

Opportunities, Aspirations, Knowledge, Success



**Amberleigh**  **Care**

**Specialist** Therapeutic Care & Education

# Curriculum Policy

## 2023-2024

# The Oaks Residential Therapeutic School

## Amberleigh Care

# Curriculum Policy

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## Curriculum Overview

The Oaks, Amberleigh Therapeutic School, caters for the needs of individual boys who exhibit inappropriate sexual behaviours and who may have been subject to abuse and/or neglect, from all ethnic and social groups, including the most-able and those who have learning difficulties. Full-time education is provided for boys aged 11-18 at the Oaks School site in Telford.

The Oaks aims to have a positive ethos based on the principles of a therapeutic community where respect and trust is based on open and shared values; staff act as positive role models and encourage supportive relationships where students feel safe and secure, listened to and involved in decision making.

“The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and skills students have gained against expectations (impact/achievement).”

All young people have a right to a broad, balanced and relevant curriculum which provides continuity and progression and takes individual differences into account. The curriculum at The Oaks School is based firmly within the National Curriculum, but is modified appropriately to meet the specific educational and personal developmental needs of its students. Curriculum areas and subjects are a structure for gaining knowledge and students are inspired, challenged and motivated through creative and flexible teaching in the classroom and beyond. Learning is personalised, progressive and planned so that it allows students to achieve and develop a sense of satisfaction that helps build their motivation and confidence.

The Oaks places a high value on academic achievement and inclusion which is reflected in the school uniform and high expectations for classroom work and behaviour. The curriculum at The Oaks is all-encompassing and encourages students to develop skills and interests in lifelong learning. We believe in helping students develop and achieve their potential by broadening their experiences and development of capabilities and skills. All students are encouraged to:

- Enjoy learning
- Become confident individuals who are proud of their identity and able to make healthy life choices
- Responsible citizens who get on well with others and engage with their community.

## Curriculum Intent

The Oaks aims to facilitate students' acquisition of knowledge, skills and personal qualities to help individuals develop intellectually, emotionally, socially, physically, morally and aesthetically, so they may become independent, responsible, confident and considerate members of the community.

The Oaks School will:

- Create and maintain an exciting and stimulating learning environment.
- Ensure that each student's education has continuity and progression.
- Meet the learning needs of each student.
- Be nurturing of students' talents and skills.
- Provide active and experiential learning opportunities.
- Recognise the difficulties students may have faced prior to admission to The Oaks.
- Provide a broad and balanced curriculum with high expectations for students.
- Treat students in a dignified way.

Through the curriculum, The Oaks school aims for students to:

- Learn: to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- Be happy, cheerful, well balanced and healthy.
- Be enthusiastic and eager to put their best into all activities.
- Acquire a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour.
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions.
- Care for and take pride in their school.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- Develop non-prejudicial attitudes.
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.

- Develop an enquiring mind and scientific approach to problems.
- Have an opportunity to solve problems using technological skills.
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and by acquiring appropriate techniques which will enable them to develop their innovative skills and creativity.
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- Have some knowledge of different cultures and the beliefs of the major world religions.
- Develop agility, physical co-ordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety.
- Acquire meaningful qualifications, where appropriate, to support them in transition to further education and/or employment.

### Curriculum Implementation

The Oaks has a curriculum which is based firmly upon the National Curriculum at Key Stages 3-5, but it is recognised that, because of the specific criteria attached to student admissions to the school, various modifications are inevitable to meet the specific learning needs of its students. For some students their needs may be recognised in, and directed by, their Education, Health & Care Plan (EHCP).

The areas of linguistic, mathematical, scientific, humanistic, creative, aesthetic, technological and physical learning are included. Subjects delivered include: English, Mathematics, Science, ICT, Food Technology, Creative Arts, Humanities, Physical Education, PSHE, and Vocational subjects. Students also have access to the Duke of Edinburgh Award. These subjects are designed to develop skills, knowledge, understanding and attitudes that extend beyond the classroom and contribute to the whole life and ethos of the Community.

Curriculum Schemes of Work have been developed for each subject area which sequences progressively, engaging and applicable learning outcomes for subject knowledge and understanding, into four pathways. Pathway 1 has a focus on early learning with a 'primary' curriculum model for those students that join us with a lack of educational background; addressing missed learning or gaps in student's skills and/or knowledge. It also caters for students with significant additional needs that are functioning at a much lower academic level. The Pathways then develop through Pathway 2, 3 and 4 which students will study based on their individual learning needs, differentiated for each subject and consisting of non-accredited, accredited and/or vocational routes. Where appropriate, pathways incorporate accreditation routes from pre-entry, through entry level 1, 2 and 3, to Level 1 and 2 right up to GCSE grades 1-9. Teachers have developed their own curriculum policy and medium-term plan for each subject taught. This includes the key learning objectives from each pathway in a sequenced and progressive format, considering any accreditation milestones where appropriate, and the activities and investigations to be carried out to develop skills, knowledge and understanding. All student's work in each subject is marked according to The Oaks School marking policy.

A careers programme which includes both classroom taught and work experience components, is an integral part of the curriculum, and is augmented by the expertise of an internal Careers Adviser. The students' wider developmental needs are additionally catered for by an extra-curricular programme which includes physical activities, off-site visits, visiting speakers and whole school activities e.g. end of year school plays, sports day and charity events. We capture The Eight Gatsby Benchmarks of good careers advice and guidance throughout our schemes of work and teachers modify and extend teaching and learning outcomes to incorporate careers teaching; both specific to the subject or individuals they are teaching.

Understanding concepts of citizenship are actively promoted through the School Council in which all students participate. The Oaks school actively promotes the development of an understanding of sustainability and local/global citizenship and participate in fund raising activities for local and national charities. There is also a variety of responsibilities and school job roles that students undertake.

Tutorials encompass a focus on spiritual, moral, social and cultural outcomes through development of current issues and events, extending vocabulary and targeted intervention whilst exploring democracy, the rule of law, individual liberty, mutual respect and tolerance as a focus of the British Values.

As issues surrounding the area of literacy and numeracy, as well as emotional and behavioural development, feature largely within the majority of students' needs - a concentration upon the development of literacy and numeracy levels, emotional literacy and good behaviour is made across the curriculum. Additional intervention support is directed towards students with specified literacy, numeracy and personal development needs. Teaching staff work closely with the therapy team to also support the personal needs of students including the development of emotional literacy.

Most subjects delivered at Key Stage 4/5 are accredited; for example, with external awarding bodies: AQA, OCR, WJEC and Pearson. Students work towards GCSEs, BTECs, Entry Level qualifications and modular/unit awards. The overall aim is for students to achieve their potential and gain a range of qualifications appropriate to their level of ability. The range of accreditation available enables outcomes to more closely match the actual performance of students with a range of quite specific learning and personal developmental needs.

The curriculum is delivered within a time-table of full time education. The week is made up of daily tutor time (30 minutes) followed by lessons. Students are taught in small groups for core subjects and larger groups for creative and physical subjects such as Drama and PE. Life skills and additional learning support is given on both an extraction (1-1) basis, intervention sessions, as well as within the group itself. Additionally, on two weekdays the school day ends with an extended community meeting.

#### Therapeutic Community Meetings

Therapeutic Community Meetings are central to community life, they involve all members of the community (young people and staff) coming together on a regular basis. It provides the forum for any democratic decision making to occur, the opportunity to reflect on recent events in the community, and it enables members to give and receive feedback and to explore the dynamics present within the milieu at any time. Community meetings also allow the opportunity for staff to model appropriate

interactions, empathy and perspective taking. This can enhance the development of these skills in young people. They can also aid the development of healthy attachments with both staff and peers.

### Good Lives Model

At The Oaks we apply evidence based frameworks to inform our practice. Our approach to understanding and responding to Harmful Sexual Behaviour is the Good Lives Model (GLM). The GLM is a strengths based model of intervention based on the principles of positive psychology. The Good Lives Model conceptualises that individuals are predisposed to seek a number of 'primary goods' (needs) which if achieved will increase their wellbeing. Primary goods are obtained by various means that are referred to as secondary 'goods'(means). For example, a primary good could be the sense of belonging and the secondary good is harmful sexual behaviour.

The GLM identifies a range of primary needs to be met. The assumption is that people are more likely to function well if they have access to these types of goods. However, when people lack the means or external support to achieve these types of goods they can use inappropriate means to ensure their needs are met. Our aim within this framework is to assist young people in gaining the skills, ability and support to meet their needs in a healthy and pro social way.

### Curriculum Impact

The main source of impact will always remain the quality and breadth of work seen in student's books and the learning environment. As a School we are striving to raise the expectation of students and the quality of work they produce from a rounded and connected curriculum. We ensure there are always opportunities for application of learning within and outside of the classroom.

The impact of our curriculum is also measured by assessment procedures which allow us to measure outcomes against their personalised targets and accreditation.

There are four main types of assessment carried out at point of entry at The Oaks: WRAT5, Solar, PASS and Renaissance Reader. These are then administered either termly or annually to assess attainment and measure progress.

We also use formative (what we are learning) and summative (what we have learnt) assessment as two overlapping, complementary ways of ongoing assessment of student progress. The intention is to establish the development, strengths and next steps of each student and flexibly approach teaching and learning to accommodate this.

Formative assessment takes the form of class work, observations, discussions, teacher marking, self/peer marking, skill checks, diagnostics, online games etc. It is daily assessment which teachers use to capture student's attainment in lessons against a planned learning objective. Evidence gained is recorded on solar and used to track progress and amend planning and teaching accordingly.

Summative (formal) assessment takes the form of end of term tests, knowledge checks, coursework and more formal testing e.g. Functional skills, BTEC and GCSE past papers and exams. This is carried out as required, to inform planning, to set PCP and PEP targets, to measure progress and to achieve relevant qualifications.

Reporting of progress for each student is communicated to parents, social workers and carers through various formal events such as integrated meetings, the statutory annual review process, LAC reviews, PCP reviews and PEP meetings. In addition, informal discussions take place daily between care staff, therapists and teaching staff.

A range of meaningful qualifications showcase the achievements of our students, that supports transition to further education or employment but ultimately 'impact' is in fact measured by how effectively it helps our students develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.



## Overview Curriculum Coverage

National Curriculum Subjects	Teacher	Non-Accredited KS3	Accredited KS4	Vocational Offer
English	Jayne	English Pathways	English Pathways - Functional English/GCSE	Participation in Society / Work Experience / Careers / FE
Maths	Alan	Maths Pathways	Maths Pathways - Functional Maths/GCSE	
Science	Julianna	Science Pathways	Entry Level/BTEC Science	
Humanities	Jayne	Humanities Pathways	Entry Level Humanities	Level 1 / 2 Exploring World Views
Food Technology	Katrina	Food Technology Pathways	Level 1 / 2 Home Cooking	BTEC Level 1 / 2 Hospitality & Catering
Design Technology	Katrina	Project Work Pathways	Level 1 / 2 Creative Design & Production	Level 1 / 2 Construction
ICT	Alan	ICT Pathways	Level 1 / 2 ICT	BTEC Level 1 / 2 Creative Media
Creative Arts	Rachel	Creative Arts Pathways	Bronze / Silver Arts Award	Level 1 / 2 Performing Arts
PSHE / RSE	Rachel	PSHE / RSE Pathways	PSHE / RSE Pathways &	BTEC Level 1 / 2 Personal Growth & Wellbeing (SWEET)
PE	Jodie / Chris	PE Pathways / Sports Leadership	BTEC Level 1 / 2 Sport	
Outdoor Learning	Julianna	Forest School / Horticulture Pathways	Bronze / Silver DofE	BTEC Level 1 / 2 Land Based Studies
Careers	Fiona	Gatsby Benchmarks	Entry Level –L1 / 2 Work Related Education	Level 1/2 Retail Business

## Subject Appendix – Intent, Implementation & Impact

English

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# English

## Intent

All students transition to Amberleigh with different experiences regarding English and many have barriers to learning and negative attitudes from past experiences. Our aim is to change this mind-set and to enable each young person to realise their full potential. English is one of our three core subjects that we focus on at The Oaks and we ensure it is accessible to all. We are committed to providing a personalised and inclusive learning programme focusing on developing the knowledge and skills that will help our young people to progress along their learning pathways into further education and/or employment.

We believe that a quality English curriculum should foster and develop our young people's love of reading, writing, discussion and debate. We aim to inspire an appreciation of the written word through introducing our students to a world of award winning authors, writers and speakers. We want our students to develop socially, emotionally, culturally, intellectually and spiritually to enable them to be competent citizens in our world today. We want our students to leave our school proud that they can communicate confidently to a wide range of audiences for a variety of purposes; helping them to become independent, ambitious, successful and resilient learners for life.

## Implementation

We teach four lessons of English a week at a level that is appropriate to the needs, interests and motivation of each student, regardless of age. This incorporates speaking and listening, spelling, punctuation, grammar, reading and writing tasks, which are taught creatively linking to a specific text or topic. Texts and topics are chosen on a termly basis based on our current student's interests, developmental stage and reading age. Reading and writing is modelled using whole class texts read and discussed in class. Prior to any writing tasks, clear success criteria is written collaboratively between the students and teacher, which is based on the features of the text type. This success criteria is then used to inform self, peer and teacher assessment, which helps to provide clear feedback on attainment and areas of development. Writing is also differentiated through scaffolds given to support independent writing e.g. sentence starters, paragraph planners and word lists.

The school works closely with the care team to ensure that all boys have the skills necessary to function independently in all aspects of their personal lives. Each young person has a Pupil Centered Profile (PCP) which is shared across the education, care and therapy team. As a core subject, each student has a PCP target for English which is reviewed on a termly basis and incorporated into intervention sessions.

We spend one lesson a week on targeted interventions such as BKS English, handwriting practice, phonics intervention, dictionary work, star reader assessments, spellings and dyslexia intervention. Evidence that specific English targets have been met are assessed across the curriculum and not just through English lessons. For example, if the target is to use punctuation correctly then writing from every curriculum subject will be assessed to check

that this target has been achieved. Being able to read and record is a primary skill required to access teaching and learning across the whole curriculum and English PCP targets are included in all planning and displayed in every classroom.

As well as intervention, there are lots of opportunities for students to practice skills, within the home, through keyworker sessions and across the curriculum where appropriate. For example:

- Keyworker session - working on a shopping list, writing a letter, filling out a form.
- Maths – recognising signs and symbols, written word questions.
- PSHE – descriptive passages, debate skills
- ICT – touch typing and word processing skills. Layouts for a letter/poster.
- Home Cooking - following instructions.
- Science – labelling diagrams and writing reports.
- Creative Arts – speaking & listening skills and presentation skills.
- Humanities – retrieving information from passages and research.

The students are given weekly homework which consolidates work completed in class that week. Reading and spelling practice will also be given to those students who are struggling in these areas.

### Reading

When a young person joins Amberleigh, their reading ability is assessed using a Star Reader test from an online program called Accelerated Reader. This generates reading data such as reading age and a ZPD score which helps the English teacher plan accordingly, to ensure that every student is making progress in reading. This data is also used to allocate a text at the right level for the student and is updated on a termly basis.

If a young person joins us who is unable to complete Star Reader i.e. EAL or are unable to read the text on screen, they will be referred to the school SENCO for assessment and a 1:1 phonics and reading intervention will be put in place.

To promote and encourage reading for pleasure, time is allocated daily where students and staff are required to sit and read independently, a text of their choice for fifteen minutes. The English teacher will check in with students during this time and offer to listen to the young person read. They will also make sure that all students have a text suitable for their age and reading stage and wish lists are collected for future purchases. When students have completed a book, they are given an Accelerated Reader quiz which assesses their comprehension skills. Students are also encouraged to take their reading book home and either read independently or with a member of the care team.

As a school we also subscribe to First News, which is a national UK newspaper for young people. This can be chosen for reading for pleasure alongside a variety of magazines which have been brought in to share by members of our community. First News is used once a week in tutorial time to discuss current events. Students use this text to summarise, identify the main points and respond to what they have read. We also use First News in our English

lessons as a focus for our speaking and listening activities. The weekly debate offers lots of opportunities to discuss opinions and practise taking turns to speak within a group.

### Curriculum Planning

Learning outcomes are taken from The Oaks English Curriculum Scheme of Work, which is divided into four progressive pathways, and consists of non-accredited, accredited and/or vocational routes. This is a broad and balanced curriculum which consists of the skills and knowledge we believe are important for our young people to function independently in society. How these are taught, and over which timescale varies depending on each individual student's needs and teacher's medium-term planning is personalised to reflect this.

In addition to this, a range of important dates are celebrated throughout the year and incorporated within our English planning. For example: World Book Day, Roald Dahl Day and National Poetry Day.

### Curriculum Coverage

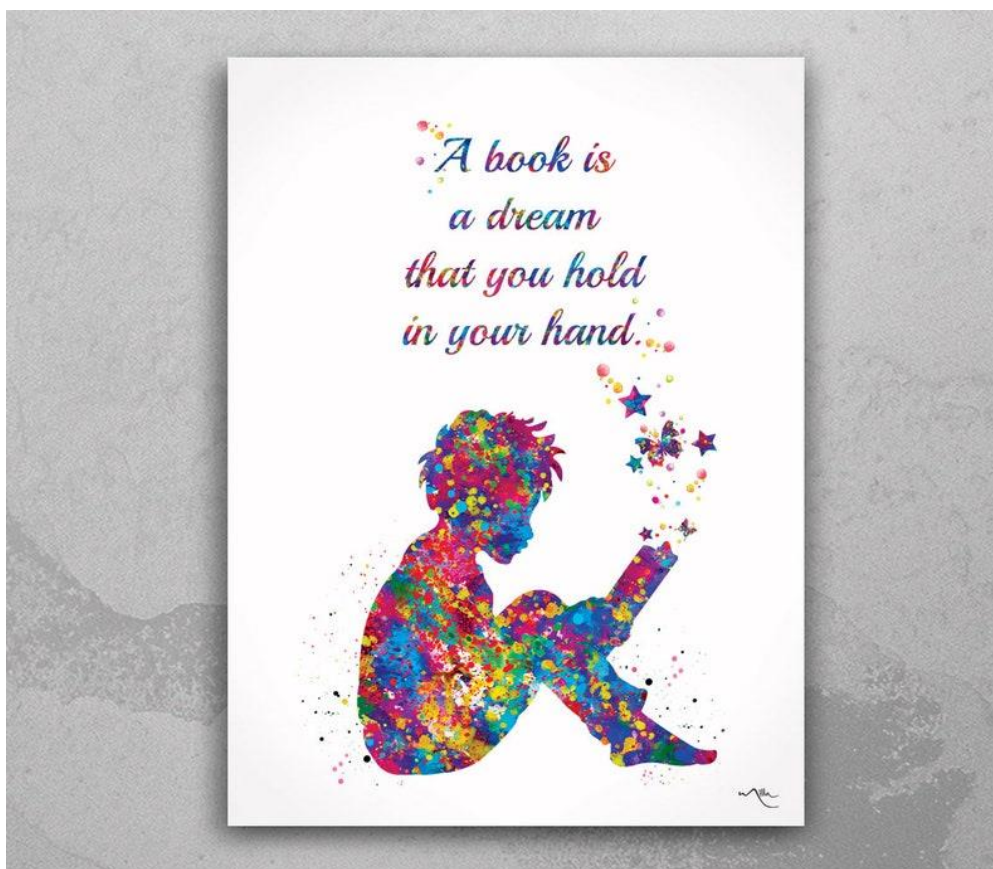
Accreditation	Scheme of Work	Academic Year		
		Autumn / Spring / Summer		
		Mini Term 1	Mini Term 2	Mini Term 3
		Non-Fiction	Fiction	Poetry
Functional Skills Entry Level 1-3	Pathway 1	Labels, captions, instructions	Tales, Myths and Legends	Repetitive poems and rhymes
	Pathway 2	Letters, emails, application forms	Short stories	Calligram, Kenning, Acrostic, Riddle, Limerick
Functional Skills Level 1-2	Pathway 3	Newspaper reports Articles	Chapter books	Haiku, Cinquain, Sonnet, Tanka,
GCSE Pearson Edexcel (9-1) English Language 2.0	Pathway 4	19th Century non-fiction functional texts	Contemporary 20 <sup>th</sup> /21 <sup>st</sup> Century texts	19 <sup>th</sup> /20 <sup>th</sup> Century poetry

### Impact

Through our progressive schemes of work, which incorporate accreditation routes, students will acquire the English language skills that are essential for both progression towards and within employment. Students will also improve their confidence and competence in English language so that they can function independently in all aspects of their personal and professional lives. In addition to this, through our commitment to improving reading skills and promoting reading for pleasure, we do our very best to ensure that every young person leaves our community with a love of reading.

In terms of accreditation, The Department for Education and Skills has identified various key skills necessary for people to navigate life and succeed in the workplace, which they have called Functional Skills. Students can achieve an Entry Level 1 to 3 or a Level 1 to 2 qualification in Functional Skills English then progress onto a GCSE in English Language.

The student's complete coursework or examinations that meet the assessment criteria specified by each qualification. The use of ongoing formative assessments throughout the unit are used to track progress and individual understanding using SOLAR. Summative assessments are in the form of reading or writing assessments and a Speaking and Listening task. These are undertaken when a student has completed the required guided learning hours and is ready to complete the exam or in respect of the GCSE when specific dates are set by the exam board.



# Mathematics

## Intent

Students join The Oaks with varying educational experiences, many negative, especially when it comes to mathematics. Maths is one of our three core subjects that we focus on at The Oaks and we ensure it is accessible to all. It is our aim to make the boys understand the importance and relevance of mathematics in their everyday lives, to adopt a growth mindset, and to improve their confidence and competence in mathematics so that they can function independently in all aspects of their personal and professional lives. We want students to be as fluent as possible in the fundamentals of mathematics and be able to reason and use skills to problem solve; promoting questioning and curiosity. We aim to provide students with the qualifications they need to move onto their next steps in their lives, whether this be further education or employment. It is important to ensure their mathematical learning is 'real' and can be related to everyday life application.

## Implementation

With our Maths Scheme of Work, we aim to meet the needs of our students, preparing them for adult and working life in the 21st century. The vision for our school's curriculum is to provide a fully inclusive curriculum that gives learners the opportunity to achieve their full potential by engineering a curriculum that best meets each learner's diverse needs. Students access a broad and balanced education, based on the realities of modern life and delivered in a personalised learning environment. Curriculum Pathways will allow learning journeys to start from individual student's current strengths and needs and progressively move through the Maths outcomes for Number, Shape, Space, Measure and Data Handling to function as independently as possible in society.

The baseline pathway selected will depend upon the student's prior knowledge, barriers to learning, and their needs and long-term goals. Each Curriculum Pathway is enriched through various interventions which may include therapeutic interventions, academic interventions, outside learning opportunities and mainstream opportunities or work experience, which encompasses knowledge, understanding and practical application of Maths.

We strive to give students a stimulating environment, using visual aids and mathematical resources to cater for all learning styles and abilities. We teach four lessons of mathematics a week at a level that is appropriate to the needs and motivation of each student regardless of age. One of these Maths lessons a week, may be focused on specific intervention skills for which we use a range of effective intervention programmes – such as; BKS Math modules, Numeracy Ninjas and TT Rockstars.

To conquer negative attitudes and barriers towards learning in mathematics, we help our students to develop a growth mindset. We want students to:

- Believe that talents can be developed and great abilities can be built over time

- View mistakes as an opportunity to develop
- Be resilient
- Believe that effort creates success
- Think about how they learn

We do this by:

- Emphasising that “fast” learning, or getting assignments or exams done quickly, is not the same as “deep” learning. Often students who take longer to “get it” learn the material more deeply.
- If a student says “I can’t do it,” we add the word “yet” at the end of their sentence.
- We break difficult or complex tasks down into their component parts so that students can see their own skills building up over time.
- We talk about adopting a growth mindset in class—we tell stories about former students who thought they would never learn the subject but who, with persistence and effort, ended up being successful in the course.
- We encourage students to take risks at any opportunity, and not be frightened to fail.

It is important to us at The Oaks, that students explore how the skills they are learning in mathematics are used in everyday life. Some examples of activities we may use to teach these skills are:

- Working out how many minutes until the next train on a timetable
- Increasing a recipe to serve extra guests
- Checking change
- Working out how much to tip in a restaurant
- Measuring medicine doses
- Making sense of statistics and graphs in the news

The school works closely with the care team to ensure that all boys have the skills necessary to function independently in all aspects of their personal lives. For example, a keyworker may recognise within the home that a boy does not know how to tell the time using an analogue clock. This would then form one of the targets on the student’s placement plan and targeted in school for intervention through the boy’s PCP (Person Centered Profile). We spend one lesson a week on targeted intervention and targets are reviewed and updated on a termly basis. As a core subject, each student has one PCP target for Mathematics reviewed on a termly bases.

As well as intervention, there are lots of opportunities for students to practice skills, within the home, through keyworker sessions and across the curriculum where appropriate. For example:

- Keyworker session - working on a shopping budget
- PSHE- Using statistics, graphs and charts
- Art - Shape in 2-D and 3-D
- ICT - Drawing bar charts, line graphs and pie charts.
- Hospitality and catering - Interpreting ratio in a recipe, measuring.
- Science - Using statistics – mean, median, mode, range etc.
- History - Understanding dates and timelines in History
- Geography - Using coordinates, maps & scales (ratio)
- PE – gathering and analysing performance data.



We also have the opportunity to celebrate special days linked to maths which allows application and consolidation of skills into practical and meaningful activities; Maths Week, Number Day, Statistics Awareness Month and Talk Money Week.

### Curriculum Coverage

Due to student referrals happening at any time throughout an academic year – we provide a curriculum map that lends itself to varied transition points. We cover all strands each term to enable students to have sufficient coverage of knowledge and skills and prevent gaps in learning.

Accreditation	Scheme of Work	Academic Year		
		Autumn / Spring / Summer		
		Mini Term 1	Mini Term 2	Mini Term 3
		Number	Shape, Space and Measure	Data Handling
Functional Skills Entry Level 1-3	Pathway 1	Using numbers and the number system – whole numbers	Using common measures, shape and space	Handling information and data
	Pathway 2	Using numbers and the number system – whole numbers, fractions and decimals	Using common measures, shape and space	Handling information and data
Functional Skills Level 1-2	Pathway 3	Using numbers and the number system – whole numbers, fractions, decimals and percentages	Using common measures, shape and space	Handling information and data
GCSE Pearson Edexcel Mathematics (9–1)	Pathway 4	Number Algebra	Ratio, Proportion and Rates of change Geometry and Measures	Statistics and Probability

### Impact

Within our Maths curriculum, our students have the opportunity to work towards a range of Functional Skills qualifications from Entry Level to Level 2 (Pathways 2-3). According to the Department for Education and Skills, these qualifications provide students with the various key skills necessary for people to navigate life and succeed in the workplace. Where appropriate, some GCSE qualifications may also be accessed (Pathway 4). Assignments are taken when the teacher believes the student is ready and this information is gained through the use of ongoing formative and summative assessments and progress is tracked using an online assessment tool called SOLAR.

Through these qualifications, students will acquire the mathematical skills that are essential for both progression to and within employment. Students will also improve their confidence and competence in mathematics so that they can function independently in all aspects of their personal and professional lives.

# Science

## Intent

Our Science curriculum aims to give all students a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them think scientifically, gain an understanding of scientific processes and also an understanding of the uses and implications of Science today and in the future.

Science is designed to enhance the students both individually and through group working skills incorporating cross curricular learning and skills for life. This will include developing interactional skills, links to maths with regards to scientific equations and collecting data, and to English for scientific spellings and understanding of terminology. We believe that students deserve a broad and ambitious Science curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment. Our programme of study incorporates chemistry, biology and physics principles in relation to scientific requirements and includes a range of practical activities alongside theoretical lessons to enhance the students' interest and understanding. We want our students to develop an understanding of natural phenomena and we aim to stimulate their natural curiosity in finding out why things happen in the way they do!

## Implementation

We have constructed an inclusive Science programme that meets the needs, interests, and aspirations of our students. It includes; coherent and relevant learning experiences, creative and innovative teaching and learning and focused support and challenge. This provides students with a seamless pathway through education and meets the requirements of external awarding bodies to obtain relevant and meaningful qualifications.

Learning outcomes are taken from The Oaks Science Curriculum Scheme of Work, which is divided into four progressive pathways, and consists of non-accredited, accredited and/or vocational routes. This is a broad and balanced curriculum which consists of the skills and knowledge we believe are important for our young people to function independently in society. How these are taught, and over which timescale, varies depending on each individual student's needs and teacher's medium-term planning is personalised to reflect this.

We want our students to develop thinking, reasoning and questioning skills to try and understand science, recognising how readily it effects our everyday life. For example; the use of electricity safely, using common household chemicals, understanding how the human body works, consideration of the environment and pollution and its impact on the eco system and an understanding of common diseases. This may also be done through focussed opportunities to celebrate special days linked to Science which allows application and consolidation of skills into practical and meaningful activities; British Science Week, Earth Day, International Astronomy Day, Rare disease Day and National DNA Day.

Through delivery, staff will actively promote and seek to secure the curriculum aims and in particular will:

- Have high expectations of students.
- Employ a variety of appropriate teaching and learning methods and strategies.
- Ensure that, wherever possible, students are given means of access to the curriculum and given opportunities to succeed.
- Deliver programs of study which build upon students' previous experiences, providing progression and continuity, and which conform to the statutory requirements, and requirements of awarding bodies.
- Provide work which meets students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them.
- Involve the students in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging students to evaluate their own achievements and encourage peer mentoring where possible and appropriate.
- Develop student's skills to become independent learners and to focus on personal learning and thinking skills with a view to facilitating future progression.
- Encourage, reward and value achievement and attitude to learning, both formally and informally.
- Work in partnership with other staff, carers and the wider community to achieve shared goals.
- Keep carers regularly and fully informed about the progress and achievements of the students and any external access to learning that may be able to encounter.
- To develop and embed schemes of learning that embrace fundamental British values, rule of law, democracy, healthy living, careers' guidance and the promotion of citizenship.
- Promote inclusivity and where possible examples of best practice in industry to reflect a diverse society.

## Curriculum Coverage

Accreditation	Scheme of Work	Academic Year		
		Autumn	Spring	Summer
	Pathway 1	Physics	Chemistry	Biology
Entry Level Qualification Single Award/ Double Award	Pathway 2-3	Physics – Comp 5: Energy, forces, and the structure of matter Practical / TDA opportunities: Investigate factors that affect the rate of cooling of a container of water.	Chemistry – Comp 4: Chemistry in our World Practical / TDA opportunities: Investigate the amount of dissolved solids in water from different locations by evaporating samples of weighing residues.	Biology – Comp 1: The Human Body Practical / TDA opportunities: Investigate the effect of exercise on pulse rate.
		Physics – Comp. 6: Electricity, magnetism & waves  Practical / TDA opportunities: Investigate which materials are the best electrical conductors.	Chemistry – Comp 3: Elements, mixtures & Compounds  Practical / TDA opportunities: Compare the melting points of a range of different substances.	Biology – Comp 2: Environment, evolution & Inheritance  Practical / TDA opportunities: Compare the growth of plants when seeds are planted at different densities.
BTEC First Award Applied Science – Level 1/2	Pathway 4	Unit 3 energy and our universe  A understand ionising radiation, its uses and sources B know how electrical energy produced from different sources can be transferred through the National Grid to homes and industry C know the components of the Solar System, the way the Universe is changing and the methods we use to explore space.	Unit 2 – Chemistry and our earth.  A investigate chemical reactivity and bonding B investigate how the uses of chemical substances depend on their chemical and physical properties C investigate the factors involved in the rate of chemical reactions D understand the factors that are affecting the Earth and its environment.	Unit 4 Biology and our environment  A investigate the relationships that different organisms have with each other and with their environment B demonstrate an understanding of the effects of human activity on the environment and how these effects can be measured C explore the factors that affect human health.  Examination – Unit 1: Principles of Applied Science

## Impact

Through our progressive schemes of work, which incorporate accreditation routes, students will acquire the Science knowledge that is essential for both progression towards and within further education and employment. Students will also improve their confidence and competence in the world around them so that they can function independently in all aspects of their personal and professional lives.

The delivery of science at The Oaks School will provide important and effective theoretical and practical knowledge, and also an insight into the impact that science has in everyday life. Students will engage in activities designed to improve their practical skills and knowledge, their communication and their confidence. The aim is for students to have regular engagement in a broad range of scientific interests and subjects across the three disciplines of physics, biology and chemistry and appreciate their importance in everyday life.

Through the learning of science, all students will have:

- A wider variety of skills linked to both scientific knowledge and understanding, scientific enquiry and investigative skills.
- Access to a broader range of vocabulary which will enable them to articulate their understanding of taught concepts.
- Development of high aspirations of themselves, which will see them through to further and higher study, a successful and rewarding life and career opportunities beyond The Oaks School and Amberleigh Care into adult life.

Within the Science curriculum, students are assessed using both formative and summative assessment. Teacher assessment is ongoing to enable the students to progress at a pace commensurate with their ability levels and to enable the teacher to provide appropriate learning opportunities. Such assessment will incorporate baseline and end of topic assessments to measure progress and achievement. Summative assessments are in the form of exams, tests and assessments at the end of topics or experiments and coursework appropriate to the which enables teachers record assessments and monitor progress.

# Humanities

## Intent

The main aim for The Oaks school is to enable each young person to realise their potential, as we recognise that every young person is unique and their experiences within education will be varied. It is important that students participate in a Humanities curriculum, and this covers three subject areas including History, Geography and Religious Education (statutory requirement). This curriculum is designed to develop a balance of skills, knowledge and concepts to understand the world around them.

### **History**

Our History topics encourage students to learn about the past in Britain and the wider world, whilst considering how the past influences the present; what past societies were like; how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, students develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

### **Geography**

Our Geography topics encourage students to develop various methods of scales of enquiry to support them to view people, places and environments from different perspectives. It develops knowledge of places and environments throughout the world, understanding of maps and a range of investigative and problem solving skills, both inside and outside the classroom. As such, it prepares students for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As students study Geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

### **Religious Education**

Religious Education has a significant role for the development of students' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages students to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage students in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

## Implementation

There is a clear curriculum map for Humanities with coverage of History, Geography and RE and a scheme of work in place.

Learning outcomes are taken from the Oaks Humanities Curriculum Scheme of Work (SOW), which is divided into four progressive pathways, and consists of non-accredited, accredited and/or vocational routes. How these are taught, and over which timescale varies depending on each individual student's needs and the teacher's medium term planning will be personalised to reflect this. Where

appropriate, pathways incorporate the WJEC Entry Level Pathway qualification in the Humanities outcomes and cater to students achieving Certificates, Awards and Diploma's in Entry Level 2 and 3. This qualification is designed to provide learners with an inclusive and flexible regulated qualifications framework that recognises the widest possible range of quality-assured learner achievements.

To support planning, we provide students with an environment that is stimulating and safe. This includes teaching using various resources to meet individual learning styles, to encourage full engagement within the lesson, but also allows them to feel secure to share their thoughts and ask questions to support their development.

Those students who wish to progress further at KS4 are able to study The Agored Cymru 'Exploring Worldviews' qualification at Level 1. This programme of study supports learners to increase their skills, knowledge and experiences in order to improve their understanding of religious and non-religious worldviews. This ensures that young people become equipped and confident individuals who can live, empathetically and successfully, in a fast changing and diverse society, as responsible and informed citizens.

### Curriculum Coverage

Accreditation	Scheme of Work	Academic Year		
		Autumn Term	Spring Term	Summer Term
	Pathway 1 - 4	History	Geography	Religious Education
WJEC Entry Level Pathways	Pathway 2 KS4/KS5 (Cycle A)	A British society in the past <i>4 credits</i>	The ethics of food production and the consumer <i>3 credits</i>	Contentious issues in the modern world <i>3 credits</i>
	Pathway 2 KS4/KS5 (Cycle B)	Historical change over time <i>4 credits</i>	Responding to a major tectonic event <i>4 credits</i>	Places of Worship <i>3 credits</i>
	Pathway 2 KS4/KS5 (Cycle B)	Looking at Local History <i>3 credits</i>	Climate Change: Causes, Effects and Human Responses <i>3 credits</i>	Religious Festivals and celebrations <i>3 credits</i>
Exploring Worldviews Extended Award  Level 1 (8 credits)	Pathway 4 KS4/KS5	Mandatory – Understanding Worldviews (28GLH) <i>3 credits</i>	Optional – Exploring Diversity & Inclusion (19GLH) <i>2 credits</i>  Optional –Worldviews of Inspirational People(19GLH) <i>2 credits</i>	Optional – Worldviews: Influence & Authority (28GLH) <i>3 credits</i>

To further incorporate Humanities across the curriculum we also participate and acknowledge significant events linked to the curriculum in all subject areas.

Some of these include;

- Religious festivals throughout the academic year
- January - National Holocaust Memorial Day
- February – Fair Trade Fortnight
- March – Global Recycling Day
- June – World Environment Day
- August – World Humanitarian Day
- September - Recycle Week
- November – Remembrance Day

## Impact

Students who are working towards a programme of study derived from WJEC, Entry Pathways Humanities, can achieve an Entry Level 2 or Entry Level 3 qualification. Each unit has varying guided learning hours allocated, which corresponds to the amount of credits awarded once completed. Below is the number of credits a student needs to achieve an Award, Certificate or Diploma:

**Award:** 8-12 credits    **Certificate:** 13-36 credits    **Diploma:** 37 + credits  
(1 credit = 10 hours' learning time for the learner on average)

The student's complete coursework that meet the assessment criteria, this is externally moderated. There is no formal examination, the teacher will plan work that will allow students to show understanding and assess through ongoing formative assessments and summative assessments and this process is tracked using an online assessments tool called SOLAR. SOLAR has three categories (emerging, developing and secure) where knowledge and understanding can be recorded to show progress under each assessment outcome.

By studying Humanities, students not only have the opportunity to work towards an accredited qualification but they are able to build skills in critical thinking, research, reading, and writing, which help to create effective oral and written communicators. Education in Humanities benefits students by helping them to communicate with the non-academic world. In future this could also support them within their chosen career pathway.



# Food Technology

## Intent

As an independent special school for boys aged between 11 and 18 years, with varying educational experiences and abilities, we aim to provide the highest quality care and education, ensuring all students have a strong foundation for their future life and learning.

Food is a vital part of our daily lives and is essential for life. We aim to provide opportunities for students to learn to cook and apply the principles of health and nutrition. We recognise this as an essential life skill which empowers people to make changes that have benefits to long term wellbeing of self and family. As our students become adults and have busy lives, it is easy to choose food which has been ready prepared. However, it is more nutritious and often cheaper to cook simple, delicious food. We therefore offer as part of their curriculum, Home Cooking Skills Levels 1 and 2, with progression to a Hospitality & Catering qualification. Students will develop their knowledge and understanding of nutrition, healthy eating, food preparation, hygiene, cooking techniques, and sensory characteristics. This will give students the confidence to cook meals for themselves and others and enable them to follow a recipe and substitute ingredients and cooking methods as appropriate. They will explore how to economise when planning a meal and develop the ability to transfer skills to different recipes and understanding of food choices e.g. veganism, allergies and healthy eating which will have personal and social benefits. The curriculum will also develop student awareness of global issues, such as food safety and insecurity and look at changing food habits and choices.

In addition to this personal survival skill, our accreditation pathways also provide progression onto further education or employment if Food Technology is a preferred career pathway.

## Implementation

With our Food Technology Scheme of Work, we aim to meet the needs of our students, preparing them for adult and working life in the 21st century. The vision for our school's curriculum is to provide a fully inclusive curriculum that gives learners the opportunity to achieve their full potential by engineering a curriculum that best meets each learner's diverse needs. Students access a broad and balanced education, based on the realities of modern life and delivered in a personalised learning environment. Curriculum Pathways will allow learning journeys to start from individual student's current strengths and needs and progressively move through the practical and theory outcomes for Food Technology to function as independently as possible in society.

The baseline pathway selected will depend upon the student's prior knowledge, barriers to learning, and their needs and long-term goals. Each Curriculum Pathway is enriched through various interventions which may include therapeutic interventions, academic interventions, outside learning opportunities and mainstream opportunities or work experience, which encompasses knowledge, understanding and practical application of healthy living, cooking and hygiene.

The students attend a weekly practical lesson which provides them with an opportunity to cook for the therapeutic community which lends itself to a meaningful and rewarding outcome in a real-time perspective.

Food Technology also has cross-curriculum links through PE and leading healthy lifestyles, Mathematics and measuring, the practical science of chemistry through the preservation and processing of food and Creativity in creating and presenting outcomes for menu choices. Cultural representations can also be explored through Food Technology – cooking for special events such as Burns Night, Chinese New Year, Christmas Dinner and baking for charity fundraisers.

### Healthy Eating Policy

We are committed to encouraging and developing positive attitudes towards food and a healthy diet. In accordance with Every Child Matters agenda 2004, and to support the 5 outcomes for children, promoting a healthy lifestyle is integral to our curriculum and we recognise the importance of offering children the opportunity to make informed choices about what, when, where and why they eat.

As a school we know that food is fundamental to the quality of a young person's life, not just in providing essential nutrition but in communicating and sharing positive values, attitudes and experiences with each other.

We believe that adults (teaching staff, and carers) should be good role models and should support the young people in understanding how balanced nutrition contributes to a person's health, happiness and general well-being. Our aim as both a school and an organisation are:

- To improve the health of students, staff and the whole school community by helping to influence eating habits through increasing knowledge and awareness of food issues including what constitutes a healthy diet.
- To ensure students are well nourished at school and that every student has access to safe, tasty and nutritious food and a safe, easily available water supply during the school day.
- To ensure that food provision in the school acknowledges the ethical and medical requirements of staff and students e.g. religious, vegetarian, medical and allergenic needs.
- To introduce and promote practices within the school to reinforce these aims and to remove or discourage practices that negate them.

Each day a choice of salads and fresh fruit are offered as possible choices. There are strict guidelines determining the meals that are available through the course of the week and these are in accordance with the School Food Standards in Schools in England.

## Curriculum Coverage

Accreditation	Scheme of Work	Academic Year		
		Autumn Term	Spring Term	Summer Term
	Pathway 1	Food Technology SOLAR	Food Technology SOLAR	Food Technology SOLAR
Pearson BTEC Home cooking Skills  L1: F/600/8662 4 credits	Pathway 2	<p>LO1: Be able to use cooking skills to make home-cooked food that does not use prepared, ready-cooked food.</p> <p>1.1 select and prepare ingredients. (menu planning)</p> <p>1.2 Use cooking skills when following a recipe. (independent practical development)</p> <p>1.3 demonstrate food safety and hygiene throughout the preparation and cooking process (practical assessment)</p> <p>LO2: Understand the value of passing on information about home cooking.</p> <p>2.1 Reflect on own learning about the value of gaining cooking skills.</p> <p>2.2 Identify ways of passing on information about home cooking.</p>	<p>LO1: Be able to use cooking skills to make home-cooked food that does not use prepared, ready-cooked food.</p> <p>1.1 select and prepare ingredients. (menu planning)</p> <p>1.2 Use cooking skills when following a recipe. (independent practical development)</p> <p>1.3 demonstrate food safety and hygiene throughout the preparation and cooking process (practical assessment)</p> <p>LO2: Understand the value of passing on information about home cooking.</p> <p>2.1 Reflect on own learning about the value of gaining cooking skills.</p> <p>2.2 Identify ways of passing on information about home cooking.</p>	<p>LO1: Be able to use cooking skills to make home-cooked food that does not use prepared, ready-cooked food.</p> <p>1.1 select and prepare ingredients. (menu planning)</p> <p>1.2 Use cooking skills when following a recipe. (independent practical development)</p> <p>1.3 demonstrate food safety and hygiene throughout the preparation and cooking process (practical assessment)</p> <p>LO2: Understand the value of passing on information about home cooking.</p> <p>2.1 Reflect on own learning about the value of gaining cooking skills.</p> <p>2.2 Identify ways of passing on information about home cooking.</p>
Pearson BTEC Home cooking Skills  L2: M/600/8768 6 Credits	Pathway 3	<p>LO1: Be able to plan a nutritious, home-cooked meal using basic ingredients.</p> <p>1.1 plan a nutritious two-course meal</p> <p>LO2: Be able to prepare, cook and present a nutritious,</p>	<p>LO1: Be able to plan a nutritious, home-cooked meal using basic ingredients.</p> <p>1.1 plan a nutritious two-course meal</p> <p>LO2: Be able to prepare, cook and present a nutritious,</p>	<p>LO3: Understand how to cook economically at home.</p> <p>3.1 Explain ways to economise when cooking at home.</p> <p>LO4: Be able to pass on information about</p>

		<p>home cooked meal using basic ingredients.</p> <p>2.1 Select and prepare ingredients for a nutritious two course meal. 2.2 Use cooking skills when following recipes 2.3 Demonstrate following food safety and hygiene throughout the preparation and cooking process. 2.4 Apply presentation skills when serving the meal.</p> <p>All practical's to have a written evaluation &amp; photos for evidence</p> <p>Assignment 1:Produce a plan to prepare and cook a two course meal</p>	<p>home cooked meal using basic ingredients.</p> <p>2.1 Select and prepare ingredients for a nutritious two course meal. 2.2 Use cooking skills when following recipes 2.3 Demonstrate following food safety and hygiene throughout the preparation and cooking process. 2.4 Apply presentation skills when serving the meal.</p> <p>All practical's to have a written evaluation &amp; photos for evidence</p> <p>LO3: Understand how to cook economically at home.</p> <p>3.1 Explain ways to economise when cooking at home.</p> <p>Assignment 1:Produce a plan to prepare and cook a two course meal</p>	<p>cooking meals at home from scratch.</p> <p>4.1 Identify ways information about cooking meals at home from scratch has been passed on to others.</p> <p><b>ASSIGNMENT SUBMISSION</b> Skills &amp; Knowledge</p> <p><i>Practical cooking assessed tasks to underpin level 1/2 and to provide a basis for skills required in WJEC Hospitality &amp; Catering</i></p>
<p>WJEC Hospitality &amp; Catering</p> <p>L1/2 Pass, Merit, Distinction.</p> <p>Unit 1 - External Assessment (On-screen or paper based assessment)</p>	<p>Pathway 4</p>	<p>Unit 1. The Hospitality &amp; Catering Industry</p> <p>LO1: AC 1.1 – 1.4 Understand the environment in which hospitality and catering providers operate</p> <p>AC1.1 Describe the structure of the hospitality &amp; catering industry. AC1.2 Analyse job requirements within the hospitality and catering industry. AC1.3 Describe working conditions of different job roles across the</p>	<p>Unit 1. The Hospitality &amp; Catering Industry</p> <p>LO2: AC 2.1-2.3 Understand how hospitality and catering provisions operate</p> <p>AC2.1 Describe the operation of the kitchen AC2.2 Describe the operation of front of house AC2.3 Explain how Hospitality &amp; Catering provision meet customer requirements.</p>	<p>Unit 1. The Hospitality &amp; Catering Industry</p> <p>LO3: AC 3.1 – 3.3 Understand how hospitality and catering provision meets health and safety requirements</p> <p>AC3.1 Describe personal safety responsibilities in the workplace. AC3.2 Identify risks to personal safety in hospitality &amp; catering. AC3.3 recommend personal safety control</p>

<p>Unit 2 – Internal Coursework (Task setting, task taking, task marking).</p>		<p>hospitality and catering industry. AC1.4 Explain factors affecting the success of hospitality and catering providers</p> <p>UNIT 2. Hospitality &amp; Catering in Action</p> <p>LO1 AC1.1-1.4: Understanding the importance of nutrition when planning menus</p> <p>AC1.1 Describe functions of nutrients in the human body AC1.2 Compare nutritional needs of a specific group AC1.3 Explain characteristics of unsatisfactory nutritional intake AC1.4 Explain how cooking methods impact on nutritional value</p>	<p>LO4 AC 4.1 - 4.5 Know how food can cause ill health</p> <p>AC4.1 Describe food related causes of ill health AC4.2 Describe the role and responsibilities of the Environmental Health Officer (EHO) AC4.3 Describe food safety legislation. AC4.4 Describe common types of food poisoning AC4.5 Describe the symptoms of food induced ill health.</p> <p>UNIT 2. Hospitality &amp; Catering in Action</p> <p>LO2 AC 2.1-2.4: Understanding Menu planning</p> <p>AC2.1 Explain factors to consider when proposing dishes for menus AC2.2 Explain how dishes on a menu address environmental issues AC2.3 Explain how menu dishes meet customer needs AC2.4 Plan production of dishes for a menu</p>	<p>measures for hospitality &amp; catering provision.</p> <p>LO5 AC5.1-5.2 Be able to propose a hospitality &amp; catering provision to meet specific requirements.</p> <p>AC5.1 Review options for hospitality &amp; catering provision. AC5.2 Recommend options for hospitality provision.</p> <p>UNIT 2. Hospitality &amp; Catering in Action</p> <p>LO3 AC 3.1-3.5: Be able to cook dishes</p> <p>AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food preparation AC3.3 Use techniques in cooking of commodities AC3.4 Complete dishes using presentation techniques AC3.5 Use food safety practices</p>
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## Impact

Within our Food Technology curriculum, our students have the opportunity to work towards a range of Unit Awards, BTECs, and Level 1/2 qualifications. Assignments are taken when the teacher believes the student is ready and this information is gained through the use of ongoing formative and summative assessments and progress is tracked using an online assessment tool called SOLAR.

By the end of the academic year, students will have developed a robust knowledge of food preparation and cooking skills. This will be evident in their classroom folders and also the meals they prepare in the kitchen. They will have built up a good knowledge of the skills and techniques required to prepare and cook a variety of healthy & nutritious meals for both the community as a whole or for themselves

as part of their independent life skills plan. The impact of our progressive pathways scheme of work will be demonstrated and measured through student's attainment and achievement outcomes, progression and student destination which will be recorded on SOLAR.

Our Food Technology activities promote a healthier lifestyle and can have a positive impact on people's mental health and wellbeing:

- Concentrating on a cooking or food preparation task helps you to focus and gives your mind a break.
- A healthy diet can have a positive impact on your mood and mental health.
- Cooking is a good way to spend time away from screens and technology.
- Cooking for others gives you a sense of responsibility, which can boost your confidence.

The curriculum will make a positive impact on the development of independent and well-rounded students, now and in their lifelong journeys.

## **Accreditation**

### BTEC Home Cooking Skills Level 1 (PATHWAY 2) and Level 2 (PATHWAY 3)

For those students aged 14 years and over, this qualification enables students to make the connections between theory and safe practice so that they can apply their understanding of food and nutrition to weekly practical cooking lessons and skill development.

### WJEC Hospitality & Catering Level 1/2 (PATHWAY 4)

Once students have completed both Level 1 and Level 2 of their Home Cooking Skills course, they can progress onto the Hospitality & Catering qualification. The course content requires greater depth to build on previous knowledge and skills. As a result, this further embeds and demonstrates their knowledge and understanding of nutrition, cooking and preparation techniques and provenance.

All Food Qualifications: Within their cooking lessons we are encouraging students to develop their knowledge, understanding and confidence to cook meals for both themselves and the community. We aim to support and teach cooking skills to our students so they become confident and independent young adults by ensuring:

- Students have a clear and safe environment to work in, being encouraged to feel safe, speak up and care for their environment.
- To equip students with skills they can use in a kitchen environment at home, transferring practical skills into real life situations and beyond.
- For students to make a positive contribution by helping in the preparation of food for lunch, snacks and a variety of events in school life.
- To ensure high standards of personal hygiene throughout every practical lesson.

- To ensure students are made aware of the healthy eating guidelines and how that affects our lives.
- Encourage students to understand the environmental factors which affect food distribution and give them an understanding of the need to minimise 'food waste' starting with their own practise.
- To support and feedback orally to students during practical lessons to develop their awareness and independence skills.
- To ensure students produce a high quality product through observation, practical skills and evaluation (tasting).
- To use the correct terminology for the equipment and demonstrate the safe use of them.
- To ensure food lessons are interactive, creative and fulfilling.
- To promote and extend all cross curricular skills for example measuring and weighing (Mathematics), healthy lifestyle/diet (Physical Education and Science), researching recipes (ICT), food miles (Humanities) or the importance of reducing food waste (Eco-School).
- Understand and apply the preparation and nutrition of food to their lifestyles.

# Design and Technology

## Intent

Design and Technology is an inspiring, rigorous and practical subject that encourages young people to learn and think creatively to solve problems. At The Oaks, it is especially important for some of our disengaged and reluctant learners who prefer a practical curriculum for expressing themselves and a chance to take safe risks in tasks that may not otherwise be available to them. It requires learners to use cross-curricular skills (Mathematics, Science, Art, ICT and Engineering) to support in the acquisition and application of new skills and knowledge. This discreet way of learning both engages this cohort of students and removes barriers to the application of core learning skills; giving them a purpose and sense of achievement.

Our main aim is to enable each young person with the skills and knowledge required to become resourceful, innovative, enterprising, and capable future citizens. This curriculum subject also offers progression into appropriate and meaningful career opportunities.

## Implementation

During Design and Technology lessons, learners will to be taught how to:

### **Research**

Use research to develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose.

### **Design**

Generate, develop, model and communicate ideas using annotated sketching and 3 dimensional modelling.

### **Make**

Select and use a range of tools, equipment, materials and components according to their functional properties and aesthetic qualities to perform practical tasks.

### **Test & Evaluate**

Analyse and evaluate their own work and the work of others against design criteria.

Often projects are chosen to motivate students in personal tasks of interest e.g. fishing tackle box or real life requirements to support the wider therapeutic community such as painting and decorating or building a chicken coop.



## Curriculum Coverage

Accreditation	Scheme of Work	Academic Year		
		Autumn Term	Spring Term	Summer Term
	Pathway 1	Design Technology Project Work SOLAR	Design Technology Project Work SOLAR	Design Technology Project Work SOLAR
NCFE Level 1/2 Technical Award in Creative Design and Production  140 GLH (8 credits)	Pathway 2	<p>Content area 1: <b>Design and production in context</b> (20 GLH)</p> <ol style="list-style-type: none"> <li>1. Design movements</li> <li>2. Design principles</li> <li>3. Environmental impact of a product</li> <li>4. 4 Impact of social factors on a product</li> </ol> <p>Content area 6: <b>Working in the design production industries</b> (10GLH)</p> <p>6.1 Employment and career opportunities and skills in the design production industry 6.1.1 Employment and career opportunities 6.1.2 Skills for the design production industry</p> <p>6.2 Product promotion</p> <p>6.3 Self-promotion</p>	<p>Content area 2: <b>Design materials and processes</b> (30 GLH)</p> <ol style="list-style-type: none"> <li>2.1 Investigate materials               <ol style="list-style-type: none"> <li>2.1.1 Materials</li> <li>2.1.2 Properties and characteristics</li> <li>2.1.3 Aesthetics</li> <li>2.1.4 Surface treatments and finishing techniques</li> <li>2.1.5 Costs</li> </ol> </li> <li>2.2 Design process</li> <li>2.3 Digital design and manufacture opportunities               <ol style="list-style-type: none"> <li>2.3.1 Computer-aided design (CAD)</li> <li>2.3.2 Computer-aided manufacture (CAM)</li> </ol> </li> </ol> <p>Content area 4: <b>Presentation of a design solution</b> (10 GLH)</p> <ol style="list-style-type: none"> <li>4.1 Purposes of presentation</li> <li>4.2 Methods of presentation</li> <li>4.3 Presentation skills for a design solution</li> </ol>	<p>Content area 3: <b>Design brief and production processes</b> (40 GLH)</p> <ol style="list-style-type: none"> <li>3.1 Interpreting a design brief</li> <li>3.2 Design proposal               <ol style="list-style-type: none"> <li>3.2.1 Design solution process</li> <li>3.2.2 Design solution presentation</li> </ol> </li> <li>3.3 Communication skills               <ol style="list-style-type: none"> <li>3.3.1 Client communication skills</li> <li>3.3.2 Graphical communication skills</li> <li>3.3.3 Digital communication skills</li> </ol> </li> <li>3.4 Design solution modification in response to feedback</li> <li>3.5 Production plan</li> <li>3.6 Production methods, processes and techniques</li> <li>3.7 Safe working practices</li> </ol>

			<p>Content area 5: <b>Review of processes and solution</b> (10 GLH)</p> <p>5.1 Formative review of design process and production</p> <p>5.2 Summative review of design solution</p>	
<p>WJEC (Eduqas) Level 1/2 Vocational Award in Constructing the Built Environment (120 GLH)</p>	<p>Pathway 3-4 (2 Years)</p>	<p><b>Unit 1: Introduction to the Built Environment</b> (48 GLH)</p> <p>1. The Sector</p> <p>2. The Built Environment Lifecycle</p> <p><b>Unit 3: Constructing the Built Environment</b> (72 GLH)</p> <p>3.1 Interpreting Technical Sources of Information</p> <p>3.2 Planning and Organising Work</p>	<p><b>Unit 1: Introduction to the Built Environment</b> (48 GLH)</p> <p>3. Types of Building and Structure</p> <p>4. Technologies and Materials</p> <p><b>Unit 3: Constructing the Built Environment</b> (72 GLH)</p> <p>3.3 Identifying Resource Materials</p> <p>3.4 Calculating the Materials Required</p>	<p><b>Unit 1: Introduction to the Built Environment</b> (48 GLH)</p> <p>1.5 Building Structures and Forms</p> <p>1.6 Sustainable Construction Methods</p> <p><b>Unit 3: Constructing the Built Environment</b> (72 GLH)</p> <p>3.5 Writing and Setting Success Criteria</p> <p>3.6 Prepare for Construction Tasks</p>
		<p><b>Unit 1: Introduction to the Built Environment</b> (48 GLH)</p> <p>1.7 Trades, Employment and Careers</p> <p>1.8 Health &amp; Safety</p>	<p><b>Unit 3: Constructing the Built Environment</b> (72 GLH)</p> <p>3.7 Carrying Out Techniques</p> <p>3.8 Removing and Disposing of Materials</p>	<p><b>Unit 3: Constructing the Built Environment</b> (72 GLH)</p> <p>3.9 Working Practices that Promote Health &amp; Safety</p> <p>3.10 Evaluating Construction Tasks</p>

### Creative Product Design

The qualification Creative Design and Production aims to provide a broad and in depth opportunity of study in the field of creative design and production in the Design and Technology industry.

Additionally, encouraging opportunities for learners to acquire practical and technical skills which support future career aspirations.

Areas of study will include; design and production in context, (including design movements and design principles); design materials and processes, (including investigating materials, the design process and the use of digital design and manufacture); design brief and production processes, (including interpreting a design brief and communication skills); presentation of a design solution, (including purposes and methods of presentation and presentation skills); review of processes and solutions, (including review of the process and solution) and working in the design production sector, (including employment and career opportunities, product promotion and self-promotion.

## **Construction**

The course 'Constructing the Built Environment' is of a vocational nature, chosen to support the needs of learners who wish to pursue a career in this exciting sector. It has flexibility to allow for the specific needs of students to be met.

The Built Environment refers to a diverse range of industries; from mining to the construction of infrastructure and buildings, the installation of services, the manufacturing of building products, maintenance, operation, restoration and recycling, as well as disposal. Students will follow a course of study which includes a module entitled An Introduction to The Built Environment (Unit 1) and either a module on Designing the Built Environment (Unit 2) or Constructing the Built Environment (Unit 3).

Unit 1 introduces learners to the built environment and provides them with the opportunity to develop skills, knowledge and understanding in identifying, explaining and evaluating different ideas and concepts of the built environment. Additionally, learners will explore a range of profession and trade roles as well as some of the different structures and buildings that exist within the Built Environment. Unit 2 offers learners the opportunity to develop skills, knowledge and understanding of the design of the built environment, including exploring what is needed to interpret and produce drafts, drawings and models of design plans. Unit 3 allows learners the opportunity to develop skills, knowledge and understanding of three construction trade areas of the built environment, including planning, undertaking and evaluating construction tasks.

## **Impact**

Through the teaching of Design & Technology we aim to enable all learners to develop creativity, technical and imaginative thinking which will develop their confidence to participate in an increasingly technological world. Additionally, learners will be encouraged to develop an understanding of technological processes and products, their development and contribution to society by fostering enjoyment and intrigue through engagement.

Students completing qualifications will complete coursework that meets the assessment criteria, which will be externally moderated. Formative and summative means of assessment will be used throughout to track progress and to ensure each learner achieves.

Often students will progress to further education, attending college in either the local or their home area to specialise in a specific trade or progress onto a higher level qualification. Where possible, this curriculum subject will be supported by appropriate work experience.

# Information Communication Technology (ICT)

## Intent

As an independent special school for boys aged between 11 and 18 years, with varying educational experiences and abilities, we aim to provide the highest quality care and education, ensuring all students have a strong foundation for their future life and learning.

We recognise that all students have widely differing ICT abilities and experiences and provide learning opportunities for all students by carrying out an initial assessment to ensure we match tasks to ability and educational pathways for students. Our intent is to provide a high-quality computing education which equips students to use computational thinking and creativity to understand and exist in our ever changing world.

Good quality ICT skills enable students to engage positively within the modern work place. At The Oaks, we want students to feel confident when using technology. Technology is everywhere and will play a pivotal part in students' lives, therefore we want to model and educate our students on how to use technology positively, responsibly and safely. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education and each year, we celebrate Safer Internet Day which inspires a conversation about using technology responsibly, respectfully, critically and creatively.

Throughout the planned programme, students will:

- Develop their knowledge and learn about, discuss and evaluate both new and unfamiliar technologies.
- Understand and apply the fundamental principles and concepts of ICT including finding and selecting information and developing and presenting ideas.
- Become responsible, confident and creative users of ICT and related technologies.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- They will consolidate their understanding of basic ICT and develop the knowledge and skills needed in the future, both in the workplace and in everyday life.

## Implementation

We teach ICT at a level that is appropriate to the needs, interests and motivation of each student, regardless of age. This incorporates using ICT, finding and selecting information and developing, presenting and communicating information. Themes are chosen on a termly basis based on our current student's interests and developmental stage.

Learning outcomes are taken from The Oaks ICT Curriculum Scheme of Work, which is divided into four progressive pathways, and consists of non-accredited, accredited and/or vocational routes. This is a broad and balanced curriculum which consists of the skills and knowledge we believe are important for our young people to function independently in society. How these are taught, and over which timescale, varies depending on each individual student's needs and teacher's medium-term planning is personalised to reflect this.

Following an initial assessment, those students who demonstrate entry level abilities and knowledge will complete the following units of study; on an accreditation pathway:

#### Using ICT

- Interacting with ICT for a given purpose
- Storing information
- Following safety and security practices within ICT

#### Finding and selecting information

- Use simple searches to find information
- Select relevant information that matches requirements of given tasks

#### Developing, presenting and communicating information

- Enter and develop different types of information to meet given needs
- Bring together different types of information for a given purpose
- Use ICT based communication

Those students who progress to a Level 1 or 2 qualification will complete the following units of study:

- Identify, interact with and use ICT systems to meet requirements of a straightforward task in a familiar context.
- Manage information storage by working with files and folders.
- Follow and demonstrate understanding of the need for safety and security practices.
- Use search techniques to locate and select relevant information.
- Select information from a variety of ICT sources for a straightforward task.
- Enter, develop and refine information using appropriate software to meet requirements of straightforward tasks.
- Use appropriate software to meet requirements of straightforward data-handling task.
- Use communications software to meet requirements of a straightforward task.
- Combine information within a publication for a familiar audience and purpose.
- Evaluate own use of ICT tools.

Those students who wish to progress further at KS4 are able to complete a Level 1/2 BTEC Tech Award in Creative Media Production. This gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts.

Learners will have the opportunity to develop and apply knowledge and skills in the following areas:

- Development of key skills that prove their aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products.
- Processes that underpin effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas.
- Attitudes that are considered most important in creative media production, including personal management and communication.
- Knowledge that underpins an effective use of skills, processes and attitudes in the sector, such as production processes and techniques.

**E-Safety** – All students are taught the importance of being aware of potential dangers and consequences of accessing the internet. How to protect themselves and what to do if they encounter any issues whilst online. This is encountered discreetly within every lesson but also as a focus day during Safer Internet Day in February.

**Computers in the work place** – All students are taught how to create, edit and present information in a range of different ways. Learning the skills employers are looking for in areas such as word processing, spreadsheets, presentational tools and emailing.

**Cybercrime** – All students learn about the dangers that can affect computers such as virus's and phishing and how to deal with these potential dangers.

#### Development of ICT across the Curriculum

Opportunities are planned for students to study ICT as part of other subjects, especially, though not exclusively, through linked schemes in English, Mathematics and Science using a thematic curriculum.

#### Differentiation

As most of the teaching is on a small group basis, differentiation is achieved through the provision of varied tasks catering for all learner types; the level of teacher support, the varied learning activities and expectation. We can plan from current schemes of work progressively in order to meet the needs of individual students and respond to their interests. Progression through the skills will be determined by teacher assessment and student progress, rather than solely by student age.

We have a range of suitable ICT resources available to students in school including desktop computers, laptops, iPads, photocopier, printer, cameras and interactive whiteboards to enable them to develop their skills for different purposes.

We endeavour to provide the most appropriate learning opportunities possible for students. This will be based upon our assessment of their needs and balanced against their level of interest, their previous knowledge and experience, and their level of motivation.

## Curriculum Coverage

Accreditation	Scheme of Work	Academic Year		
		Autumn Term	Spring Term	Summer Term
		Using ICT	Finding and Selecting Information	Developing, Presenting and Communicating Information
Functional Skills Entry Level 1-3	Pathway 1 - 2	<p>To interact with and use ICT systems to meet given needs.</p> <p>To follow safety and security practices</p> <p>To store information</p>	<p>To find specified information from ICT-based sources.</p> <p>To use simple searches to find information.</p> <p>To select relevant information that matches requirements of given task.</p>	<p>To enter and edit information for a simple given purpose.</p> <p>To enter and develop different types of information to meet given needs.</p> <p>To use ICT-based communication.</p>
Functional Skills Level 1	Pathway 3	<p>To identify the ICT requirements of a straightforward task.</p> <p>To interact with and use ICT systems to meet requirements of a straightforward task in a familiar context.</p> <p>To manage information storage.</p> <p>To follow and demonstrate understanding of the need for safety and security practices.</p>	<p>To use search techniques to locate and select relevant information.</p> <p>To select information from a variety of ICT sources for a straightforward task.</p>	<p>To enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks.</p> <p>To use appropriate software to meet requirements of straightforward data-handling task.</p> <p>To use communication software to meet requirements of a straightforward task.</p> <p>To combine information within a publication for a familiar audience and purpose.</p> <p>To evaluate own use of ICT tools.</p>
Functional Skills Level 2	Pathway 4	<p>To plan solutions to complex tasks by analysing the necessary stages.</p> <p>To select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts.</p> <p>To manage information storage to enable efficient retrieval.</p>	<p>To use appropriate search techniques to locate and select relevant information.</p> <p>To select information from a variety of sources to meet requirements of a complex task.</p> <p>To enter, develop and refine information using appropriate software to meet the requirements of a complex tasks.</p>	<p>To use appropriate software to meet requirements of a complex data-handling task.</p> <p>To use communications software to meet requirements of a complex task.</p> <p>To combine and present information in ways that are fit for purpose and audience.</p> <p>To evaluate the selection, use and effectiveness of ICT tools and facilities used to present information.</p>
BTEC Level 1/2 Tech Award Creative Media Production	Pathway 4	Component 1: Exploring Media Products	Component 2: Developing Digital Media Production Skills	Component 3: Create a Media Product in Response to a Brief (Brief released January – due June)

## Impact

Within the ICT curriculum, assessing students will be through both formative and summative assessment. Teacher assessment is ongoing to enable the student's progress through the work at a pace commensurate with their ability levels and to enable the teacher to provide appropriate learning opportunities. Such assessment will incorporate end of topic tests to measure progress and achievement.

Through our progressive schemes of work, which incorporate accreditation routes, students will acquire the ICT skills that are essential for both progression towards and within employment. Students will also improve their confidence and competence in ICT so that they can function independently in all aspects of their personal and professional lives.

The use of ongoing formative assessments throughout the units are used to track progress and individual understanding using SOLAR. Summative assessments are in the form of ICT assessments at the end of topics, terms or accreditation routes, whichever is most appropriate.

In our increasingly technological world, it is more important than ever for our students to be competent and confident using a variety of technological resources. Our aim is for all students to leave the Oaks with an ICT-related qualification ranging from Entry Level to Level 2. All levels of ICT studied at the Oaks will support with an application for college, a job or apprenticeship.

Achieving Functional Skills in ICT will provide our students with the know-how to tackle problems that arise in their life and work. These qualifications will enhance their lives, improve employability in a changing labour market and develop the skills that the economy and employers need.

## Safeguarding

Students are exposed to a number of topics that lend themselves to discussions around staying safe, particularly e-safety and GDPR. We aim to ensure students have a knowledge of evaluating what they see online; can recognise techniques used for persuasion; understand different online behaviours; are able to identify risks online and know how and when to seek support. There are thorough and frequent conversations about potential harms.

As a school, we work hard to create a culture that incorporates the principles of online safety within and across the curriculum, proactively engaging students and staff in this. We model online safety principles consistently.

Conversations around the following take place regularly and are interleaved within the curriculum:

- What safe/unsafe behaviour looks like online
- How to use apps and social media in a responsible and safe way
- Fake profiles and validity of websites, fake/scam emails and phishing
- Targeting of online content
- Who it is appropriate to contact online
- What information is appropriate to share online
- How to keep information private
- Privacy settings on social media
- What harmful content is
- What to do if you feel uncomfortable about something you see online



- Where to seek help if you need it
- CEOPs
- What online bullying is
- What to do if you think someone is being bullied online
- Promoting British Values online
- How to maintain a healthy balance of technology/internet use/phone use
- What GDPR is
- What happens to the data that you post online
- Who may be able to access your information
- What a secure password is and ways to keep it secure
- How companies use your data/information, for example social networks
- How technology has been used in the real-world, the positive and negative impacts of this from a security perspective
- The impact of technology and ICT on confidence, quality of life, physical and mental health and relationships
- Online vs. offline behaviours and how these may differ

# Creative Arts

## Intent

At The Oaks our intent of the Creative Arts curriculum is to support students to develop 21<sup>st</sup> century skills such as confidence, communication, creativity, and leadership, as well as gaining a national qualification in the arts. The curriculum's intent is to nurture passionate, imaginative, and inquisitive individuals by presenting them opportunities to take part in the wider arts world through completing activities in different art forms. We encourage students to understand the world around them through enjoying and exploring past and present art forms generated from an array of different cultures. The Creative Arts curriculum encourages learners to express themselves, embrace new art forms and technologies, find out about the artists and share their experiences with others. We hope this prepares students to become independent and creative individuals as well as promoting inclusivity and the Spiritual, Moral, Social, and Cultural development of our students.

This curriculum will nourish students by providing them with opportunities, responsibilities, and experiences of creativity, which may guide them onto a further pathway for progression at a FE college or through personal interest and associated employment. Aspects of the curriculum will provide students with invaluable life skills for adulthood such as clear public speaking, critical thinking, digital creativity, collaboration skills, projection, and a sense of curiosity.

A range of topics allow students to develop an understanding and appreciation of the arts formed in a contemporary society and throughout the world. These themes are explored through a range of different creative styles, specialisms, and mediums.

The intent of our Creative Arts curriculum is to develop positive, enthusiastic, and creative artists who:

- are respectful, resilient, independent learners
- embrace new art forms and technologies
- are confident and cooperative communicators
- are encouraged to explore their interests and talents
- have a strong awareness of the cultural importance of Creative Arts and have benefited from this
- have opportunities to experience aspects of Creative Arts through educational visits
- have a comprehensive understanding of Creative Arts terminology, which includes the ability to apply it in new contexts and the ability to use and understand these terms confidently in the discussion and evaluation of their own and the work of others
- are able to progress readily to the next stage of their learning
- can apply with increasing confidence literacy and numeracy skills within practical lessons
- are proud of their achievements in Creative Arts

## Implementation

There is a clear curriculum map for Creative Arts and a scheme of work in place. The curriculum map ensures that all areas within Creative Arts are covered within an academic year, these include a range of topics, focused in the areas of Visual Arts, Drama, Music, Textiles and Digital Art forms. Learning outcomes are taken from The Oaks Creative Arts Curriculum Scheme of Work (SOW), which is divided into four progressive pathways, and consists of non-accredited, accredited and/or vocational routes.

How these are taught and over which timescale varies depending on each individual student's needs and the teacher's medium term planning will be personalised to reflect this. Where appropriate, pathways will incorporate the Arts Award Bronze Level 1 outcomes and cater for students progressing to the Silver Award. Lessons are a variety of practical lessons and theory-based learning. Students have the opportunity to perform or showcase skills to the Therapeutic Community during their course of study. There are many opportunities for cross-curricular work across the curriculum, including links with Maths, English, History, PSHE and RE.

There is no formal examination, the teacher will plan work that will allow students to show understanding, skills and knowledge and assess this through ongoing formative assessments and summative assessments. Progress is tracked using an online assessment tool called SOLAR. The Arts award is a portfolio-based qualification that offers a highly flexible framework that caters to individual aspirations, interests and abilities.

We create an individualised program of study based on the students' interests, skills and desired career pathway designing bespoke, inspiring, relevant learning experiences using creative and innovative teaching.

### Curriculum Coverage

Accreditation	Scheme of Work	Academic Year		
		Autumn Term	Spring Term	Summer Term
Bronze Level 1 Award	Pathway 1-2	Art / Drama	Drama / Music	Music / Art
Silver Level 2 Award	Pathway 3-4	Art / Drama	Drama / Music	Music / Art

Each term the students will cover two art forms. Students will learn and define the basic theories with every art form. Lessons will be a mixture of direct teaching of theory, research based, workshops, virtual gallery/museum tours to explore different art styles and help with art analysis. The students will get to use different practical resources depending on the art form being studied and showcase their work giving them opportunity to talk through about their art pieces in more depth. In the summer term students will choose their own final art form and skill to share or teach, showcasing all the skills learnt throughout the year.

### Impact

Teacher assessment enables the student to progress through the work at a pace commensurate with their ability levels and to enable the teacher to provide appropriate learning opportunities and feedback. We hope students will have gained self-esteem, artistic skills and further self-awareness. The development of speaking and listening, confidence, performing and social interactions will be beneficial to students as they enter adulthood, especially the world of employment. We also hope they gain an enjoyment and personal creativity from this curriculum.

### **Bronze level 1 Award in the Arts**

To pass the Bronze Arts award, students are required to create an individual arts log or portfolio that demonstrates how they meet the following requirements:

**Part A** – Explore the arts as a participant - Development of interests, knowledge, and skills through active participation in any art form

**Part B** – Explore the arts as an audience member - Experience of at least one arts event/ experience as an audience member

**Part C** - Arts inspiration - Research into the work of an artist/craftsperson that inspires them

**Part D** – Arts skills share - experience of teaching or passing on an arts skill

### **Silver level 2 Award in the Arts**

To pass unit 1 and unit 2 of Silver Arts Award, learners are required to create an individual arts portfolio that demonstrates how they meet all of the following requirements:

#### **Unit 1: Arts practice and pathways Arts challenge**

**Part A** – Identify and plan an arts challenge

**Part B** – Implement and review the arts challenge

**Part C** – Review arts events/experiences

**Part D** – Undertake arts research

#### **Unit 2: Arts leadership Plan the project**

**Part A** – Identify leadership role and plan the project's aims

**Part B** – Plan the practical issues

**Part C** – Effective arts leadership

**Part D** – Working effectively with others

**Part E** – Review the project and development of leadership skills

The use of ongoing formative assessments throughout the units, are used to inform the final summative judgement which is internally moderated and verified by the Arts Award adviser.

# Personal, Social & Health Education (PSHE)

(including Relationships and Sex Education (RSE) and Health Education).

## Intent

Amberleigh Care is a centre of excellence for young males who have exhibited inappropriate or harmful sexual behaviours. Through evidence-based practice models, therapy, quality care and education, it is our aim to reduce and prevent the cycle of abuse by helping young people to both recover from their own underpinning trauma, but also to acknowledge and address their own sexual behaviours.

PSHE education helps students to develop the knowledge, skills and attributes they need to thrive as individuals, friends, family members, partners and members of society. From making responsible decisions about alcohol to succeeding in their first job, the curriculum helps students to manage the opportunities, challenges and responsibilities they will face growing up.

Our PSHE and RSE curriculum builds confidence in our students to understand moral, social and cultural issues and equip them with the skills and knowledge to be healthy, independent and responsible members of a diverse society. The curriculum meets the individual needs of the students and is accessible to all. It has an underpinning focus on making positive contributions, developing self-worth, knowing their rights and responsibilities and building emotional resilience.

## Implementation

The delivery of the PSHE curriculum is considered according to the background and emotional maturity of the student rather than chronological age. We ensure our scheme of work is matched to the needs of our students by working closely with the therapy and care team to identify gaps in knowledge and understanding of current and relevant issues.

As we have vulnerable students, protocols are put into place to ensure they are fully supported. Both the care team and therapy team are informed on the content of the curriculum and when it is being delivered, so we can support the students as a multi-disciplinary team. In the care home, each student is allocated a key worker who focuses on the needs of the individual boys. Key Work sessions are held on a regular basis and cover many of the PSHE topics outlined in the curriculum map and the Good Lives Model. The identified Key Work sessions are a targeted extension of the PSHE curriculum which directly addresses the young persons identified sexual risk.

Our PSHE curriculum is adopted from the PSHE Association in line with the updated statutory guidance and is divided into three main categories:

- Health and Wellbeing;
- Relationships;
- Living in the Wider World.

## Curriculum Coverage:

Accreditation	Scheme of Work	Academic Year		
		Autumn Term	Spring Term	Summer Term
		Health & Wellbeing	Relationships	Living in the Wider World
	Pathway 1 - 4	Healthy Lifestyles Mental Health Ourselves, Growing and Changing Keeping Safe Drugs, Alcohol and Tobacco Self Concept Mental Health and Emotional Wellbeing Managing Risk and Personal Safety Puberty and Sexual Health Health Related Decisions Sexual Health and Fertility	Families and close, positive relationships Friendships Managing hurtful behaviour and bullying Safe Relationships Respecting self and others Positive Relationships Relationship Values Forming and maintaining respectful relationships Consent Contraception and Parenthood Bullying, abuse and discrimination Social Influences.	Shared Responsibilities Communities Media literacy and digital resilience Economic Wellbeing- aspirations, work and career Learning Skills Choices and Pathways Employment, rights and responsibilities Financial choices
Personal Growth and Wellbeing SWEET LEVEL 1 Complete 4 units	2 KS4/KS5	Book 1: Physical Health and Wellbeing. Book 2: Emotional Health and Wellbeing	Book 3: Social Health and Welfare	Book 7: Financial Awareness
Personal Growth and Wellbeing SWEET LEVEL 2 Complete 5 units	3-4 KS4/KS5	Book 1: Physical Health and Wellbeing. Book 2: Emotional Health and Wellbeing	Book 3: Social Health and Welfare	Book 8: Future Roles and Setting Goals Book 7: Financial Awareness

Dependent on age and ability, all students will study these topics through four differentiated pathways. Each pathway is designed to build upon previous learning and to create a diverse, broad and balanced curriculum which will assist students to live happy, healthy lives with wholesome relationships and the ability to choose aspirational future careers.

The three topics encompass updated statutory guidance for Relationships and Sex Education (RSE) and Health Education released in September 2020 from the DfE. This is taught through two or three 45-minute lessons a week by the PSHE teacher.

We also deliver a BTEC qualification to our KS4 and KS5 students which accompanies our PSHE curriculum. Personal Growth and Wellbeing, which is produced by SWEET (Succeeding with Employment, Education and Training), is taught in an additional two 45-minute lessons a week and can be studied at Level 1 or 2.

The curriculum overview is shared directly with parents, keyworkers, social workers and students. Staff are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue, this is managed effectively following the schools Safeguarding Policy. We ensure a safe learning environment by setting ground rules, agreed between the teacher and students, which are regularly referred to. Students are able to raise questions anonymously through the questions box and teachers work closely with the clinical team to allow students to be supported further, on an individualised basis in weekly therapy sessions.

Our curriculum is delivered through a range of interactive activities incorporating games, art and design, drama and creative writing. High quality resources will be utilised in the planning and delivery of the scheme of work from a range of quality sources, such as: PSHE Association, Respect Yourself Curriculum, NSPCC and the Disrespect Nobody Curriculum.

Every three months, the care, therapy and education teams meet to review students' progress within their placements. During this meeting, sexual health targets are set which are covered by keyworkers through key work sessions in collaboration with the PSHE teacher. Targeted intervention goals are also identified and covered once a week in tutorial sessions. These are an extension of therapy topics.

As part of living in a Therapeutic community, students attend extended community meetings twice a week, where they are encouraged to consider their own values, behaviour and relationships. These meetings often link to the PSHE curriculum and can be followed up during lessons and key work sessions e.g. the use of vapes and misuse of social media. The meetings are essential for peer dynamics and group support which, in turn, allows for personal growth. They are a safe place where boys can take responsibility, give advice and bring about lasting change through 'trial and error' learning.

In addition to this, Careers Education is taught throughout the year. At the start of the academic year, all students attend a one-to-one careers interview with the careers advisor and create an action plan appropriate to their age, with short term and long- term targets. This is followed up at the start of the Spring and Summer term, where students attend two more one-to-one career interviews with the Career's advisor; revise how they are working towards their targets and discuss their career options further. This may develop into work experience opportunities, developing skills around interviews and CV's and completing college taster sessions.

Each subject area will promote and display possible careers linked to that subject and staff are encouraged to invite guest speakers and visit workplaces to assess a variety of career options. In March, the school also takes part in National Careers Week which links to learning objectives from Living in the Wider World.

Economic Wellbeing is taught in collaboration with the mathematics' teacher during the summer term. This provides a fantastic opportunity for young people to gain the skills, knowledge and confidence in money matters to thrive in our society. This is also supported by Keyworkers throughout the year as students become more independent within the house.

There are many links to British Values and SMSC (Spiritual, Moral, Social and Cultural) development within the PSHE curriculum. This is explored through tutorial three times a week and in a cross-curricular approach throughout the curriculum. In this way, students are continually educated about issues of great importance in their lives and the wider community extending their cultural capital.

We also take the opportunity to celebrate special days linked to PSHE for example: Children's Mental Health Week, World First Aid Day, Red Nose Day, LGBT History Month, Sexual Health Day, Alcohol Awareness Week, Children in Need and International Day of Disability Awareness.

PSHE is not exclusive to allocated lessons. In our community; it is embedded through practice and intervention in a number of ways and evidenced on SOLAR (an online tracking tool) by the PSHE teacher:

- Boys cook together for the community and eat in the dining room with staff which allows for an environment of sharing and caring.
- There are several visits and experiences enjoyed by the boys in the local community which allows them to interact and develop social skills.
- Boys are encouraged to become independent in preparation for adult life through cooking, budgeting and focusing on self-care.
- Placement plan targets are set according to The Good Lives Model and are addressed during Keywork sessions in the home, supported and resourced by the Therapist in line with the school curriculum.
- The Oaks has a school council in which each student is allocated a role to carry out each term; this is led by a Chairman and a Deputy Chairman who are elected by voting democratically. This encourages dependability, action and self-worth.
- The school has an attractive outdoor area where the boys take responsibility for the care of the environment, planting and caring for animals.
- Cooper, our therapy dog, offers comfort, friendship and support to the boys and gives them a sense of responsibility.
- Multi-Disciplinary Team around the young persons. Care, Education and Therapy attend regular meetings (PEPs, LACs, Boards) to discuss progress and key intervention themes based on individual need and develop an action plan on how to meet these. It can involve external agency support (educational psychologist, SALT, YOT, CaMHS) to enhance learning.
- Finally, we enjoy a whole school outing every year called Lake Day where the students, teachers and keyworkers can spend recreation time together. In addition, Celebration Day, in the final week of school, pays tribute to the successes of our students, allowing them to celebrate their individual, personal growth and achievements during the school year.

## Impact

Students are encouraged to reflect on their own learning and progress, by completing self-assessments both at the beginning and end of a topic. Summative assessment information is recorded on SOLAR on a termly basis to track progress and inform future planning. Information from the community e.g. key work sessions, placement plans, handovers is also collated by the PSHE teacher and added to SOLAR. SWEET is externally verified, and students are awarded a BTEC Level 1 or 2.

Through the effective delivery of our PSHE curriculum which incorporates RSE and Health Education, young males leave The Oaks with the knowledge, skills and attributes they need to grow into happy and fulfilled adults, reliable friends, good parents, respectful partners and responsible members of society. This is a whole community responsibility and involves a positive, consistent, joint effort.



# Physical Education

## Intent

Physical Education aims to promote the development of a healthy active lifestyle, and the understanding of the importance of how physical activity can have a positive impact on students mental health, emotional and physical wellbeing. The value of regular and worthwhile physical activity cannot be underestimated particularly in the years when students are physically developing and form the basis of a healthy lifestyle along with diet, education and rest. The intent is to provide students with a broad knowledge of physical education and to recognise the importance of regular exercise and the opportunity to participate in individual and team sports and activities. This allows them to find their strengths be it in a team environment or as an individual performer but essentially affording greater social interaction through their formative years. Physical Education can offer a range of new experiences and life skills to enable students to be equipped for experiences later on in adult life; for example - It can teach students to cope with both success and failure in competition, it can explore rules and the importance of adhering to these, it can lend itself to a personal interest or talent committing to a life-long hobby or social club and is hugely influential in our society today; allowing students to participate and enjoy in worldwide arrangements such as sporting leagues, charity competitions and the Olympics.

## Implementation

Our physical education course of study is accessible to all and includes both theory lessons and practical sessions each week. The programme of study will provide theoretical knowledge on the human body and its response to exercise, the key components of physical fitness and training methods and technical and tactical requirements of many sports. The physical session puts this knowledge into practice and focuses on exercise through warmup games and activities, specific sports and circuit training, with activities taking place both indoors and outdoors. The practical focus is on developing skills such as hand-eye coordination, confidence, teamwork, as well as improving cardiovascular health, muscular strength and stamina. Learning outcomes are taken from The Oaks PE Curriculum Scheme of Work, which is divided into four progressive pathways, and consists of non-accredited, accredited and/or vocational routes. This is a broad and balanced curriculum which consists of the skills and knowledge we believe are important for our young people to function independently in society. How these are taught, and over which timescale, varies depending on each individual student's needs and teacher's medium-term planning is personalised to reflect this. We create an individualised programme of study which allows students to enjoy PE, stay active, gain recognised qualifications for both progression to further education and within employment and develop their experiences.

Depending on their individual learning needs, students can embark on an appropriate programme of study leading to a recognised qualification. This can start from a BTEC Entry Level Award in Sport and Active Leisure through to a level 2 First Award in Sport which is the equivalent of 1 GCSE.

Additionally, students have the opportunity to take part in The Young Leaders Award developing a range of skills and attributes essential not just for P.E but also in life. This course is embedded within the main body of learning and compliments a leadership unit of study. It develops student's confidence, speaking and listening presentation skills, qualities of a leader and social interactions. Assignments will follow a topic of study; for example rules and regulations in sport and the outcome will be a summative assignment.

Students have had the opportunity to visit off-site sports facilities to participate in different activities for example the National indoor cycling velodrome, climbing the walls and a local village hall. Students have also been given exemplar coaching sessions and participated in a range of fitness classes including combat and HIIT by visiting personal trainers and coaches and through ZOOM sessions.

The school works closely with the care team to ensure that all students have the skills necessary to function independently in all aspects of their personal lives. For example, a keyworker may recognise within the home that a student does not know the basis of a balanced diet and the necessity to eat a variety of fruit and vegetables daily. This would then form one of the targets on the student's placement plan and targeted in school for intervention through the student's PCP (Pupil Centered Profile).

P.E also allows the opportunity to demonstrate a range of cross curricular skills, linked to English, Maths, PSHE and Food Technology for example:

- Producing presentations.
- Producing information leaflets on fitness and in-depth sports rules and regulations.
- Producing graphs of data for fitness-based information.
- Identifying and following recipes linked a healthy diet.
- Being able to read technical and scientific information in a variety of ways including on digital monitors, stop watches, blood pressure monitors and strength gauges.
- Gathering and analysing sports performance data produced on graphs and bar charts.

We also have the opportunity to celebrate special days linked to PE, which allows application and consolidation of skills into practical and meaningful activities; National School Sport Week, National Fitness Day, The World Cup and The Olympics.

## Curriculum Coverage

Accreditation	Scheme of Work	Academic Year		
		Autumn Term	Spring Term	Summer Term
Young Leaders Award	Pathway 1 - 4	<p>Use and develop a variety of tactics and strategies to overcome opponents in <b>individual games</b></p> <ul style="list-style-type: none"> <li>• Tennis</li> <li>• Badminton</li> <li>• Table Tennis</li> <li>• Golf</li> </ul> <p>*Focus - Evaluating performance</p>	<p>Use and develop a variety of tactics and strategies to overcome opponents in <b>team games</b></p> <ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Cricket</li> <li>• Volleyball</li> </ul> <p>*Focus - Developing tactics</p> <p>Take part in further outdoor and adventurous activities in a range of environments</p> <ul style="list-style-type: none"> <li>• Orienteering</li> <li>• Team Building</li> </ul>	<p>Develop their technique and improve their performance in other <b>competitive sports</b></p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Dance</li> <li>• Gymnastics</li> </ul>
Sports Leadership Qualification Level 1	Pathway 2	<p>Unit 1 – Establishing leadership skills</p> <p>Unit 2 – Plan, assist in leading and review sport/physical activities</p>	<p>Unit 1 – Establishing leadership skills</p> <p>Unit 2 – Plan, assist in leading and review sport/physical activities</p>	<p>Unit 1 – Establishing leadership skills</p> <p>Unit 2 – Plan, assist in leading and review sport/physical activities</p>
Pearson BTEC Level 1 Introductory in Sport  Introductory Award in Sport –A2 (core) and 1 x SP Unit of Work  Introductory Certificate in Sport – A2/A1 (core) and 3 x SP.	Pathway 3-4	<p>A2: Developing a Personal Progression Plan (Core Unit)</p> <p>SP12: Keeping Active and Healthy</p> <p>1 x Theory for A2 Completion 1 x Practical (Keeping Active and Healthy - SP12)</p>	<p>A1: Being Organised (Core Unit)</p> <p>SP8: Coaching Skills in Sport</p> <p>1 x Theory for A1 Completion 1 x Practical (Team Games – SP8)</p>	<p>SP9: Assisting in a Sports Activity (1 x Practical (big group))</p> <p>SP10: Contributing to Running a Sports Event (1 x Practical (class/small groups))</p>

## Impact

Within the PE curriculum, assessing students will be through both formative and summative assessment. Teacher assessment is ongoing to enable the student's to progress at a pace commensurate with their ability levels and to enable the teacher to provide appropriate learning opportunities. Such assessment will incorporate end of topic assessments to measure progress and achievement.

Through our progressive schemes of work, which incorporate accreditation routes, students will acquire the PE skills that are essential for both progression towards and within recognised qualifications. Students will also improve their confidence and competence in PE so that they enjoy and participate in healthy active lifestyles.

The use of ongoing formative assessments throughout the units are used to track progress and individual understanding using SOLAR. Summative assessments are in the form of PE assessments at the end of topics, terms or accreditation routes, whichever is most appropriate.

Lessons which provide effective theoretical knowledge, physical application and also the impact that physical education has on each individual.

- Students will develop transferrable skills which are fundamental to any working or vocational environment.
- They can show that they are able to plan, deliver, lead, control, reflect and evaluate - skills which an employer would look for.
- Students will learn the long-term benefits of leading a healthy lifestyle which encompasses diet and exercise and lifestyle choices, the foundations of a happy and healthy existence.
- Students will understand a healthy mind and body aids for quicker recall and response time leading to greater confidence and self-belief.
- Students will increase their knowledge and understanding of anatomy and physiology as part of the course which focuses on the main body systems including musculoskeletal, cardiovascular and cardiorespiratory systems. This is important as it shows the students how their body develops through exercise. This is a direct link and cross-over with the biology section of their science course and for supports reinforcement.

## **Accreditation**

### Pearson BTEC Level 1 Certificate in Sport & Active Leisure

All assignments are set by the teacher and are internally marked. These will usually be summative in relation to the learning outcome being studied on the current unit. As per the Pearson BTEC verification requirements these assignment briefs and completed student work will need to be internally verified. A sample of all work will usually be required to be externally verified by a sports deliverer from another education facility, independent from The Oaks School.

### PEARSON BTEC LEVEL1/LEVEL 2 Award in Sport

This qualification is recognised across schools and colleges of further education as the same level as 1 GCSE, having the same guided learning hours over 1 academic year of 120 GLH with total learning hours (TLH) of 160 hours. This is for students who have achieved a level 1 qualification in sport already and who are potentially looking for entry into a higher level course of study into a college after

completing their school education. There are 4 units of study for this qualification including 1 externally assessed unit taken through a one-hour on-line exam. The remaining 3 units are internally assessed by the tutor and internally verified by an independent IV. A minimum of 48 BTEC points must be achieved to realise the level 2 qualification (GCSE equivalent). There is the fall back of achieving a level 1 award if this minimum point level is not achieved.

The Young Leaders Award is a nationally recognized course of between 6-10 hours requiring practical demonstration of leadership skills. This is assessed internally completely.

Our PE curriculum develops students understanding of the fundamentals of sports in warmup, skill and game-like scenarios. Students will develop the skills to conduct their own warm-ups, understand muscle groups and how to stretch and cool down appropriately and why these things are important in physical activity. The many gains for students actively participating in these sessions will benefit them through a reduction in stress; help control weight; improve overall general fitness; boost self-esteem and promote psychological well-being. Students will engage in activities that improve social skills, leadership qualities, communication and confidence. Our aim is to have each student participate on a regular basis either in a competitive or non-competitive environment.

# Outdoor Learning

## Intent

Learning need not take place solely within educational buildings. The outdoor environment has massive potential for learning and offers motivating, exciting, different and relevant activities, supporting our students that may not come from rural environments to connect with nature and feel grounded. Often our outdoor learning curriculum promotes play, nurture and therapeutic intervention to our young people who have had adverse childhood experiences and a lack of opportunities to experience and express themselves in the outdoors.

## Implementation

Progressive outdoor learning experiences are delivered through a combination of school based outdoor learning projects, development of our local environment, land-based qualifications and residential programmes.

### Curriculum Coverage

Accreditation	Scheme of Work	Academic Year		
		Autumn	Spring	Summer
	Pathway 1-3	Outdoor Learning SOLAR	Outdoor Learning SOLAR	Outdoor Learning SOLAR
Duke of Edinburgh (Bronze/ Silver)	Pathway 1-3	(Silver only) Skills Physical Volunteering	(Bronze and Silver) Skills Physical Volunteering	(Bronze and Silver) Skills Physical Volunteering Expedition
Award – Two Units (70 Credits)  Certificate – Five Units (180 Credits)  <b>CORE</b>	Pathway 4	<b>A2 Developing a personal progression plan (30C)</b> Develop skills and behaviours needed to progress to next stage in their learning, identifying progression opportunities and creating a plan to get them there.  <b>LBS5 – Finding out about the land-based sector (40C)</b> Learning about the industries that make	<b>A1 -Being Organised (30C)</b> Develop key techniques to help organise their work and priorities / manage time effectively.  <b>LBS9 Caring for and keeping plants healthy (40C )</b> Develop skills in caring for plants and keeping them healthy, and will improve their own performance through self-review	<b>LBS8 Growing plants (40C)</b> Develop skills in growing new plants by taking cuttings and sowing seeds to grow strong, young plants.  <b>LBS12 – Preparing soil for planting (40C)</b> Develop skills in planning and managing information to prepare soil for planting. Learners carry out conditioning and cultivation of soil

		up the LBS. Use skills to search for, select and produce relevant information about these industries.		to prepare it for planting.
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Students are involved in the development and application of health, safety and risk management to enable them to understand expectations in a different learning environment.

Horticulture – we have a greenhouse, four planters and a compost area to grow, harvest and cultivate a range of food sources that feed back into the food technology curriculum.

Animal care – we have five hens that we incubated, hatched and reared from eggs. These community additions, are cared for on a daily basis, including weekends and holidays, to provide students with a sense of responsibility and accountability. The eggs are also used in the kitchen. We anticipate the arrival of alpacas and also have a school therapy dog.

DofE area – we also have access to land for completing the skills, volunteering and physical aspects of Duke of Edinburgh. We also use the outdoor space to prepare for expeditions; shelter building, outdoor cooking, orienteering, small fire management, creative bushcraft and team building.

## Impact

Different outdoor experience often opportunities for personal and learning skills development in areas such as: communication, problem solving, creativity, thinking skills, working with others and overall can offer an increased sense of wellbeing and selfcare.