



# R.Y.A.N EDUCATION ACADEMY

*'Respect Your Achievements Now'*

# CURRICULUM PROFILE



## FUNCTIONAL SKILLS ENGLISH

The Functional Skills English Curriculum at the R.Y.A.N Education Academy equips young people for life outside; of school i.e., travel timetables, completing forms, reading letters, sending emails and ordering from a restaurant. Our students receive quality first teaching towards understanding the fundamental requirements to achieve assessments successfully in Reading, Writing, Speaking, Listening and Communication, from Entry level 1 to Level 2. Therefore, students can receive qualifications from teaching, which occurs both in and outside the classroom. We provide various opportunities for young people to write or verbally feedback about their learning experiences to the best of their ability, making our curriculum fun and exciting. Students are expected to develop their Spelling, Punctuation and Grammar (SPAG), including their writing composition. We take a whole school approach towards teaching English to a high standard; ensuring they develop the skill to evaluate and provide their own opinions effectively in other areas of the curriculum. In addition, we provide in class interventions which helps students to improve and fill the gaps in their learning, so they can be confident.

## GCSE ENGLISH LANGUAGE

The GCSE English Curriculum is taught to develop creativity and encourage our young people to identify their own unique opinion and storytelling. We provide lots of opportunities for our students to engage with a variety of genres i.e., Adventure, mystery, dystopian, thriller, fiction and non-fiction through guided reading and comprehension tasks. Students are stretched to develop their inference, analytical, evaluative, comparative, and creative writing skills to ensure they can access higher reading and writing expectations, as part of this curriculum. In addition, there is great emphasis placed on ensuring students can identify and apply their understanding of different language techniques.

We prepare our students with the ability to transition with these skills into their chosen and future career paths. Therefore, our students are exposed to career paths, where a good standard of English is required. This enables them to recognise how English can successfully go beyond the classroom environment, so they can thrive and be confident with their application of the English language.

**Mrs. A. Cobblah**



## AIMS ACCREDITED COURSES

### EMPLOYABILITY



Learners will learn about self-employment and what is required in their transition into the world of work. They will enhance their skills, knowledge and abilities required to run their own business and be aware of the risks involved in setting up and running a business as an entrepreneur. The curriculum involves visits to local business organisations and looking at CV writing, interview planning, and dressing for success.

### CREATIVE CRAFT



Learners will develop their understanding about artistic tools, whilst creating a vision board as inspiration for their future art project. The intended purpose is for young people to engage and nurture their creative skill, which result in creating a final craft project from resin.

### PERSONAL DEVELOPMENT



Learners will look at the significance of life experiences and be able to recognise their own skills and qualities to develop self and be able to identify aspects of their life that may need to change to be successful. Young people are able to build on their self-esteem, self-efficacy i.e., worth, confidence, assertiveness and their values and beliefs.

### CREATIVE WRITING, WORD FORMATION, AND VOCABULARY BUILDING



Learners are given the opportunity to learn and understand language features to under pin their English lessons through spellings vocabulary extension work and using their imagination to be creative in writing



Mrs. Hendrickson

## PHYSICAL EDUCATION

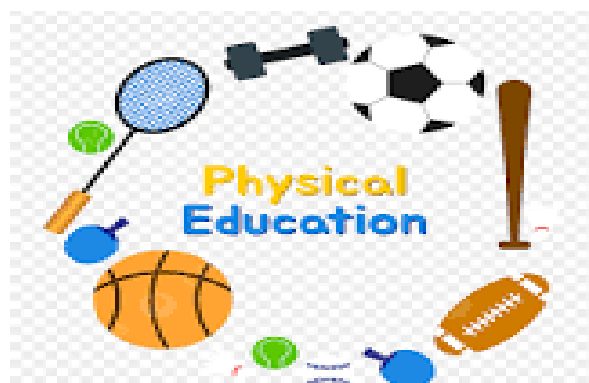
It is our intent at the Ryan Education Academy to teach young people life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all young people to succeed in physical activities. We want to teach young people how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

Pupils at the R.Y.A.N Education Academy participate in weekly high-quality physical education and sporting activities. Our physical education program incorporates a variety of sports to ensure all young people develop confidence, tolerance, and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all young people to engage in extra-curricular activities during school. This is an inclusive approach which endeavors to encourage not only physical development but also well-being.

Our curriculum aims to improve the wellbeing and fitness of all young people at the Ryan Education Academy, not only through the sporting skills taught, but through the underpinning values and disciplines physical education promotes. Within our lessons, young people are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate young people to utilise these underpinning skills in an independent and effective way to live happy and healthy lives.

Regular participation in sport and physical activity can help to reduce the risk of heart failure; improve physical fitness; help with weight management; promote good health; instill self-discipline; develop skill; improve self-confidence; reduce stress and develop lifelong learning skills.

A high-quality physical education curriculum can inspire all pupils to succeed and excel in competitive sport and other physically demanding activities.



Mr. P. Woolcock

## SOCIAL SKILLS

The Social Mentor role is to give a young person in need of social development and emotional support along with championship and partnership of a caring adult.

This is applied in instances such as team building skills for instance, in social development activities such as board games for example, draughts, chess and card games, games of strategy – these games help the students with their cognitive abilities such as enhanced thinking skills, logic and reasoning e.g., taking turns, patience and improving their communication skills, which are all skills that they can apply to life outside of school.

Another part of my role is in emotional support, I provide a trusting day to day relationship which allows friendly rapport, this allows me to engage in any issues which may require 1:1 discussion and support in a way that is genuine and provide a listening ear and advice.

Championship and partnership with the student help to bring out confidence in our young people, many of our students join the school with low self-esteem and low self-belief, in my role I challenge their thinking by encouraging them to get involved in group activity and or group discussions on topics that affect their daily lives looking for strategies to assist them outside of school.

Also, we do ongoing school outings with the aims of introducing students to concepts and ideas that they may not come across in their daily lives, these involve visiting the nature centre, allotments and exploring the outside world and built environments, helping to support in the Foodbank and having access to career support and advice for future employment and training.



Mr P. Dooley

## RELATIONSHIP SEX AND HEALTH EDUCATION (RSHE)



Relationship sex and health education allows our young people to receive quality education, which encourages the principals of creating a happy and successful adult life. Students obtain knowledge that informs their ability to make ethical decisions about their personal holistic wellbeing, overall health and relationships.

We prepare pupils to develop positive character traits, which help them to foster the attributes resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness that will help them to transition into forming positive future relationships.

Therefore, through continuous informal assessments at the start and end of each lesson, ILP's are created that allow lessons to be adaptive and responsive, removing barriers to learning, including building a list of keywords and using videos to reinforce the topic of discussion in the lesson.

All young people learn in a safe and non-judgemental environment and are treated with respect and dignity; and are **not** treated less favourable, ridiculed or isolated because of their preferred, actual and or perceived sexual orientation.



### ICT

The digital sector is a major source of employment in the UK and jobs require this expertise. The young people's learning will comprise understand how data is collected and used by organisations and its impact on individuals; Be able to create a dashboard using data manipulation tools; Characteristics of data, Characteristics of information: Data collection e.g., primary data – interviews and secondary data i.e., website. iPads are also provided.

Termly assessments are undertaken to create Individual Learning Plans (ILP's) and hands-on practical lessons enable students to embed the knowledge/ skills needed. An example of this is our students' managing the school's social media when the topic is covered during lessons and are given the choice to continue managing the account for the rest of Year.

**Miss D. Ford**





Personal, Social, Health and Economic education

## PSHE

PSHE captures learning around the young peoples' specific needs e.g., the increase in vaping, drug and alcohol, social media, diversity, discrimination, stereo-typing, prejudice, finance e.g., budgeting, Healthy Lifestyles & Relationships, safeguarding, motivation, leadership, spiritual, moral, social and cultural (SMSC) development thus endorsing a whole school approach to this area of learning and providing a safe and enjoyable environment.

Through this area of learning we also, promote the anti-discrimination laws under the **Equality Act 2010** and learners are taught to respect the 9 protected characteristics namely age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

**Mrs. C.E. Ryan-Harris**

## **SPORTS SCIENCE**

The Sport Science Curriculum plays a crucial role in the wholistic development of all our pupils. Sports science encourages physical activity, which is essential for overall health. Regular exercise improves cardiovascular fitness, bone health, and weight management. Students who engage in sports are more likely to maintain an active lifestyle throughout their lives.

Participation in sports positively impacts mental health. It reduces stress, anxiety, and depression. Sports provide an outlet for emotional expression, teamwork, and social interaction. Sports science teaches discipline, time management, and goal-setting—skills that transfer to academic achievement. Research shows that student-athletes often perform better academically.

In summary, sports science isn't just about sports—it's about fostering healthy habits, building character, and preparing students for a successful future.



**Mr. A. Monaim**

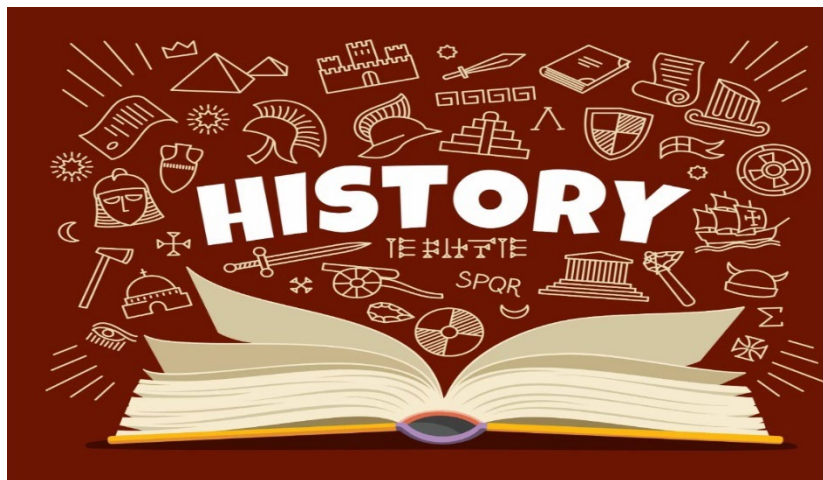


## HISTORY THROUGH TIME

Our History Curriculum encourages young people to explore and gain an in-depth Understanding into how People, Sports, Transport, Communication and Historical events impact and develop through time.

We provide our curriculum across both Level 1 and Level 2 AIMS qualifications. Students get to enjoy the study history in some of the following areas: Sport, Medicine, Significant Monarchs, The British Empire, The Holocaust, Media & Communication and The Transatlantic Slave Trade.

Our students emerge into their own self-discovery via research, developing and applying critical thinking skills into how History has impacted the present day.



Mrs. A. Cobblah

## LIVING ORGANISMS

Through this area of learning where young people will develop scientific knowledge and conceptual understanding through the specific disciplines of biology.

Learners will understand the key definitions and concepts of various aspects of biological science, including inheritance and evolution. They will demonstrate an understanding of how organisms are structured and how they function.

Learners will explore living things that breathe, eat, grow move and reproduce as well as non-living things. They will develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them

Learners will understand the nature of biological science, know about life processes and how organisms work in plants and animals; understand various types of inheritance and outline how these occur and understand how organisms have evolved over time and how they interact.

It is our desire to create concrete learning experiences around each concept of '*Living Organisms*' that help learners develop a deep understanding to explain what is occurring, predict how things will behave, and analyse causes.



Mrs. C. E. Ryan-Harris

## MATHS

### Functional Skills Maths:

The Functional Skills Maths curriculum is designed to provide a foundation for employment and continued studies for our students at R.Y.A.N Education Academy. Our students will be receiving support in the following areas of study to help equip them in their studies:

- Using numbers and the number system;
- Using common measures, shapes, and space;
- Handling data and information.
- Learners will need to demonstrate mathematical knowledge and skills and apply this to solve mathematical problems.

The above-mentioned areas will help our students to apply in real-life situations. Our style of teaching is mainly student-led so that it builds confidence in themselves. We provide interactive learning as well as regular formal assessments to help support our students in reaching their full potential. Students will be given many opportunities for outside of school learning so that they could understand that Maths isn't used only within the classroom but rather used in day-to-day life.

### GCSE Maths:

The course is taught to help support our students gain their Maths Qualifications. Alongside this, our students will develop employability as well as creative skills for their individual futures. The skills our students will learn have been identified as essential for future progression and employment, underpinned by the broad transferable skills that will enable students to demonstrate qualities of adaptability, self-reliance, collaboration, dependability, resilience, imagination and creativity.

The course is divided into Number, Geometry, Statistics and Algebra.

This course will provide our students with the recognised GCSE qualification in Mathematics. There are various opportunities for progression once our students have completed this course depending on whether they wish to improve their employability or progress onto other courses.

GCSE in Mathematics will provide our students with the essential skills required for success in their chosen field.

Mr. A. Haider



## READING



### RHINO READERS

Rhino Readers is a reading scheme that we use to encourage confident and assertive readers. It helps readers develop their love for reading by setting firm foundations in decoding phonics. We use this reading programme to develop students' progress and comprehension skills, making their reading time visually stimulating and fun. Books can be printed and accessed via the Rhino Readers app.

### ACCELERATED READER



Accelerated Reader is reading programme that promotes and aids the improvement of students reading skills. Students are encouraged to read both independently and during reading lessons, breaks and at lunch time. Our students are set targets, they encouraged to log their comprehension, complete reading assessments and complete exciting quizzes on the books they have read. Our students are monitored to ensure that their personal reading age is improved. This programme is effective towards helping our students access the wider curriculum and reading materials outside this lesson.

**Mrs. A. Cobblah**