

REACH (Resilience, Enthusiasm, Aspirations, Confidence & Healthy Lifestyles) Curriculum Intent 2025-2026

Curriculum Intent	<p>Engaging pupils with the outdoors has proven to be a benefit to their mental health and wellbeing as well as providing a non-threatening environment within which co-operation and self-confidence can be fostered. At Compass School, all REACH pupils are assessed early on through observation and self-assessment, to ensure the REACH curriculum is appropriate and pupils are able to develop and learn from their own starting points. Throughout each 8 week course, we aim to use challenging activities and the outdoors as a vehicle for their personal development whilst enabling pupils to develop practical skills in cooking and problem solving. This allows a wide range of both soft and hard skills to be developed with the intention of broadening the life experiences and skills of pupils to enable them to thrive both academically, but also interpersonally, with others. Pupils will leave the Compass school REACH programme better equipped to understand the world around them as well as being able to move on successfully to college or employment.</p>		
	Skills and Knowledge REACH		
	<p>At Compass School, we ensure that we offer cross curricular (Cc) opportunities to our pupils as well as covering Social, Moral, Spiritual and Cultural (SMSC) elements.</p> <p>These are detailed below using the following codes, enabling us to track what is delivered in each subject: Cross Curricular Links include: M (Maths), Eng (English), Sc (Science), PS (PSHE), FT (Food Tech), CR (Craft), AD (Art & Design), C (Computing), G (Geography), H (History), En (Engineering), R (Reading), Ec (Economics) SMSC Links include: B (British Values), Sp (Spiritual aspects), M (Moral aspects), So (Social aspects), C (Cultural aspects), R (Religious aspects), Rel (Relationships), P (Prevent), E (E-Safety), I (Individual Advice & Guidance & Careers), H (Healthy Lifestyle including wellbeing)</p>		
	REACH Topics	REACH Skills	REACH Knowledge
Course 1 Unit 1	<p style="text-align: center;">INTRODUCTION TO OUTDOOR ADVENTUROUS ACTIVITIES</p> <p style="text-align: center;">(Units 1 to 4 will be delivered concurrently, the skills and knowledge have been identified separately here for ease of identification)</p> <p style="text-align: center;">SMSC - I, So, Rel, B, M, H</p> <p style="text-align: center;">Cc – WoW, PSHE, En, R</p>	<p>Demonstrate the ability to</p> <ul style="list-style-type: none"> • dress appropriately for a given activity • put on activity equipment correctly, eg helmet, harness, buoyancy aid • follow instructions throughout the activity • work individually to complete a task, eg a high ropes course challenge • work as a member of a group to complete a task, eg building a shelter • reflect on own outdoor activity experiences as part of a one to one or group discussion • take part in at least one outdoor activity. 	<p>Show knowledge of</p> <ul style="list-style-type: none"> • at least two aspects of health and safety relevant to a specific outdoor adventurous activity, eg rock climbing, canoeing, hill walking, high ropes course • the names and functions of at least four pieces of equipment used for outdoor activities
Course 1 Unit 2	<p style="text-align: center;">PROBLEM SOLVING IN A TEAM ACTIVITY</p> <p style="text-align: center;">(Units 1 to 4 will be delivered concurrently, the skills and knowledge have been identified separately here for ease of identification)</p> <p style="text-align: center;">SMSC - So, Rel, B, M</p> <p style="text-align: center;">Cc – DT, WoW, PSHE, En, R</p>	<p>Demonstrate the ability to</p> <ul style="list-style-type: none"> • work with other team members to complete at least two set tasks • listen to the ideas of other team members • suggest at least one way in which a task can be completed or solved • participate in at least one problem solving activity • take part in a review about the completion of the task. 	<p>Show knowledge of</p> <ul style="list-style-type: none"> • the skills required to work in a team
Course 1 Unit 3	<p style="text-align: center;">USING A TRANGIA</p> <p style="text-align: center;">(Units 1 to 4 will be delivered concurrently, the skills and knowledge have been identified separately here for ease of identification)</p> <p style="text-align: center;">SMSC - So, Rel, B, M, H</p> <p style="text-align: center;">Cc – DT, WoW, PSHE, R, FT</p>	<p>Demonstrate the ability to</p> <ul style="list-style-type: none"> • unpack a Trangia stove • assemble the upper and lower windshields • use the correct fuel • fill and insert the burner / connect the gas cannister • light the stove • boil water or milk using a pan • control the stove to simmer the water/milk • place a pan on the stove correctly and use it • extinguish the gas burner • clean and re-pack the stove 	<p>Show knowledge of</p> <ul style="list-style-type: none"> • the safety precautions necessary when using a Trangia stove • the names of the constituent parts of the stove
Course 1 Unit 4	<p style="text-align: center;">MAKING PIZZA IN A COB OVEN</p> <p style="text-align: center;">(Units 1 to 4 will be delivered concurrently, the skills and knowledge have been identified separately here for ease of identification)</p> <p style="text-align: center;">SMSC - So, Rel, B, M, H</p> <p style="text-align: center;">Cc – DT, WoW, PSHE, R, FT</p>	<p>Demonstrate the ability to</p> <ul style="list-style-type: none"> • collect the required utensils for making a pizza • collect the required ingredients for a specified pizza recipe • make a pizza base following the recipe • make a pizza topping and use it to cover the base • present the pizza appropriately 	<p>Show knowledge of</p> <ul style="list-style-type: none"> • specified hygiene procedures by following the correct health and safety practice during cooking