



Mayfield School

14-19 Curriculum

Overview 2020/21

Sarah Davis

February 2021

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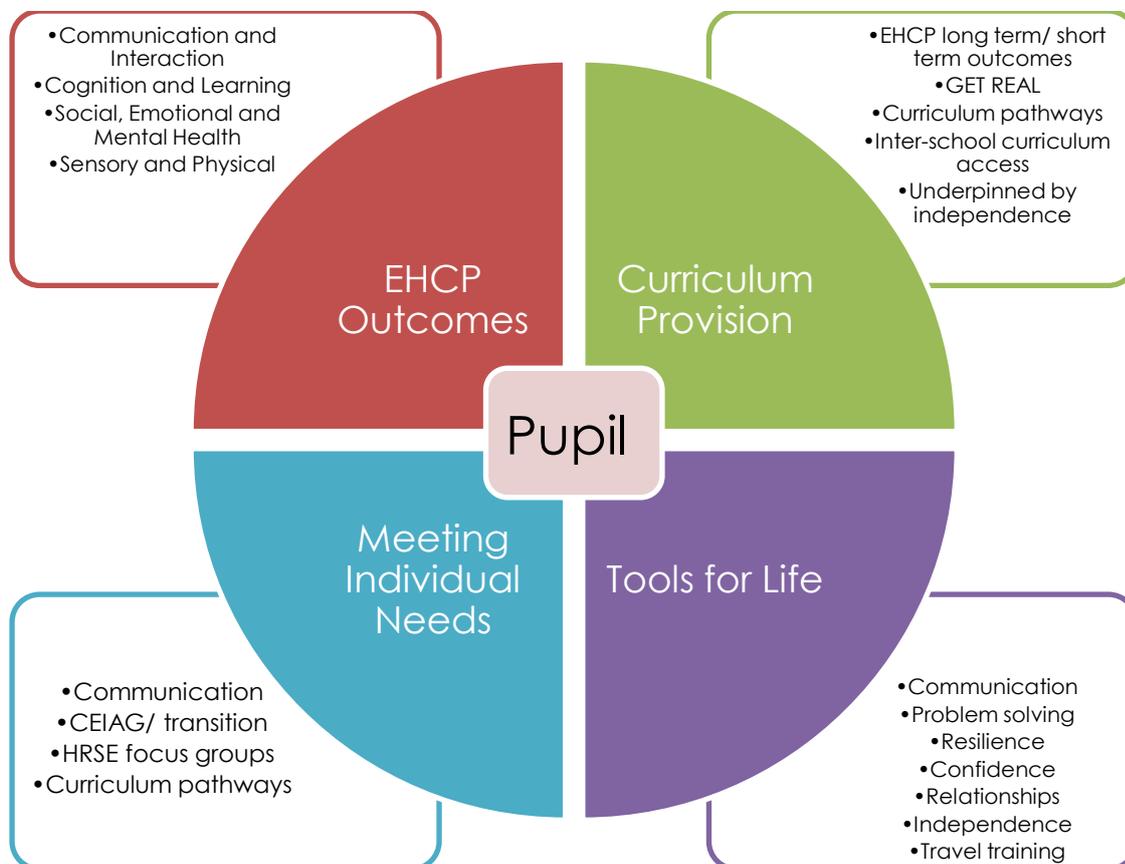
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Introduction

Welcome to 14-19 at Mayfield School. The purpose of this framework is to provide a comprehensive guide to the school's 14-19 curriculum including our student-centred philosophy, and our innovative approach to personalised learning during the transitional stage between the end of school and entering adulthood. 14-19 pathways at Mayfield School are underpinned by meaningful learning opportunities that build on and further embed the GET REAL curriculum and provide foundations for further education (FE) and/or employment.

Learning comprises a combination of academic qualifications and a framework of valuable, vocational learning opportunities that enable students to progress successfully through and beyond the 14-19 phase. 14-19 pathways offer genuine choice and opportunities for progression, be it through Mayfield School and into the Sixth Form, or elsewhere.

Here at Mayfield we pride ourselves on adopting a social approach to pedagogical practice, which sees the environment as a fundamental factor in ensuring maximum inclusion and learning. We place sole emphasis on the learning process, rather than the product, to guarantee maximum personal development. This approach is informed by our beliefs that every child has the right to access an appropriately challenging and stimulating curriculum where their specific individual needs are met.



Our curriculum is one that is constantly evolving as a result of continuous reflection by students and staff members alike. Students are encouraged to take ownership of their learning and the process of setting, working towards and reviewing their targets. As a result expectations remain clear and high, students are appropriately challenged and learning is meaningful.

Our flexible and accessible pathways are achieved through collaboration between school and the young person and are delivered alongside bespoke Careers Education, Information, Advice and Guidance (CEIAG), underpinned by Preparing for Adulthood (PFA) outcomes; advice and support are always tailored to the needs of the individual.

The booklet provides an overview of pathway options for pupils at levels pre-entry to level 1 from year 10 to year 14, and below is a rationale for 14-19 provision. We then look at personal pathways and how students' progress in working towards their outcomes is monitored. This is then followed by our functional cross-curricular links, with a focus on preparing and providing students with skills for the future. Finally we look at how we timetable and monitor the 14-19 curriculum across years 10-14.

Our Values and Aims

- At Mayfield School we will work with pride as a committed team to create a progressive, safe and child-centred educational community, which promotes respect, honesty and excellence in all areas.
- We will ensure that all opportunities are taken to challenge every child through a broad and balanced curriculum and give them the chance to learn, grow, be happy and receive the best possible inclusive education.
- All the passionate and enthusiastic staff will unite as a team with external professionals to cater and care for all individual needs.
- We will all communicate effectively with each other and our community, especially with parents / carers.
- We aim to transform lives, celebrate all our successes and respect the views of all people involved with the school.
- We all aim to consistently be the best we can be every single day and strive for outstanding results at all times.

As a school we have adopted the ethos that 'Better Never Ends' as we continuously strive to improve the experiences that our students and their parents have on a daily basis. Our aim is that this school will be outstanding in all areas and we will all continue to work tirelessly until this objective is achieved.

14-19 Curriculum Model

At Mayfield we see the 14-19 phase as a fundamental vehicle to enabling all students to leave us having become as independent, confident and skilled as possible. As when pupils move through all Key Stages at Mayfield, the 14-19 environment and context in which learning takes place reflects the stage pupils are at in their lives and their subsequent interests and abilities. This is accomplished through the provision of a hands-on approach to learning where practical, age-appropriate and contextualised activities mean students are constantly developing environmental and personal awareness in a kinaesthetic, and we believe therefore more memorable, manner.

Upon leaving Key Stage 3, the curriculum model at 14-19 focuses not wholly on linear pupil progression but on a curriculum which recognises, develops and builds upon students' pre-existing skill sets. Our aim is to scaffold learning opportunities that allow for the transfer of such skills into purposeful, everyday contexts.

While the phase hosts years 10- 14, students are grouped according to their pathway and therefore will work with counterparts who are not primarily from their year group. We feel that this encourages the development of social relationships outside of the familiar classroom and an appreciation of diversity, as well as opportunities to peer mentor, lead and assess one another ahead of entering society as a school leaver.

The curriculum pathways that follow are the penultimate and final stage of our students' compulsory education, are applied in meaningful learning environments, and led by passionate, student-centred staff. The experiences gained throughout this phase are designed to equip students with essential and transferrable skills for life.

Key Stage 4 Curriculum Pathway Overview

Year 10 Starting Point	KS4 Pathway	English	Maths	Science	HRSE	Arts Award	Employability Skills	Duke of Edinburgh's Award	PE	Independent Living	Target Destination
Milestone 7	Pre-Entry	Work trays/ Functional Skills English (AQA UAS optional)	Work trays/ Functional Skills Maths (AQA UAS optional)	Functional Skills Science (AQA UAS optional)	14-19 overview	Participation	ASDAN Towards Independence	-	Physio/ PE	Non-accredited	Sixth/ FE
Milestones 8-11	Entry 1	Work trays/ Functional Skills English (AQA UAS optional)	Work trays/ Functional Skills Maths (AQA UAS optional)	Functional Skills Science (AQA UAS optional)		Discover	ASDAN Towards Independence	-	Physio/ PE/ Swimming	Non-accredited	Sixth/ FE
Milestones 12-16	Entry 2	Entry Level English Skills (Ascentis) Functional Skills English (OCR L&L)	Entry Level Maths Skills (Ascentis) Functional Skills Maths (OCR L&L)	Functional Skills Science (OCR L&L)		Discover/ Explore	ASDAN Employability	Bronze	PE/ Swimming/ WJEC	Non-accredited	Sixth/ FE
Milestones 17-18	Entry 3	Entry Level English Skills (Ascentis) Functional Skills English (OCR L&L)	Entry Level Maths Skills (Ascentis) Functional Skills Maths (OCR L&L)	Functional Skills Science (OCR L&L)		Explore	ASDAN Employability/ Prince's Trust Award		PE/ Swimming/ WJEC	Non-accredited	Sixth/ FE/ Apprenticeship

Computing and RE are embedded within and delivered throughout the Key Stage 4 offer. Coverage comprises functional computing/ technology skills across all subject strands and RE across HRSE and assemblies, which are underpinned by British Values. Delivery of travel training is discrete; all students follow a tracker system which place emphasis on a practical approach to travel around the local and wider community, which is undertaken as part of their curriculum pathway.

KS4 English Subject Map

Rather than a thematic approach to English delivery, pupils in Key Stage 4 will experience the below through a syllabus of age-appropriate, meaningful and functional experiences. Students working at pre-entry level, or entry level 1, have the option to undertake AQA single unit awards as part of the AQA Unit Award Scheme. For more information please refer to the Key Stage 4 accreditation framework document. Units compiled within the AQA UAS Functional English cycle are interchangeable and adaptable, depending on the individual student. Work is presented in an accreditation folder and progress is demonstrated through SOLAR.

		Autumn – Speaking, listening and communication	Spring - Reading	Summer – Writing
Key Stage 4	Pre-Entry Year 1	Understanding and following instructions	Reading and understanding simple, regular words and sentences	Using preferred mode of communication to convey meaning
	Pre-Entry Year 2	Making contributions to be understood	Following simple visual instructions	Constructing simple sentences
	Entry 1 Year 1	Understanding main points of short explanations	Reading and understanding simple instructions and directions	Using words/ phrases to present information
	Entry 1 Year 2	Responding appropriately to comments and requests	Understanding short texts on familiar topics and experiences	Constructing simple sentences
	Entry 2 Year 1	Understanding interpersonal skills	Providing personal information in writing	Managing Social Relationships
	Entry 2 Year 2	Asking questions and making requests in everyday situations	Understanding short texts and simple instructions	Presenting written information in different styles and formats
	Entry 3 Year 1	Contributing to discussions	Completing forms with personal information	Managing Social Relationships
	Entry 3 Year 2	Making requests and asking questions in a variety of situations	Using different reading methods	Writing in short paragraphs

KS4 Maths Subject Map

Pupils in Key Stage 4 will experience the below through a syllabus of age-appropriate, meaningful and functional experiences. Students working at pre-entry level, or entry level 1, have the option to undertake AQA single unit awards as part of the AQA Unit Award Scheme. For more information please refer to the Key Stage 4 accreditation framework document. Units compiled within the AQA UAS Functional Maths cycle are interchangeable and adaptable, depending on the individual student.

		Autumn	Spring	Summer
Key Stage 4	Pre-Entry Year 1	Matching and sorting	Position	Size
	Pre-Entry Year 2	Money	Counting in multiples of one	Understanding daily events
	Entry 1 Year 1	Weighing and balancing	Practical use of mathematical language	Measure
	Entry 1 Year 2	Handling and using Money	Number and recognising numbers	Time
	Entry 2 Year 1	Using Coins and Notes	Collecting and presenting numerical information	Estimating and Measuring
	Entry 2 Year 2	Using Coins and Notes	Working with whole numbers up to 100	Reading and recording time
	Entry 3 Year 1	Working with Money	Presenting information in a chart	Working with Measurements
	Entry 3 Year 2	Working with Money	Working with whole numbers up to 1000	Working with time

KS4 Science Subject Map

The below topic areas have been chosen as means of delivering the concept of science whilst developing students' understanding of the world around them. Fundamentally students will broaden their ability to observe, explore and investigate a variety of meaningful subject areas. AQA single unit awards as part of the AQA Unit Award Scheme are optional at Pre-Entry and Entry 1.

		Autumn	Spring	Summer
Key Stage 4	Pre-Entry Year 1	Changing states (heating and cooling)	Materials and changes (materials used in the home)	Living and non-living things
	Pre-Entry Year 2	Healthy eating	Seasons	Plant growth and survival
	Entry 1 Year 1	Reversible and irreversible changes	Environmental changes on materials	Habitats and adaptations
	Entry 1 Year 2	Food, digestion and diet	Environmental changes	Human growth and change
	Entry 2 Year 1	Food Safety and Storage	Recycling and Managing Waste	Understanding how to clean the home
	Entry 2 Year 2	Following a simple recipe (linked to food, digestion and diet)	Climate Change (non-accredited)	Insert Plant material (E3) Challenge; caring for plant material (E3)
	Entry 3 Year 1	Food hygiene and safety	Increasing community involvement (linked to environmental awareness)	Household cleaning
	Entry 3 Year 2	Basic food preparation (linked to food, digestion and diet)	Combatting (non-accredited)	Preparing and planting a site

KS4 Employability Subject Map

Underpinned by Preparing for Adulthood, students work towards EHCP outcomes relating to employment. Students complete work as part of the following pathways, which is evidenced in their 14-19 progress folder.

		Autumn	Spring	Summer
Key Stage 4	Pre-Entry Year 1	Towards Independence – Handpicked modules	Towards Independence – Handpicked modules	Towards Independence – Handpicked modules
	Pre-Entry Year 2	Towards Independence – Handpicked modules	Towards Independence – Handpicked modules	Towards Independence – Handpicked modules
	Entry 1 Year 1	Towards Independence – Handpicked modules	Towards Independence – Handpicked modules	Towards Independence – Handpicked modules
	Entry 1 Year 2	Towards Independence – Handpicked modules	Towards Independence – Handpicked modules	Towards Independence – Handpicked modules
	Entry 2 Year 1	Exploring Job Opportunities	Maintaining work standards	Learning through work experience
	Entry 2 Year 2	Planning and reviewing learning	Health and Safety in the Workplace	Communicating with others at work
	Entry 3 Year 1	Career Planning	Community Project	Customer Service
	Entry 3 Year 2	Planning for personal development	Practicing Leadership skills	Presentation Skills

KS4 PE Subject Map

For Physical Education lessons, all students will follow the curriculum map outlined below. Those working at Pre-Entry and Entry 1 will participate in a range of activities within each sporting umbrella. Students working at Entry 2-3 will have the opportunity to undertake a Physical Health and Fitness qualification through WJEC. Throughout the delivery of physical education students will be expected to evaluate their performance and for some, that of their peers. Some students will demonstrate a knowledge of 'personal best' and undertake extra-curricular and/ or activities outside of school through community links/ sports clubs.

		Autumn	Spring	Summer
Key Stage 4	Year 1	Individual Games (E.g. badminton/ tennis)	Team Games - Striking and Fielding (E.g. rounders, cricket)	Competitive Sports (E.g. athletics/ gymnastics)
	Year 2	Other Physical Activities (E.g. dance)	Team Games - Invasion Games (E.g. basketball, football, hockey, netball, rugby)	Outdoor and Adventurous Activities (E.g. team building, problem solving)

KS4 Independent Living Subject Map

The concepts of decision making, time management, travel training, routine and personal safety will underpin the delivery of the Key Stage 4 independent living curriculum. Students will develop the knowledge and skills to enable them to become independent thinkers, alongside the social skills that will allow for progression education, independence and employment.

		Autumn	Spring	Summer
Key Stage 4	Year 1	Shopping (E.g. pre-visits, shopping on a budget, paying)	Cooking	Gardening
	Year 2	Home Management (E.g. being safe, understanding correspondence)	Money Management (E.g. personal budgets, managing potential income, bills)	First Aid (E.g. basic first aid, understanding of the emergency services)

Key Stage 5 Curriculum Pathway Overview

Year 12 Starting Point	Pathway	English	Maths	Personal and Social Development	HRSE	Arts Award	Work Experience	Duke of Edinburgh's Award	PE	Business Enterprise	Independent Living	Target Destination
Pre-Entry (1-5 PP continuum score)	Pre-Entry	Functional Skills English WTE1 (ASDAN LSC)	Functional Skills Maths WTE1 (ASDAN LSC)	-		Participation	AQA UAS (Sensory W/E)	-	Physio/ PE		AQA UAS	FE
Pre-Entry (6-10 PP continuum score)	Entry 1	Functional Skills English E1 (ASDAN LSC)	Functional Skills Maths E1 (ASDAN LSC)	ASDAN PSD E1		Discover	AQA UAS (Internal W/E)	-	Physio/ PE/ Swimming		AQA UAS	FE
Entry 1	Entry 2	English Functional Skills E2 (Ascentis) Functional Skills English E2 (ASDAN LSC)	Maths Functional Skills E2 (Ascentis) Functional Skills Maths E2 (ASDAN LSC)	ASDAN PSD E2	14-19 overview	Discover/ Explore	AQA UAS (Internal/ External W/E)		PE/ Swimming	In-house Programme	AQA UAS	FE
Entry 2	Entry 3	English Functional Skills E3 (Ascentis) Functional Skills English E3 (ASDAN LSC)	Maths Functional Skills E3 (Ascentis) Functional Skills Maths E3 (ASDAN LSC)	ASDAN PSD E3		Explore	Steps to Work/ DofE voluntary placement/ Prince's Trust Award E3 (External W/E)	Silver/ Gold	PE/ Swimming/ SLUK		AQA UAS	FE/ Apprenticeship
Entry 3	Level 1	English Functional Skills E1 (Ascentis) Functional Skills English L1 (ASDAN LSC)	Maths Functional Skills E1 (Ascentis) Functional Skills Maths L1 (ASDAN LSC)	ASDAN PSD L1		Bronze	Steps to Work/ DofE voluntary placement/ Prince's Trust Award L1 (External W/E)		PE/ Swimming/ SLUK		AQA UAS	FE/ Apprenticeship/ Supported Employment

KS5 English Subject Map

ASDAN Lifeskills challenge is the backdrop for our core Literacy and Numeracy curriculum. The 3-year literacy cycle is accessible to all learners following an accredited pathway in Sixth Form, spanning levels WTE1 (Working Towards Entry 1) – Level 1. The literacy curriculum places communication, listening, reading and writing in an age-appropriate and stimulating context. The units have been selected to allow for delivery both discreetly and through other areas of the curriculum, whilst building an awareness of self, others and transition to adult life. Identified students will have the opportunity to complete Functional English Skills exam-based qualification through Ascentis.

		Year 1	Year 2	Year 3
Key Stage 5	Pre-Entry	Autumn: Personal Profile	Autumn: Using Switches to effect Change	Autumn: Learning about sound
		Spring: ICT in Everyday Life	Spring: Engaging with objects linked to a story	Spring: Creating a group collage
		Summer: Participating in Health and Fitness Activities	Summer: Experience activities relating to TV and Music	Summer: ICT and Music Therapy
	Entry 1	Autumn/ Spring: Literature Appreciation	Autumn/ Spring: Understanding Relationships	Autumn: Cooperating with Others
		Summer: Using Technology to Communicate with Others	Summer: Using Makaton to Choose and Request	Spring: Using Textiles to Create a Collage Summer: Following Workplace Instructions
	Entry 2	Autumn: Reading, Listening and Responding to Texts	Autumn/ Spring: PSHE through Literature	Autumn: Personal Safety when going out
		Spring: One Page Profile	Summer: Group Nature Project	Spring: Using Technology to communicate
		Summer: Communicating with others at Work		Summer: Person-Centred Planning
	Entry 3	Autumn: Going out in the Community	Autumn: Social Opportunities in own Community	Autumn: Safeguarding: Your Digital Profile
		Spring: Basic Internet Safety	Spring: Safeguarding: Social Networking	Spring: Using Technology to Communicate
Summer: Investigating Local Amenities		Summer: Communicating at Work	Summer: Person-Centred Planning	
Level 1	Autumn/Spring: Personal Profile	Autumn: Advertisement	Autumn: British Values	
	Summer: Personal Profile: Strengths and Aspirations	Spring: Safeguarding: Social Networking Summer: Communicating at Work	Spring: Using Technology to Communicate Summer: Character Development	

KS5 Maths Subject Map

As with Lifeskills Challenge: Literacy, the numeracy curriculum also spans the full three years of Sixth Form and is accessible from WTE1 – Level 1. The units selected for delivery comprise opportunities for students to develop their mathematic skill set within the context of lessons such as Enterprise, Independent Living (encompassing Food Technology) and Travel Training. Identified students will have the opportunity to complete Functional Maths Skills exam-based qualification through Ascentis.

		Year 1	Year 2	Year 3
Key Stage 5	Pre-Entry	Autumn: Engaging with Numbers 1-3	Autumn: Practical Understanding of Time	Autumn: Experiencing Activities relating to Shopping
		Spring: Beginning to Understand Measure	Spring: Learning about Capacity	Spring: Shape and Space
		Summer: Position and Direction	Summer: Awareness of Object Permanence	Summer: Seasons and Changes
	Entry 1	Autumn/ Spring/ Summer: Shopping for Everyday Living: Being an Active Participant	Autumn/ Spring: Developing Functional Skills: Shopping Summer: Enterprise Skills	Autumn/ Spring: Planning and Running a Mini Enterprise Project Summer: Going Shopping
		Autumn/ Spring: Practical Understanding of Time Summer: 2D and 3D Shapes	Autumn: Learning about Capacity Spring: Using a Stock System Summer: Shopping in a Supermarket	Autumn: Planning and Running a Mini Enterprise Spring: Making a Personal Timeline Summer: Following On-Foot Directions
	Entry 3	Autumn: Cooking for Myself	Autumn: Using Money	Autumn: Understanding Fractions
		Spring: Completing an Enterprise Project	Spring: Local Shopping	Spring: Going Shopping
		Summer: Community Journey	Summer: Planning a Journey	Summer: Learning to Map Read
	Level 1	Autumn/ Spring: Using Money	Autumn/ Spring: Understanding Advertising	Autumn/ Spring: Cooking on a Budget
		Spring/ Summer: Reading Local Maps	Spring/ Summer: Road Safety - Pedestrians	Spring/ Summer: Understanding Consumer Rights

KS5 PSD Subject Map

The Personal and Social Development (PSD) aspect of the Sixth Form curriculum is delivered and accredited through ASDAN. Routes are offered at Entry Levels 1, 2 and 3, or Level 1 and all students who are able to undertake this route do so as PSD forms the core of our accredited curriculum. We believe that the units we have chosen most suitably reflect our philosophy for encouraging students to be as prepared for adult life as possible. Furthermore the learning used to deliver each unit allow pupils to develop their understanding of the fundamental British values including democracy, decision making, fairness, the rule of law, individual liberty, diversity, mutual respect and tolerance. Students undertake the following 3 year cycle across years 12, 13 and 14;

		Autumn	Spring	Summer
Key Stage 5	Year 1	Personal Safety in the Home and Community (OR Food Safety in the Home and Community at Level 1)	Managing Social Relationships	Community Action and Environmental Awareness
	Year 2	Making the Most of Leisure Time	Managing own Money	Using Technology in the Home and Community
	Year 3	Preparation for Work	Healthy Living	Dealing with Problems in Daily Life (E2 and E3 options) (OR Individual Rights and Responsibilities at Level 1)

KS5 Work Experience Subject Map

	Year 1	Year 2	Year 3	
Key Stage 5	Pre-Entry	Sensory Careers: Working for the Emergency Services and Sensory Careers: The Work of a Gardener	Sensory Careers: The Work of a Baker and Sensory Careers: The Sport/ Leisure Industry	Sensory Careers: Working in an Artist's Studio and Sensory Careers: The Work of a Beauty Therapist or The Work of a Builder
	Entry 1	Assisted Work Experience and Going to Work in the Wider Community	Work Experience in School and Taking Part in Work Experience	Introduction to Work Skills and Completing a Task
	Entry 2	Learning from Work and Job Application Skills	Work Experience and Preparing a Careers Action Plan	Basic Health and Safety in the Workplace and Writing and Speaking about a Placement
	Entry 3	AQA UAS – Handpicked modules and/ or The Prince's Trust Award – Handpicked Modules	AQA UAS – Handpicked modules and/ or The Prince's Trust Award – Handpicked Modules	AQA UAS – Handpicked modules and/ or The Prince's Trust Award – Handpicked Modules

Level 1	AQA UAS – Handpicked modules and/ or The Prince's Trust Award – Handpicked Modules	AQA UAS – Handpicked modules and/ or The Prince's Trust Award – Handpicked Modules	AQA UAS – Handpicked modules and/ or The Prince's Trust Award – Handpicked Modules
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Units completed for work experience are completely individualised depending on the type and area of work experience undertaken. Work experience at Mayfield can be internal or external. The former usually being undertaken in years 12 and 13, with the latter in years 13 and 14, depending on the individual.

We currently have several community links across the city, including supermarket, catering, allotment, place of worship and university provisions. We aim that all students complete at least one form of work experience during each year of Post-16 study, although most will complete a range of work experiences throughout each academic year, rotating termly.

During their final year at Mayfield, pupils will have the opportunity to undertake a block week of work experience arranged through University College Birmingham during which they are simply shadowed as they travel to and from the university each day and complete associated learning tasks. Students find work experience opportunities extremely informative in deciding upon an area of further study and or an area of work for the future.

KS5 Independent Living Subject Map

The independent living cycle encompasses food technology, money management, accessing the community, personal safety and health and wellbeing. The units listed below have been chosen to develop the independence of our students in all of these areas and provide opportunities for out-of-classroom learning.

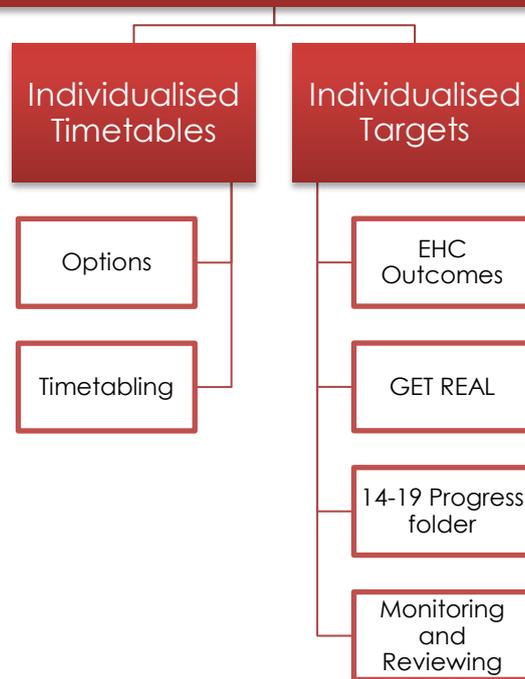
		Year 1	Year 2	Year 3
Key Stage 5	Pre-Entry	Autumn: Sensory Cookery (1/2) Spring: Domestic Skills Summer: Finding One's Way around School	Autumn: Encountering Sensory Stimuli within an IT Environment Spring: Experiencing and Responding to Food Summer: Food from Other Cultures	Autumn: Sensory Cookery (3) Spring: Sensory Food Experiences Summer: Sensory Stimuli within an ICT Environment
	Entry 1	Autumn: Following a Recipe with Assistance Spring: Food from Other Cultures Summer: Exploring the Concept of Money	Autumn: Rights and Responsibilities Spring: Shopping in the Community Summer: Healthy Living and Basic Kitchen Skills	Autumn: Basic Cookery Skills Spring: Safety in the Home Summer: Awareness of Routine when Preparing Food
	Entry 2	Autumn: Buying Food on a Budget Spring: Basic Food Hygiene Summer: Money Management	Autumn: Keeping a Home Spring: Diet and Exercise Summer: Planning and Preparing a Healthy Budget Meal	Autumn: Preparing Simple Meals Spring: Safety in the Home Summer: Food Handling, Preparation and Storage
	Entry 3	Autumn: Buying Food on a Budget Spring: Basic Food Hygiene Summer: Money Management	Autumn: Keeping a Home Spring: Diet and Exercise Summer: Planning and Preparing a Healthy Budget Meal	Autumn: Preparing Simple Meals Spring: Safety in the Home Summer: Food Handling, Preparation and Storage
	Level 1	Autumn: Developing Cookery Skills Spring: Comparing Processed and Home-Made Foods Summer: Earning Money	Autumn: Safety in the Home Spring: Fire Safety in the Home Summer: Diet, Health and Nutrition and Lifestyle Choices	Autumn: Peer Education: Independent Living Skills Spring: Using Cookery Skills Summer: Basic First Aid Awareness

HRSE 14-19 Subject Map

		Autumn - Health	Spring - Relationships	Summer – Sex Education
Key Stage 4	Year 1	<p>The impact of puberty on health and wellbeing</p> <p>How to support own health and wellbeing, including first aid</p>	<p>Friendships and working relationships</p> <p>How healthy relationships can benefit mental wellbeing and self-respect</p>	<p>Intimate and other committed relationships</p>
	Year 2	<p>The benefits of sufficient sleep, good nutrition and strategies for building resilience</p> <p>How outward facing activities (e.g. volunteering) are beneficial for wellbeing</p>	<p>Developing resilience and character in pupils</p>	<p>Contraception, pregnancy and parenthood</p>
Key Stage 5	Year 1	<p>Signs of loneliness and isolation</p> <p>Mental and physical health conditions, drugs, alcohol, including first aid</p> <p>(Focus Group) Eating disorders,</p>	<p>Acceptable and unacceptable behaviour in relationships</p>	<p>Safer sex and sexual health</p> <p>Facts and the law about sex, sexuality, sexual health and gender identity, LGBTQ and homophobia</p>
	Year 2	<p>The impact of time spent online, the positive aspects of online support and how to negotiate social media, online forums and gaming</p>	<p>How to identify when relationships are unhealthy</p>	<p>The law relating to sex, including age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment.</p> <p>(Focus Group) Choices permitted by the law around pregnancy</p>
	Year 3	<p>How pupils can judge when they, or someone they know, needs support and when to seek help</p>	<p>Rules and principles for keeping safe online.</p> <p>How data is generated, collected, shared and used online</p>	<p>Grooming, sexual exploitation and domestic abuse</p> <p>(Focus Group) FGM</p>

Personal Pathways

The Curriculum Framework for the Provision of Personal Pathways



Personal Pathways

Each and every student in the 14-19 phase will have their own personal pathway from year 10 to year 14. The pathway comprises personalised targets and an individualised timetable. Below we look at these two aspects in greater detail.

Individualised Timetables

Options

Students, families and teachers will complete the setting of their targets as part of their annual review of the EHC Plan and parent consultation evenings will take place. Students working between GET REAL Milestones 1-6 will continue to do so, whilst those working at Milestone 7 and above will complete English and Maths as the core components of their 14-19 pathway. Students will then further participate in other lessons based on their interests, targets and abilities and these will be handpicked to form an individual timetable.

Timetabling

Pupils and staff each have individual weekly timetables. This ensures that pupils are developing skills in the most appropriate contexts to their needs and staff skill-sets are utilised most appropriately. Please refer to 'Timetabling' for more detail re areas of study for each year group.

Individualised Targets

EHC Plans

Upon the review of students' EHC Plans, agreed targets are used as a starting point at the beginning of each academic year to inform options and timetabling as above.

14-19 Progress Folders

Each child within the 14-19 pathway has a 14-19 progress folder, which comprises an overview of the EHCP targets, cross-referenced and underpinned by the four Preparing for Adulthood areas. This practice allows students to leave Mayfield with a portfolio of employment, independent living, community engagement and health evidence, serving as an independence 'record of achievement'.

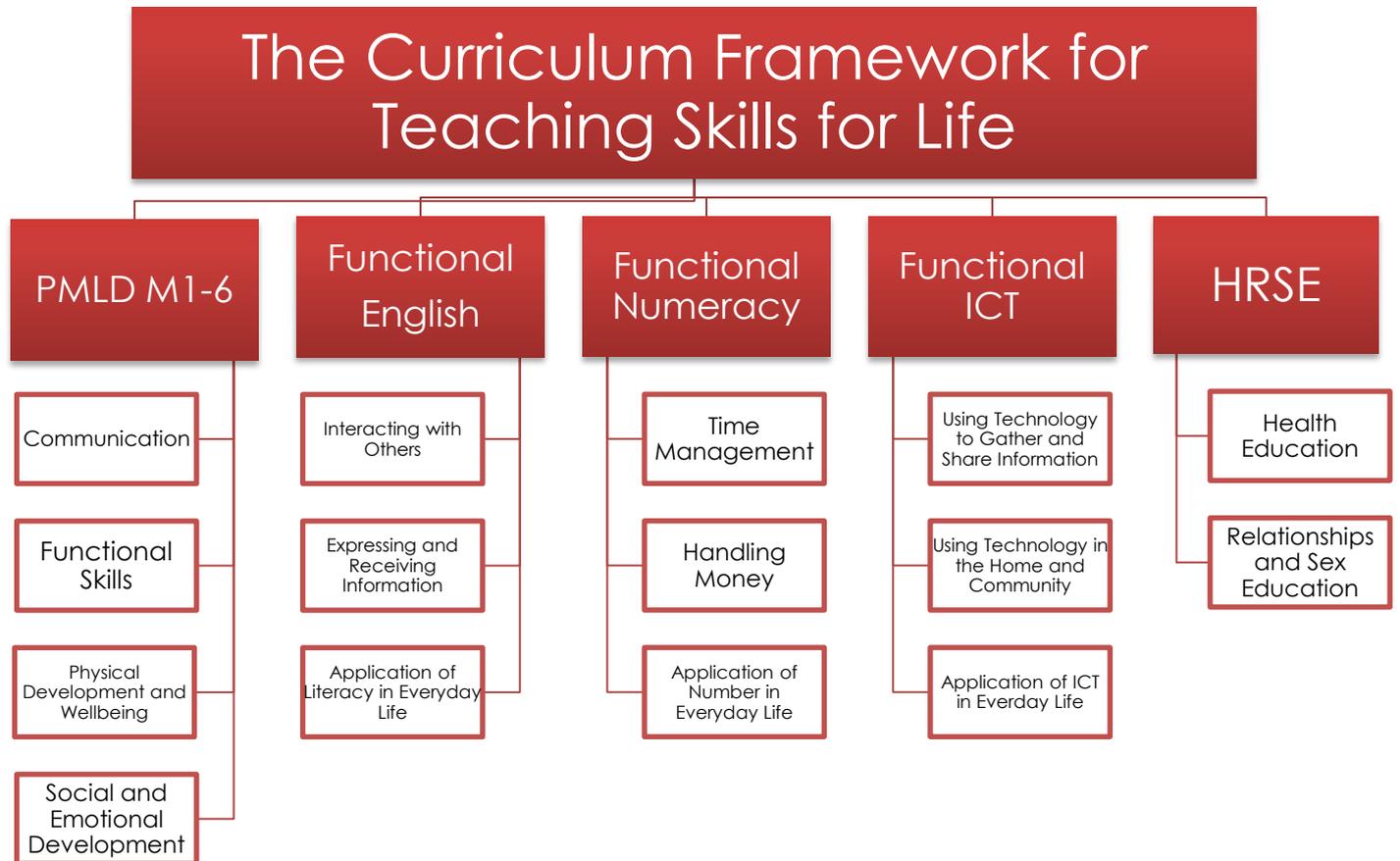
GET REAL

The school's new GET REAL curriculum framework runs parallel with the 14-19 accredited curriculum, ensuring outcomes are highly personalised to meet the needs of individual students. Students' placement on the GET REAL curriculum strands helps to inform their EHCP targets, thus ensuring students are appropriately challenged and supported in reaching their individual potential.

Monitoring and Reviewing

Progress towards targets is reviewed termly in consultation with students wherever applicable. Students are encouraged to take ownership of their learning and the meeting of their goals. All students within the 14-19 cohort have a 14-19 progress folder, celebrating achievement towards their targets and ultimate destination, underpinned by the PfA outcomes.

Skills for Life



Skills for Life

The Skills for Life section of the Post-16 curriculum model sees students build upon skills gained during previous Key Stages. Students who enter Key Stage 5 working between Milestones 1 and 6 will continue to do so. Those working at or above Milestone 7 build upon existing skills with a focus on communication, numeracy, ICT and HRSE. These strands extend skills already achieved through discrete application in everyday learning situations, and students' progress is monitored against their individual targets outlined in their Education, Health and Care Plan. The main aim of Skills for Life is the provision of learning opportunities that allow students to apply, adapt and develop existing skills in real life and meaningful contexts.

Functional English

Interacting with Others

We value interaction as fundamental in preparing our students for adult life and accessing community provision. Each day all students have the opportunity to develop their interaction skills in relevant and appropriate contexts and for a range of purposes. Students' abilities to interact spans across a spectrum, as do the means in which they use communicate. Through such means we aim to support all students in utilising their communicative skills to become fulfilling and active member of their community.

Expressing and Receiving Information

Students are encouraged to explore and use different modes of communication in order to develop their ability to share and receive information with a wide range of audiences. This is carried out both within and outside of the school setting to ensure the widest possible variety of information and people whom our students converse with, and, most vital, it ensures communication is purposeful and relevant to the student.

Application of English in Everyday Life

Each aspect of a student's 14-19 curriculum timetable provides opportunities to utilise existing literacy skills to allow for access and navigation of everyday situations.

Functional Numeracy

Time Management

Students develop their understanding of time, with an emphasis on having ownership of their own time management. A general awareness of time is a pre-requisite, whilst it is also important that students are able to solve problems relating to lengths of time and recognise key aspects of time throughout the day. Students are taught the importance of punctuality including the consequences of not being so.

Handling Money

Students learn about handling money, including investigating and experiencing receiving, spending and saving money. Throughout the Key Stage students are encouraged to increase their awareness of the value of both money and their purchases, and in turn learn about conducting price comparisons and looking at alternative options. Students develop their ability to establish approximately if they have enough money for their purchases, and whether or how much change they should receive, amongst other budgeting skills.

Application of Number in Everyday Life

Students have the opportunity to build upon existing, transferrable numeracy skills and apply these relevantly to everyday situations. These might include recognising bus numbers, paying bus fare, reading a bus timetable, calculating journey time, paying for an item, depositing money, writing a cheque, weighing ingredients, calculating ingredients for a set number of people, measuring fabric, buying in quantity, monitoring expenditure/ income.

Functional ICT

Using Technology to Gather and Share Information

We aim to provide students with a diverse range of opportunities to access technologies that allow for gathering and sharing of information, thus developing their ability to access information as part of their functional life skill set. Such opportunities comprise using search facilities (E.g. Google, library directories, shopping centre information points, ATM machines). We encourage students to share appropriate information they gather both verbally and electronically i.e. through sending an email. For the purpose of some aspects of learning students are encouraged to share their work with a wider audience and do so through the means of social media, producing advertisements and creating presentations. Students are also taught the risks in sharing information including what and with whom it is appropriate to share.

Using Technology in the Home and Community

In order to develop independence outside of the school environment we make use of technologies found in everyday settings such as handheld devices, radios, televisions, kitchen equipment and other household items. Technology is also an essential

communication tool for some of our students in allowing them to initiate conversations, gaining attention, exploring cause and effect and make choices. We encourage students to use a wide range of technologies to communicate in whichever ways are most appropriate and accessible to them.

Application of ICT in Everyday Life

Here at Mayfield we work with a range of tools, technologies and equipment that encourage pupils to be as independent as possible in using controls and making screen-based choices. Students learn how and why we use ICT in a range of day-to-day situations and settings. We aim to teach students how technology can enhance their independence, increasing their access to communicating with others and being more informed with regards to making decisions.

HRSE

Health Education

Students will continue to explore and build upon knowledge from previous Key Stages through the following content;

- The impact of puberty on pupils' health and wellbeing.
- The steps pupils can take to support their own health and wellbeing.
- The benefits of sufficient sleep, good nutrition and strategies for building resilience.
- How outward facing activities, especially those with a service focus (e.g. volunteering), are beneficial for wellbeing.
- Signs of loneliness and isolation.
- Factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions.
- Eating disorders – qualified support should be sought if schools choose to cover this.
- The impact of time spent online, the positive aspects of online support and how to negotiate social media, online forums and gaming.
- How pupils can judge when they, or someone they know, needs support and when to seek help.

Relationships and Sex Education

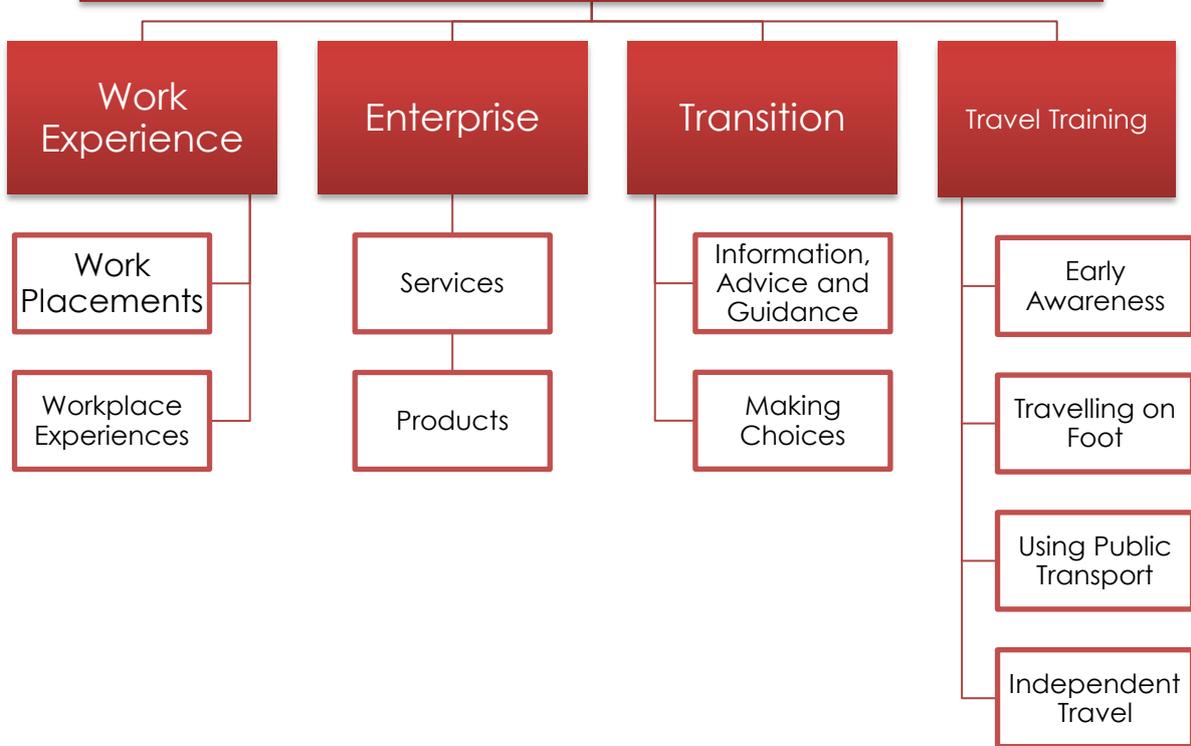
As above, students will continue to explore and build upon the knowledge from previous Key Stages through the following content;

- What healthy friendships, working relationships, intimate relationships and other committed relationships look like.
- How healthy relationships can benefit mental wellbeing and self-respect.
- Developing resilience and character in pupils.

- How to identify when relationships are unhealthy.
- Contraception, developing intimate relationships, resisting, and not applying, pressure to have sex.
- What is acceptable and unacceptable behaviour in relationships.
- Safer sex and sexual health.
- Facts and the law about sex, sexuality, sexual health and gender identity.
- The law relating to sex, including the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- Grooming, sexual exploitation and domestic abuse.
- FGM – including the physical and emotional damage it can cause, and how to access support.
- Rules and principles for keeping safe online.
- How data is generated, collected, shared and used online.

Vocational Learning

The Curriculum Framework for Teaching Vocational Learning



Vocational Learning

The Vocational Learning section of the 14-19 curriculum model comprises Work Experience, Enterprise, Transition and Travel Training and aims to introduce students to a range of areas and aspects of work. Students can develop skills through work-based placements and as part of an enterprise scheme, and consider these experiences when thinking about Post – 19 study and employment opportunities. Large aspects of this element of the curriculum are planned with consideration to the Gatsby Benchmarks (further information can be found in our Careers Programme).

Work Experience

Work Placements

Students are provided with a range of opportunities for work experience. Work experience is offered on a spectrum, with some students exploring the sensory and communal aspects of working environments, whilst others will complete a block week and/ or long term structured placements. Students develop and hone work-related skills in vocational settings. Placements offered are both internal and off-site as part of our community links.

Workplace Experiences

Through the provision of work placements, students are able to experience first-hand aspects of working life explored as part of the ASDAN PSD Preparation for Work and Managing Social Relationships units. Students are able to practice appropriate dress, social interaction, punctuality and self-assessment, as well as deciding upon an area of work for the future.

Enterprise

Services

Students develop an appreciation of the services associated with running an Enterprise through being a part of the business enterprise programme. This can include managing and accounting for funds, conducting market research, marketing and advertising and customer service/ selling, whilst adopting a plan-do-review cycle for each product produced.

Products

Students are encouraged to take ownership of their projects and each product produced is a result of student-led mind mapping, market research, prototyping and evaluating. Students develop an understanding of the importance of maintaining high expectations on themselves and their merchandise.

Transition

Information, Advice and Guidance

Students complete a programme of transition throughout the 14-19 phase. Students and families work closely with our Connexions Advisor who facilitates communication with relevant Post – 16 and 19 centres and professionals and arranges visiting opportunities, alongside maintaining regular contact with families with the view to encouraging a proactive attitude towards transition to adulthood.

Making Choices

Students develop their ability to make informed choices about their future having experienced first-hand a range of vocations and Post – 16 and 19 provisions. Students learn about how to communicate their choices effectively to the relevant people and what their choices mean for them.

Travel Training

All pupils who are able to safely access the local and wider community will participate in an embedded travel training curriculum. It is an expectation that pupils obtain a concessionary travel West Midlands bus pass, to which they are entitled to at no cost.. This enables pupils to undertake bus journeys to and from familiar destinations, leading on to unfamiliar destinations such as college transition days, and become as independent as possible ahead of leaving school. All students follow a tracker system which place emphasis on a practical approach to travel around the local and wider community.

Timetabling

We value the importance of a broad and balanced curriculum that enables students to gain transferrable, meaningful skills to allow for utmost independence upon leaving Mayfield. As a result of personalised learning pathways, students will study the most relevant aspects of our curriculum framework to them as an individual, allowing personalised targets to be met. Accredited units are undertaken at various lengths depending on the content of the unit itself, however core accreditation runs throughout the two years of Key Stage 4 and three years of Sixth Form.

Key Stage 4	
Year 1 (Year 10)	Year 2 (Year 11)
English	English
Maths	Maths
Science	Science
Employability Skills	Employability Skills
Independent Living	Independent Living
Arts Award*	Arts Award*
Swimming/ PE	Swimming/ PE
DofE Bronze Award	DofE Bronze Award (including expedition)
HRSE	HRSE

*Indicates curriculum areas that are offered as options

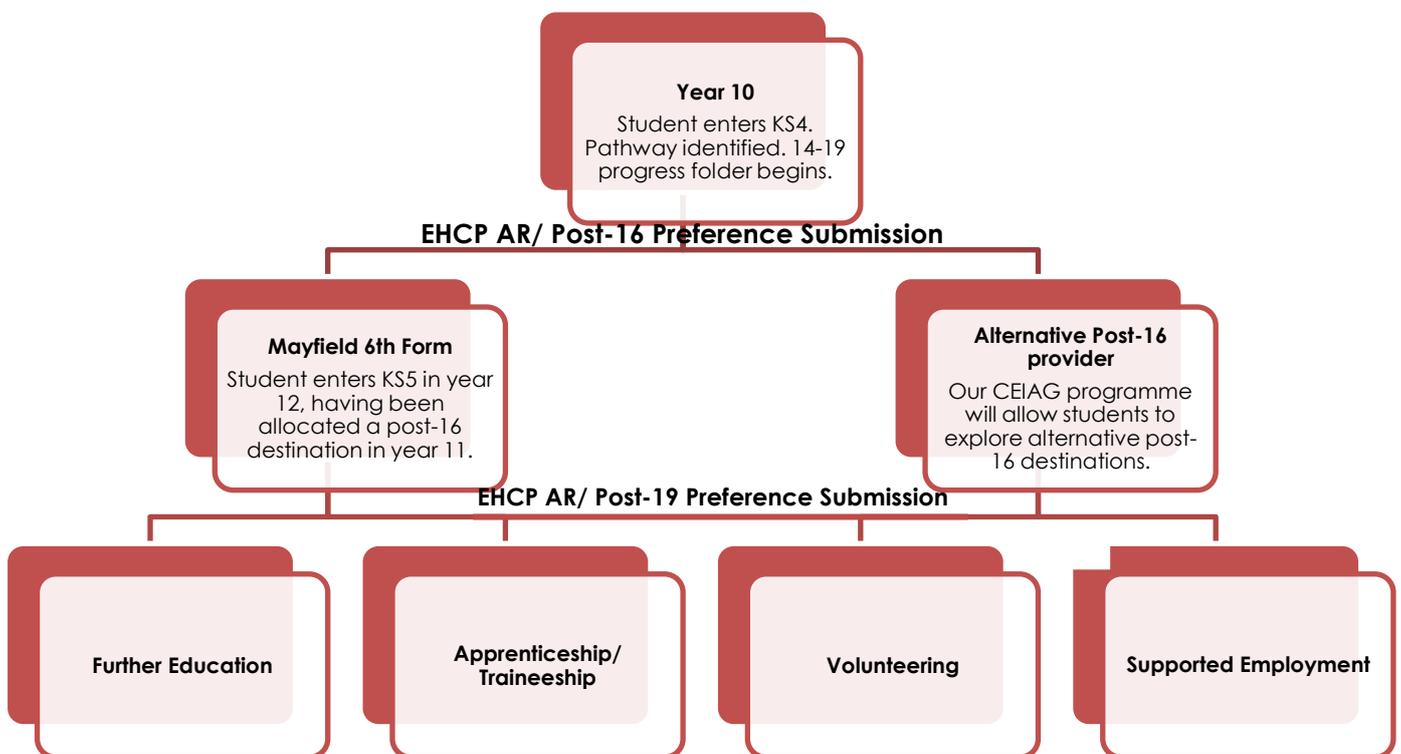
Key Stage 5

Year 1 (Year 12)	Year 2 (Year 13)	Year 3 (Year 14)
ASDAN Lifeskills Challenge: Literacy	ASDAN Lifeskills Challenge: Literacy	ASDAN Lifeskills Challenge: Literacy
ASDAN Lifeskills Challenge: Numeracy	ASDAN Lifeskills Challenge: Numeracy	ASDAN Lifeskills Challenge: Numeracy
ASDAN PSD	ASDAN PSD	ASDAN PSD
AQA Unit Award Scheme; <ul style="list-style-type: none"> • Art and Design* • Independent Living • Work Experience (Internal) 	AQA Unit Award Scheme; <ul style="list-style-type: none"> • Art and Design* • Independent Living • Work Experience (Internal/ external) 	AQA Unit Award Scheme; <ul style="list-style-type: none"> • Art and Design* • Independent Living • Work Experience (Internal/ external)
Arts Award*	Arts Award*	Arts Award*
Swimming/ Community PE	Swimming/ Community PE	Swimming/ Community PE
Mentoring*	Mentoring*	Mentoring*
SLUK ASL*	SLUK ASL*	SLUK ASL*
DofE Silver Award	DofE Silver/ Gold Award	DofE Gold Award
HRSE	HRSE	HRSE

*Indicates curriculum areas that are offered as options

Careers Education, Information, Advice and Guidance

Students within the 14-19 phase will receive bespoke CEIAG from a careers advisor from Birmingham Careers Service. Advice will be tailored before, during and following a series of transitional visits to relevant post-16 and post-19 providers. Students and families are fully encouraged to be a part of this process throughout to ensure they are fully informed ahead of the decision-making process and for the transition itself. The flow chart below indicates possible routes through the 14-19 journey and beyond.



Further Information

For further information on Mayfield School's 14-19 accredited curriculum, rationales, timetabling and transition please refer to Key Stage specific accreditation documents;

Key Stage 4: R:\SECONDARY\Curriculum\Key Stage 4\Curriculum

Key Stage 5: R:\SECONDARY\Curriculum\Key Stage 5\Curriculum