them throughout our school

Everyone is welcome in our school

We respect our visitors



Everyone can take part in our clubs

We have access to lots of diverse and informative sources

Everyone has a voice

We have assemblies that teach us about equality and diversity

Protected Characteristics at Meadowcroft School

At Meadowcroft School, we actively promote the development of protected characteristics in our whole school curriculum and consistently work to embed them in our school's ethos and values.

Teaching and learning about protected characteristics is fully integrated into our PSHE lessons, through age-appropriate content at all stages



Maternity and Pregnancy: Year 11 Relationships,

Marriage and Civil Partnerships: Year 7 Relationships, Year 10 relationships, Year 11 Relationships

Race: Year 8 Rights and Responsibilities, Year 9 Living in the Wider World, Year 10 Living in the Wider World

Disability: Year 8 Rights and Responsibilities,

Religion or Belief: Year 10 Relationships,

Gender: Year 9 Relationships, Year 10 Relationships

Sexual Orientation: Year 7 Relationships, Year 9 Relationships, Year 10 Relationships, Year 11 Relationships

Sex: Year 9 Relationships, Year 10 Relationships, Year 11 Health & Wellbeing, Year 11 Relationships

Diversity and Inclusion at Meadowcroft School



Diversity

At our school diversity means acknowledging that there are differences between people that should be recognised, respected and celebrated.

We promote respect of each other's differences and identities.

We celebrate and raise awareness of diversity in the school and in the wider community and believe that teaching children about diversity prepares them for life in modern Britain.

We pride ourselves on being a welcoming and inclusive school. For us at Meadowcroft School, equality means that everyone is able to participate and feel welcome and safe in the activities of our school.

This includes pupils, parents, staff, governors and visitors. Everyone should be able to achieve the best possible outcomes as a result of their participation. We believe that equality should permeate all aspects of school life and is the responsibility of all members of the school and community.

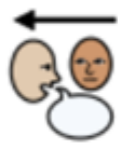


Inclusion

Trauma Informed Practice at Meadowcroft School



Trauma



Informed



Practice

At Meadowcroft school our ethos is to develop our pupils holistically, so that they become active and self-sufficient citizens as they transition to their next stage within education or employment.

As a trauma informed school, we recognise that one of the most important aspects of our offer, is to support all children and young people who suffer from trauma or mental health problems. As such, we recognise that our pupils need to overcome significant barriers to be ready to learn.

We incorporate trauma informed practice into all aspects of our curriculum, so creating a safe and secure environment for all our pupils. This is in response to the rising number of children and young people presenting with mental health difficulties, as a result of high ACE scores.

Trauma informed practice helps are pupils to:

- identify and manage their feelings and their behaviour and reach out for help where necessary.
- build and manage healthy relationships.
- have self-control.
- resolve conflict.
- be self-aware.
- handle and overcome difficulties.
- make good decisions.
- build resilience, self-esteem, and confidence.
- think positively about themselves and how they perceive the world around them.
- recognise and prevent poor mental health.
- grow into well-rounded and healthy adults.

Trauma Informed Practice at Meadowcroft School



Connection

Connect helps reach out to young people so they feel 'seen' and kept in mind.

PACE

- Safe and Trusting Relationships
- Meet and Greet
- Nurturing Rituals
- Random Acts of Kindness
- Unexpected Praise
- Relationship Repair



Co-Regulate

Co-Regulate develops and supports a sense of safety in the young person and their environment.

Therapeutic Anchor Points

- Consistency, Predictability, Structure, Boundaries, Repetition
- Safety in the Environment
- Consistency, Predictability, Structure, Repetition
- Brainstem Calming
- Grounding Skills
- Emotions Coaching
- My Emotions Plan



Co-Reflect

Co-Reflect is to support with therapeutic boundaries to develop safe and effective ways of being.

The Two Hands Approach

- Non-Shaming
- Natural and Logical Consequences
- Learning New and Safe Ways of Being
- Reflective Time
- Inclusive Boundaries

Young people who have lived experience of early developmental trauma have experienced a number of traumatic experiences in early relationships and a lack of protection in their early lives.

This creates a barrier in developing trust in others and young people develop survival skills to keep themselves safe.

Developmental trauma impacts a young person's psyche on a number of levels, including on a relational, emotional and behavioural level, negatively impacting self-concept and body biology.

Young people might develop survival skills that push others away as they have learnt they must survive and cope on their own.

Some young people may feel emotions faster and more intensely, and struggle to re-regulate. The trauma therefore impacts others closest to the young person.

Trauma Informed Practice at Meadowcroft School



Zones of Regulation

Our goal is to teach children more about their emotions and to further develop their self-regulation skills. Self-regulation is an essential skill in life, and in all learning environments. The children will participate in activities and discussions designed to help them recognise when they are in each of the different Zones as well as learn how to use strategies to change or stay in the Zone they are in. Children will learn new vocabulary, skills in reading other people's facial expressions, gain perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem-solving skills. Zones of Regulation groups all the way that children feel and behave into four "Zones":

Children will first learn to recognise emotions in themselves and others and then about how their emotions and attention to learning are connected. They learn that they move through their Zones throughout the day, and that they can improve their control over their Zones through practise. Children then learn strategies for changing from one Zone to another, encouraging each child to build a repertoire of tools.





SMSC at Meadowcroft School



Spiritual



Moral



Social



Cultural

We aim to provide an education that gives pupils opportunities to explore and develop their own values, beliefs and spiritual awareness.

Pupils should demonstrate a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures whilst encompassing the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with other faiths and beliefs.

Spiritual

Explore beliefs and experiences; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.

Cultural

Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity

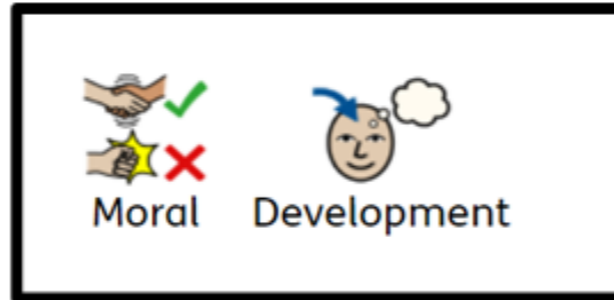
SMSC at Meadowcroft School



This element focuses on the pupils developing a set of values, principles, and beliefs which they use to inform their perspectives on life and their behaviour. It involves children exploring the beliefs of others and encouraging the pupils to respect the faiths, feelings, and values of others. Underpinning this, is the knowledge and understanding of the British Values mutual respect and tolerance.

- We encourage spiritual development during RE lessons and by welcoming and accepting the spiritual beliefs of others within our school community.
- A rigorous Religious Education scheme linked to community-based learning experiences.
- Weekly Religious Education lessons across school
- Whole school assemblies, including special assemblies covering topics such as Remembrance and religious festivals
- Teaching and learning about festivals and celebrations
- Celebrating diversity, different faiths, and cultures across school
- Cross Curricular and Community based learning which allow pupils to learn about the world around them

SMSC at Meadowcroft School



Moral development focuses on pupil's knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted behaviours of society. It relies on their knowledge and awareness of values and attitudes of individuals and society. Underpinning this, are the values and understanding of democracy, law, liberty, respect, and tolerance. The quality of relationships that students experience, the standards of behaviour in the school as well as the values promoted by the school will form the basis of any judgment on moral development.

- We develop moral understanding and problem solving through our TIP based approach within school
- PSHE/SRE and RE lessons we look specifically at actions with a moral dilemma and discuss them to develop the children's understanding
- Developing positive sporting behaviours through our ODE and Vocational PE Lessons
- Developing empathy towards others and showing concern for other people's feelings and emotions
- Fundraising and Enterprise lesson
- Discussions of right and wrong- reflective practice
- Promoting making right choices and modelling of positive behaviours in school
- Additional school policies and documentation (SEND/ Inclusion /Equal Opportunities policy, equalities objectives)
- Assemblies based around moral issues
- Learning about other cultures and countries – respecting the values and ways of life of others
- School Council
- Discussions and debates around matters in the world
- Moral stories- recognition of wrong and right
- Acceptance and celebration of similarities and differences- e.g. SEND, cultures, faiths, personalities
- Tolerance and acceptance of others' views- School Council acting on behalf of the pupil voice
- Rejecting all forms of bullying, cruelty, dishonestly, violence and discrimination



SMSC at Meadowcroft School



Social



Development

Developing an understanding of the rights and responsibilities of living in a community and being a “responsible citizen” in modern Britain. It also includes the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

- We ensure all pupils have a voice through an elected school council
- Supporting the local community through our Work Experience and Enterprise activities
- School trips and community based learning
- Independent Travel Training
- Positive and well-developed relationships with each other, parents and teachers
- The PSHE curriculum- linked to PSHE Association
- Weekly PHSE lessons across school
- The use of the outdoor environment when delivering high quality learning opportunities
- Physical Education and Outdoor Education curriculum
- Unstructured times of day- e.g. playtimes/lunchtimes
- Extra Curricular clubs
- Opportunities for pupil voice – e.g. school council meetings
- Assemblies
- Targeted support to promote confidence and social skills
- Transition days- dedicated time with new teachers to promote positive attachments
- Promoting good manners throughout school
- Wider links with the community and carrying out community work
- Inter-schools sporting competitions

SMSC at Meadowcroft School



Cultural development is defined as the knowledge and understanding of others' cultural traditions. It is about feeling comfortable with a variety of cultures and experiencing a range of cultural activities (for example art, theatre, travel, concerts). Within cultural development at Meadowcroft School, children develop the fundamental British Value of mutual respect and tolerance. They do this through valuing and celebrating any cultural diversity in our school, our society, and the world.

- The cultural development of our children is encouraged and supported through our RE and Citizenship lessons
- Visits to museums, historical buildings and theatres
- Reading stories and information books about other cultures
- Celebration and Parents Day
- Promoting acceptance and sensitivity to other cultures and beliefs- celebration assemblies and celebrations in RE topics.
- Awareness of leadership- in home, at school and the wider context – e.g. UK parliamentary system
- Awareness of the global issues that impact on children's lives- e.g. flooding/homelessness/ Coronavirus
- Celebrating different festivals – Chinese New Year etc

Duke of Edinburgh at Meadowcroft School



The Duke of Edinburgh Award at Meadowcroft School has been running for over 10 years. We continue to have great success at all levels; Bronze, Silver and Gold. We offer a very bespoke program with a key focus on making the award enjoyable, achievable, non-competitive and progressive.

For all levels of the Award, pupils are involved in skills, physical activities and volunteering, as well as an expedition. The Gold Award is the highest obtainable DofE Award, it includes the same 4 sections from the Bronze Award together with a 5-day residential, although the expedition is longer in time – 4 days.

We are so immensely proud to achieve the Gold Award with our pupils. It was an absolute privilege for both our staff and pupils to be among the guests at the Palace and receive recognition for all of our efforts here at Meadowcroft school. The Gold Award continues to be acknowledged amongst employers as the second most important criteria after academic success.

Completing a Duke of Edinburgh Award is a fantastic opportunity that allows our pupils to continue current activities or new skills as part of the physical recreation, skills and volunteering sections of the Award. It also allows pupils to make new friends and develop their teamwork skills, which are important throughout the rest of their education and beyond.

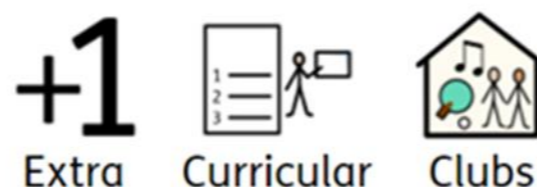
In addition, pupils gain essential life skills such as resilience, self-esteem and confidence which helps to prepare them for life after school and the world of work.

Extra Curricular Activities at Meadowcroft School

We run a variety of extra-curricular activities for all children within the Secondary Phase group.

All pupils have an opportunity to further develop their skills and knowledge through our weekly alternative learning afternoons in the community.

We listen to pupil voice and run a range of lunch time clubs and activities, to develop the skills and talents of our pupils.



We provide pupils with the opportunity to attend inter-school competitions, with other SEN schools within the area.

Our school football club have competed in a range of tournaments with our link schools.

Some examples of our extra curricular activities include:

Music (Guitar, Drums, Keyboard and Singing)

Maths Booster

School Newspaper

Art

Motor Vehicle

Cooking

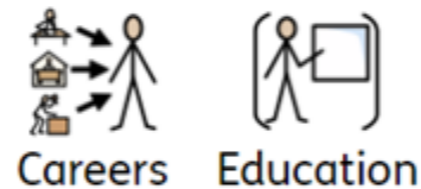
Sewing

Creative

Gaming

Lego

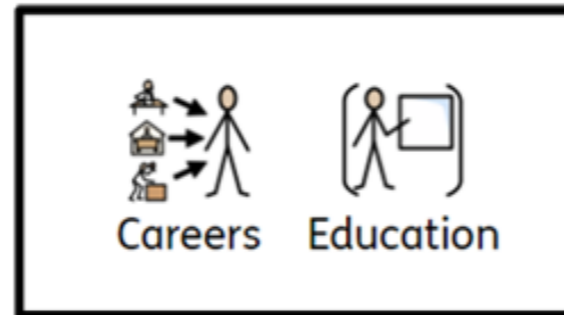
Careers Education at Meadowcroft School



Our Careers programme runs from Year 7 to Year 14 and prepares pupils well for life after they leave the school. It has been designed to align with the eight Gatsby Benchmarks which have been recognised by the government as outlining the requirements of an excellent careers programme.

- Pupils have many encounters with employers and learn about the different careers and the various routes into these careers. This includes both internal and external careers events to increase Pupil exposure to enterprise and business.
- It helps pupils to find the careers that suit them and prepare them to follow their desired path.
- Pupils learn about the different work sectors and are taught to challenge the various stereotypes and discrimination that exists in the world of work.
- Pupils learn how to take responsibility for their own career by planning for the future. They learn how to create an effective CV and learn useful skills such as developing a professional and successful interview technique.
- The programme supports pupils through each of the transitions they face such as choosing vocational curriculum options and deciding what to do after Year 11 and after Year 14.
- Pupils have an experience of the workplace via weekly work experience in Year 12, Year 13 and Year 14.

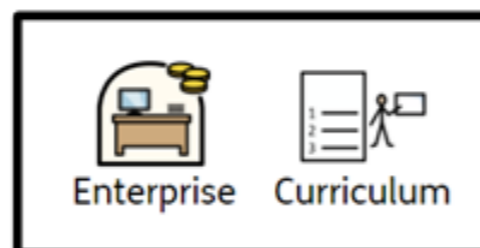
Careers Education at Meadowcroft School



Our Careers programme is comprised of the following:

- Pupils receive individual impartial advice from our Level 6 qualified Careers Lead who has been commissioned from an accredited organisation. All pupils are provided with regular individual impartial advice from our advisor from Outcomes First Group Limited. Impartial and independent advice is given to pupils in accordance with the Statutory Guidance for Schools and Guidance for Colleges and Sixth Forms. It is organised and delivered in accordance with the Gatsby benchmarks and Compass tool. All pupils receive a one to one meeting yearly from at least Year 9. Pupils identified as requiring an extra meeting are seen again. Pupils in any year can be referred for a Careers meeting. Any requests to see the Careers advisor should be made directly to the Level 6 qualified Careers Lead.
- The career action plan created by the Impartial careers advisor is sent home to all parents and incorporated into EHCP reviews.
- Careers lessons take place within discrete lessons at Key Stage 5 and are incorporated into Citizenship and PSHE from Year 7. Each lesson focus is matched to the Gatsby Benchmarks. Pupils will look at LORCID employability skills – leadership; organisation; resilience; communication; initiative and digital awareness.
- Pupils have encounters with employers each year through talks from guest speakers, assemblies and career events - in which they will hear from external speakers and employers and carry out various careers related activities throughout the day including looking at all post 16 options including A Levels; T Levels; BTECs and apprenticeships.
- Pupils participate in STEM (Science, Technology, Engineering and Maths) activities in school which explores the jobs available and highlights the problem of the lack of women in this work sector.
- Pupils attend weekly personalised work experience in key stage 5.. All risk assessments are completed for all placements prior to commencing work experience.
- Our Careers programme is evaluated every year. The next evaluation will take place in June 2024. We will review what is working well and will identify areas that require further development so that we can continue to improve our practice and further strengthen our Careers programme.
- Our careers education is reported on termly within the school's governance report.

Enterprise at Meadowcroft School



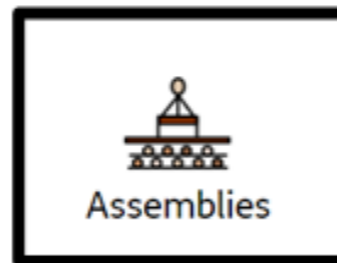
An integral part of our Careers Programme and work towards the eight Gatsby Benchmarks is our Enterprise curriculum, running within our Upper Secondary School.

- All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast-changing world.
- Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. We feel that enterprise is not just an option, but a compulsory subject which aids students to gain the necessary life skills that are essential for everyday life.
- Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses. The main focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea.

The main focus is on the knowledge, understanding and skills required to research, set up, run, review and monitor an enterprise that includes:

- Development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving.
- Knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- Attitudes and ways of working that are considered most important for enterprise, including monitoring, and reflecting on performance of an enterprise idea and own use of skills.

Assemblies at Meadowcroft School



Weekly school assemblies serve as a vital component of our school experience, fostering a sense of community, shared values, and personal growth. Here are some reasons why assemblies are vital to our personal development curriculum:

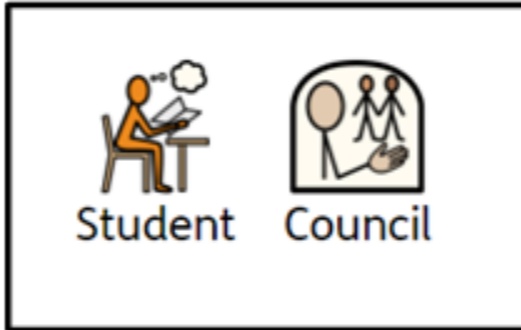
- **Unity and Community Spirit:** Assemblies bring pupils and staff together for a common purpose. They provide an opportunity to celebrate achievements, share traditions, and reinforce positive attitudes. Through collective participation, pupils develop a sense of unity and pride in their institution.
- **Reflection and Spiritual Growth:** A well-planned and engaging assembly prompts deep reflection. It encourages individuals of all ages to consider spiritual and moral issues, their place in the community, and their purpose. In a busy school day, assemblies offer a valuable moment to pause, be still, and think about oneself, the world, and beyond.
- **Identity and Ethos:** Successful assemblies contribute to a positive school ethos. They emphasize care for self, others, and the pursuit of excellence. Assemblies become a hallmark of our strong school identity. They communicate, “This is who we are; this is what we stand for” to the entire school community.
- **Enriching Experiences:** An assembly should go beyond administrative notices. It can be enriched by associating themes with meaningful experiences relevant to students. Inspiring stories, personal anecdotes, and positive examples create a culture of success and boost student self-esteem.
- **Staff Spiritual Nourishment:** Assemblies also impact staff. They provide spiritual nourishment and reflection. Well-prepared messages resonate with adults, reinforcing the school’s values and shared identity.

Assemblies at Meadowcroft School

Week Beginning	Topic
02/10/23	Black History Month
09/10/23	World Homeless Day
16/10/23	Anti-Slavery
23/10/23	Firework and Bonfire Safety
06/11/23	Remembrance Day
13/11/23	Anti Bullying Week
20/11/23	Road Safety
27/11/23	World AIDS Day
04/12/23	Human Rights Day
11/12/23	Hanukkah
18/12/23	Christmas
08/01/24	Martin Luther King Day
15/01/24	Holocaust Memorial Day
22/01/24	Burns Night

Week Beginning	Topic
22/01/24	Burns Night
29/01/24	Rosa Parks Memorial
05/02/24	Safer Internet Day
19/02/24	Lent
26/02/24	International Women's Day
08/03/24	World Book Day
11/03/24	Careers
18/03/24	Child Exploitation
08/04/24	Autism Awareness
15/04/24	Ramadan and Eid
22/04/24	Stephen Lawrence
29/04/24	Florence Nightingale
06/05/24	VE Day
13/05/24	Homophobia & Transphobia Awareness
20/05/24	World Ocean Day

Student Council at Meadowcroft School



Our student council are an integral component of our school leadership structure:

- **Representation and Advocacy:** The student council represents the voice of the student body. The council ensures that students' ideas, interests, and concerns are heard and considered by teachers and school administrators.
- **Fundraising and Community Projects:** Student councils organize fundraisers and community projects, such as our Summer Prom.
- **Leadership Development:** Serving on the student council teaches responsibility, leadership, and teamwork. Students learn to take charge of their own initiatives and collaborate with others effectively.
- **Decision-Making:** Student councils participate in decision-making processes within the school. They provide input on policies, events, and other matters that impact students' experiences.
- **Boosts Confidence and Communication Skills:** Being part of the student council enhances students' self-confidence and communication abilities. They learn to express their ideas, negotiate, and collaborate with peers and adults.
- **Advocacy for Student Interests:** The student council advocates for student interests, whether it's addressing issues related to facilities, curriculum, or extracurricular activities.
- **Promoting Positive School Culture:** Through their initiatives, student councils contribute to a positive and inclusive school culture, fostering a sense of belonging and pride.

British Values at Meadowcroft School

TOLERANCE OF DIFFERENT CULTURES AND RELIGIONS

Together we are one community who
care, respect and understand one

RULE OF LAW

We respect the rules of our school and
laws in society

MUTUAL RESPECT

We respect others and expect them to
show us respect



British



Values


DEMOCRACY

We all have a say


INDIVIDUAL LIBERTY

We know our human rights and exercise
these in school life and beyond


Democracy

Curriculum Pathway	Key Stage 3	Key Stage 4	Key Stage 5
<p>Sensory Learning Pathway</p> <p>A broad range of teaching and learning styles are utilised to help pupils achieve their personalised learning goals.</p> <p>Lessons are based around a range of kinaesthetic and sensory activities which engage the pupils, challenging them to make progress throughout their curriculum offer.</p> <div data-bbox="121 1003 362 1192" style="text-align: center;">  <p>Democracy</p> </div> <p>Key vocabulary: Sanction, Consequence, Equity, candidate, politics, election, human rights</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Democracy is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. It can also refer to the way in which we vote for the person or group we want to represent us.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> • To understand that we can hold a vote to help us make decisions as a group. This makes things fair. • To understand that sometimes, we don't get what we'd like, because the other option got more votes. • To vote for something meaningful, such as a story to read as a class. • To take turns and talk about why this is important. • To understand that some countries, like England, have a King or Queen. • To understand that the people make decisions where we live, by voting. 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Democracy is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. 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This is part of a democracy. • To understand that, in our country, everyone has the right to choose their own religion and enjoy their own culture. We have lots of people of different religions and cultures in our country. • To talk about leaders in school and discuss their role. 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Democracy is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. It can also refer to the way in which we vote for the person or group we want to represent us.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> • To explain fully why we have school rules. To give examples of the impact of not following rules and to discuss sanctions and consequences. • To discuss pupil leaders in school and outline relevant roles. • To discuss the importance of living in a democratic society – so that life is fair and people are treated fairly. • To understand the term 'equity' and discuss why it is important to treat others fairly. • To understand that, in a democracy, we hold an election to choose someone to represent the people. • To understand that most 'candidates' stand for a political party. A political party are a group of people who share similar beliefs.

	<p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>In addition progression can be seen within the following areas:</p> <ul style="list-style-type: none"> - Ability to communicate their needs and desires affectively - Representation on student council - Pupils are able to make effective choices related to their own needs - Participate within therapeutic activities (such as SALT) <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> • EHCP outcome review • PIVAT progression attainment via SOLAR • Annual Reviews 	<ul style="list-style-type: none"> • To understand that Great Britain has a Government. The Government makes decisions on behalf of the people. Members of the Government are voted for by the people. • To understand that Laws are rules that we must all follow. • To discuss what could happen without Laws – everyone could do what they wanted and this might be unsafe. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>In addition progression can be seen within the following areas:</p> <ul style="list-style-type: none"> - Participate within pupil voice activities within school. - Understand the school’s BMTK and work within the agreed actions - Representation on student council - Participate within extra curricular activities appropriately - Represented on the School Council - Meet with SLT and Regional Directors (where appropriate) to share meeting good practice. - Pupil contributions to EHCP annual reviews - Choosing – special time, end of term treats, motivators, lunch, snack - Input in assemblies e.g. pupil feedback and pupil voice - Children are listened to <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> • EHCP outcome review • National Curriculum progression attainment via SOLAR <p>Annual Reviews</p>	<ul style="list-style-type: none"> • To name the Prime Minister, who is the leader of _____ party. • To discuss four main features of our democracy system: human rights are protected; depends on laws which apply to all; encourages people to participate in politics; allows the people a way to choose their representatives through a fair and free election. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>In addition progression can be seen within the following areas:</p> <ul style="list-style-type: none"> - Understand the school’s BMTK and work within the agreed actions. - Representation on student council - Pupils are able to participate within alternative learning activities and follow school expectations. - Participate within EHCP and provide contributions about own wants/needs and aspirations. - Participate within extra curricular activities appropriately - Meet with SLT and Regional Directors (where appropriate) to share meeting good practice. - Pupil contributions to EHCP annual reviews - Choosing – special time, end of term treats, motivators, lunch, snack - Input in assemblies e.g. pupil feedback and pupil voice - Children are listened to <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> • EHCP outcome review • National Curriculum progression attainment via SOLAR
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			<ul style="list-style-type: none"> • Annual Reviews <p>Pupils will complete the following external accreditations:</p> <ul style="list-style-type: none"> • ASDAN Short Course
<p>Towards Independence Pathway</p> <p>A broad range of teaching and learning styles will be utilised by the teacher to ensure that all pupils meet their personalised learning goals.</p> <p>The classes will follow a secondary model, with pupils transitioning to subject specialist classrooms throughout the day.</p>  <p>Key vocabulary: Sanction, Consequence, Equity, candidate, politics, election, human rights</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Democracy is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. It can also refer to the way in which we vote for the person or group we want to represent us.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> • To discuss a wider range of activities in school, which children can vote for. Such as school council representative, roles in class, choices on the yard. • To understand that democracy means that ‘the people rule’ and everyone has their say. • To discuss why it’s important to vote for group decisions, so that the outcome is fair. • To understand that adults over 18 vote for decisions made for our country. This is part of a democracy. • To understand that, in our country, everyone has the right to choose their own religion and enjoy their own culture. We have lots of people of different religions and cultures in our country. 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Democracy is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. It can also refer to the way in which we vote for the person or group we want to represent us.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> • To explain fully why we have school rules. To give examples of the impact of not following rules and to discuss sanctions and consequences. • To discuss pupil leaders in school and outline relevant roles. • To discuss the importance of living in a democratic society – so that life is fair and people are treated fairly. • To understand the term ‘equity’ and discuss why it is important to treat others fairly. • To understand that, in a democracy, we hold an election to choose someone to represent the people. 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Democracy is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. It can also refer to the way in which we vote for the person or group we want to represent us.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> • To model school rules and expectations to others within the school • To take leadership roles within the school and model appropriate behaviour and expectations to others, • To understand their role within the wider community once they leave Meadowcroft school • To understand their rights and responsibilities in terms of democracy and voting once they leave Meadowcroft • To understand that most ‘candidates’ stand for a political party. A political party are a group of people who share similar beliefs. • To name the Prime Minister, who is the leader of _____ party.


	<ul style="list-style-type: none"> • To talk about leaders in school and discuss their role. • To understand that Great Britain has a Government. The Government makes decisions on behalf of the people. Members of the Government are voted for by the people. • To understand that Laws are rules that we must all follow. • To discuss what could happen without Laws – everyone could do what they wanted and this might be unsafe. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>In addition progression can be seen within the following areas:</p> <ul style="list-style-type: none"> - Participate within pupil voice activities within school. - Understand the school’s BMTK and work within the agreed actions - Representation on student council - Participate within extra curricular activities appropriately - Represented on the School Council - Meet with SLT and Regional Directors (where appropriate) to share meeting good practice. - Pupil contributions to EHCP annual reviews - Choosing – special time, end of term treats, motivators, lunch, snack - Input in assemblies e.g. pupil feedback and pupil voice - Children are listened to <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> • EHCP outcome review • PIVAT progression attainment via SOLAR 	<ul style="list-style-type: none"> • To understand that most ‘candidates’ stand for a political party. A political party are a group of people who share similar beliefs. • To name the Prime Minister, who is the leader of _____party. • To discuss four main features of our democracy system: human rights are protected; depends on laws which apply to all; encourages people to participate in politics; allows the people a way to choose their representatives through a fair and free election. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>In addition progression can be seen within the following areas:</p> <ul style="list-style-type: none"> - Understand the school’s BMTK and work within the agreed actions. - Representation on student council - Pupils are able to participate within alternative learning activities and follow school expectations. - Participate within EHCP and provide contributions about own wants/needs and aspirations. - Participate within extra curricular activities appropriately - Meet with SLT and Regional Directors (where appropriate) to share meeting good practice. - Pupil contributions to EHCP annual reviews - Choosing – special time, end of term treats, motivators, lunch, snack - Input in assemblies e.g. pupil feedback and pupil voice - Children are listened to <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> • EHCP outcome review • National Curriculum progression attainment via SOLAR 	<ul style="list-style-type: none"> • To understand which political party aligns most with their own view, aspirations and values. <p>Impact</p> <p>Learners will know how to keep themselves and others safe within the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> • EHCP outcome review • National Curriculum progression attainment via SOLAR • Annual Reviews <p>Pupils will complete the following external accreditations:</p> <ul style="list-style-type: none"> • ASDAN Short Course (Beliefs and Values/Citizenship) • ASDAN Careers and Work Experience
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	<ul style="list-style-type: none"> Annual Reviews 	<ul style="list-style-type: none"> Annual Reviews <p>Pupils will complete the following external accreditations:</p> <ul style="list-style-type: none"> ASDAN Short Course (Beliefs and Values/Citizenship) 	
<p>Independence Pathway</p> <p>All the lessons will be adapted and differentiate to ensure that every learner is stretched and challenged.</p> <p>The classes will follow a secondary model, with pupils transitioning to subject specialist classrooms throughout the day.</p>  <p>Key vocabulary: Sanction, Consequence, Equity, candidate, politics, election, human rights</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Democracy is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. It can also refer to the way in which we vote for the person or group we want to represent us.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> To explain fully why we have school rules. To give examples of the impact of not following rules and to discuss sanctions and consequences. To discuss pupil leaders in school and outline relevant roles. To discuss the importance of living in a democratic society – so that life is fair and people are treated fairly. To understand the term ‘equity’ and discuss why it is important to treat others fairly. To understand that, in a democracy, we hold an election to choose someone to represent the people. 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Democracy is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. It can also refer to the way in which we vote for the person or group we want to represent us.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> To model school rules and expectations to others within the school To take leadership roles within the school and model appropriate behaviour and expectations to others, To understand their role within the wider community once they leave Meadowcroft school To understand their rights and responsibilities in terms of democracy and voting once they leave Meadowcroft To understand that most ‘candidates’ stand for a political party. A political party are a group of people who share similar beliefs. To name the Prime Minister, who is the leader of _____party. 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Democracy is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. It can also refer to the way in which we vote for the person or group we want to represent us.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> To model school rules and expectations to others within the school To take leadership roles within the school and model appropriate behaviour and expectations to others, To understand their role within the wider community once they leave Meadowcroft school To understand their rights and responsibilities in terms of democracy and voting once they leave Meadowcroft To understand that most ‘candidates’ stand for a political party. A political party are a group of people who share similar beliefs. To name the Prime Minister, who is the leader of _____party.


	<ul style="list-style-type: none"> • To understand that most 'candidates' stand for a political party. A political party are a group of people who share similar beliefs. • To name the Prime Minister, who is the leader of _____ party. • To discuss four main features of our democracy system: human rights are protected; depends on laws which apply to all; encourages people to participate in politics; allows the people a way to choose their representatives through a fair and free election. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>In addition progression can be seen within the following areas:</p> <ul style="list-style-type: none"> - Understand the school's BMTK and work within the agreed actions. - Representation on student council - Pupils are able to participate within alternative learning activities and follow school expectations. - Participate within EHCP and provide contributions about own wants/needs and aspirations. - Participate within extra curricular activities appropriately - Meet with SLT and Regional Directors (where appropriate) to share meeting good practice. - Pupil contributions to EHCP annual reviews - Choosing – special time, end of term treats, motivators, lunch, snack - Input in assemblies e.g. pupil feedback and pupil voice - Children are listened to <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> • EHCP outcome review 	<ul style="list-style-type: none"> • To understand which political party aligns most with their own view, aspirations and values. <p>Impact</p> <p>Learners will know how to keep themselves and others safe within the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> • EHCP outcome review • National Curriculum progression attainment via SOLAR • Annual Reviews <p>Pupils will complete the following external accreditations:</p> <ul style="list-style-type: none"> • ASDAN Short Course (Beliefs and Values/Citizenship) • ASDAN Careers Short Course 	<ul style="list-style-type: none"> • To understand which political party aligns most with their own view, aspirations and values. <p>Impact</p> <p>Learners will know how to keep themselves and others safe within the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> • EHCP outcome review • National Curriculum progression attainment via SOLAR • Annual Reviews <p>Pupils will complete the following external accreditations:</p> <ul style="list-style-type: none"> • ASDAN Careers Short Course • ASDAN Work Experience Short Course
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| | <ul style="list-style-type: none">• National Curriculum progression attainment via SOLAR• Annual Reviews• ASDAN Short Course (Beliefs and Values/Citizenship) | | |
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Rule of Law

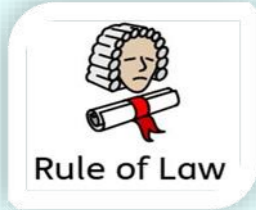
Curriculum Pathway	Key Stage 3	Key Stage 4	Key Stage 5
<p>Sensory Learning Pathway</p> <p>A broad range of teaching and learning styles are utilised to help pupils achieve their personalised learning goals.</p> <p>Lessons are based around a range of kinaesthetic and sensory activities which engage the pupils, challenging them to make progress throughout their curriculum offer.</p> <div data-bbox="189 961 427 1157" data-label="Image">  <p>Rule of Law</p> </div> <p>Key vocabulary: right, wrong, fair, share, rule, kind, unkind,</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Rule of Law means that all people and groups are ruled by the same laws which help to keep us all safe and happy.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> To develop an understanding of right and wrong To develop an understanding of rules e.g. can talk about a specific rule for example, kind hands and feet. To develop an understanding of consequences of action. For example, unkind hands and feet can hurt people. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> EHCP outcome review PIVAT progression attainment via SOLAR 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Rule of Law means that all people and groups are ruled by the same laws which help to keep us all safe and happy.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> To further develop children's understanding of rules in school and their purpose. For example, lining up is important because an orderly corridor prevents people getting hurt. unkind words make friends feel sad To further develop an understanding of consequence of action. For example, unkind words make friends feel sad. To further develop an understanding of consequences in line with school's TIP approach and BMTK. For example, repeated unkind actions and words will result in a logical consequence Can discuss why we have class rules and the impact of not following them. To understand that rules apply to words and actions both online and offline. To understand that there are rules outside of school that we call 'laws'. For example, not stealing or damaging property. 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Rule of Law means that all people and groups are ruled by the same laws which help to keep us all safe and happy.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> To understand and discuss the purpose of rules within school and laws within wider society. To give age-appropriate examples. To outline the impact on others of not following school rules. To show empathy and understanding, by giving examples of how not following a rule can impact others emotionally, or physically. To discuss school consequences and share their understanding of the purpose of sanctions and restorative practice. To discuss rules at school and at home and understand why these might be different. To show an increasing understanding of the rules of law in the UK. To give examples of laws and why these are important in society.

<p>consequence, sanction, law, society, crime, government, legislature, restorative, responsibility, discrimination, hate crime, protected characteristics</p>	<ul style="list-style-type: none"> Annual Reviews 	<p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> EHCP outcome review PIVAT progression attainment via SOLAR <p>Annual Reviews</p>	<ul style="list-style-type: none"> To understand that Laws are rules that have been passed by a government's legislature. To understand that, if someone breaks the law, a crime has been committed, and this leads to a sanction. To understand and discuss sanctions in society, if a person were to break a law. To discuss different types of sanction depending on severity of crime, such as fines, community service, jail. An understanding of human rights for children: the right to health, education, family life, play and recreation, an adequate standard of living and to be protected from abuse and harm. To discuss that children and adults must agree to abide by certain rules, which keep us all safe. To give examples, such as the school's Acceptable User Agreement, Home School Agreement and our Behaviour Policy To understand that rules apply both in person and online To understand that the criminal age of responsibility in the U.K. is 10 years old. To discuss the impact of this – that children over 10 can be arrested and charged with a crime. To show an age-appropriate understanding of the 9 protected characteristics. To understand that it is against the law to treat a person unfairly or differently because of age; disability; gender; gender identity; being married or in a civil partnership; being pregnant or having a child; religion or beliefs; race or skin colour or where they were born; or sexuality. To understand that this is called discrimination. To understand that discrimination and hate crime are against the law. To give examples, outlining that it is wrong to treat other people unfairly or unkindly. To understand that the rule of law applies to online activity. To know that unlawful words and actions on line are punishable by law. To understand school sanctions in dealing with any behavioural or bullying issues and the very rare incidents of racial, homophobic and other forms of discrimination. Understand that rules apply to everyone in school and in society. To give examples where, in school, adjustments may be made depending on individual need.
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<p>Towards Independence Pathway</p> <p>A broad range of teaching and learning styles will be utilised by the teacher to ensure that all pupils meet their personalised learning goals.</p> <p>The classes will follow a secondary model, with pupils transitioning to subject specialist classrooms throughout the day.</p>  <p>Key vocabulary: right, wrong, fair, share, rule, kind, unkind, consequence, sanction, law, society,</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Rule of Law means that all people and groups are ruled by the same laws which help to keep us all safe and happy.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> • To further develop children’s understanding of rules in school and their purpose. For example, lining up is important because an orderly corridor prevents people getting hurt. unkind words make friends feel sad 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Rule of Law means that all people and groups are ruled by the same laws which help to keep us all safe and happy.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> • To understand and discuss the purpose of rules within school and laws within wider society. To give age-appropriate examples. 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Rule of Law means that all people and groups are ruled by the same laws which help to keep us all safe and happy.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> • To model and exemplify school rules. • To show empathy and understanding to others. • To lead in restorative practice sessions and TIP practice

<p>crime, government, legislature, restorative, responsibility, discrimination, hate crime, protected characteristics</p>	<ul style="list-style-type: none"> To further develop an understanding of consequence of action. For example, unkind words make friends feel sad. To further develop an understanding of consequences in line with school's TIP approach and BMTK. For example, repeated unkind actions and words will result in a logical consequence Can discuss why we have class rules and the impact of not following them. To understand that rules apply to words and actions both online and offline. To understand that there are rules outside of school that we call 'laws'. For example, not stealing or damaging property. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> EHCP outcome review PIVAT progression attainment via SOLAR <p>Annual Reviews</p>	<ul style="list-style-type: none"> To outline the impact on others of not following school rules. To show empathy and understanding, by giving examples of how not following a rule can impact others emotionally, or physically. To discuss school consequences and share their understanding of the purpose of sanctions and restorative practice. To discuss rules at school and at home and understand why these might be different. To show an increasing understanding of the rules of law in the UK. To give examples of laws and why these are important in society. To understand that Laws are rules that have been passed by a government's legislature. To understand that, if someone breaks the law, a crime has been committed, and this leads to a sanction. To understand and discuss sanctions in society, if a person were to break a law. To discuss different types of sanction depending on severity of crime, such as fines, community service, jail. An understanding of human rights for children: the right to health, education, family life, play and recreation, an adequate standard of living and to be protected from abuse and harm. To discuss that children and adults must agree to abide by certain rules, which keep us all safe. To give examples, such as the school's Acceptable User Agreement, Home School Agreement and our Behaviour Policy To understand that rules apply both in person and Understanding that rules apply to in person and online To understand that the criminal age of responsibility in the U.K. is 10 years old. To discuss the impact of this – that children over 10 can be arrested and charged with a crime. To show an age-appropriate understanding of the 9 protected characteristics. To understand that it is against the law to treat a person unfairly or differently because of age; disability; gender; gender identity; being married or in a civil partnership; being pregnant or having a child; religion or beliefs; race or skin colour or where they were born; or sexuality. To understand that this is called discrimination. To understand that discrimination and hate crime are against the law. To give examples, outlining that it is wrong to treat other people unfairly or unkindly. 	<ul style="list-style-type: none"> To show an increasing understanding of the rules of law in the UK. To give examples of laws and why these are important in society. To understand what Laws may be applicable to them when they leave Meadowcroft To understand and discuss sanctions in society, if a person were to break a law. To discuss different types of sanction depending on severity of crime, such as fines, community service, jail. To understand that rules apply both in person and Understanding that rules apply to in person and online To understand that the criminal age of responsibility in the U.K. is 10 years old. To discuss the impact of this – that children over 10 can be arrested and charged with a crime. To model and demonstrate an age-appropriate understanding of the 9 protected characteristics. To understand that it is against the law to treat a person unfairly or differently because of age; disability; gender; gender identity; being married or in a civil partnership; being pregnant or having a child; religion or beliefs; race or skin colour or where they were born; or sexuality. To understand that this is called discrimination. To understand that the rule of law applies to online activity. To know that unlawful words and actions on line are punishable by law. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> EHCP outcome review National Curriculum progression attainment via SOLAR Annual Reviews <p>Pupils will complete the following external accreditations:</p> <ul style="list-style-type: none"> ASDAN PSHE Short Course
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		<ul style="list-style-type: none"> • To understand that the rule of law applies to online activity. To know that unlawful words and actions on line are punishable by law. • To understand school sanctions in dealing with any behavioural or bullying issues and the very rare incidents of racial, homophobic and other forms of discrimination. • Understand that rules apply to everyone in school and in society. To give examples where, in school, adjustments may be made depending on individual need. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> • EHCP outcome review • National Curriculum progression attainment via SOLAR • Annual Reviews <p>Pupils will complete the following external accreditations:</p> <ul style="list-style-type: none"> • ASDAN PSHE Short Course 	
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<p>Independence Pathway</p> <p>All the lessons will be adapted and differentiate to ensure that every learner is stretched and challenged.</p> <p>The classes will follow a secondary model, with pupils transitioning to subject specialist classrooms throughout the day.</p> <div data-bbox="121 766 359 961" style="text-align: center;">  <p>Rule of Law</p> </div> <p>Key vocabulary: right, wrong, fair, share, rule, kind, unkind, consequence, sanction, law, society, crime, government, legislature, restorative, responsibility, discrimination, hate crime, protected characteristics</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Rule of Law means that all people and groups are ruled by the same laws which help to keep us all safe and happy.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> To understand and discuss the purpose of rules within school and laws within wider society. To give age-appropriate examples. To outline the impact on others of not following school rules. To show empathy and understanding, by giving examples of how not following a rule can impact others emotionally, or physically. To discuss school consequences and share their understanding of the purpose of sanctions and restorative practice. To discuss rules at school and at home and understand why these might be different. To show an increasing understanding of the rules of law in the UK. To give examples of laws and why these are important in society. To understand that Laws are rules that have been passed by a government's legislature. To understand that, if someone breaks the law, a crime has been committed, and this leads to a sanction. 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Rule of Law means that all people and groups are ruled by the same laws which help to keep us all safe and happy.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> To model and exemplify school rules. To show empathy and understanding to others. To lead in restorative practice sessions and TIP practice To show an increasing understanding of the rules of law in the UK. To give examples of laws and why these are important in society. To understand what Laws may be applicable to them when they leave Meadowcroft To understand and discuss sanctions in society, if a person were to break a law. To discuss different types of sanction depending on severity of crime, such as fines, community service, jail. To understand that rules apply both in person and online To understand that the criminal age of responsibility in the U.K. is 10 years old. To discuss the impact of this – that children over 10 can be arrested and charged with a crime. To model and demonstrate an age-appropriate understanding of the 9 protected characteristics. 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To discuss the impact of this – that children over 10 can be arrested and charged with a crime. To model and demonstrate an age-appropriate understanding of the 9 protected characteristics. To understand that it is against the law to treat a person unfairly
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	<ul style="list-style-type: none"> • To understand and discuss sanctions in society, if a person were to break a law. To discuss different types of sanction depending on severity of crime, such as fines, community service, jail. • An understanding of human rights for children: the right to health, education, family life, play and recreation, an adequate standard of living and to be protected from abuse and harm. • To discuss that children and adults must agree to abide by certain rules, which keep us all safe. To give examples, such as the school's Acceptable User Agreement, Home School Agreement and our Behaviour Policy • To understand that rules apply both in person and online • To understand that the criminal age of responsibility in the U.K. is 10 years old. To discuss the impact of this – that children over 10 can be arrested and charged with a crime. • To show an age-appropriate understanding of the 9 protected characteristics. To understand that it is against the law to treat a person unfairly or differently because of age; disability; gender; gender identity; being married or in a civil partnership; being pregnant or having a child; religion or beliefs; race or skin colour or where they were born; or sexuality. To understand that this is called discrimination. • To understand that discrimination and hate crime are against the law. To give examples, outlining that it is wrong to treat other people unfairly or unkindly. • To understand that the rule of law applies to online activity. To know that unlawful words and actions on line are punishable by law. • To understand school sanctions in dealing with any behavioural or bullying issues and the very rare incidents of racial, homophobic and other forms of discrimination. • Understand that rules apply to everyone in school and in society. To give examples where, in school, adjustments may be made depending on individual need. <p>Impact</p>	<p>partnership; being pregnant or having a child; religion or beliefs; race or skin colour or where they were born; or sexuality. To understand that this is called discrimination.</p> <ul style="list-style-type: none"> • To understand that the rule of law applies to online activity. To know that unlawful words and actions on line are punishable by law. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> • EHCP outcome review • National Curriculum progression attainment via SOLAR • Annual Reviews <p>Pupils will complete the following external accreditations:</p> <ul style="list-style-type: none"> • ASDAN Citizenship Short Course • ASDAN Beliefs and Values Short Course 	<p>or differently because of age; disability; gender; gender identity; being married or in a civil partnership; being pregnant or having a child; religion or beliefs; race or skin colour or where they were born; or sexuality. To understand that this is called discrimination.</p> <ul style="list-style-type: none"> • To understand that the rule of law applies to online activity. To know that unlawful words and actions on line are punishable by law. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> • EHCP outcome review • National Curriculum progression attainment via SOLAR • Annual Reviews <p>Pupils will complete the following external accreditations:</p> <ul style="list-style-type: none"> • ASDAN Citizenship Short Course • ASDAN Beliefs and Values Short Course
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Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.

Annual summative assessment will be completed as follows:

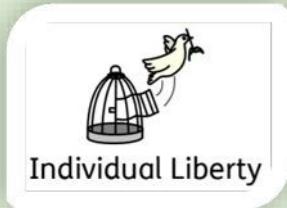
- EHCP outcome review
- National Curriculum progression attainment via SOLAR
- Annual Reviews

Individual Liberty

Curriculum Pathway	Key Stage 3	Key Stage 4	Key Stage 5
<p>Sensory Learning Pathway</p> <p>A broad range of teaching and learning styles are utilised to help pupils achieve their personalised learning goals.</p> <p>Lessons are based around a range of kinaesthetic and sensory activities which engage the pupils, challenging them to make progress throughout their curriculum offer.</p> <div data-bbox="172 982 439 1171" style="text-align: center;">  </div> <p>Key vocabulary: Friend; Fairness; sharing; risk; kind; unkind, Safe; awareness; emotions; choice; responsibility; liberty; freedom; leaders; respect, opinion; liberty; independence; identity; human rights</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Individual liberty is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control.</p> <p>Protection of your rights and the rights of others around you.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> • To treat others fairly – we are taught to share • To celebrate difference • To understand that being unkind makes others sad • To understand and make choices when appropriate, such as during story time. • To explore the language and feelings of possibility when presented with choices. • To respect that others have made a choice and it might not be the same as ours. • To take managed risks, for example, in an obstacle course in P.E. 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Individual liberty is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control.</p> <p>Protection of your rights and the rights of others around you.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> • To discuss the importance of sharing and the impact on not doing so. • To discuss choice and fairness, showing increasing awareness of the feelings and emotions of others. • To acknowledge own feelings through the zones of regulation and to begin to draw on taught strategies to regulate. • To take responsibility for own behaviour and choices. • To participate in whole class discussions. • To make choices during free play activities at break time. To respect the choices of others. 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Individual liberty is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control.</p> <p>Protection of your rights and the rights of others around you.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> • To understand that human rights must be protected and respected so that we can all lead happy, safe lives • To understand that everyone has the right to a home; to education; to express own opinions; to a private and family life; to not be mistreated • To understand that, as we grow older, we have the freedom to live or lives and express ourselves in a way that we choose, while protecting and respecting the choices of other people. • To engage in age-appropriate discussions around human rights and individual liberty – to share examples and nonexamples, i.e. when an individuals rights are not being respected. To discuss the impact of this.

	<ul style="list-style-type: none"> To reflect on activities of the day, talking together about how children felt about different activities. To celebrate differences of opinion. To use zones of regulation to reflect on how I feel. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> EHCP outcome review PIVAT progression attainment via SOLAR Annual Reviews 	<ul style="list-style-type: none"> To have leadership opportunities within school life, such as book bag monitor, school council. To discuss what it means to feel safe. Right to feel safe <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> EHCP outcome review PIVAT progression attainment via SOLAR <p>Annual Reviews</p>	<ul style="list-style-type: none"> To have an understanding of identity – to understand that this is ‘who you are’ To have a developed understanding of freedom and choice in an age appropriate manner. TO discuss choices we make in everyday life, such as what to wear and what to eat. To discuss choices we will be able to make as we grow older, such as further education; work; politics; hobbies ☒ <p>Understanding of the concept of freedom and choice</p> <ul style="list-style-type: none"> To have a developing understanding of career and future choices. To discuss interests for the future ☒ <p>To safely exercise own rights and freedoms.</p> <ul style="list-style-type: none"> To develop independence through a ranged of broader experiences, such as trips and residential. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> EHCP outcome review National Curriculum progression attainment via SOLAR Annual Reviews <p>Pupils will complete the following external accreditations:</p> <ul style="list-style-type: none"> ASDAN PSHE Short Course ASDAN Citizenship Short Course
<p>Towards Independence Pathway</p> <p>A broad range of teaching and learning styles will be utilised by the teacher to ensure that all pupils meet their personalised learning goals.</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p>

The classes will follow a secondary model, with pupils transitioning to subject specialist classrooms throughout the day.



Key vocabulary: Friend; Fairness; sharing; risk; kind; unkind, Safe; awareness; emotions; choice; responsibility; liberty; freedom; leaders; respect, opinion; liberty; independence; identity; human rights

Individual liberty is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control.

Protection of your rights and the rights of others around you.

In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.

Implementation

- To discuss the importance of sharing and the impact on not doing so.
- To discuss choice and fairness, showing increasing awareness of the feelings and emotions of others.
- To acknowledge own feelings through the zones of regulation and to begin to draw on taught strategies to regulate.
- To take responsibility for own behaviour and choices.
- To participate in whole class discussions.
- To make choices during free play activities at break time. To respect the choices of others.
- To have leadership opportunities within school life, such as book bag monitor, school council.
- To discuss what it means to feel safe.
- Right to feel safe

Impact

Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.

Individual liberty is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control.

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Implementation

- To understand that human rights must be protected and respected so that we can all lead happy, safe lives
- To understand that everyone has the right to a home; to education; to express own opinions; to a private and family life; to not be mistreated
- To understand that, as we grow older, we have the freedom to live or lives and express ourselves in a way that we choose, while protecting and respecting the choices of other people.
- To engage in age-appropriate discussions around human rights and individual liberty – to share examples and nonexamples, i.e. when an individuals rights are not being respected. To discuss the impact of this.
- To have an understanding of identity – to understand that this is 'who you are'
- To have a developed understanding of freedom and choice in an age appropriate manner.
- TO discuss choices we make in everyday life, such as what to wear and what to eat.
- To discuss choices we will be able to make as we grow older, such as further education; work; politics; hobbies ☒

Understanding of the concept of freedom and choice

Individual liberty is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control.

Protection of your rights and the rights of others around you.

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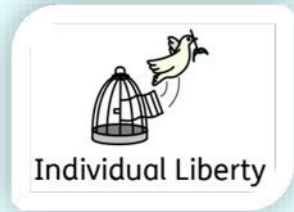
Implementation

- To model that everyone within our school has a right to be protected and respected so that we can all lead happy, safe lives
 - To understand my rights and freedoms once I leave Meadowcroft.
 - To understand my rights and responsibilities within the workplace
 - To discuss choices we will be able to make as we grow older, such as further education; work; politics; hobbies ☒
- Understanding of the concept of freedom and choice
- To have a developing understanding of career and future choices. To discuss interests for the future ☒
 - To develop independence through a range of experiences, such as work experience

Impact

Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.

	<p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> • EHCP outcome review • PIVAT progression attainment via SOLAR <p>Annual Reviews</p>	<ul style="list-style-type: none"> • To have a developing understanding of career and future choices. To discuss interests for the future ☒ <p>To safely exercise own rights and freedoms.</p> <ul style="list-style-type: none"> • To develop independence through a ranged of broader experiences, such as trips and residential. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> • EHCP outcome review • National Curriculum progression attainment via SOLAR • Annual Reviews <p>Pupils will complete the following external accreditations:</p> <ul style="list-style-type: none"> • ASDAN PSHE Short Course • ASDAN Citizenship Short Course 	<p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> • EHCP outcome review • National Curriculum progression attainment via SOLAR • Annual Reviews <p>Pupils will complete the following external accreditations:</p> <ul style="list-style-type: none"> • ASDAN careers short course • ASDAN Work experience short course
<p>Independence Pathway</p> <p>All the lessons will be adapted and differentiate to ensure that every learner is stretched and challenged.</p> <p>The classes will follow a secondary model, with pupils transitioning to subject specialist classrooms throughout the day.</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Individual liberty is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control.</p> <p>Protection of your rights and the rights of others around you.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship.</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Individual liberty is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control.</p> <p>Protection of your rights and the rights of others around you.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Individual liberty is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control.</p> <p>Protection of your rights and the rights of others around you.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship.</p>



Key vocabulary: Friend; Fairness; sharing; risk; kind; unkind, Safe; awareness; emotions; choice; responsibility; liberty; freedom; leaders; respect, opinion; liberty; independence; identity; human rights

We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.

Implementation

- To understand that human rights must be protected and respected so that we can all lead happy, safe lives
 - To understand that everyone has the right to a home; to education; to express own opinions; to a private and family life; to not be mistreated
 - To understand that, as we grow older, we have the freedom to live or lives and express ourselves in a way that we choose, while protecting and respecting the choices of other people.
 - To engage in age-appropriate discussions around human rights and individual liberty – to share examples and nonexamples, i.e. when an individuals rights are not being respected. To discuss the impact of this.
 - To have an understanding of identity – to understand that this is ‘who you are’
 - To have a developed understanding of freedom and choice in an age appropriate manner.
 - TO discuss choices we make in everyday life, such as what to wear and what to eat.
 - To discuss choices we will be able to make as we grow older, such as further education; work; politics; hobbies ☒
- Understanding of the concept of freedom and choice
- To have a developing understanding of career and future choices. To discuss interests for the future ☒
- To safely exercise own rights and freedoms.
- To develop independence through a ranged of broader experiences, such as trips and residential.

Impact

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Impact

We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.

Implementation

- To model that everyone within our school has a right to be protected and respected so that we can all lead happy, safe lives
 - To understand my rights and freedoms once I leave Meadowcroft.
 - To understand my rights and responsibilities within the workplace
 - To discuss choices we will be able to make as we grow older, such as further education; work; politics; hobbies ☒
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 - To develop independence through a range of experiences, such as work experience

Impact

Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.

Annual summative assessment will be completed as follows:

- EHCP outcome review
- National Curriculum progression attainment via SOLAR
- Annual Reviews

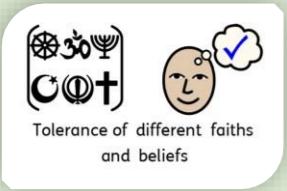
Pupils will complete the following external accreditations:

- ASDAN careers short course


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Tolerance of Different Cultures

Curriculum Pathway	Key Stage 3	Key Stage 4	Key Stage 5
<p>Sensory Learning Pathway</p> <p>A broad range of teaching and learning styles are utilised to help pupils achieve their personalised learning goals.</p> <p>Lessons are based around a range of kinaesthetic and sensory activities which engage the pupils, challenging them to make progress throughout their curriculum offer.</p> <div data-bbox="121 1003 388 1178" data-label="Image"> <p>Tolerance of different faiths and beliefs</p> </div> <p>Key vocabulary: Same; different; friend; kind; grateful, religion; faith; worship; community; value; belief; respect, compare; diversity; inclusion; respect; tolerance; racism; equality; equity</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Tolerance of those with different faiths and beliefs is showing respect towards people who share different beliefs and traditions to our own.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> To understand that not everyone is the same. To read stories that represent different ethnic, religious and cultural groups. To experience and discuss music from different cultures. To explain some simple differences and similarities between own life and the life of someone living in another country. To encounter celebrations within different faiths: Diwali; Thanksgiving; Eid; Harvest; Christmas; Lunar New Year To feel represented in the stories read in class. To understand that not everyone believes the same thing – and that is a good thing. To explore what it means to belong and explain what that means within school, family, community and religious groups. To understand what it means to be a good friend. 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Tolerance of those with different faiths and beliefs is showing respect towards people who share different beliefs and traditions to our own.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> To relate own understanding of belonging to other religious groups. To outline what belonging can mean within a faith. To explore and compare Christianity, Sikhism and Judaism (for example, common use of candles and symbols of light). To discuss the meaning of gifts to self and within different religions. To discuss what is meant by community. To discuss worship and explain why it may be important to people of faith. To learn about different places of worship. To ask questions in order to broaden understanding of how other people may live their lives 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Tolerance of those with different faiths and beliefs is showing respect towards people who share different beliefs and traditions to our own.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p> <p>Implementation</p> <ul style="list-style-type: none"> To explore religions within the local community To explore worship within Hinduism To explore sense of identity within faiths and communities To explore religious journeys To further explore similarities and differences within religions, including Christianity, Islam, Judaism and Sikhism. To discuss moral and ethical choices we make in life To show respect to all; irrespective of cultures and beliefs. To ask questions and listen with interest when peers are sharing their own beliefs. To ask questions openly about diversity and inclusion. To visit places of worship and respect their practices. To discuss issues in the news with respect and maturity e.g. racism in football.

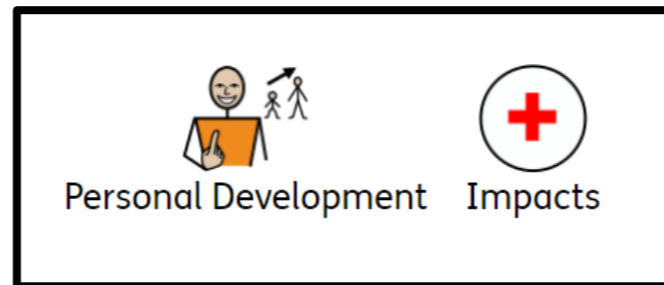
	<ul style="list-style-type: none"> To discuss what we are grateful for. To use kind words. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> EHCP outcome review PIVAT progression attainment via SOLAR Annual Reviews 	<ul style="list-style-type: none"> Develop respect for the opinions, values and beliefs of others <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> EHCP outcome review PIVAT progression attainment via SOLAR <p>Annual Reviews</p>	<ul style="list-style-type: none"> To learn that racist slurs and offensive terms are unacceptable, and illegal, and to learn strategies for challenge <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> EHCP outcome review National Curriculum progression attainment via SOLAR Annual Reviews <p>Pupils will complete the following external accreditations:</p> <ul style="list-style-type: none"> ASDAN PSHE Short Course ASDAN Citizenship Short Course
<p>Towards Independence Pathway</p> <p>A broad range of teaching and learning styles will be utilised by the teacher to ensure that all pupils meet their personalised learning goals.</p> <p>The classes will follow a secondary model, with pupils transitioning to subject specialist classrooms throughout the day.</p> 	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Tolerance of those with different faiths and beliefs is showing respect towards people who share different beliefs and traditions to our own.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Tolerance of those with different faiths and beliefs is showing respect towards people who share different beliefs and traditions to our own.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Tolerance of those with different faiths and beliefs is showing respect towards people who share different beliefs and traditions to our own.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. We incorporate a range of community based learning opportunities throughout the secondary phase group to ensure that all our pupils are respectful of themselves, our local community and the wider world.</p>

<p>Key vocabulary: Same; different; friend; kind; grateful, religion; faith; worship; community; value; belief; respect, compare; diversity; inclusion; respect; tolerance; racism; equality; equity</p>	<p>Implementation</p> <ul style="list-style-type: none"> To relate own understanding of belonging to other religious groups. To outline what belonging can mean within a faith. To explore and compare Christianity, Sikhism and Judaism (for example, common use of candles and symbols of light). To discuss the meaning of gifts to self and within different religions. To discuss what is meant by community. To discuss worship and explain why it may be important to people of faith. To learn about different places of worship. To ask questions in order to broaden understanding of how other people may live their lives Develop respect for the opinions, values and beliefs of others <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> EHCP outcome review PIVAT progression attainment via SOLAR <p>Annual Reviews</p>	<p>Implementation</p> <ul style="list-style-type: none"> To explore religions within the local community To explore worship within different faiths To explore sense of identity within faiths and communities To explore religious journeys To further explore similarities and differences within religions, including Christianity, Islam, Judaism and Sikhism. To discuss moral and ethical choices we make in life To show respect to all; irrespective of cultures and beliefs. To ask questions and listen with interest when peers are sharing their own beliefs. To ask questions openly about diversity and inclusion. To visit places of worship and respect their practices. To discuss issues in the news with respect and maturity e.g. racism in football. To learn that racist slurs and offensive terms are unacceptable, and illegal, and to learn strategies for challenge <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> EHCP outcome review National Curriculum progression attainment via SOLAR Annual Reviews <p>Pupils will complete the following external accreditations:</p> <ul style="list-style-type: none"> ASDAN PSHE Short Course ASDAN Citizenship Short Course 	<p>Implementation</p> <ul style="list-style-type: none"> To advocate for different religions within the local community To further explore sense of identity within faiths and communities To further explore similarities and differences within religions, including Christianity, Islam, Judaism and Sikhism. To use prior learning to make moral and ethical choices in life after Meadowcroft. To model respect to all; irrespective of cultures and beliefs. To discuss issues in the news with respect and maturity e.g. racism in football. <p>Impact</p> <p>Learners will be able to use the skills and knowledge from their Personal Development Curriculum in their every day life to become as independent as possible in the community.</p> <p>Annual summative assessment will be completed as follows:</p> <ul style="list-style-type: none"> EHCP outcome review National Curriculum progression attainment via SOLAR Annual Reviews
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<p>Independence Pathway</p> <p>All the lessons will be adapted and differentiate to ensure that every learner is stretched and challenged.</p> <p>The classes will follow a secondary model, with pupils transitioning to subject specialist classrooms throughout the day.</p>  <p>Key vocabulary: Same; different; friend; kind; grateful, religion; faith; worship; community; value; belief; respect, compare; diversity; inclusion; respect; tolerance; racism; equality; equity</p>	<p>Intent</p> <p>Learners will be provided within a range of cross curricular opportunities to develop their understanding of their role within a modern Britain and how fundamental British values apply to them (such as assemblies, tutor time and planned SMSC learning within subject lessons).</p> <p>Tolerance of those with different faiths and beliefs is showing respect towards people who share different beliefs and traditions to our own.</p> <p>In addition the school offer discreet teaching and learning opportunities within subjects such as RE, PSHE and Citizenship. 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Personal Development Impacts



Extra curricular activities

- 100% of pupils in school have experienced our reward afternoon or end of term trips.
- The school football team competed in a multi school football tournament.
- The school develops the personal interests and talents of all its pupils, through a range of extra curricular clubs and groups. At lunch time, a range of extra curricular clubs run on each site – allowing pupils to develop their talents outside of the classroom. The clubs are based on pupil voice, via individual pupil surveys and the student council.
- In addition, the school runs after school revision clubs on all secondary sites – allowing pupils the opportunity to fill gaps within their skills and knowledge, using every opportunity to close the gaps between pupils and their peers.

Career education

- The school has a strong and well-developed careers education within the secondary phase group. This includes careers integrated into a range of subjects cross curricular, such as PSHE, Citizenship and Preparation for Adulthood.
- 88% of our pupils attended and engaged in external careers advisor interviews.
- Pupils for year 7 to Year 14 engaged in external careers interviews. Action plans were created from these to support EHCP targets, options choices, moving on pathways.
- The school offers range of work experience placements in partnership with local employers. 56% of key stage 5 pupils attended a work experience placement – with the remaining pupils developing the key skills on site to allow them to transition into a placement
- The school uses the GATSBY Benchmarks self assessment to ensure that all pupils have access to an effective careers programme, linked to the governments statutory framework.
- The pupils access an independent careers advice programme and have a individual careers action plan, which feeds into their EHCP documentation. This allows all professionals involved with the child to set appropriate goals and targets – allowing them to reach their goals and aspirations.
- The new enterprise lessons interweave and interlink ideas from across the national curriculum and the GCSE Business Accreditation, developing key skills and knowledge for life after school.
- The pupils have access to a broad range of business and employees, including external and internal career events. The school has organised for 14 local colleges and employers to attend our 2024 careers fair.
- The school has further developed its work experience programme, working with a selection of local businesses to allow pupils direct access to enterprise.
- The impact of the school's personal development can be seen within the NEET figures for the last 8 years.
- In addition, the leaver's destination data shows that pupils thrive within their new settings and are well prepared for the next stage after Meadowcroft.
- The school held its second career's fair for Secondary Phase pupils. Scott Bedford, Career Lead, organised for a selection of local colleges and employment providers to attend The Works school site and provide information on a wide range of pupil opportunities for life after Meadowcroft school.
- Pupils were supported by the school's specialist staff to ask questions from perspective colleges and employers about their offer and what was required of them academically/holistically. It also provided all pupils with business and enterprise contact which they might not typically have had access to.
- As a significant proportion of pupils who attend Meadowcroft School have trauma from previous experiences and educational providers, it is difficult for them to understand or aspire for options after school. This provided the pupils with a wealth of information – that can inspire their independent careers action plans and development.
- The Careers Fair was very well attended by all school secondary pupils, with years 9 – 14 accessing the information and providers available to them.

Personal Development Impacts



SMSC

- The school also widely utilises community based learning activities, to provide pupils with access to learning opportunities which may be otherwise limited and develop an understanding of other cultures within our society. (Such as Cenotaph Visits, Places of Worship Visits)

Promoting British Values

- The implementation of Democracy as the British value focus and the parliament week drop down has helped to give students a good understanding of democratic processes across school. This has resulted in the highest number of applicants and representatives within the student council.
- Theme days such as Parliament week, remembrance week, Anne Frank Trust discrimination workshop, Celebration Day, and mental health awareness.
- Swimming for Primary has been extremely positive and has developed meaningful opportunities to understand how to be responsible, respectful, active citizens in the community.

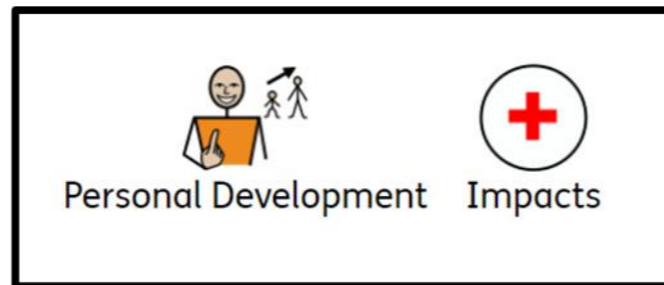
Trauma Informed Practice

- An impact of the new trauma informed curriculum at The Hub is an average 70% daily reduction of pupils within the 'Yellow or Red' zones within the school day.
- Pupils may arrive at school feeling anxious, heightened or overwhelmed and due to the TIP strategies implemented they leave within the 'Green' zone, having correctly identified their emotions and modelled appropriate trauma reduction strategies.
- An impact of the new trauma informed curriculum at The Hub is a 40% decrease within lesson refusals within the Spring Term.
- An impact of the new trauma informed curriculum at The Hub is a 79% decrease within the utilisation of RPIs within this cohort of pupils.
- A pupil planner was introduced to each child focusing on reflective practice and regulation zones.
- Daily briefings and de-briefs allow staff to fully understand the needs and antecedents of all pupils within their care. The reflective staff sessions allow for pupil risk assessments and plans to be updated based upon daily incidents and sleuth reports – ensuring that appropriate support and strategies are consistently implemented by all team members. This reflection also allows for accurate and timely referrals to professionals where required

Assemblies

- All the assemblies that are delivered are guided by the SMSC calendar
- The assemblies have included, National inclusion week which highlighted the importance of equality towards marginalised groups of people. It also explained the importance what makes them as individuals unique.
- On the 6/10/23 it was world mental health day, the purpose of this was to highlight the importance of mental health and who to contact if they have any issues. It also informed them how prevalent it is and that there is no need to be ashamed of asking for help.
- Black history month was celebrated on the 13/10/2023, it gave students' knowledge as to why we celebrate it and what struggles black people had historically.
- There was an assembly on the United Nations, this told students what it was, where it had come from and how it protects people, including human and children's rights.
- During the same week as United Nations, there was a safety on bonfire night assembly, this was to inform the students of the dangers of using fireworks. It gave example of injuries, and the impact these injuries can have.

Personal Development Impacts

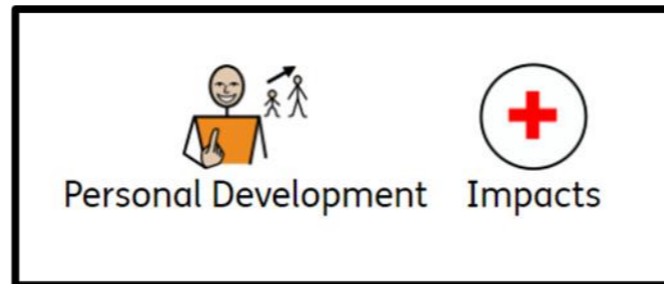


- There was a remembrance Sunday assembly, this reminded the students why we celebrate it, but it also explained more about memorials and the different poppies that can be worn or displayed as a mark of respect.
- Throughout anti-bullying week, there was an assembly, a full PSHE lesson and various events, one of which asked the students to volunteer as an anti-bullying ambassador, they then had a brief meeting with the anti-bullying team and planned what actions are going to be put in place. The anti-bullying team will continue to meet and address any issues that arise, the students have their opportunity to give the opinions and ideas for staff to implement.
- The following week was Children in need, as well as attending the assembly, the students took part in various activities, throughout the week. This allowed students to gain an understanding of how not all children are treated fairly or have the privileges most children have. This gave them the introduction to what a charity is as this is something that will be revisited and they will be active in supporting those less fortunate. Issues around road safety with some of our students had been an area of concern, this was seen when pupils attended events outside of the school premises, an assembly was delivered that highlighted the consequences of reckless behaviour on roads, it gave examples of when people have been injured and how severe this can be. This was to attempt to prevent further dangerous behaviours on the roads.
- At the beginning of December, it was Christmas jumper day, this was celebrated during an assembly, informing the students as to why we celebrate it and what its purpose is. The students then got the opportunity to create their own Christmas T-shirt, this followed Christmas jumper day, and gave all students the chance to take part as not all of them would be able to get a jumper.
- A small number of pupils are involved in substance misuse outside of school, and also smoking and vaping, students attended an assembly that highlighted the dangers of this and the services they can use to get help.
- The students started learning about relationships, this included, personal role models, healthy relationships, domestic abuse, coercive control, stalking and forced and arranged marriages. Throughout these lessons, students had the ability to ask questions, they were made aware of any services and helplines that they could use. The students also got chance to complete a short role play, this was for students to visually see what abuse can look like

PHSE, Citizenship, RE & Protected characteristics

- Introduction to Personal Development baseline tracker – Meadowcroft has implemented a PD baseline assessment which includes PHSE, SMSC, Safeguarding, Prevent and Citizenship which will be introduced during within the first 6 weeks of young people starting school. The assessment will be age appropriate, last approximately 20 minutes and teachers will record the results on a spreadsheet. It will be used to label/track individual pupils. Teachers will be able to view the results and tell them how their pupils performed in the assessment, these can then be used to inform teaching across curriculum.
- Wakefield RE scheme is used and incorporates all aspects of personal development with a specific British Values policy.
- There has been a 94% increase where all students cover subjects around relationships and healthy eating from previous academic year.
- There has been a 23% increase where pupils have knowledge on healthy eating and on how exercise affects the body long term.
- The school dedicates a significant proportion of it's curriculum hours to personal development subject areas, including discrete time for: Citizenship, RE, PSHE, Enterprise, Preparation for Adulthood, Outdoor Education and Vocational Education across all phase groups within the school.
- In addition, the school continues to dedicate time at the start of the academic year to a 'recovery curriculum', where the personal development tracker is implemented to baseline the needs of all pupils within the school and set appropriate targets linked to SMSC, PSHE, Prevent or Risk and Resilience.
- The school recognised the need for the recovery curriculum due to the significant barriers pupils present with after such a significant period of absence from school. Quite often the most significant barrier will be their own SEMH needs and as such, appropriate support strategies need to be implemented before a pupil can be ready to learn.
- The school has a dynamic approach to personal development within it's curriculum, with the safeguarding team informing the PSHE lead of current issues which need to be addressed. This has previously included subjects such as online harassment and abuse, mental health and wellbeing or health eating.

Personal Development Impacts



- PHSE curriculum across whole school aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).
- Introduction of Citizenship Curriculum, will allow the young people at Meadowcroft to have an awareness and understanding of democracy, government and law. Which will then give them the skills and knowledge to weigh evidence, debate and make reasoned arguments.
- ILS for post 16 pupils – The curriculum allows pupils to develop and demonstrate a range of personal, key and employability skills, allows them to broaden their experience and manage their learning in a variety of real-life contexts

Student council

- The curriculum is developed yearly based upon pupil voice and aspirations. The subjects provided at GCSE and vocational options change yearly - dependent upon pupil voice. If a subject specialist teacher is not based within the school team, the senior leaders see the value in securing external support to allow all pupils the opportunity to reach their goals. As such, the school achieved GCSEs within History and Psychology last year within their vocational options.
- The school develops the personal interests and talents of all it's pupils, through a range of extra curricular clubs and groups. At lunch time, a range of extra curricular clubs run on each site – allowing pupils to develop their talents outside of the classroom. The clubs are based on pupil voice, via individual pupil surveys and the student council.
- There is a strong up take to extra curricular clubs within the school, ensuring that all pupils are provided within additional opportunities to develop their interests and talents via student council