



esSENTials **14+**
• for life •

Moving On

Independent Living

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



Voyager

World Studies **Preview**

<p>Science</p> <p>The Human Body</p> <p>Forces</p> <p>Climate and Climate Change</p>	<p>Technology</p> <p>Fashion</p> <p>Food for Sale and Packaging</p> <p>Jewellery</p>	<p>Foreign Cultures</p> <p>The New World:</p> <p>Language</p> <p>Lifestyles</p> <p>Wider Culture</p>	<p>Creativity</p> <p>Composing Music</p> <p>Abstract Art Techniques</p> <p>Puppets</p>	<p>Humanities</p> <p>Notable Local People</p> <p>Maps and Getting Around</p> <p>Family History</p>
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Independent Living

<p>Personal, Social and Health Education</p> <p>Advocacy and Self Expression</p> <p>Personal Safety</p> <p>Travel Training</p>	<p>Citizenship</p> <p>Global Dimension</p> <p>School Newsletter/ Council</p> <p>World Organisations</p>	<p>Leisure and Recreation</p> <p>Using Technology for Leisure</p> <p>Sport in the Community</p> <p>Therapy</p>	<p>Daily Living Skills</p> <p>Seasonal and Local Foods and Plants</p> <p>Eating Out</p> <p>Time Management</p>
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Vocational Studies

<p>Work Skills</p> <p>Salaries, Wages and Allowances</p> <p>Understanding Work</p> <p>Economic Wellbeing</p>	<p>Careers Education & Guidance / Post School Planning</p> <p>Anti-bullying</p> <p>Seeking Support from External Agencies</p> <p>Dealing with Emergencies</p>
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Voyager

Independent Living Course Content

Personal, Social and Health Education

- a. Advocacy and Self Expression
- b. Personal Safety
- c. Travel Training

Citizenship

- a. Global Dimension
- b. School Newsletter/Council
- c. World Organisations

Leisure and Recreation

- a. Using Technology for Leisure
- b. Sport in the Community
- c. Therapy

Daily Living Skills

- a. Seasonal and Local Foods and Plants
- b. Eating Out
- c. Time Management

Programme: Voyager

Course of Study: Independent Living

Subject Area: Personal, Social and Health Education

Unit Content:

a. Advocacy and Self Expression

The student will learn about and experience advocacy and self expression.

b. Personal Safety

The student will learn about and experience personal safety.

c. Travel Training

The student will learn about and experience travel training.

Resources

Advocacy and Self Expression

Valuing People First legislation available in easy read version

www.valuingpeople.gov.uk

Advocacy from British Institute for Learning Disabilities

www.bild.org.uk

Advocacy

www.aboutlearningdisabilities.co.uk

Personal Safety

Mencap have a range of documents to support activities

Refer to Sexuality Documentation

Travel Training

Individual Local Authorities Independent Travel training programmes

Mencap

Course of Study Independent Living Subject Area Personal, Social and Health Education Unit a. Advocacy and Self Expression			
Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
<p>The student will learn about and experience:</p> <p>Advocacy and Self Expression.</p>	<p>Through drama activities explore reactions and responses to different situations.</p> <p>Get to know an independent advocate and work with them in situations away from school routine.</p> <p>Make a script for individual annual review which reflects own opinions and preferences.</p>	<ul style="list-style-type: none"> • developing communication skills • developing independent living skills: having your say • developing independent living skills: keeping safe rights and responsibilities: everybody matters • engaging with the world around you: people • developing independent living skills: looking after yourself 	<ol style="list-style-type: none"> 1. Encounter Characterised by presence and reflex responses relating to advocacy and self expression. 2. Early awareness Characterised by fleeting attention and inconsistent responses relating to advocacy and self expression. 3. Interest Characterised by more consistent and differentiated reactions relating to advocacy and self expression. 4. Supported participation Characterised by cooperation and engagement relating to advocacy and self expression. 5. Active involvement Characterised by recognition, anticipation and proactive responses relating to advocacy and self expression. 6. Development Characterised by remembered responses and intentional communication relating to advocacy and self expression. 7. Exploration Characterised by concentration, recall and observation relating to advocacy and self expression. 8. Initiation Characterised by established responses and conventional communication relating to advocacy and self expression. 9. Consolidation Characterised by the formation of skills, knowledge, concepts and understandings relating to advocacy and self expression. 10. Application Characterised by the application of skills, knowledge, concepts and understandings relating to advocacy and self expression.

Course of Study Independent Living Subject Area Personal, Social and Health Education Unit b. Personal Safety			
Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
<p>The student will learn about and experience:</p> <p>Personal Safety.</p>	<p>Using drama situations establish routines for getting help.</p> <p>Ensure students have a well established routine for yes and no and activities to ensure people respond appropriately to these.</p> <p>Inclusion opportunities in the community which are well monitored and have established feedback opportunities for students.</p>	<ul style="list-style-type: none"> • developing independent living skills: keeping safe • developing skills for the workplace: health and safety • developing travel within the local community: going places • encountering experience: being part of things • engaging with the world around you: events • developing independent living skills: looking after yourself 	<ol style="list-style-type: none"> 1. Encounter Characterised by presence and reflex responses relating to personal safety. 2. Early awareness Characterised by fleeting attention and inconsistent responses relating to personal safety. 3. Interest Characterised by more consistent and differentiated reactions relating to personal safety. 4. Supported participation Characterised by cooperation and engagement relating to personal safety. 5. Active involvement Characterised by recognition, anticipation and proactive responses relating to personal safety. 6. Development Characterised by remembered responses and intentional communication relating to personal safety. 7. Exploration Characterised by concentration, recall and observation relating to personal safety. 8. Initiation Characterised by established responses and conventional communication relating to personal safety. 9. Consolidation Characterised by the formation of skills, knowledge, concepts and understandings relating to personal safety. 10. Application Characterised by the application of skills, knowledge, concepts and understandings relating to personal safety.

Course of Study Independent Living Subject Area Personal, Social and Health Education Unit c. Travel Training			
Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
<p>The student will learn about and experience:</p> <p>Travel Training.</p>	<p>Provide opportunities for students to take part in travel activities.</p> <p>Follow an established programme from local authority.</p> <p>Take part in simulated road crossing activities in the school.</p> <p>Take part in one to one training sessions.</p> <p>Use the local bus or train service as an alternative to school mini bus.</p>	<ul style="list-style-type: none"> • developing independent living skills: keeping safe • developing skills for the workplace: following instructions • developing community participation skills: getting out and about • travel within the local community: going places • dealing with problems • developing independent living skills: looking after yourself <p>Refer to introduction (p18) for NDAQ codes</p>	<ol style="list-style-type: none"> 1. Encounter Characterised by presence and reflex responses relating to travel training. 2. Early awareness Characterised by fleeting attention and inconsistent responses relating to travel training. 3. Interest Characterised by more consistent and differentiated reactions relating to travel training. 4. Supported participation Characterised by cooperation and engagement relating to travel training. 5. Active involvement Characterised by recognition, anticipation and proactive responses relating to travel training. 6. Development Characterised by remembered responses and intentional communication relating to travel training. 7. Exploration Characterised by concentration, recall and observation relating to travel training. 8. Initiation Characterised by established responses and conventional communication relating to travel training. 9. Consolidation Characterised by the formation of skills, knowledge, concepts and understandings relating to travel training. 10. Application Characterised by the application of skills, knowledge, concepts and understandings relating to travel training.