



esSENTials **14+**  
• for life •

# Moving On

## Independent Living

P.S.H.E.  
Citizenship  
Leisure and Recreation  
Daily Living Skills



# Adventurer

## World Studies

# Preview

<p><b>Science</b></p> <p>Heating and cooling</p> <p>Electricity and man-made energy</p> <p>Mini beasts and insects</p>	<p><b>Technology</b></p> <p>Hats and/or masks</p> <p>Changing basic food recipes</p> <p>Design and decoration</p>	<p><b>Foreign Cultures</b></p> <p>European culture</p> <p>Language</p> <p>Lifestyles</p> <p>Wider culture</p>	<p><b>Creativity</b></p> <p>Music - making and using instruments</p> <p>Art - sculpture</p> <p>Drama - Mime and role play</p>	<p><b>Humanities</b></p> <p>Religions worship and festivals</p> <p>Sea, rivers and lakes</p> <p>Kings and queens</p>
--	---	---	---	--

## Independent Living

<p><b>Personal, Social and Health Education</b></p> <p>Road safety</p> <p>Personal hygiene</p> <p>Sexuality education/ reproduction</p>	<p><b>Citizenship</b></p> <p>The emergency services</p> <p>Local current affairs</p> <p>Local environmental issues</p>	<p><b>Leisure and Recreation</b></p> <p>School lunch-time or after school club</p> <p>Dance</p> <p>Aromatherapy/ beauty therapy</p>	<p><b>Daily Living Skills</b></p> <p>House/indoor gardening</p> <p>Preparing snacks</p> <p>Cleaning routines</p>
---	--	---	--

## Vocational Studies

<p><b>Work Related Learning</b></p> <p>Team work at school</p> <p>A job study</p> <p>Safety in school</p>	<p><b>Careers Education &amp; Guidance / Post School Planning</b></p> <p>Preparing a one page profile</p> <p>Setting personal targets</p> <p>Potential after school placements</p>
---	--

# Adventurer

## Independent Living Course Content

### **Personal, Social and Health Education**

- a. Road Safety
- b. Personal hygiene
- c. Sexuality education/reproduction

### **Citizenship**

- a. The emergency services
- b. Local current affairs
- c. Local environmental issues

### **Leisure and Recreation**

- a. School lunch-time or after school club
- b. Dance
- c. Aromatherapy/beauty therapy

### **Daily Living Skills**

- a. House/indoor gardening
- b. Preparing snacks
- c. Cleaning routines

# Programme: Adventurer

## Course of Study: Independent Living

### Subject Area: Personal, Social and Health Education

#### Unit Content:

##### a. Road safety

The student will learn about and experience road safety.

##### b. Personal hygiene

The student will learn about and experience personal hygiene.

##### c. Sexuality education/reproduction

The student will learn about and experience sexuality education/reproduction.

---

#### Resources

##### *Road safety*

<http://www.rospa.com/roadsafety/resources/teachers/schoolassemblysongs/default.aspx> -

ROSPA road safety downloads

<http://www.crucial-crew.org/> - Health and safety organisation

##### *Personal hygiene*

<http://www.inclusive.co.uk> – commercial software and hardware resources for KS 1

[http://www.bbc.co.uk/learningzone/clips/SEN.Skills.for.Life/all/all/all/page-](http://www.bbc.co.uk/learningzone/clips/SEN.Skills.for.Life/all/all/all/page-1.html?pagesize=12&format=list)

[1.html?pagesize=12&format=list](http://www.bbc.co.uk/learningzone/clips/SEN.Skills.for.Life/all/all/all/page-1.html?pagesize=12&format=list) – BBC videos for students with learning difficulties

##### *Sexuality education/reproduction*

<http://www.me-and-us.co.uk/sreld/index.html> - commercial SRE resource for students with learning difficulties

<b>Course of Study</b> <b>Independent Living</b> <b>Subject Area</b> <b>Personal, Social and Health Education</b> <b>Unit</b> <b>a. Road safety</b>			
Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
<p>The student will learn about and experience:</p> <p><b>Road safety</b></p>	<ul style="list-style-type: none"> <li>• Prepare for a Road Safety Assembly using: Songs Role play PowerPoint of traffic Sound of traffic.</li> <li>• Travel training involving using public transport for a purpose e.g. going to library, shopping, work experience or college.</li> <li>• Invite local road safety officer and/or community police to give a presentation about road safety.</li> <li>• Use Crucial Crew website for online safety games. Take part in local Crucial Crew event if they are held in your Authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing I.C.T. skills</li> <li>• Early mathematics: sequencing and sorting</li> <li>• Encountering experience: being part of things</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Encounter</b> Characterised by presence and reflex responses relating to road safety.</li> <li><b>2. Early awareness</b> Characterised by fleeting attention and inconsistent responses relating to road safety.</li> <li><b>3. Interest</b> Characterised by more consistent and differentiated reactions relating to road safety.</li> <li><b>4. Supported participation</b> Characterised by cooperation and engagement relating to road safety.</li> <li><b>5. Active involvement</b> Characterised by recognition, anticipation and proactive responses relating to road safety.</li> <li><b>6. Development</b> Characterised by remembered responses and intentional communication relating to road safety.</li> <li><b>7. Exploration</b> Characterised by concentration, recall and observation relating to road safety.</li> <li><b>8. Initiation</b> Characterised by established responses and conventional communication relating to road safety.</li> <li><b>9. Consolidation</b> Characterised by the formation of skills, knowledge, concepts and understandings relating to road safety.</li> <li><b>10. Application</b> Characterised by the application of skills, knowledge, concepts and understandings relating to road safety.</li> </ol>

<b>Course of Study</b> <b>Independent Living</b> <b>Subject Area</b> <b>Personal, Social and Health Education</b> <b>Unit</b> <b>b. Personal hygiene</b>			
Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
<p>The student will learn about and experience:</p> <p><b>Personal hygiene</b></p>	<ul style="list-style-type: none"> <li>• Use songs during personal care routines such as ‘If you’re happy and you know it comb your hair, brush your teeth etc’. Show, smell and touch the comb etc.’</li> <li>• Use SwitchIt Hygiene or similar software for students who can use cause and effect software.</li> <li>• Watch videos of personal hygiene scenarios and talk about the issues presented e.g. touching in public, sneezing.</li> </ul>	<ul style="list-style-type: none"> <li>• Early mathematics: shape</li> <li>• Developing community participation skills: getting out and about</li> <li>• Travel within the local community: going places</li> <li>• Engaging with the world around you: objects</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Encounter</b> Characterised by presence and reflex responses relating to personal hygiene.</li> <li>2. <b>Early awareness</b> Characterised by fleeting attention and inconsistent responses relating to personal hygiene.</li> <li>3. <b>Interest</b> Characterised by more consistent and differentiated reactions relating to personal hygiene.</li> <li>4. <b>Supported participation</b> Characterised by cooperation and engagement relating to personal hygiene.</li> <li>5. <b>Active involvement</b> Characterised by recognition, anticipation and proactive responses relating to personal hygiene.</li> <li>6. <b>Development</b> Characterised by remembered responses and intentional communication relating to personal hygiene.</li> <li>7. <b>Exploration</b> Characterised by concentration, recall and observation relating to personal hygiene.</li> <li>8. <b>Initiation</b> Characterised by established responses and conventional communication relating to personal hygiene.</li> <li>9. <b>Consolidation</b> Characterised by the formation of skills, knowledge, concepts and understandings relating to personal hygiene.</li> <li>10. <b>Application</b> Characterised by the application of skills, knowledge, concepts and understandings relating to personal hygiene.</li> </ol>

<b>Course of Study    Independent Living</b> <b>Subject Area        Personal, Social and Health Education</b> <b>Unit                    c. Sexuality education/reproduction</b>			
Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
<p>The student will learn about and experience:</p> <p><b>Sexuality education/reproduction</b></p> <p><b>For some students, the concepts within this unit are not easily understood and may be inappropriate to teach.</b></p> <p>Before beginning this module you must have consent from parents or guardians. Make sure that students are aware of 'classroom confidentiality'.</p> <p>May wish students to make up and sign a 'classroom contract' before beginning module.</p>	<ul style="list-style-type: none"> <li>• Discuss reasons for having babies. Show model/diagram of basic facts involved in intercourse. Keep information very simple using every day terms rather than scientific terms.</li> <li>• Discuss and look at pictures/videos of intercourse and identify key parts and processes. Keep language simple and try to avoid scientific terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing communication skills</li> <li>• Developing reading skills</li> <li>• Developing writing skills</li> <li>• Developing skills for the workplace: following instructions</li> <li>• Encountering experience: being part of things</li> <li>• Engaging with the world around you: objects</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Encounter</b> Characterised by presence and reflex responses relating to sexuality education/reproduction.</li> <li><b>2. Early awareness</b> Characterised by fleeting attention and inconsistent responses relating to sexuality education/reproduction.</li> <li><b>3. Interest</b> Characterised by more consistent and differentiated reactions relating to sexuality education/reproduction.</li> <li><b>4. Supported participation</b> Characterised by cooperation and engagement relating to sexuality education/reproduction.</li> <li><b>5. Active involvement</b> Characterised by recognition, anticipation and proactive responses relating to sexuality education/reproduction.</li> <li><b>6. Development</b> Characterised by remembered responses and intentional communication relating to sexuality education/reproduction.</li> <li><b>7. Exploration</b> Characterised by concentration, recall and observation relating to sexuality education/reproduction.</li> <li><b>8. Initiation</b> Characterised by established responses and conventional communication relating sexuality education/reproduction.</li> <li><b>9. Consolidation</b> Characterised by the formation of skills, knowledge, concepts and understandings to sexuality education/reproduction.</li> <li><b>10. Application</b> Characterised by the application of skills, knowledge, concepts and understandings relating to sexuality education/reproduction.</li> </ol>