

**Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

## Class 9E- Explorer Curriculum – SHIN Self-Help & Independence/2 Lessons weekly

Year	2025 – 2026 Autumn 1 Unit 1	2025 – 2026 Autumn 2 Unit 2	2025 – 2026 Spring 1 Unit 3	2025 – 2026 Spring 2 Unit 4	2025 – 2026 Summer 1 Unit 5	2025 – 2026 Summer 2 Unit 6
Year 9	<p><b>Topic:</b> <b>Personal safety/ First Aid</b></p> <p><b>Key Questions:</b></p> <p>Do you understand personal safety?</p> <p>Can you recognize when something feels wrong or unsafe?</p> <p>Can you say “no” or “stop” in unsafe situations?</p> <p>What situations may require your assertiveness?</p> <p>Do you know how your body feels when scared or unsafe?</p> <p>Can you follow routines and boundaries (e.g., not leaving school without permission)?</p> <p>Checking before going somewhere with someone</p>	<p><b>Topic:</b> <b>Personal safety/</b></p> <p><b>Key Questions:</b></p> <p>Do you know the rules of online safety?</p> <p>Do you know the Stranger- Danger rule?</p> <p><b>Speaking Up and Getting Help</b></p> <p><b>Skills:</b></p> <p>Can you describe how you feel and what’s wrong?</p> <p>Can you use a worry box, feelings chart, or signal for help?</p> <p>Dialling 999 in an emergency (role-play practice)</p> <p><b>Knowledge:</b></p>	<p><b>Topic:</b> <b>Safety at home/ emergency services</b></p> <p><b>Key Questions:</b></p> <p>Do you know potential hazards in the home?</p> <p>Do you know different types of emergencies e.g. Medical, Fire, Police?</p> <p>Do you know how to secure the home?</p> <p>Do you know what to do to prevent somebody breaks in?</p> <p>Do you know how to use a peephole or window to see who is there (only if an adult says it’s okay)?</p> <p>Are you aware never unlock the door for someone you don’t know?</p>	<p><b>Topic:</b> <b>Safety at home/ dealing with a fire</b></p> <p><b>Key Questions:</b></p> <p>Do you know what to do in the event of the fire?</p> <p>Do you know who to call in the event of the fire?</p> <p>Can you make a simple plan what to do in the event of the fire?</p> <p>Practice taking part in a fire drill at school (role play)</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to give a simple plan of evacuation in the event of a fire.</b></p> <p><b>To be able to evacuate the building, e.g. in school.</b></p>	<p><b>Topic:</b> <b>World of work Knowing about myself</b></p> <p><b>Key Questions:</b></p> <p>Where do you live?</p> <p>What are personal details, and do you know your personal details?</p> <p>When do we need to give our personal details and why?</p> <p>Do you know that it is ok to give personal details to a trusted adult when in danger, lost, or asked by a safe person like a police officer.</p> <p>Do you know that it is ok to say full name and carer’s contact number if lost in a public place (like a shop or park)?</p> <p>Can you talk about your own interests?</p>	<p><b>Topic:</b> <b>World of work Working world</b></p> <p><b>Key Questions:</b></p> <p>Do you know health and safety rules applying to the workplace e.g. school?</p> <p>Can you name some jobs and explore what jobs you would be interested in?</p> <p>Do you know some skills you need to have if you want to apply for any of these jobs?</p> <p>Do you know the difference between qualities and skills? What are the employability skills employers are looking for?</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to link skills to given jobs.</b></p>

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<p>Staying with your group/adult in public places</p> <p>Naming trusted adults at home, school, and in the community</p> <p>Asking for help when worried or in danger</p> <p>Showing who to go to in an emergency.</p> <p>Do you know what First Aid is?</p> <p>Do you know when people need First Aid?</p> <p>Can you take part in applying for First Aid?</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>Skills</b></p> <p>Recognising when something feels wrong or unsafe</p> <p>Being able to say "no" or "stop" in unsafe situations</p> <p>Describing how your body feels when scared or unsafe</p>	<p>What to do in an emergency?</p> <p>Who to speak to at school/home?</p> <p>It's okay to ask for help anytime.</p> <p><b>Road safety week</b></p> <p><b>Being Safe in Public</b></p> <p>Do you know how to stay safe when out and about?</p> <p>Do you know how to keep safe on the road?</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>To identify online safety rules; to identify basic road safety rules, stranger-danger rules.</b></p> <p><b>Defining personal online safety. Defining road safety. Participating in safety crossing the road demonstration.</b></p> <p><b>How to stay safe in busy places</b></p> <p><b>Skills:</b></p>	<p>Extension questions/ more able students.</p> <p>Why we don't share where we live online.</p> <p>Understanding what a burglar alarm or camera does.</p> <p>What to do if they come home and something doesn't feel right (e.g., door open).</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>To be able to explain what an emergency is.</b></p> <p><b>To be able to name three different types of emergencies- Medical, Fire, Police.</b></p> <p><b>To be able to give examples of different emergencies in the home.</b></p> <p><b>Defining hazards in the house. Examples of emergency services.</b></p> <p><b>Key Knowledge:</b></p>	<p><b>To know where the Assembly point at school is and to find out where they would go outside of their house.</b></p> <p><b>To take part in the fire drill at school. To make a simple plan in the event of the fire-teachers statement, posters or action plan in bullets points.</b></p> <p><b>SOLAR strands assessment:</b></p>	<p><b><u>Key skills and knowledge:</u></b></p> <p><b>Where do I live? Do I remember my personal details? My interests.</b></p> <p><b>Students should learn about the importance of knowing their personal details and who they should share them with.</b></p> <p><b>Being able to name your full name, address, and parent's/carer's name.</b></p> <p><b>Understanding which pieces of information are private and should be protected</b></p> <p><b>Students should learn about how their own interests can affect their future career.</b></p> <p><b>Making a poster about own interests/hobbies. Communication link-taking turns talking about us.</b></p>	<p><b>To be able to relate jobs to different workplaces.</b></p> <p><b>Students' work, posters, spider diagrams. Teacher's assessment. Discussion self-evaluation.</b></p>
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<p><b><u>Knowledge:</u></b></p> <p>The difference between safe and unsafe situations</p> <p>Examples of safe vs. dangerous actions (e.g., running in the road, touching hot things)</p> <p>When you might be in danger (e.g., with a stranger, getting lost)</p> <p>What to do if you feel unsafe or lost</p> <p>Who is safe to ask for help (e.g., police officer, teacher)</p> <p>People you can trust versus people you don't know well</p> <p>To know safety rules, to identify basic First Aid treatment such as minor burns, minor cuts, stomach pain. To understand when we can be treated by a First Aider and when we need to call an ambulance. Defining personal safety, First Aid. Participating in First Aid basic demonstration;</p>	<p>Staying close to your adult in public; How to travel independently; What are my skills – road safety assessment.</p> <p>Knowledge:</p> <p>Simple online rules: don't talk to strangers, tell an adult if something worries you.</p>	<p>Students will understand that people who live in your home should be the only ones allowed inside.</p> <p>They will learn that doors and windows should be closed and locked when you're inside.</p> <p>Pupils will know never open the door to strangers.</p>			
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Links to Gatsby Benchmarks:	<b>Gatsby Benchmark</b> 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	<b>Gatsby Benchmark</b> 5. Encounters with employers and employees.  Students to consider what skills are needed to access the opportunities they are interested in.	<b>Gatsby Benchmark</b> 6. Experiences in workplaces. Students to consider what skills are needed to access the opportunities they are interested in.	<b>Gatsby Benchmark</b> 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.	<b>Gatsby Benchmark</b> 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	<b>Gatsby Benchmark</b> 5. Encounters with employers and employees.  Students to consider what skills are needed to access the opportunities they are interested in.
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