

## Independent Living & Work Skills Subject Curriculum Content Overview

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Links to ASPIRE		<b>Responsibility/ Realising Potential</b>	<b>Realising Potential/ Independence</b>	<b>Enterprise/ Positive Contribution</b>	<b>Independence/Responsibility/ Positive Contribution</b>	<b>Safety/ Independence</b>	<b>Safety/ Enrichment/ Independence</b>	
	Y7	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>My rights and responsibilities at school and home (Y7)</li> <li>Children’s rights/ Education (Y7)</li> <li>UNICEF</li> </ul>	<b>Career choices</b> <ul style="list-style-type: none"> <li>Linking education to work</li> <li>Personal skills</li> <li>Jobs in different sectors</li> </ul> <p>Create/ Fill in the careers log</p>	<b>Charity &amp; Enterprise</b> <ul style="list-style-type: none"> <li>What is a charity?</li> <li>Why is it needed?</li> <li>Emergency appeals</li> <li>In- depth look at a national charity</li> </ul> <p>Create/ Fill in the careers log</p>	<b>Independent Living</b> <ul style="list-style-type: none"> <li>Being independent- how can I help myself?</li> <li>Helping out at home</li> <li>Positive mental health/ Personal hygiene recap (covering in PSHE)</li> </ul>	<b>Out and about</b> <ul style="list-style-type: none"> <li>People who help us stay safe in the community</li> <li>Talk about their journey to school</li> <li>Talk about safety measures in school (on carpark)</li> <li>Plan a simple journey on foot/ road safety basics</li> </ul>	<b>Leisure time</b> <ul style="list-style-type: none"> <li>Healthy leisure choices/ hobbies/ exercise</li> <li>What can I do?</li> <li>Link between leisure time and well being</li> </ul>	
Keystage 3	Year 8/9	25/26	<ul style="list-style-type: none"> <li>Public services</li> <li>Local community groups helping with public services / community projects</li> <li>Human Rights</li> <li>Protected characteristics- British Law</li> </ul>	<ul style="list-style-type: none"> <li>What’s available? Local work force choices, employers, jobs v training v education</li> <li>Apprenticeships/ supported internships</li> </ul> <p>Careers / Employment/ Post 16 opportunity. Create/ Fill in the careers log</p>	Volunteering/ community partnerships Local Charity / Fundraising/ looking after our community / being a citizen Citizenship	<ul style="list-style-type: none"> <li>Self care- getting ready for school, organising my time, helping out at home.</li> <li>Healthy sleep routines</li> </ul>	<ul style="list-style-type: none"> <li>Where I live- local travel</li> <li>Dangers and how to stay safe</li> <li>Local area road safety- using pedestrian crossings</li> <li>What to do when things go wrong</li> </ul> Bikeability/Healthy Lifestyles	<ul style="list-style-type: none"> <li>Local area and organised clubs</li> <li>What can I do? Gaining independence</li> <li>Visits to local sports and youth activities</li> </ul>

		26/27	<ul style="list-style-type: none"> <li>• Democracy / Dictatorship</li> <li>• Rights around voting- votes for women/ rights in other countries</li> <li>• Local government</li> <li>• National government</li> <li>• Civil unrest/ Refugees</li> </ul>	<ul style="list-style-type: none"> <li>• What skills are employers looking for?</li> <li>• What happens when I apply for a job? CV, letters of application ,filling in forms and writing personal statements</li> <li>• Interviews and first impressions</li> <li>• Importance of experience/ exposure to employment</li> </ul> <p>Create/ Fill in the careers log</p>	<p>Enterprise and fundraising – Roles in Enterprise/ Skills needed/ Budgeting and profit</p> <p>Sports relief/ comic relief/ Easter raffle/ World Water Day</p> <p>Create/ Fill in the careers log</p>	<ul style="list-style-type: none"> <li>• Household chores/ washing/ cooking</li> <li>• Visiting the supermarket</li> <li>• Budgeting for meals / events</li> <li>• Who pays the bills?</li> </ul> <p>Healthy Lifestyles</p>	<ul style="list-style-type: none"> <li>• Transport- local transport links- bus/ trains</li> <li>• How to use a timetable/ travel app</li> <li>• Following a satnav</li> <li>• Traveling by bus or train</li> </ul> <p>Full day train trip.....</p>	<p>Local open spaces</p> <ul style="list-style-type: none"> <li>• Safe play</li> <li>• Dangers of railways/ canals/ lakes</li> <li>• Local green spaces</li> <li>• Visits to Apedale/ Lyme Valley/ Keele Woods</li> </ul>
			<p><b>Students in Key Stage 4 a follow nationally recognised accreditation syllabus which meets their independence needs and future needs</b></p> <p><b>These can include</b></p> <ul style="list-style-type: none"> <li>• <b>Gateway in Progression (EL3 or level 1) Unit awards (EL2)</b></li> </ul>					