

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

Class 7E - Explorer Curriculum – SHIN – Self-help & Independence/ 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 7	<p>Topic: Time & self-organization skills</p> <p>Key Questions:</p> <p>Do you know your timetable? Do you know the different activities of the day? Can you make simple choices e.g. choose the subjects you like the most? Can you organize yourself for lunch? (Washing hands before taking your things?) Can you organize your stationery? Can you name the days of the week? Can you name months of the year/ seasons? Can you tell me the time? Do you know sand timers, digital clocks and analogue clocks? The whole hour, half an hour.</p>	<p>Topic: Personal safety</p> <p>Key Questions:</p> <p>What does safety mean? What does personal mean? Do you know your address? What are the dangers to your personal safety? Do you know who is a trusted adult/ person? What should you do if someone you do not know knocks on the door? Do you know what to do if you are at home alone? Do you know the stranger-danger rule?</p> <p>Road safety Can you cross the road safely? Do you know different crossings?</p> <p>Key skills and knowledge:</p>	<p>Topic: Personal safety/</p> <p>Key Questions:</p> <p>Do you know what situations may require saying 'no'? Do you know when to stay alert, e.g. when a stranger approaches you and asks about directions? Do you know what to do when someone offers you things? Do you know what the dangers in your community are? What would you do if you felt worried, uncomfortable or unsafe? Who would you speak to?</p> <p>Key skills and knowledge:</p> <p>To be able to identify personal situations which are not safe.</p>	<p>Topic: Developing independent living skills: personal hygiene</p> <p>Key Questions:</p> <p>Do you know how and when to wash your hands properly? Can you identify dangers to ourselves if we do not wash our hands properly? Can you identify how often do we need to wash our bodies? Can you name some products we need to wash our body with? Do you know when do we need to brush our teeth? Do you know how to brush your teeth? Can you identify equipment to brush your teeth?</p> <p>Key skills and knowledge:</p>	<p>Topic: Developing independent living skills: personal hygiene</p> <p>Key Questions:</p> <p>Can you identify what can happen to ourselves if we do not wash? Do you know how to wash your hair? How to look after your nails? Do you know when to change underwear/ clothes? Do you know what clothes to choose for indoor outdoor activities? Do you know how to keep the clothes clean and last longer?</p> <p>Key skills and knowledge:</p> <p>To be able to identify basic hygiene rules.</p>	<p>Topic Self-awareness & employability skills</p> <p>Key Questions:</p> <p>Do you know your personal details? Can you describe your own appearance-e.g. hair, eyes colour, height, shoe size? What is your favourite food? What is your favourite subject? What is the first impression and why it is important? Map the skills you can learn in different subjects. Do I know myself- strengths, weaknesses? Key skills and knowledge:</p> <p>To be able to identify personal details. To be able to identify hobbies, our likes and dislikes.</p>

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	<p><u>Key skills and knowledge:</u></p> <p>To be able to follow simple instructions, make simple choices. To be able to name days of the week. To be able to follow the class timetable.</p> <p>To be able to write down months of the year Put months of the year in order. To be able to identify different clocks- digital, analogue. To be able to tell the time in whole hours and half an hour.</p>	<p>To be able to identify safety rules on the road. To be able to identify a trusted adult/person.</p> <p>Defining personal safety. Writing down personal safety rules. Knowing how to cross the road.</p>	<p>Students should learn basic safety rules in 'stranger-danger' situations.</p> <p>Defining 'being assertive'.</p>	<p>To be able to identify basic hygiene rules. To know how to keep clean. To know equipment, toiletries we use to keep our body clean.</p> <p>To learn about the washing rules, rules to brush our teeth. To understand the importance of hygiene and the consequences of not washing and not keeping clean.</p>	<p>To know how to keep clean.</p> <p>To be able to identify germs/ bacteria Finding out the meaning of hygiene. Knowing basic hygiene products e.g. soap, hand gel, toothbrush.</p>	<p>Defining self-awareness. Defining first impression. Simple description of themselves, strengths, weaknesses;</p>
Links to Gatsby Benchmarks:	<p>4. Linking curriculum learning to careers</p> <p>Exploring careers in the office and school: Receptionist, school Teaching Assistants, Exploring different skills, personal qualities;</p>	<p>4. Linking curriculum learning to careers</p> <p>Exploring careers in the office and school: Receptionist, school Teaching Assistants, Exploring different skills, personal qualities.</p>	<p>4. Linking curriculum learning to careers</p> <p>Exploring careers in the office and school: Receptionist, school Teaching Assistants, Exploring different skills, personal qualities.</p>	<p>4. Linking curriculum learning to careers</p> <p>Exploring careers in the office and school: Receptionist, school Teaching Assistants, Exploring different skills, personal qualities.</p>	<p>4. Linking curriculum learning to careers</p> <p>Exploring careers in the office and school: Receptionist, school Teaching Assistants, Exploring different skills, personal qualities.</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in the office, receptionist, school Teaching Assistants, Exploring different skills, personal qualities.</p>