

Curriculum Intent Statement

The Curriculum

The Life Skills Scheme of Work has been developed to ensure pupils have a broad and progressive curriculum that will help develop the skills and knowledge they require to establish confidence and independence within adulthood. The curriculum has been developed by using and widening the National Curriculum, it draws from a range of subjects within the National Curriculum (English, Maths, Science, History, Geography, PSHE, Art and Computing), including elements that are relevant and transferable to real world situations in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Sex and Relationships Education (SRE) and Careers Education, Information, Advice and Guidance (CEIAG) across school.

Life Skills

The **intent** of our Life Skills curriculum is to deliver a curriculum which will inspire happy, confident and independent learners who are prepared for adulthood. As a result of this, the pupils will:

- Develop a sense of self awareness with relation to their identity, health and wellbeing as well as the wider world in which they live.
- Reflect upon their own behaviour and attitudes as well as their relationships with others - considering what is appropriate and responsible as well as the impact behaviour can have on others.
- Know how to remain safe within the home and the wider community, including online.
- Know how to stay both physically and mentally healthy and the impact that poor health can have on their lives; including personal hygiene, diet, exercise and emotional wellbeing.
- Be encouraged to consider their own support network and sources of help and guidance, in a range of areas.
- Develop a greater knowledge, awareness and understanding of their locality.
- Question and explore the world around them; applying their observations, experiences and understanding to real world scenarios.
- Be encouraged to reflect upon their personal opinions and beliefs, in relation to the work covered, and consider who/what has influenced these views.
- Consider effects that humans have on the environment and ways in which they can support some environmental issues.
- Develop their ability to express themselves by sharing thoughts, experiences and feelings verbally and by other means (i.e. artistic techniques, use of technology)
- Develop skills directly linked to employment - writing CVs and personal statements, completing applications.
- Know how to maintain and clean, safe house - including use of appliances.
- Know how to prepare food and develop their cookery and bakery skills - including how to ensure food food hygiene.

This has been produced with high and equal aspirations for all participating learners and incorporates;

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary

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Pedagogy

In Life Skills, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we chose to use in enabling pupils to know more, understand more and remember more. In Life Skills, the following approaches will be used, and be evident in pupils' books/Evidence for Learning, in order to ensure that the Life Skills Learning opportunities are as effective as possible and that pupils progress throughout the year and subsequent years during their Life Skills experiences within school:

Teaching Sequence in Life Skills	Daily review: Brief review of learning covered in the previous lesson(s)	Possible pedagogical approaches used in Life Skills.	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	Big picture: Introducing the skills/objectives being studied - discussing it in relation to the current wider topic being covered and within real world situations		Constructivism	Inquiry-based learning; Enhancement related to PFA or planned cultural capital opportunities, outdoor learning
	Specify key vocabulary to be used and its meaning		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	Provide relevant information, model and discuss skills and objectives with use of key vocabulary		Liberationism	Pupil-led learning; opportunities to showcase learning, opportunities to explore pupil interests
	Provide opportunities for pupils to offer questions and to reflect upon their own thoughts, feelings and experiences		Learning, working and talking with confidence and independence.	Being introduced to, and defining, the key vocabulary relating to the skills/objectives that are being studied Opportunities given to express their thoughts, feelings and experiences within a range of settings and for a range of purposes Opportunities given to work independently and among groups of peers Cultural experiences/opportunities provided within the locality, including meeting and interacting with others within the community Opportunities given to share their skills and understanding with others within the school community
	Allow pupils to further explore the skills/objectives and to implement and share their skills and understanding; opportunities given for pupils to work independently, within peer groups and with staff support			
	Reflect upon learning, progression and areas for future learning/development; provide opportunities for peer and self assessment as well as teacher feedback			

A progressive assessment tracker maps the key skills and knowledge children have developed against the scheme of work. **The impact** is measured via teacher assessment during the delivery of lessons and recorded electronically. We would expect to see knowledge communicated through:

- Discussion
- Practical demonstrations
- Drawing pictures and diagrams
- Writing and reading
- Using computing
- Use of creative and artistic techniques

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