

## Current Intent document re REAL Curriculum

### **INTRODUCTION TO THE REAL CURRICULUM**

Villa Real has developed a bespoke, personalised curriculum so that all pupils/students benefit from truly individualised learning with reference to the National Curriculum and accreditation. This has a focus on Foundational learning and Preparation for Adulthood. This covers the 4 areas of REAL:

R- Regulation

E- Emotional Wellbeing

A-Access to the World

L- Learning

This ensures pupils/students are challenged to be as prepared as they can be to access the real World.

Teachers' planning ensures that pupils/students take part in learning which is meaningful and interesting for them and through which they address relevant and challenging learning outcomes. This enables all pupils/students to maximise their progress.

The curriculum is designed to help our pupils/students become:

- Successful pupils/students who enjoy learning and make outstanding progress
- Effective communicators who can express themselves, make choices and build positive relationships with other people
- Confident individuals who take a full part in activities within school and the community
- Responsible citizens who behave well and make a positive contribution to the school and the wider world
- Lifelong learners who leave school equipped for the adult world whether in paid employment, education and training or voluntary work
- Resilient to set backs and encouraged to take pride in their achievements
- Able to keep themselves physically and mentally healthy

Pupils/students will be introduced to integral skills, which are developed within a range of teaching and learning.

### Creativity and innovation

Pupils/students should be given space to be curious and inquisitive, and to generate many ideas. They should be supported to link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions. They should be able to identify opportunities and communicate their strategies. This should support pupils/students to create different types of values.

### Critical thinking and problem-solving

Pupils/students should be supported to ask meaningful questions, and to evaluate information, evidence and situations. They should be able to analyse and justify possible solutions, recognising potential issues and problems. Pupils/students should become objective in their decision-making,

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identifying and developing arguments. They should be able to propose solutions which generate different types of value.

### Personal effectiveness

Pupils/students should develop emotional intelligence and awareness, becoming confident and independent. They should have opportunities to lead debate and discussions where appropriate, becoming aware of the social, cultural, ethical and legal implications of their arguments. They should be able to evaluate their learning and mistakes, identifying areas for development. They should become responsible and reliable, being able to identify and recognise different types of value and then use that value.

### Planning and organising

Where developmentally appropriate, pupils/students should be able to set goals, make decisions and monitor interim results. They should be able to reflect and adapt, as well as manage time, people and resources. They should be able to check for accuracy and be able create different types of value.

The development of these skills allows pupils/students to work across disciplines, providing them with opportunities for both synthesis and analysis.

There is particular potential for innovation in making and using connections between different disciplines and Areas.

When developing these skills, pupils/students should:

- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances, including AI
- be supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- be afforded the space to generate creative ideas and to critically evaluate alternatives – in an ever-changing world, flexibility and the ability to develop more ideas will enable pupils/students to consider a wider range of alternative solutions when things change
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.