

# Landmarks Curriculum Sequencing - Personal Development

## Intent – What is Landmarks aiming to achieve through its Personal Development curriculum?

- To facilitate opportunities for learners to develop independence at home, college and in the community enabling them to gain confidence in their abilities, build mental resilience and to engage in activities safely in all environments
- To develop learners to be responsible, respectful and active citizens who are able to participate in public life
- To develop learners' understanding of the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance
- To promote the equality of opportunity so that all learners can thrive together, understanding that differences are a positive
- To develop learners' character, in order to foster qualities needed to flourish in society such as behaving with integrity and working well with others
- To develop learners' confidence, resilience and knowledge to support mental wellbeing
- To develop learners' understanding of physical health and maintaining an active lifestyle
- To develop an understanding of healthy relationships, including appropriate sex and relationships education
- To support learners' readiness for the next phase of their education, training, or future endeavours.

## Implementation – How is the Landmarks' Personal Development curriculum delivered?

- Personal development opportunities will be embedded into sessions and recreational activities allowing learners to develop transferable skills and to practise these new skills to build confidence
- Personal development will be embedded throughout the curriculum, not just as part of timetabled sessions; or for example, learners have the opportunity to engage with enrichment and extra-curricular activities such as The Archer Disco to support their development, and all curriculum areas have considered how their subject area will promote personal development
- British Values will be naturally embedded into delivery, for example through providing





learners with choice and voting on group decisions. British Values will be discussed with learners as appropriate to their level, for example by considering topical news articles and discussing their views on this

- Equality will be embedded through the opportunities provided to learners; differences will be discussed, and tolerance will be promoted so that learners understand that differences are a positive. Protected characteristics will be discussed with learners as appropriate to their level
- National events and awareness days will be addressed in personal development sessions in a way that raises awareness, promotes discussion, allows learners to debate topics, share their opinions, and ultimately promote equality and diversity
- The curriculum is divided into phases, recognising that all learners will progress throughout the curriculum at different rates; topics will be covered in a way that offers stretch and challenge to learners to support the development of skills related to personal development
- Opportunities to expand on personal development will be included as part of the session, for example developing a learner's independence and confidence through community access
- A continuous range of formative and summative assessment methods are used to assess progress towards Recognising and Recording Progress, Achievement and Destinations (RARPAD) targets and any qualifications that are completed as part of the session.

## **Impact – What difference is the Personal Development curriculum making for learners?**

- Learners will feel confident in making decisions, trying out new opportunities and will build mental resilience and positive outlooks
- Learners will understand how to keep themselves safe
- Learners will display the fundamental British Values through their behaviour and attitudes, ultimately displaying characteristics that will support them to flourish as part of society
- Learners will demonstrate equality and diversity through their ability to recognise and appreciate differences, and through their mutual respect and tolerance of others
- Learners will understand the importance of being healthy and be able to apply principles of this to their lifestyles, including knowledge of sex and relationships appropriate to their understanding
- Learners will meet or exceed expected progress in relation to RARPAD targets set against the Good Health, and Friends, Relationships and Community 'Preparation for Adulthood' themes
- Learners will be prepared for the next phase of their education, training, or future endeavours.

<b>Curriculum Manager Review</b>		<b>Senior Management Review</b>	
Curriculum Manager	Katie Simpson	Senior Manager	Jayne Price
Role	Assessment and Progress Manager	Role	Vice Principal: Curriculum and Quality
Signature		Signature	
Date	17/06/20	Date	19/06/20

	Term 1	Term 2	Term 3
<b>Key Themes &amp; Knowledge Acquisition</b>	<ul style="list-style-type: none"> <li>• Independence at College</li> <li>• British Values &amp; Landmarks Core Values</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Safety and Hygiene</li> <li>• Healthy Lifestyles</li> <li>• Community Access</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Mental Wellbeing</li> <li>• Sex and Relationships</li> </ul>

	Term 1	Term 2	Term 3
<b>All – Core Skills</b>	<ul style="list-style-type: none"> <li>• Look after own belongings upon arrival, daily activities and departure from college.</li> <li>• Prepare own food for lunch</li> <li>• Prepare own drinks at college</li> <li>• Arrive at sessions on time</li> <li>• Recognise coins/notes for Aldi/ Tuckshop</li> <li>• Ask for support when need</li> <li>• Join in activities with peers</li> <li>• Actively seek out leisure activities</li> <li>• Demonstrate an understanding of the British Values</li> </ul>	<ul style="list-style-type: none"> <li>• Staying safe in the community</li> <li>• Staying safe online</li> <li>• Travel/road safety</li> <li>• Effective handwashing</li> <li>• Use of appropriate PPE</li> <li>• Maintain personal hygiene</li> <li>• Know who to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>• Understand own feelings and emotions</li> <li>• Have access to and use stress management techniques and equipment.</li> <li>• Ability to work through problems and find solutions.</li> <li>• Maintain a support network</li> <li>• Enjoy a range of activities and tasks to maintain a positive outlook.</li> <li>• Coping with change, planned and unexpected.</li> <li>• Building resilience</li> <li>• Demonstrate awareness of healthy relationships</li> </ul>

<p><b>Entry 3, Level 1 &amp; Level 2</b></p>	<ul style="list-style-type: none"> <li>• Prepare food and drink with minimal support</li> <li>• Purchase items in the community and college with some support</li> <li>• Tell time to plan getting to sessions on time</li> <li>• Know where to place belongings and collect at the end of the college day</li> <li>• Join in with extra curriculum activities such as sports, crafts, voluntary work.</li> <li>• Use microwave and vending machine independently for food and drink</li> <li>• Purchase items using correct money</li> <li>• Work out how much change to receive</li> <li>• Tell time and plan activities within time frames and adjust accordingly.</li> <li>• Handle own belongings efficiently, take responsibility to get communication book signed, store coats and bags safely and remember to get medicines signed in/out.</li> <li>• Actively seek to take part in clubs, sports, voluntary work etc.</li> <li>• Understand the definitions of the British Values and demonstrate them through behaviour.</li> <li>• Understand the Landmarks Core Values and the expectations of each Value.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of stranger danger</li> <li>• Can work online safely asking when unsure, use of passwords</li> <li>• Can maintain a good personal hygiene routine</li> <li>• Understands the importance of PPE (Farm/Bistro) and can locate correct items</li> <li>• Can access PPE and ensure it is put back in correct location</li> <li>• Can safely prepare own meals/drinks with awareness of hot temperatures</li> <li>• Has a good understanding of potential threats in the community, e.g. people arguing, drunk people etc.</li> <li>• Actively uses passwords and has a good understanding of confidentiality and Data Protection</li> <li>• Regularly practises good handwashing and reminds others to do the same</li> <li>• Understands the various PPE items and can support others</li> <li>• Understands laws relating to PPE</li> <li>• Can organise own PPE between home and college</li> <li>• Can cross a road safely</li> <li>• Can plan travel routes</li> <li>• Can travel independently</li> <li>• Can keep own items and belongings safe in the community</li> <li>• Can confidently and safely use hot items such as kettle/oven to prepare meals/drinks</li> <li>• Select appropriate equipment and clothing for extra curriculum activities</li> </ul>	<ul style="list-style-type: none"> <li>• Request to access sensory room and use equipment appropriately</li> <li>• Name own feelings both positive and negative</li> <li>• Understand the feelings of others</li> <li>• Can feel confident in the community and keep safe</li> <li>• Build up a social group with support</li> <li>• Plan for the future with support</li> <li>• Plan for the future and take necessary action with support</li> <li>• Look at a problem with a view to taking action to resolve it</li> <li>• Actively seek activities to keep emotions positive</li> <li>• Independently build up a social network</li> <li>• Have methods in place to manage stress and independently utilise these</li> <li>• Actively seek opportunities to grow and build on experiences</li> <li>• Develop a positive growth mind-set</li> <li>• Can stay safe in the community and avoid/report any potential dangers</li> <li>• Use extra-curricular activities to relive stress and live a physical and mentally healthy lifestyle.</li> <li>• Displays an understanding of the different types of relationships, from professional, to familial, to intimate relationships.</li> <li>• Understands how to keep safe in intimate relationships.</li> <li>• Understands where to find additional support for intimate relationships.</li> </ul>
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<p><b>Pre-Entry, Entry 1 &amp; Entry 2</b></p>	<ul style="list-style-type: none"> <li>• Request food and drink at appropriate times.</li> <li>• Place belongings in appropriate place with prompts</li> <li>• Recognise some coins and notes</li> <li>• Help to prepare own drinks and meals</li> <li>• Understand time in terms of later, morning, afternoon, tomorrow, next week etc.</li> <li>• Demonstrates British Values through a set of behaviours e.g. listening to others, giving their opinion, etc.</li> <li>• Demonstrates Landmarks' Core Values through behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Access the community safely with support</li> <li>• Identify community groups they might like to join</li> <li>• Use digital technology safely with support</li> <li>• Recall aspects of road safety and route planning with prompts and support</li> <li>• Identify correct PPE with prompts</li> <li>• Know names of positive and negative emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Access local community with support, recalling aspects of road safety</li> <li>• Deal with changes in routine with support and guidance</li> <li>• Access stress management techniques and equipment with prompts and support</li> <li>• Access the sensory room with prompts and support</li> <li>• Interact with peers supported by staff, BSL and visual aids</li> <li>• Work on a daily plan with staff to ensure routine and manage changes with staff support</li> <li>• Use breathing exercises to stay calm (count to 10)</li> <li>• Can identify different types of relationships, including intimate/romantic</li> <li>• Can identify different areas of the body, and where is appropriate/inappropriate to touch</li> <li>• Can identify what to do if they felt unsafe in a relationship</li> </ul>
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<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Money</li> <li>• Addition</li> <li>• Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Travel timetables</li> <li>• Counting for hand washing</li> <li>• Measure (shampoo amounts etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Counting</li> <li>• Time</li> </ul>
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<b>English</b>	<p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>Asking how much items cost in shops/ tuckshop</li> <li>Listening to drink/food prep instructions verbally.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Instructions on food packaging</li> <li>Vending machine options</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Shopping lists</li> </ul>	<p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>Discussions on safety online and in the community.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Data Protection information</li> <li>Travel timetables</li> <li>PPE instructions</li> <li>Online safety articles</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writing down travel route plans</li> </ul>	<p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>Discussing feelings and talking through problems</li> <li>Discussing ideas for the future</li> <li>Social interactions with peers</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reading material for relaxation</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Goals and future plans</li> <li>Daily plan/routine</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li>Looking up costs of items</li> <li>Looking up availability of items required</li> <li>Looking up weather forecasts</li> <li>Higher level – using ICT to research British Values and finding news articles that relate to different Values</li> </ul>	<ul style="list-style-type: none"> <li>Looking up maps for travel</li> <li>Researching Data Protection policies</li> <li>Researching different hygiene products</li> <li>Research types of PPE for future work goals</li> </ul>	<ul style="list-style-type: none"> <li>Research self-help for mental health</li> <li>Look up articles on mental health</li> <li>Research how stress can affect the body.</li> <li>Researching relationships including where to find additional support</li> </ul>
<b>PSD &amp; BV</b>	<ul style="list-style-type: none"> <li>Confidence building</li> <li>Making own decisions</li> <li>Time management</li> <li>Money confidence</li> <li>Taking responsibility for own items</li> <li>Budgeting skills</li> <li>Individual liberty</li> <li>Democracy</li> </ul>	<ul style="list-style-type: none"> <li>Good self-care</li> <li>Travel confidence</li> <li>Personal presentation skills</li> <li>Strong safety awareness in the community and online.</li> <li>The rule of law</li> </ul>	<ul style="list-style-type: none"> <li>Positive mental health</li> <li>Confidence</li> <li>Social skills</li> <li>Planning skills</li> <li>Goal setting</li> <li>Mutual respect</li> <li>Tolerance</li> <li>Democracy</li> </ul>