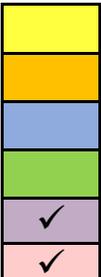
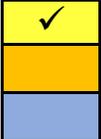


Personal Development Curriculum at Poplar Adolescent Unit (Education Provision)

Community Links	Cultural and spiritual	Careers information, advice and guidance	Physical health	Social Interaction	Activities for daily living
-----------------	------------------------	--	-----------------	--------------------	-----------------------------

Personal Development Subject Area	What we do (implementation)	Why we do it (Intent)	Significant focus						
AIG	<ul style="list-style-type: none"> - KUDOS career development service helping to explore, develop and maximise potential - Department for Work & Pensions advisor visits and telephone calls - Visiting speakers from a range of professions (Essex Fire & Rescue Service, various charities, - Virtual work experience forums - support with applications to schools, colleges, apprenticeships and job. 	<ul style="list-style-type: none"> - High number of young people who are NEET and in need of support and direction for their 'next steps'. - Our aim is to help YP to explore what's out there and build confidence and skills to be able to apply and start new courses or employment. 	<table border="1" style="width: 100%; text-align: center;"> <tr><td style="background-color: yellow;">✓</td></tr> <tr><td style="background-color: orange;"></td></tr> <tr><td style="background-color: lightblue;">✓</td></tr> <tr><td style="background-color: lightgreen;"></td></tr> <tr><td style="background-color: lightpurple;"></td></tr> <tr><td style="background-color: pink;">✓</td></tr> </table>	✓		✓			✓
✓									
✓									
✓									
Art & Design	<ul style="list-style-type: none"> - A range of art projects on different topics – Pop Art, Art Deco, Eyes, impressionism, - Trinity Arts Award – accredited art project - Craft projects - needlework, cross stitch, knitting, making bracelets - Nature art – land art and 'Happa Zome' 	<ul style="list-style-type: none"> - Art encourages YP to become autonomous and creative problem-solvers. It helps YP to develop imaginative thinking whilst exploring materials and resources and making choices about materials, colours, textures and tasks. YP can explore their identity, emotions and memories through art activities and they can enjoy a connection or social interaction whilst working on a piece. - Art is often a therapeutic activity which offers opportunities for self-expression, insight and reflection. Activities are often relaxing, stress relieving and grounding. - Art focuses on the process of creation and the making and the enjoyment of the process – the end product is a bonus and it doesn't require artistic knowledge or ability. Art work is shared and displayed in classrooms and on the ward. - Art can be developed and used as a healthy coping strategy for YP. 	<table border="1" style="width: 100%; text-align: center;"> <tr><td style="background-color: yellow;">✓</td></tr> <tr><td style="background-color: orange;">✓</td></tr> <tr><td style="background-color: lightblue;"></td></tr> <tr><td style="background-color: lightgreen;"></td></tr> <tr><td style="background-color: lightpurple;">✓</td></tr> <tr><td style="background-color: pink;"></td></tr> </table>	✓	✓			✓	
✓									
✓									
✓									
Outdoor Education (Forest &	<ul style="list-style-type: none"> - 6 session cycles of outdoor lessons following either a 'coastal' scheme based at a local beach or a 'forest' scheme using the hospital garden space and the wider hospital grounds. 	<ul style="list-style-type: none"> - Access to much needed outside spaces with fresh air and nature and exercise 	<table border="1" style="width: 100%; text-align: center;"> <tr><td style="background-color: yellow;">✓</td></tr> </table>	✓					
✓									

<p>Coastal School)</p>	<ul style="list-style-type: none"> - 'Forest' lessons include a range of therapeutic activities including art and crafts which encourage exploration of nature and natural materials. - Activities such as HapaZome, nature weaving, leaf stacks and roses, land art activities. - Introduction to the recognition of a range of local flora and fauna. - basic gardening activities including planting, growing seeds, weeding, decorating and designing garden features. - 'Coastal' lessons include a range of activities such as beach combing, art and crafts, flora and fauna recognition, rock-pooling, land art using natural materials on the beach, looking at geographical features of the beach area. 	<ul style="list-style-type: none"> - therapeutic and mindful activities to allow relaxation and meditation in nature - encouragement of 'play' and experimentation with natural materials - increase understanding and awareness of natural world around them and a greater respect for the environment - Risk/benefit of accessing open spaces - introduction to use of basic tools and fire in a safe way - learn about art from - Build confidence by revisiting activities over the 6-week cycle allowing confirmation of learning and - push comfort zones as YP try new activities or access nature in ways that they haven't before - Helps YP to connect with environment 	
<p>PSHE/SRE/ Beliefs and Values</p>	<ul style="list-style-type: none"> - Brooke sessions termly discussing a wide range of SRE issues with YP. - SCARFE – support sessions around issues arising from Domestic Violence - Government SRE Guidance documents - School Nurse visits to speak to the group about a range of topics including self-care - EYPDAS visits and sessions which touch on some SRE issues relating to substance abuse - PSHE curriculum – touches on some of the SRE issues - Weekly PSHE/Beliefs and Values sessions covering a range of topics: Values, beliefs and decision making, ethics e.g. Animal right, vaccinations, abortion. Environment – resources, sustainability, community action. Crime and punishment, religions, famous influential people MLK, Mandela, etc. Remembrance, Consent, Bullying, healthy relationships. Citizenship – Parliament, voting, 	<ul style="list-style-type: none"> - YP can develop an understanding of how rights related to relationships, sex, gender and sexuality contribute to the freedom, equity, dignity and safety of all people - YP have opportunity to discuss and engage with specialist services or are aware of who and how to contact, if needed - YP are able to feel, think, question, embody and share their thoughts on sensitive topics - YP are free to be themselves and value diversity across the domains of sex, gender, sexuality and relationships - YP are supported to understand and cope with change, conflicts and pressure and given the knowledge to recognise discrimination and violence - YP are empowered to feel confident to seek support and advice on equalities and equity, health and violence regarding relationships, sex, gender and sexuality. - YP are encouraged to research and engage with a wide range of challenging topics including society, current affairs and many other controversial or topical issues. - Opportunities are created for healthy debate and the ability to meet and engage with professionals and experts from a range of fields. 	

Food Tech/ADL	<ul style="list-style-type: none"> - YP choose recipe and find out about ingredients - Go with staff to purchase ingredients in local community - Small group or individual sessions in ADL kitchen - prepare equipment and ingredients - Follow recipe - review meal with peers and staff - wash up and clear up all equipment and ingredients used - Travel training with member of Education Team using a range of local public transport including bus, train, taxi and minibuses. - Dietary awareness of balanced meals on a budget 	<ul style="list-style-type: none"> - YP are empowered to plan, create and make food whilst learning about nutrition and a balanced diet as well as the skills required to prepare food safely and use a range of kitchen tools and equipment. - YP enjoy the shared enjoyment of working with peers to prepare food and then eat it together. - YP have the opportunity to try new and unfamiliar foods and ingredients as well as sharing recipes and ingredients from their own family and cultural background. - Independence and life skills are promoted and supported to increase opportunities for YP to be independent in the community and post-discharge. 	
Thinking Skills	<p>Thinking skills takes place for 1 session a week. It's held as one of our group sessions and all young people are expected to participate. "Relationships with Peers" is one of 5 headings of mental health functioning that we are required to assess for a weekly clinical report, informing CRM decisions. Without group sessions such as this, we would not get a clear vision of how our young people learn with and from each other.</p> <p>Thinking skills is delivered through a series of sessions that demonstrate how the mind works, how we learn, how we can problem solve and improve our memory, focus and understanding. The sessions are planned so that YP work in small groups or pairs. Much of the work is discussion based or involves practical tasks. Session topics include Learning Styles, Assumptions, memory, Concentration and Lateral thinking. Thinking Skills is assessed simply by way of a mind map template, divided into 6. Each week the YP will be asked to fill in 2 things that they have learned from the session on a branch of the mind map. In this way they have a running record of what they have covered. While there's no formal assessment, the folders and the CRM reports detail what they have learned and how they interact with staff and one another.</p>	<ul style="list-style-type: none"> - YP are able to work with peers to explore a range of topics relevant to their mental health, learning styles, memory and general functioning. - Sessions are delivered in a relaxed and informal way with a range of activities involving practical activities, quizzes, films and visual resources as well as debate and discussion opportunities. - YP can self-evaluate their learning within these sessions and then are encouraged to use new skills within their toolbox of strategies as part of their recovery. 	
Physical Education	<ul style="list-style-type: none"> - Twice weekly visits to local leisure centre to play Badminton - Walks in local area (beach or parks and woodland) - Visiting sports coaching sessions in hospital garden - Bikeability Programme – visiting trainers talk YP through basic bike maintenance and how to ride bikes safely on the roads 	<ul style="list-style-type: none"> - improving personal fitness. - providing an opportunity to socialise with peers and staff. - increasing concentration as they learn new skills. - improving academic performance. - building a stronger heart, bones and healthier muscles. 	

		<ul style="list-style-type: none"> - encouraging healthy growth and development. - improving self-esteem and confidence as they master new skills, build on relationships and feel better about themselves. - Improved sleep. - stress reliever as able to expel energy through physical movement - distraction as focus on activity distracts from other thoughts and feelings - endorphins released whilst being physically active lift mood 	<div style="border: 1px solid black; padding: 2px; text-align: center;">✓</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">✓</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">✓</div>
<p>Community Visit Programme</p>	<p>Weekly visits to a range of local places of interest. These include: Fire Station, Theatres, beaches, woodlands and parks, Museums, Planetarium, libraries, activity centres</p>	<ul style="list-style-type: none"> - YP experience off-site visits which support their reintegration and transition back to communities and home. - YP are exposed to a range of cultural and educational environments which may be new or unfamiliar and offer opportunities to asses coping mechanisms and how YP are able to implement coping strategies if they experience difficulties. - Opportunities to ‘practice’ visiting different environments allows YP to prepare for a range of different environments and we can support, with help of the OT, to expose people to areas they may have previously found difficult such as outside spaces or busy, loud environments. 	<div style="border: 1px solid black; padding: 2px; text-align: center;">✓</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">✓</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">✓</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">✓</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">✓</div>