

Curriculum Intent, Implementation and Impact



High Close School

PSHE

Subject: ASDAN (PSHE) Personal Development Programme

Subject Leader: MR BRYANT

Intent statement

(What do we want our young people to learn)

Discuss the critical content of your curriculum and what you intend the students to learn through your curriculum (what they should know by certain points in their life). Discuss the sequential order of learning.

The aims of teaching the 'Personal Development Programme' at High Close School are for the young people to:

- Develop independent problem-solving skills that allow them to feel confident to take responsibility for any challenges they may face in the future, individually or socially.
- Have a love of learning beyond of the school curriculum and to actively look to learn new information and skills outside of the classroom.
- Regularly engage in activities that train the brain in the following areas: language; problem solving; memory; focus; mental agility; emotion; coordination.
- Understand the daily emotional, psychological and physical benefits of 'Positive Psychology' and to plan to incorporate these into their everyday life.
- Develop range of life skills that help lead to success and happiness in adult life.
- Understand the importance and value of volunteer work on a personal and social level.
- Be able to articulate their thoughts, values and beliefs with greater complexity in both oral and written form.
- Develop a diverse range of skills that will involve them being able to thrive in the world of work.
- Be able to reflect over their learning journeys and highlight how/why their knowledge/skills have developed.

Key Stage 3

Problem Solving Module:

During Year 7 students will be introduced to seven key elements of problem solving: staying calm, lateral mindset, analytical thinking, flexibility, initiative, resilience and teamwork. They are taken through visual presentations of these skills to aid their understanding of what the concepts mean, and then asked to reflect on their own personal levels in this area.

The students are then introduced to over 42 problem solving APPS that help test and develop these seven key elements of problem solving; as they are progressing through each game the students are able to record their progress. When they finish, or are close to completing each individual APP, the students have a reflection area where they can assess how well they performed in each of the seven problem solving areas and their teacher also assesses their progress – leading to a debrief between the child and their teacher about how aware they are of their development. They continue this programme periodically throughout Years 7-11. During Year 11 the students write a personal statement about how their problem-solving skills have developed and their teacher responds with a summative statement.

The 'Problem Solving Module' acts as the framework to support all schemes of learning during the Personal Development Programme: the skills are referred to in all the modules to help the students become more independent and autonomous learners.

Independent Learning Module

The aim of the 'Independent Learning' module is to foster a love of acquiring skills and knowledge outside of the classroom. The skills for undertaking this are fostered in classroom sessions and then students are encouraged to complete tasks at home with family members or by themselves.

ASDAN Lifeskills programme

The focus of the 'Lifeskills' programme is to develop skills that empower students to be able to function confidently in a range of social settings. They act as a key foundation for the students moving into ASDAN's 'Personal Development Programme' as many of the modules between Years 9-11 are aimed at the young people achieving success in a range of environments outside of the classroom e.g. work experience, job interviews, volunteering etc.

Transition between Key Stage 3 and 4

ASDAN's 'Personal Development Programme' begins in Year 9 at High Close. This gives the students the chance to get used to the structure of the programme and how learning is assessed.

Key Stage 4

Students in Years 10 and 11 continue with their 'Problem Solving' and 'Independent Learning' modules. The evidence from both these can be used to gain credits for the ASDAN Personal Development Programme.

The ASDAN Personal Development Programme offers imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. All the programmes link to nationally recognised qualifications.

The Personal Development Programmes features 13 modules. Each learner must work from their own student book and compile a portfolio of evidence to show what they have done.

Students gain 1 or 2 credits for each section completed, with each credit representing about 10 hours of activity. Six credits are needed to achieve Bronze, 12 credits for Silver and 18 credits for Gold. Internally moderated Bronze Credit certificates are available for any learner that completes less than 60 hours work.

Students are required to plan and review their work at key points, explaining how they have developed their skills in six areas: Teamwork, Learning, coping with problems, Use of Maths, Use of English and Use of IT.

Implement statement

(How will the students learn what our curriculum is delivering)

Discuss how you and your teachers will deliver your curriculum, how you will ensure students remember the most important things (opportunities for deep learning. Why are you or your staff teaching the way they are?

The teaching of the 'Personal Development Programme' is based around the following three principles:

1. To create routines that allow students to remember their learning so that they have ownership over it.
2. Develop learning environments that allow students to visualise their thoughts, explorations and imaginative inquiry.
3. To make learning safe by allowing students to constantly experience success and then be able to quickly build on this.

It is very important that whoever learns through the programme has a bank of knowledge and a range of skills to deploy when performing independently. This process of self-empowerment and self-discovery lies at the heart of the 'Personal Development Programme'.

The delivery of the 'Personal Development Programme' at High Close School follows the National Curriculum and ASDAN courses. The ASDAN courses are flexible and engaging programmes that allow for highly differentiated activities that can ensure success for a range of student abilities.

The teaching of the 'Personal Development Programme' will be through a combination of e-folios, portfolios and practical activities that use a range of academic and vocational skills.

Pupils will have the opportunity to undertake a variety of activities that empower them to become confident and skilled independent learners. The subject is cross - curricular and draws upon subject knowledge and skills within English, Psychology, Mathematics, Science, IT and the Arts. Through supported practical and academic tasks the young people will learn to take risks, be reflective and resilient.

The students enjoy the fact that the 'Personal Development Programme' makes learning highly relevant outside of their school experience. Classroom activities help foster skills and knowledge that young people can employ in a variety of social settings. The Key Stage 3 and 4 curriculums are designed to constantly introduce new skills and knowledge. However, its main focus is to give students the opportunity to revisit and build upon key skills: this consolidates and reinforces their learning, embedding and securing the skills so that they can be used throughout their life. With support, each young person will develop their understanding in a safe and controlled environment.

Impact statement

(How we can monitor whether the young people have learnt what is taught)

Discuss how you will be able to judge the success of your curriculum and how well the students have performed.

The 'Personal Development Programme' is measured through the following methods:

- Summative assessment of student discussions about their learning.
- Images of the young person's practical learning.
- Student evaluations / Peer assessment.
- Interviewing the young people about their learning (pupil voice).
- Marking of work on e-folios / portfolios.
- SLT Moderation of students' portfolios.
- Annual reporting to parents.
- Tracking against ASDAN mark scheme (Years 9, 10 and 11)