

# Curriculum Intent Statement

## The Curriculum

The curriculum has been developed by using and widening the National Curriculum 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 Relationship and Sex Education (RSE) with Health and Careers Education, Information, Advice and Guidance (CEIAG) across school.

The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for subject specific qualification based learning in phase 4 and 5.

## Lifeskills

The **intent** of our Life Skills curriculum is to deliver a curriculum which is accessible to all and will inspire **happy confident independent learners** who are **prepared for adulthood**. As a result of this they 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.
- Consider the 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
- Know how to maintain and clean, safe houses - including use of appliances.
- Know how to prepare food and develop their cookery and bakery skills - including how to ensure food hygiene.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- **PFA links**
- **Cultural Capital links**
- **Reading opportunities**
- **Key Vocabulary**
- **Planned differentiation, Resource, Support or activity**

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## Lifeskills

**INTENT** To develop **happy, confident and independent** learners who are **prepared for adulthood**, we focus on 3 key strands that aim to develop safe and healthy lifestyle choices as the students approach adulthood:

- **Health, Wellbeing and Independence**
- **Our World and the Environment**
- **Self expression**

We achieve this through the sequenced development of life skills and knowledge, where students are able to build upon and deepen their understanding year upon year.

	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KEY knowledge/ golden thread – non negotiables</b>	<p>To explore and understand how the body changes and develops</p> <p>To be able to describe how to keep a healthy body and mind</p> <p>To know how to keep the body clean</p>	<p>To be able to understand the elements of friendships</p> <p>To identify the signs of a healthy and unhealthy relationship and understand how to manage conflicts</p> <p>To accept and respect people’s differences</p>	<p>To know how to maintain a clean house</p> <p>To know how to dress appropriately for weather and occasions</p> <p>To understand how to manage money as part of daily life</p>	<p>To know some ways to reduce and save energy</p> <p>To identify ways in which to protect the environment</p> <p>To be able to care for a plant and know what it needs to grow</p>	<p>To be able to locate the UK and local area on a map</p> <p>To be able to safely cross a road</p> <p>To be able to safely follow a simple route</p>	<p>To be able to identify ways to stay safe in the sun and the local environment</p> <p>To know some ways of how to stay safe online</p> <p>To know what to do in an emergency</p> <p>To have a knowledge of drugs and alcohol use</p>

**Why this -**

**Autumn 1 - South Tyneside is one of the 20% most deprived districts/unitary authorities in England and about 26% (6,500) of students live in low income families. Life expectancy for both men and women is lower than the England average. In South Tyneside in 2015/16 38.1% of year 6 students measured as overweight or obese.** Students need to understand their body (to protect it and understand boundaries), how it functions (to recognise illness/abnormalities) and how to look after it (diet, exercise, abuse of it) to live long healthy lives.

**Autumn 2 - The Crime & Disorder Performance Review 2021-22 for South Tyneside highlights that hate crime in the area is increasing year on year, therefore students need to be taught tolerance and respect towards others and to have an understanding of diversity within the area. Domestic Abuse in South Tyneside has risen 3.3% in the year 21-22, those reported involving students has risen by 16%.** Students learning to identify the signs of a healthy and unhealthy relationship will allow them to understand the relationships they are in and how to seek support if necessary.

**Spring 1 -** For students to be able to live with independence they need to be able to maintain a clean and healthy household, use appliances safely, dress themselves appropriately and manage money. **According to Citizens Advice the vast majority of issues that they deal with from residents of South Tyneside relate to debt and welfare benefits,** therefore students need to learn how to manage money effectively and the dangers of not doing so. **A South Tyneside Council article states ‘While there was an increase in admissions during 2013/14, and hospital analysis of the period confirms that South Tyneside has an above England average rate of hospital admission due to injuries in the home in 0-14 year olds’** - students need to understand how to use household appliances safely in order the reduce risks of injuries occurring in the home.

**Spring 2 - South Tyneside Council declared in July 2019 a climate change emergency with the aims to make the council carbon neutral by 2030, move to cleaner, greener, renewable sources of energy and enhance the natural environment.** Students need to understand how the world is changing around them and what contributes to changes along with the importance of caring for

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plants. **House of commons document highlights 'Household energy bills increased by 54% in April 2022'** - students need to gain a knowledge and understanding of how to save energy due to this and the environmental impact of energy use.

**Summer 1 - According to South Tyneside Council there were 164 road traffic accidents in 2020** - students learn ways in which to stay safe when crossing the road in real life situations and take the first steps to becoming independent travellers. **Tyne and Wear Metro system is the busiest rail system outside of London, carrying 37 million passengers per year. Nexus reports that journeys are increasing each year due to service improvements and rising fuel prices.** Students will gain knowledge of modes of public transport and ways to travel around the local area.

**Summer 2 - Tyne and Wear Fire and Rescue Service reports 'Around 250 people drown in the UK every year and thousands more suffer injury, some life changing, through near-drowning experiences'** - due to South Tyneside being a coastal area, it is important for students to know how to stay safe in and around water. **Gov.uk states 'Over 80% of children (aged 12-15) have had potentially harmful experiences online,'** therefore students need to be able to discuss and explore the importance of e-safety. **Ambulance Service Network reports '999 calls are increasing by 6.5% every year.'** Students need to be able to recognise and respond to emergency situations. **South Tyneside Council states 'South Tyneside is consistently higher than the England average across the range of alcohol related indicators and alcohol misuse is the biggest risk factor for death, ill-health and disability among 15-49 year-olds in the UK.'** Students will learn how to use prescription drugs and alcohol appropriately and safely.

## Why now -

**Autumn 1** - students in life skills are of pubescent age, by addressing body changes early in the academic year we are preparing and equipping students to be able to cope with these changes whenever they occur during the upcoming year, this is opposed to delivering it at a later date when changes for some may have already occurred. By covering healthy living and good personal hygiene early in the year, we are distilling positive and healthy habits that can be reinforced throughout the year and be revisited if needed by an 'intervention' referral.

**Autumn 2** - students will have had half a term to explore new and existing friendships within school, by covering friendships/relationships in this half term it will allow students the opportunity to reflect upon their experiences, relationships and interactions with others and highlight any potential concerns that need to be explored further. Students by this point will have also begun to build trusting relationships with classroom staff to give them the confidence to explore and share personal relationships. By addressing this in the autumn term it will set the foundations for positive relationships and friendships within school to see them through the upcoming academic year and beyond.

**Spring 1** - In the UK many households engage in 'Spring Cleaning' when there is an emphasis on cleaning the home ready for the season ahead. Students learning how to clean and maintain a tidy home prepares them for this process and how to bring these traditions into their own homes for many years to come. Budgeting sits alongside this as students will recognise the need to live to a budget in order to maintain a home. Students will learn how to dress appropriately depending on the weather and occasion, spring is a good time to do this as the weather changes regularly which will allow them to explore the correct dress day to day.

**Spring 2** - The weather starts to improve at this time of year and it is the season when seeds are planted, this will allow students to access the outdoor learning areas to explore and observe plant growth. We will be able to take students on visits to the local recycling centre and wind farms due to the finer weather to gain real life experiences. In addition to this, students can participate in 'The Great British Spring Clean' (national litter picking) in March and 'Earth Day' in April.

**Summer 1** - Students learn where they live and are located in the UK, this is to help them safely plan trips during the summer holiday period. The weather in the summer months enables us to utilise first hand visits in the local area and use public transport. The summer term (especially the 6 week holiday) is when our students explore the local area and socialise independently and are at a greater risk of accident or harm hence we try to address these risks prior to the holidays. We are preparing students to be responsible in the warmer months with regards to applying sun cream and protecting themselves against sun damage.

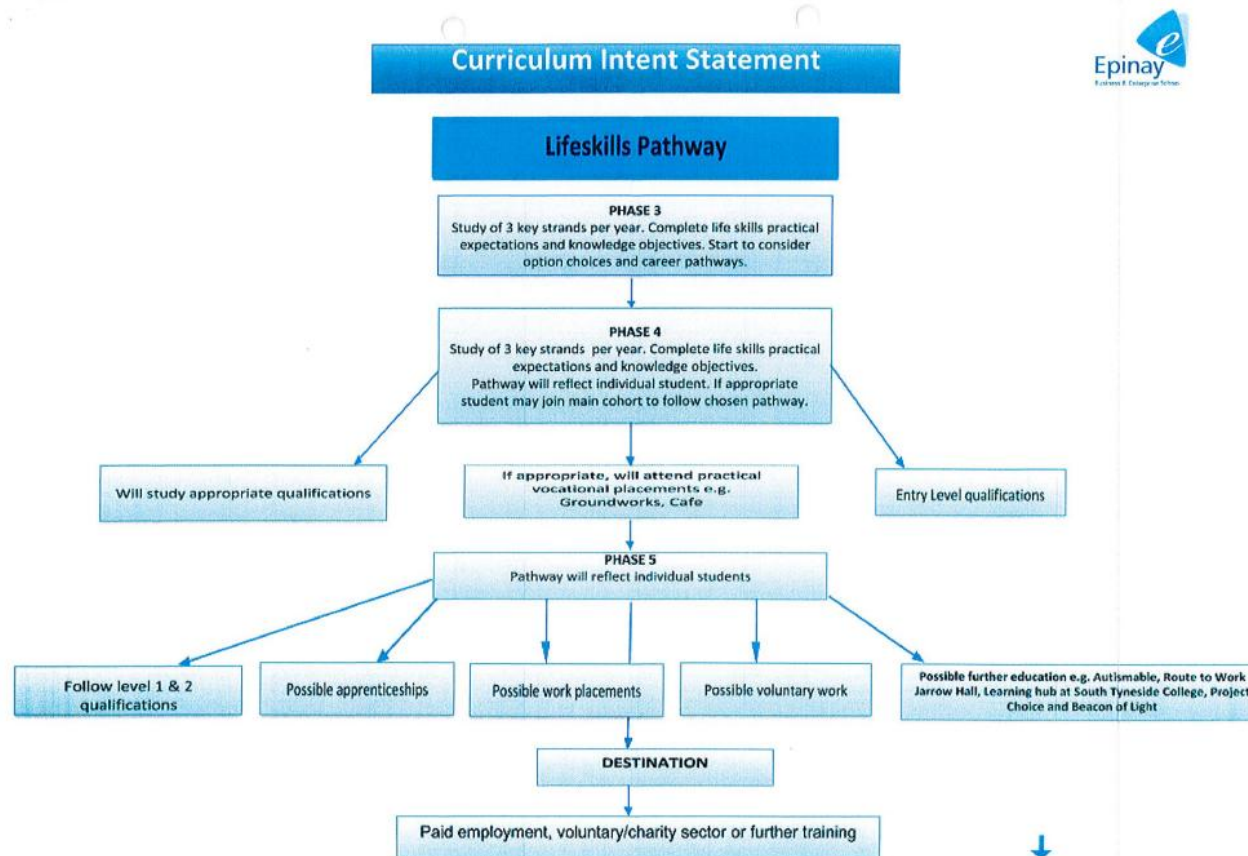
**Summer 2** - Students are preparing for the 6 week break and will be equipped with the skills and knowledge to stay safe in their local environment during this time. Students will potentially be out and about in the local area with peers and may be at greater risk due to their vulnerabilities and need to be able to identify and respond to any emergency or dangerous situations. It is likely students will be spending more time online during the summer break and this will help them to stay safe whilst doing so.

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**Builds on** - As students move through the life skills SOW it links to knowledge taught in previous years and allows students to strengthen and deepen their knowledge and understanding within the 3 strands:

- **Health, Wellbeing and Independence**
- **Our World and the Environment**
- **Self expression**

**Prepares for** - 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**. It gives students the knowledge and skills for independent living, equips students with the knowledge to make safe and healthy lifestyle choices and access the world of work as they approach adulthood.



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