

## Good Health

Health and Wellbeing plays a large part in our curriculum, containing a range of subjects which contribute to promoting a healthy lifestyle and developing knowledge and skills in order to keep students healthy and safe and to prepare them for adulthood as well as incorporating the **Thrive Approach** where needed. The curriculum aims to provide students with the skills to improve their self-esteem, resilience, communication and team working and ensures students work towards achieving their potential and their aspirations.

### PSD

We aim to equip students to become as independent as possible and to see themselves as part of a variety of communities. Our students will learn to take personal responsibility for themselves, as well as to be aware of other people's rights, needs and responsibilities. They will understand actions have reactions which can affect themselves and others. We hope that they will develop better understanding of responsibilities and know when to self advocate. We will work to instil a strong belief in who they are as well as a sensitivity to respect the identities of others. Students will be provided with opportunities to reflect on scenarios and to negotiate ways forward, considering the views and feelings of others by reflecting upon moral, social and cultural issues.

### RSE

In Post 16, our RSE focuses on the different types of relationships we have, appropriate behaviour, making choices and staying safe. We emphasise that our bodies are our own and that we always have a choice to say no to anything we don't want. Judgements are made as to how much more students need to know or are able to understand in terms of actual sex. If necessary, we will seek advice from other agencies or alter the groups to meet these needs. Our work is based on the Equals SRE units, 'Let's Do It' (Scott, Johns & Bliss) and on Peter Imray's Base SRE curriculum.

### PE

PE and sport have significant benefits for young people, as well as helping students to become more active and healthy. High quality PE and sport can develop students' confidence and self esteem. Team working and wider personal and social skills are also developed. Pupils are actively encouraged to participate in at least 1.5 hours of physical activity a week and to improve their own performance and attainment.

## Post 16 Curriculum Overview

### Employment

We aim to combine work experience placements, alongside work related and work based skills work, in order to help to address the transfer from educational provision to adult services and the move towards finding meaningful, supported employment. We have a level 6 Careers lead teacher as well as an Independent Careers Advice and Guidance teacher who works alongside students in years 13 and 14 to develop vocational profiles and support their transition to the right Post 19 placement.

#### Work Experience - including Café 16

We believe that Work Experience contributes towards the personal, academic and social development of all students. It enables them to relate their work in school to the 'real world' and contributes to their understanding of wider society, including industry and the local community. Students will be provided with a variety of opportunities to experience the working environment, both within school and within the wider community. The expectation is that for some students this will be focussed on exploring the sensory stimuli on offer in the workplace, whilst for others it may involve regular visits to long term placements. As with all aspects of provision the emphasis will be on ensuring that the individual student's needs are met in a meaningful and relevant way, including the level of support needed from staff on the placement.

Café 16 provides rich opportunities to develop, apply and learn new skills within a familiar yet meaningful workplace.

#### Enterprise

Participation in Enterprise gives students the opportunity to set up and run their own company in a real business environment. They are encouraged to be enterprising and innovative in all aspects of running their company. Students are given the opportunity to show leadership, management, teamwork and communication. They develop skills for enterprise such as problem solving, decision making, open-mindedness, risk assessment, innovation and commitment.

They will have first hand experience of budgeting, managing credit and debt, savings and investments. They will explore financial risk and reward in their company through savings, investments and trade. Students gain practical experience of managing sales income, drawing up accounts and using a wide range of financial terms needed to run their company. They will have firsthand experience of strategic planning, board meetings, negotiations, customer service and financial management. It also links closely with our creative curriculum as the students often design and make the products to be sold.

#### Employability including Skills Builder and ICAG

Students will develop their knowledge of the world of work and will develop an understanding of skills necessary to operate effectively within the workplace. This will include students receiving ICAG as well as opportunities to explore subjects such as, exploring job opportunities, maintaining work standards, including the importance of time keeping and effective social interaction at work. It is expected that this aspect of the curriculum will be approached from the perspective of integrating functional skills, as well as the students own interests and aspirations.

The Skills Builder Principles underpin a rigorous approach to building essential skills. Students will work on the skills through out the whole of the curriculum and they also provide the basis of our rewards system. Skills Builder Partnership is a global movement of employers, educators, and impact organisations working together to ensure that one day, everyone builds the essential skills to succeed.



### ICT

ICT can be seen throughout our curriculum. It is centred on providing student with transferable technical skills which will best prepare them for life beyond Post 16. Students understands the importance of e-safety and all its aspects. [Link to ICT Curriculum](#)

### Accreditations

ASDAN Towards Independence  
ASDAN Entry Level Employability & PSD  
AQA unit awards  
Edexcel Functional skills Maths & English  
Art Awards  
Entry Level ICT

### Maths & English including Functional Skills

Maths, English and Functional skills are a key to success. They open doors to learning, to life, and contribute to preparing students for life after education including independent living and work. Our Formal learners will sit Entry Level Maths and English exams in Year 14. Our Functional skills lessons are practical and engaging allowing students to develop skills in English, Mathematics and ICT that enable them to deal with practical problems and challenges. All lessons allow individuals to work confidently, effectively and independently at a level which is appropriate for their individual needs and therefore prepare our students for everyday life.

### Creative

Our Creative curriculum aims to provide opportunities to inspire and develop a broader awareness of, as well as a lifelong interest, in the arts. Students lead the way in our creative sessions by planning and preparing annual shows.

#### Dance/Drama

Students are provided with rich and varied learning opportunities in which they can: explore dance/drama organisations, attend performances, participate in workshops both in school and the wider community, achieve nationally recognised arts accreditations and access work experience opportunities with Post 19 arts providers to promote awareness of choice after Post 16. It promotes student learning, enriched by the use of accreditations meeting individual needs and celebrating their successes, through encouraging peer feedback and self assessment and by developing partnerships and links with arts practitioners who offer creative experiences from a diverse range of styles and cultural backgrounds. It offers students' environments in which to develop specific dance skills/drama techniques and to become "creators" through choreography/improvisation. It allows student voice, encouraging individual responses, group discussion, decision making and enabling personal expression, reflection and emotional well being.

#### Music

Music provides opportunities for developing a broader awareness of the arts. This is accessed through educational and motivating activities: exploring individual musicians, places of musical importance, Tees Valley Music service, Live Music Now, Open Orchestra and participation in workshops. The music programme will identify suitable accreditation units to meet the needs of individual students. Peer feedback and self assessment on a regular basis will be used to develop confidence and interest for work. Students will develop independence and self esteem through choice in relation to music and cross curricular projects.

#### Visual Art including Textiles

Student are provided with the opportunities to explore individual artists, to visit galleries, studios, exhibitions and to participation in workshops. The art programme will identify suitable accreditation units to meet the needs of individual students. Peer feedback and self assessment on a regular basis will be used to develop confidence and interest for art work. Students will develop skills in decision making through the use of design, discussion and modification of their projects enhancing determination and persistence to complete a project. They will use their learning, experiences and influences form artists to make choices, including contributing to group decisions regarding art venues and workshops. Students will contribute actively to situations, utilising their communication skills. Where appropriate students will work together and support individual projects.

#### Media

Media offers opportunities for our students to get technical. It covers the behind the screens of our shows including: lighting and music. Students also experience working with animation, the green screen as well as producing a radio show, a school Magazine and of course creating advertising materials including posters, tickets and adverts.

### Independent Living-including the Independent Living Centre

Independence is a key focus throughout Post 16. Our study programmes are person-centred with students setting their own goals to work towards. Our focus is to help our young adults to become as self-sufficient as possible. We cover money management to shopping, from planning a social life to making appointments as well as keeping a house and preparing snacks/meals. Students will develop skills for independent living, such as problem solving, decision making, risk management and communication and they will gain practical experience of budgeting, shopping, preparing meals, carrying out domestic chores and taking responsibility for their own personal care.

### Community - including Cultural Capital

Social and leisure skills involves students spending time in the community, the roots of these skills are firmly embedded with cross curricular links. Learning the skills and having the opportunity to explore real life situations is fundamental to students' independent development and will support them in becoming active members of the local community. Student will plan and organise social activities and will experience managing money. It is essential that the students are provided with age appropriate and socially relevant situations which require them to learn and display the necessary attributes needed for everyday living, both in and out of the home. The students will not only learn the practical skills for living, but will also develop the understanding of why and when to best use them and how to do so safely. Sessions will focus on learning how to move safely and efficiently around the town either on foot, school transport or public transport, or ordering a taxi. It will also involve learning the social etiquette that is required in the library, museum, shopping centre, cafe, park, Post Office, leisure centre and bank. It is about learning how and when to queue, be polite or even complain. The students will make informed choices about services and products that they require, perhaps ordering from a menu in a restaurant or waiting for turns in a park. In essence, the students will learn how to be an active citizen in their own community. Cultural capital is addressed through all aspects of the curriculum - We expose students to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens who have a graet awareness of the world around them. We provide young people with recognised and meaningful qualifications, according to their needs, that will open up doors to paths in later life.

