

**ST FRANCIS SCHOOL**

# **CURRICULUM PATHWAYS**

**UPPER SCHOOL**

ST FRANCIS SPECIAL SCHOOL



**Student Name**

.....

**Curriculum Pathway Following**

.....

St Francis Special School, Wickenby Crescent,  
Lincoln, LN1 3TJ  
admin@st-francis.lincs.sch.uk  
01522 526498



**WHERE GROWTH  
HAS NO LIMITS**

# Introduction

## Dear Parents/Carers,

At St Francis School, our curriculum in Upper School allows students to follow a pathway that best meets their individual needs. Students will follow either an Upper Formal, Upper Semi-Formal or Upper Pre-Formal/Informal Curriculum route. Each pathway is made up of certain subjects that your son/daughter will study throughout their week at school. These include:

- Functional Skills in Literacy and Numeracy; (Curriculum- Upper Formal/Upper Semi-Formal)
- Personal, Social, Health and Economic education; (Core Curriculum- Upper Formal/Upper Semi-Formal)
- Core Skills- which covers Communication and Interaction, Cognition and Learning (Core Curriculum- Pre-Formal/Informal)
  - Independent Living (All pathways)
    - Vocational practical lessons
    - Leisure Activities (All pathways)



Where appropriate and on an individualised 1-1 basis opportunities for Work Experience will be explored, using a variety of internal and external work-place providers. Students in Year 14, where education is their post St Francis destination, they will continue to attend a transitional Post 19 educational placement one afternoon a week after some initial planning into their future destinations. This transition will start in January 2024. We look forward to working together with you on your journey towards your next destination.

Mr N Wray



WHERE GROWTH  
HAS NO LIMITS

## St Francis Special School- Upper School Curriculum Model

All students in Upper School will follow a personalised Curriculum Pathway tailored to develop their individual abilities, interests, needs, and skills.

Upper Formal Curriculum Pathway	Upper Semi-Formal Curriculum Pathway	Upper Pre-Formal/Informal Curriculum Pathway
<p><b>Core Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Functional Skills- Literacy and Numeracy accredited through NCFE, from Entry Level 1 to Level 2 where appropriate to support educational progression.</li> <li>• Personal, Social, Health and Economic (PSHE) Education to include – ‘Health and Wellbeing’, ‘Relationships’ and ‘Living in the Wider World’</li> <li>• Careers advice, Vocational Profiling and the opportunity to experience the World of Work. (possible Work Experience)</li> <li>• Transition/Preparation for Adulthood- to support and move onto the next phase of education, employment, training or community Learning- their ‘Journey’</li> </ul>	<p><b>Core Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Functional Skills- Literacy and Numeracy with the possibility of accreditation from Entry Level 1 through the NCFE</li> </ul>	<p><b>Core Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Communication and Interaction, Cognition and Learning</li> <li>• Development of independence as they prepare for Adulthood</li> <li>• Continued communication using SeeSaw</li> </ul>
<p>↓</p>	<p>↑</p>	<p>↑</p>
<p>↓</p>	<p>↑</p>	<p>↑</p>
<p>↓</p>	<p>↑</p>	<p>↑</p>
<p>↓</p>	<p>↑</p>	<p>↑</p>
<p>↓</p>	<p>↑</p>	<p>↑</p>

• Independent Living and the development of Social Skills in Preparation for Adulthood and Transition onto further education or community-based learning through the Adult Social Care sector.

- Travel Training.
- E-Safety.
- Relationship and Sex Education.

• Vocational Learning- to include:-

- Art,
- Cooking,
- Drama,
- Health, Wellbeing and Beauty,
- Horticulture,
- Learning Outside the Classroom,
- Music,
- Small Animal Care,
- Workshop

- Physical Wellbeing- Physiotherapy/ Occupational Therapy and Hydrotherapy where appropriate
- Leisure Activities, Community Participation and local outings.

# Curriculum Pathways Overview



## An Upper Pre-Formal/Informal Curriculum Learner

The students in Upper School accessing this curriculum pathway will at the end of Key Stage 5, be moving onto adulthood and accessing activities based in their local community, to further develop their individual skill set as they strive for as much independence as possible with or without support. Following the Upper Pre-Formal/Informal curriculum pathway uses a holistic and engaging approach, students will be supported to develop positive interactive relationships with others, proactively explore the world around them and gain valuable independence/social skills as they prepare for adulthood. All students will continue to be given maximum opportunities to achieve the highest levels of independence, dependent upon their individual needs.

## An Upper Semi-Formal Curriculum Learner

The students in Upper School accessing this curriculum pathway at the end of Key Stage 5 will have the opportunity to continue in education, if appropriate, at the most suitable Post 19 education provision that is able to meet their needs, as well as accessing activities within their local communities with the support of Adult Social Services. Students following an Upper Semi-Formal curriculum will have a strong focus on better developing their individual personal development. The curriculum adopts a broad and balanced cross-curricular approach including Functional and Vocational learning. The curriculum content covered supports students to make connections between key areas of their individual development. The Upper Semi-Formal curriculum pathway adopts aspects of the Upper Pre- Formal and Upper Formal Curriculum.



## An Upper Formal Curriculum Learner

The students in Upper School accessing this curriculum pathway will at the end of Key Stage 5, progress onto further education, a form of employment or further training either in or out of the workplace on such a model as a 'Supported Internship'. This curriculum has a real emphasis on life skills/independence, personal development and their individual preparation for adulthood. The Upper Formal curriculums focus is to maximise educational progress in Functional Literacy, Numeracy and Personal, Social, Health and Economic education. The Upper Formal curriculum focuses more attention on accredited subjects using a variety of different awarding bodies and at the same time encompasses all aspects of the Upper Semi-Formal and Upper Pre-Formal curriculums to meet student's individual needs as they progress towards their next destination post St Francis School.



# Functional Skills Literacy & Numeracy

## Subject Overview/Content:

**Mrs L Penney/Mr S McCardell**

The awarding body we are using for Functional Skills in Upper School is NCFE who are a leading provider and a national awarding organisation. In both the Literacy and Numeracy elements there are courses ranging from Entry Level 1 to Level 2 (GCSE equivalent). This will allow students to work and make progress at the appropriate level. The Literacy element of Functional Skills develops:

- Speaking, listening and communication
  - Reading
  - Writing



The course equips students with the skills to work confidently and more independently in education and everyday life. For each component, realistic situations are used so that students develop the functionality they need. There is a focus on spelling, punctuation and grammar as well as reading and writing, e-mails, letters, newspaper reports and leaflets. The Numeracy element of Functional Skills equips students with mathematical skills in real-life and everyday contexts and includes topics such as:

- 2D and 3D shapes
- Addition, subtraction, multiplication and division
  - Money skills
  - Time telling
  - Measure



There is also the important skill covered of solving practical problems in the above topics.



## Subject Overview/Content:

Mr A Hooker

PSHE is a key subject within the Upper School Formal and Semi-formal curriculums. It enables students to engage in conversations, which bring about a greater understanding of the world and their lives. As part of this RSE (Relationship and Sex Education) is now a statutory subject within all school curriculums and is essential as we support the students as they enter into adulthood.

The units delivered are;

- Families – Looking at the different types of family structures and dynamics today
  - Respectful relationships including friendships
- Online and Media Influences (supported by CEOP and The Rose Project)
  - Being safe online including online relationships
  - Intimate and sexual relationships including sexual health
  - The law surrounding sex, relationships and young people
- Physical health and Mental Wellbeing (Health Education), Mental Wellbeing, Internet safety and harms, Physical health and fitness, Healthy Eating, Drugs alcohol and Tobacco, Health and Prevention, Basic first aid and Changing adolescent body (including menstruation)

## Subject Overview/Content:

Mr D Oates

This subject is to support and build upon student's prior knowledge and understanding of ICT. How to communicate safely is crucial to our era of technology and it is paramount to the safety of our students. Students will enjoy using technology in a productive manner and having a large say in the content of their learning. The subject will be flexible to accommodate all abilities.

Some of the topics learnt will include:

- Learn the correct use of Microsoft Office and email;
- Understanding the pros and cons of social media;
- Understanding the importance of safety on the Internet.



# Independent Living

## Subject Overview/Content:

### All Upper School Staff

This vital area of the Upper School curriculum is aimed at all students and will allow them to develop their knowledge, skills and further develop their level of independence in areas such as;

- Being healthy;
- Feeling comfortable in unfamiliar situations not experienced before;
- Dealing with problems;
- Travelling Independently;
- Keeping safe; and
- Looking after yourself and your own home.

Students will also have the opportunity to experience real life situations that the majority of individuals experience every day. Students will engage in aspects of the wider community at a variety of different locations within the local community. Students will be placed into the most appropriate Independent Living group that best meets their individual needs but at the same time supports their individual progression as they prepare for adulthood.

## Subject Overview/Content:

### Mr A Hooker

Appropriate Formal and Semi-Formal Learners will be provided with a wide range of career choices by introducing them to a variety of outside agencies, local employers and other education providers such as FE colleges. The units are tailor made to support the learner's individual need. Some of the areas covered include:

- Health and Safety, Visits to local employers and Work Experience.  
Learners will learn about the importance of Health & Safety in the work-place and what dangers may occur.

Work Experience varies depending on the individual; some students will go out into the working environment and maybe left on their own. This would only happen after a Health and Safety audit has been completed; the student has done a risk assessment with all parties involved and signed a contract. Some students will go into a variety of industries looking at different job roles and have contact with real employers about 'why they do that job'. Some learners will undertake a more 'sheltered' experience for example working in school with school staff in a variety of departments.

# Careers



# Leisure Activities



## Subject Overview/Content:

### All Upper School Staff

Friday afternoon is when students have the opportunity to further develop their independence skills through social activities that they may or may not have taken part in previously.

These activities include:

These activities include:

- Arts and Craft;
- Cycling;
- Social Group;
- Bowling;
- Community based activities.

For the students to take part in these Leisure activities financial support from parents will be required but no students will be excluded from taking part. Unfortunately, if insufficient voluntary contributions are not forthcoming, we may need to cancel the proposed leisure activities available to the students. We very much value your support and consideration in this respect.

# Vocational Subjects



## Subject Overview/Content:

### All Upper School Staff

The subjects below are broken up into bite size units/topics of work. Each subject is taught by a specialist tutor and is designed to meet the overall needs of the entire group no matter their ability or disability.

The subjects are delivered through project-based experiences from the various tutors with practical skills at the heart of each subject. Good attendance, motivation to learn and enthusiasm are essential if this is to happen.



WHERE GROWTH  
HAS NO LIMITS



# Subject Overview/Content:

All Upper School Staff

Within Art, there will be opportunities to explore and experience materials, mediums and processes. The themes explored can be current or historical i.e. Environment, Nature, Family, Expression, Observation and Imagination. The students will develop their own artistic style and creativity. Stretching the individual levels of their ability and promoting positive achievements. Above all, Art lessons are about fun and providing a calm environment allowing every student to fulfil their creative potential.

Students will be taught basic cooking skills including, how to follow a recipe, sticking to a budget, and how to plan, prepare and cook a variety of dishes from traditional homemade meals to food for a special occasion. Students will also be taught good hygiene routines, cleanliness, nutrition, what makes a balanced diet and portion control. The importance of health and safety whilst working in a kitchen environment and the development of their individual skillset, confidence and creativity over time will allow them to use the skills they learn at school within their home environment.



The Drama subject is designed for students who want to explore different elements of Performing Arts. Students will achieve a greater sense of independence and self-confidence by building on a variety of skills and Drama techniques. They will be involved in practical performing methods and increase their understanding of the three elements, music, dance and drama. They also work towards developing communications skills to better enhance their independence skills. The students involved will explore basic aspects of performing arts, including making scenery, costumes and make up.

Using our own school gardens and the Polytunnel, students will have the opportunity to explore plants and vegetables. Horticulture offers hands-on, experiential learning opportunities. It helps build confidence, teamwork and communication. Students will develop skills in sowing and growing, using tools and harvesting. We have adapted tools for those students that require them. Students are involved in all stages of gardening from planning and designing to harvesting and tasting.



Music is a powerful way to release creativity, build confidence and learn new skills. Working with Mr Oates the students will learn simple building blocks to unlock the joy of music through performance, listening and composing. Using traditional instruments as well as technology from today's music industry each student will get the chance to explore different musical genres, working towards being able to write simple compositions.



Art

Cooking

Drama

Horticulture

Music

Health, Wellbeing and Beauty



## Subject Overview/Content:

All Upper School Staff

This subject aims to deliver a completely holistic approach and gives our students the opportunity to experience a wide variety of salon treatments across at Enterprise House in the school's salon. Students will learn about the importance of personal presentation, hair, nails and skin care along with techniques in relaxation and holistic therapies. They will also have an understanding of the vital health and safety requirements for working in a salon/beauty environment.



Small Animal Care

Students will have the opportunity to have hands on experience with different animals in the small animal care provision. Students will be taught how to clean out, handle and care for small animals. Good links have been already been developed with local people with unusual pets and farmers which provide the students with greater opportunities to access a variety of different animals. We also have good links with local vets for the students to have good understanding for the welfare of all animals.

The Workshop subject enables students to gain practical experience and become more competent in areas that are directly related to work-based subjects. In the Workshop we encourage students to use both hand and power tools, with the aim for all students to use all tools as independently as possible and knowing how to keep safe whilst using them.

The activities in the Workshop range from doing small jobs around the grounds of the school to making picnic benches for school and the wider community. The list is endless.

Learning the Classroom Outside



This subject will be able to provide your son/daughter with the skills that they will require to make the best from the world outdoors. The subject is founded on nature-based learning that encourages students to develop confidence and self-esteem.

Students will learn how to use natural materials, turning these into things that we can use to cook with, provide shelter and allow us to overcome everyday problems. Students will learn how to navigate correctly using a variety of technologies in both the city and rural settings. The yearlong subject will be broken down into 6 modules with the students skill set being developed throughout the year, with the ultimate aim for each student taking part, to be involved in a possible one night overnight stay to put all of their skills to the test. The 6 modules include; setting the scene for the year and establishing basic requirements, Using Natural Materials, Navigation, Cooking, Shelter and Putting all into practice.

Transition

## Subject Overview/Content:

All Upper School Staff- Year 14 students only

As part of their final year appropriate students in Year 14 who are transitioning into Post 19 education will attend a transitional afternoon in a further education setting where they will engage with college students and understand what life is all about, learning in these environments.

Students will have their lunch using the facilities at the college settings and then engage in a variety of activities hosted by the college, these could include:

- Construction
  - Cooking
- Functional Skills
  - Horticulture
    - Media
    - Retail
- Skills for Independence
  - Sport



WHERE GROWTH  
HAS NO LIMITS



**ST FRANCIS SPECIAL SCHOOL**



**WHERE GROWTH  
HAS NO LIMITS**