Skills for Life [SfL] Learner **Journey**

A **subject-specific** curriculum model. Pupils' schedules focus on **personalisation** and their **aspirations** as they progress. The pathway is mainly followed by pupils who have difficulties around **literacy** and **numeracy** and need to develop **social**, **independence** and **communication skills** to help them gain purposeful **community involvement**.

Communication & Language	**Cognition & Learning**	**Independence & Community**	**Health & Wellbeing**	**Physical & Sensory**	**My World**
Social conventions Higher level reasoning Communication strategies	Literacy Maths Reasoning Evaluating Problem solving Linking and applying	Transition preparation Smart technology Personal safety Functional skills Life & living skills	PSHE/RSE Citizenship Mental Health Personal Development	Physical Development Health and fitness	Science ICT Humanities Arts & music Design Technology British Values

Enablers help facilitate **delivery** and **implementation** of our intentions of learning across this Learner Journey.

Living & Life experiences – Growth mindset – Time management – Task management – Prioritisation – Perspectives - Speech & Language Therapy – MOVE – Physiotherapy - Physical Development – Health - Sport & Leisure - Enrichment activities - Experiential learning opportunities – IT/Media - Community Inclusion – ELSA – Work Experience – Positive Looking

Skills

Literacy – Numeracy - Functional – Communication & Language - Life – Reasoning & evaluation - Decision-making - Independence – Thinking – Team - Vocational & Employability – Self-help - Social-Emotional regulation – Self occupancy – Travel – Emergent learning

In terms of building **experiences** for pupils on the Skills for Life Learner Journey, these should facilitate the following outcomes, across all phases, with relative cognitive and age-appropriate contexts.

Expected Outcomes

Informed Learners

- Learners use literacy and numeracy effectively
- Learners effectively communicate with a range of people [peers, staff, professionals] changing their communicative style according to the context
- Learners develop strategies to reduce / repair communication breakdown
- Learners use technology for learning
- Learners think creatively, can work independently and as part of a group
- Learners can reason, evaluate and apply inferencing skills to situations
- Learners can link and apply learning in different contexts
- Learners can keep themselves safe and know how to report concerns

Confident Individuals

- Learners have self-respect and are self-aware, developing and communicating their own beliefs
- Learners relate to others whilst knowing themselves
- Learners are as independent as they can be, assess risk and make informed decisions
- Learners ask a range of questions to further develop their understanding
- Learners achieve success in a range of different areas
- Learners can develop and maintain respectful relationships

Responsible Citizens

- Learners respect others and appreciate differences
- Learners make informed choices and decisions
- Learners participate responsibly in social and cultural life

Resilient and Self-reliant Learners

- Learners demonstrate resilience and self-reliance
- Learners work in partnership and in teams
- Learners communicate in different ways and in different settings
- Learners apply thinking in new contexts