Phoenix Bay Curriculum: The Big Picture



Intent - What are we trying to achieve?											
Curriculum Values:	Empowering	Therapeutic		Voice		ice	Authentic		Inspiring	Achieving	
Curriculum Aims:							Responsible Citizens red for the challenges of life make positive contributions		Independent Adults Who go on to realise their potential and lead safe, healthy and fulfilling lives		
Focus on Learning:	Attitudes and Attributes Resilient, skilled, confident, equipped, enterprising - emotionally intelligent				Skills Literacy, numeracy, ICT, social, health learning and thinking skills - emplo			Inform	Knowledge and Understanding med of the big ideas that shape the world and secure in their knowledge of British Values		
The Curriculum Will:	Address the disadvantages and disruptions that all our students have experienced Be engaging, excit challenging - equip with the tools to su adulthood		equip students s to succeed in	Be broad and balanced, and promote community and environmental values & prepare for employment		Be supported by the best practice, trauma-informed therapeutic milieu that ensures safeguarding		Support us to shape provision around each student's EHCP agreed development needs		Enable bespoke student pathways from social isolation to independence and onto employment	

Implementation - How do we organise learning?																
The Phoenix Model to Provide Life Skills for Independence and Employability	Core, Humanities & Option Lessons			Wide Range of Enrichment Activities			Vocational / PSHCE/ RSE / Life Skills			Gatsby Careers Provision and Specific Employability Skills				Trauma-informed Therapeutic Input		
Means of Delivery:	Teaching of Reading and The Love of Story	Daily Teaching of Number & Shape etc	Bespoke Option Timetables	Assemblies & Displays		School Ethos (modelling)	Community Projects	Off-site Visits	Commur Access Navigati	& Student	Guest Speakers	Leadership Roles	Structured Reflection	Key Worker Mentoring		
Whole Curriculum Dimensions:	► Independend	Maths Financ Awaren	ial En	glish inc. eading	Enterprise / Employability	Health, Beauty & Fitness Trad (inc Barberin		:le	and-Based ocational nc Animal Care)	Building Trades	Catering & Hospitality		nc Fit g Arts W	:: Health, ness and ellbeing ic. PSHE)	Pupil Participation and Voice	
Statuory Guidance and Expectations "A good school achieves a careful balance. Balance is the constant challenge when schools plan. Time is limited. Therefore, choices need to be made about what to do when, how much depth to pursue, which ideas to link together, what resources to draw on, which way to teach, and how to make sure all pupils are able to benefit as each new concept, construct or fact is taught." Amanda Spielman HMCI (2018)											to					

Impact - How well are we achieving our aims?													
Evaluating Impact	>	Does every student enjoy school?	Is every student a reader?	Aspirational expectations for all students	Is every student sufficiently confident?	Is every student equipped with sufficient numeracy and literacy to take their place in the world of work?	Is every pupil a leader?	Is every student sufficiently independent to thrive as an adult in society?	Do all students have the knowledge and understanding to make healthier lifestyle choices?				
Accountability Measures	>	Optimum Attendance Positive Engagement. Participation & Achievements.	Meeting Ambitious Reading Targets annually Reading ability not preventing students from achieving the highest level	Leaders, staff and students share a strong desire for advancement	Able to participate in society and make their 'voice' heard Significantly more confident than on arrival at Phoenix Bay	Clear Pathways to Employability	A Leadership Role in School and/or Beyond. School delivers the Knowledge, Understanding Skills and Experience to be a Leader	Significant progress along Phoenix Bay Independence Descriptors Table	Completed Phoenix Health, Fitness & Well Being Passport Living Significantly Healthier Lifestyles Than				