Surrey Teaching Centre
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Personal Pathways Curriculum Policy
(Incorporating PSHE, RSHE, SMSC)

Implications of an acquired brain injury

"Another common outcome from a frontal lobe injury is lack of awareness. This can make it difficult to analyse one's own behaviour or to assess other people's reactions. This complicates the issue of impulsivity, as the person may refuse to acknowledge that they have inappropriate behaviour. They may be unable to understand their own limitations, or the consequences of their actions. A person lacking in insight is also often unable to understand other people's behaviour or motives, and unable to empathise or imagine how someone else is feeling." (synapse 2014, The Brain Injury Association of Queensland)

Background Information

This policy has been developed incorporating the social and emotional aspects of learning; personal, social & health education; spiritual, moral, social and cultural development; and is linked to the RSHE policy.

Policy Statement

Personal development permeates the whole ethos of the school. We believe that pupils should be encouraged to become as independent as possible. At Surrey Teaching Centre this is approached through our personal pathways curriculum, which aims to develop pupil's awareness and understanding of themselves emotionally and socially.

Our personal pathways curriculum promotes the personal and social development, health, and wellbeing of pupils. The social and emotional aspects of learning are the underpinning qualities and skills that help us manage life and learning effectively. These aspects are often considered to fall into two categories; the personal (e.g. self-awareness) and the interpersonal (e.g. social skills).

Pupils with an acquired brain injury may be struggling with the loss of skills and/or attributes and the personal pathways curriculum can provide a meaningful framework within which a wide range of key skills can be acquired, reacquired or practised.

Other related policies and documents include the Curriculum policy, RSHE (Relationships,Sex and Health Education) policy, Anti-Bullying policy, Online Safety policy and Child Protection & Safeguarding policy.

Principles

- All pupils have access to the personal pathways curriculum regardless of age, ability, religion, culture or ethnicity.
- Personal pathways is taught across the curriculum and as separate discrete sessions as appropriate to the needs of each pupil.

Values

The personal pathways programme at the Surrey Teaching Centre reflects the school ethos and demonstrates and encourages the following values:

- respect for self
- respect for others
- responsibility for their own actions
- responsibility for their family, friends, school and the wider community

The context of The Surrey Teaching Centre (STC)

STC is a short-stay medical alternative provision for children and young people recovering from an acquired brain injury (ABI). Pupils attend STC for a limited period as part of their rehabilitation before returning to their home school or progressing to another appropriate educational setting.

As pupils' placements are short, the Personal Pathways curriculum focuses on the key aspects of Personal Development, PSHE, RSHE and SMSC that will have the greatest impact on their wellbeing, rehabilitation and successful reintegration. The curriculum is not intended to replace the full PSHE curriculum delivered in mainstream schools; rather, it provides a personalised programme that prioritises the knowledge, skills and strategies pupils need during their time at STC.

The Personal Pathways curriculum recognises that pupils recovering from acquired brain injuries may need to relearn or strengthen social, emotional and executive functioning skills. Opportunities for repetition, modelling, reflection and real-life practice are embedded throughout the curriculum to support rehabilitation alongside academic learning.

How personal pathways is taught

Pupil voice is the key component of our personal pathways curriculum although the form this takes will vary across the school according to individual needs. The format of the curriculum is personalised for each pupil.

Teaching is underpinned by a trauma-informed approach, recognising that pupils may have experienced significant physical, emotional and psychological challenges following an acquired brain injury. Staff foster safe, trusting and supportive relationships, adapting their practice to promote emotional security, regulation, resilience and engagement in learning.

Every pupil follows a Personal Pathway based on the following key areas:

- Self Awareness
- Personal Goal Setting
- Managing Feelings & Belonging
- Relationships – Strengths & Qualities
- Personal Safety
- Healthy Lifestyles
- Transitions

Personal, Social & Health Education (PSHE)

The Personal Pathways curriculum makes a significant contribution to pupils' personal development by supporting them to become confident, resilient and increasingly independent children and young people.

The Personal Pathways curriculum enables pupils to:

- understand their own strengths, needs and aspirations following an acquired brain injury
- develop resilience and emotional wellbeing
- build confidence and self-esteem through recognising personal achievements
- develop independence in learning and daily living
- make informed choices and take increasing responsibility for their actions
- prepare for future education, employment and adulthood
- contribute positively to the school community and wider society

Opportunities for reflection, pupil voice, community participation and decision-making are embedded throughout the curriculum to promote active citizenship and independence.

The Personal Pathways curriculum actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Pupils are supported to express their views, participate in decision-making, understand rights and responsibilities, respect differences and contribute positively to their community.

Relationships, Sex and Health Education (RSHE)

Personal Pathways provides opportunities for pupils to develop the knowledge, understanding and skills needed to form healthy, respectful and safe relationships.

Learning can include:

- understanding friendships, families and trusted adults
- respecting personal boundaries and consent
- understanding online relationships and digital safety
- promoting physical and emotional wellbeing
- understanding mental health and emotional regulation
- developing strategies for keeping safe in the community and online

Learning is carefully adapted to pupils' developmental stage, communication needs and cognitive abilities following acquired brain injury.

Spiritual, Moral, Social and Cultural Development (SMSC)

The Personal Pathways curriculum provides rich opportunities for pupils' spiritual, moral, social and cultural development.

Spiritual Development	Pupils are encouraged to: • develop self-awareness and personal identity • reflect on their experiences, emotions and achievements • build resilience following life-changing experiences • develop confidence, hope and aspirations for the future
Moral Development	Pupils can begin to learn to: • distinguish between right and wrong

	• understand the consequences of their behaviour • recognise fairness, responsibility and justice • develop empathy and consideration for others • make safe and informed decisions
Social Development	Pupils are supported to: • develop positive relationships • communicate effectively • resolve conflict appropriately • work collaboratively • participate actively within school and the wider community
Cultural Development	Pupils are encouraged to: • respect diversity and individual differences • understand and value different cultures, beliefs and lifestyles • challenge stereotypes and discrimination • appreciate Britain's diverse society while respecting the protected characteristics identified within the Equality Act 2010.

Online Safety

Online safety is a key element of the Personal Pathways curriculum and is embedded throughout learning. Pupils are supported to develop the knowledge, understanding and skills needed to use technology safely, responsibly and confidently in a way which is appropriately adapted to pupils' developmental stage, communication needs and cognitive abilities following acquired brain injury.

Recognising that many pupils with an acquired brain injury may experience changes in judgement, self-awareness, impulse control or social understanding, teaching is personalised to help pupils identify and manage online risks while promoting independence and positive digital participation.

Learning can include:

- keeping personal information safe and understanding privacy, passwords and digital security
- recognising online risks, including inappropriate content, cyberbullying, grooming, exploitation, scams and misinformation, and knowing how to seek help from trusted adults
- developing respectful and responsible online relationships, including understanding consent, personal boundaries and positive digital communication
- making informed choices online by understanding the impact of social media, digital footprints and healthy screen use on wellbeing.

Online safety learning is reinforced across the curriculum, through daily interactions and in partnership with parents and carers.

Safeguarding & Child Protection

The Personal Pathways curriculum provides opportunities for pupils to discuss personal experiences, relationships and wellbeing. As a result, safeguarding concerns may arise during learning. Staff are trained to respond appropriately and must follow the Surrey Teaching Centre Child Protection and Safeguarding Policy, ensuring that any concerns are recognised, recorded and reported in line with the school's safeguarding procedures.

Controversial and Sensitive Issues

Personal views are respected, and Personal Pathways/RSHE topics are taught in a balanced and impartial way. Pupils are supported to explore a range of perspectives and beliefs, enabling them to develop informed opinions while respecting the views and experiences of others.