



Redbridge High School
Personal Development Curriculum

<u>Focus</u>	<u>Redbridge Curriculum & Opportunities</u>
<u>Pupils' Broader Development</u>	<ul style="list-style-type: none"> • PSHE curriculum is written to include all six strands. • Teachers ensure all six strands are covered throughout the academic year. • Progression Maps for each PSHE strand have been written to ensure that outcomes are appropriate to the individual learner as well as being age appropriate. • Progression is tracked throughout the year by teachers at the end of each half term and unit of work. • Cross-Curricular links are identified to ensure that all learners on any pathway can access all strands of PSHE • Consistent staff teams to build relationships with pupils and to develop home-school relationships/communications • Drawing and Talking Therapy, Counselling Sessions, Personalised PSHE Sessions with our Pastoral Lead, when specific issues arise
<u>SMSC, Character & Citizenship</u>	<ul style="list-style-type: none"> • School Council – pupils nominate themselves at the start of the academic year and receive votes from their peers in an election. Throughout the year the School Council will meet every other week to discuss issues that effect the pupils and prioritise these. They will create action plans for these issues by creating surveys to record pupils' opinions and then meet with the relevant people around school, e.g. SLT/Sports Coaches/Kitchen Staff etc. to resolve any issues and make changes. Within school we fundraise during the year, the School Council will suggest themes and ideas for special fundraising days and events in school for different charities, e.g. Children in Need as well as for school funds. Redbridge School Council are part of the MSLD Network and meet with other School Councils to nominate a charity for the year and visit each other's schools to see good practice, generate and share ideas. At the end of the academic year we participate in a celebration at the Town Hall to showcase all the good work we have done throughout the year. The Lord Mayor/Consorts from the different local authorities are invited as special guests to join us for these celebrations. Student Subject Leader (from September 2024) will work with the Staff Subject teams to monitor and gather evidence on the pupils and learning. The Student Subject Leader will meet with the Subject Leader teams to discuss monitoring, such as class visits/ book looks/ gathering pupils views on what they are learning. The Student Subject Leader will find the pupils feelings and views about their chosen subject through carrying out subject learning walks, observing lessons, looking at books, and gathering the pupils voice in group interviews. They will also participate in the Subject Leader teams Action plan, for rest of Academic year – leading into school development plan, what their subject looks like now and how they would like it to look by the following year.



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	<p>The Student Subject Leader Team will be part of the School Council. They will report their findings of pupil's feelings and views at School Council meetings as well as completing a subject report for the Governors each term (from the pupil's point of view).</p> <ul style="list-style-type: none"> • School Life – pupils have the opportunity to run Enterprise projects throughout the year to sell various products to staff. • School Life – fundraising opportunities/working with the local community, e.g. collecting produce for Food Banks • School Life – all pupils have the opportunity to participate in competitions/Sports Day/Whole School Events, e.g. School Play/Dance Showcase/Music Festival • Multi-Cultural week • Assemblies focusing on festivals and celebrations around the world • Assemblies to celebrate pupil's achievements • National Citizenship Award • 'Base 1 Buddies' Base 4 pupils have the opportunity to support our pupils in Base 1 • Duke of Edinburgh volunteering opportunities with the Canal & River Trust
<p><u>Physical & Mental Health</u></p>	<ul style="list-style-type: none"> • <u>Physical Health</u> – all pupils have a timetabled PE lesson each week when they will develop their skills in different sports and activities. • Pupils will have the opportunity to use the hydro pool in school or attend swimming lessons at the local pool. • Visiting sports coaches come into school to provide football, karate and other sports for different classes within school. • A number of staff in school are rebound trained to allow pupils to access the rebound room for timetabled sessions, as well as access during the day to meet the sensory and physical needs of our pupils. • There are adapted bikes in school and pupils have a timetabled session to link with other areas of the curriculum whilst developing their confidence when cycling and enjoying a physical session outdoors. • We have well maintained grounds at Redbridge as well as a MUGA, pupils are actively encouraged to play games and enjoy times outside during playtimes. • Pupils, particularly Base 3 pupils, have the opportunity to go for a walk each afternoon to meet their sensory needs, have a break away from the classroom and for their physical health. • Pupils will have at least 1 timetabled minibus session when they will go on community visits with their peers, these visits will often be local parks when they have the opportunity to explore their surroundings. • <u>Mental Health</u> – the PSHE curriculum and Progression Maps for the different strands ensure that all pupils have the opportunity to talk about their mental health at a level that is appropriate to the individual needs of each pupil. • Identified pupils will have a Sensory Strategy and 'Go Strategy' to ensure that pupils have the opportunity to access a preferred space/activity if they are not coping in the classroom environment.



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	<ul style="list-style-type: none"> • Identified pupils have access to different sensory spaces and areas around school to support them to become independent in their own emotional regulation. • Our Experiential Curriculum ensures that there are a range of activities available to our pupils throughout the academic year to ensure that they are receiving different opportunities. • Girls Club is run on a weekly basis to provide our female pupils with an opportunity to talk about any concerns/issues that they may have in a small group setting. • Class groupings are carefully considered each academic year to ensure that pupils have the opportunity to establish and develop friendships with their peers. • Staff teams are also carefully considered to ensure there is some consistency to ensure that pupils feel confident to talk to known staff, develop home-school communication links and for staff to notice any changes in a pupil's behaviour. • Pupils' achievements are celebrated on a weekly basis at our whole school assembly. • There are a number of whole school events throughout the academic year which pupils are encouraged to participate in to showcase their individual talents whilst working with others. • Drawing and Talking Therapy, Counselling Sessions, Personalised PSHE Sessions with our Pastoral Lead, when specific issues arise. • Regular meetings with parents/carers and any other professionals involved with the pupil to ensure that any issues that arise are identified and an agreed approach to support the pupil is followed.
<p style="text-align: center;"><u>Opportunities to Develop Talents & Interests</u></p>	<ul style="list-style-type: none"> • Signing Choir – all pupils have the opportunity to participate in Signing Choir to rehearse in school and take part in different competitions and events. • Performing Arts – all pupils have the opportunity to participate in our Dance Showcase, School Performance, Talent Show and Music Festival; this can be both on the stage or in a role behind the scenes. • School Council – every pupil can nominate themselves at the beginning of the year to become a member of the School Council. • Pupils have the opportunity to participate in sessions with visiting chefs/drama teachers/sports coaches. • Identified pupils will have additional timetabled slots for some of our Sensory Spaces, e.g. hydro/bikes/rebound if they have a particular interest and sensory need for these activities. • There are opportunities throughout the academic year to participate in other whole school activities linked with events and celebrations taking part around the world, e.g. World Book Day, Euros, Olympics etc. Pupils have the opportunity to develop their talents and interests at these times by designing posters/making costumes/dressing up/playing in team games etc. • Enrichment Afternoons



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<p><u>British Values</u></p>	<ul style="list-style-type: none">● Pupils in school have exposure to the importance of British Values both in individual/class/whole school settings.● <u>Five British Values:</u>● Democracy Pupils have the opportunity at the beginning of each academic year to nominate themselves to take part in the School Council. Every pupil will then vote to elect a pupil/pupils to represent their Base. Once the School Council has been elected the group of pupils meet regularly and will vote on key issues and ideas.● The Rule of Law The school rules are discussed at the start of each academic year and other key times. Pupils will have an awareness of the rules and why these rules are important for the whole school community. If appropriate some classes will discuss rules to follow within their classroom and generate a list of class rules to follow. Our local community support Police Officer, PC Caroline, visits school to talk to pupils about different laws/rules and the importance of following these laws. Any pupils who are identified by class teams during the academic year as having specific difficulties and challenging behaviours will be given support and specific interventions from a number of different people within school, including Learning Mentors/Senior Leadership Team/Teaching and Support Staff. Effective home – school links are established. School communicates with different professionals involved with the individual pupils to develop and implement effective support plans, if required. The PSHE curriculum ensures that pupils have coverage of rules in society, e.g. appropriate use of social media. Pupils are also taught the importance of following rules in different sports and games both by school staff and visiting sports coaches.● Individual Liberty Pupils are taught the importance of freedom of choice and the right to respectfully express views and beliefs in a safe environment. Pupils are always encouraged to make choices throughout the school day using signs/symbols/voice/AAC. This can be during lesson times, e.g. choosing resources/materials, during playtimes and less structured times of the day, e.g. using choose boards to make preferred choices and during whole school events, e.g. making choices during performances. Staff always ensure that pupils have freedom of choice and this can relate to 'Go' strategies for individual pupils who require a change of environment to support their sensory needs and mental health.● Mutual respect/Tolerance of those of different faiths or beliefs Pupils at Redbridge have an awareness of and celebrate different religious events and festivals throughout the school year both in class and during whole school events such as assemblies. Pupils have opportunities to learn about different cultures and beliefs, through music/foods/traditions to reinforce messages of respect and tolerance in British values.
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<p style="text-align: center;"><u>Equality of Opportunity & Diversity</u></p>	<ul style="list-style-type: none"> • All pupils at Redbridge are actively encouraged to participate in all areas of the curriculum, including our experiential curriculum. Activities are carefully planned to ensure they meet the needs of all pupils and equipment/resources are sourced and prepared for all pupils to access. All staff receive training to ensure that the communication needs for individual pupils are met, as well as, sensory/physical/medical needs. The curriculum was developed and written to ensure that the needs of all learners are met. This includes cross-curricular links/discrete lessons/practical experiences/community visits etc. supporting every pupil to access all areas of the curriculum.
<p style="text-align: center;"><u>Protected Characteristics</u></p>	<ul style="list-style-type: none"> • "Pupils' best interests are at the heart of everything that you do. You and your staff care deeply about the pupils you work with. Staff have a detailed understanding of each pupil's needs. They work closely with parents and carers, going the extra mile to support pupils. The warm relationships between pupils and staff reflect this caring ethos." (OFSTED March 2019) Our staff questionnaire (May 2024) showed that 89% of staff are proud to work at Redbridge and 92% of staff enjoy working at school. Staff teams are carefully considered at the start of each academic year to ensure the pupils' needs are met as well as having a range of skills and experience within the team. There are regular opportunities to have class meetings at the end of the school day as well as during our time after school on a Tuesday. All staff have the opportunity to give feedback/discuss any ideas/concerns and if required these will be escalated to SLT. There is a Wellbeing group in school made up of staff from different roles and areas within school. The Wellbeing group has the opportunity to meet and discuss any issues/concerns/suggestions that may arise during the school year as well as planning events for all staff to enjoy. <p>At Redbridge High School our values are:</p> <ul style="list-style-type: none"> • Holding a holistic view of pupils' needs including academic, health, social and emotional. • Maintaining an inclusive environment that promotes equal opportunities and puts pupils at the centre. • Treating all with dignity and respect. • Working in partnership with parents and links with other agencies. • Emphasizing the importance of relationships and rapport with pupils, and recognizing behaviour as communication. • Empowering pupils, by providing skills for life and opportunities for pupil voice thereby developing confidence. • Being an outstanding school offering a broad curriculum which encompasses creativity, and a multi-sensory approach to learning. • Celebrating pupils' participation and achievements in a happy, caring and welcoming environment. • Advocating for our pupils both in school and the wider community. • Working as a flexible skilled, professional workforce who operates as a team and always providing good role models for our pupils.



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	<p>The application process at school ensures that any new staff are aware of and maintain our school values.</p> <p>Regular meetings and Professional Development with all staff in school presents opportunities for any member of staff to comment/raise concerns to ensure the best care and education for all our pupils.</p> <p>All staff have Safeguarding training and it is well signposted throughout school who is on the Safeguarding Team to report any concerns to.</p> <ul style="list-style-type: none">• We pride ourselves on being a diverse community and incidents of a racial, homophobic, misogynistic nature are extremely rare.
<p><u>CIEAG</u></p>	<ul style="list-style-type: none">• All of the pupils, as part of their courses, participate in real life work experience, tied into Enterprise activities. <p>We begin by looking at their strength areas and want to further develop good links with local businesses that are willing to give the pupils opportunities.</p> <p>When a pupil is ready they can access work experience externally to school. To begin, pupils are fully supported by a member of staff. When they are ready to access more independently, staff will step back and gradually pupils will begin to attend work placements independently.</p> <p>Within the school site we have been able to complete supported work experience placements – supporting the caretaker and IT manager, and will look to develop links with the school meals service.</p> <p>Our aim is to develop links with businesses linked to the course areas we offer, allowing pupils to practise the theoretical skills they have been learning in a real-life business environment. This also allows us to support and empower employers to see the benefits our pupils can bring to their businesses.</p>