

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

3Q 1 - Quest Curriculum – SHIN – Self-Help & Independence / 2 Lessons

Year	2024 - 2025 Autumn 1 Unit 1	2024 – 2025 Autumn 2 Unit 2	2024 - 2025 Spring 1 Unit 3	2024 - 2025 Spring 2 Unit 4	2024 - 2025 Summer 1 Unit 5	2024 - 2025 Summer 2 Unit 6
Year 7	<p>Topic: <u>Personal safety</u></p> <p>Key Questions:</p> <p>Can you write your first and second name? Do you know how old are you, when is your Birthday? Do you know your address? Do you know why you should not give your address to unknown people? Do you know who is a trusted adult/ person? Do you know what to do if you are at home alone? Do you know the stranger-danger rule?</p> <p>Key skills and knowledge:</p> <p>To be able to identify the city and country where we live. To be able to write their own name / address for more independent students.</p>	<p>Topic: <u>Personal safety/Road safety</u></p> <p>Suggested key Questions:</p> <p>Do you know what dangers are to your safety outside / on the road? Can you participate in crossing the road safely? Do you know different crossings e.g. Zebra crossing, Pelican crossing. Learn about the rule 'Be bright be seen'</p> <p>Key skills and knowledge:</p> <p>To be able to recognize dangers on the road.</p> <p>To be able to recognize road safety rules.</p> <p>To practice crossing the road safely (role play, school playground)</p>	<p>Topic: <u>Personal hygiene</u></p> <p>Suggested key Questions:</p> <p>What is personal hygiene? Can you wash your hands properly? Think about three occasions when do we need to wash our hands, e.g. after using a toilet, before and after preparing food. Do you know how to brush your teeth properly? Do you know when do we need to brush our teeth? Clean nails- do you know how to wash nails- using a nail brush?</p> <p>Students to take part in creating:</p> <p>Large body outline poster: Label where and how to clean (face, underarms, feet, etc.).</p>	<p>Topic: <u>Personal hygiene</u></p> <p>Suggested key Questions:</p> <p>What is the difference between good, fresh and bad, smelly looks? Can you recognize good/bad smell? Can you recognize hygiene products?</p> <p>Activities to do:</p> <p>Real product handling station: Bring in empty (clean) bottles of shampoo, soap, deodorant, toothpaste, etc.</p> <p>Matching cards: Product → body part (e.g. deodorant → armpits, toothpaste → teeth).</p> <p>Shopping list game: Pack a hygiene bag for a sleepover or holiday.</p>	<p>Topic: <u>Self-awareness /skills for work</u></p> <p>Suggested key Questions:</p> <p>Do you know what you look like? E.g. hair color, eyes color. What is your favourite food? What is your favourite subject? Can you draw/ write about your family and friends circle?</p> <p>Key skills and knowledge:</p> <p>To be able to describe themselves, with support.</p> <p>To be able to give examples of favourite foods, subjects, preferences.</p> <p>To be able to make a choice from supported materials related to appearance, foods, hobbies.</p>	<p>Topic: <u>Self-awareness /skills for work</u></p> <p>Suggested key Questions:</p> <p>Can you recognize/identify things you like doing in your free time? Can you identify things you are good at doing? E.g. reading, drawing, playing basketball, swimming, riding a bike. With support, identify one thing you would like to do in the future? Choose a job you like from the pictures. Say what a person/people do in this picture.</p> <p>Key skills and knowledge:</p> <p>To be able to give examples of own hobbies/interests.</p> <p>To learn how to make simple choices from supported materials, pictures, videos.</p>

	<p>To be able to find the place where they live on a map, with support.</p> <p>To be able to recognize a trusted person/ adult.</p>	<p>To know that we need to look and listen to traffic.</p> <p>Students can take part in crossing the road where there are traffic lights.</p> <p>https://www.everyschool.co.uk/pshe-key-stage-1-keep-safe-and-healthy-5.html</p>	<p>Sequencing cards: "My Daily Hygiene Routine" – wash face, use deodorant, change clothes.</p> <p>Self-care bingo: Students mark off hygiene tasks they do in a week.</p> <p>Class hygiene kit building: What would you put in a bathroom bag? Group activity with product pictures or real items.</p> <p><u>Key skills and knowledge:</u></p> <p>To be able to wash hands properly.</p> <p>To know when we need to wash our hands.</p> <p>To understand the hazards of not washing hands and not looking after our body.</p> <p>To be able to recognize when we need to brush our teeth.</p> <p>To be able to recognize the need to clean our nails.</p> <p>Students start to recognize what germs and bacteria are.</p>	<p>Sensory tray: Explore textures and smells of soaps, lotions (unscented/sensitive options available).</p> <p><u>Key skills and knowledge:</u></p> <p>To be able to spot a difference between good and bad appearance.</p> <p>To be able to recognize unpleasant smells when people do not wash, clean themselves.</p> <p>To be able to recognize when we need to wash our hair/ body.</p> <p>To be able to recognize how to look after our hair/body.</p>		<p>To understand that having hobbies can make our life better, more interesting.</p>
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Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers Careers in the Office, School, Shopping Centre, Leisure Centre; Teaching Assistants, Exploring different skills, personal qualities;	4. Linking curriculum learning to careers Careers in the Office, School, Shopping Centre, Leisure Centre; Teaching Assistants, Exploring different skills and personal qualities;	4. Linking curriculum learning to careers Careers in the Office, School, Shopping Centre, Leisure Centre; Teaching Assistants, Exploring different skills and personal qualities;	4. Linking curriculum learning to careers Careers in the Office, School, Shopping Centre, Leisure Centre; Teaching Assistants, Exploring different skills and personal qualities;	4. Linking curriculum learning to careers Careers in the Office, School, Shopping Centre, Leisure Centre; Teaching Assistants, Exploring different skills and personal qualities;	4. Linking curriculum learning to careers Careers in the Office, School, Shopping Centre, Leisure Centre; Teaching Assistants, Exploring different skills and personal qualities;
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Year 8	Topic: Time & self-organization skills Key Questions: Do you know your morning routine at school? Can you recognize different activities sin a day like PE, Food lessons, Maths? Can you make simple choices, e.g. choose the subject you really like? Can you organize yourself for lunch? (Washing hands before taking your things?) Can you recognize the days of the week? Can you recognize that there are different months in the year/ seasons? Key skills and knowledge:	Topic: Time & self-organization skills Key Questions: Practice learning on different days of the week and months of the year. Recognize the clock-full hour. Identify appropriate clothes for different weather. To take part in creating a checklist before break, lunch at the end of school-Do I have everything. Topic: Recognizing and using everyday signs Key Questions: Do you know any Road Safety signs? Road safety week	Topic: Recognizing and using everyday signs Key Questions: Do you know any `indoor signs` in our school, e.g. Emergency exit, No running. Can you find any signs in the school building? What color are the warning signs? Identify dangerous things at home/ outside e.g. a hot oven, a car. Identify what number we need to call in Emergency. Key skills and knowledge: To know why we need signs.	Topic: How to Look After Our Body Develop a full-body hygiene routine. Activities: Large body outline poster: Label where and how to clean (face, underarms, feet, etc.). Sequencing cards: "My Daily Hygiene Routine" – wash face, use deodorant, change clothes. Self-care bingo: Students mark off hygiene tasks they do in a week. Class hygiene kit building: What would you put in a bathroom bag? Group activity with	Topic: Looking after your own home Key Questions: Do you know any house chores such as making a bed, sweeping the floor, Hoovering? Do you know what happens if we do not clean our house-bacteria, germs spreading, dirty, dust. Can you participate in simple domestic activities, e.g. sorting washing, making the bed, washing up, cleaning? Can you take part in the washing up? Can you take part in the washing up? Can you take part in hoovering? Laundry colour sorting game: Students use real clothes or printed images to sort into	Topic: Looking after your own home Key Questions: Can you correctly and safely use simple household utensils e.g. clothes peg, dustpan and brush? Can you identify cleaning products? Can you participate in simple domestic activities, e.g. sorting washing, making the bed, washing up, cleaning? Can you take part in the washing up? Can you take part in hoovering? Laundry colour sorting game: Students use real clothes or printed images to sort into

	<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.</p>	<p>Can you recognize road safety signs near our school?</p> <p>Do you know the meaning of at least two road safety signs?</p> <p><u>Key skills and knowledge:</u></p> <p>To be able to recognize social signs around school, around the house and in the community.</p> <p>To know the meaning of some road signs.</p> <p>To understand the signs' information and content to keep us safe.</p> <p>Knowing basic Road Safety rules Self-assessment, Peer assessment teacher's assessment. Taking part in role play activities Using the lights and pedestrian crossing on the school playground.</p>	<p>To be able to recognize social signs around school, in different places.</p> <p>To know the difference between warning and ordering signs.</p> <p>To understand how signs help us in everyday living.</p> <p>To understand the instructions signs.</p> <p>Photographic evidence. Students make posters, colour the signs, and cut and paste activities. Self-assessment, Peer assessment teacher's assessment.</p>	<p>product pictures or real items.</p> <p><u>Key skills and knowledge:</u></p> <p>To understand the importance of basic personal hygiene.</p> <p>To know basic hazards related to unwashed body, untidy, scruffy clothes.</p> <p>To be able to name basic hygiene products.</p>	<p><u>Key skills and knowledge:</u></p> <p>To understand the importance of basic domestic chores.</p> <p>To know basic hazards related to unclean houses.</p> <p>To be able to name basic household chores.</p> <p>To be able to participate in simple household chores.</p> <p>To know vocabulary related to domestic chores, utensils, cleaning equipment. Teacher's checklist. Liaising with home</p>	<p>"light" and "dark" baskets.</p> <p>Recognise that when we put a red sock into white laundry it may make white clothes pink.</p> <p>Can you create a laundry colour chart together: "Light, Dark, Bright."</p> <p>Practice sorting classroom laundry (use costume clothes or clean extras).</p> <p><u>Key skills and knowledge:</u></p> <p>To be able to name basic household utensils.</p> <p>To be able to explain why we need to keep our home clean.</p> <p>To know vocabulary related to domestic chores, utensils, cleaning equipment.</p> <p>Teacher's checklist. Liaison with parents-statement, checklist what a student can do at home.</p>
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Year 9	<p>Topic: Personal safety/ First Aid</p> <p>Key Questions:</p> <p>Understand what personal safety means and where it applies.</p> <p>Key Learning points:</p> <p>Students take part in Discussion and visuals: “What makes us feel safe?” (e.g., trusted adults, safe places)</p> <p>Identify safe vs. unsafe situations using pictures.</p> <p>Class safety rules poster: home, school, and outdoors.</p> <p>Role-play: What would you do? (e.g., lost in a shop, talking to strangers)</p>	<p>Topic: Personal safety/</p> <p>Key Questions:</p> <p>Do you know what First Aid is?</p> <p>Do you know when people need First Aid?</p> <p>Key Learning points:</p> <p>Watch a basic First Aid video (e.g., St John Ambulance SEN-friendly content).</p> <p>Learn what First Aid means: helping someone who is hurt or sick before help arrives.</p> <p>Matching game: First Aid kit items and what they are used for (bandage, plasters, wipes).</p> <p>Explore a real or toy First Aid kit.</p>	<p>Topic: Safety at home/ emergency services</p> <p>Key Questions:</p> <p>What is hazard? Hazard Hunt: Use photos or classroom role-play to identify dangers in rooms (e.g., hot kettle, open window, plug sockets).</p> <p>Sorting Game: “Safe or Unsafe” (pictures of safe vs. hazardous items).</p> <p>Create a “Hazard Room” poster using cut-and-stick images.</p> <p>Sensory bin activity with safe/unsafe household items (toothbrush vs. matches).</p> <p>Key Vocabulary: sharp, hot, trip, plug, spill</p> <p>Can you recognise different types of</p>	<p>Topic: Safety at home/ dealing with a fire</p> <p>Key Questions:</p> <p>Understand what fire is and why it is dangerous.</p> <p>Know what to do if they hear a fire alarm.</p> <p>Identify who to call in the event of a fire.</p> <p>Practice following a simple fire escape plan.</p> <p>Recognise key fire safety symbols and people who help us</p> <p>Key skills and knowledge:</p> <p>To recognize what to do in the event of a fire. To be able to take part in evacuating the building, e.g. in school.</p>	<p>Topic: World of work Knowing about myself</p> <p>Key Questions:</p> <p>Personal details booklets (students fill in with support)</p> <p>To know Birthday month</p> <p>School photo match</p> <p>To express personal interests (hobbies, food)</p> <p>Participating in ‘Show and tell’ (bring a favourite object)</p> <p>Key skills and knowledge:</p> <p>Where do I live? Do I remember my personal details? My interests.</p> <p>Students should learn about the importance of</p>	<p>Topic: World of work Working world</p> <p>Key Questions:</p> <p>What do you do to stay safe at school?”</p> <p>To name a some of the jobs and describe what some people do in them. Learning points:</p> <p>Job bingo / job charades</p> <p>“Whose uniform?” matching game</p> <p>Watch short job videos (e.g. cleaner, cook, teacher, police)</p> <p>Do you know some skills you need to have if you want to apply for any of these jobs?</p> <p>Key skills and knowledge:</p> <p>To be able to link skills to given jobs. To be able to relate jobs to different workplaces.</p>

	<p><u>Key skills and knowledge:</u></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>SOLAR strands assessment: Recapping on own appearance-washing body, clothes, Identifying days of the week, months of the year; Teacher's statements, questioning, verbal/written answers;</p>	<p>Do you know how to stay safe when out?</p> <p>Do you know how to keep safe on the road?</p> <p>Road safety week</p> <p><u>Key skills and knowledge:</u></p> <p>To identify online safety rules; to identify basic road safety rules, stranger-danger rules.</p> <p>Defining personal online safety. Defining road safety. Participating in safety crossing the road demonstration.</p> <p>Knowledge/ skills on "What happened, what would you do?"</p> <p>Cut finger</p> <p>Someone falls over</p> <p>Bad stomach pain</p> <p>Breathing problems</p> <p>Visual sequencing: When to call an adult, when to call 999</p>	<p>emergencies e.g. Medical, Fire, Police?</p> <p><u>Key skills and knowledge:</u></p> <p>To be able to explain what an emergency is.</p> <p>To be able to name three different types of emergencies- Medical, Fire, Police.</p> <p>To be able to give examples of different emergencies in the home.</p> <p>Defining hazards in the house. Examples of emergency services.</p> <p>Students learn: What Should You Do in an Emergency?</p> <p>Gaining knowledge through Role Play: Practice calling 999 (with toy phones or scripts).</p> <p>Emergency Cards: Students choose who to call and what to say.</p> <p>Learn basic info to give name, address, what happened (more advanced students)</p>	<p>To know where the Assembly points at school.</p>	<p>knowing their personal details and who they should share them with.</p> <p>Students should learn about how their own interests can affect their future career.</p> <p>Making a poster about own interests/hobbies. Communication link-taking turns talking about us.</p> <p>SOLAR strands assessment:</p>	<p>Students' work, posters, spider diagrams. Teacher's assessment. Discussion self-evaluation.</p> <p>SOLAR strands assessment:</p>
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