

	Outdoor Education at Walton Hall Academy	
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Intent

All students at Walton Hall Academy engage in Outdoor Education lessons. These lessons support our students to grow and flourish, and are delivered through a variety of different subjects, including farm lessons; forest school; active life lessons; swimming; Duke of Edinburgh; farm, estate management and horticulture options, and it is also mapped into the overview documents for each subject that is delivered across the school.

We believe that these subjects are fundamental to develop the whole child and to help them to find their place in the world.

We want our students to feel comfortable accessing resources both on and off the school site and to try and engage in new things that might challenge them.

These lessons also help to prepare our students to become better global citizens, teaching them to be a team player, be more aware of their own barriers and about how to work together proactively to overcome these and achieve success.

Progression Plan

Key:

Seekers

Navigators and Explorers

Navigators, Explorers and Seekers



Active Life

Active Life is a new curriculum that has been set up provide all our KS3 Navigator and Explorer students with new experiences and develop their cultural capital. Students are taken out of their comfort zone, working both individually and as teams, to learn new skills and support their peers. Over their three years in KS3, students will learn a range of adventurous activities such as climbing, sailing and canoeing, as well as discovering their local area through different walking trails, where they will learn skills of map reading and navigation. In addition, students will be given the opportunity to handle their own money, and use it in cafés, having carefully selected an item they can afford off the menu and ordered it.

Explorer students will also spend a lesson navigating a local supermarket; working out where the item is they need, evaluating what they can afford, then using the self-checkout machines to purchase their shopping.

CLASS: KS3 - Explorers 1, 2 & 3 on rotation		
<u>Main Aims</u> To try something new; to be pushed out of their comfort zone; to work in a new environment; to work as a team; to learn a new skill.		
	Half Term 1	Half Term 2
Year 1 (2026-2027)	Cycling (Autumn term Exp 2 & Summer term Exp 3) Climbing & team-building skills (Spring term Exp 1)	Exploring/Supermarket
Year 2 (2024-2025)	Paddlesports (Autumn term Exp 2 & Summer term Exp 1) Climbing & team-building skills (Spring term Exp 3)	Exploring/Supermarket
Year 3 (2025-2026)	Paddlesports (Autumn term Exp 3) Climbing & team-building skills (Spring term Exp 2) Cycling (Summer term Exp 1)	Exploring/Supermarket

CLASS: KS3 - Navigators 1, 2 & 3 on rotation		
<u>Main Aims</u> To try something new; to be pushed out of their comfort zone; to work in a new environment; to work as a team; to learn a new skill.		
	Half Term 1	Half Term 2
Year 1 (2023-2024)	Paddlesports (Autumn term Nav 2 & Summer term Nav 3) Climbing & team-building skills (Spring term Nav 1)	Walking

Year 2 (2024-2025)	Sailing (Autumn term Nav 2 & Summer term Nav 1) Climbing & team-building skills (Spring term Nav 3)	Walking
Year 3 (2025-2026)	Sailing (Autumn term Nav 3) Climbing & team-building skills (Spring term Nav 2) Paddlesports (Summer term Nav 1)	Walking

Forest School

Forest school is a nationally recognised programme originating from Scandinavia developed from the philosophy of friluftsliv translated to “open air living”. Students are stimulated by the outdoors and the resources that are naturally found. These lessons take place weekly within our school environment following the key principles of Forest School and encourage our students to develop a lifelong relationship with the natural world. Our sessions are delivered by a qualified practitioner and through various activities our students are encouraged to take supported risks, and become resilient, confident, independent, and creative learners.

CLASS: KS3 - Seekers 1 & 2	
<u>Main Aims</u>	
To focus on sensory engagement, independence, communication, and well-being, fostering curiosity and exploration of the natural world whilst developing fine and gross motor skills through different activities.	
Autumn	– Exploration of the school grounds using Forest School area, Sensory Garden and Grounds. Sessions will revolve around sensory stimulation, what can we see, touch, hear and smell? (This will include activities incorporating the time of the year such as Leaf rubbing, Ice play, Scavenger hunts) – Every session will work towards teaching personal safety (crossing school drive, safety in the outdoors, Safety around flora and fauna) – Each session will involve Relaxation and mindfulness again making use of grounds and specialist locations.
Spring	– Building on the Exploration of the school grounds outdoor crafts will be incorporated into sessions such as weaving and clay sculptures. – As more flora and fauna begin to emerge sessions will have an emphasis on Investigating these (What mini beasts can we find? where do they live?) – Sessions will continue with the work towards personal safety with the incorporation of more managed risk taking (Fire safety, Basic cooking on campfire) – Each session will involve Relaxation and mindfulness again making use of grounds and specialist locations.

Summer	- As the weather gets warmer sessions will involve more water-based activities (tough tray natural materials exploration, sprinkler) - Sessions will go more in depth with the work towards personal safety and managed risk taking with students getting the chance to take part in campfire cooking and with basic Campfire building and the safe extinguishing of them. - Each session will involve Relaxation and mindfulness again making use of grounds and specialist locations.
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CLASS: KS3 - Explorers 1, 2 & 3 on rotation	
<u>Main Aims</u> To develop a connection with the outdoors, taking responsibility for the creation and improvement of areas using different outdoor management techniques, To develop a sense of interest and enjoyment from being outdoors and encourage down time away from screens and technology, To encourage resilience and teamwork through various games and activities. To understand the importance of controlled risk taking in our daily lives and learn how to stay safe whilst taking part in various activities. To develop respect for nature and help to encourage biodiversity around the school site. To use outdoor space and equipment for sensory regulation and grounding in nature.	
Termly rotation with each class	- Introduction to forest school through the creation and improvement of the site as well as celebrations for the time of year (Halloween, Winter Solstice, Christmas, Valentines, Easter, Summer Solstice) - Outdoor art and craft activities using mostly natural materials (clay, branches, leaves) - Managed risk-taking will introduce basic fire safety and lighting activities as well as cooking on an open fire. - Team building and communication activities involving STEM, outdoor games and challenges. - Yearly site maintenance jobs including preparing the site for new growth (coppicing activities, planting activities, caring for saplings) this will also include More in depth managed risk-taking sessions, including the safe use of tools required for specific jobs. All sessions are adapted to the students with adults either taking a more central role in an activity or stepping back to allow students to explore, problem solve and achieve personal growth
<i>Previous years activities will be repeated with students that have previously taken part, building on the skills they have acquired.</i>	

CLASS: KS3 - Navigators 1, 2 & 3	
<u>Main Aims</u> To develop a connection with the outdoors, taking responsibility for the creation and improvement of areas using different outdoor management techniques, To develop a sense of interest and enjoyment from being outdoors and encourage down time away from screens and technology, To encourage resilience and teamwork through various games and activities.	

To understand the importance of controlled risk taking in our daily lives and learn how to stay safe whilst taking part in various activities. To develop respect for nature and help to encourage biodiversity around the school site. To use outdoor space and equipment for sensory regulation and grounding in nature.	
Autumn	- Introduction to forest school through the creation and improvement of the site as well as activities and celebrations for the time of year (Halloween, Christmas) - Outdoor art and craft activities using mostly natural materials (clay, branches, leaves) - Managed risk-taking activities will introduce basic fire safety and lighting activities. - All sessions are adapted to the students with adults either taking a more central role in an activity or stepping back to allow students to explore, problem solve and achieve personal growth
Spring	- Team building and communication using STEM activities. - More in depth managed risk-taking sessions, including the safe use of tools and more in-depth fire lighting activities. - Spring site maintenance jobs preparing the site for new growth (coppicing activities, planting activities, caring for saplings) - Introduction to basic map skills. - All sessions are adapted to the students with adults either taking a more central role in an activity or stepping back to allow students to explore, problem solve and achieve personal growth.
Summer	- Team building and communication using outdoor activities and challenges. - In depth managed risk taking with larger scale construction activities and cooking on an open fire. - Grounding, meditation and relaxation techniques in the outdoors. - Map reading skills including scavenger hunts and introduction to orienteering. - Summer fun/celebration activities and games. - All sessions are adapted to the students with adults either taking a more central role in an activity or stepping back to allow students to explore, problem solve and achieve personal growth.
<i>Previous years activities will be repeated with students that have previously taken part, building on the skills they have acquired.</i>	

Farm

All of our students at Walton Hall Academy have the opportunity to access lessons on our school farm. For many of our students this involves being involved in the day to day running and maintenance of the farm. As well as the manual tasks that are routinely undertaken our students are also taught about a range of factors that are necessary to maintain the good health and wellbeing of our animals and birds.

Farm interventions:

Our school farm is also used to carry out supervised intervention work with both individual and small groups of our students.

The farm is a relaxing place to spend time, and we find that our students often really benefit from spending some additional time there when they need to, for a variety of different reasons. These students may be given allocated tasks to carry out during these sessions, or they may simply be given the opportunity to spend time with certain animals of their choice.

Post 16:

Our college students have the opportunity to specialise in 2 different areas of interest to them, supporting them in working towards having a career of their own. Those who choose to complete accredited courses on the school farm will continue to work with the animals and carry out jobs around the farm, but they will also look at the bigger picture of what running a farm involves. Through the units that they complete they will look at the running, maintenance and management of the estate as a whole, learn how to use a range of tools and machinery and take some responsibility for the general upkeep of the school farm.

CLASS: KS3 – Navigators 1, 2 & 3		
	Learning objectives/enquiry questions	Suggested activities
Year 1	<u>Term 1</u> What are the rules at the farm? What is PPE and why is it important? What is the layout of the farm? What animals and birds do we have on the farm? How many are there, what are their names and where do they live?	Produce a poster/sign/power point presentation about the farm rules. Take/find pictures of PPE that is important for use at the farm and annotate each to describe it. Produce a labelled map/plan of the farm. Produce a table of information about the animals and birds on the farm.
	<u>Term 2</u> How can we identify our different animals/birds? How can you show other people how to identify them? What do the animals/birds eat? What would they eat in the wild? How much does the food cost?	Photograph and annotate each animal and bird/or breed. Create a display in the farm classroom. Include your maps, photographs, numbers, names and descriptions. Find out what each animal/bird eats? Extend by looking at costing and what they would eat in the wild.

	<u>Term 3</u> Where would each animal/bird live in the wild? Photograph the accommodation and annotate it. What do they need in their accommodation?	Find out where each animal/bird would live in the wild. Take photographs of the accommodation on the farm and annotate it – showing how it meets their needs.
Year 2	<u>Term 1</u> What are the rules at the farm? What is PPE and why is it important? What is the layout of the farm? What animals and birds do we have on the farm? How many are there, what are their names and where do they live?	Produce a poster/sign/power point presentation about the farm rules. Take/find pictures of PPE that is important for use at the farm and annotate each to describe it. Produce a labelled map/plan of the farm. Produce a table of information about the animals and birds on the farm.
	<u>Term 2</u> How are the animals and birds on the farm different? What characteristics do they have? How are they adapted to survive? <i>For each breed of animal and bird:</i> What are the different parts of their bodies called? What are the different systems working in their bodies?	For each breed of animal and bird take photographs and draw diagrams. Label the different parts of the bodies. This work could then be presented as a wall display in the farm classroom. Extension: Research the body systems for each and add this to your information.
	<u>Term 3</u> How much exercise do the different animals and birds need and do they get enough? Does their accommodation allow for this to take place? How might it be improved? Design improved accommodation for our animals and birds.	Carry out research about how much space and exercise each animal and bird (or breed) needs in the wild. Photograph their accommodation and record the positives and the negatives of it. Suggest ways in which it might be improved.
Year 3	<u>Term 1</u> What are the rules at the farm? What is PPE and why is it important? What is the layout of the farm? What animals and birds do we have on the farm? How many are there, what are their names and where do they live?	Produce a poster/sign/power point presentation about the farm rules. Take/find pictures of PPE that is important for use at the farm and annotate each to describe it. Produce a labelled map/plan of the farm. Produce a table of information about the animals and birds on the farm.

	<u>Term 2</u> What diseases are common to the animals and birds that we keep on our farm? What are the symptoms? How would we treat each illness?	Carry out research on each animal/bird (or breed) on the farm to identify common diseases. For each disease find out what the symptoms would be and how it is transmitted. Then find out how each disease could be treated. This work could be completed as a leaflet.
	<u>Term 3</u> What would we do if some of our animals/birds became ill? Where should we store medicines? Why should animals/birds be wormed regularly? What can we do to minimise the risk of our animals and birds becoming ill?	Look at some scenarios - some of our animals have become ill - what will you do? They have worms! They accessed medication! Mind map your ideas for each scenario. Produce a display for each shed/area about symptoms of diseases and how to prevent them.

CLASS: KS3 - Seekers 1 & 2, Explorers 1, 2 & 3		
<i>To be repeated and extended over time, working with different animals and in different areas.</i>		
	Learning objectives/enquiry questions	Suggested activities
Autumn	What are the rules at the farm? What signs are there on the school farm – what do they mean? What is PPE and why is it important? What PPE is needed for the different farm jobs? What jobs do we need to do on the farm? What routines do we need to follow? How well can I work with other students?	Produce a list of rules that we need to follow at the farm. Taking photographs of the signs at the farm and creating a display in the classroom. Finding and annotating pictures of PPE. Locating, using and returning appropriate PPE whilst working on the school farm. Completing allocated farm jobs safely. Feeding and grooming the animals.
Spring	What animals and birds do we have on the farm? How many animals and birds are there altogether? What are their names? How can we tell them apart? What body parts do they have? How do we know if they are healthy? How do we need to behave around the animals and birds?	List the different animals and birds on the farm. Do a tally chart to find out how many different animals/birds there are. Take photographs of each, say what they are and what their name is. Carry out health checks together. Feeding and grooming the animals.
Summer	Where does each animal/bird live? What does each animal/bird eat? Why do we need to keep the accommodation clean?	Take photographs of the different accommodation and match them with the animals/birds that live there. Find out what each animal/bird likes to eat. Feeding and grooming the animals.

CLASS: KS4 BTEC Option	
<u>Main Aims</u> These 2 units are present on both the Introductory BTEC Level 1 Land based studies specification and the Introductory BTEC Level 1 Vocational studies specification – so they can be used towards either qualification. This allows our students to try a range of different courses to enable them to find the ones most suited to their own interests and strengths, whilst also achieving a BTEC Level 1 Introductory Award.	
Year 1	LBS6: - Caring for and feeding animals
Year 2	LBS7 - Moving and accommodating animals

CLASS: KS5 BTEC Option	
<u>Main Aims</u> These 3 units are only present on the Introductory BTEC Level 1 Land based studies specification. The students who have chosen to follow this route will achieve a BTEC Level 1 Certificate in Land based studies and will gain lots of relevant and hands on experience to support them towards a career in this field.	
Year 1	LBS10 – Using workshop tools in a Land based setting
Year 2	LBS13 – Developing Estate Management skills
Year 3	LBS16 – Maintain the health of animals

CLASS: KS4 Explorers option	
<u>Main Aims</u> To learn new skills, such as animal care to empower individuals and enhance their self-esteem. To create a supportive and encouraging environment that helps individuals feel appreciated and motivated. Activities to encourage communication and cooperation. Working towards common goals, like caring for animals, fosters a sense of unity and shared responsibility. Assigning specific roles based on strengths helps team members feel valued and ensures tasks are completed efficiently.	

CLASS: KS4 and 5 Enrichment	
<u>Main Aims</u> For our students to understand and partake in the fundamental activities required to look after our farm and it's animals, such as:	

- Checking and refilling clean water for all animals
- Ensuring animals have enough appropriate food
- Removing waste and old bedding from their enclosures
- Sweeping and tidying enclosures to keep them clean and safe
- Reporting any signs of animal illness or injury to the farm manager
- Working as a team to complete tasks safely and responsibly.

Horticulture

Students will once a week participate and engage in horticulture-based activities. Students will learn skills in the nurture and development of plants, maintenance and also developing research skills to identify plants and find out what they need to grow. Over the course of the year, some students will complete a BTEC Level 1 Introductory Award in Land Based Studies.

CLASS: KS4 Option	
<u>Main Aims</u>	
To learn the skills in order to maintain and develop the school's horticulture area, including learning all relevant safety requirements, the fundamentals of what plants need to grow and how to care for them. Some students will be entered for a BTEC Entry Level 1.	
Year 1	Entry Level 1 - LBS8: Growing Plants Students will learn skills in the nurture and development of plants, maintenance and also developing research skills to identify plants and find out what they need to grow. Over the course of the year, some students will complete a BTEC Level 1 Introductory Award in Land Based Studies. All students will be supporting in the general upkeep and development of the horticulture area and it's plants.
Year 2	Entry Level 1 - LBS9: Caring for and Keeping Plants Healthy Students will learn skills in order to carry out care and maintenance activities to keep plants healthy, and then they will review their own performance. Over the course of the year, some students will complete a BTEC Level 1 Introductory Award in Land Based Studies. All students will be supporting in the general upkeep and development of the horticulture area and it's plants.

CLASS: KS4 and 5 Enrichment	
<u>Main Aims</u>	
To learn about the fundamental needs for looking after and growing plants, with a main focus for the learning to be for the students' EHCP outcomes reflected from their class on a page. Students will gain an understanding of the outside environment; it's seasons and how these impact plants.	

Duke of Edinburgh

Following on from Active Life and Forest school in KS3, where students have begun to learn the basic skills of the four Duke of Edinburgh sections, all students in the Explorer and Navigator pathways have the opportunity to complete their Bronze Duke of Edinburgh Award in KS4. Students are achieving each section through their curriculum. P.E/Sports lessons will cover the Physical section. Cookery will see them learning important life skills for the Skills section. The Volunteering section will be covered by their PFA/PHSE lessons where classes will work on a group project of their choice. Expeditions will take place every year in the summer term, with drop-down days spread throughout the academic year to prepare them for these (day walks/navigation skills sessions/camping skills).

If students' progress to KS5 at Walton Hall, then they can choose to continue with their Duke of Edinburgh, and work towards achieving the silver award. This is more independently lead than the Bronze award, with students choosing what they want to do for each section, for example; Football club once a week for Physical, independent living skills at home/residence (making bed, cleaning, gardening etc) for their Skills section and supporting in a class in KS3 during RAP time for Volunteering. There will also be opportunities to complete the sections within their curriculum. We have previously worked with the Canal & River Trust and St John's Ambulance to complete sections. The Silver Award requires two expeditions – a practice and a qualifying. These will be held during the Spring/Summer terms.

CLASS: KS4 and KS5, Explorers and Navigators	
Year 10	<u>Bronze Award:</u> Students will complete all 3 sections of their D of E: Physical, Skills and Volunteering. Students will complete their practise expedition.
Year 11	<u>Bronze Award:</u> Students will complete their final expedition.
KS5	<u>Silver Award:</u> The D of E Silver Award is run as an option for any students who want to complete it.

Outdoor Learning

For our Seekers students in KS4 and KS5, outdoor learning provides opportunities for students to explore nature, engage in outdoor activities, and develop independence beyond the classroom. Outdoor Learning is integrated into ASDAN Towards Independence modules, allowing students to access different community settings to support their Preparation for Adulthood (PFA) goals.

CLASS: KS4 & 5 Seekers	
<u>Main Aims</u> To promote independence, communication, and real-world learning through structured outdoor activities, enabling students to develop confidence, practical skills, and an awareness of their surroundings in preparation for adulthood. Activities will link to ASDAN modules	
<u>Key Focus Areas</u>	
<u>Independence & Life Skills</u> • Practising dressing for the weather and carrying personal belongings. • Developing road safety and awareness when walking outdoors. • Engaging in outdoor tasks that build self-help and problem-solving skills.	<u>Communication & Social Interaction</u> • Using AAC, signs, or verbal communication to express choices and needs. • Participating in group activities to develop turn-taking and teamwork. • Learning to respond to environmental cues (e.g., recognising symbols, maps, or signs).
<u>Community Engagement & Real-World Learning</u> • Visiting and navigating local parks, shops, and public spaces. • Recognising key signs and landmarks in familiar outdoor environments. • Experiencing different social settings, promoting confidence in the wider world.	<u>Physical & Sensory Development</u> • Engaging in movement-based activities such as walking, cycling, or exploring nature. • Supporting sensory regulation through outdoor textures, sounds, and activities. • Encouraging relaxation and well-being in natural spaces.
<u>Safety & Awareness</u> • Following simple safety instructions in outdoor settings. • Understanding personal space and boundaries in public areas	

Outdoor Education

Our Navigator & Explorer students in KS4/5 have an Outdoor Education Enrichment option where we foster a love of the outdoors through exploration, skills-building and adventure. Sessions are mostly student-led. Given an objective, they are allowed to explore the outdoor environment through problem-solving, safe risk-taking (Learning to assess risk and deciding if they want to take a risk are essential skills for living) and teamwork.

CLASS: KS4 & 5 Navigator and Explorer Enrichment Option	
<u>Main Aims</u> To build and encourage a love of the outdoors through play, skills-building and exploration.	
Autumn	– Survival skills – fire lighting, shelter building (tents/using found materials), knot tying, skills-sharing (other enrichment groups invited to take part in campfire sessions) – Outdoor sports – archery, biking, football
Spring	– Navigation skills – OS Maps, orienteering, photo maps, compass skills, taking bearings
Summer	– Exploration skills – using navigation skills in real-life situations. Off-site walks, Standon Bowers visits, Expeditions (Duke of Edinburgh)

Swimming

Our Seekers students in KS3, 4 and 5 have weekly swimming lessons every other half term, where they develop their fine and gross motor skills, in addition to increasing regulation and tolerance, confidence, communication and self-help skills. In KS4/5, students have the opportunity to attain an accredited Water Skills Module.

CLASS: KS3 Seekers		
<u>Main Aims</u> To fulfil sensory and physical needs, promote exercise, and develop confidence and independence		
<u>Key Focus Areas</u>		
Sensory Regulation and Physical Development • Providing a calming or stimulating sensory experience through water play. • Supporting body awareness, coordination, and movement in water. • Encouraging relaxation and engagement in a safe, supportive environment	Independence and Routine • Developing dressing and undressing skills with support. • Following simple routines (e.g., entering and exiting the pool safely, waiting for turns). • Practising listening to instructions and transitioning between activities.	Water Confidence and Safety Awareness • Encouraging familiarity and comfort in water through guided exploration. • Learning basic water safety skills (e.g., staying close to an adult, floating, splashing safely). • Developing confidence through structured activities like supported kicking, splashing, and moving in the water.

CLASS: KS4 & 5 Seekers		
<u>Main Aims</u> To continue to fulfil sensory and physical needs, promote exercise, and further develop confidence with increased independence		
Half Term 1	Half Term 2	Half Term 3
Water Safety and Awareness • Recognising and following pool safety rules and procedures. • Learning key water safety skills, such as floating, staying within designated areas, and responding to instructions. • Identifying poolside signs and symbols related to safety. • Understanding the role of lifeguards and how to seek help when needed.	Building Water Confidence and Physical Skills • Developing basic movement skills in water, such as walking, splashing, kicking, and floating. • Engaging in water-based activities to build stamina, balance, and coordination. • Following simple instructions to complete structured swimming exercises. • Increasing confidence in entering and exiting the pool safely.	Independence and Communication • Practising self-care routines, including dressing and undressing for swimming. • Using appropriate communication methods (AAC, signs, gestures, or speech) to express choices and follow instructions. • Engaging in structured turn-taking activities and working collaboratively with peers. • Demonstrating increased independence in managing personal belongings and preparing for swimming sessions.

Assessment

Farm & Horticulture – BTEC Entry Level 1, with potential to get an Award, Certificate or a Diploma in Land Based Studies, depending on the number of units students cover over their time at WHA (A2 + 1 unit = Award, A2 + A1 + 3 units = Certificate, A2 + A1 + A3 + A4 + 6 units = Diploma)

Duke of Edinburgh – Bronze and Silver Awards, through *Outdoor Education* enrichment lessons and skills learned across the students' curriculum

Active Life, Forest School, Swimming, Farm, Horticulture, Outdoor Learning and Outdoor Education – against EHCP targets and individual skill development

Personal Development

<u>Spiritual, Moral, social and cultural development/capital and Character</u> ▪ Guided meditation ▪ Sensory room activities ▪ Sensory walks ▪ Forest school ▪ Library visits ▪ Lunchtime clubs e.g. forest school and forest bathing ▪ Friendship group, interventions ▪ School assemblies ▪ Religion through RE ▪ Religion through Science ▪ Church visits – Christmas ▪ Music sessions ▪ Performing arts and cultural week ▪ School concerts and shows ▪ Celebrating special/themed days ▪ Educational visits and trips ▪ Votes for schools' sessions ▪ Circle time sessions ▪ Student council – democracy ▪ Emotion coaching e.g. Wilderness Therapy	<u>Preparation for next stage of life</u> Education, training and Employment/Careers Guidance: ▪ BTEC Mandatory Units ▪ Educational visits ▪ Work Experience ▪ Managing money units in PSHE ▪ Apprenticeships/supported internships ▪ CV Writing ▪ PFA evening ▪ EHCP reviews ▪ ILPs ▪ Record of achievement ▪ College Visits ▪ PHSE topics ▪ Post 16 Friday Café ▪ Vast range of Vocational Options ▪ Careers advisor Independent living ▪ Transition days ▪ Residence provision ▪ Work Experience ▪ Managing money units in PSHE ▪ MyBnK - financial education sessions ▪ Travel Training ▪ Cookery Community Inclusion ▪ Educational visits ▪ Reward visits ▪ Travel Training
<u>Fundamental British Values and Citizenship</u> ▪ History Lessons ▪ Decorating the church - Poppies, Christmas trees ▪ Votes for schools' lessons ▪ Celebrating special days/themes ▪ Equal opportunities	

▪ Charity fundraising ▪ Student council - democracy ▪ Community links ▪ Organised voting in class ▪ Duke of Edinburgh ▪ Assemblies ▪ Belonging to the school community ▪ Work Experience ▪ Volunteering ▪ 3 R's – Be ready, be responsible and be respectful	▪ Post 16 Friday Café ▪ Duke of Edinburgh ▪ Active life sessions ▪ Shopping visits
<u>Equality and Diversity</u> ▪ Makaton and communication ▪ Oasis centre provision ▪ Transition days – moving between groups ▪ Interventions ▪ History lessons ▪ Assemblies ▪ Votes for schools	Staying Healthy/Healthy Living ▪ Swimming ▪ Football club ▪ Gym sessions ▪ PSHE units ▪ School nurse sessions ▪ Encouragement to try new foods ▪ Cookery sessions ▪ PE lessons across the school ▪ Science – hazards and safety ▪ Sex Education ▪ Hygiene – PSHE, school nurse, residence ▪ Science units ▪ PSHE/ICT – keeping yourself safe