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| **InspirED: Curriculum Overview** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **INTENT** | Mantra | Connect Engage Grow | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Our purpose | **To connect with and engage young people and help them find a way forward. Through a focus on personal development and character, student’s will ignite an inner belief to achieve. Through InspirED students will re-establish links with education and the wider community.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aims | To create an environment that is safe, welcoming and creates a sense of belonging for all who attend. | | | | | | To help students develop an understanding of self through bespoke pathways designed around enhancing soft skills and character | | | | | | | | To help students understand the importance of a healthy lifestyle encompassing mental, physical and emotional well-being. | | | | | | | To allow students to explore accredited vocational pathways that develop practical skills and explore future careers. Students will develop an understanding of strengths and areas for development. | | | | | | | | | | |
| Values (5 R’s) | Readiness for learning | | | | | | Respect | | | | Resilience | | | | Responsibility | | | | | | | Reflect | | | | | | | | | | |
| PDAM  Big 8 Competencies | Resilience (SEMH) | Self-Management (SEMH) | | | | | Emotional Intelligence (SEMH) | | | | Social Skills (Comm.& Int.) | | | | Communication (Comm. & Int.) | | | | Flexibility/ Adaptability (Comm. & Int.) | | | Problem Solving | | | | | | Leadership | | | | |
| British values | Democracy | | | | | | Law | | | | | | | | Individual liberty | | | | | | | Mutual respect | | | | | | | Tolerance | | | |
| Golden Rules | Be kind | | | | | | | | | | | | | | | Do your best | | | | | | | | | | | | | | | | |
| **IMPLEMENTATION** | Year 1 PDAM Half termly focus | Social Skills | | Creativity | | | | | | | Diversity | | | | | Leadership | | | | | | Emotional Intelligence | | | | | | Communication | | | | | |
| Year 2 PDAM Half termly focus | Problem Solving | | Self-awareness | | | | | | | British Values | | | | | Moral & Ethics | | | | | | Achievement/ Goal Setting | | | | | | Impact of Social media | | | | | |
| Learning experiences offered | Furniture making/Joinery | | | Catering | | | | | Horticulture | | | | | Duke of Edinburgh | | | | | | P.E | | Sports Leadership | | | | | | | | PSD | | |
| English/ Literacy | Maths | SMSC | | | Personal Development | | | | Equality and Diversity | | | Preparation for Employment | | | | | Reading 4 pleasure | | | PSHE/RSE | | SMSC | | | Targeted Intervention | | | Oracy | | | Destination Imagination |
| Mindfulness, sensory and therapeutic input is embedded for all our students. The support is tiered depending on need. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Enrichment  Opportunities | Enhanced cultural Capitol | | | | Contribution to live business’ to engage with community | | | | | | | Inspire Days with PDAM focus | | | | | Drop down weeks for accreditation – Sports Leaders | | | | | | | Daily educational visits across region | | | | | | Rewards | | |
| **IMPACT** | Outcomes | Children are happy, feel safe and enjoy coming to school. They reach their potential in all areas of a broad and balanced curriculum. | | | | | | | Children consistently achieve personal and academic targets. They have engaged in their education and have increased intrinsic motivation to attend and excel in school. | | | | | | | | | Children demonstrate the School’s values and golden rules in their learning, their behaviour and around school. Children make the right choices for the safety of  themselves and others. | | | | | | | | Children understand own level of competency in both academic and social capacity. Students take ownership over progressing in both areas. | | | | | | | |
| Evaluation | Return to referring school with success | | Internal data informing pupil progress & attainment meetings | | | | | | | PDAM progress monitored | | | | | EHCP/MSP/OPP reviews | | | | | | Pupil Voice | Rigorous QA from external agencies | | | | | External accreditations | | | | Parent, referrers and board feedback | |
| Celebrating successes | WOW events | | Parent/teacher consultations | | | | | | | Pupils’ annual reports | | | | | Weekly assembly | | | | | | Postcards/phone call home | | | STAR awards | | | Daily reward through points system (B4L) | | | | | |

