

Intent:

To experience/access the community, promote inclusion and develop life skills to be independent within adulthood.

		Cycle A (2023-24)	Cycle B (2024-25)	Cycle C (2025-26)
Autumn	1	Road Safety <i>To understand how to keep safe as a pedestrian.</i>	Keeping Safe in the Local Community. <i>To be aware of how to keep safe and problems and solutions.</i>	Public Transport Outside the Local Area. <i>To be aware of different modes of public transport outside the local area and how to access them.</i>
	2	Accessing the Local Community <i>To understand how to access the local community.</i>	Community Help <i>To be aware of people who can help within the community.</i>	Different Amenities in the Local Community <i>To be aware of and access different amenities within the local community.</i>
Spring	1	Communication within the Local Community <i>To gain an understanding of different modes of communication within the community.</i>	Accessing Banks/Post Offices in the Local Community <i>To be aware of different facilities in the local community to support with daily tasks.</i>	Accessing Supermarkets <i>To become confident accessing local supermarkets.</i>
	2	Planning to Support in the Community <i>To gain an understanding of how planning can support ahead of accessing the community.</i>	Problem Solving <i>To be aware of different problems that may arise and how to deal with them.</i>	Managing a Budget <i>To gain an understanding the importance of managing a budget when accessing the community.</i>
Summer	1	Public Transport (Locally) <i>To be aware of different modes of public transport and how to access them.</i>	Using Technology within the Community <i>To be aware of how technology can support with accessing the community.</i>	Accessing a Busy City <i>To experience and understand the differences between accessing the local community and a busy city centre.</i>
	2	Accessing Shops in the Local Community <i>To gain an understanding of how to access shops in the local community.</i>	Conduct in the Community <i>To be aware of appropriate conduct within the community.</i>	Accessing Facilities in the Local Community <i>To be aware of facilities, the purpose and how to access them.</i>

Running throughout each cycle	<u>Spiritual, Moral, Social and Cultural Development</u> The spiritual development of learners is shown by their: • Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. • Knowledge of, and respect for, different people's faiths, feelings and values. • Sense of enjoyment and fascination in learning about themselves, others and the world around them. • Use of imagination and creativity in their learning. • Willingness to reflect on their experiences. The moral development of learners is shown by their: • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. • Understanding of the consequences of their behaviour and actions. • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. The social development of learners is shown by their: • Use of a range of social skills in different contexts, for example working and socialising with other learners, including those from different religious, ethnic and socio-economic backgrounds. • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. The cultural development of learners is shown by their: • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of different cultures in the college and further afield as an essential element of their preparation for life in modern Britain. • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	<u>Fundamental British Values</u> Individual Liberty: • Freedom of speech to make own decisions. Mutual Respect: • Treating others as you would want to be treated. Tolerance: • Learning about other cultures and faiths and listening to viewpoints. Rule of Law: • Understanding rules and why they are important.
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