



# Prep for Adulthood

## Curriculum Expectations

### Intent

Our school ethos is 'What I learn today, prepares me for tomorrow....' and this to encompass our drive to ensure our curriculum goes beyond Barndale and supports our children and young people to have a successful and purposeful transition into adulthood. The key areas we will develop through our curriculum will be Employment, Independent Living, Community Inclusion and Health.

### Implementation

P4A will be taught through engaging, motivating and progressive threads across the school. P4A will be incorporated into the curriculum through:

- ❖ Intrinsic links in the school curriculum
- ❖ Support towards independence in all area of school life
- ❖ Providing access to our residential offer to extend the curriculum
- ❖ Use interactive resources to support the delivery
- ❖ Use our community to raise aspirations, life experiences and providers
- ❖ Connect our classrooms to a wider community

### Impact

To evidence that our pupils can do more and know more in PE we will:

- ✓ Use of the Gatsby Compass + platform
- ✓ Interview pupils
- ✓ Monitor coverage in the curriculum
- ✓ Participate in the LA Pref 4 Adulthood workstream
- ✓ Follow achievements through skills builder, accreditations and Gateway award (residential curriculum)
- ✓ Participation in careers guidance
- ✓ Completion of provision maps and pathway plans



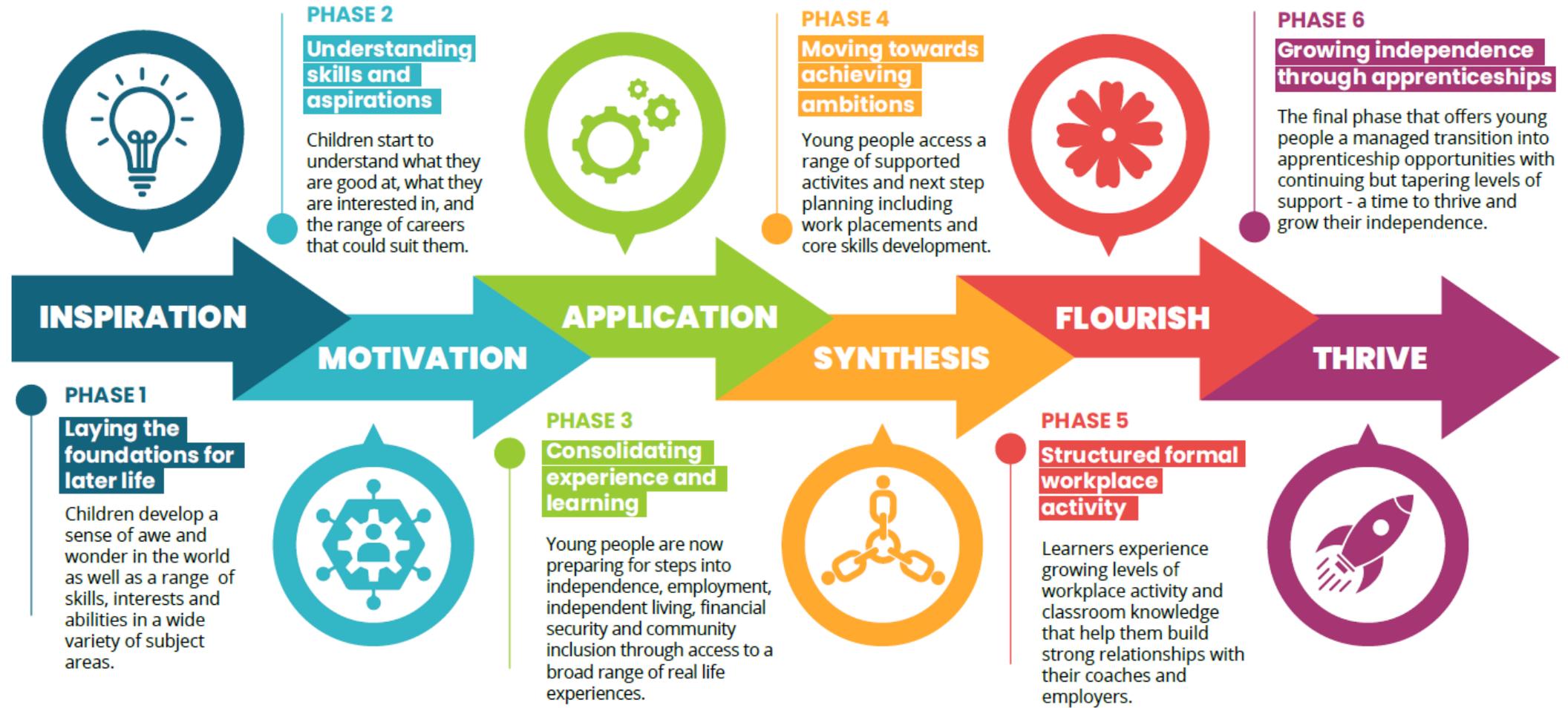
# C + COMPASS +

THE CAREERS LEADER DASHBOARD

Six planned phases of activity from inspiration in primary school to rewarding work experience opportunities and apprenticeships as teenagers:

PHASES 1-3 : Experience of work and careers built meaningfully into learning activity

PHASES 4-6: Work and careers-based opportunities, learning and progression



## Phase Approaches

### Engage



#### Activities in this phase

**An adaptable curriculum that's full of choice** and mapped to their preferences means that children and young people encounter a broad range of exciting, fun and inspirational experiences.

**Activities inside the classroom are designed to build aspirations and interest** for example:

- Construction and using tools
- Digging/planting/harvesting
- Cooking
- Nature/outdoors
- Creating things and using tools
- Colouring and sticking
- Using devices and technology

**Experiences outside the classroom consistently map back to local communities** and the current and future opportunities available within them for example

- Visits within the community including to a wide range of local businesses
- Trips on public transport
- Walking outdoors including parks and gardens

### Activate



#### Activities in this phase

**The curriculum becomes increasingly linked with creating purposeful activities. Working towards future aspirations is at the core of every experience.**

Curriculum areas include:

- Maths and English
- Digital skills
- Sciences and humanities
- Creative activities
- Physical education

Purposeful applications of learning could include make and sell enterprise activities such as the 'Make £5 Grow' programme.

### Consolidate



#### Activities in this phase

The curriculum is linked with **purposeful activities that support children and young people's next steps to college or work-based learning** for example:

- Duke of Edinburgh
- Personal, social, health & economic (PHSE)
- Functional skills E1, E2, E3, L1, L2 (maths, English and computing)
- NCFE Occupational Studies E3-L2
- ASDAN units and qualifications
- Employability qualifications
- Gateway Award

**Activities inside the classroom offer a wide range of work-based activities and simulated work environments** that could include:

- Making/manufacturing/construction
- Machinery/equipment
- Customer service
- IT/computing
- Land based/horticulture
- Animal care
- Hospitality
- Enterprise/small businesses including pop-up shops
- Health/social care
- Business admin/office skills

## Preparation for Adulthood Outcomes

	<b>Employment</b>	<b>Independent Living</b>	<b>Community Inclusion</b>	<b>Health</b>
<b>Core Skills</b>	Following instructions Adapting to environments Transitions Resilience Playing with others Real world experience Problem Solving Role models Visits Different jobs-assoc. skills Careers advice Tasters Work Experience Careers Guidance Strengths and interests CV & Application Forms Interview Skills	Feeding & Drinking Toileting Real world play Getting dressed Making Choices Washing/Hygiene Telling the time Money Cooking Residential trips Shopping Travel training Transport & Road signs Decisions Managing bills Being safe Planning for the future	Making friends Social interaction Clubs and community activities Being safe on and offline Knowing the local area Friendships Understanding bullying Managing change Social media and gaming Building resilience Friendships & relationships Being safe outside Understanding alcohol and drugs Volunteering Understanding law and crime Where to go for help Emergency Services	Development checks Immunisations Medical checks-dentist, optician etc Diet and obesity Managing minor health needs Puberty Articulating pain/discomfort Sex education inc. choices/safe Role of GP Mental health & wellbeing Drug and alcohol education Healthy on/offline balance Sleep Managing own health needs Staying physically active/healthy Range of relationships
<b>Curriculum Areas</b>	Literacy- communication Literacy- functional vocabulary Literacy- reading Literacy- writing Numeracy- number, calculation, time, problem solving 'World of work shops' PSHE Foundation subjects	PSHE Science Literacy- reading Literacy- functional vocabulary Numeracy- time Numeracy- money Education Visits Residential 24hour steps DT-cookery	PSHE/Citizenship Geography History RE- culture curriculum Literacy- communication Visits/Visitors	PSHE SRE Science Visits/Visitors Ways to wellbeing Play PE DT-cookery