

# Intent Document The World & You

- Personal  
Development

February 2024

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## Intent Statement

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At Inclusion School, our Personal Development Curriculum provides an inclusive and nurturing learning environment tailored to the specific needs of students with Social, Emotional, and Mental Health (SEMH) challenges. Our intent is rooted in the belief that a supportive and engaging PD curriculum is essential for the holistic development of our learners whilst preparing them for a successful and safe life beyond school and outside in the community.

### 1. Inclusive Curriculum Design

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In Personal Development, learners develop the knowledge, skills and attributes they need to manage their lives, now and in the future. Our curriculum design helps our learners to stay healthy and safe, while preparing them to make the most of life and work.

At Inclusion School we recognise the diverse needs of our learners, designing a curriculum that is responsive to learners' current ability, assisting them to achieve to the best of their ability. Many of our learners are working significantly below ARE (age related expectations) having previously being considered as EBSA (Emotionally Based School Avoiders), therefore resulting in significant gaps in learning and understanding. Not only does our curriculum progress our learners' moving forwards, but it also plugs gaps in their knowledge, whilst addressing any misconceptions.

### 2. Personalised Learning Pathways

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Understanding that every student has a unique learning journey, our intent is to provide personalised vocational pathways within the Personal Development curriculum. Through differentiated instruction, tailored resources, structured task plans and ongoing assessment, we aim to ensure that each learner can progress at their own pace, building confidence and a sense of achievement—essential skills for navigating future challenges in work and in the community.

### 3. Assessment

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At the heart of our Assessment and Reporting framework is an understanding of how Mental Health, ACE's (Adverse Childhood Experiences) and Trauma can impact learning. Combined with our PACE approach (Playful, Acceptance, Curiosity and Empathy), Inclusion School promotes secure attachments which enables our learners to reflect on their thoughts, behaviours and learning without feeling judged. It is only once this has occurred; our learners progress and flourish.

In Personal Development at Ks3 and Ks4 we assess learners' half termly across our Boxall Profiling system and against personalised EHCP (Education, Health and Care Plan) Targets. Our curriculum design forms part of a spiral curriculum which has been adapted to support learners who are working below ARE (Age related expectations).

The National Curriculum for Personal Development can be found here: Personal, social, health and economic (PSHE) education – GOV.UK ([www.gov.uk](http://www.gov.uk))

In Personal Development at KS4 we also assess learners through the following examinations:

V (Vocational Pathway) – NOCN Wellbeing and/or AQA Unit Accreditation

I (Inclusion Pathway) – Boxall Profiling. This pathway links is our bespoke Inclusion Curriculum. Learners can flourish in their own personalised way, through the completion of personalised targets which are set each term but reviewed each half term.

G (GCSE Pathway) – No GCSE accreditation on offer at present.

## 4. Emphasis on social and emotional wellbeing

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The World and You Team (who teach Personal Development) is committed to promoting social and emotional wellbeing through providing a range of cultural capital opportunities throughout the academic year. Our intent is to create a 'curriculum for life' which prepares learners for life and work in this changing world, helping to keep them safe, healthy and boosting their life chances. We aim to create a safe space where learners can explore and express their emotions, thoughts, and experiences, fostering a sense of belonging and resilience that will serve them well in future personal and professional endeavours.

## 5. Integrated Support Service

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Collaboration with support services is integral to our intent across the whole Curriculum at Inclusion School. We work closely with Mental Health Leads, Speech and Language Therapists, Occupational Therapists and Educational Psychologists to provide a comprehensive approach to the emotional and mental health needs of our students, preparing them to navigate the challenges of life beyond our school.

## 6. Engaging Pedagogy

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Our teaching strategies are designed to be engaging, interactive, and responsive to the SEMH and EHCP needs of our learners. At Inclusion School, we have developed our own approach to lesson structure and delivery which is known as 'The Inclusion Way'.

In every lesson, staff and learners use our 'Golden Threads' support accessibility, progression and consistency. Research based pedagogy (EEF (Education Endowment Foundation)) is embedded within lesson planning, structure and marking which supports staff personalising and utilising a variety of teaching methods, including project-based learning, experiential activities, and technology integration.

Within World and You Team, as well as a whole school, our intent is to capture and sustain our students' interest in the society, whilst equipping learners with skills for life, as well as boosting their wellbeing and improving their mental health.

Through these principles, the World and You Team at Inclusion School aims to empower our learners with the skills, knowledge, and emotional resilience necessary for success in both academic and personal spheres, preparing them for a fulfilling and successful life beyond our school.

***(If you wish to discuss our Intent in more detail, please do not hesitate to contact our Deputy Head Teacher, Quality of Education at [julia.bray@inclusionschool.org.uk](mailto:julia.bray@inclusionschool.org.uk))***