

Sixth Form Curriculum



About the Sixth Form

Mary Rose Academy Sixth Form provides a holistic programme of study for young people with complex learning and physical needs. We aim to provide challenging, relevant and fun learning experiences which support individual progression and of vital importance; prepares them for adulthood.

The 6th Form curriculum focuses on personal progression against person centred EHCP targets. The curriculum provides stretch and progression and enables the students to achieve the best possible outcomes in adult life.

The sixth form has a history of providing person centred programmes, pathways and provisions and is also committed to working with students and their families to establish appropriate progression routes when students leave and has done so year on year.

The aims of the Sixth Form are to:

- Prepare young people for adulthood with high aspirations for a fulfilling adult life
- Provide individual pathways suited to the needs of each young person and based on their education, care and health plan
- Promote student and family choice
- Provide opportunities to gain nationally recognised qualifications
- Support students and their families through the transition years
- Encourage students to have life experiences
- Ensure that the experience of young people and their families inform strategic planning and commissioning
- Develop a shared vision across all partners including education, local business, health and social care with families and young people at its heart and focus on improving life chances

Our students progress by:

- Being prepared for adult life and being as independent as they, as an individual, are able to be.
Developing independent living skills and work related skills
Moving from familiarity and routine to less familiar and new, progressing through increasingly less familiar contexts such as in school then to the Pioneer Centre and work jobs in class to eventually taking part in work experience with local employers
- Progressing from generic life and work skills to very specific skills in specific individual contexts
- Gaining practical skills, increased knowledge and have positive attitudes towards self and others in the community
- Achieving and progressing through levels and number of credits through qualifications
- By making a successful transition to a post 19 pathway of continued education/work/voluntary community enterprises which are considered a life progression

How progress is measured:

Progression is measured and recorded using a range of methods including:

- Progress towards and against long term (end of phase) outcomes in Education, Health and Care Plans
- Qualifications including, ASDAN Towards Independence, ASDAN Personal Progress, ASDAN, Employability, ASDAN Personal Social Development or BTEC Vocational qualifications
- Termly student outcome reviews demonstrating evidence towards their annual review EHCP targets

6th Form Curriculum

The Key Stage 5 curriculum is based on Preparing for Adulthood and incorporating the themes from Education, Health and Care Plans. Literacy and Numeracy are embedded to support the acquisition of skills.

Independent Living includes:

- Developing the skills, knowledge and understanding needed for adult living
- Main areas of study will include: daily living skills such as shopping, cooking, laundry, cleaning, travelling around the community, budgeting and personal care skills such as dressing, washing, hair care as well as being safe in the home.

Community and Relationships includes:

- Developing the skills, knowledge and understanding needed to access the community, look after the environment and have safe and successful relationships, both face to face and when using social media.
- Students are enabled to make choices around places to go in their leisure time, to develop the skills required to make and sustain friendships and to develop positive values and beliefs about the world around them.
- Students learn about British Values and democracy and the need to be responsible towards others and also to understand and embrace the notion that society is diverse and everyone should be respected and valued.

Work and further education includes:

- Developing the skills and knowledge for work or college. The main topic areas are planning for work through careers education, information advice and support, taking part in work activity and enterprise in and for the community.
- Work activity will start in the 4 Mary Rose Academy businesses. Pebbles Beach Hut Café, Sowers and Growers – horticulture, Southsea Sanders – Technology and upcycling, Fresh as a Daisy – Creativity.

Health includes:

Keeping fit and healthy physically and mentally through PE and swimming, the development of gross and fine motor skills through activities such as artwork, physiotherapy, making choices around healthy eating, awareness about substance and alcohol misuse and sex and relationship education.

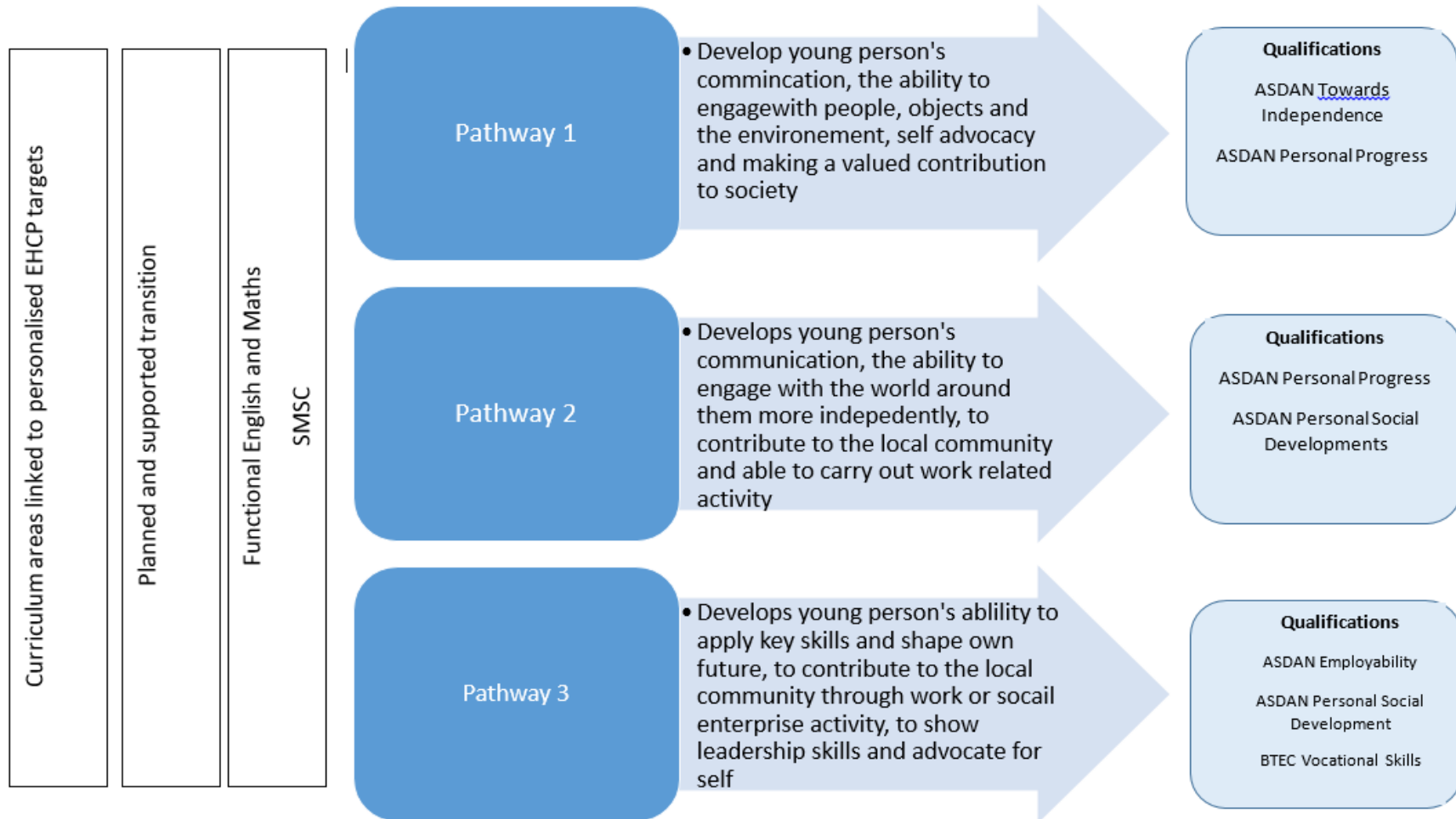
Enrichment activities for all students may include:

- School clubs – lunch and after school
- School council
- National Citizen Service
- Range of residentials including 6th Form IOW Festival, UKSA, Skiing in Italy and Bendrigg.

Destinations

- Students leaving the sixth form may have varied destinations. Some may choose a further education route in local colleges. Others may opt for social care settings which focus on enterprise and work based activities.
- As a 6th form we ensure impartiality and encourage students to explore a variety of post 19 options through impartial information, advice and guidance, curriculum activity, community events amongst other things.
- Some may be interested in Supported Internships
- Mary Rose Academy has 100% success rate, year on year, for ensuring some form of further placement and each student will have their own tailor made transition plan.

6th Form Curriculum Overview and Pathways



Sixth Form Independent Living

Preparing for Adulthood	Pathway 1	Pathway 2	Pathway 3
<p>Independent Living Independence</p>	<p>Showing likes/dislikes/preferences Make choice: food, people, activities, routines, staffing, clothes Communicate needs, wants, choices, likes etc. using a variety of methods: iPads, symbols, speech etc. Engaging with and responding to people and objects in the home Engaging with and responding to events and routines Carrying out joint household activities: cooking, gardening, cleaning, laundry with other people Taking part in personal care routines e.g. hand washing, toileting, cleaning teeth, hair Moving around the home Eating out with others</p>	<p>Money skills Shopping Food preparation and storage Time skills Going out with others Coping with other people Coping with change Gardening Weather forecasts Knowing about services Contacting services Using a computer to communicate, find things out, stay in touch Using a phone/mobile Washing, hair care, nail care, using various appliances Using a bathroom Safety in the home Safety in the community: walking, stranger danger, road safety, safety signs Using public transport/taxis/trains Knowing about services e.g. dentist, doctors etc. Contacting emergency and local services Being able to self-occupy Being able to self-start</p>	<p>Household budgets Shopping Food preparation and storage Time skills Going out with others Gardening Weather forecasts Knowing about services Contacting services Using a computer to communicate, find things out, stay in touch Using a phone/mobile Washing, hair care, nail care, using various appliances Using a bathroom Safety in the home Safety in the community: walking, stranger danger, road safety, safety signs Using public transport/taxis/trains Knowing about services e.g. dentist, doctors etc. Contacting emergency and local services Being able to self-occupy Being able to self-start</p>

Sixth Form Work/employment

Preparing for Adulthood	Pathway 1	Pathway 2	Pathway 3
Work/ employment	Careers and future options advocacy Working in the Mary rose Academy Enterprise businesses Jobs in class Jobs around school Work experience projects Encountering, engaging with, responding to different work environments, people and work related objects Work and communication	Knowing about different jobs Autonomy and choice My rights and responsibilities Being safe at work Working in the Mary Rose Academy Enterprise businesses Producing and selling products Taking part in meetings Leading other people Trying new and different environments/job Communication at work ICT at work Coping with other people Working with other people on projects Interviews and interacting with other people	Careers knowledge Working in the Mary Rose Academy Enterprise businesses Searching and applying for jobs, Interviews Self-management and assessment Rights, responsibilities and work conduct Health and safety at work Meeting targets, solving problems and working as a team/meetings ICT at work Working with others Producing and selling products Alternatives to paid work Communication at work Leadership

Sixth Form Community and Relationships

Preparing for Adulthood	Pathway 1	Pathway 2	Pathway 3
<p>Community and Relationships</p>	<p>Encounter, respond to and communicate with experiences different experiences in the community: people, objects, environment : Making choices about community activity, people to engage with, types of relationships Making friendships with people in the local community and being safe within these relationships Making friendships using social media and staying safe Being supported by others in the immediate community e.g. carers – choices, preferences, routines, self-advocacy Self-advocacy over personal care routines Relationships and Sex Education Interacting with others in the school Going out and engaging in the local community: visits, projects</p>	<p>Sex and Relationship Education Helping others in the community Using community facilities: cafes, restaurants, country parks, leisure facilities to develop various skills: social, key skills etc. Cultural diversity in the community Participating in community events: performing arts/drama Rock Challenge Contributing to and participating in community groups Making contributions to the local and wider community through charity and raising money, for example Children in Need, LifeHouse Church Working jointly with students or adults in school and externally on shared projects: Organising, planning and running community events Staying safe in the community both real and online Travel training Road safety Appropriate social skills in the community Community knowledge: local landmarks, local facilities, getting around, geographical awareness</p>	<p>Sex and Relationship Education Helping others in the community Using community facilities: cafes, restaurants, country parks, leisure facilities to develop various skills: social, key skills etc. Cultural diversity in the community Participating in community events: performing arts/drama Rock Challenge Contributing to and participating in community groups Making contributions to the local and wider community through charity and raising money, for example Children in Need, LifeHouse Church Working jointly with students or adults in school and externally on shared projects: Organising, planning and running community events Staying safe in the community both real and online Travel training Road safety Appropriate social skills in the community</p>

	<p>Participating in whole school and external projects and events Making contributions to the local and wider community through charity and raising money, for example Children in Need Working jointly with students or adults in school and externally on shared projects</p>		<p>Community knowledge: local landmarks, local facilities, getting around, geographical awareness</p>
--	---	--	---

Sixth Form Health

Preparing for Adulthood	Pathway 1	Pathway 2	Pathway 3
Health	<p>Being physically safe</p> <ul style="list-style-type: none"> • Road safety • Advocacy and choice • Stranger danger <p>Being in good physical health</p> <ul style="list-style-type: none"> • Rebound therapy • Postural management programmes • Physiotherapy programmes • Swimming • Outdoor and indoor games <p>Being emotionally safe</p> <ul style="list-style-type: none"> • Internet safety • Anti-bullying • SMSC/British values • Advocacy and choice making – communicating needs <p>Having good mental health</p> <ul style="list-style-type: none"> • SMSC • Anti-bullying • Friendships and relationships 	<p>Being physically safe</p> <ul style="list-style-type: none"> • Road safety • Travel training • Stranger danger <p>Being in good physical health</p> <ul style="list-style-type: none"> • PE • Swimming • Outdoor Learning • Team games • Gym • Food and nutrition • SRE <p>Being emotionally safe</p> <ul style="list-style-type: none"> • Internet safety • Anti-bullying • SMSC/British values • Choice making <p>Having good mental health</p> <ul style="list-style-type: none"> • SMSC • Anti-bullying • Friends and relationships 	<p>Being physically safe</p> <ul style="list-style-type: none"> • Road safety • Travel training • Stranger danger <p>Being in good physical health</p> <ul style="list-style-type: none"> • PE • Swimming • Team games • Gym • Food and nutrition • SRE • Outdoor Learning <p>Being emotionally safe</p> <ul style="list-style-type: none"> • Internet safety • Anti-bullying • SMSC/British values • Choice making <p>Having good mental health</p> <ul style="list-style-type: none"> • SMSC • Anti-bullying • Friends and relationships

Have students achieved?

