

# LIFE Curriculum 2022- 2023



## Oasis Mission Statement

### Introduction

At Shirley Park we know that we are all responsible for developing the potential in every learner, extending beyond the academic, technical, and vocational, and further developing student's moral, social and cultural capital. All teachers regard the personal development of their students to be of paramount importance. We are all crucial in preparing our students for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so.

At Shirley Park we endeavour to ensure excellent personal development provision. We are committed to delivering a curriculum which extends beyond the academic, providing for pupils' broader development ensuring that the curriculum and wider work of our school supports pupils to be confident, resilient, and independent.

Under the umbrella term LIFE (Leadership, Identity, Futures and Enrichment), our students can engage in a wide range of activities that develop the areas set out above.

### LIFE Strands

**Leadership** - Leadership at Shirley Park ensures students take active roles in their education and develop positive skills in the process. Through a variety of student led focus groups, students pro-actively embrace the opportunity to build resilience and develop their own character within an inclusive environment. Students can develop their leadership skills from Y7-13 through a variety of opportunities such as student voice, prefect teams, form captains and peer mentoring.

**Identity** - Our identity strand covers all statutory PSHE curriculum as well as allowing students to engage in several awareness weeks over the year and workshops that aim to enhance the character and social, moral, and cultural awareness of our students.

**Futures** - Alongside a dedicated Careers Advisor, we also have a Futures and Transition Coordinator who maps out opportunities for all years to access the world of work whilst at school. Working in collaboration with outside agencies, higher education facilities and business leaders, ensures our students are exposed to a variety of work-place scenarios.

**Enrichment** - The team share a passion to offer opportunities beyond our wide, broad, and balanced curriculum, and there are a variety of lunch/after-school clubs that seek to support, engage, and develop our young people as well as several external trips and our Shirley Park Activities Week which happens in the summer term.

# **Leadership**

## **Introduction**

At OASP we believe that Leadership can provide a range of opportunities that can help students develop key skills, to build their bright future. For example:

Skills in written and verbal communication- Student Leaders will be able to actively participate in several different activities such as presentations and assemblies.

Organisational skills- Student Leaders to plan and lead or support some whole school events. Prioritisation, listening, and feedback skills are also amongst some which they will develop while maintaining an appropriate standard of academic work.

Student Leadership will also work alongside teachers to develop a student voice in each year group.

## **Why?**

At OASP we believe that all students should have the opportunity to engage in Academy LIFE by taking up roles and responsibilities of Student Leadership.

We would like to students to feel empowered to say, how they think the school is run, through student voice.

Student Leaders should be good role models to their peer and younger students as they run or support clubs and mentor younger students.

We want to create a culture of ownership, collaboration, and confident individuals, enabling them to flourish in society making a positive contribution to student life.

## **What?**

Our first step is to elect Student Prefects and Class representatives to represent student voice. They will have weekly training sessions to support them in their role. Student Prefect roles will last for 1 year and is elected at the end of the Spring 2. (However, this first set of student Leaders will be in place for 2 terms, as a new student body will be elected at the end of Spring 2). Student Prefects will be elected from the senior year groups. They will initially be involved in mentoring, giving whole school presentation as well as breaktime monitors.

All form groups will have the opportunity to vote for Student representatives. They will form part of the of the student voice. These students will have the opportunity to share their class opinion as well as be involved in a whole school improvement project.

# Identity

## **Why?**

At Oasis Shirley Park we are aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way.

The 'Identity' strand of the LIFE curriculum - bolstered by the PSHE curriculum - has been thoughtfully created to incorporate our Oasis Ethos, Oasis 9 Habits and Character Curriculum to ensure students flourish in a safe school environment. Students will know more about themselves and others, becoming socially literate and emotionally aware; understanding how they are developing, who they are becoming, and how to fulfil their potential. With this clear sense of identity, students will understand their potential in society and how to achieve their future life ambitions.

Students will then become confident, articulate citizens who are able to effectively debate moral, social, cultural, and political issues. We also focus on the fundamental British Values that underpin many other curriculum areas. Crucially, students will gain a keen awareness of the socio-political landscape and through the exploration of Oasis Hubs locally, nationally, and internationally understand the importance of inclusivity, the beauty of diversity and challenge themselves and others to be anti-discriminatory and to be inclusive of all.

## **What?**

Bi-weekly tutor time PSHE lessons delivered by tutors.

Awareness Weeks once a term (Black Futures Week, This Girl Can Week, Pride Week)

Workshops delivered by external agencies to support with targeted aspects of PSHE and RSE (e.g., Croydon NHS Health Service, TfL Safeguarding Sessions, Tender, Lives not Knives).

Bertha - an environmental programme for Year 7.

Volunteering and Fundraising Opportunities

Duke of Edinburgh Bronze Award for Year 9 and Year 10.

External speakers.

## **Futures**

### **Why?**

At OASP, your child's bright future is at the heart of everything we do. Ultimately, we want students to have the ability to make informed, aspirational choices that will lead to them becoming confident, happy, and successful adults. We will do this by empowering every young person with the knowledge, skills and experiences they need to follow their passions, transition into future education, training or employment and fulfil their potential.

We want to inspire all young people with a clear vision of where their education can take them. To achieve this, we believe conversations about futures begin in Year 7 to ensure every young person understands how their current stage of education links to future professional success. This both maximises their aspirations and exposure to the wide range of pathways available to them, therefore increasing their chances of being successful. As such, we offer a comprehensive, varied, and structured Futures programme from Year 7 through to Year 13 that is modelled around the eight Gatsby benchmarks for good careers guidance:

A stable career programme

Learning from career and labour market information

Addressing the needs of each pupil

Linking curriculum learning to careers

Encounters with employers and employees

Experiences of workplaces

Encounters with further and higher education

Personal guidance

This ensures every young person receives high-quality educational opportunities and careers guidance throughout their time at OASP to help them make informed decisions about their future, leaving us to go onto a university or career of their choice.

### **What?**

Underpinned by our vision, we work closely in purposeful partnership with a range of external agencies to ensure every young person is exposed to at least one meaningful encounter every term with employers and professionals whose careers can be an exciting source of inspiration. Throughout their time with us, students can take part in a range of futures related experiences. These include:

Encounters with further and higher education institutions (university campus trips, summer schools, lectures, workshops)

Careers talks

Work experience placements for both Year 10 and 12 students/ Workplace visits

Trips linked to a specific subject

Employer delivered skills workshops

Mock interviews

## **Enrichment**

### **Why?**

At OASP, we believe that developing positive behaviours and attitudes amongst our student cohorts, alongside encouraging individual characteristics and talent, we will ensure that students become well-rounded and well-informed citizens.

We understand that some students need further opportunities in order to shine and to help them to buy-into their educational offer at OASP. Therefore, our mission, alongside our passion, is to offer opportunities beyond our wide, broad, and balanced curriculum. This will include a variety of lunch and after-school clubs, trips, and our Shirley Park Activities Week, that seek to support, engage, and develop our young people.

Providing students with a variety of enrichment opportunities will have a positive impact on their physical and mental wellbeing. In addition, extra-curricular activities are important in developing soft skills, in particular social skills and are associated with a wide range of other positive examples such as achievement and attendance at school. Furthermore, enrichment activities will help to boost young people's confidence to interact socially with others. It extends their social networks and provides them the opportunity to learn new skills and abilities. Enrichment activities are an important space for students to have fun, relax and be safe in an environment that is typically away from school academic work. Research has suggested that engagement in extra-curricular activities, in particular music and sports are important in predicting student intentions to remain in education, after compulsory schooling.

### **What?**

- Varied and diverse termly extra-curricular programme of lunch time and afterschool clubs internally and externally led. In addition, direct links to community clubs after 5pm.
- Shirley Park Activities Week for Years 7-9
- D of E for Year 9 and Year 10
- Trips and residential.
- Termly extra-curricular bulletin for holiday activities
- Increased applications for funding.
- House competitions
- Awareness Weeks

# Rewards system

## Reward System

At Oasis Shirley Park we celebrate and reward student achievement at every opportunity. Rewards play a central role in communicating our values to students, and they underpin our habits and ethos. The system also links individual recognition and achievement to the Academy House System and develops a healthy competitiveness at house level, fostering students' sense of belonging and identity.

Achievement points will be based and awarded on the values, habits, and motto of the school:

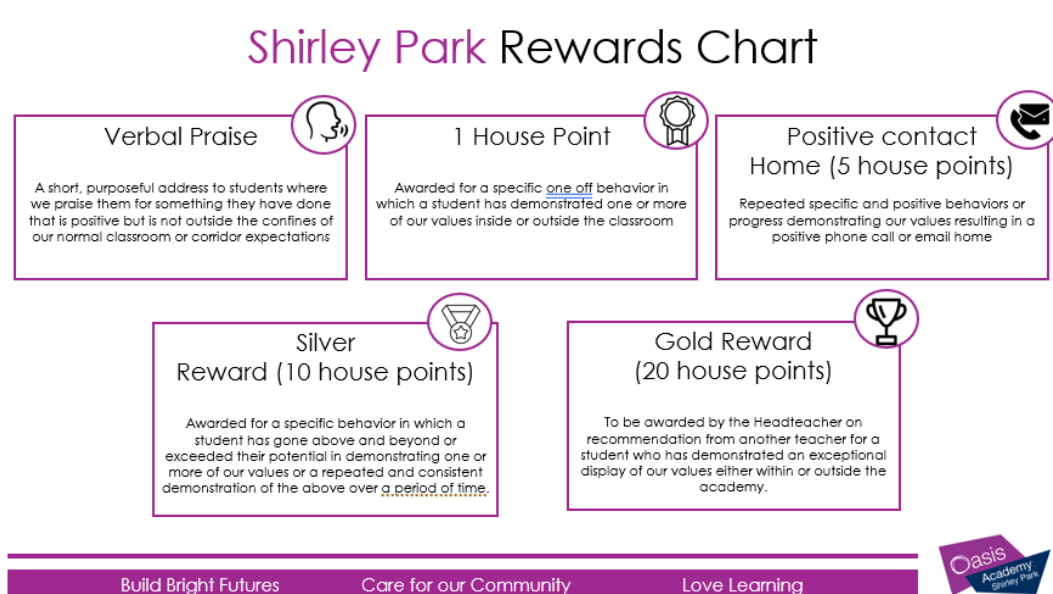
Love Learning

Care for our community

Build Bright Futures

Oasis 9 Habits

Awards and house points are given out using the following rewards chart below:



Student achievement points are recorded on our centralised system and students will accumulate points towards the following rewards:

Weekly access to the 'Reward Shack' at lunch time

## Half Termly Certificates

- Termly Rewards assembly's and prizes
- Yearly reward trips
- Termly and yearly house reward trips and events
- End of year celebration assembly

## House Awards

- The House system helps develop a sense of belonging and healthy competition.
- All achievement points generate house points for the relevant house
- · Student attendance generates house points for the relevant house
- · Interim house competitions also generate house points and contribute to the overall house awards at the end of the year