

Sixth Form Strands of learning



**Friends,
Relationships
and Community**

**Health and
Wellbeing**

**World of work
and Enterprise**

Life and Living

**Firwood
learner**

**Functional
Skills**

Options

Sixth Form : Curriculum Aims and Intent

Delivery of the curriculum to respond to individual needs and adapt to students. Differing pedagogical approaches to the curriculum delivery is seen through our pathways model.

Strive Pathway/Vocational

Our Strive and Vocational learners will be given discreet and further opportunities to experience opportunities outside of the curriculum to support their destination outcome. Strive learners will follow more formal curriculum to support their needs.

Students identified on the Strive/Vocational pathway may be students who would benefit from further experiential learning (the ability to learn through experience, trial and error, and observation) and may be given opportunities for further extra curricular opportunities, as well as challenges throughout the Thrive curriculum.

Inspire Pathway

- Driven by the specific needs and abilities of students from **P4 to NCL1**.
- Pupils with SLD are still **learning how to learn**.
- Essential to offer opportunities for them to develop **life skills and independence**.
- Designed specifically for their needs – not a differentiated version of the NC.
- Subject specific learning (SSL) – discrete teaching of subjects is no longer appropriate. Research suggests after the age of 8/9 SEND learners do not benefit or flourish within the confines of the National Curriculum.
- SLD learners may not learn or make progress in a linear way – therefore we must recognise **that lateral development or maintaining skills is outstanding progress for some students**.

Thrive Pathway

- Learners require **multi-sensory, holistic and play based curriculums which are highly personalised to each individual learner**.
- PMLD learners may have difficulty communicating high levels of support needed, complex health needs and challenging behaviours.
- Core curriculum offer needs to encompass personalised support for essential areas of child development – communication, thinking, movement, and independence/social development.
- Learners need **careful and close observation** to determine **achievement and engagement**
- Curriculum is tailored to the child's response and interaction with stimulus, their preference for sensory stimulus and looking for early responses.
- **Engagement is multi-dimensional** – exploration, realisation, anticipation, persistence, initiation – using the engagement model observation proformas to look at progress.

Strands of learning by which the curriculum is organised and taught. Thematic overview to ensure broad and balanced coverage of suitable topics relevant to the experiences and needs of our students. Strands which incorporate and blend the national curriculum coverage of subject specific requirements. Close links to support EHCP outcomes.

Friends and Relationships

- PHSE
- RSE
- Life skills
- Communication
- Relationship understanding/development

World of Work & Enterprise

- Employment skills
- Labour market information
 - Life skills
- Opportunities to promote leadership and independence in and out of school

Life and Living

- Life skills.
- First aid
- Independence skills
 - Personal care
 - Personal safety
 - E-safety

Health and Wellbeing

- PE
- Art
- Lifestyles
- Design
- Team building
- Development of talents/skills/interests

Community

- Life skills
- Community understanding
- Community involvement
 - Current Affairs
- Labour market Information

Maths and English

- Functional Skills
 - Number
 - Shape
 - Money
 - Geometry
 - Measure
 - Writing
- Speaking and Listening
- Reading

Assessment of Learning – linked to outcomes from EHCP which support ILP targets – based on skills to support areas of need. MAPP to assess lateral progression and building of skill through the curriculum delivery. Evidence for Learning will be used to capture learning, progress and evaluate MAPP data.

EHCP

ILP

MAPP

Preparing for Adulthood Curriculum Overview Sixth Form – Cycle 1

Sixth Form	AUT1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Friends & Relationships	Me, Myself & I	Friends & Rivals – Friendships and teamwork	Dating - Love & Commitment	Healthy Relationships	All families are different	The Planet We Share - Pollution
Life & Living	Social Skills – Communication and Body language	Home Management – Using appliances safely	Personal Care – Doing my own laundry	Online Media	First Aid	Personal Safety/Travel Training
Health & Wellbeing	Knowing my emotions	Mindfulness – East Asian practices	Looking after your body – Healthy eating	Fitness Challenge – Understanding my body	Teamwork through Commando Jo	Healthy Body, Healthy Mind – Competitive team sports
Enterprise	Community Event/The Big Soup	Christmas Fair	Spring Enterprise / Valentines	Sixth form Charity Event/Easter Cake Sale	Firwood Charity Event – SMSC WATER AID	Prom Prep
Community	My Class – Understanding my class	My Class College 'Performance'	My Bolton – Out and about in Bolton	Local Working Communities	Global working Communities	Festivals/Fir Fest
World of Work	Hospitality – The Hotel Inspector	Shop Keeper	Travel and Tourism	Looking after your environment – Roles in gardening	Recycling	The Working World

Preparing for Adulthood Curriculum Overview Sixth Form – Cycle 2

Sixth Form	AUT1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Friends & Relationships	I am unique	Friends & Rivals - Bullying and peer pressure	Family – My own family and celebrations	Relationship sex education (consent)	Online & Media Relationships	The Planet We Share – Climate change
Life & Living	Social Skills – Communication with others	Personal Care Needs – Personal hygiene	Home Management – Using appliances safely	Personal Information	Life Skills/First Aid – Community helpers	Personal Safety/Travel Training
Health & Wellbeing	Mindfulness – In the arts and nature	Bounce forward resilience	Looking after your body – Healthy food and drink	Fitness Challenge – Personal fitness	Healthy Habits	Cardio and Aerobic exercise
Enterprise	Community Event/The Big Soup	Christmas Fair	Spring Enterprise/Valentines - merge one	Sixth form Charity Event/Easter Cake Sale	Firwood Charity Event – SMSC FOOD FESTIVAL	Prom Prep
Community	My Class - Class jobs	My College 'Performance'	My Bolton – Tourist information	My Global Community – Living around the world	Working Communities - GLOBAL	Festivals/Fir Fest
World of Work	Hospitality – Café Culture	Money, Money, Money	The Health and Beauty Industry	Looking after your environment – Farm to fork	Recycling	CV's/Jobs/Interviews

Preparing for Adulthood Curriculum Overview Sixth Form – Cycle 3

Sixth Form	AUT1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Friends & Relationships	Engaging with people and developing friendships	Relationship & sex education (Including consent)	Online & Media Relationships – being safe	Body Image – banishing negative thoughts	Challenging Stereotypes	LGBT+ Awareness
Life & Living	Technology in the home & community	Using Money	Budgeting	Shopping for every day living	Cooking for myself	Cleaning my own home
Health & Wellbeing	Mental Health and Wellbeing	Happiness	Wellbeing and resilience	Activity for health, wellbeing and fitness	Yoga and health	Games as part of a group.
Enterprise	Big Soup	Christmas Fair	Spring Enterprise/Valentines - merge one	Sixth form Charity Event/Easter Cake Sale	Firwood Charity Event – SMSC FOOD FESTIVAL	Prom Prep
Community	Visiting the Theatre	My College 'Performance'	Visiting local leisure facilities in my community	My local library	Visiting a museum 'Egypt'	Festivals/Fir Fest
World of Work	Exploring different types of jobs	Researching jobs of interest to me	Preparing for the world of work: Following Instructions	Preparing for the world of work: Looking the part	Communication: Interview skills	Rights & Responsibilities in the work place