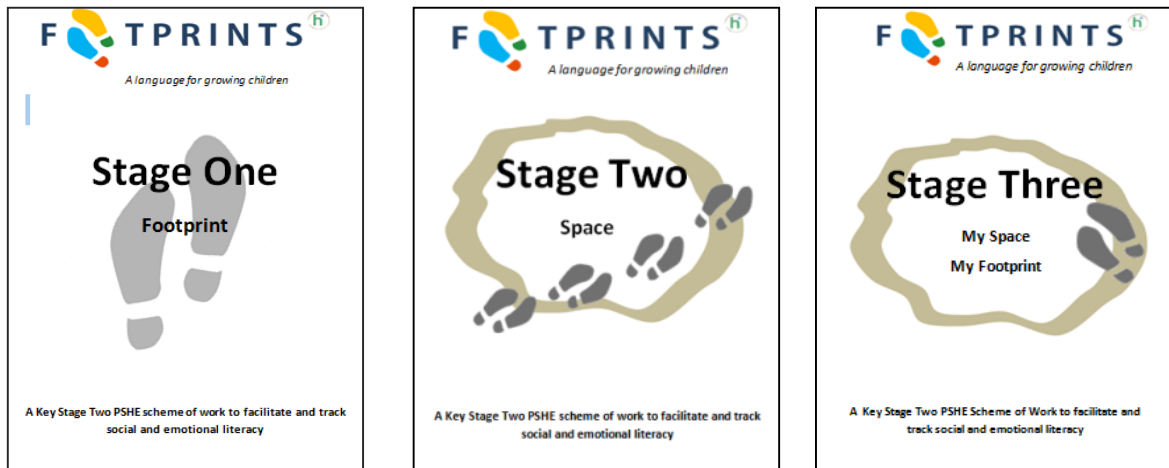
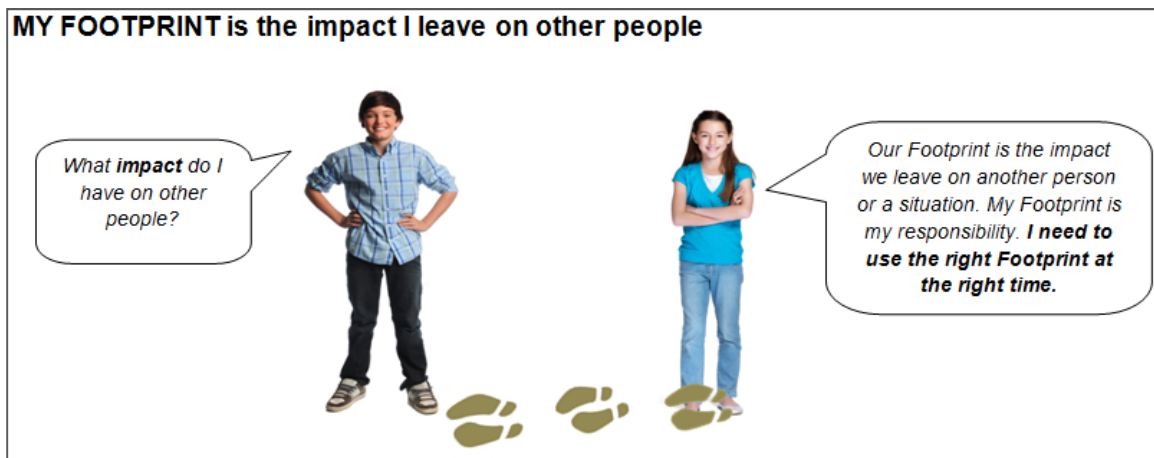




The curriculum introduces children to a visual, concrete, working language to explore concepts of self awareness and social responsibility, through the stories of **Alice and Alistair Acorn**, over three curriculum stages.

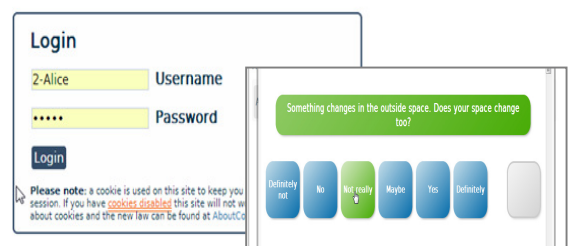


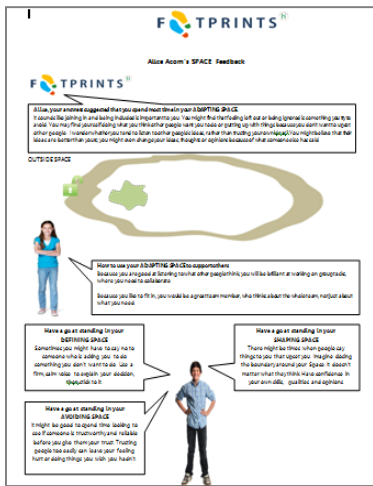
Alice and Alistair help children explore their FOOTPRINT and their SPACE as growing people:



At the heart of the Curriculum is the **Footprints Assessment Platform**, an online assessment and reporting platform.

The assessment process incorporates a short imagination exercise and questionnaire, enabling children to explore their self perception in a disarmingly simple, engaging yet immensely insightful and powerful way. Pupils' responses are used to generate a range of reports for pupils, teachers and school leaders. The reports provide a unique insight into individual pupils' thinking, identify themes and patterns across cohorts of pupils, and identify strategies to support pupils' holistic formation. The platform has the capacity to assess children across a range of social and learning contexts, showing how a child's self perception may change in different interaction and contexts.





[Click here to see a demo of the Footprints Assessment Platform and an example of the kind of report your child will receive in their Footprints Stage Three lessons.](#)

The link will take you to the Footprints site and then follow these instructions:

1. Enter the log in details:
2. Username: 1-Alistair
3. Password: Acorn
4. Select the yellow SPACE button at the top left hand side of the screen to view Alistair's fictional report on the screen.

What do children learn through the Footprints Curriculum?

The visual, concrete language of Footprints enables children to explore aspects of themselves, their relationships and their learning in a fun, safe, yet immensely powerful way, resulting in deeper self and social awareness;

Children develop confidence in recognising their qualities, skills and the contribution they can make to their school community. They are also helped to recognise and work with their vulnerabilities and weaknesses. This enables children to build greater resilience to embrace risk, take responsibility for their actions, make and sustain robust friendships and develop a range of leadership postures;

What do pupils say about the Footprints Curriculum?



"I enjoyed having a space where I could make my own decisions. I felt happier having created my space"

"I learned how to use different Footprints, like not always blue. I learned about the consequences of my Footprints."

"I really loved doing this and I felt my imagination was really realistic. It helps you learn more about what you want to be and what you want to do in your dreams. I liked talking to my Mum about it afterwards."

"I learned I can be myself around others without being pushed anywhere."

"If you have something you want to say but don't want anyone to listen to it, you can talk to Footprints."

"I normally use orange Footprints but sometimes it can make me act like a servant to others who are stronger."

"I like who I am, and I realised who I am through Footprints."

Thomas's London Day Schools, UK (Year 5 and Year 7 pupils)

The Footprints Schools Programme is built upon a robust theory of personal development and social interaction called **Human Ecology Theory**, developed at Oxford University by Simon P Walker.

Further information can be found at www.footprintsschoolsprogramme.co.uk