

SPRS – Academic Year 2021- 2022

Curriculum Map – Subject: Social Skills

Aim – For every pupil to develop the knowledge, skills and attributes to be able to manage opportunities, challenges and responsibilities as they grow up both in the local community and the wider world. A range of teaching resources and expertise will be used to enable every pupil to be safe, healthy and resilient whilst building self-esteem and empathy enabling them to overcome barriers and raise their aspirations.

Boxall and Thrive will be linked to each knowledge area. The school is focused on two Boxall areas: Pay Purposeful Attention (PPA) and Self-Negating (SN).

Topic	Term 1 7 th Sept -17 th Dec	Term 2 5 th Jan – 8 th Apr	Term 3 25 th Apr – 25 th July
<p>Careers</p> <p>The school is focused on two Boxall areas: Pay Purposeful Attention (PPA) and Self-Negating (SN).</p>	<p>Intent KS3 pupils will explore the world of work. KS4 pupils will understand the opportunities available Post 16</p> <p>Implementation KS3 – Pupils are introduced to working life looking at opportunities, qualifications and requirements. Realistic viewpoints of employment identifying pay, deductions and job description. KS4 – Pupils are given information and details regarding opportunities Post 16. They research their own choices, options and make decisions on how they want to proceed. College applications are completed during the last part of the term.</p> <p>Impact KS3 pupils have a greater understanding of working life and what they need to do to achieve their goals. KS4 pupils feel prepared and understand the opportunities and prospects available to them.</p> <p>Boxall and Thrive: PPA - Listen with interest, Take part in group activities, Listen, attend and do what is required. SN - Able to recognise own strengths and weaknesses. To be able to value themselves in a positive manner.</p> <p>ASDAN PSHE Course Module 10 - Careers and your future.</p>	<p>Intent KS3 – Exploring Skills, looking at how different subjects relate to employment. Importance of developing soft skills. KS4 – Applying for jobs, interview techniques. Self-reflection and self-promotion.</p> <p>Implementation KS3 – Pupils will complete a questionnaire and online quiz to help them decide on their career choice. Lessons will then be geared towards identifying the qualification and skills required to meet their aspirations. Links to lesson, exams and suitability will be discussed. This will include links and self-assessment regarding interests and skill set. KS4 – Pupils will be introduced to the 'interview'. Examples of questions and use of role play will feature during this element of the course. Pupils will be expected to present themselves to each other and be prepared to answer questions about their strengths and future aspirations. This will involve small group work and confidence building sessions and activities.</p> <p>Impact KS3 pupils will feel confident in their future plans and aspirations and understand the connections between school and working life. KS4 pupils feel prepared, confident and understand the opportunities and prospects available to them.</p>	<p>Intent KS3 – Introduction to CV and interview skills. Safe working practices and environments KS4 – Post 16 Life – Apprenticeships, Interviews, Preparing for College and Further Education.</p> <p>Implementation KS3 – Pupils will begin to form their own CVs and look at personal skills and attributes. Preparation lessons on how to apply for a post and what is acceptable on an application. Pupils will research safe working practices and legislation around employment that they need to be aware of. KS4 – Continuation of interview techniques and preparation. Pupils will begin to develop their own brand, looking at how they present themselves and their own key personal skills and attributes. Pupils will research into colleges and further education in the area based upon their own interests and chosen courses. Pupils to consider their aspirations and future goals.</p> <p>Impact KS3 pupils will develop their confidence in application and interview techniques. They will be aware of safe working environments and practices and how to keep themselves safe whilst at work. KS4 pupils will be aware of alternatives to employment ie apprenticeships and further education. Pupils will be aware of options available to them and the providers that are both local and national, ensuring their aspirations are supported.</p>

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<p>PE</p> <p>The school is focused on two Boxall areas: Pay Purposeful Attention (PPA) and Self-Negating (SN).</p>	<p>Intent To assist in developing pupils both physically and socially.</p> <p>Implementation Boys and Girls are split for PE following discussion with the pupils. This will help with attendance and attainment during lessons. All sessions run with a view of creating a sense of worth and enjoyment. Simple skills are introduced to improve ability. As the sessions progress confidence and capacity increases therefore allowing more rules and competition to be involved. The sessions will comprise of boxing and badminton. The pupils will attend a local boxing club for one afternoon per week to be tutored by a boxing coach. They will receive coaching advice as well as fitness training. This will run for half a term and then the group will swap to badminton. The pupils will attend the sports hall and play badminton. Rules and guidelines will be discussed before the session and throughout to ensure understanding and fairness. This will run for half a term and then swap to boxing.</p> <p>Impact Pupils will gain confidence in their ability to perform as well as learning new skills and resilience. Impacts on attitudes to body language as well as learning to be healthy and choosing healthy options.</p> <p>Boxall and Thrive: PPA - Listens with interest, pays attention and therefore is able to access the learning and social environment. SN-Accepts calmly when others come first, accepts losing, able to recognise own strengths and weaknesses. Development of skills, exploring empowerment and understanding of the need for rules. Gives purposeful attention, participates constructively and engages with peers.</p>	<p>Intent To assist in developing pupils both physically and socially.</p> <p>Implementation Boys and Girls are split for PE following discussion with the pupils. This will help with attendance and attainment during lessons. All sessions run with a view of creating a sense of worth and enjoyment. Simple skills are introduced to improve ability. As the sessions progress confidence and capacity increases therefore allowing more rules and competition to be involved. The sessions will comprise of Volleyball and boxing. The pupils will attend a local boxing club for one afternoon per week to be tutored by a boxing coach. They will receive coaching advice as well as fitness training. This will run for half a term and then the group will swap to volleyball. The pupils will attend the sports hall and play volleyball, there may be the opportunity (weather permitting) to be outside. Rules and guidelines will be discussed before the session and throughout to ensure understanding and fairness. The game rules will be explained and the links to badminton introduced. This will run for half a term and then swap to boxing.</p> <p>Impact Pupils will gain confidence in their ability to perform as well as learning new skills and resilience. Impacts on attitudes to body language as well as learning to be healthy and choosing healthy options.</p> <p>Boxall and Thrive: PPA - Listens with interest, pays attention and therefore is able to access the learning and social environment. SN-Accepts calmly when others come first, accepts losing, able to recognise own strengths and weaknesses. Development of skills, exploring empowerment and understanding of the need for rules. Gives purposeful attention, participates constructively and engages with peers.</p>	<p>Intent To assist in developing pupils both physically and socially.</p> <p>Implementation Boys and Girls are split for PE following discussion with the pupils. This will help with attendance and attainment during lessons. All sessions run with a view of creating a sense of worth and enjoyment. Simple skills are introduced to improve ability. As the sessions progress confidence and capacity increases therefore allowing more rules and competition to be involved. The sessions will comprise of boxing and ultimate Frisbee. The pupils will attend a local boxing club for one afternoon per week to be tutored by a boxing coach. They will receive coaching advice as well as fitness training. This will run for half a term and then the group will swap to ultimate Frisbee. The pupils will attend the sports hall, there will also be the opportunity to use the outdoor facilities. Rules and guidelines will be discussed before the session and throughout to ensure understanding and fairness. This will run for half a term and then swap to boxing.</p> <p>Impact Pupils will gain confidence in their ability to perform as well as learning new skills and resilience. 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<p>Enrichment History Photography Sign Language Textiles Hip Hop Child Care Gardening Meditation & Mindfulness</p> <p>The school is focused on two Boxall areas: Pay Purposeful Attention (PPA) and Self-Negating (SN).</p> <p>The Enrichment programme runs over the course of a term. Each Pupil will experience each topic once over the academic year.</p>	<p>Intent Pupils will be exposed to experiences without academic outcomes. Whilst acquiring new skills and opportunities.</p> <p>Implementation <u>History</u> – Victorian Scarborough, understanding life in the past. Creating opportunities for discussion and curiosity. Development of the pupils' understanding of how the town developed and evolved to become the town it is today <u>Photography</u> – Scarborough then and now. Pupils to research buildings in Scarborough, photograph them now and compare then photographs to previous ones. Development of the pupils' understanding of how the town developed and evolved to become the town it is today. <u>Sign Language</u> - Pupils to be able to use the skills to be able to sign the alphabet, their name amongst other words. <u>Textiles</u> – Feeling hearts. Heart shaped cushions made from fabric and decorated in a way for pupils to express their feelings. Seasonal Crafts in the run up to Christmas. <u>Hip Hop</u> – Pupils to work alongside James Koppert (Youth Worker) to build an individual rap about an experience or how they are feeling. Pupils work in a large group as well as break out groups to create their own feelings to music.</p> <p>Impact Pupils will gain confidence alongside a variety of other skills such as communication improvement, empathy and resilience that can be used in their life in and out of school. Pupils learning to empathise with the world around them and see things from different perspectives.</p> <p>Boxall and Thrive: PPA - Listens with interest, pays attention and therefore is able to access the learning and social environment. Be adequately competent and self-reliant in managing personal need. SN-Accept and respond to praise and positive comments, able to recognise own strengths and weaknesses. Development of skills, exploring empowerment and understanding of the need for rules. Gives purposeful attention, participates constructively and engages with peers.</p>	<p>Intent Pupils will be exposed to experiences without academic outcomes. Whilst acquiring new skills and opportunities.</p> <p>Implementation <u>History</u> – Victorian Scarborough, understanding life in the past. Creating opportunities for discussion and curiosity. 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The pupils will be encouraged to participate in discussions and activities to assist with their own feelings and empower them with the confidence to look after their own mental health and well being.</p> <p>Impact Pupils will gain confidence alongside a variety of other skills such as communication improvement, empathy and resilience that can be used in their life in and out of school. Pupils learning to empathise with the world around them and see things from different perspectives.</p> <p>Boxall and Thrive: PPA - Listens with interest, pays attention and therefore is able to access the learning and social environment. Be adequately competent and self-reliant in managing personal need. SN-Accept and respond to praise and positive comments, able to recognise own strengths and weaknesses. Development of skills, exploring empowerment and understanding of the need for rules. 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Range of independent research projects as well as discussion and debate. <u>Gardening</u> - Pupils will engage in a range of activities including research and planning of the garden area. This will comprise of practical activities such as planting seeds and rearranging flower beds to build a kitchen garden. <u>Meditation and Mindfulness</u>- These sessions will focus on self-care and welfare. The pupils will be encouraged to participate in discussions and activities to assist with their own feelings and empower them with the confidence to look after their own mental health and well being.</p> <p>Impact Pupils will gain confidence alongside a variety of other skills such as communication improvement, empathy and resilience that can be used in their life in and out of school. Pupils learning to empathise with the world around them and see things from different perspectives.</p> <p>Boxall and Thrive: PPA - Listens with interest, pays attention and therefore is able to access the learning and social environment. Be adequately competent and self-reliant in managing personal need. SN-Accept and respond to praise and positive comments, able to recognise own strengths and weaknesses. Development of skills, exploring empowerment and understanding of the need for rules. Gives purposeful attention, participates constructively and engages with peers.</p>
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<p>Cooking</p> <p>The school is focused on two Boxall areas: Pay Purposeful Attention (PPA) and Self-Negating (SN).</p>	<p><u>Intent</u> Pupils to be aware of healthy eating issues, to gain confidence when preparing food and understand food hygiene.</p> <p><u>Implementation</u> Pupils will participate in weekly cooking lessons. During this time they will take responsibility for food hygiene, measuring ingredients, basic skills such as slicing and mixing as well as preparation of work area and safe use of the oven. Pupils have prepared several things this term including: Meatballs Fruit Crumble Decorated Cakes Flapjack Muffins Curry</p> <p><u>Impact</u> Pupils have gained confidence in their role in the kitchen. They have understood the need for hygiene and the correct preparation of food. They will also begin to understand the role of healthy eating</p> <p><u>Boxall and Thrive:</u> PPA - Listens with interest, pays attention and therefore is able to access the learning and social environment. Be adequately competent and self-reliant in managing personal need. PPA – Makes appropriate use of materials and equipment provided without the need for continues support. SN-Accept and respond to praise and positive comments, able to recognise own strengths and weaknesses. Show pride in a piece of work. Development of skills, exploring empowerment and understanding of the need for rules. Gives purposeful attention, participates constructively and engages with peers.</p> <p><u>Link to AQA Unit Awards</u></p>	<p><u>Intent</u> Pupils to be aware of healthy eating issues, to gain confidence when preparing food and understand food hygiene.</p> <p><u>Implementation</u> Pupils will participate in weekly cooking lessons. During this time, they will take responsibility for selecting the recipes, food hygiene arrangements, measuring ingredients, basic skills and preparation of work area and safe use of the oven. Pupils will prepare items that are healthy and nutritious. They will plan the food the week before and then assist in making a list of ingredients to purchase.</p> <p><u>Impact</u> Pupils will gain confidence in their role in the kitchen. They will understand the need for hygiene and the correct preparation of food. They will also begin to understand the role of healthy eating.</p> <p><u>Boxall and Thrive:</u> PPA - Listens with interest, pays attention and therefore is able to access the learning and social environment. Be adequately competent and self-reliant in managing personal need. PPA – Makes appropriate use of materials and equipment provided without the need for continues support. SN-Accept and respond to praise and positive comments, able to recognise own strengths and weaknesses. Show pride in a piece of work. Development of skills, exploring empowerment and understanding of the need for rules. Gives purposeful attention, participates constructively and engages with peers.</p> <p><u>Link to AQA Unit Awards</u></p>	<p><u>Intent</u> Pupils to be aware of healthy eating issues, to gain confidence when preparing food and understand food hygiene.</p> <p><u>Implementation</u> Pupils will participate in weekly cooking lessons. During this time, they will take responsibility for selecting the recipes, food hygiene arrangements, measuring ingredients, basic skills and preparation of work area and safe use of the oven. Pupils will prepare items that are healthy and nutritious. They will plan the food the week before and then assist in making a list of ingredients to purchase.</p> <p><u>Impact</u> Pupils will gain confidence in their role in the kitchen. They will understand the need for hygiene and the correct preparation of food. They will also begin to understand the role of healthy eating.</p> <p><u>Boxall and Thrive:</u> PPA - Listens with interest, pays attention and therefore is able to access the learning and social environment. Be adequately competent and self-reliant in managing personal need. PPA – Makes appropriate use of materials and equipment provided without the need for continues support. SN-Accept and respond to praise and positive comments, able to recognise own strengths and weaknesses. Show pride in a piece of work. Development of skills, exploring empowerment and understanding of the need for rules. Gives purposeful attention, participates constructively and engages with peers.</p> <p><u>Link to AQA Unit Awards</u></p>

<p>Beach School</p> <p>The school is focused on two Boxall areas: Pay Purposeful Attention (PPA) and Self-Negating (SN).</p>	<p>Intent Pupils to become resilient, to be able to experiment and use skills to work through process when encountering different experiences.</p> <p>Implementation - Pupils to prepare for surf school, guidance and support to be given from instructor. Pupils to be able to build up confidence to take part. -During Beach School pupils will experiment with a range of media and materials. To understand the geography of the visited areas alongside environmental and ecological systems. To take part in a fossil hunt. Pupils will look at the passage of time and the dynamic changes of nature during the seasons. -Pupils to be aware of the environment. To take part in beach cleaning and become aware of hazards and materials that are present on local beaches. -Pupils to take part in building an outdoor shelter using natural materials.</p> <p>Impact Pupils to build confidence and resilience whilst accomplishing difficult situations and challenges. Being, Doing, Thinking, Power& Identity, Skill& Structure and Interdependence.</p> <p>Boxall and Thrive: PPA – Listens, attends and does what is required when an adult gives a specific request. Makes appropriate use of materials and equipment provided without the need for continues support. Of their own accord, completes a satisfying activity that may have been interrupted. Makes constructive and reciprocal friendships. Uses the natural world around them.</p> <p>SN- Accept an unfamiliar task with adult support. Show pride in a piece of work. Be able to recognise own strengths and weaknesses. Accept and respond to praise and positive comments.</p> <p>AQA Unit Awards: Unit 1, Unit 5, Unit 3, Surfing Rookie, Surfing Beginner.</p>	<p>Intent Pupils to become resilient, to be able to experiment and use skills to work through process when encountering different experiences.</p> <p>Implementation - Pupils to prepare for surf school, guidance and support to be given from instructor. Pupils to be able to build up confidence to take part. -During Beach School pupils will experiment with a range of media and materials. To understand the geography of the visited areas alongside environmental and ecological systems. To take part in a fossil hunt. Pupils will look at the passage of time and the dynamic changes of nature during the seasons. -Pupils to be aware of the environment. 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<p>IT</p> <p>The school is focused on two Boxall areas: Pay Purposeful</p>	<p>N/A</p>	<p>Intent To introduce pupils to a range of skills that will enhance employment opportunities in the area of ICT.</p> <p>Implementation This course will help learners to make progress towards their personal learning and career aims.</p>	<p>Intent To introduce pupils to a range of skills that will enhance employment opportunities in the area of ICT.</p> <p>Implementation This course will help learners to make progress towards their personal learning and career aims.</p>

<p>Attention (PPA) and Self-Negating (SN).</p>		<p>Pupils will participate in online safety and will also be expected to complete and sign an online learning checklist. The course consists of six modules, corresponding to different aspects of computing:</p> <ul style="list-style-type: none"> • Infrastructure • Digital media and content • Web development • Programming • Health and safety in computing • Careers in computing <p>Each pupil will have a copy of the student book that contains the challenge content and recording documents. This course is multi-level, meaning that the focus is on completing challenges and skills development according to individual ability, rather than attainment at a specific level.</p> <p>Pupils will present evidence of their activities in an organised portfolio or e-portfolio. This will contain:</p> <ul style="list-style-type: none"> • a record of challenges completed, with supporting evidence for each challenge • recording documents, showing how pupils have planned and reviewed their activities • summary of achievement, highlighting skills development • personal statement <p><u>Impact</u> Pupils will complete the ASDAN Vocational Taster in Computing, after the completion of 6 modules.</p> <p><u>Boxall and Thrive:</u> PPA - Listens with interest, pays attention and therefore is able to access the learning and social environment. Be adequately competent and self-reliant in managing personal need. SN-Accept and respond to praise and positive comments, able to recognise own strengths and weaknesses. Development of skills, exploring empowerment and understanding of the need for rules. Gives purposeful attention, participates constructively and engages with peers.</p>	<p>Pupils will participate in online safety and will also be expected to complete and sign an online learning checklist. The course consists of six modules, corresponding to different aspects of computing:</p> <ul style="list-style-type: none"> • Infrastructure • Digital media and content • Web development • Programming • Health and safety in computing • Careers in computing <p>Each pupil will have a copy of the student book that contains the challenge content and recording documents. This course is multi-level, meaning that the focus is on completing challenges and skills development according to individual ability, rather than attainment at a specific level.</p> <p>Pupils will present evidence of their activities in an organised portfolio or e-portfolio. This will contain:</p> <ul style="list-style-type: none"> • a record of challenges completed, with supporting evidence for each challenge • recording documents, showing how pupils have planned and reviewed their activities • summary of achievement, highlighting skills development • personal statement <p><u>Impact</u> Pupils will complete the ASDAN Vocational Taster in Computing, after the completion of 6 modules.</p> <p><u>Boxall and Thrive:</u> PPA - Listens with interest, pays attention and therefore is able to access the learning and social environment. Be adequately competent and self-reliant in managing personal need. SN-Accept and respond to praise and positive comments, able to recognise own strengths and weaknesses. Development of skills, exploring empowerment and understanding of the need for rules. Gives purposeful attention, participates constructively and engages with peers.</p>
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