

Healthy Lifestyles

Focus:

Learning to live a healthy lifestyle can contribute to young people's personal, social and emotional wellbeing, helping them to function well in life, learning and work. The healthy lifestyles dimension spans the entire planned learning experience, supporting young people to balance what they eat and drink, including drugs and alcohol, with the exercise they take, the time for social interaction and the amount of sleep they get. It equips learners with the skills and experience to make healthy lifestyle choices, both now and in the future.



Learners need opportunities to:

- ❖ experience a range of activities that can contribute to a balanced, healthy lifestyle
- ❖ explore contrasting lifestyles found in their own and others' communities and how these affect people's sense of wellbeing
- ❖ consider social and moral dilemmas, including the varied attitudes and values underpinning some of the healthy lifestyle issues they encounter in their own and others' communities
- ❖ meet, talk and work with a range of people, including professionals from the health and emergency services
- ❖ find information and advice, for example through helplines and websites, and learn how to provide information to others
- ❖ feel positive about themselves, for example by giving and receiving positive feedback, and keeping a record of their progress and achievements
- ❖ analyse the choices they have and the decisions they make and the extent to which these provide them with a sense of physical, social and emotional wellbeing

How we do this at Addington

- Healthy School status.
- PE lessons swimming pool sessions, splash sand and soft play areas. Pupils get the opportunity to go horse riding, bowling, golf, badminton, tennis and yoga sessions.
- Ravenswood and college sessions.
- KS4/5 offsite experiencing different sporting activities.
- Team building with CBEBP (work related learning sessions). House events and sports tournaments. Tirabad /Atlantic College residential trip.
- Outside time on equipment. Sport relief mile/sports day.
- Lunchtime and after school clubs, healthy snacks and school diners, healthy cooking sessions. Using the 'Eat Well' plate to support healthy eating choices. Healthy Eating Week. OT/Physiotherapy provision.
- Code of conduct. Pupils self evaluation/ debriefing process following an incident.
- Curriculum content encouraging healthy lifestyle choices e.g. Science, PSHE, PSD, personal progress, Sex Ed, SEAL and cooking in DT. Assemblies promoting different areas of healthy living.
- Parental support on a variety of issues. Toileting and hand washing/hygiene routines. Social stories for individual pupils.
- House points and awards for good behaviour and achievements. Newsletters home each week.
- Debates in student council with regards to pupils' views and choices on developing their new school.
- Record of Achievement (ROA) folders compiled and are shared with pupils, providing them with feedback on their progress and success. IEP targets are shared with pupils.

Technology and the Media

Focus:

Technology and the media play a significant role in shaping and defining our culture, and the way we work and learn. Engaging with technology and the media can help young people to become discerning and critically literate in relation to the media and internet. It can also equip them with the practical skills to use technology confidently, productively and safely, and offers unprecedented access to events, experiences, opinions and sources of knowledge, encouraging communication and collaboration on a global scale.



Learners need opportunities to:

- ❖ access and use a rich range of technologies, including broadcast media, film, printed communications, games, web, podcasts and animation
- ❖ use technology to create products for real situations and audiences
- ❖ ask and answer questions such as: 'Can I believe what I read?', 'How can I use technology safely?' and 'How can the media be used to benefit society?'
- ❖ access a culturally and historically diverse range of technologies and media products
- ❖ consider media as both consumers and authors of content
- ❖ use technology to personalise learning, working at different times, in different places and with a wide audience

How we do this at Addington

- Use of kitchen appliances/technology.
- ICT accessibility e.g. Touch screen PC's and whiteboards in all classrooms.
- ICT lessons.
- Internet Safety Week.
- Internet Safety rules.
- ICT clubs.
- Internet access – Uniservity accounts for all staff and pupils and home/school links.
- Anti-bullying week activities.
- Taking and using photographs.
- Using switches to make choices/to participate. On/off toys. CD's and DVD's used in classrooms.
- Sound recording equipment.
- Projectors and music used in assemblies.
- Sensory room/theatre. Wii Fit in PE lessons.
- Making PEC'S symbols for communication.
- Using Clicker 5 software.
- EAL and access provisions – personalised learning approach. Additional Literacy group using new voice technology software to support their learning.
- Communication aids, games and websites.
- Presentations to parents / parent workshops.
- Pupils preparing presentations for their leavers assembly/ buddy elections.

Creativity and Critical Thinking

Focus:

This dimension enables young people to engage with the world around them in critical and creative ways and to take part in imaginative and purposeful activity across the entire curriculum. Creativity and critical thinking can unlock young people's potential, leading to personal fulfilment, as well as contributing to the artistic, scientific or technological achievements that help shape and influence wider society.



Learners need opportunities to:

- ❖ engage in creative activities and critical thinking across their curriculum, exploring links between subjects and wider aspects of learning
- ❖ appreciate the full range, potential and impact of the creative industries from arts to science to technology
- ❖ participate in high quality cultural activities as spectators, participants and/or creators
- ❖ work with a range of creative individuals, both in and out of the classroom
- ❖ demonstrate their creativity by developing ideas, products, work or performances for real audiences
- ❖ encounter the work of others, including theories, literature, art, design, inventions and discoveries, as sources of inspiration
- ❖ discover and pursue particular interests and talents

How we do this at Addington

- Creativity across the curriculum incorporated into schemes of work.
- Free access to Art/craft/DT equipment.
- Exploring musical instruments in weekly music lessons.
- Role play sessions, drama and story time sessions (sometimes at local library).
- Sensory stories.
- Puppet play/small world play.
- Sand/splash areas/sessions. Painting/printing/DT lessons and resources.
- Horticulture lessons. Change school project/ Innersence visits.
- Creative opportunities at TVAP. Creative/Cultural Assemblies.
- PSHE/SEAL – evaluating own achievements and behaviour.
- Outside visitors/ experts/speakers e.g. woodturning teacher, art, drama, dance/ cheerleading/ basketball/ trampolining and football teachers (all external teachers).
- Visiting theatre companies (WW2), puppet shows/clowns/music groups.
- School trips to support learning.
- Activities during PROMS week – celebrating creativity and achievement.
- Peri musical instrument teachers – individual lessons.
- Opportunities to develop own ideas and interests.

Global Dimension and Sustainable Development



Focus:

Learning about global dimension and sustainable development can help young people to understand the needs and rights of present and future generations, and to consider the best ways to tackle interrelated global challenges such as climate change, inequality and poverty. It can also motivate learners to want to change things for the better – equipping them with the knowledge, skills and values that are crucial to envisaging and creating a sustainable future.

Learners need opportunities to:

- ❖ participate in global partnerships
- ❖ make links between personal, local, national and global issues and events
- ❖ appreciate the importance of a global context and engage in a range of culturally diverse experiences
- ❖ study and debate different viewpoints on the challenges facing society
- ❖ investigate how environmental change arises, including the impact of human activity
- ❖ consider alternative future scenarios for the planet and the risks associated with not tackling sustainability
- ❖ use their own ideas to act and contribute to change

How we do this at Addington

- Exploring and appreciating the school ground and surrounding environment.
- Use of sensory garden.
- Outside lessons.
- Paper recycling.
- International week celebrated in KS2.
- Encouraging the saving of electricity around the school. Using ICT and media to discuss current issues and promote debates and discussions in the classroom.
- Local walks and shopping to investigate different environments.
- Identifying likes and dislikes in own environment.
- Growing plants around school, at Thrive/Growing Places and in the local allotments.
- Celebration of other cultures' music, food, religion and festivals.
- Sponsored events e.g. Red Nose day, Children in Need, classroom based smaller projects e.g. raising money for Animal Rescue centre.
- Debates in student council with regards to pupils views and choices on developing the new school environment. SEAL/PSHE/RE/Science/Geography/ASDAN Curriculums.
- Links to school in other countries.
- Money awareness modules of work.

Curriculum Dimensions at Addington.



Enterprise

Focus:

Enterprise education encourages young people to handle uncertainty and respond positively to change, to create and implement new ideas and ways of doing things, and to take and manage risks. It helps young people develop a 'can do' attitude and the drive to make ideas happen, raising their aspirations, improving their achievement in school and developing valuable skills for education and employment.



Learners need opportunities to:

- ❖ get involved in a range of enterprise activities, including business and community projects, mini enterprises, simulations, work and community placements, and enterprise days and events
- ❖ work with partners, for example other schools and colleges, education-business partnership organisations, voluntary bodies, business, social and community enterprises, governors and parents
- ❖ experience a range of teaching approaches in subjects across the curriculum that encourage active learning, including problem-based approaches, collaborative and cooperative activities, coaching and mentoring
- ❖ learn in an environment where they are given autonomy to tackle relevant problems or issues that involve an element of risk and uncertainty about final outcomes, as well as regard for their successful resolution
- ❖ work to deadlines with limited resources, organising themselves to fulfil roles and complete tasks
- ❖ create and implement project plans that include setting targets, managing budgets and monitoring progress

How we do this at Addington

- Encountering new experiences in lessons.
- Integration with other colleges and schools/classes. School trips out.
- Change school project.
- High expectations with a 'have a go' ethos across the school. Introducing work deadlines.
- Using timetables. College visits.
- Supporting business enterprise events organised by older students in the school e.g. running the tuck shop to raise money.
- FE cooking own lunches.
- Thinking Maps project.
- Active curriculum – outside, actions, outings, songs and physical challenges. Making cards and presents for other people.
- Targets and self assessment.
- Work experience / supported work experience in school and out in the local community.
- Supporting/using facilities of many work related learning businesses e.g. Taplow, Thrive, Growing Places, Novatel, Allotments, Nurseries, Rainbow Café and Shute end offices to name a few.
- Collaborative work across the school.
- PSHE/Maths and Literacy sow supporting enterprise opportunities.

Identity and Cultural Diversity

Focus:

Learning about identity and cultural diversity can help young people to live and work together in diverse communities in the UK and the wider world. It can also help them develop their identity and a sense of belonging, which are fundamental to personal wellbeing and the achievements of a flourishing and cohesive society.



Learners need opportunities to:

- ❖ explore their own identities
- ❖ discuss and question a range of opinions, values and beliefs
- ❖ engage critically with controversial issues, including national identities
- ❖ take action and participate in decision-making with others as informed and active citizens
- ❖ communicate with people of different beliefs and faiths
- ❖ collaborate with different people, form new friendships and try new and culturally diverse experiences

How we do this at Addington

- PSHE/SEAL/RE/ASDAN lessons and curriculum.
- Visits to places of worship.
- Visiting the French market in Woodley.
- Various cultures and festivals celebrated in school.
- Pupils from different religions are given time off to celebrate important dates.
- Special diets linked to religion. Cooking and eating food from different countries.
- MFL celebrations.
- Raising money to support charities.
- Links to foreign schools.
- Looking at current events and religion in the news.
- School has anti bullying / anti racism policies.
- Multicultural resources used throughout the school e.g. artefacts, dolls, books etc. Addington's 'Code of Conduct'.
- Equal inclusion in all activities. Assemblies/stories and role play.
- EAL provision and support.
- Working together in different groups and learning to take turns.
- Attending Citizenship Ceremonies.

Curriculum Dimensions at Addington.



Community Participation

Focus:

The community participation dimension enables young people to learn about and feel valued by the communities that they belong to. By providing opportunities to participate equally alongside other community members, young people develop a greater sense of belonging, responsibility and an understanding of how communities support democracy. Young people have a voice that is listened to, their views are valued and they take part in real decision-making.



Learners need opportunities to:

- ❖ explore the weaknesses and strengths of the communities they belong to and ways that change can be made or resisted
- ❖ engage with and influence decision makers within their own communities and be part of the decision-making
- ❖ participate with others in meaningful community activities with real outcomes
- ❖ engage in dialogue with a range of outside individuals, groups and organisations
- ❖ consult with and collaborate with those in their community, including those they may not usually associate with

How we do this at Addington

- Looking at local areas e.g. Woodley carnival.
- Visits to local services e.g. police/fire rescue/TVAP. School trips out.
- Debates in student council with regards to pupils' views and choices on developing the new school environment.
- Pupils visiting Reading Young Offenders Unit for their PE sessions.
- Offsite swimming and using the driving range for golf.
- Sharing news from home/weekend/holidays.
- Local shopping to support local businesses.
- Visit to our new school whilst it was being built.
- Integration with other schools for lessons/projects. PSHE/SEAL/RE curriculums.
- KS3/4 transition reviews – pupils input with their goals and setting targets.
- Addington classes hosting visits from other schools/governors e.g. during PROMS/ Community music week. Parents invited to events throughout the year.
- Student council, house captains and buddy elections. Work /supported work experience.
- Governors' attending some student council meetings.