

### Springhead Sixth Form – Lifestyles Curriculum Overview

The Lifestyles curriculum for students in the Sixth Form is an inspiring, enriching, evolving and manageable model which recognises and promotes every young person's right to be aspirational about their future, to communicate about what they think in all matters affecting them and to have their views and choices taken seriously. We aim to create safe and inspiring learning opportunities and environments, where each person's talents are nurtured, and they are able to thrive and have the confidence and skills to make informed choices and decisions. We have a culture of listening to and responding to young people in the most appropriate way for each individual. We believe all young people can be successful learners and active participants within their community and within the wider world. Each student actively learns through the personalised approach to preparing for adult life.

The Lifestyles curriculum has 8 areas which develop learning and promote Preparing for adulthood outcomes. These are **Functional English; Functional Maths; Functional ICT; Challenging Lifestyles; Independence Lifestyle; Work & Enterprise Lifestyle; Personal, Social, Health and Wellbeing Lifestyle; and Proactive Lifestyle.**

These areas will support our young people to lead healthy, active, fulfilling and well-balanced lives now and in the future.

Education, health and care plan outcomes based on a person's aspirations help to shape each young person's exciting, real and relevant access to the curriculum. For some there will be more emphasis on 'Work & Enterprise' whilst for others more emphasis on the 'Proactive, Creativity and Leisure' area. Students will make choices in different areas and will be accredited for their learning where relevant.

The curriculum is designed to be flexible and meet the needs, learning style and interests of a diverse group of learners aged 16-19. Students follow an Informal strand; a Semi-formal strand or Adapted strand to the curriculum dependent upon learning need. It is teenage appropriate and current/topical. The curriculum is designed to inspire learners and teachers, enabling students to take well managed risks in their learning and teachers to be innovative in their teaching.

**Functional English; Functional Maths; Functional ICT** are taught throughout the day and throughout all 8 areas as well as being taught discreetly where appropriate. Functional skills provide a person with essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in everyday life, leisure and work. Students are accredited for their learning through ASDAN or where they are able to sit the exam through OCR qualification at Entry 1, Entry 2, Entry 3, Level 1 or in a rare cases Level 2.

<u>Functional English</u> Includes 3 components: <b>Speaking and Listening; Reading</b> – understanding written information and text; <b>Writing</b> – writing so that meaning is clear.		<u>Functional Maths</u> Includes 3 components: <b>Representing</b> – making sense of a situation; <b>Analysing</b> - processing and using maths skills; <b>Interpreting</b> – working out and communicating the results of analysis.		<u>Functional ICT</u> Includes 3 components: <b>using ICT; finding and selecting information; and developing, presenting and communicating information.</b>	
<u>Challenging</u> Students will experience, set and complete adventurous challenges for which they will be accredited where relevant. They will learn about taking well managed risks, keeping safe and the thrill of completing a difficult challenge. They will learn about their local and the wider environment and how they can join in with and make a difference to the local, national and international community.		<u>Independence</u> Students will improve home management skills. They will experience and learn about budgeting, develop their financial capability, shopping, planning and preparing a healthy diet. They will learn skills to travel more independently. They will work with others to complete DIY, textiles and design challenges improving their abilities to work together. They will be accredited for their learning where relevant.		<u>Work &amp; Enterprise</u> Students will practice and improve their communication and social skills. They will take part in enterprise activities, experiencing and learning about planning, design, production and costing. They will be supported through Careers Education and Guidance to consider further education, lifelong learning and employment options. Students will be able to take part in work experience. They will be accredited for their learning where relevant.	
		<u>Personal, Social, Health &amp; Wellbeing</u> Students will be supported to develop their awareness and management of their personal, health and social needs. They will learn about their changing feelings, bodies and relationships. Students will learn about their roles in the home, school and community as active citizens. They will improve their Cultural capital and learn about their own and other cultures and beliefs through Religious Education. E-safety skills will be taught and practiced. They will be accredited for their learning where relevant.		<u>Proactive – Creativity &amp; Leisure</u> This enriching area will encourage and enable students to make choices and decisions about activities for leisure and recreation. It includes physical and sporting activities as well as creative, musical, therapeutic and aesthetically enriching activities. It will help promote friendships, shared activities and community inclusion. They will be accredited for their learning where relevant.	