

Approved by:	The Board	Date: 10/07/2024
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1. Introduction

Learners who come to Youth Works have been on very different learning journeys. Many of them have become disengaged with learning and arrive with a negative view of education. Some have struggled with their learning and have been unable to positively engage with education, others have found mainstream school a frightening place and may not have attended school for a considerable amount of time. Some of our learners have had a lot to deal with outside of school.

The first aim of our curriculum is to engage our learners and provide a positive learning experience, starting from a place where they feel comfortable and safe.

The curriculum is designed to enable learners to gain knowledge, skills, attitudes and resilience that help them to prepare for the next steps on leaving school. The curriculum also strives to engage learners by providing subjects and learning opportunities that are relevant and of interest to them. The curriculum offered to each learner is discussed with them and their parents/carers during the induction period and at regular review meetings.

Although personalised to meet the individual learners needs, our curriculum is intended to ensure that all learners make progress academically, meeting the expectations we agree with them at the start of their time with us. We ensure that learning opportunities provided are of high quality and are accompanied with timely interventions to support specific needs including learning needs, mental health support and help with practical issues. We are committed to equipping our learners for the next stage of their journey, whether it is college, employment or training.

Because each of our learners come with needs that are specific to them, our curriculum must be flexible enough to provide a tailored, personalised timetable to meet each individual's needs.

Some academic data for each learner is usually provided by their mainstream schools at the point of referral, but we also complete a series of baseline assessments with each learner once they start at our school. These assessments are analysed and an appropriate learning plan is put in place to improve their academic performance. We start with each learner at a place they are comfortable at and support

them to progressively gain new knowledge and understanding, as well as acquiring and demonstrating new skills.

Additional interventions may be put in place if a learner is struggling to make expected progress or a specific learning need is identified.

Almost all of our learners have either Social, Emotional or Mental Health (SEMH) issues so supporting them to manage these areas is a priority in our setting. Our curriculum is designed to improve not only our learners' ability to learn but to develop their social/emotional resilience so that they are better equipped when they leave school. This is done through the key work system and is complimented with therapeutic input if the young person is at a point where they can engage. The curriculum gives priority to meeting learners' current and future needs and promotes spiritual, moral, social and cultural development.

The majority of our learners have access to 25 hours of education. However, for some learners, their needs may be best met by a flexible timetable for a period of time; this may be due to their emotional wellbeing; their ability to cope with full time provision (especially for those who have been out of education for some time); or due to challenging personal circumstances not connected with school.

When this is the case, this provision is agreed with parents/carers and reviewed regularly to ensure they can be increased to full time within a structured time limited plan. Each of these learners has a support plan for their next steps, clearly-defined timescales and systems to put planning into action. Learners not accessing full time onsite provision are expected to access online learning activities.

The progress, engagement and needs of all our learners is monitored carefully and provision adjusted accordingly in consultation with their parents/carers, and when necessary relevant external agencies.

2. Our Curriculum – Key Stage 4

Mathematics

Our Functional Skills Mathematics curriculum enables learners to gain confidence and fluency in and a positive attitude towards mathematics. It covers 5 levels of learning from Entry Level 1 to Level 2. The awarding body is City and Guilds.

Students will feel confident using mathematics when they can demonstrate a sound grasp of mathematical knowledge and skills and apply it to solve mathematical problems.

The Functional Skills Mathematics curriculum for Entry Levels aims to demonstrate a sound grasp of the underpinning skills and basics of mathematical skills appropriate to the learner and the ability to apply mathematical thinking to solve simple problems in familiar situations.

The Functional Skills Mathematics curriculum provides a sound grasp of mathematical skills at the appropriate level and the ability to apply mathematical thinking effectively to solve problems successfully in the workplace and in other real life situations.

Functional Skills Mathematics Levels are assessed through examinations

From September 2023 we will be offering an iGCSE in Mathematics for those learners who are at a place where they feel confident to study for it.

English

Our functional English programme provides learning that focuses on both the underpinning skills as well the ability to apply English to different contexts. It covers 5 levels of learning from Entry Level 1 to Level 2. The awarding body is City and Guilds.

There are three parts to the English curriculum:

‘Speaking, listening and communicating’ within Functional Skills English qualifications is non-written communication, normally conducted face-to-face, and can also include ‘virtual’ communication methods such as telephone or spoken web-based technologies.

‘Reading’ within Functional Skills English qualifications is defined as the independent understanding of written language in specific contexts. This can be demonstrated through the use of texts on screen or on paper.

‘Writing’ within Functional Skills English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.

Our skills-based curriculum seeks to provide learners with the tools and knowledge needed to articulate and express their thoughts and feelings on a range of topics through speech and language to a diverse audience. The curriculum will focus on topics that are of relevance to the learners and provoke questions and the ability to articulate those questions into meaningful, well-structured verbal and written presentations. The exploration of different topics also seeks to widen an understanding of the world we live in.

From September 2023 we will be offering an iGCSE in English for those learners who are at a place where they feel confident to study for it.

ICT

Our functional ICT programme enables learners to become competent at developing, presenting and communicating information. It covers 3 levels of learning; Entry Level 3, Level 1 and Level 2.

The programme includes; how to use ICT, finding and selecting information, developing, presenting and communicating information.

Learners are encouraged to practice and apply what they cover in lessons across the curriculum.

Lessons are designed to keep the students engaged by incorporating themes/hobbies that they enjoy in their everyday lives, this ensures that full attention is given and so that it can be shown ICT is needed in multiple situations such as home, work and more.

Employability

Vocational skills are delivered under the City and Guilds Employability qualifications. Students can work to Entry Level 3 or Level 1 depending on where they are at. Areas of study include:

- Construction
- Skills in Health, Adult & Child Care Sector
- Catering

- **Retail and Customer Service**

As part of the Employability qualifications, students complete a range of units covering a range of areas relevant to starting work and taking responsibility for themselves.

Science and Horticulture

During the 2023/24 academic year we will pilot the City and Guilds Level 1 in Horticulture. This qualification enables students to complete a range of units that provide them with skills and knowledge around growing plants. We use our gardens and poly tunnel at Keystone to enable students to have real time experience of growing plants and developing outdoor plants and houseplants whilst working towards a qualification.

In 2023/24 we will aim to introduce an Entry Level Science qualification, building on our experiences in horticulture and linking in with sex education, sport and fitness, cookery and workshop projects to link the practical elements of science with our existing curriculum.

Hair and Beauty

Learners will be working towards an Entry level 3 qualification in the Hairdressing and Beauty industry, over the course learners will gain an understanding of career opportunities available to them within this industry. Learners will gain important communication and positive impression skills. Hairdressing and Beauty allows learners to pursue their own creative passions such as nail art, make up, barbering, plaiting and brows. Learners are able to gain valuable work experience in the salon working on clients.

Travel and Tourism

Learners will be working towards a Level 1 Award in the Introduction to Travel and Tourism business. Learners will gain knowledge of basic geography, capital cities, continents, countries and famous landmarks. Learners will learn about different methods and have the opportunity to book and plan our annual London trip

Art and Music

The Arts Award takes learners on a creative journey, exploring the arts world, discovering their potential as artists, developing leadership skills – and gaining a recognised qualification along the way. The arts curriculum builds creativity and communication, along with problem-solving, reflective-thinking and confidence. Learners participate in a range of artistic work including graffiti art, music, printmaking and other creative activities.

Enterprise

At Youth Works, learners have the opportunity to engage in a range of enterprise projects including involvement in the Waste Knot shop (a recycling project), market stalls and online selling. Accreditation for this can form part of the Employability qualification.

Citizenship

Citizenship helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society, learners are challenged to think about their perspective on many important and relevant topics.

Learners are encouraged to develop an awareness and understanding of democracy, government and the law. Our Citizenship programme aims to equip learners with the skills and knowledge to explore political and social issues, weigh evidence, debate and make reasoned arguments. It should also

prepare its place in the world as global, responsible and tolerant citizens, manage their money well and make sound financial decisions.

We deliver our Citizenship curriculum through:

- Weekly learner debrief and debate sessions
- Specific workshops and outside speakers
- Educational Visits
- Volunteering Opportunities
- PSHE Sessions
- Community Based Projects

PSHE

Our PSHE curriculum aims to develop the knowledge, skills and attributes learners need to keep themselves healthy and safe, and prepared for life and work as global citizens. We offer a curriculum that revisits and builds learning across each of the key PSHE themes:

- Health and wellbeing
- Living in the Wider World
- Relationships and sex education (RSE – as defined by the Department of Education)

Some elements of the PSHE and RSE curriculum are covered as units within the City and Guilds Employability qualifications.

Sport and Fitness

Our Sport and Fitness curriculum aims to engage our learners with sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Sport and fitness is closely linked to wellbeing. We also aim to engage learners in physical activities that interest them and provide an element of risk and excitement.

We do this by working with learners to come up with activities that are relevant and of interest to them. These include:

- Traditional sporting activities (football, basketball, badminton etc)
- Personal fitness training (including diet/healthy living)
- Swimming
- Outdoor pursuits (cycling, walking, paddleboarding etc)
- Fitness challenges
- Wellbeing activities (meditation, ice bath etc)