



# Phase 3

## Curriculum Information

September 2022



We believe that all our young people need a set of skills and attributes that will prepare them for adult life, further learning and employment. With this in mind the outcomes from the 'Preparation for Adulthood framework' are mapped and threaded throughout our programme to enable pupils to experience outstanding opportunities for future planning, transition and progression. Pupils have access to a programme with meaningful opportunities that address the learning needs in an individualised way, as they prepare for adulthood.

At the Chiltern School we deliver the Preparing for Adulthood programme designed by NDTi. The aim is to support young people into adulthood with a range of skills that can lead to paid or voluntary employment where appropriate with an understanding of good health, independent living, and friends, relationships and community inclusion.

Learning has three main areas of focus: key skills, **vocational education, personal development and independence**. These are taught throughout the curriculum and linked across all subjects. The principles of the Gatsby Benchmark underpin all aspects of the provision, ensuring that pupils are equipped, as far as possible, to make informed decisions about their future next step.

## OUR OFFER

	SEMI FORMAL LEARNERS	FORMAL LEARNERS
<b>UNIVERSAL</b>	Preparation for adulthood: Independent Living Good Health Friends, Relationships and Community Employability, Careers & Making Choices PE	
	Functional Skills SOCS	Functional English Functional Maths
<b>OPTIONAL SUBJECTS</b>	Animal Care Child Care DofE Enterprise & retails Horticulture Hospitality and Catering Outdoor Pursuits	Animal Care Child Care Digital Media DofE Enterprise & retails Horticulture Hospitality and Catering Outdoor Pursuits Sport & Active Leisure

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## Careers - Work experience

Phase 3 pupils' work experience begins with a formal application and interview by a panel. They are then assigned different roles for their placements.

Our pupils make an outstanding contribution to the life of the school. They act as role models for younger pupils, consistently modeling the school's values and opportunities for transferring skills to real-life situations are very strong.

Phase 3 pupils are extremely well prepared for their futures and have an increased range of options that are identified for them when they transfer into Phase 3 at 16 and leave school at 19. The school empowers pupils and parents to become more proactive in planning their future steps and the specialist transition advice I provides bespoke support for families.



## External accreditation

Leaders recognise that there is the need to tailor the offer of accredited courses for our Phase 3 cohort, ensuring that we are in a position to offer courses that relate to pupils' interests, talents as well as their potential. Inspirational teaching in Phase 3 leads to highly positive relationships, with both staff and pupils working collaboratively to design innovative learning opportunities.

The Chiltern School delivers external qualifications and accreditation providing pupils with the meaningful opportunity to achieve their full potential by the most appropriate and direct route. All pupils have opportunities to take an element of control of their learning, with individuals expressing wishes around their interests, which in turn inform the curriculum.

In Phase 3 we use three externally accredited awarding bodies for learners:

- Gateway Qualifications

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- Animal Care, Child care, Enterprise and Retail, Hospitality and Catering, Land Based Studies, Personal Progress, Sport and Active Leisure).
  - English and Math
  - Arts Award
  - Duke of Edinburgh's Award.

## Learning in life contexts - Linked Curriculum

Providing learning opportunities through linked curriculum planning and in real life contexts creates more engaging and memorable learning experiences for our pupils. They have opportunities to apply their skills, both within the school community, and out in the wider community, partaking in long term collaborative projects that empower and motivate them to progress.

Teachers are highly skilled in supporting the individualised learning needs of each pupil. Teachers have a variety of different backgrounds and range of experience. The team works collaboratively to plan enriching learning experiences for pupils, supporting pupils to overcome barriers, and take ownership over their journey into adulthood.

## Physical Development

Although Physical Education is a statutory requirement for all pupils up to the age of 16, we believe that Physical Education is a fantastic tool to deliver cross curricular links which provides transitions to our Preparation for Adulthood curriculum.

Within Physical Education lessons, pupils are taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games
- develop their technique and improve their performance in other competitive sports
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best

## Land Based Learning- ANIMAL CARE

In Animal Care pupils learn to care for a variety of animals. They learn how to

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feed them, clean and groom them, and play with them. At the moment we have Chickens, Rabbits and Guinea pigs who live in the animal care area but there are more animals to come.



### Land Based Learning - HORTICULTURE

In Land Based Learning, Horticulture pupils plant, grow and harvest different plants, fruits and vegetables ready to sell on the SOCS shop market stall in Dunstable. We also have Phase 3 groups in the community supporting the Rangers at Houghton Hall Park and at Linnere Park.



### CHILD CARE and DEVELOPMENT

Child Care and Development is designed to provide pupils with an understanding of the main developmental areas for a child and how these can be supported. The course also provides an insight into potential career pathways into employment.

Pupils cover:

- Play activities that are relevant for 0-5 year old children

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- Gain an understanding of how play will develop a child's confidence and how this can be supported.
  - Understand the importance of respect and how this is displayed when working with children and young people
  - Understand how factors could affect how a child develops
  - Understand the main developmental areas of a child and know a range of activities that will support these areas of development
  - The importance of a healthy diet and how this will impact on child development.



## CATERING and HOSPITALITY

In line with our PFA Curriculum pupils learn key skills needed to develop their understanding of food preparation, food handling and storage, customer service skills, basic business skills, food and hygiene, healthy eating and allergies, and health and safety in the workplace. The pupils also develop their communication and teamwork. We have a working cafe called 'The Hive' where pupils put their learning into practice.



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## SPORT and ACTIVE LEISURE

Our Sport and active leisure option is a great way for pupils to learn how to keep fit and healthy. Pupils learn about teamwork, problem solving and understanding how the body changes with exercise through playing different games and sports.

Pupils also go out into the community and learn how to use public leisure facilities, for example the gym at Houghton Leisure Centre.



## DIGITAL MEDIA

Digital Media gives our pupils an inside into the media industry. Pupils learn how to import, organise and edit video footage, apply colour correction, special effects and sound to video footage in order to create improved footage. Pupils have the opportunity to use high spec cameras and recording software as well as being able to plan a video to shoot.



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## ENTERPRISE, RETAIL involving our own shop - SOCS

In Enterprise pupils design and create items to be sold on the SOCS shop website and our market stall in Dunstable Quadrant. We are always looking for new ideas to enhance the products we produce which include Dog biscuits, bird boxes, jewellery, bug hotels to name but a few. At the market (retail) pupils experience running a stall, including setting up and packing it away, setting the prices of our items, selling the products to members of the community, stock taking and ordering.



## OUTDOOR PURSUITS

In Outdoor Pursuits pupils travel out into the community to a variety of venues to participate on different walks, hikes and adventures. They learn about their environment, the country code and how to keep fit and healthy. Pupils have been to Rushmere Park, Houghton Hall Park, Hudnall Common, Ashridge Estate and Ivinghoe Beacon.



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## ARTS AWARD

The Arts Award qualification is designed to inspire pupils to grow their arts and leadership talents. Most of all, it aims to support and encourage pupils of all levels and abilities and from all backgrounds and cultures to engage and participate in the arts. Through Arts Award, pupils will achieve a national qualification that will build confidence through nurturing their individual interests, while also equipping them with life skills that will support their education and future employment.

To achieve a Bronze Arts Award, young people collect evidence in an individual arts log or portfolio of their experiences of:

- actively participating in any art form
- at least one art event and their review of that event
- researching the career and work of an artist or craftsman
- passing on an art skill



## DUKE OF EDINBURGH Award

**The Duke of Edinburgh's Award** is a registered charity. Any young person between age 14-24, regardless of ability, gender, background or location can do a DofE programme at one of three progressive levels which, when successfully completed, leads to a Bronze, Silver or Gold Duke of Edinburgh's Award.

Achieving an Award isn't a competition or about being first. It's all about setting personal challenges and pushing personal boundaries. Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and uni and job applications.

