

## Curriculum Overview

*Individual topics are delivered on a 2-3 year rolling programme*

LIFE SKILLS	Intent	Implementation
	<p><b>General Intents:</b></p> <ul style="list-style-type: none"> <li>• Develop Independence</li> <li>• Prepare for transition</li> <li>• Access local community</li> </ul>	<p>The students in Post 16 will gain accreditation reflecting the skills they gain in the following areas: <b>Citizenship and Community, Home Management, Meal Preparation, The World of Work.</b> Those skills are important to prepare for adult life so the students will spend a lot of time developing them and will be given time bound Life Skills targets to achieve all throughout their time in the Post 16 Department. The Department currently has the opportunity to use the school Residential Unit of the school to practice tasks such as making a bed, cooking, cleaning and looking after a garden. This has allowed the students to apply the skills they have learned into a real setting. Any accreditation should align to the scheme of work in place . Asdan Short Courses and Towards Independence are a good indicator of what the students can produce when transitioning but should not be the driving factor of what we do. Any learning needs to have a purpose in the young person’s life.</p>
<b>Citizenship and Community</b>	<p><b>Formal Curriculum Intents:</b></p> <ul style="list-style-type: none"> <li>• Access travel training</li> <li>• Being able to use local facilities</li> <li>• Demonstrate good citizenship skills</li> <li>• Facilitate transition</li> </ul> <p><b>Semi-formal Intents:</b></p> <ul style="list-style-type: none"> <li>• Being able to use local facilities</li> <li>• Gain confidence when travelling on public transport</li> <li>• Being able to interact with unfamiliar people</li> </ul>	<p>It is considered important that the students gain a range of life skills and independence skills in real life contexts. For this reason, a strong emphasis is placed on students accessing and gaining experience at venues within the local community though link courses at local Colleges, visits to Libraries, use of leisure centres etc. The students will be given the opportunity to use public transports if this is appropriate for them.</p>

	<b>Intent</b>	<b>Implementation</b>
<b>Meal Preparation</b>	<p><b>Formal Curriculum Intents:</b></p> <ul style="list-style-type: none"> <li>• Being able to cook a simple meal for self</li> <li>• Understand what is healthy</li> <li>• Understand how to budget</li> </ul> <p><b>Semi-formal Intents:</b></p> <ul style="list-style-type: none"> <li>• Being able to make a drink or snack for self</li> <li>• Being able to find some items in a shop</li> <li>• Being able to identify basic safety rules in the kitchen</li> <li>• Awareness of healthy and non-healthy foods/snacks</li> </ul>	<p>The students will be given the opportunity to plan a simple meal or a snack and explore everything needed (shopping lists, shopping, means of cooking etc). some of the Intents will be linked to work experience at Café</p>
<b>Employability</b>	<p><b>Formal Curriculum Intents:</b></p> <ul style="list-style-type: none"> <li>• Gain confidence in a work environment</li> <li>• Learn basic interview techniques</li> <li>• Prepare for transition</li> </ul> <p><b>Informal Curriculum intents:</b></p> <ul style="list-style-type: none"> <li>• Understand some facts about the world of work</li> <li>• Carry out some work experience tasks with support</li> </ul>	<p>The students will gain accreditation: Asdan Towards Independence, Asdan living Independently. They will spend time in lessons and with their tutors discussing challenges and behaviours expected when working.</p> <p>Depending on ability, the students can undertake a range of work experience placements. These include:</p> <ul style="list-style-type: none"> <li>• Cafe Vibe (school cafe run by Post 16)</li> <li>• Early Years/ Primary Department</li> <li>• Post 16 Department</li> <li>• School recycling</li> <li>• Pitstop</li> <li>• Arbour Vale House Coffee Mornings</li> </ul>
<b>Home Management</b>	<p><b>Formal Curriculum intents:</b></p> <ul style="list-style-type: none"> <li>• Develop independence</li> <li>• Prepare for Adult Life</li> <li>• Develop self-help skills</li> </ul> <p><b>Informal Curriculum intents:</b></p> <ul style="list-style-type: none"> <li>• Engage in an activity with someone else</li> <li>• Develop basic self-help needs</li> <li>• Understand basic safety rules</li> </ul>	<p>Use of AVH for most activities</p>

<p><b>Heathy Living</b></p>	<p><b>Formal Curriculum intents:</b></p> <ul style="list-style-type: none"> <li>• Personal care</li> <li>• Healthy diet and effect of exercise</li> <li>• Relationships and sex education</li> <li>• Accessing healthcare in the community</li> </ul> <p><b>Informal Curriculum intents:</b> Personal care - basic hygiene</p> <ul style="list-style-type: none"> <li>• Basic relationships awareness</li> <li>• Experience of healthy activities and exercise</li> </ul>	<p>Practical sessions – PE, Yoga Classroom activities Community visits Meal pep sessions Work experience in school cafe</p>
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CORE SKILLS	Intent	Implementation
	<p><b>Formal curriculum Intents:</b></p> <ul style="list-style-type: none"> <li>• Develop Functional Skills</li> <li>• Develop communication skills</li> <li>• Being able to apply literacy and numeracy to life skills and work related learning</li> </ul> <p><b>Semi-formal Curriculum Intents:</b></p> <ul style="list-style-type: none"> <li>• Develop communication skills.</li> <li>• Communicate basic needs</li> <li>• Maintain the use of language</li> <li>• Social interaction</li> </ul>	<p>All the students in Post 16 have literacy and numeracy lessons and they follow the Adult Core Curriculum. They use Skills For Life or Asdan Towards Independence as a guide to complete targets and challenges required at each appropriate level. As we are using the Adult Core Curriculum, the students are currently assessed using Milestones, Entry levels and Level1 to 2 (matched with the AVS levels).</p>

PHYSICAL ACTIVITY	Intent	Implementation
	<ul style="list-style-type: none"> <li>• Develop gross motor skills</li> <li>• Maintain a healthy life style</li> <li>• Develop the ability to work as part of a team</li> </ul>	<p>Physical activity is delivered through PE lessons, trips to leisure centres, physiotherapy, hydro pool and outside of school competition events. The students in Post 16 are given many opportunities to keep fit and healthy.</p>

CREATIVITY	Intent	Implementation
	<ul style="list-style-type: none"> <li>• Develop communication skills by taking part in group projects</li> <li>• Promote a sense of purpose, achievement and fulfilment in artistic expression.</li> <li>• Develop awareness of and respect for individual preferences and interests in style.</li> </ul>	<p>Creativity is delivered through weekly Art lessons and options. The students have the opportunity to work with Creative Partners at times on focused projects. (Trips to museums may happen as part of focused projects).</p>