

	Employment Employment	Independent Living Independent Living	Community Participation Community Participation	Good Health Good Health
<p>Secondary KS3</p> <p>Summary of learning opportunities within our broad and balanced curriculum, depending on pupils' development stage.</p>	<p><u>Time management</u></p> <ul style="list-style-type: none"> • To manage my own time. • Turn up on time for lessons. <p><u>Communication</u></p> <ul style="list-style-type: none"> • To know how to locate a phone number and talk accordingly on the phone. • To know how to use a mobile phone correctly. • Greet someone when you see them. How to start, maintain and end a conversation. Talk about other peoples interests. • Use good manners. • Awareness that communication changes depending on audience. <p><u>Self-awareness</u></p> <ul style="list-style-type: none"> •To know my likes/dislikes, strengths/weaknesses. • To select areas of study that are enjoyable to me. <p>Being Responsible</p> <ul style="list-style-type: none"> • To ask for help if I don't understand an instruction. 	<p><u>Routines</u></p> <ul style="list-style-type: none"> • Follow class timetable. • To know what to do if my routine changes – e.g. after school club is cancelled/change of teacher. <p><u>Resource management</u></p> <ul style="list-style-type: none"> • Have books and equipment for the correct lesson – PE kit on correct day Independent travel • To know my route home. • Follow bus/travel timetable. • Use public transport. <p>Self-care</p> <ul style="list-style-type: none"> • To know where to seek advice or help with problems. <p><u>Household tasks</u></p> <ul style="list-style-type: none"> • Wash and iron clothes • Wash pots • Use household appliances. <p><u>Money management</u></p> <ul style="list-style-type: none"> • To understand the value of money • to understand how to earn money 	<p><u>Social skills</u></p> <ul style="list-style-type: none"> •Being tolerant of others. • Know how to repair a relationship when something goes wrong. •Uses behaviour appropriate to relationship •Understands laws relating to consent in relationships • Online gaming/social media – staying safe. Understand the different between reality and fiction. • Understanding safety issues around sending personal texts/images. Knowing that it is permanent. Legal issues around sending texts. Collaborative tasks • Participate in group activities. • Accepts the ideas of others. • Knowing your role within a group with support. • Taking turns in roles within groups with support. • Take on a different role within groups with support. 	<p><u>Taking care of ourselves</u></p> <ul style="list-style-type: none"> • Maintaining good body hygiene – knows when to use a body deodorant and use it independently. • To understand how and why we wash and brush our hair • Keeps safe within relationships • Feeling unwell and how to get help. <p><u>Staying safe</u></p> <ul style="list-style-type: none"> • Understanding accidents and risk. What can we do to keep safe. • Keeping safe online • What to do in emergency situations • Understand public and private Keeping Healthy • Healthy diet and exercise • Mental wellbeing • Body image. <p><u>Growing up</u></p> <ul style="list-style-type: none"> •To understand how my body will change as a grow up – periods/voice changes/body odour/emotions

<ul style="list-style-type: none"> • To know which adult to ask for help – trusted adult. • be able to tolerate activities I don't like. • Develop skills for learning. Recognise a good environment for learning. • Make decisions on how to spend free time. • Be able to rehearse/practise something to improve/perfect a skill. <p><u>Career/Aspirations</u></p> <ul style="list-style-type: none"> • How my strengths inform future choices in learning and work. • Describe some of the attitudes/qualities/skills needed for employability. • Demonstrate an understanding of a career in relation to examples of people that they know. • Speak to people with different roles ask questions. <p>Enterprise Challenge Explore a range of job sectors Employer networking</p>	<ul style="list-style-type: none"> • Saving money – open a savings account • Gambling. • On-line purchases in games. Enterprise Challenge 	<p><u>Emotional awareness and resilience</u></p> <ul style="list-style-type: none"> • Managing pressure. • Managing Strong feelings. • Understanding my feelings/triggers what strategies help me. Use strategies. Discuss with others what helps me. • Feeling frightened/worried • Self-esteem and unkind comments • Understand what a friend is. Be able to make and keep a friend. • Romantic feelings and sexual attraction. <p><u>Community</u></p> <ul style="list-style-type: none"> • Participate in different groups outside school. • Understanding that prejudice/discrimination must be challenged. • Appreciate that in our society there are people with similarities and differences in regards to race, religion, sexuality, gender, age, ability, disability and culture. 	<ul style="list-style-type: none"> • To know what happens bodies through adolescence/puberty. To body when girls start their period • To know what to use when I have my period – sanitary towels/tampons • To know how to keep myself clean when I'm on my period • To know the difference between private and public behaviours – (masturbation) • To know people go through puberty at different rates and times. To know who to talk to about this.
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Preparation for Adulthood

<p>Secondary KS4</p> <p>Summary of learning opportunities within our broad and balanced curriculum, depending on pupils' development stage.</p>	<p><u>Time management</u></p> <ul style="list-style-type: none"> • To arrive on time <p>Communication</p> <ul style="list-style-type: none"> • Write an email/letter to difference audiences. Self-awareness • To select areas of study that are enjoyable to me. • Give examples of my strengths and personal qualities. <p><u>Being Responsible</u></p> <ul style="list-style-type: none"> • To follow instructions carefully. <p><u>Career/Aspirations</u></p> <ul style="list-style-type: none"> • To attend a work experience placement • Prepare a C.V. • Write a personal statement. Understand what is important to go in. • To understand and explore the different things I can do in the future. • Speak to people with different roles ask questions. <p>Employer networking Explore a variety of routes into further education and employment</p>	<p><u>Routines</u></p> <ul style="list-style-type: none"> • Plan my own timetable for selfstudy. • Plan when to do things within my daily routine. Resource management • Pack equipment needed for school independently. <p><u>Independent travel</u></p> <ul style="list-style-type: none"> • To know my route homes from different locations – from town, from bus stop, from school. • Can access timetables for public transport. • Use public transport. <p><u>Self-care</u></p> <ul style="list-style-type: none"> • Planning a routine for washing, brushing teeth, brush hair independently. <p><u>Household tasks</u></p> <p>Wash and iron clothes</p> <ul style="list-style-type: none"> • Wash pots • Use household appliances. <p><u>Money management</u></p> <ul style="list-style-type: none"> • To understand the value of money • to understand how to earn money 	<p><u>Social skills/Relationships</u></p> <ul style="list-style-type: none"> • To engage and join a club outside of school or college • Going out with friends and family on a social occasion • Visiting a cinema and recognising the social behaviours that are appropriate for the cinema – remaining quiet • Online gaming/social media – staying safe. Understanding the different between reality and fiction. • Uses behaviour appropriate to relationship • Understands laws relating to consent in relationships. • Understanding coercion within friendships and relationships. • Romantic feelings and sexual attraction • Positive/unhealthy relationships. • Has friends. • Has an understanding of long term relationships/parenthood <p><u>Collaborative tasks</u></p> <ul style="list-style-type: none"> • To show tolerance within group tasks 	<p><u>Taking care of ourselves</u></p> <ul style="list-style-type: none"> • Maintaining good body hygiene – knows when to use a body deodorant and use it independently. • To understand how and why we wash and brush our hair • Keeps safe within relationships • Feeling unwell and how to get help. <p><u>Staying safe</u></p> <ul style="list-style-type: none"> • Keeps safe within relationships. • Expectations of relationships/abuse. • Understanding law/safety around drugs/cigarettes/ alcohol. • Managing online information Keeping Healthy • Understand contraception and sexual health. • Healthy diet and exercise • Mental wellbeing • Body image. <p><u>Growing up</u></p> <ul style="list-style-type: none"> • Understands the physical and emotional changes throughout puberty.
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Preparation for Adulthood

	<p>Enterprise Challenge Explore a range of job sectors</p>	<ul style="list-style-type: none"> • Saving money – open a savings account • Gambling. • On-line purchases in games. 	<p><u>Emotional awareness and resilience</u></p> <ul style="list-style-type: none"> • Dealing with disappointment and rejection. Managing pressure. • Managing Strong feelings. • Understanding my feelings/triggers what strategies help me. Use strategies. Discuss with others what helps me. • Feeling frightened/worried • Self-esteem and unkind comments • Understand what a friend is. Be able to make and keep a friend. • Romantic feelings and sexual attraction <p><u>Community</u></p> <ul style="list-style-type: none"> • Participate in different groups outside school. • Understanding that prejudice/discrimination must be challenged. • Appreciate that in our society there are people with similarities and differences in regards to race, religion, sexuality, gender, age, ability, disability and culture. 	
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Preparation for Adulthood

<p>Post16</p> <p>Summary of learning opportunities within our broad and balanced curriculum, depending on pupils' development stage.</p>	<p><u>Time management</u></p> <ul style="list-style-type: none"> • To arrive on time. <p><u>Communication</u></p> <ul style="list-style-type: none"> • Planning for job/higher education interviews. <p>Self-awareness</p> <ul style="list-style-type: none"> • To select areas of study that are enjoyable to me. <p><u>Being Responsible</u></p> <ul style="list-style-type: none"> • To follow instructions carefully. • Prioritising what is important. • Being able to start a task independently. • Being able to finish a task independently. • Understanding deadlines and planning to meet them. <p><u>Career/Aspirations</u></p> <ul style="list-style-type: none"> • To attend a work experience placement. • To have a part time job • To write a CV and complete a job application correctly – to know to write about strengths and likes/interests. Know how to dress for work. • Know how to sell myself. <p>Explore a range of job sectors</p>	<p><u>Routines</u></p> <ul style="list-style-type: none"> • Plan my own timetable for self-study. • Plan when to do things within my daily routine. <p><u>Resource management</u></p> <ul style="list-style-type: none"> • Plan what equipment I will need to complete a task, where to find it. <p><u>Independent travel</u></p> <ul style="list-style-type: none"> • To know my route homes from different locations – from town, from bus stop, from college. • Can plan a route to somewhere new. <p><u>Self-care</u></p> <ul style="list-style-type: none"> • Keep my clothes, my environment and myself clean <p><u>Household tasks</u></p> <ul style="list-style-type: none"> • Iron clothes. • Make a shopping list. • Go shopping. <p><u>Money management</u></p> <ul style="list-style-type: none"> • Understanding/managing your income and outgoings e.g. paying bills. • Plan a budget for shopping and stick to it. 	<p><u>Social skills/Relationships</u></p> <ul style="list-style-type: none"> • To engage and join a club outside of school or college • Going out with friends and family on a social occasion • Visiting various venues and recognising the social behaviours that are appropriate to the setting • Has an understanding of long-term relationships/parenthood. • Uses behaviour appropriate to relationship. • Understands laws relating to consent in relationships. • Recognise negative behaviour and bullying. <p><u>Collaborative tasks</u></p> <ul style="list-style-type: none"> • To show tolerance within group tasks <p><u>Emotional awareness and resilience</u></p> <ul style="list-style-type: none"> • Dealing with disappointment and rejection. • Managing pressure. • Managing strong feelings. • Understanding my feelings/triggers what strategies help me. Use strategies. Discuss with others what helps me. • Feeling frightened/worried 	<p><u>Taking care of ourselves</u></p> <ul style="list-style-type: none"> • Know how to access medical help. • Book a doctors/dentist appointment. <p><u>Staying safe</u></p> <ul style="list-style-type: none"> • Keeps safe within relationships. • Expectations of relationships/abuse. • Understanding law/safety around drugs/cigarettes/alcohol. • Managing online information <p><u>Keeping Healthy</u></p> <ul style="list-style-type: none"> • Understand contraception and sexual health. • Healthy diet and exercise • Mental wellbeing • Body image.
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	<p>Enterprise Challenge Employer networking</p>		<ul style="list-style-type: none"> • Self-esteem and unkind comment • Understand what a friend is. Be able to make and keep a friend. • Romantic feelings and sexual attraction <p><u>Community</u></p> <ul style="list-style-type: none"> • Access leisure facilities in my community. 	
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Useful documents

<https://pshe-association.org.uk/search?queryTerm=planning%20framework%20for%20pupils%20with%20SEND>

<https://www.autismeducationtrust.org.uk/shop/pf-shop/>

<https://www.skillsbuilder.org/universal-framework/problem-solving>