

# Personal Development

## Key knowledge and skills for this subject:

This builds on the previous years' work and the following values:

Empathy

Patience

Acceptance

Respect

This subject aims to equip students with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community.

Weaving through the heart of our Personal Development teaching, is a commitment to enhancing and promoting our core values.



## To which careers and future education opportunities can this qualification lead?

Careers guidance, counselling, caring careers, teaching etc.

<b>Course title:</b>	Personal Development
<b>Grading:</b>	N/A
<b>Assessment method:</b>	See below
<b>EBacc:</b>	N/A

### Assessment:

Teachers will be eager to ensure students are making progress with their learning throughout their Personal Development experience. The school will initially assess this pastorally through observation of interactions and students' adoption of a common language. Staff will discuss the effectiveness of the curriculum and pupil conferencing will be carried out to gauge opinions on the impact of the programme. As the programme becomes more embedded within Fulbrook, we might consider the value of adopting a more formal approach of assessment if deemed useful and appropriate.

### Recording and tracking progress:

To support the teacher in tracking each student's Jigsaw Learning progress throughout the year, there is an overview sheet for each learner: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle. After each assessment task, the teacher, using a best-fit approach, decides whether the student is working at, towards or beyond and highlights the appropriate descriptor box on the overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the learner is in each Puzzle.

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each student's learning journey. They are not nationally-recognised. There are no national level descriptors for Personal Development. The Jigsaw philosophy is that learners are praised and their achievements celebrated. It demands a positive relationship between the teacher and the students which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

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