



Prep for Adulthood

Curriculum Expectations

Intent

Our school ethos is 'What I learn today, prepares me for tomorrow....' and this encompasses 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

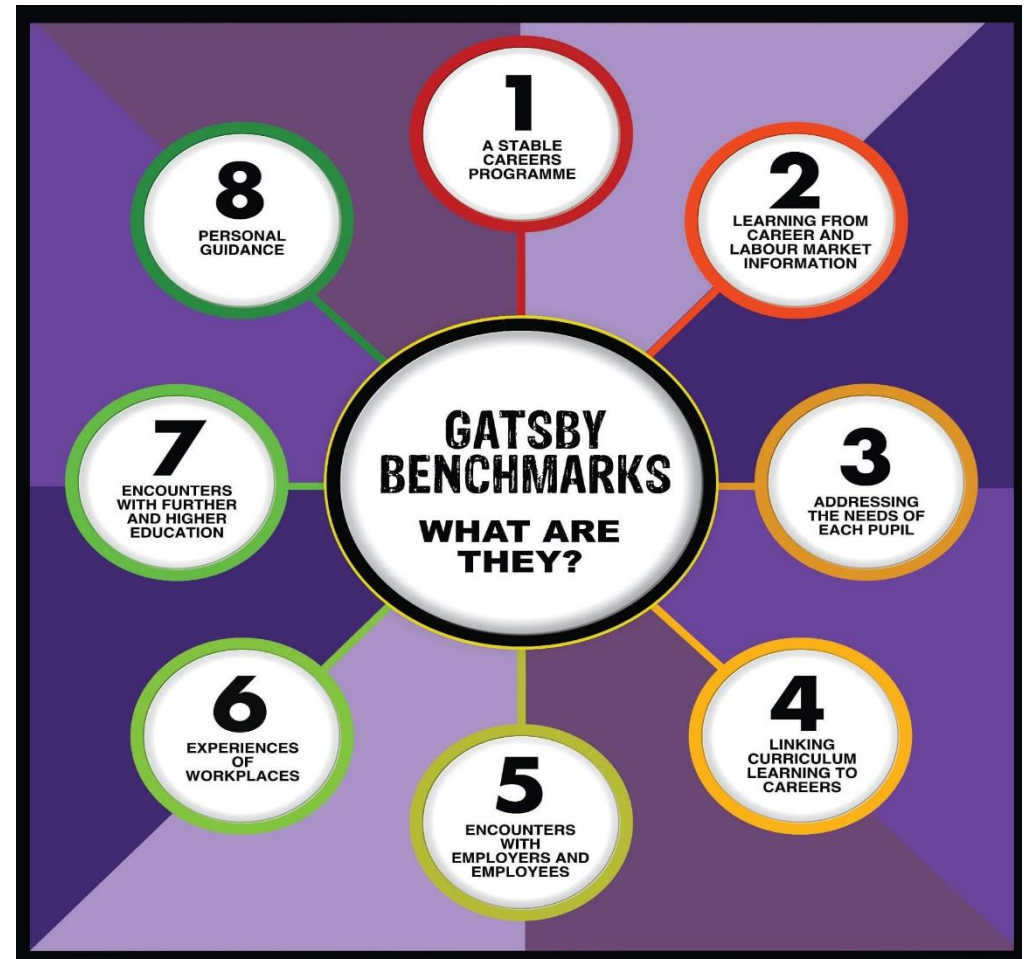
P4A will be taught through engaging, motivating and progressive threads across the school. P4A will be incorporated into the curriculum through:

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

Impact

To evidence that our pupils can do more and know more in P4A we will:

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



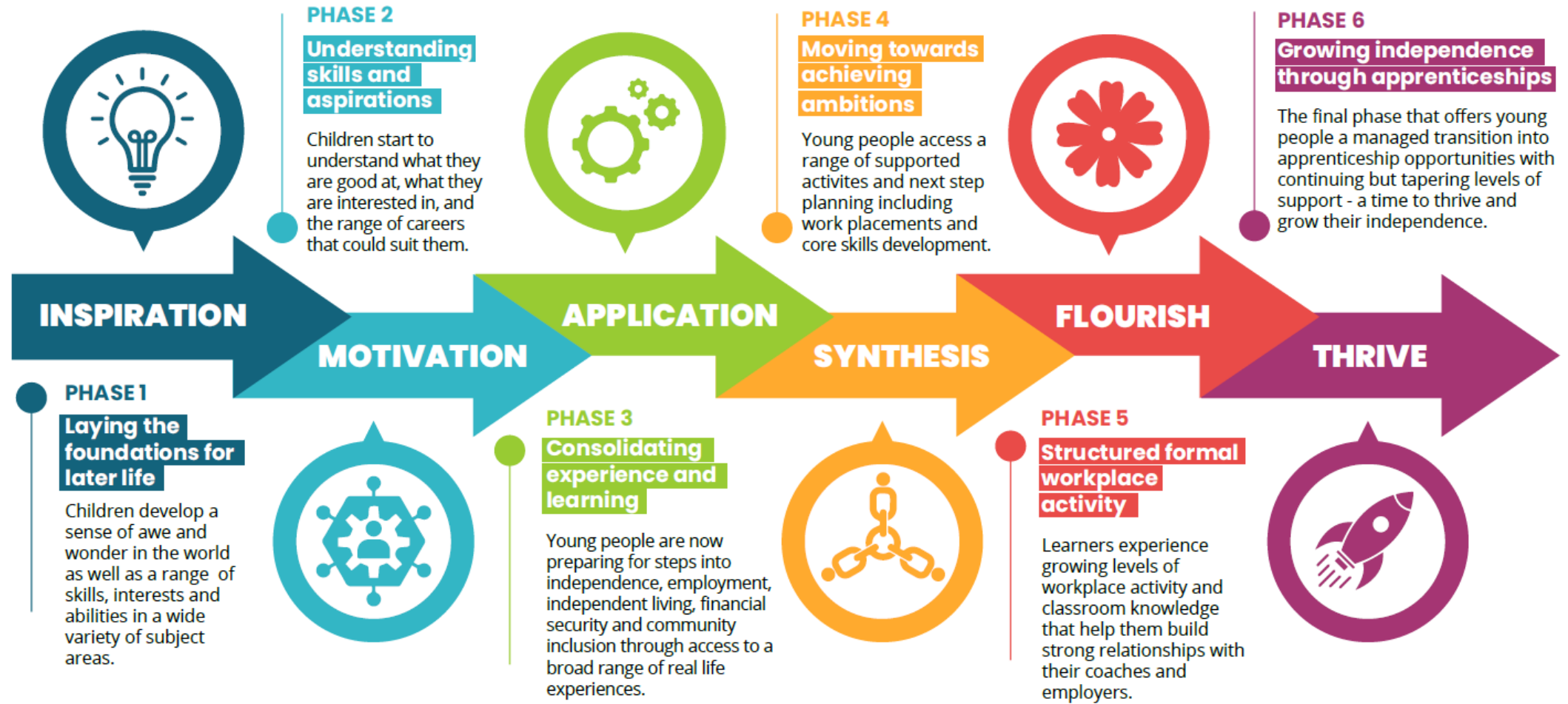
COMPASS +

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

	Engagement	Activate	Consolidate
Life/Employment Skills	<ul style="list-style-type: none"> * Following instructions * Adapting to new environments * Playing with other children * Real world play * Real world visits * Numeracy * Language Development 	<ul style="list-style-type: none"> * Talk about careers * Meeting role models * Building ambitions and interest * Real world experiences and visits 	<ul style="list-style-type: none"> * Careers advisory sessions * Person centred planning * Work experience/tasters * Qualifications * Enterprise projects * Building vocational profiles * Transition work
Independent Living	<ul style="list-style-type: none"> * Feeding & Drinking * Toileting * Real world play * Getting dressed * Making choices 	<ul style="list-style-type: none"> * Personal hygiene * Telling the time * Managing money (shopping) * Cooking * Staying away from home * Travel training * Safety & signs in the community 	<ul style="list-style-type: none"> * Making decisions * Managing incomes and expenditures * Supervised access to the local area * Life skills and planning for the future * Managing time * Safety in the home * Understand types of living arrangements
Friends, relationships & Community	<ul style="list-style-type: none"> * Making friends * Social interaction * Visits and day trips 	<ul style="list-style-type: none"> * Developing reciprocal friendships * Learning to be safe on and offline * Knowing the local area * Walking short distances alone * Understand bullying * Managing change * Making decisions on using free time 	<ul style="list-style-type: none"> * Belonging to different groups * Having safe relationships * Managing social media and technology * Staying safe * Understand risks- drugs and alcohol * Understanding the criminal justice system * Knowing where to go for help
Health & Wellbeing	<ul style="list-style-type: none"> * Diet and food variety * Developmental checks * Immunisations 	<ul style="list-style-type: none"> * Diet and obesity choices and checks * Physical exercise * Medical visits (optician, dentist, CYPS) * Understanding puberty and relationships 	<ul style="list-style-type: none"> * Relationship and sex education * Managing their own health/medical need * Staying physically active and healthy * Managing own wellbeing * Healthy choices- sleep, drugs & alcohol