

## **TALENTS Curriculum – Life Skills**

### **High Level Overview**

#### **Intent**

At Kennel Lane the intent and design of the life skills curriculum is tailored to meet the specific needs of all learners using a stage not age approach, which has a significant impact on learning.

At Kennel Lane we aim to:

- Foster independence and life skills for the future.
- Provide further opportunities for young people which contribute towards developing well rounded, active and compassionate citizens.
- Develop understanding of one's own unique development (both strengths and areas for improvement).
- Build confidence, resilience and self-esteem, along with the "I can do this" attitude.

The life skills curriculum contributes towards personal development and fosters independence for the future by allowing learners to be given a wide range of opportunities and experiences to learn and develop skills.

We aim for all our young people to develop functional skills for living so each of them can lead a fulfilling and substantially independent life. We recognise that for young people with special educational needs that every experience may provide a learning experience. Our approach to teaching functional skills and life skills is at the core of our curriculum where our framework can be taught within the programmes of study and the schemes of work.

Input from the speech and language therapist, occupational therapist and other professionals supports the delivery of the life skills curriculum through personal programmes.

The life skills curriculum is not seen as linear learning, rather, it is a broad framework in which each learner works. The pathway will be determined by each individual learner's learning needs. These include;

- outcomes on their EHCP.
- strengths and areas of development.
- own need as assessed by the carers and parents, colleagues, therapists, professionals and where appropriate the learner.

Our curriculum includes ample opportunity to develop life skills through the experience of daily activities both on and off site. Furthermore, there is a key focus to each topic or area taught and these are integrated across the day in addition to discrete sessions. There is a strong emphasis on working in partnership with families to ensure the teaching of life skills span across the young person's day including before and after school.

Life skills learning is divided into three broad areas of learning which cover;

- Independence
- Learning
- Social Understanding

<b>Life Skills 1. Independence towards Adulthood</b>	
Independent Living	Getting ready for a supported independent life as an adult
Personal Safety	Recognising risky situations and how to manage them safely and how to get help
Road Safety & Travel	Recognising how to be safe in the community when travelling and getting ready for independent travel
Keeping Healthy	Recognising how to remain healthy through exercise, diet and well-being
Personal Care	Building independent functional skills
Leisure	Recognising different aspects of leisure and identifying ways and means to navigate and enjoy leisure activities
Work Skills	Getting ready for the world of work

<b>Life Skills 2. Learning towards Adulthood</b>	
Organisation and learning skills	Building skills to become an independent learner or engage in learning independently in whatever method is appropriate to the individual.
Motivation and engagement	Building attention skills and engagement skills and developing resilience in persevering with tasks
Routines and expectations	Recognising and understanding there are different expectations across different settings.
Evaluating own learning	Building self esteem and self awareness

<b>Life Skills 3. Social Understanding towards Adulthood</b>	
Coping with change	Building resilience to manage changes
Transitions	Building resilience to manage transitions
Special interests	Understanding own special interests and their significance on mental health and well-being
Play	Shaping learning
Thinking & problem solving	Developing memory to understanding to application to analyse, evaluate & create

### **Implementation**

The Life Skills curriculum provides a wide range of high quality, relevant and purposeful opportunities which inspires our young people to actively engage with their own learning by building and practising their skills over time in real life situations. The Life skills strand of the curriculum is a thread across all subjects and strands as well as learners will have discrete Life Skills lessons/ Preparation for Adulthood lessons. We recognise the fact that we have children of differing abilities in all our classes, and so we provide suitable learning opportunities for all learners by matching the challenge of the task to the ability of the learner. We achieve this through a range of strategies, which are differentiated by task, expected outcome and/or support from peers or adults. The curriculum is designed in such a way as to support pupils through challenges facing adults in everyday living, how to cope with these and how to make decisions regarding their future.

- Providing opportunities for learners to discuss, exchange and share ideas, experiences, facts and opinions on given topics.
- Using role play to explore real life situations, unfamiliar concepts and develop the skills of negotiation, assertiveness, communication and self-awareness.
- Teach learners strategies to be able to clarify difficult issues, discuss sensitive issues, enhance communication skills, learn and practise new life skills.
- Using storytelling to tell narratives with specific themes such as assertiveness, negotiations, problem solving and decision making. Learners will be able to identify choices they make on a day-to-day basis and the consequences of making decisions.
- Offsite education- Community Links lessons, visiting places such as the Local Library, Bracknell Town Centre, Job Centres, Museums, Cafes etc.

- Asking probing questions and posing problems which allows the learners to brainstorm as a way of expressing their ideas with others, teaching them to value, respect and accept others' contributions.
- Learners have sessions in the Independent Living Area.
- Close liaison with parents to extend learning in the classroom by practicing gained skills at home.

### **Impact**

Learning Life Skills will allow our young people to be able to lead a fulfilling and substantially independent life where possible. The development of Life Skills helps our young people to find new ways of thinking, skill competence and practical problem-solving skills. Life Skills will support pupils in developing a greater sense of self-awareness and appreciation for self and others.

### **Measuring Progress**

<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>• Learner Voice</li> <li>• Staff feedback on Cross Curricular Links</li> <li>• Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Learner Voice</li> <li>• Photos/videos of learner activity</li> <li>• Staff feedback on Cross Curricular Links</li> <li>• Earwig Targets</li> </ul>

### **Knowledge & Skills over time**

The table below outlines general progression between each Key Stage. However, not all individuals progress within the below model in a linear way, as we recognise progress through developmental stages rather than chronological age.

<b>Topic / Area</b>	<b>EYFS &amp; KS1</b>	<b>KS2</b>	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<b>Community Inclusion</b>  <b>(Being part of where I live)</b>	<ul style="list-style-type: none"> <li>• Making friends</li> <li>• Social interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Visits</li> <li>• Team playing</li> <li>• Lunch Clubs</li> <li>• Developing friendships / friendship groups</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to be safe on and offline</li> <li>• Knowing the local area</li> <li>• Walking short distances</li> <li>• Friendships</li> <li>• Understanding bullying</li> <li>• Managing change</li> </ul>	<ul style="list-style-type: none"> <li>• Making decisions about how to spend free time</li> <li>• Managing social media and other technology</li> <li>• Online gaming and staying safe</li> <li>• Belonging to different groups</li> </ul>	<ul style="list-style-type: none"> <li>• Developing new friendships</li> <li>• Personal budgets - how could they be spent post 16 to further PfA aspirations</li> <li>• Managing your time</li> <li>• Being safe on the streets</li> </ul>

				<ul style="list-style-type: none"> <li>• Friendships and relationships</li> <li>• Understanding the bigger picture and building resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding alcohol and drugs</li> <li>• Volunteering</li> <li>• Understanding the criminal justice system</li> <li>• Knowing where to go for help and how to use the emergency services</li> </ul>
<b>Health</b> <b>(How I can be healthy)</b>	<ul style="list-style-type: none"> <li>• Diet and Food Variety</li> </ul>	<ul style="list-style-type: none"> <li>• Making choices</li> <li>• Physical exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Starting puberty</li> <li>• Articulating pain / health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Managing health needs</li> <li>• Understanding what the GP can help you with</li> <li>• Mental health and wellbeing</li> <li>• Drug and alcohol education</li> <li>• Switching the screens off and getting a good night's sleep</li> </ul>	<ul style="list-style-type: none"> <li>• Managing own health</li> <li>• Transition to adult health services</li> <li>• Knowing when you need to see the GP</li> <li>• Staying physically active and healthy</li> <li>• Understanding relationships, including sexual relationships - choices, safety and good health</li> </ul>
<b>Independent Living</b> <b>(How I can live independently)</b>	<ul style="list-style-type: none"> <li>• Feeding and drinking</li> <li>• Toileting</li> <li>• Real world play (kitchens, DIY, cleaning)</li> <li>• Getting dressed</li> <li>• Making choices</li> </ul>	<ul style="list-style-type: none"> <li>• Washing / brushing teeth</li> <li>• Telling the time</li> </ul>	<ul style="list-style-type: none"> <li>• Cooking at school and home</li> <li>• Understanding money</li> <li>• Shopping</li> <li>• Moving around the school independently</li> </ul>	<ul style="list-style-type: none"> <li>• Travel training</li> <li>• Making decisions about what to spend money on</li> <li>• Making own food</li> <li>• Socialising</li> <li>• Independent living skills</li> </ul>	<ul style="list-style-type: none"> <li>• Residential trips</li> <li>• Managing bills (e.g. mobile phone)</li> <li>• Managing potential income including Personal Independence Payments</li> <li>• Local learning options</li> <li>• Mental capacity - decision making</li> <li>• Understanding consent and best interest</li> <li>• Life skills</li> <li>• Managing your time</li> <li>• Transition to adult care</li> </ul>

					<ul style="list-style-type: none"> <li>• Being safe in your home</li> <li>• Understanding different types of living arrangements</li> <li>• Actively planning for future</li> </ul>
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**Linked documents**

**Curriculum Maps:**

**Subject documents:**

- Independent Living planning
- RSHE planning
- Preparing for Adult Life planning

**Earwig – Assessment system:**

- Earwig – KLS – Community (C.1)
- Earwig – KLS – Home (C.1)
- Earwig – KLS – Employability (C.1)
- Earwig – KLS – Swimming (2022)
- Earwig – KLS – Academic (RSHE)