

# Life Skills Curriculum Intent Statement

## Our life skills students

**Students taught within the life skills pathway are members of the Corley Academy community who have been identified as needing a more nurturing approach to their learning as well as requiring extra support to build confidence and resilience.**

**A broad knowledge and skills base is developed in our learners through a holistic curriculum delivery.**

Systems, set up and practises within the life skills pathway have been thoughtfully developed in order to meet the needs of our learners: Classes are taught by the same teacher and support staff for many subjects in order to provide a consistent and familiar learning environment and teaching base.

Timetabling is more flexible to suit the needs of the cohort, allowing for longer, more in-depth lessons, trips and visits or themed mornings. Life skills teachers provide a highly individualised, ambitious and creative curriculum with resources, activities and teaching styles adapted carefully to meet all needs.

The pace of the life skills curriculum, autism accredited pedagogical approaches and a considered staff : student ratio means that students’ progress within a supportive environment where they feel safe, confident and ready to learn.

## Our Bespoke Curriculum Offer

**In addition to the aims and aspirations of the whole school intent, in life skills we adapt the national curriculum ensuring coverage but focussing in particular on:**

	Key learning outcomes in life skills:	What we provide:
<b>Reading and communication</b>	<ul style="list-style-type: none"> <li>• Unrelenting focus on the teaching of reading skills to enable every learner to read with the fluency and understanding needed for their lives beyond Corley.</li> <li>• High expectations for learners to be able to express themselves clearly in written and spoken standard English</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted, intensive phonics teaching through the Fresh start program and other literacy based interventions, allows students to make more accelerated progress.</li> </ul>
<b>Their place in society</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of the community, city, country and world they live in, in order to become effective global citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular trips and visitors enhance and enrich the learning experience and give context and meaning to learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be supported to listen and respond appropriately to views that are different to their own.</li> </ul>	
<b>Self-awareness</b>	<ul style="list-style-type: none"> <li>• Reflect on their learning and develop skills in self and peer evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly 'replay' sessions allow for playful opportunities to revisit, recall, review, reinforce and reflect on the learning taken place</li> </ul>
<b>Wellbeing and mental health</b>	<ul style="list-style-type: none"> <li>• How to support and promote their own mental and physical health and develop positive and healthy relationships.</li> <li>• To demonstrate consideration, compassion and kindness for themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• A focus on learners' self-esteem, wellbeing and positive mental health is developed through trusting relationships built between themselves and the adults that surround them.</li> <li>• Clear and consistent methods for celebrating success mean that students feel motivated, valued and recognised.</li> </ul>
<b>Academic development</b>	<ul style="list-style-type: none"> <li>• To provide a broad and varied learning journey that equips students to embark on the appropriate next stage of their education into KS4 and 5.</li> <li>• Use more securely the basic skills of Numeracy and Computing to navigate the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers provide a highly individualised, ambitious and creative curriculum with resources, activities and teaching styles adapted carefully to meet all needs.</li> <li>• The pace of the life skills curriculum, autism accredited pedagogical approaches and a high staff : student ratio means that students' progress within a supportive environment where they feel safe, confident and ready to learn. A separate life skills teaching base allows for teaching in a furnished flat where students build skills and confidence in everyday living.</li> <li>• ASDAN key steps and life skills challenges provide opportunities for a range of skills to be recognised, celebrated and developed.</li> <li>• Opportunities to move into core pathway</li> </ul>

**Our school values **Inclusion**, **Aspiration**, **Perseverance** and **Independence**.**

**The life skills pathway gives learners the opportunities to build emotional resilience by providing new challenges in a nurturing, inclusive environment.**

**It gives every learner the chance to progress in every lesson.**

**Students have opportunities to equip themselves with the skills needed to make their own decisions, solve their own problems and take care of themselves.**

**We aim to provide students with the educational outcomes needed to achieve their hopes for the future.**