



Preparing for Adulthood



Health

Being as healthy as possible into adult life

Friends, Relationships & Community

Having friends and supportive relationships, and participating in, and contributing to, the local community

Independent Lives

Having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living

Employment

Includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies

Ongoing / embedded

- Education, Health Care Plan annual reviews [GB3&8ⁱ]
- Transition support

- OT Support
- Physiotherapy programmes
- Hydrotherapy sessions
- SALT
- School nurse
- Therapy Dog
- Sensory Passports
- Art Therapy
- Lego Therapy
- Therapeutic play sessions
- Counselling/consultations with clinical physiologists
- Online Safety
- Food & Nutrition lessons
- Support to understand medical needs and their management
- Themed weeks
- Gross and fine motor skills
- MOVE
- VI and HI support

- Making friends and maintaining friendships
- Social interaction
- Listening and turn taking activities
- Total Communication Approach
- Provision of communication champions
- Lunchtime clubs
- After School clubs
- Christmas and Summer Fairs
- Celebration events and assemblies
- Fundraising events and activities
- Themed weeks
- Counselling/consultations with clinical physiologists
- PSED targets

- Support to develop skills around independence after identifying the needs of student
- Meal time skills
- Toileting skills
- Dressing skills
- Telling time | Time management
- Choice making
- Money
- Road Safety/Independent travel
- Personal organisation
- Visual strategies to support independent living skills
- Opportunities to apply independent living skills within setting
- PSED targets
- Cooking skills

- Individualised curriculum – educational targets informed by EHCP
- Functional Skills – English | Maths | ICT
- Promotion of student aspirations through curriculum
- Work/Careers awareness raised through curriculum [GB4ⁱ]
- Stable careers programme [GB1ⁱ]
- Resources and signposting for future pathways (embedded in curriculum and via website)
- Annual Careers Week
- LMI [GB2ⁱ]
- Following instructions
- Personal guidance from form tutors and through Annual Review processes [GB3&8ⁱ]

Age/Key stage related

Specific age-related milestones | Key stage related expectations and provision | Curriculum content

EYFS

- *Myself, my senses*ⁱⁱ
- *Growing*ⁱⁱ
- *Moving*ⁱⁱ
- *Food*ⁱⁱ

- *My family and where I live*ⁱⁱ
- *Celebrations*ⁱⁱ

- Role playing (cooking/cleaning etc)

- *People who help us*ⁱⁱ
- Adapting to new environments
- Playing with peers
- Role Playing activities (jobs)

KEY STAGE 1

- **Child obesity checks**
- Dietary choices
- **Immunisations**
- Swimming lessons
- *Myself, my senses*ⁱⁱⁱ
- *Growing*ⁱⁱⁱ
- *Moving*ⁱⁱⁱ
- *Food*ⁱⁱⁱ
- *What is a healthy lifestyle*^{iv}
- *Personal hygiene*^{iv}

- *My family and where I live*ⁱⁱⁱ
- *Celebrations*ⁱⁱⁱ
- *ICT within our Community*^v
- *What makes people special*^{iv}
- *Respect for others*^{iv}
- *Contributing in the classroom*^{iv}
- *Friendships, family and those who care*^{iv}
- *Recognising when people are being kind and unkind*^{iv}
- *Right and wrong*^{iv}

- *Keeping safe*^{iv}
- *Money -role of money and what it is used for/spending & saving*^{iv}
- *Rules for keeping safe*^{iv}

- Real world visits
- Role playing activities
- *People who help us*ⁱⁱⁱ
- *Money – understanding enterprise*^{iv}
- *Electronics for a purpose*^v

KEY STAGE 2

- Swimming lessons
- *My home, my school, my family*^{vi}
- *The Eat Well Guide*^{vi}
- *Body parts and senses*^{vii}
- *Recognising and managing emotions*^{viii}
- *Puberty*^{viii}
- *What affects physical, emotional and mental health?*^{viii}
- *Media and reality*^{viii}
- *Vocabulary around feelings*^{viii}
- **Child obesity checks**

- *Public & Private information*^{ix}
- *Exploring differences and similarities (citizenship)*^{viii}
- *Rights and responsibilities (home and school)*^{viii}
- *Human rights*^{viii}
- *Loss, separation, divorce and bereavement*^{viii}
- *Community groups*^{viii}
- *Physical contact – what is acceptable*^{viii}
- *What is a secret?*^{viii}
- *Respecting others*^{viii}

- Sleepovers / residential trips
- *Knife skills*^{vi}
- *Food hygiene*^{vi}
- *Learning to control devices*^{ix}
- *Keeping safe: Basic first aid | Road Safety | fire safety | Water safety | Rail safety | safety in the home*^{viii}
- *Building resilience*^{viii}
- *Money – savings, expenses, choices*^{viii}
- *Independence*^{viii}

- Classroom jobs
- *Gathering & presenting information*^{viii}
- *Enterprise Skills*^{viii}
- *Enterprise project*^{viii}

Health

- Swimming lessons
- End of term enrichment activities
- **Immunisations**
- *Making informed choices about health and wellbeing^x*
- *Personal hygiene^x*
- *Understanding how identity is affected by media^x*
- *Building positive self-worth^x*
- *What is sexual intercourse and consent^x*
- *Contraception^x*
- *Understanding how self-esteem can change with personal circumstances^x*
- *Strategies for supporting healthy mind and body (yoga, mindfulness, meditation, exercise etc)^x*
- *Recognising when self or others require support and where to get it (drugs, alcohol, eating disorders, pregnancy)^x*
- *Understand basic human survival needs^{xi}*
- *Understanding the importance of exercise, eating the right amount of different foods and the need for hygiene^{xi}*
- *Dental hygiene^{xi}*

Friends, Relationships & Community

- End of term enrichment activities
- KS3 Presentation Evenings
- *Characteristics and benefits of strong supportive equal relationships^x*
- *Respecting others opinions^x*
- *Managing loss^x*
- *Managing changes in relationships^x*
- *Recognising and challenging bullying and discrimination^x*
- *Respecting other cultures and faiths^x*
- *Political systems and democracy*
- *Rules and law^x*
- *Rights and responsibilities as part of a diverse community^x*
- *Acceptable and unacceptable behaviour online^{xii}*

Independent Lives

- Residential trips
- *How to respond in an emergency*
- *Managing and assessing risk^x*
- *Understand the role of different types of digital devices and selection for task^{xii}*
- *Operate a number of different devices and software for leisure purposes e.g. calendars, cameras, i-movie^{xii}*
- *Understand how data is collected and what it is used for^{xii}*

Employment

- Option choices
- Enterprise Activities
- Classroom jobs and responsibilities
- Subject related trips and activities (employer and workplace encounters) [BG5&6^l]
- *Setting personal realistic targets and goals^x*
- *Developing team working skills^x*
- *Identifying own strengths, interests, skills and qualities^x*
- *Basic ICT skills^{xii}*
- *Different ways in which we can present information^{xii}*

Health

- Immunisations
- **Mental Capacity Act review**
- KS4 Leisure
- Duke of Edinburgh (physical and expedition sections)
- End of term enrichment activities
- *Maintaining a balanced diet*^{xiii}
- *Planning a healthy lifestyle*^{xiii}
- *Understanding terminology*^{xiii}
- *Wider risks and consequences of legal and illegal substance use*^{xiii}
- *Body image*^{xiii}
- *Social media influencing and recognising the importance of being respectful online*^{xiii}
- *Health risks and issues about body image*^{xiii}
- *Causes, symptoms and treatments of mental and emotional health disorders*^{xiii}
- *Sources of help for mental and emotional health*^{xiii}
- *Identifying and reporting problems online*^{xiv}
- *Dental hygiene*^{xv}

Friends, Relationships & Community

- Opportunities to serve on Student Council
- Residential Trips (City break)
- Duke of Edinburgh (volunteering section) [BG5&6']
- End of term enrichment activities
- KS4 Presentation evenings
- *Respect for community areas*^{xiii}
- *Active volunteering*^{xiii}
- *Different ways citizens can contribute to the improvement of the community*^{xiii}
- *Parliamentary democracy*^{xiii}
- *Role of citizen*^{xiii}
- *International law*^{xiii}
- *How the law helps society*^{xiii}

Independent Lives

- Residential Trips (City break)
- Transitioning between classrooms
- *Personal safety (online relationships and future lifestyle)*
- *Personal finance*^{xiii}
- *Knowing where to get help*^{xiii}
- *Street safety*^{xiii}
- *Safety in the home*^{xiii}
- *Basic first aid*^{xiii}
- *Using digital devices in daily life (cameras, washing machines, microwaves etc)*^{xiv}
- *Using ICT for a purpose – online shopping, accessing the news, making appointments etc*^{xiv}

Employment

- Classroom /school wide jobs and responsibilities
- Subject related trips and activities (employer and workplace encounters) [BG5&6']
- Enterprise Fair
- Visits to Further Education and Training providers [BG7']
- Support with transition to further education (College/training provider)
- Work placement and school employment opportunities
- Visits to careers fairs
- Vocational option choices
- Functional Skills tests
- *Types of skilled employability and what is required to qualify*^{xiii}
- *Different types of work, self-employment, voluntary work*^{xiii}
- *Employment law*^{xiii}
- *Setting goals/achievable targets*^{xiii}
- *Career pathways*^{xiii}
- *Differentiating between helpful and un-helpful feedback*^{xiii}
- *Ambitions for jobs and careers*^{xiii}
- *Benefits of being ambitious and enterprising*^{xiii}
- *Basic ICT skills*^{xiv}
- *Presenting information*^{xiv}
- *Creative computing*^{xiv}

Health

- KS5 Sports & Leisure

Friends, Relationships & Community

- Community skills lessons (out and about in community / community participation) [BG5&6ⁱ]
- Volunteering [BG5&6ⁱ]
- Personal budgets
- Managing time
- Street Safety

Independent Lives

- Residential Trips
- Support to access information for independent or supported living
- Support to develop skills around independence after identifying the needs of student
- Support to access information, advice and support from local housing authority; housing associations, adult social care, welfare and benefits
- Independent travel training
- Home management lessons

Employment

- Entry level accreditations
- Functional skills tests
- College Link inclusion
- Support to visit local provisions and planning for post 19 – higher education, vocational training, employment, supported living [BG7ⁱ]
- Enterprise lessons
- Employability lessons
- Vocational lessons (Expressive Arts, Catering, Horticulture)

Date written/reviewed	By whom
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Reviewed	

ⁱ Meets Gatsby Benchmark. 1. A stable careers programme. 2. Learning from careers and labour market information. 3. Addressing the needs of each student. 4. Linking curriculum learning to careers. 5. Encounters with employers and employees. 5. Encounters with employers and employees. 6. Experiences of workplaces. 7. Encounters with further and higher education. 8. Personal guidance. Please refer to the following documents for further/expanded information on how these are met at Tor View:

- Careers, Enterprise and Work Related Learning Curriculum Policy 22.23
- TV Gatsby Review 2023 <https://torview.org/tor-view-school/our-curriculum/careers-information/careers-information-2#doc-collapse-178598>
- Provider Access Policy 22.23 <https://torview.org/tor-view-school/our-curriculum/careers-information/careers-information-2#doc-collapse-294032>
- CEIAG Overview 22.23 <https://torview.org/tor-view-school/our-curriculum/careers-information/careers-information-2#doc-collapse-178592>
- KS3 CEIAG Mapping 22.23 <https://torview.org/tor-view-school/our-curriculum/careers-information/careers-information-2#doc-collapse-178591>
- KS4 CEIAG Mapping 22.23 <https://torview.org/tor-view-school/our-curriculum/careers-information/careers-information-2#doc-collapse-178590>
- KS5 CEIAG Mapping 22.23 <https://torview.org/tor-view-school/our-curriculum/careers-information/careers-information-2#doc-collapse-178589>

ⁱⁱ EYFS Creative Curriculum Mapping <https://torview.org/tor-view-school/our-curriculum#doc-collapse-295089>

ⁱⁱⁱ KS1 Creative Curriculum Mapping <https://torview.org/tor-view-school/our-curriculum#doc-collapse-295090>

^{iv} KS1 PSHE Curriculum Mapping <https://torview.org/tor-view-school/our-curriculum#doc-collapse-295094>

^v KS1 Computing Curriculum Mapping <https://torview.org/tor-view-school/our-curriculum#doc-collapse-294982>

^{vi} KS2 Creative Curriculum Mapping <https://torview.org/tor-view-school/our-curriculum#doc-collapse-295091>

^{vii} KS2 Science Curriculum Mapping <https://torview.org/tor-view-school/our-curriculum#doc-collapse-295499>

^{viii} KS2 PSHE Curriculum Mapping <https://torview.org/tor-view-school/our-curriculum#doc-collapse-295095>

^{ix} KS2 Computing Curriculum Mapping <https://torview.org/tor-view-school/our-curriculum#doc-collapse-204001>

^x KS3 PSHE Curriculum Mapping <https://torview.org/secondary-department/secondary-curriculum#doc-collapse-295987>

^{xi} KS3 Science Curriculum Mapping <https://torview.org/secondary-department/secondary-curriculum#doc-collapse-295501>

^{xii} KS3 Computing Curriculum Mapping <https://torview.org/secondary-department/secondary-curriculum#doc-collapse-295041>

^{xiii} KS4 PSHE Curriculum Mapping <https://torview.org/secondary-department/secondary-curriculum#doc-collapse-295988>

^{xiv} KS4 Computing Curriculum Mapping <https://torview.org/secondary-department/secondary-curriculum#doc-collapse-295044>

^{xv} KS4 Science Curriculum Mapping <https://torview.org/secondary-department/secondary-curriculum#doc-collapse-295502>