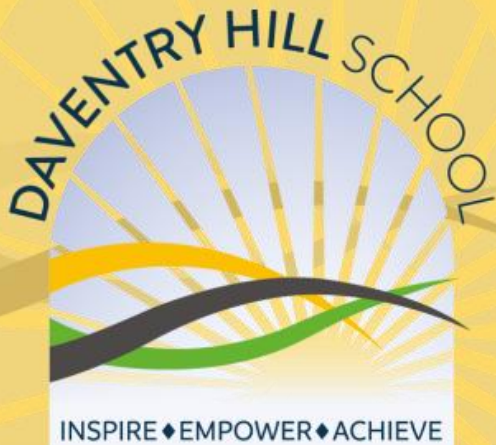




## Independent Living Policy

<b>Compiled by: Cath Smith</b>	<b>Date: September 2025</b>
<b>Review Cycle: Annually</b>	<b>Review Date:</b>



## AT DHS WE VALUE



We celebrate what everyone can do.

We look forward to the possibilities that lay ahead.

## OUR MISSION

To create **happy**, **successful** people.



We nurture curiosity, to know more and understand more.

We encourage exploration of the world around us.

## OUR VISION

To **inspire** and **empower** our young people to **achieve** success.



We support everyone to have courage to keep moving forward and learn from their experiences.

We nurture a strong sense of self.



We nurture everyone's sense of belonging.

We support everyone to communicate and work with others.



We nurture the understanding of others.

We treat all with kindness.



Part of

----- Inspire ♦ Empower ♦ Achieve -----

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## Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
  - Health Assure (confidential counselling support available through Education Support
  - Education Support: telephone number 08000 562561 or website [www.educationsupport.org.uk](http://www.educationsupport.org.uk)

## Subject Rationale

Independent Living at our school aims to foster resilience, independence, well-being, increased opportunities, engagement and confidence while exposing pupils to a diverse range of activities, experiences and cross-curricular undertakings that will generalise their academic knowledge into everyday life. This policy establishes the framework for promoting independence and self-management among students by equipping them with essential life skills. The goal is to prepare learners for successful adult living through the development of autonomy, decision-making, and personal responsibility.

### Intent

Developing independent living skills is critical for fostering lifelong autonomy and resilience. Research in educational psychology highlights the importance of self-regulation and executive functioning in enabling individuals to manage daily responsibilities effectively. By embedding independence into school routines, students gain confidence, problem-solving abilities, and adaptability—skills essential for personal well-being and successful integration into society. This policy supports national curriculum priorities and aligns with best practices for preparing students for adulthood.

Students will be systematically supported in developing independent living competencies through structured opportunities for self-directed action. Rather than relying on adult intervention for routine tasks—such as organizing personal belongings, managing transitions, or completing preparatory steps—students will be encouraged to initiate and complete these processes independently. This approach aligns with principles of self-regulated learning and executive functioning, ensuring that learners acquire practical skills necessary for everyday life.

The Independent Living curriculum at Daventry Hill School can be tailored and adapted to suit the needs of all students. In the short term we have achieved this by writing options into pathways and giving guidance as to how schools can tailor what is there.

### Implementation

We are strong believers in the impact of Independent Living at Daventry Hill School as part of a broad and balanced curriculum. It provides students with opportunities to develop and extend skills to express their individual interests and ideas, whilst also contributing to the development of every individual emotionally, academically, spiritually, intellectually and socially.

High quality independence education equips students with the skills to explore a wider range of life choices, inspiring and challenging all. As independent learners, students should be able to evaluate their work and the work of others, be influenced by well-known neuro-divergent people and the success stories of previous students. As their skill

set progresses, they should understand how improved independence skills impacts on their everyday lives. This will include:

Embed independent living tasks (e.g., dressing appropriately, managing personal items, preparing for activities) into daily routines.

- Provide scaffolding and gradual release of responsibility to ensure skill acquisition.
- Offer explicit teaching of strategies for planning, organizing, and self-monitoring.
- Use positive reinforcement to encourage initiative and persistence.

## Importance of Independent Living

The curriculum for independent living aims to ensure that all students:

- are supported throughout their school career to be as independent as possible.
- will be systematically supported in developing autonomous decision-making skills as part of a broader strategy to cultivate independent cognitive processes. Rather than relying on prescriptive adult guidance for routine actions—such as completing subsequent tasks or preparing for transitions—learners will be encouraged to initiate and manage these processes independently. This approach aligns with principles of self-regulated learning and aims to strengthen executive functioning, personal responsibility, and adaptive problem-solving, thereby promoting long-term educational and developmental outcomes.
- can explore all areas of independent living and make the links between learning in the classroom and applying it to everyday life.
- Students will demonstrate increased autonomy, confidence, and competence in managing personal and practical tasks, contributing to their readiness for adult life and community participation.

We recognise the very varied ability of our students and as such will deliver appropriately personalised work by matching the challenge of the task to the ability of the student.

## Curriculum content Overview

This strand is split into units which will be taught throughout the school. This is an overview of the content for each subsection.

<b>Travel and Personal Safety</b>	<b>Me, You, We</b>	<b>Time Management</b>
<ul style="list-style-type: none"> <li>• Places</li> <li>• Travel by walking, car, bus, train etc.</li> <li>• Gaining a licence</li> <li>• Air travel incl. passports</li> </ul>	<ul style="list-style-type: none"> <li>• Personal skills</li> <li>• Personal values</li> <li>• Goal setting</li> <li>• Where do I live?</li> <li>• Disabilities and Neurodiversity</li> </ul>	<ul style="list-style-type: none"> <li>• Past, present and future</li> <li>• Telling the time</li> <li>• Using a calendar and diary</li> </ul>

- Use of maps and GPS
- Identifying hazards in the community

- Cultures and religions
- People of significance
- Significant events

- Using unstructured time effectively
- Following routines
- Prioritising tasks
- Planning ahead

**Clothing and dressing**

- Choosing clothes for weather (incl. seasons)
- Choosing clothes for an occasion
- Personal appearance
- Footwear
- Shopping for clothes
- Washing clothes
- Mending clothes

**Rights and Benefits**

- Democracy (incl. voting over time)
- Self-advocacy
- Laws (Human rights act, Equality Act, UN Rights of the Child)
- Historical laws and punishments
- Benefits (housing, universal credit, PIP)
- Free resources and support
- Rights Respecting Schools

**Household Management**

- Household cleaning
- Cleaning product safety
- Managing risk within the home
- Household chores
- Shopping (choosing the appropriate shop)
- Security of belongings (incl. insurance)
- Pets
- Accessing utilities
- DIY and maintenance
- Furniture
- Recycling and green energy

**Physical Health**

- Personal hygiene
- First Aid
- Healthy eating and drinking
- Alcohol and drugs

**Money management**

- Household bills
- Essential vs desirable expenses
- Financial support and advice
- Credit and loans
- Budgeting
- Bank accounts
- Accessing commercial services

**Making Food and Drinks**

- Food hygiene
- Safety in the kitchen
- Cooking
- Drinks

# School Cycle



## Early Years Foundation Stage (Acorns)

	Unit	Specific focus	Sample activities	Link to EYFS	Other curriculum links
Autumn 1	Travel and personal safety	<p>Explore the natural world around them</p> <p>Know similarities and differences between natural world and contrasting environments</p>	<p>Exploring the school environment</p> <p>Places to visit</p> <p>Holidays</p>	<p>Understanding the world</p> <p>People, Culture, and communities</p>	<p>Friends, Relationships and Community</p> <p>Personal Development</p> <p>PHSRE (Health)</p>

Autumn 2	You, Me, We	Self- regulation Managing self	Feelings and emotions  Different behaviours  Waiting  Focused attention on what is being said and responding	Communication and Language  Personal, Social and Emotional Development	PHSRE –(Health)  Literacy
Spring 1	Time Management	Past and present	Talk about people around them and their roles  Know some similarities and differences between things in the past and now	Understanding the World	Mathematics  Literacy

Spring 2	Clothing and Dressing	Managing own basic needs dressing and undressing	Fine motor skills  Gross motor skills  Different types of clothing  Explore a variety of materials and tools	Managing Self  Expressive Arts and Design	Physical Education (Health)  Mathematics – Seasons, temperature
Summer 1	Physical Health	Managing own basic hygiene and personal needs  Healthy foods	Washing hands  Healthy eating trying different types of foods  Healthy choices	Personal, Social and Emotional Development	PHSRE (Health)

Summer 2	Rights and benefits	Listen attentively and respond Hold conversation Back and forth conversation Express ideas Explain the reason for rules	Participate in a small group  Class rules  Core values  Be confident when trying new things – show independence, resilience and perseverance in the face of a challenge	Personal, social and emotional development  Communication and language	PHSRE (Health)  Literacy
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**Foundations for Learning**

**Cycle A**



	Unit	Specific focus	Sample activities	Link to NC	Links to British Values and SMSC
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----- Inspire ♦ Empower ♦ Achieve -----

Autumn 1	Travel and personal safety	Experience of different places in the UK Local community and its physical features Observations of the school and its grounds	Offsite visits around the school community  Different places to visit Holidays	Geography Places in my local community Personal Development Maths – Seasons, months of the year	Enjoyment and fascination in learning about themselves, other and the world around them
Autumn 2	Me, you, we	Personal skills Personal values Being part of different groups	What makes you special Likes/dislikes  Feelings and emotions  Who can help me	Geography Where do I live? People of significance (my family) Personal Development PHSRE (Health)	How we are all different and the same  How a community can help people

Spring 1	Time management	Past, present and future (Yesterday, today and tomorrow)	Getting up in the morning and what to do  Going to bed in the evening and what to do  Routines within the school day (to include lunchtime)	Mathematics - Telling the time  Calendars  Unstructured time  Literacy – Chronological timelines	Use a range of social skills in different contexts
Spring 2	Clothing and dressing	Choosing clothes for weather (seasons)  Being to use buttons/laces/zips	What signs and indicators tell us that it is too hot/cold outside?  What do we do if we are too hot/cold?  Correct clothing for weather  Begin to use buttons/laces and zips	Mathematics - Seasons of the year  Months of the year  Science Weather and temperatures	Ability to recognise and value the things we share in common across cultural, religious, ethnic and social economic communities

Summer 1	Making food and drink	Food hygiene Safety in the kitchen Cooking	To stir with a wooden spoon  To spread with a blunt knife  Using utensils knife, fork and spoon  To follow basic instructions of six different items  Use a cutting board and preparing food for cooking  Healthy Eating (PHSRE)	Healthy Eating  Mathematics - Measuring  Literacy Communication  Personal Development Group activities	Interest in exploring and respecting different faiths and cultural diversity
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Summer 2	Household management	<p>Role play – what do I need to clean different surfaces</p> <p>Understand why it is important to keep areas around us clean to keep safe</p> <p>Shopping</p> <p>Security of belongings</p>	<p>What can we use to clean – cleaning products</p> <p>Household chores</p> <p>Keeping safe within the home</p> <p>Role play</p> <p>Different shops</p> <p>All about me – my special things</p> <p>What makes them special?</p> <p>Looking after things that belong to me</p>	<p>PHSRE (Health) Personal Hygiene</p> <p>Personal Development Managing risk</p> <p>Mathematics - Money</p> <p>Literacy- Communication</p>	Understand the consequences of their own or others actions
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**Cycle B**

	Unit	Specific focus	Sample activities	Link to NC	Links to British Values and SMSC
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Autumn 1	Physical Health	Personal Hygiene Appearance How to look after my body	Basic hygiene routines e.g. washing hands  Ways to take care of themselves on a daily basis - routines	PHSRE – (Health) Personal Hygiene	Understand the consequence of their own or others actions  Knowledge of and respect for values
Autumn 2	Money management	Understanding what I need Money shopping	Begin to identify that an exchange needs to be made to buy things  Using money  Begin to identify money Use money in realistic situations	Mathematics curriculum – money – coins  Shopping  Literacy - Communication	Understand the consequence of their own or others actions  Knowledge of and respect for values  Readily apply own understanding in their own lives

Spring 1	Making food and Drink	Food hygiene Safety in the kitchen Cooking Drinks	Healthy Eating (PHRSE) Using a cutting board and preparing food for cooking.  Make Pizzas on flat bread, fruit kebabs, cheese straws  Cleaning area and equipment after finished	PHSRE (Health) Healthy Eating Maths - Measuring Literacy - Communication Group activities	Willingness to reflect on their experiences  Readily apply own understanding in their own lives
Spring 2	Rights and Benefits	Self – advocacy Protective behaviours Zones of regulation	The right to feel safe  My early warning signs  Chosen communication  My feelings  Who can help me?	PHSRE (Health) Personal Development	Ability to recognise the different between right and wrong  Understand the consequences of their behaviour and actions  Recognise legal boundaries

Summer 1	Household management	Pets Recycling	Pets – what types of animals can you have as a pet?  Looking after our world	Personal Development PHSRE (Health)	Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning
Summer 2	Household Management	Access utilities Furniture DIY and Maintenance	What do I need to cook and stay warm? How can I see in the dark?  Different items of furniture What do I need? Role play fixing things	Personal Development Literacy – Reading instructions	Ability to recognise and value the things we share in common  Willingness to share in positively to artistic opportunities



**Learning to be Me**

**Cycle A**

	Unit	Specific focus	Sample activities	Link to NC	Links to British Values and SMSC
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Autumn 1	Travel and personal safety	<p>First hand observation of locational awareness</p> <p>Use geographical vocabulary to refer to key physical and human features i.e. city, town, village. Beach, coast, forest)</p> <p>Use world maps, atlases and globes to identify UK and its countries</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surround seas</p> <p>Understand geographical similarities and differences</p>	<p>Geography</p> <p>Science</p>	<p>Understand and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p>Sense of enjoyment and fascination in learning about the world around them</p>
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Autumn 2	Me, you, we	<p>Respectful behaviours</p> <p>Self-respect</p> <p>Benefits of living in a community</p> <p>Recognise personal strengths and interests</p> <p>Recognising we belong to a different communities as well as the school community</p>	<p>Identify how to help others</p> <p>Model respectful behaviour at home, at school and online</p> <p>Identify how to treat others</p> <p>Recognise that everyone is an individual and identify personal strengths and interests</p> <p>Celebrating different festivals</p> <p>Celebrating different people of significance</p>	<p>Personal Development</p> <p>Geography</p> <p>History</p> <p>Literacy – communication</p> <p>PHSRE – (Health)</p> <p>Employability - interests</p>	<p>Use a range of social skills in different contexts i.e. working with others including those from different religious, ethnic and socio-economic backgrounds</p> <p>Willingness to participate in a variety of community and social settings, volunteering and cooperating well with others</p> <p>Being able to resolve conflict</p> <p>Ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities</p>
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Spring 1	Time management	Routines Telling the time	Identifying daily routines to increase independence i.e. getting up in the morning, going to bed – what do I need?  Going on a trip – what do I need?	Maths PHSRE (Health) Personal Development	Use a range of social skills in different contexts i.e. working with others including those from different religious, ethnic and socio-economic backgrounds
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Spring 2	Clothing and dressing	<p>Correct clothing for different seasons</p> <p>Keeping clothing clean</p> <p>Clothing around the world</p>	<p>Different types of clothing</p> <p>Different types of footwear</p> <p>Are all the seasons the same around the world the same?</p> <p>How is the sun different in different seasons and why?</p> <p>Can the weather change throughout the day, how can we accommodate it?</p> <p>Sewing p introducing simple sewing stitch</p>	<p>Maths – Seasons, months of the year</p> <p>Science – weather</p> <p>Personal development</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p> <p>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity</p> <p>Willingness to participate in and respond positively to artistic, musical, cultural opportunities</p>
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Summer 1	Making food and drink	Food Hygiene Safety in the Kitchen Cooking Drinking	Hygiene when cooking and the importance of prepping area Cleaning hands Using soap and water Cleaning up afterwards  Use a knife for spreading and cutting Using serrated knives and equipment to cut fruit/vegetables Wash and dry food prep from delivery ready for storage  Identify what I need to make a drink	PHSRE (Health) Maths – weighing and measuring Literacy – following instructions Communication	Understanding the consequences of behaviour and actions  Use a range of social skills in different contexts when working with others
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Summer 2	Household management	<p>Cleaning produce safety</p> <p>Managing risk withing the home</p> <p>Household chores</p> <p>Shopping</p>	<p>Introduce how to clean and tidy things away</p> <p>Identify what areas are important and need to stay clean</p> <p>Identify different types of shops</p> <p>Create shopping lists</p> <p>Shopping money – coin</p> <p>Buying items from a shop</p>	<p>PHSRE (Health)</p> <p>Personal Development</p> <p>Mathematics – coins,</p> <p>Making an exchange</p> <p>Literacy – lists, communication</p>	<p>Understanding the consequences of behaviour and actions</p> <p>Use a range of social skills in different contexts when working with others</p>
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**Cycle B**

	Unit	Specific focus	Sample activities	Link to NC	Links to British Values and SMSC
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----- Inspire ♦ Empower ♦ Achieve -----

Autumn 1	Rights and benefits	<p>Schools rules</p> <p>Core Values</p> <p>School council – representatives</p> <p>Why do we need to vote?</p> <p>Social etiquette</p>	<p>Why do we have rules? What is their purpose? What could happen if we didn't have them?</p> <p>Class vote</p> <p>Opportunities to vote for things</p> <p>Awareness of the past</p> <p>Changes in national life</p>	<p>Literacy – communication</p> <p>PHSRE (Health) relationships</p> <p>Personal Development – choices and self advocacy</p> <p>History</p>	<p>Law – the rule of law</p> <p>Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives</p> <p>Democracy – knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values</p>
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Autumn 2	Physical Health	Personal Hygiene Dental health Healthy Eating	Identifying how to look after and care for my teeth  Effects of food and drink on dental health  Begin to understand what makes a balanced diet  Identify different food sources i.e. fruit, vegetables  Prepare different foods to eat  Identify different types of snack	Science PHSRE (Health)	Sense of enjoyment and fascination in learning about themselves
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Spring 1	Money Management	Money Needs and wants	<p>Coin recognition</p> <p>Understanding that coins can be exchanges to buy things</p> <p>To be able to make up amounts of money</p> <p>Use coins and notes in simple transactions</p> <p>Identify items that are needed to live</p>	<p>Mathematics – money, coins and notes</p> <p>Personal Development</p> <p>Literacy - Communication</p>	<p>Acceptance and engagement with the fundamental British values of democracy and law</p> <p>Develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</p>
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Spring 2	Making food and drink	Food Hygiene Safety in the Kitchen Cooking Drinking	Know about a balanced diet – identify some of the main nutrients  Give examples of foods that contain main nutrients  Identify the basic functions of main nutrients  Identify suitable foods for children of different ages  Know how to store different types of foods  Identify tinned, fresh, frozen foods  State where and how each would be stored	PHSRE (Health)  Maths – weighing and measuring  Literacy – following instructions  Communication	Understanding the consequences of behaviour and actions  Use a range of social skills in different contexts when working with others
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Summer 1	Travel and personal safety	<p>Use simple compass directions</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map and use/construct a key</p>	<p>Begin to use directional language (near, far, left, right)</p> <p>Begin to use compass directions (North, South, East, West)</p> <p>Identify physical features in the local surrounding environment</p>	<p>Maths</p> <p>Geography</p> <p>science</p>	<p>Understand and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p>Sense of enjoyment and fascination in learning about the world around them</p>
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Summer 2	Me, you, we	<p>To recognise how strengths and interest form part of a persons identity</p> <p>Basic strategies to manage and reframe setbacks</p>	<p>Everyone is unique, how can we all work together to make a difference?</p> <p>Core Values</p> <p>Volunteering in the school/local community</p> <p>Helping others</p> <p>Being responsible for looking after myself and others</p> <p>Celebrating different festivals and holidays</p>	<p>Personal Development</p> <p>Geography</p> <p>History</p> <p>Literacy – communication</p> <p>PHSRE – (Health)</p> <p>Employability - interests</p>	<p>Understand and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p>Sense of enjoyment and fascination in learning about the world around them</p>
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**Cycle C**

	Unit	Specific focus	Sample activities	Link to NC	Links to British Values and SMSC
Autumn 1	Time management	Calendars Planning ahead	Calendars – understanding that occasions occur once a year i.e. birthday, Christmas.  Recognising how to use a calendar  What to do during unstructured time – Lunchtime groups, playtime  Identify an event that is in the future, what needs to happen?	Maths PHSRE (Health) Personal Development	Willingness to participate in a variety of community and social settings, volunteering and cooperating well with others  Being able to resolve conflict  Ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities

Autumn 2	Clothing and dressing	<p>Correct clothing for Seasons</p> <p>Different clothing from around the world</p> <p>Choosing clothes for an occasion</p> <p>Mending clothes</p>	<p>How can you clean clothing that is dirty?</p> <p>Why do different cultures wear different clothing?</p> <p>Important clothing from around the world</p> <p>Dressing for a party – what do I wear?</p> <p>Sewing – making/repairing an object</p>	PHSRE (Health) personal appearance, personal hygiene	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p> <p>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity</p> <p>Willingness to participate in and respond positively to artistic, musical, cultural opportunities</p>
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Spring 1	Household management	Looking after things online safety  Pets  Utilities – basic needs	Identifying things that are special  Identifying how to keep things safe  Pets – what do they need?  Where does the light in my house/school come from?  Identify what each service is for  Be able to use the service independently	Geography  Science  Literacy – communication  PHSRE (Health)	Understanding the consequences of behaviour and actions  Use a range of social skills in different contexts when working with others
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Spring 2	Physical Health	<p>What can help me feel better?</p> <p>Medicines</p> <p>First Aid</p>	<p>Identify what to do when feeling unwell.</p> <p>Who can help you feel better</p> <p>Types of medicine that make you feel better</p> <p>Identifying when to seek adult help</p> <p>Understanding my body, recognising when I am hurt</p> <p>Role place – people who can help me in an emergency i.e. police, nurse, dentist</p> <p>Introduce 999</p>	<p>PHSRE (Health)</p> <p>Literacy – Communication</p> <p>Science</p> <p>Personal Development</p>	<p>Willingness to reflect on their experiences</p> <p>Use of a range of social skills in different contexts</p> <p>Ability to recognise legal boundaries and respect the civil and criminal law of England</p>
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Summer 1	Money management	Money	<p>Use coins and notes in simple transactions.</p> <p>Calculate the cost of more than one item in pence</p> <p>Calculate the cost in whole pounds of more than one item</p> <p>Be able to calculate the change from a transaction in whole pounds</p>	<p>Mathematics – money, coins and notes</p> <p>Personal Development</p> <p>Literacy - Communication</p>	<p>Acceptance and engagement with the fundamental British values of democracy and law</p> <p>Develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</p>
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Summer 2	Rights and Benefits	UN Rights of the child Democracy – why is it important?	What is the UN? What do they do? Why was it set up? Where in the world is the UN? – show on a map  Who is charge of the UK? What powers do they have? Who is the prime minister of the UK? Parliament week		Law – the rule of law  Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives  Democracy – knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values
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**Cycle D**

	Unit	Specific focus	Sample activities	Link to NC	Links to British Values and SMSC
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Autumn 1	Making Food and Drink	<p>Food hygiene</p> <p>Safety in the kitchen</p> <p>Cooking</p> <p>Drinking</p>	<p>Understand and demonstrate the importance of personal hygiene when handling food.</p> <p>List ways to maintain personal hygiene in the food work areas</p> <p>List potential problems resulting from not maintain personal hygiene in the food work area</p> <p>Understand the importance of cleaning a food area and be able to state why</p> <p>List ways of keeping the food work area clean</p> <p>Select and safely use appropriate cleaning materials in a food work area</p> <p>Make a hot drink safely</p>	<p>PHSRE (Health)</p> <p>Science</p> <p>Mathematic – measuring and weighing</p> <p>Literacy – communication</p> <p>Reading instructions</p> <p>Following instructions</p>	<p>Understanding the consequences of behaviour and actions</p> <p>Use a range of social skills in different contexts when working with others</p>
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Autumn 2	Physical Health	Personal Safety	<p>Identify people who can keep me safe</p> <p>Begin to recognise the difference between people I know and people I don't know</p> <p>Stranger Danger</p>	<p>PHSRE (Health)</p> <p>Personal Development</p> <p>Literacy - communication</p>	<p>Ability to recognise the difference between right and wrong and to apply this understanding in their own lives</p>
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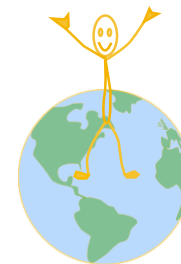
Spring 1	Household Management	DIY and maintenance Furniture Recycling and Green energy	DIY – identify items that can be fixed or need to be replaced  How can I fix things? Who can help me fix things?  Items of furniture Where does it go? What do I need?  Recycling – what is pollution? How do we recycle? What is the impact on the environment?  Eco Warriors	Science PHSRE (Health) Geography	Understanding the consequences of behaviour and actions  Use a range of social skills in different contexts when working with others
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Spring 2	Me, You, We	Different groups that make up and contribute to a community	<p>Significant historical events, people and places in the local area</p> <p>Celebrating the past</p> <p>Religious festivals and significant dates around the world</p> <p>Recognising different communities and contributing</p>	<p>History</p> <p>Geography</p> <p>PHSRE (Health)</p>	<p>Understand and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p>Sense of enjoyment and fascination in learning about the world around them</p>
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Summer 1	Time Management	Telling the time Event planning	Telling the time – rising starts level that students are working on  Timeline of events around the world  Planning ahead – celebrations, graduation  Recognising my own likes and dislikes – unstructured time	Mathematics History PHSRE (Health)	Willingness to participate in a variety of community and social settings, volunteering and cooperating well with others  Being able to resolve conflict  Ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities
Summer 2	Rights and Benefits	Zones of Regulation Protective behaviours School council Democracy and the law	Do all countries have the same laws, rights, freedom etc  Compare a different country from around the world to the UK	Geography History Literacy – Communication	Law – the rule of law  Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives  Democracy – knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values

**My Place in the World**

**Cycle A**



	Unit	Specific focus	Sample activities	Link to NC	Links to British Values and SMSC
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Autumn 1	Travel and Personal Safety	<p>Understand geographical similarities and differences in the UK and around the World</p> <p>Use Atlases, globes and digital/computer mapping to locate countries</p> <p>Places</p> <p>Travel by walking and car</p>	<p>Name, locate countries and cities in UK and its physical and human characteristics and how they have changed over time</p> <p>Locate world countries using maps to focus on</p> <p>UK</p> <p>Europe</p> <p>North and South America</p> <p>Use the eight point compass, symbols and keys</p> <p>Use field work to observe</p>	<p>Geography</p> <p>Literacy – communication</p>	<p>Sense of fascination in learning about themselves, others and the world around them</p> <p>Use of imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences</p>
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Autumn 2	Me, You, We	Personal identity Personal qualities Hobbies and interests	Recognise and identify what contributes to personal identity i.e. race, sex, gender, family, faith, culture, hobbies, likes/dislikes  Recognise my personal qualities to include respect, and individuality  Begin to understand how hobbies and interests can boost mood and mental wellbeing	PHSRE (Health)  Literacy – Communication	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others  Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity  Willingness to participate in and respond positively to artistic, musical, cultural opportunities
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Spring 1	Time Management	Past, Present and Future Telling the time Calendars and diaries	Routines – different from the past (school), timetables, daily routines  Telling the time – linked to Rising Starts  Advantages and disadvantages of calendars, how to use them	Maths – telling the time  Calendars, months of the year  Literacy – Communication  Employability	Willingness to participate in a variety of community and social settings, volunteering and cooperating well with others  Being able to resolve conflict  Ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities
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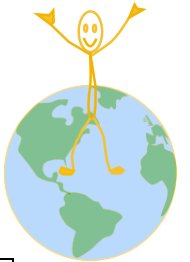
Spring 2	Clothing and Dressing	<p>Clothing for an occasion</p> <p>Personal appearance</p> <p>Shopping for clothes</p> <p>Washing clothes</p> <p>Repairing clothes</p>	<p>Different types of clothes for weather, occasions and events</p> <p>Different types of outfits including suitable footwear</p> <p>Washing clothes</p> <p>Budgeting and shopping for clothes and where to buy from</p> <p>Different brands of clothing and shops i.e. daily fashion, evening where</p> <p>Different types of clothing linked to religion - what items of clothing are important?</p>	<p>Mathematics – Rising Stars</p> <p>Literacy – Communication</p> <p>Personal Development</p> <p>PHSRE (Health)</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p> <p>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity</p> <p>Willingness to participate in and respond positively to artistic, musical, cultural opportunities</p> <p>Individual Liberty</p> <p>Mutual Respect</p> <p>Tolerance</p>
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			Sewing – different types of stitches		
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Summer 1	Making Food and Drinks	Food Hygiene Safety in the Kitchen Cooking Drinks	Use share equipment to cut food  Use a knife for spreading  Washing, drying and storing food – what food can be stored together?  Identifying foods sell by dates or use by dates.  Identify foods that may not be safe to use/has gone off  Preparing a snack  Following a recipe using step by step instructions  Prepare food for cold presentation		Willingness to reflect on their experiences  Use of a range of social skills in different contexts  Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others  Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity  Willingness to participate in and respond positively to artistic, musical, cultural opportunities
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Summer 2	Household Management	<p>Cleaning</p> <p>Household chores</p> <p>Managing risks</p> <p>Shopping</p> <p>Security of belongings</p>	<p>Know how to clean and identify what needs cleaning weekly</p> <p>Identify the correct cleaning materials for specific tasks</p> <p>Identify and be able to store and using cleaning materials carefully</p> <p>Sort clothes for cleaning/washing</p> <p>To begin to be able to use a washing machine safely and with independence</p> <p>To begin to use the iron safely</p>	<p>PHSRE (Health)</p> <p>Science</p> <p>Literacy – communication</p> <p>Mathematics - money</p>	<p>Understanding the consequences of behaviour and actions</p> <p>Use a range of social skills in different contexts when working with others</p>
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			<p>Know some emergency procedures in the event of an emergency in the home</p> <p>Identifying what different shops sell</p> <p>Shopping lists</p> <p>Visiting different shops</p> <p>How to keep safe</p> <p>What should and shouldn't be shared?</p> <p>Insurance what is it?</p>		
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**Cycle B**

	Unit	Specific focus	Sample activities	Link to NC	Links to British Values and SMSC
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----- Inspire ♦ Empower ♦ Achieve -----

Autumn 1	Physical Health	Personal Hygiene Healthy Eating Alcohol and drugs First Aid Personal Safety	Bacteria's and virus how can they effect our health?  How can we prevent the spread of bacteria and viruses – everyday hygiene routines  Personal hygiene routines during puberty – washing regularly, using deodorant  Identifying different foods and food sources.  Preparing foods to eat  Identifying the benefits of healthy eating  Know the difference between soft drinks and alcoholic drinks  Identifying different types of medicines(drugs) that make you feel better when you are unwell.  Basic first aid  What is a safe adult temperature	PHSRE (Health)  Literacy – Communication  Personal Development	Mutal Respect  Freedom of Speech  Individual Liberty  Rules of Law  Understanding the consequences of behaviour and actions  Use a range of social skills in different contexts when working with others.  Law – the rule of law  Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives
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			<p>Seasonal wellness</p> <p>Signs and symptoms of an allergic reaction</p> <p>Identify situations that feel safe/unsafe.</p> <p>Identify who I can talk to</p> <p>Know how to stay safe from others behaviours.</p> <p>Identify emergency situations</p>		
Autumn 2	<p>Money Management</p>	<p>Household Bills</p> <p>Needs v Wants</p> <p>Budgeting</p> <p>Bank accounts</p>	<p>Rising starts curriculum.</p> <p>Role play – coins and notes</p> <p>Different methods of payment – money, card</p> <p>Saving Money – what does it mean?</p> <p>Examples of different ways to save.</p> <p>Be able to produce a simple budget plan.</p>	<p>Mathematics – Money</p> <p>Literacy – Communication</p> <p>Employability – DWP, Work Pays,</p> <p>Personal Development</p>	<p>Understanding the consequences of behaviour and actions</p> <p>Use a range of social skills in different contexts when working with others.</p> <p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p>

Spring 1	Making Food and Drink	Food Hygiene Safety in the Kitchen Cooking Drinks	<p>Select correct ingredients for basic dishes.</p> <p>Plan a prepare simple meals</p> <p>Presenting food in a way that is attractive.</p> <p>Choose the correct equipment and handle safely and hygienically.</p> <p>Understand the importance of different eating habits and cultural and religious variations in types of foods and how they are prepared.</p> <p>Healthy Eating – nutritional content of food</p> <p>Special diets</p> <p>Understand the importance of handling food safely</p>	<p>Mathematics – measuring</p> <p>Literacy – Communication, Reading</p> <p>PHSRE – (Health)</p> <p>Personal Development</p> <p>Employability</p>	<p>Willingness to reflect on their experiences.</p> <p>Use of a range of social skills in different contexts</p> <p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p> <p>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.</p> <p>Willingness to participate in and respond positively to artistic, musical, cultural opportunities</p>
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Spring 2	Rights and Benefits	<p>Democracy</p> <p>Self-Advocacy</p> <p>Historical laws and punishments</p> <p>Changing power</p> <p>Changes in social history such as crime and punishment</p>	<p>Laws – what happens when they are broken?</p> <p>What laws do you abide by everyday?</p> <p>Weird and wonderful laws that still exists – why?</p> <p>Legal punishment through history and across countries around the world – which countries would you like to visit?</p> <p>Parliament who works there?</p> <p>Different job roles</p> <p>How are people voted in?</p> <p>How do we get our voice heard?</p> <p>Who can vote?</p> <p>How do we vote – the legal process</p>	<p>Personal Development</p> <p>Literacy – Communication</p> <p>PHSRE (Health)</p>	<p>Mutal Respect</p> <p>Democracy</p> <p>Rules of Law</p> <p>Individual Liberty</p> <p>Tolerance</p> <p>Understanding the consequences of behaviour and actions</p> <p>Use a range of social skills in different contexts when working with others.</p>
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Summer 1	Time Management	<p>Instructed time (Hobbies and leisure)</p> <p>Prioritising tasks</p> <p>Planning ahead</p>	<p>Using unstructured time (Leisure)</p> <p>Experience leisure – linked to Friends, Relationships and Community</p> <p>Like and dislikes</p> <p>Skills and talents</p> <p>Electronic calendars</p> <p>Event planning – pick an event to plan what needs doing, who is doing it, prioritising.</p> <p>Listening to the opinions of others</p>	<p>Mathematics</p> <p>Literacy</p> <p>Employability</p> <p>Personal Development</p>	<p>Willingness to participate in a variety of community and social settings, volunteering and cooperating well with others.</p> <p>Being able to resolve conflict.</p> <p>Ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>Democracy</p> <p>Individual Liberty</p>
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Summer 2	Household Management	<p>Pets</p> <p>Accessing Utilities</p> <p>DIY</p> <p>Furniture</p> <p>Recycling/Green energy</p>	<p>Pets – who looks after them?</p> <p>Who can help me to look after my pet?</p> <p>Accessing utility services independently</p> <p>Know what the services are for – give a function of the service.</p> <p>Know how to stay safe when using utilities.</p> <p>What is DIY?</p> <p>What tools can I use to fix things?</p> <p>Furniture – what do I need?</p> <p>Household objects</p> <p>Inside and outside furniture</p> <p>Recycling – the impact on the environment</p> <p>What is pollution?</p> <p>How do we recycle?</p> <p>Green energy – what is it?</p>	<p>PHSRE (Health)</p> <p>Science</p> <p>Literacy – communication</p> <p>Mathematics – coins and notes</p>	<p>Understanding the consequences of behaviour and actions</p> <p>Use a range of social skills in different contexts when working with others</p>
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**Skills for Life**

**Cycle A**



	Unit	Specific focus	Sample activities	Link to NC	Links to British Values and SMSC
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Autumn 1	Travel and Personal Safety	<p>Wider destinations</p> <p>Planning a holiday</p> <p>Transport/travel</p> <p>Events of significance</p> <p>Getting around</p>	<p>Physical and geographical locations</p> <p>Modes of transport – applying for a passport</p> <p>Currency, language, religion/culture</p> <p>Taking calculated risks/seeking help</p>	<p>Mathematics – reading timetables.</p> <p>Literacy – communication, reading.</p> <p>PHSRE (Health) who can help me?</p>	<p>Being able to resolve conflict.</p> <p>Ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>Understanding the consequences of behaviour and actions</p> <p>Use a range of social skills in different contexts when working with others.</p> <p>Democracy</p> <p>Individual Liberty</p>
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Autumn 2	Me, You, We	Personal Skills Personal Values Disabilities and Neurodiversity People of significance Significant events	Positive role models Values – how they link to behaviours, respect for others. Effects and impact on the communities and the environment Neurodiversity week	PHSRE (Health) Literacy ICT Employability Personal Development	Willingness to reflect on their experiences. Use of a range of social skills in different contexts Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. Willingness to participate in and respond positively to artistic, musical, cultural opportunities. Individual Liberty Respect for the Law
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Spring 1	Time Management	Following Routines Prioritising tasks Planning ahead	Links to the functional skills curriculum – telling the time.  Reading timetables  Experience a least one leisure option.  Identifying and setting individual routines - what needs to be considered	Mathematics  Literacy  Personal Development  PHSRE (Health)  Employability	Willingness to participate in a variety of community and social settings, volunteering and cooperating well with others.  Willingness to participate in and respond positively to artistic, musical, cultural opportunities.  Individual Liberty  Mutual Respect  Rules of the Law
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Spring 2	Clothing and Dressing	<p>Clothing for an occasion</p> <p>Personal appearance</p> <p>Shopping for clothes</p> <p>Washing clothes</p> <p>Repairing clothes</p>	<p>Different types of clothes for different occasions i.e. special event, date, interview</p> <p>First impressions – where to purchase interview clothing</p> <p>Shopping for clothes, budget, online, catalogue, high street stores, supermarket, shopping village – what are the differences?</p> <p>Shopping etiquette – locating the correct size, trying items on, using a basket</p>	<p>Mathematics</p> <p>Literacy</p> <p>Employability</p> <p>Geography</p> <p>Personal Development</p>	<p>Willingness to reflect on their experiences.</p> <p>Use of a range of social skills in different contexts</p> <p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p> <p>Individual Liberty</p> <p>Mutal Respect</p> <p>Rules of the Law</p>
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Summer 1	Making Food and Drink	<p>Food hygiene</p> <p>Safety in the kitchen</p> <p>Cooking</p> <p>Drinks</p>	<p>Drinks</p> <p>Know how to prepare independently:</p> <p>a hot or cold drink.</p> <p>cooking</p> <p>Simple dishes or snacks.</p> <p>Clean up after food prep</p> <p>How to store food and drink.</p> <p>Prepare a light meal.</p> <p>Follow a recipe.</p> <p>Safety in the kitchen</p> <p>Appropriate clothing.</p> <p>Using an oven independently.</p> <p>Level 2 food and hygiene (Year 10)</p>	<p>PHSRE (Health)</p> <p>Mathematics</p> <p>Literacy</p>	<p>Willingness to reflect on their experiences.</p> <p>Use of a range of social skills in different contexts</p> <p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p> <p>Understanding the consequences of behaviour and actions</p> <p>Individual Liberty</p> <p>Mutal Respect</p> <p>Rules of the Law</p>
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Summer 2	Household Management	<p>Cleaning</p> <p>Household chores</p> <p>Managing risks</p> <p>Shopping</p> <p>Security of belongings</p>	<p>Cleaning – Why is it important to clean? What do I clean?</p> <p>Using and storing cleaning materials appropriately</p> <p>Using a washing machine and iron safely</p> <p>Shopping – Budgeting, online shopping, making payments, saving for a large purchase.</p> <p>Reward schemes – what are they and how do they work?</p> <p>Insurance – what is it? Why do I need it? How does it help to keep things safe?</p> <p>Proof of Identify – What is it and why do I need it?</p> <p>Types of identification – driving licence, passport, National Citizen card</p>	<p>Mathematics</p> <p>Literacy</p> <p>Personal Development</p> <p>PHSRE</p>	<p>Willingness to reflect on their experiences.</p> <p>Use of a range of social skills in different contexts</p> <p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p> <p>Understanding the consequences of behaviour and actions</p> <p>Use a range of social skills in different contexts when working with others.</p> <p>Rules of the Law</p> <p>Mutal Respect and Tolerance</p>
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**Cycle B**

	Unit	Specific focus	Sample activities	Link to NC	Links to British Values and SMSC
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Autumn 1	Rights and Benefits	Democracy Self-advocacy Laws Benefits – DWP, Work Pays	Human Rights Act – revisit and recap  What does it mean for Society?  What does it mean for you?  Why is it there?  Revisit roles within the British Parliament – how does this establishment represent the voice of the people?  School council – vote  Benefits – What advice is available?	Mathematics  Literacy  Employability	Willingness to participate in a variety of community and social settings, volunteering and cooperating well with others.  Rules of the Law  Individual Liberty  Mutal Respect and tolerance
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Autumn 2	Physical Health	Personal Hygiene Healthy Eating Alcohol and drugs	Personal Hygiene Bacteria and viruses how do they affect my health? What can I do to prevent spread and keep myself and others safe? Recognise it is everyone's responsibility to look after and keep a clean environment. Personal Hygiene routine – how does it can during puberty? Clothing – why is it important to wear different clothing for different activities? Personal appearance and grooming Healthy Eating taught alongside Health. Healthy eating, different types of food, preparing food, healthy meals, healthy cooking methods.	PHSRE (Health) Personal Development	Understanding the consequences of behaviour and actions Use a range of social skills in different contexts when working with others. Willingness to reflect on their experiences. Rules of Law Mutual Respect Tolerance
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			<p>Poor diet – understand that sometimes can be linked to poor health.</p> <p>Alcohol and drugs</p> <p>Know the difference between soft drinks and alcoholic drinks.</p> <p>Identify the effects of an alcoholic drink.</p> <p>Know the different between a legal and illegal drug.</p> <p>The effects of drug use what are they?</p> <p>The effects of alcohol use what are they?</p>		
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Spring 1	Money Management	Household bills Essential vs desirable expenses Financial support and advice	Follow functional skills maths curriculum – money units  Different methods of payment – cash, card, credit card, apple pay, pay pal, vouchers etc  Banks and building societies what are the differences?  Identifying why people need a bank account.  Different types of accounts – why do they exist?  What bills do people have to pay?  How are they paid? Direct debit, standing order  Where can you go to get financial support?  Identifying needs and wants.  Princes Trust  NatWest/ Barclays Skills	Mathematics  Literacy  Employability  Personal Development	Being able to resolve conflict.  Ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities.  Understanding the consequences of behaviour and actions  Use a range of social skills in different contexts when working with others.  Democracy  Individual Liberty
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Spring 2	Making Food and Drink	Food hygiene Safety in the kitchen Cooking	Healthy Eating – Health  Nutritional content of food Calories, sugar, fat, protein, carbs  Understand how to prepare and present food for cold presentation.  Know where the main food commodities can be obtained, stored.  Understand health and safety requirements and legislation in relation to food preparation and storage.  Understand the dangers of allergens and intolerants.  Understand how to safely prepare allergen and intolerant free food.  Understand the importance of effective communication to avoid contamination.	Mathematics  Literacy  Employability  Personal Development	Understanding the consequences of behaviour and actions  Willingness to reflect on their experiences.  Use of a range of social skills in different contexts  Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.  Mutal Respect  Rules of Law  Tolerance
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			Know who to prepare nutritious food for people of a least two different ages.  Level 2 food and Hygiene (Year10)  Work experience		
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Summer 1	Travel and Personal Safety	Geographical locations Hazards in the community Learning how to drive	Getting around safely - who to ask, modes of transport.  Dynamic risk assessment/taking calculated risks.  Reporting concerns  Rules of the road – Highway code  Applying for a licence  Laws/rules around licencing  Budgeting and finance – costs of driving (purchasing of vehicle, fuel, insurance, tax, MOT, upkeep and maintenance)	Mathematics  Literacy  Geography  PHSRE (Health)  ICT  Personal Development	Respect for the Law  Individual Liberty  Willingness to reflect on their experiences.  Use of a range of social skills in different contexts  Understanding the consequences of behaviour and actions  Use a range of social skills in different contexts when working with others.
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Summer 2	Me, You, We	Personal Values Personal Skills People of significance Significant events Disabilities and Neurodiversity	Discriminations – how to recognise, respond to and challenge safely and effectively.  Attitudes, influences and understanding of different groups – how to recognise stereotypes in different contexts.  How stereotypes of perpetuated and how to respectfully discuss and challenge.  Neurodiversity week	PHSRE (Health) Literacy ICT Employability Personal Development	Willingness to reflect on their experiences.  Use of a range of social skills in different contexts  Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.  Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.  Willingness to participate in and respond positively to artistic, musical, cultural opportunities
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**Skills for Life – Year 11 Transitional programme**

	Unit	Specific focus	Sample activities	Link to NC	Links to British Values and SMSC
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Autumn 1	Time Management	Following Routines Prioritising tasks Planning ahead	Experience a least one leisure option  Individual routines – Personal changes School Work Home Beginning to prioritise  Event management – prom School fair  Transition – next destination – what will it look like?	Mathematics Literacy Personal Development PHSRE (Health) Employability	Willingness to participate in a variety of community and social settings, volunteering and cooperating well with others.  Willingness to participate in and respond positively to artistic, musical, cultural opportunities.  Individual Liberty Mutual Respect Rules of the Law
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Autumn 2	Clothing and Dressing	<p>Clothing for an occasion</p> <p>Personal appearance</p> <p>Shopping for clothes</p> <p>Washing clothes</p> <p>Repairing clothes</p>	<p>Different types of clothes for different occasions i.e. special event, date, interview</p> <p>First impressions – where to purchase interview clothing.</p> <p>Shopping for clothes, budget, online, catalogue, high street stores, supermarket, shopping village – what are the differences?</p> <p>Shopping etiquette – locating the correct size, trying items on, using a basket.</p>	<p>Mathematics</p> <p>Literacy</p> <p>Employability</p> <p>Geography</p> <p>Personal Development</p>	<p>Willingness to reflect on their experiences.</p> <p>Use of a range of social skills in different contexts</p> <p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p> <p>Individual Liberty</p> <p>Mutal Respect</p> <p>Rules of the Law</p>
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Spring 1	Rights and Benefits	Democracy Self-advocacy Laws Benefits – DWP, Work Pays	Benefits and free resources what is available? Entitlements – what are they and how do they affect me?  Eligibility, application, Advice – what is available and where do I go?  DWP and Workpays workshops – 8 sessions delivered across the year. Visit to the job centre.  Mock interviews	Employability Mathematics Literacy Personal Development	Rules of the Law Individual Liberty Mutal Respect and tolerance
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Spring 2	Physical Health	<p>First Aid</p> <p>Personal Safety</p> <p>Who can help me</p>	<p>First Aid</p> <p>Identify and know who to make appointments i.e. doctors, dentist, 111, pharmacists</p> <p>Understand what a prescription is and what to do with it.</p> <p>Understand the cost of a prescription and identify who is entitled to free prescriptions.</p> <p>Illness and injury – different strategies</p> <p>Different types of medicines and their uses.</p> <p>Antibiotics – what are they for?</p> <p>Basic first aid training – St Johns ambulance assembly?</p> <p>Personal Safety</p> <p>Identify and know familiar health and safety signs.</p>	<p>PHSRE (Health)</p> <p>Personal Development</p>	<p>Understanding the consequences of behaviour and actions</p> <p>Use a range of social skills in different contexts when working with others.</p> <p>Willingness to reflect on their experiences.</p> <p>Rules of Law</p> <p>Mutal Respect</p> <p>Tolerance</p>
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			<p>Identify safe adults who you can trust and talk to.</p> <p>What to do if someone you don't know talks to you (strangers).</p> <p>Identify and know who to contact when you feel unsafe.</p> <p>Know what to do when dealing with an unsafe situation?</p>		
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Summer 1	Money Management	Credit and loans Budgeting Bank accounts	<p>Bank – different services that they offer – what are they?</p> <p>Identify the differences between and uses of</p> <p>Current account; savings accounts; mortgage loans; other types of loans.</p> <p>Understand the problems of coping on a limited budget.</p> <p>Identify items of personal income and expenditure.</p> <p>Record income and expenditure for a personal budget.</p> <p>Record weekly/monthly expenditure in a clear format.</p> <p>Advantages and disadvantages of possessing credit, debit and charge cards.</p> <p>Understanding key financial information on everyday documents.</p>	<p>Mathematics</p> <p>Literacy</p> <p>Employability</p> <p>Personal Development</p>	<p>Understanding the consequences of behaviour and actions</p> <p>Use a range of social skills in different contexts when working with others.</p> <p>Willingness to reflect on their experiences.</p> <p>Rules of Law</p> <p>Mutal Respect</p> <p>Tolerance</p>
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			Identify key items on a receipt. Payslips – identify key items on a payslip.		
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Summer 2	Household Management	<p>Pets</p> <p>Accessing Utilities</p> <p>DIY</p> <p>Furniture</p> <p>Recycling/Green energy</p>	<p>Pets – School dog (Raffie)</p> <p>Which pet is right for my lifestyle? What do they need? How much does it cost?</p> <p>Accessing utilities</p> <p>What are they? What are the services for? How do I access the services? How much to they cost?</p> <p>What to do in the case of an emergency involving a service?</p> <p>DIY and Maintenance</p> <p>What skills do I need?</p> <p>How can I fix things and what to do if I can't or something goes wrong.</p> <p>Costs involved in fixing things.</p> <p>Future careers – do I like fixing things? What job could I do?</p>	<p>Mathematics</p> <p>Literacy</p> <p>PHSRE (Health)</p> <p>Employability</p> <p>Personal Development</p>	<p>Willingness to reflect on their experiences.</p> <p>Use of a range of social skills in different contexts</p> <p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p> <p>Understanding the consequences of behaviour and actions</p> <p>Use a range of social skills in different contexts when working with others.</p> <p>Rules of the Law</p> <p>Mutal Respect and Tolerance</p>
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			<p>Reusing rather than replacing – what are the benefits?</p> <p>Furniture</p> <p>What will I need to set up a home?</p> <p>What different types of furniture will I need and where can I buy it?</p> <p>DIY – flat pack furniture, building furniture.</p> <p>Needs v wants.</p> <p>Budgeting – what does it cost; can I afford it?</p> <p>Recycling</p> <p>Recap on how this impacts me and the environment i.e. different products, future purchases, clothing.</p> <p>Green Energy – is it cost effective? How does it make an impact on the environment?</p>		
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# Impact

## Assessment

### What assessment typically looks like through the Independent Living curriculum

#### Ongoing / Formative Assessment

1. Continuous Observation and Interaction: Staff will assess students' progress throughout daily routines and activities by observing their ability to initiate tasks, make decisions, and manage responsibilities independently. Conversations will be used to check understanding and intentions behind actions.
2. Use of "I can..." Statements: These will serve as checkpoints to measure progress in specific independent living skills (e.g., "I can prepare my belongings for the next activity" or "I can manage my personal hygiene routine without prompts").

#### Evidence of Progress Over Time:

3. In Primary, progress will be documented through floor books or journals that capture practical achievements and reflections. Students will have opportunities to revisit and review their work, reinforcing learning and independence.
4. In Secondary, personal development journals or portfolios will be used to record processes, reflections, and skill-building activities. These provide insight into how students' independence and problem-solving abilities evolve over time.

#### 5. Milestones / Progression Documents

Students will follow a structured progression framework for independent living skills, ensuring opportunities to develop competencies across key developmental stages. Progress will be captured through journals, portfolios, and visual documentation of achievements and "wow moments." These records provide evidence of growth and allow students to revisit and reflect on their progress over time.

#### 6. Self- and Peer Assessment

Students will be encouraged to evaluate their own performance and, where appropriate, provide constructive feedback to peers. Reflection will focus on identifying what worked well, what challenges were encountered, and strategies for improvement. This process promotes resilience, problem-solving, and the ability to adapt and try again.

#### 7. Holistic / Growth Mindset Focus

Assessment will emphasise progress and personal development rather than the completion of a single task. Growth will be measured through risk-taking, persistence, confidence-building, and the

ability to apply skills in varied contexts. The focus is on fostering independence and adaptability as lifelong skills.

All students, across pathways, will follow a tailored and personalised independent living curriculum designed to meet their individual needs and support their journey toward autonomy.

----- Inspire ♦ Empower ♦ Achieve -----

# Assessment



Our aim is to ensure all children are given the knowledge, skills and experiences they need to be happy and successful in their future. Our curriculum provision (curricular and EHCP) supports personal success and good mental health.

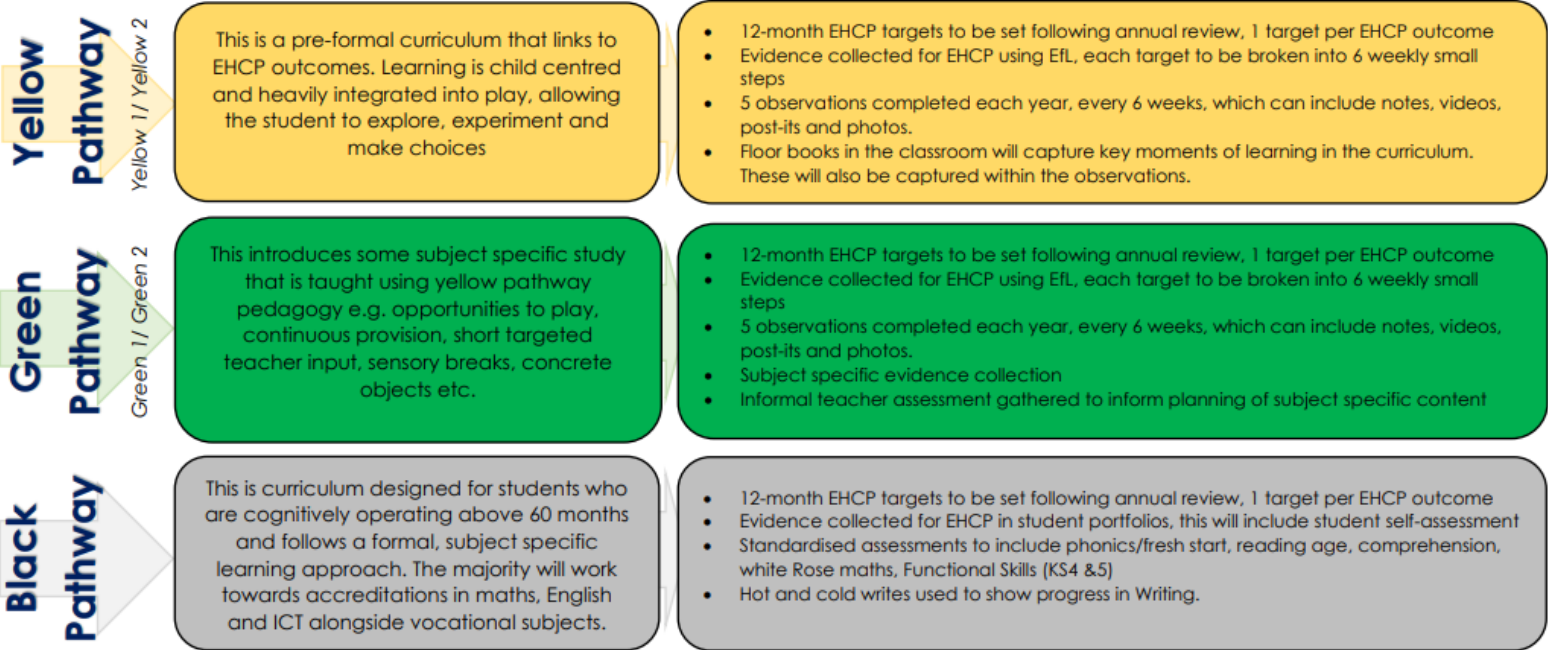
## Purpose

- monitor a young person's progress in achieving the curriculum aims,
- celebrate their successes,
- identify necessary interventions and next steps.

## Process

To achieve this:

- A **developmental ladder** is completed to identify the appropriate curriculum pathway.
- **Baseline assessments** are completed within the first 6 weeks of a new year.
  - These could include phonics/reading, writing, Maths White Rose, as appropriate to the pathway
- **Pupil meetings** will take place 3 times per year to review progress against the curriculum pathway
- 12-monthly targets are set for **EHCP** outcomes in line with the annual review date. These are broken into smaller steps and monitored at pupil meetings.



# SMSC

The spiritual, moral, social and cultural (SMSC) curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall Personal Development curriculum, alongside the curriculum for British Values.

The knowledge and skills have been carefully identified and sequenced developmentally to provide each student with a progressive map throughout their educational journey.

The SMSC curriculum is informed by the Curiosity Approach used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students will be supported to acquire the planned knowledge and skills in SMSC using their preferred and appropriate communication strategies.

## Moral Development

- Students are encouraged to reflect on the choices they make in daily routines and respect the decisions of others, fostering mutual understanding and cooperation.
- Opportunities are provided to discuss themes such as fairness, honesty, and responsibility in relation to independent living tasks (e.g., sharing communal spaces, managing resources, and supporting peers).
- Learners develop an awareness of how personal actions impact others and the wider community, including considerations of sustainability and responsible use of resources in everyday life.

## Social Development

- Independent living activities often involve collaborative tasks, encouraging teamwork, effective communication, and shared problem-solving.
- Students learn to share resources, offer constructive feedback, and support one another in completing daily routines, fostering positive and respectful relationships.
- Opportunities to celebrate achievements—such as showcasing progress in independence—help build a sense of pride, belonging, and community within the school environment.

## Cultural Development

- Students are encouraged to value and respect cultural diversity by exploring how different traditions and practices influence approaches to daily living and independence.
- Opportunities are provided to discuss heritage, identity, and global perspectives on independent living, fostering an appreciation of varied lifestyles and community norms.

- Learners develop curiosity and respect for the ways different societies manage personal responsibility, shared spaces, and sustainable living practices, promoting inclusivity and cultural awareness in everyday life.

SMSC Development (Spiritual, Moral, Social, and Cultural)

The Independent Living curriculum supports SMSC by:

**Spiritual Reflection:** Providing opportunities for students to reflect on their personal growth, values, and sense of purpose as they develop independence.

**Moral Responsibility:** Encouraging responsible decision-making and respect for others in shared spaces and daily routines.

**Social Collaboration:** Promoting teamwork, communication, and mutual support through collaborative tasks and community-based activities.

**Cultural Awareness:** Exploring diverse approaches to independent living across cultures, fostering respect for different traditions and lifestyles.

To access the full SMSC document please click on the link [SMSC at DHS final.docx](#)

## British Values

The British Values curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall Personal Development curriculum, alongside the curriculum for Spiritual, Moral, Social and Cultural (SMSC) development.

The knowledge and skills have been carefully identified and sequenced developmentally to provide each student with a progressive map throughout their educational journey.

The British Values curriculum is informed by the Curiosity Approach used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students will be supported to acquire the planned knowledge and skills in British Values using their preferred and appropriate communication strategies.

### British Values in Independent Living

The Independent Living curriculum actively promotes and celebrates British Values through practical life skills and everyday routines:

#### 1. Democracy

Students are given a voice and choice in how they approach independent living tasks, such as planning meals, organizing personal spaces, or selecting clothing.

Learners make decisions about methods and strategies, reflecting democratic participation and ownership of their learning.

Group activities often involve discussion and negotiation, giving students experience in collaborative decision-making.

## **2. Rule of Law**

Independent living activities require following agreed routines, safety guidance, and respecting shared space rules.

Structured frameworks (e.g., step-by-step processes for cooking or cleaning) demonstrate how rules create fairness and safety.

Students learn that rules protect everyone's rights and enable equal participation.

## **3. Individual Liberty**

Students are encouraged to make choices, take appropriate risks, and express preferences in daily living tasks without fear of being "wrong."

The curriculum promotes freedom of expression and independence, allowing learners to develop confidence and self-reliance.

Activities highlight that there is often more than one correct approach, supporting individuality and personal responsibility.

## **4. Mutual Respect**

Collaborative tasks help students learn to listen to and value each other's perspectives.

Respectful communication is emphasized when sharing spaces or resources, fostering a culture of kindness and cooperation.

Learners gain appreciation for diverse approaches to independence within their community.

## **5. Tolerance of Different Faiths and Beliefs**

The curriculum draws on a wide range of cultural traditions and practices related to independent living, enabling students to explore worldviews beyond their own.

Through discussion and practical examples, learners develop respect and understanding of varied beliefs and lifestyles.

Activities promote inclusivity and cultural awareness in everyday routines.

The Independent Living curriculum supports British Values by creating an inclusive, respectful, and empowering environment where students learn to make choices, collaborate, and appreciate diversity while developing essential life skills.

To access the full British Values document please click on the link [British Values at DHS-final.docx](#)

## Personal Development

### Personal Development

At Daventry Hill School, we consider the development of character to be a key part of personal development.

We define character to be:

- Being able to identify personal strengths and areas of development and be able to use this to set goals.
- The development of resilience, learning from setbacks and persevering.
- Understanding the importance of honesty and acting for the right reasons.
- Understanding their place in the world and the importance of generosity and kindness towards others
- Being able to listen to others
- Developing an understanding of who they are and having self-confidence

These are linked to the 4 adult EHCP outcomes of employability, independent living, good health and community.

The DfE guidelines state that:

- Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC.
- The Relationships, Sex and Health Education Statutory Guidance (which applies to all state funded schools) makes clear that this is most effective when schools also actively promote good behaviour and positive character traits, including for example courtesy, respect, truthfulness, courage and generosity.
- Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.

This clearly links with our Preparation for Adulthood curriculum as well as our SMSC and British Values Curriculum, as detailed above.

In addition to the areas listed in SMSC and British Values above, Personal Development will be highlighted and developed through:

### Our Employability Offer

The Independent Living curriculum includes opportunities for students to explore how independent living skills connect to the workplace and future careers.

Practical Application: Students learn how skills such as time management, organization, and personal responsibility are essential in employment settings.

Enterprise Projects: Activities often include real-life tasks such as budgeting, planning, and preparing resources, giving students choice and voice in decision-making.

World of Work Exploration: Learners are introduced to a variety of work environments and roles where independence and life skills are critical, including hospitality, retail, and community-based services.

This approach ensures students understand the relevance of independent living skills to employability and future independence.

### **Community Visits and Outdoor Learning**

Community visits and outdoor learning experiences provide students with real-world opportunities to apply and extend their independent living skills.

Outdoor Learning: Activities both on and off site allow students to practice practical skills such as navigation, safety awareness, and personal responsibility while exploring the natural environment.

Community Engagement: Visits to local facilities, businesses, and cultural landmarks help students understand how independence connects to community life and everyday routines.

Cultural Awareness: Exploring places of historical or cultural significance fosters respect for diversity and promotes understanding of how different environments influence daily living practices.

These experiences support independence, confidence, and social integration beyond the classroom setting.

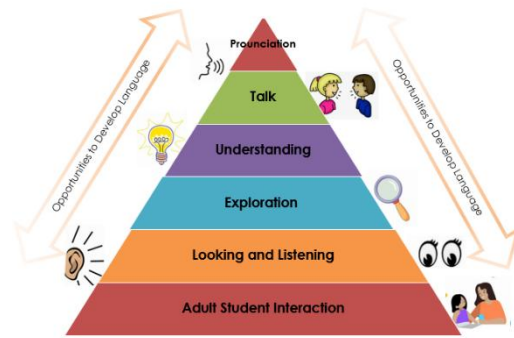
To access the full Personal Development document, please click here: [DHS- Confidential Hub - DHS - Confidential Shared Documents - Personal Development - All Documents](#)

## Inclusion and Accessibility

### Curiosity and Communication Approach





At Daventry Hill School, the development of a curiosity to be one of our core values. This is captured in our Curiosity and Communication Approach. There are many opportunities to explore curiosity and communication throughout the teaching and learning of Independent Living.

We define curiosity opportunities for:	What could this look like independent Living?
<b>Independent thinking</b>	Encourage individuals to ask questions, explore choices, and make decisions for themselves, helping them develop confidence, problem-solving skills, and greater independence in everyday life.
<b>Non-verbal communication</b>	Individuals can explore, interpret, and use gestures, facial expressions, body language, and visual cues to express choices, solve problems, and make decisions independently.  Core boards, visuals, systematic instructions
<b>Language and verbal communication</b>	Enquiry questions, knowledge organisers to include subject specific vocabulary. Adults will model the use of this
<b>Problem solving</b>	Creating art often involves navigating limitations (like materials, space, or time) and finding innovative solutions
<b>Risk taking</b>	Stepping outside comfort zones, trying new techniques, or expressing ideas.
<b>Imagination</b>	In Independent Living, imagination lets us make something special that comes from inside our own thoughts.
<b>Creativity</b>	Making something in your own way. It is about expressing yourself and having fun while trying new ideas.
<b>Critical thinking</b>	Individuals analyse, reflect, and revise their work.
<b>Lifelong learning</b>	Refining techniques, exploring skills, and transferring from being supported. Exploring areas of personal interest



At Daventry Hill School we use the Language Development Pyramid to support communication and curiosity-based learning.

Some Strategies to use from the Language Development Pyramid in art:

<p>Student interaction</p> 	<ul style="list-style-type: none"> <li>• Play opportunities</li> <li>• Sensory based tasks</li> <li>• Intensive interaction- copy movements, sounds, choices</li> <li>• ShREC</li> <li>• Discussion</li> <li>• Sharing preferences</li> </ul>				
<p>Looking and listening</p> 	<ul style="list-style-type: none"> <li>• Commenting and questioning. 4 comments to 1 question.</li> <li>• Attention Autism pedagogy- anticipation, waiting, extending lesson time</li> <li>• Modelling</li> </ul>				
<p>Exploration</p> 	<ul style="list-style-type: none"> <li>• Experimenting</li> <li>• Continuous provision</li> <li>• Risk taking</li> <li>• Trying new things</li> <li>• Researching and experiencing artists</li> </ul>				
<p>Understanding, Talk and Pronunciation</p> 	<ul style="list-style-type: none"> <li>• Independent Living specific key words</li> <li>• Opportunities to share work</li> <li>• Group work</li> <li>• Blanks Level of Questioning</li> </ul> <table border="1" data-bbox="576 1641 1417 1908"> <tr> <td data-bbox="576 1641 842 1843"> <p>Level 1 (Concrete Features)</p> </td> <td data-bbox="845 1641 1417 1843"> <p>What is this? (point to an object in the home)</p> <p>Can you find the ___? (e.g., television, bed, house.)</p> </td> </tr> <tr> <td data-bbox="576 1848 842 1908"> <p>Level 2</p> </td> <td data-bbox="845 1848 1417 1908"> <p>What is happening in this picture?</p> </td> </tr> </table>	<p>Level 1 (Concrete Features)</p>	<p>What is this? (point to an object in the home)</p> <p>Can you find the ___? (e.g., television, bed, house.)</p>	<p>Level 2</p>	<p>What is happening in this picture?</p>
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<p>Level 2</p>	<p>What is happening in this picture?</p>				

	(More detail)	What do you see in the background?
	Level 3 (features that can't be seen)	Why is it important to? How is the person feeling? How can you tell? What do you think happened before this food was made?
	Level 4 (reasoning and problem solving)	What do you need to consider managing a weekly budget?

To access the full document please click on the link [Curiosity Approach.docx](#)