

## Preparation for Adulthood: Cognition and Learning, SLCN, SEMH

	Employment /HE	Independent Living	Community Participation	Good Health
Primary – KS1	<p><b><u>Time management</u></b></p> <ul style="list-style-type: none"> <li>To know different times of day e.g. morning, afternoon and night.</li> <li>Order daily events.</li> </ul> <p>To know the days of the week.</p> <ul style="list-style-type: none"> <li>To understand when a task is finished (e.g. put in finished tray/ tidy away resources)</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>Greet someone when you see them. How to start and end a conversation.</li> <li>Awareness that communication changes depending on audience.</li> <li>Use good manners.</li> </ul> <p><b><u>Self-awareness</u></b></p> <ul style="list-style-type: none"> <li>Being proud of something you have done.</li> <li>Identify and express feelings.</li> <li>Choosing and showing a personal preference for an activity.</li> <li>Recognising their own emotions and preferences.</li> </ul>	<p><b><u>Routines</u></b></p> <ul style="list-style-type: none"> <li>Following a simple routine and instruction</li> </ul> <p><b><u>Resource management</u></b></p> <ul style="list-style-type: none"> <li>To know where particular resources are located within the classroom.</li> <li>Hang coat and bag on peg.</li> </ul> <p><b><u>Independent travel</u></b></p> <ul style="list-style-type: none"> <li>To know I have to cross a road safely with adult support.</li> <li>To use a safe road crossing with support</li> <li>To recognise dangers when out walking – cars, cyclists.</li> <li>To transition between areas with adult/ peer support/ visual cues</li> </ul> <p><b><u>Self-care</u></b></p> <ul style="list-style-type: none"> <li>Dress and undress including:</li> <li>Zipping coat up independently</li> <li>Getting changed for PE independently</li> <li>Shoes on/off</li> <li>Do a buckle, zip, tie a bow/knot.</li> <li>Make a choice about food and snacks with adult support</li> </ul>	<p><b><u>Social skills/Relationships</u></b></p> <ul style="list-style-type: none"> <li>Participating within a social exchange within an activity</li> <li>Listening and attending</li> <li>Participating in circle time</li> <li>To know who to ask for help when needed.</li> <li>Play with friends.</li> </ul> <p><b><u>Collaborative tasks</u></b></p> <ul style="list-style-type: none"> <li>Sharing and turn taking with a peer</li> <li>Working/playing alongside peers in a small group.</li> </ul> <p><b><u>Emotional awareness and resilience</u></b></p> <ul style="list-style-type: none"> <li>Kind and unkind behaviours</li> <li>Begin to recognise how their behaviour affects other people.</li> <li>Be able to leave a favoured activity and know that I can go back to it.</li> <li>Recognise that people have differences and similarities.</li> <li>Awareness that family and friends should care for each other.</li> <li>People who are special to us.</li> </ul>	<p><b><u>Taking care of ourselves</u></b></p> <ul style="list-style-type: none"> <li>Using toilet independently</li> <li>Maintain good hand hygiene</li> <li>Pulling trousers up and down</li> <li>Cleaning myself after visiting the toilet</li> <li>Cleaning teeth with support.</li> </ul> <p><b><u>Staying safe</u></b></p> <ul style="list-style-type: none"> <li>To name my body parts – public and private areas</li> <li>Recognise that people should treat you with care.</li> </ul> <p><b><u>Keeping Healthy</u></b></p> <ul style="list-style-type: none"> <li>Understand healthy food making choices about food.</li> <li>Eat foods from each of the food groups/ eat a wide range of foods</li> <li>Try new foods</li> <li>Healthy lifestyle - exercise.</li> <li>Who can help me, who can keep me safe.</li> <li>To participate in sports clubs. Keep active.</li> <li>Participate in PE activities</li> <li>Participate in outdoor play</li> </ul>

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	<p><b><u>Being Responsible</u></b></p> <ul style="list-style-type: none"> <li>• Having a job within the class.</li> <li>• Tidying up.</li> <li>• Understand and follow rules.</li> <li>• Respecting authority.</li> <li>• To know who to ask for help when needed.</li> <li>• To regularly complete a role of responsibility in class (e.g. collecting milk, tidying pencil pot)</li> <li>• To transition between tasks with adult support</li> </ul> <p><b><u>Career/Aspirations</u></b></p> <ul style="list-style-type: none"> <li>• Understanding that there are different jobs/roles within society.</li> <li>• Real world play (firestations, shops, farm etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Open food wrappers independently</li> <li>• To know when I need to have a drink and collect my own water bottle.</li> <li>• Sit appropriately at the table to eat and use cutlery.</li> <li>• Drink from cup.</li> </ul> <p><b><u>Household tasks</u></b></p> <ul style="list-style-type: none"> <li>• Responsibility for simple household tasks e.g. tidying bedroom.</li> </ul> <p>• <b><u>Money management</u></b></p> <ul style="list-style-type: none"> <li>• Using money within a role play activity to buy objects.</li> </ul>	<p><b><u>Community</u></b></p> <ul style="list-style-type: none"> <li>• Engaging in role play and small world activities</li> <li>• Pupils recognise they belong to various groups/communities. E.g. family/religion.</li> <li>• Participate in out of school groups.</li> <li>• Recognise who to ask for help. –emergency services.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of their own medical needs and follow advice with supervision.</li> </ul>

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Primary KS2	<p><b><u>Time management</u></b></p> <ul style="list-style-type: none"> <li>• To follow a routine.</li> <li>• To tell the time independently.</li> <li>• To know what time key events happen e.g. lunchtime, home time.</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• Greet someone when you see them. How to start, maintain and end a conversation. Talk about other peoples interests.</li> <li>• Use good manners.</li> <li>• Awareness that communication changes depending on audience.</li> </ul> <p><b><u>Self-awareness</u></b></p> <ul style="list-style-type: none"> <li>• Understand your interests and ambitions.</li> <li>• Recognise things we are good at.</li> </ul> <p><b><u>Being Responsible</u></b></p> <ul style="list-style-type: none"> <li>• Carry out jobs independently.</li> <li>• Have a role within a group.</li> <li>• To ask for help.</li> <li>• Understand Rules and laws and that some rules can be different depending on the environment.</li> <li>• Respecting authority.</li> </ul>	<p><b><u>Routines</u></b></p> <ul style="list-style-type: none"> <li>• To follow a classroom routine using a visual timetable</li> <li>• Move around school independently.</li> <li>• Managing own time and routine</li> </ul> <p><b><u>Resource management</u></b></p> <ul style="list-style-type: none"> <li>• To collect resources for a particular activity</li> </ul> <p><b><u>Independent travel</u></b></p> <ul style="list-style-type: none"> <li>• To know where I live and to recite my home address and home phone number</li> <li>• To cross a road safely.</li> <li>• Use public transport with support.</li> </ul> <p><b><u>Self-care</u></b></p> <ul style="list-style-type: none"> <li>• Know how to use a phone to ring/text family and friends.</li> <li>• To know what to do in an emergency – e.g. if I got lost when out on a trip or with my parents.</li> <li>• To know where to seek advice or help with problems.</li> </ul>	<p><b><u>Social skills/Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that different people make different choices.</li> <li>• Collaborative tasks</li> <li>• Getting on with others.</li> <li>• Resisting negative pressure including peer pressure.</li> <li>• Understand the different types of relationships.</li> <li>• Understand what a friend is. Be able to make and keep a friend.</li> <li>• To understand and recognise what bullying is in real life and online.</li> <li>• Understanding the difference between reality and fiction.</li> <li>• Understanding safety issues around sending personal texts/images. Knowing that it is permanent. Legal issues around sending texts.</li> </ul> <p><b><u>Emotional awareness and resilience</u></b></p> <ul style="list-style-type: none"> <li>• Recognising their own emotions and that of others.</li> <li>• Understanding my feelings/triggers what strategies help me.</li> </ul>	<p><b><u>Taking care of ourselves</u></b></p> <ul style="list-style-type: none"> <li>• Maintaining good body hygiene – knows when to use a body deodorant</li> <li>• To use a towel to dry body when it is wet</li> <li>• To remove wet clothes after a swimming lesson</li> <li>• To understand how and why we brush our hair</li> <li>• Follow food hygiene processes e.g. washing hands.</li> <li>• To name my body parts independently</li> <li>• To wear appropriate clothing for the weather.</li> </ul> <p><b><u>Staying safe</u></b></p> <ul style="list-style-type: none"> <li>• To understand and recognise appropriate touching of others – appropriate to relationships</li> </ul> <p><b><u>Keeping Healthy</u></b></p> <ul style="list-style-type: none"> <li>• Understand healthy food making choices about food.</li> <li>• Healthy lifestyle - exercise.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Be able to set my own goals.</li> </ul> <p><b><u>Career/Aspirations</u></b></p> <ul style="list-style-type: none"> <li>• Understand different Jobs people do. Visit different workplaces.</li> <li>• Speak to people with different roles ask questions.</li> <li>• Explore different routes people can take to get to their jobs.</li> </ul>	<p><b><u>Household tasks</u></b></p> <ul style="list-style-type: none"> <li>• Make own food. Following instructions/recipe. Learn skills such as chopping/cutting/washing.</li> <li>• Responsibility for simple household tasks e.g. cleaning/gardening.</li> </ul> <p><b><u>Money management</u></b></p> <ul style="list-style-type: none"> <li>• To know the value of each coin and what change is.</li> <li>• To buy an object of interest using the correct money.</li> <li>• Recognise coins. Understand money needs to be earned before it can be spent.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to leave a favoured activity and know that I can go back to it.</li> <li>• I can manage strong feelings</li> </ul> <p><b><u>Community</u></b></p> <ul style="list-style-type: none"> <li>• To know about organisations who do community work e.g. support services, charities.</li> <li>• Participate in different groups outside school.</li> <li>• Respecting differences between people.</li> <li>• Taking care of the environment –recycling, littering etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed choices about their health and wellbeing.</li> <li>• Being aware of their own medical needs and follow medical advice.</li> <li>• Recognise medicines and safety in taking them.</li> <li>• Understanding law/safety around drugs/cigarettes/ alcohol.</li> <li>• Mental wellbeing – How to tell people you are upset.</li> </ul> <p><b><u>Growing up</u></b></p> <ul style="list-style-type: none"> <li>• To understand how my body will change as a grow up – periods/voice changes/body odour/emotions</li> <li>• To know what happens bodies through adolescence/puberty. To body when girls start their period</li> <li>• To know what to use when I have my period – sanitary towels/tampons</li> </ul>

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				<ul style="list-style-type: none"> <li>• To know how to keep myself clean when I'm on my period</li> <li>• To know the difference between private and public behaviours – (masturbation)</li> </ul>
Secondary KS3	<p><b><u>Time management</u></b></p> <ul style="list-style-type: none"> <li>• To manage my own time.</li> <li>• Turn up on time for lessons.</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• To know how to locate a phone number and talk accordingly on the phone.</li> <li>• To know how to use a mobile phone correctly.</li> <li>• Greet someone when you see them. How to start, maintain and end a conversation. Talk about other peoples interests.</li> </ul> <p>Use good manners.</p> <p><b><u>Self-awareness</u></b></p> <ul style="list-style-type: none"> <li>• To know my likes/dislikes, strengths/weaknesses.</li> <li>• To select areas of study that are enjoyable to me.</li> </ul>	<p><b><u>Routines</u></b></p> <ul style="list-style-type: none"> <li>• Follow class timetable.</li> <li>• To know what to do if my routine changes – e.g. after school club is cancelled/change of teacher.</li> </ul> <p><b><u>Resource management</u></b></p> <ul style="list-style-type: none"> <li>• Have books and equipment for the correct lesson – PE kit on correct day</li> </ul> <p><b><u>Independent travel</u></b></p> <ul style="list-style-type: none"> <li>• To know my route home.</li> <li>• Follow bus/travel timetable.</li> <li>• Use public transport.</li> </ul> <p><b><u>Self-care</u></b></p> <ul style="list-style-type: none"> <li>• To know where to seek advice or help with problems.</li> </ul>	<p><b><u>Social skills</u></b></p> <ul style="list-style-type: none"> <li>• Being tolerant of others.</li> <li>• Know how to repair a relationship when something goes wrong.</li> <li>• Uses behaviour appropriate to relationship</li> <li>• Understands laws relating to consent in relationships</li> <li>• Online gaming/social media – staying safe. Understand the different between reality and fiction.</li> <li>• Understanding safety issues around sending personal texts/images. Knowing that it is permanent. Legal issues around sending texts.</li> </ul> <p><b><u>Collaborative tasks</u></b></p> <ul style="list-style-type: none"> <li>• Participate in group activities.</li> </ul>	<p><b><u>Taking care of ourselves</u></b></p> <ul style="list-style-type: none"> <li>• Maintaining good body hygiene – knows when to use a body deodorant and use it independently.</li> <li>• To understand how and why we wash and brush our hair</li> <li>• Keeps safe within relationships</li> <li>• Feeling unwell and how to get help.</li> </ul> <p><b><u>Staying safe</u></b></p> <ul style="list-style-type: none"> <li>• Understanding accidents and risk. What can we do to keep safe.</li> <li>• Keeping safe online</li> <li>• What to do in emergency situations</li> <li>• Understand public and private</li> </ul>

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	<p><b><u>Being Responsible</u></b></p> <ul style="list-style-type: none"> <li>• To ask for help if I don't understand an instruction.</li> <li>• To know which adult to ask for help – trusted adult.</li> <li>• be able to tolerate activities I don't like.</li> <li>• Develop skills for learning. Recognise a good environment for learning.</li> <li>• Make decisions on how to spend free time.</li> <li>• Be able to rehearse/practise something to improve/perfect a skill.</li> </ul> <p><b><u>Career/Aspirations</u></b></p> <ul style="list-style-type: none"> <li>• How my strengths inform future choices in learning and work.</li> <li>• Describe some of the attitudes/qualities/skills needed for employability.</li> <li>• Demonstrate an understanding of a career in relation to examples of people that they know.</li> </ul>	<p><b><u>Household tasks</u></b></p> <ul style="list-style-type: none"> <li>• Wash and iron clothes</li> <li>• Wash pots</li> <li>• Use household appliances.</li> </ul> <p><b><u>Money management</u></b></p> <ul style="list-style-type: none"> <li>• To understand the value of money</li> <li>• to understand how to earn money</li> <li>• Saving money – open a savings account</li> <li>• Gambling.</li> <li>• On-line purchases in games.</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts the ideas of others.</li> <li>• Knowing your role within a group with support.</li> <li>• Taking turns in roles within groups with support.</li> <li>• Take on a different role within groups with support.</li> </ul> <p><b><u>Emotional awareness and resilience</u></b></p> <ul style="list-style-type: none"> <li>• Managing pressure.</li> <li>• Managing Strong feelings.</li> <li>• Understanding my feelings/triggers what strategies help me. Use strategies. Discuss with others what helps me.</li> <li>• Feeling frightened/worried</li> <li>• Self-esteem and unkind comments</li> <li>• Understand what a friend is. Be able to make and keep a friend.</li> <li>• Romantic feelings and sexual attraction.</li> </ul>	<p><b><u>Keeping Healthy</u></b></p> <ul style="list-style-type: none"> <li>• Healthy diet and exercise</li> <li>• Mental wellbeing</li> <li>• Body image.</li> </ul> <p><b><u>Growing up</u></b></p> <ul style="list-style-type: none"> <li>• To understand how my body will change as a grow up – periods/voice changes/body odour/emotions</li> <li>• To know what happens bodies through adolescence/puberty. To body when girls start their period</li> <li>• To know what to use when I have my period – sanitary towels/tampons</li> <li>• To know how to keep myself clean when I'm on my period</li> <li>• To know the difference between private and public behaviours – (masturbation)</li> <li>• To know people go through puberty at different rates and times. To know who to talk to about this.</li> </ul>

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			<p><b><u>Community</u></b></p> <ul style="list-style-type: none"> <li>• Participate in different groups outside school.</li> <li>• Understanding that prejudice/discrimination must be challenged.</li> <li>• Appreciate that in our society there are people with similarities and differences in regards to race, religion, sexuality, gender, age, ability, disability and culture.</li> </ul>	
Secondary KS4	<p><b><u>Time management</u></b></p> <ul style="list-style-type: none"> <li>• To arrive on time</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• Write an email/letter to difference audiences.</li> </ul> <p><b><u>Self-awareness</u></b></p> <ul style="list-style-type: none"> <li>• To select areas of study that are enjoyable to me.</li> <li>• Give examples of my strengths and personal qualities.</li> </ul>	<p><b><u>Routines</u></b></p> <ul style="list-style-type: none"> <li>• Plan my own timetable for self-study.</li> <li>• Plan when to do things within my daily routine.</li> </ul> <p><b><u>Resource management</u></b></p> <ul style="list-style-type: none"> <li>• Pack equipment needed for school independently.</li> </ul>	<p><b><u>Social skills/Relationships</u></b></p> <ul style="list-style-type: none"> <li>• To engage and join a club outside of school or college</li> <li>• Going out with friends and family on a social occasion</li> <li>• Visiting a cinema and recognising the social behaviours that are appropriate for the cinema – remaining quiet</li> <li>• Online gaming/social media – staying safe. Understanding the different between reality and fiction.</li> </ul>	<p><b><u>Taking care of ourselves</u></b></p> <ul style="list-style-type: none"> <li>• Maintaining good body hygiene – knows when to use a body deodorant and use it independently.</li> <li>• To understand how and why we wash and brush our hair</li> <li>• Keeps safe within relationships</li> <li>• Feeling unwell and how to get help.</li> </ul> <p><b><u>Staying safe</u></b></p>

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	<p><b><u>Being Responsible</u></b></p> <ul style="list-style-type: none"> <li>• To follow instructions carefully.</li> </ul> <p><b><u>Career/Aspirations</u></b></p> <ul style="list-style-type: none"> <li>• To attend a work experience placement</li> <li>• Prepare a C.V.</li> <li>• Write a personal statement. Understand what is important to go in.</li> <li>• To understand and explore the different things I can do in the future.</li> </ul>	<p><b><u>Independent travel</u></b></p> <ul style="list-style-type: none"> <li>• To know my route homes from different locations – from town, from bus stop, from school.</li> <li>• Can access timetables for public transport.</li> <li>• Use public transport.</li> </ul> <p><b><u>Self-care</u></b></p> <ul style="list-style-type: none"> <li>• Planning a routine for Washing, brushing teeth, brush hair independently. Planning a routine.</li> </ul> <p><b><u>Household tasks</u></b></p> <p>Wash and iron clothes</p> <ul style="list-style-type: none"> <li>• Wash pots</li> <li>• Use household appliances.</li> </ul> <p><b><u>Money management</u></b></p> <ul style="list-style-type: none"> <li>• To understand the value of money</li> <li>• to understand how to earn money</li> <li>• Saving money – open a savings account</li> <li>• Gambling.</li> <li>• On-line purchases in games.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses behaviour appropriate to relationship</li> <li>• Understands laws relating to consent in relationships.</li> <li>• Understanding coercion within friendships and relationships.</li> <li>• Romantic feelings and sexual attraction</li> <li>• Positive/unhealthy relationships.</li> <li>• Has friends.</li> <li>• Has an understanding of long-term relationships/parenthood</li> </ul> <p><b><u>Collaborative tasks</u></b></p> <ul style="list-style-type: none"> <li>• To show tolerance within group tasks</li> </ul> <p><b><u>Emotional awareness and resilience</u></b></p> <ul style="list-style-type: none"> <li>• Dealing with disappointment and rejection. Managing pressure.</li> <li>• Managing Strong feelings.</li> <li>• Understanding my feelings/triggers what strategies help me. Use strategies. Discuss with others what helps me.</li> <li>• Feeling frightened/worried</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps safe within relationships.</li> <li>• Expectations of relationships/abuse.</li> <li>• Understanding law/safety around drugs/cigarettes/ alcohol.</li> <li>• Managing online information</li> </ul> <p><b><u>Keeping Healthy</u></b></p> <ul style="list-style-type: none"> <li>• Understand contraception and sexual health.</li> <li>• Healthy diet and exercise</li> <li>• Mental wellbeing</li> <li>• Body image.</li> </ul> <p><b><u>Growing up</u></b></p> <ul style="list-style-type: none"> <li>• Understands the physical and emotional changes throughout puberty.</li> </ul>



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Post 16	<p><b><u>Time management</u></b></p> <ul style="list-style-type: none"> <li>• To arrive on time.</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• Planning for job/higher education interviews.</li> </ul>	<p><b><u>Routines</u></b></p> <ul style="list-style-type: none"> <li>• Plan my own timetable for self-study.</li> <li>• Plan when to do things within my daily routine.</li> </ul>	<p><b><u>Social skills/Relationships</u></b></p> <ul style="list-style-type: none"> <li>• To engage and join a club outside of school or college</li> <li>• Going out with friends and family on a social occasion</li> <li>• Visiting a cinema and recognising the social behaviours that are appropriate</li> </ul>	<p><b><u>Taking care of ourselves</u></b></p> <ul style="list-style-type: none"> <li>• Know how to access medical help.</li> <li>• Book a doctors/dentist appointment.</li> </ul>

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	<p><b><u>Self-awareness</u></b></p> <ul style="list-style-type: none"> <li>• To select areas of study that are enjoyable to me.</li> </ul> <p><b><u>Being Responsible</u></b></p> <ul style="list-style-type: none"> <li>• To follow instructions carefully.</li> <li>• Prioritising what is important.</li> <li>• Being able to start a task independently.</li> <li>• Being able to finish a task independently.</li> <li>• Understanding deadlines and planning to meet them.</li> </ul> <p><b><u>Career/Aspirations</u></b></p> <ul style="list-style-type: none"> <li>• To attend a work experience placement.</li> <li>• To have a part time job</li> <li>• To write a CV and complete a job application correctly – to know to write about strengths and likes/interests. Know how to dress for work.</li> <li>• Know how to sell myself.</li> </ul>	<p><b><u>Resource management</u></b></p> <ul style="list-style-type: none"> <li>• Plan what equipment I will need to complete a task, where to find it.</li> </ul> <p><b><u>Independent travel</u></b></p> <ul style="list-style-type: none"> <li>• To know my route homes from different locations – from town, from bus stop, from college.</li> <li>• Can plan a route to somewhere new.</li> </ul> <p><b><u>Self-care</u></b></p> <ul style="list-style-type: none"> <li>• Keep myself, my clothes and my environment clean – how often should this be.</li> </ul> <p><b><u>Household tasks</u></b></p> <ul style="list-style-type: none"> <li>• Iron clothes.</li> <li>• Make a shopping list.</li> <li>• Go shopping.</li> </ul> <p><b><u>Money management</u></b></p> <ul style="list-style-type: none"> <li>• Understanding/managing your income and outgoings e.g. paying bills.</li> <li>• Plan a budget for shopping and stick to it.</li> </ul>	<p>for the cinema – remaining quiet.</p> <ul style="list-style-type: none"> <li>• Has an understanding of long-term relationships/parenthood.</li> <li>• Uses behaviour appropriate to relationship.</li> <li>• Understands laws relating to consent in relationships.</li> <li>• Recognise negative behaviour and bullying.</li> </ul> <p><b><u>Collaborative tasks</u></b></p> <ul style="list-style-type: none"> <li>• To show tolerance within group tasks</li> </ul> <p><b><u>Emotional awareness and resilience</u></b></p> <ul style="list-style-type: none"> <li>• Dealing with disappointment and rejection.</li> <li>• Managing pressure.</li> <li>• Managing Strong feelings.</li> <li>• Understanding my feelings/triggers what strategies help me. Use strategies. Discuss with others what helps me.</li> <li>• Feeling frightened/worried</li> <li>• Self-esteem and unkind comments</li> </ul>	<p><b><u>Staying safe</u></b></p> <ul style="list-style-type: none"> <li>• Keeps safe within relationships.</li> <li>• Expectations of relationships/abuse.</li> <li>• Understanding law/safety around drugs/cigarettes/ alcohol.</li> <li>• Managing online information</li> </ul> <p><b><u>Keeping Healthy</u></b></p> <ul style="list-style-type: none"> <li>• Understand contraception and sexual health.</li> <li>• Healthy diet and exercise</li> <li>• Mental wellbeing</li> <li>• Body image.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Understand what a friend is. Be able to make and keep a friend.</li> <li>• Romantic feelings and sexual attraction</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Access leisure facilities in my community.</li> </ul>	

Useful documents to support this are:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-framework-pupils-send-key>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

<https://www.autismeducationtrust.org.uk/shop/pf-shop/>

<https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810.pdf>

<https://www.skillsbuilder.org/universal-framework/problem-solving>

<https://www.aqa.org.uk/programmes/unit-award-scheme/units>