



# Good Health • Friendships, Relationships & Community • Independent Living • Employment

## RSE

### Intent

Students will know how to keep safe in different relationships including intimate relationships.

### Implementation

Students will be engaged in discussions and work around relationships including consent, contraception, parenting and respectful relationships. They will follow the NCSPCC Speak out.

### Impact

Students will feel confident to give examples of how to stay safe in different relationships including intimate relationships.

## Carers and Pathway through life

### Intent

Students will learn about the world of work and which skills are needed to be successful in the workplace.

### Implementation

Students will have the opportunity to engage with a variety of businesses and workplaces through employer encounters and work experience placements. They will discuss the importance of formal behaviour and expectations of the workplace.

### Impact

Students will understand how the world of work operates and how it relates to their own decisions about education and employment opportunities.

## Functional English Skills

### Intent

Students will consolidate their skills and knowledge in speaking and listening, reading, and writing in real life situations.

### Implementation

#### Speaking and listening

Students will take part in weekly discrete lessons where they will develop their speaking and listening in different formal scenarios including provider encounters, visits and visitors. They will continue to learn and practise the skills needed to pass their functional skills.

#### Writing

Students will have the opportunity to build on their writing skills. They will write for a range of purposes with the main focus on writing application forms.

#### Reading

Students will continue to read for a range of purposes including recipes, forms, timetables and reading for pleasure.

### Impact

Students will demonstrate that they can confidently use their knowledge and skills in different scenarios within the day to day life of the Student Centre.

## Horticulture

### Intent

Students will know how to care for outside areas around school.

### Implementation

Students will have the opportunity to use tools to weed areas of the horticulture area and around school. They will be given the opportunity to do this with increasing independence and confidence.

### Impact

Students will use their gardening knowledge and skills to safely complete gardening tasks around school, including the horticulture area.

## Functional Maths Skills

### Intent

Students will develop their understanding of number to solve time problems.

### Implementation

During our discrete weekly maths lessons students will build upon their existing knowledge of number to solve practical and real life problems involving time. The students will also practise for the maths skills they need to prepare for their functional skills tests.

### Impact

Students will be able to demonstrate that they can confidently use their knowledge of time to solve real life problems within the everyday life of the Student Centre

## Student Centre Term 3 and 4

## Coffee Morning

### Dates

26.1.24  
23.2.24  
22.3.24

## Enterprise

### Intent

Students will build on and use their existing maths and English knowledge and skills in real life 'work' projects.

### Implementation

Students will have the opportunity to take part in different roles involved in the Student Centre Enterprise Projects, including Coffee mornings, and the A.T.E staff lunches. They will be encouraged to use and reflect on the Skills builder skills: speaking and listening, creativity, problem solving, staying positive, aiming high, teamwork and leadership.

### Impact

Students will confidently identify what strengths and skills they have demonstrated in the Enterprise projects. They will have a greater understanding of the benefits of running Enterprise projects.

## Duke of Edinburgh

### Intent

**Bronze** will learn about the Duke of Edinburgh, the Award and the four sections needed to achieve the award. They will complete tasks linked to both the volunteering and skills section.

**Silver/Gold** will explore opportunities and plan how they are going to complete their Award focusing on volunteering and skills. They will complete tasks linked to the skills section.

### Implementation

Bronze students will continue with their litter picking, discussing why we do it, how to do it safely and consolidate their knowledge of road safety. They will go out in the community, weekly to clean areas of litter. Gold students will use their essential skills to plan, organise, and run the student enterprises staff lunches.

### Impact

Bronze Students understand about looking after their local environment and give back to the local community as part of their volunteering section of the D of E.

Silver Students will learn skills needed to run various enterprise projects for their skills section of the D of E.

## Open Awards Qualification

### Intent

Students will develop their skills and independence in different areas of their lives. They will work on a portfolio of evidence towards their accreditation.

### Implementation

#### Year 12's

#### Diploma in Skills for Further Learning and Employment

Students will complete work focusing on units linked to Wellbeing and Employability.

#### Year 13's

#### Award in Independent living

Students will complete work towards their mandatory unit of their Independent Living Certificate

#### Year 14

#### Diploma in Independent living

Students will complete work towards the units' making choices, and e safety they will complete their mandatory unit

### Impact

Students will gain experience in independence skills and employment whilst working towards their accreditation.