



Aspire & Achieve: Curriculum Overview

Our Aspire & Achieve enrichment curriculum places an emphasis on "Out-Of-Classroom" learning, raising aspirations, building confidence and developing relationships through a programme tailored to the needs and interests of each young person that we support. The curriculum spans multiple focus areas, including:

Creativity & Innovation:

Our young people are given the opportunity to explore digital media, music production, product design, advertising and more.

Capital Culture:

We place a strong emphasis on broadening our young peoples' cultural horizons. Through arts, music, theatre, and exposure to different cultures, we encourage creativity, critical thinking, and an appreciation for the diversity of the world around them. This element of our curriculum has not only enhanced our YPs' creative expression but has also increased their understanding and engagement with the broader world, helping them to become more informed, empathetic, and curious individuals.

Life Skills:

A vital aspect of the Aspire & Achieve curriculum, carefully crafted to provide our young people with essential life skills that are fundamental for both personal and professional growth. Life Skills sessions, which are also incorporated into our Academic Curriculum, cover crucial tasks like budgeting, cooking and cleaning.

Practical Skills & Crafts:

Practical skills, including woodworking, cooking, and basic DIY, provide our young people with valuable hands-on experiences that will serve them throughout life. These sessions help to develop patience, focus, and a sense of accomplishment, while also equipping them with skills they can use in their everyday lives and future careers.

Sport & Physical Activity:

Sport is a vital component of our curriculum, contributing to physical/mental health, team building, and self-discipline. Through a variety of team sports, individual activities, and fitness challenges, we promote teamwork, resilience, and leadership. Participation in these activities has helped to significantly improve both the physical well-being and mental outlook of our young people, leading to improved self-esteem and motivation.

Development of Planning & Delivery:


We have worked tirelessly to develop and refine our curriculum, with a focus on high-quality planning and consistent, effective execution of each session. By continuously gathering feedback from students and staff, we have been able to adapt and fine-tune our offerings to ensure that each activity is purposeful, engaging, and aligned with the needs of our young people.

JEP's Education Co-ordinators deliver Aspire & Achieve sessions on either small group or 1:1 basis, many of whom have spent time working in primary and secondary education, bring valuable experience in working with children. Their presence ensures personalised attention and support, fostering an environment conducive to individualised learning and growth. Through our qualified coaches, JEP offers a variety of sports-based activities that not only enhance sporting skills but also instils values like teamwork, discipline, and resilience. These coaches serve as mentors, guiding YPs to reach their full potential.

Monitoring & Evaluation:

Our Aspire & Achieve curriculum is carefully monitored to ensure each young person makes meaningful progress. Targets are set using their EHCP and Young Person Profile, then regularly reviewed by their key education coordinator, our pastoral team, and with input from the young person themselves. We also keep detailed weekly session logs, capturing the activities and focus areas covered. An example is shown below.

JEP YOUTH ENGAGEMENT:
ASPIRE & ACHIEVE SESSION LOG



YP: YP X

Week Commencing:

Time: 9-12pm

Days: Mon ☒ Tues ☒ Weds ☒ Thurs ☐ Fri ☐

Weekly Budget: £18

1. How did the session go overall on a scale of 1 to 5 (1 being poor, 5 being excellent)?

Mon: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒

Tues: 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐

Weds: 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐

Thurs: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Fri: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

2. Rate the level of engagement exhibited by the young person during the session on a scale of 1 to 5 (1 being low, 5 being high).

Mon: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒


Tues: 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐


Weds: 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐

Thurs: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐



Fri: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

NCFE

 **disability**
confident
COMMITTED

 **OPERATION**
ENCOMPASS

JEP Youth Engagement
Unit 7 Digital Park, Salford, M50 1DR

 info@jepyouthengagement.com
 www.jepyouthengagement.com

3. Please list the activities completed during each session.

Mon: <ul style="list-style-type: none">- Go Karting at TeamSport, Trafford Park.
Tues: <ul style="list-style-type: none">- Visit to Transport Museum.
Weds: <ul style="list-style-type: none">- Football Session at JEP
Thurs:
Fri:

4. Please list any costs incurred during each session.

Mon: Costs: £16.00 Budget Remaining: £2.00
Tues: Costs: £0.00 Budget Remaining: £2.00
Weds: Costs: £0.00 Budget Remaining: £2.00
Thurs: Costs: Budget Remaining:
Fri: Costs: Budget Remaining:

5. Is there any additional feedback or observations you would like to share about this Young Person's sessions/participation this week?

Mon:

X had an excellent session today, attending Go Karting at TeamSport. X showed a high level of engagement with the activity, even initiating interaction with members of staff at the venue to ask for a smaller boiler suit.

X was also able to complete our "Maths Karting" Sheet, calculating his average speed and lap times between races.

Tues:

X enjoyed his visit to the Transport Museum today, spending an hour looking around the exhibit. Whilst he enjoyed the visit, he did begin to lose some focus as time went on, going on his phone a few times. However, it was pleasing that he was able to engage for an extended time within an educational setting.

Weds:

X took part in a Football Fitness session at our Sports Unit today. He engaged well and worked hard during the session. He was also offered the chance to use the Gym but did not want to do so on this occasion.

Thurs:

Fri: