

KS3 Curriculum Statement: S4L (Skills 4 Learning)

Intent

The Skills 4 Learning curriculum is made up of topics that support students to address different aspects of their social and emotional development in a more explicit format. A key aim is the development of self-awareness. Students are supported to better understand the physical and neurological factors that drive human behaviour and emotions and are encouraged to relate these to their own experiences. S4L is presented to students as a supportive and non-judgemental space for them to reflect on communicative behaviours that may have previously been the root cause of personal barriers to learning.

Implementation

S4L sessions are delivered by teaching and support staff and are overseen by the PSHE lead teacher. Single lessons are currently delivered, twice weekly, in allocated timetabled slots and these are supplemented with keywork sessions and tutor time. Grouping is currently arranged, where practicable to prioritise modules according to student needs as identified by the mainstream/referring school. Lessons are structured to provide a balance between independent problem solving, practical tasks and group discussion, and resources provide a mix of factual information and activities that offer the opportunity to practice skills and explore the physical and emotional processes required to learn effectively. A range of relevant strategies are modelled and explored during S4L sessions and explicit references to executive functioning and learning styles are made throughout. Students are supported to make broader connections through reflection on past experiences, evaluating current skills/abilities and trying new ways of working.

Impact

Our aim is that all Key Stage 3 students will be empowered by their increased understanding. They will begin to take ownership of their behaviours and be better equipped to manage their emotions in a range of contexts in the future.

Students will demonstrate an increased capacity to take control of their responses/reactions when they are finding things difficult and will be able to use language confidently to describe their own feelings, to secure a positive outcome. They will begin to show empathy towards others and respect for the many diverse ways that others process and manage their own emotional/physical responses.

By the end of their programme, students will be able to adapt and transfer these skills when returning to their previous placement, or when transitioning to a new school. They will be more confident in using self-regulation strategies so that they are able to engage with future learning, and in the longer-term be prepared for the world of work.