

Curriculum Policy

4Life Education Ltd.



Approved by:	Simon Hacket	Date: May 2025
Last reviewed on:		
Next review due by:	May 2026	

Vision and Ethos

At 4 Life Education, we believe that learning is not just confined to the classroom. Our aim is to re-engage pupils with education by immersing them in the local community, where they can witness firsthand how the skills, they are learning in education translate into real-world success. By working alongside local businesses and community members, we aim to foster a sense of purpose and belonging, encouraging our students to envision a future where education directly contributes to their personal and professional lives.

We strive to support personal growth, emotional development, and academic success, while preparing each pupil for the possibility of reintegration into mainstream education, further education, or employment. The experiences we provide are designed to enhance self-confidence, build life skills, and demonstrate the value of learning in a meaningful, practical way.

At our provision we will provide all pupils with access to a broad and balanced curriculum.

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We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Curriculum Aims

The curriculum at 4 Life Education is designed to:

- Re-engage pupils with education by providing practical, hands-on learning experiences that showcase the real-world value of education.
- English and Maths delivered direct and indirect through cross curriculum and community learning.
- Enable pupils to develop life skills, confidence, and emotional resilience.
- Support students in achieving individualised academic and personal outcomes, with a focus on reintegration into mainstream education or successful transition to further education, apprenticeships, or employment.
- Foster active citizenship and a sense of community responsibility through collaboration with local businesses and community members.
- Offer a holistic, child-centred curriculum that adapts to the needs and aspirations of each pupil while meeting the goals of the referring school.

Curriculum Design

To enhance the 4 Life Education curriculum, integrating the Skills Builder Universal Framework can provide a structured approach to developing essential skills for reintegration. This framework focuses on eight key skills: Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership, and Teamwork. Each skill is broken down into 16

teachable and assessable steps, allowing for a progressive development from beginner to mastery levels.

3.1 Core Curriculum

- RSHE: Incorporate modules that develop Staying Positive and Aiming High, helping students build resilience and set personal goals.
- Functional Skills in English and Maths: Embed Listening and Problem-Solving exercises within literacy and numeracy lessons to enhance comprehension and analytical skills.
- Fundamental British Values: Use Leadership and Teamwork activities to promote democratic participation and mutual respect.
- Physical Education and Wellbeing: Design team sports and physical challenges that foster Teamwork and Staying Positive.
- Personal Development: Implement reflective practices that encourage Creativity and Aiming High, supporting emotional growth and ambition.
- Careers and Employability: Offer workshops focusing on Speaking and Leadership to prepare students for job interviews and workplace interactions.
- Citizenship and Enterprise: Engage students in projects that require Problem Solving and Creativity, such as community improvement initiatives.

3.2 Enrichment and Vocational Learning

In addition to core subjects, we provide a wide range of enriching experiences that support the development of practical skills and personal interests. These include:

- Work Placements and Voluntary Work: Provide real-world contexts for students to practice Leadership and Teamwork, enhancing their employability skills.
- Community Projects: Encourage Problem Solving and Creativity by involving students in local initiatives that address community needs.
- Outdoor Education and Adventure-Based Learning: Facilitate activities that promote Staying Positive and Teamwork, such as group challenges and survival skills.
- Creative and Therapeutic Activities: Use art, music, and drama sessions to develop Creativity and Speaking skills, aiding emotional expression.
- Vocational Taster Sessions: Introduce trades like construction and hospitality through tasks that require Problem Solving and Leadership.

3.3 Local Area and Community Integration

We believe that learning should extend beyond the classroom and be rooted in the local environment. To this end, we aim to:

- Use of Local Community as a Classroom: Organise visits and collaborations with local businesses to practice Listening and Speaking in professional settings.
- Real-World Applications of Academic Skills: Implement projects that require Problem Solving and Creativity, such as designing solutions for local issues.
- Civic Engagement: Involve students in volunteering opportunities that cultivate Leadership and Teamwork.

4. Personalised Pathways and Planning

Each pupil at 4 Life Education has an individual learning plan created in partnership with:

- The pupil
- The referring school or agency
- Parents/carers
- 4 Life Education staff

Each student's Individual Learning Plan (ILP) will include specific goals related to the essential skills. Regular assessments can track progress through the 16 steps of each skill, ensuring personalised development and readiness for reintegration into mainstream education or transition to further education or employment.

We regularly review each pupil's progress to ensure they are making measurable strides toward these outcomes, adjusting the plan as necessary to support their evolving needs.

5. Assessment and Progress

We employ a holistic approach to assessment, ensuring that we track not only academic progress but also personal development and emotional wellbeing. Our assessment methods include:

- Initial Baseline Assessments: Evaluate students' starting points across the eight skills to tailor their learning pathways.
- Ongoing Formative Assessments: Monitor skill development through classroom activities and real-world applications.
- Progress Tracking: Use tools including Grid maker and skills builder to document achievements in both academic and essential skills areas.
- Termly Reviews: Conduct reviews with stakeholders to discuss progress in essential skills and adjust ILPs accordingly.
- Recognition of Achievements: Celebrate milestones in skill development, acknowledging both accredited and non-accredited accomplishments.

By embedding the Skills Builder Framework into the 4 Life Education curriculum, students gain structured opportunities to develop essential skills critical for personal growth, academic success, and future employability.

6. Safeguarding, inclusion and Equality

At 4 Life Education, we are committed to creating a safe, inclusive, and supportive environment for all students. We promote:

- Equal opportunities for all, regardless of background, culture, or prior educational experience.
- A trauma-informed approach that considers the diverse emotional needs of our pupils.
- Safeguarding as a top priority, ensuring that all pupils are protected and supported.
- A nurturing ethos that encourages self-expression and builds trust through strong relationships.
- Cultural awareness and appreciation of diversity, helping pupils to develop into responsible, respectful citizens.

7. Working in Partnership

Collaboration is at the heart of our approach. We work closely with:

- Local schools and alternative provision panels to ensure seamless transitions and continuity in education.
- Local businesses and tradespeople to provide real-world learning experiences.
- Health and wellbeing professionals to support pupils' emotional and mental health needs.
- Parents, carers, and families, recognising the vital role they play in a pupil's education and development.
- Community organisations and the voluntary sector to provide additional opportunities for engagement and learning.

Through these partnerships, we ensure that our curriculum remains relevant, motivating, and sustainable, and that each pupil is supported on their unique journey toward success.

8. Review and Evaluation

This curriculum policy and its implementation is reviewed annually by Simon Hackett, Director, with input from staff, pupils and parents. We strive for continuous improvement, using feedback and outcomes to refine our approach and ensure the best possible experience for our students.

9. Sample Timetable

*2 day a week attendance as example

Day 1				
Time	Session	Outcomes	Location	Personal/Life skills focus
0930-1000	Morning welcome/ breakfast	Relaxed check in with breakfast – check on pupils' readiness to learn and personal wellbeing.	Community centre	Communication/ Respect
1000-1100 1100-1200	Community based learning	Split into 2 sessions - Outcomes would be agreed with the school prior. Communication and interaction along with a focus on cognition and learning are integrated within the outcomes.	Various locations including learning hubs/community centres/heritage sites/local business/leisure centres/farms/public and national parks/sports facilities and fields.	Fundamental British Values/ Adaptability/ Independence/ Critical thinking/ Problem solving
1200-1230	Lunch	Recap and re fuel	Café/parks and local community centres	Communication/personal reflection
1230-1400	Physical education/ personal wellbeing	Various sport and wellbeing sessions to support social, emotional, physical and mental health. Including sensory and physical needs.	Alfreton Leisure centre/Genesis centre/Local Community gym/sports centres and fishing ponds	Teamwork/ Resilience/ Empathy/ Confidence/ Independence
1400-1430	PSHE/ Debrief	Recap and reflection. Prepare for next day	Community centre	Communication/personal reflection/ Organisation/ Personal ownership/ Response to feedback

Day 2				
Time	Session	Outcomes	Location	Personal/Life skills focus
0930-1000	Morning welcome/ Breakfast RSHE	Relaxed check in with breakfast – check on pupils' readiness to learn and personal wellbeing.	Community church	Communication/ Respect/Tolerance of others/Fundamental British Values
1000-1100 1100-1200	Maths/ English	Direct and indirect teaching, Baseline testing- Work delivered at the correct stage following the functional skills specification. Reading, literacy and communication.	Various locations including learning hubs/community centres/heritage sites/local business/leisure centres/farms/public and national parks/sports facilities and fields.	Fundamental British Values/ Adaptability/ Independence/ Critical thinking/ Problem solving/ Positive relationships
1200-1230	Lunch	Recap and re fuel	Café/parks and local community centres	Communication/personal reflection
1230-1400	Citizenship/ Enterprise Community project	Project based work linking with community members and supporting the local area.	Various locations including learning hubs/community centres/heritage sites/local business/leisure centres/farms/public and national parks/sports facilities and fields.	Fundamental British Values/ Adaptability/ Independence/ Critical thinking/ Problem solving/ Positive relationships
1400-1430	PSHE/Debrief	Recap and reflection. Prepare for next day	Community centre	Communication/personal reflection/ Organisation/ Personal ownership/ Response to feedback