

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

Class 6.3. - **Explorer Curriculum** – Community Access/ Employability / 6 Lessons per week

Year	2026 – 2027 Autumn 1	2026 – 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2
Year: 12, 13,14	Topic: Getting about safely E2/3 Suggested Key Questions: Can you identify possible risks to personal safety when going out? Can you identify a way to minimize risks to personal safety when going out? Can you identify a strategy for dealing with an unexpected situation? Can you identify three road information signs and state their meaning. Focus on skills related to	Topic: Getting about safely E2/3 Suggested Key Questions: Can you identify different things to watch out for on a journey? Can you cross the road safely using designated pedestrian crossing? Can you cross the road safely where no pedestrian crossing is available? Focus on skills related to employability, such as visiting different workplaces, developing communication skills	Topic: Getting about safely E2/3 Suggested Key Questions: Can you identify different ways to be safe in the dark? Can you identify safe routes to local amenities by day and by night? Can you identify appropriate clothing to be worn when it is dark? Focus on skills related to employability, such as visiting different workplaces, developing communication skills, and learning how to use the Jobcentre to search for a job.	Topic: Getting about safely E2/3 Suggested Key Questions: Can you identify features of clothes that make them appropriate to wear in the dark? Can you give an example of when a building may need to be evacuated? Can you state how would you recognize a building was being evacuated? Focus on skills related to employability, such as visiting different workplaces, developing communication skills	Topic: Recapping information/ skills check Getting about safely E2/3 Suggested Key Questions: Recapping: Can you state two things you should do when a building is being evacuated. Follow procedures to evacuate a building during a fire drill. Focus on skills related to employability, such as visiting different workplaces, developing communication skills, and learning how to use the Jobcentre to search for a job.	Topic: Recapping information/ skills check Suggested Key Questions: Recapping: Can you independently go to Assembly Point in our school? Do you know what to do in the fire emergency at home? Focus on skills related to employability, such as visiting different workplaces, developing communication skills, and learning how to use the

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

employability, such as visiting different workplaces, developing communication skills, and learning how to use the Jobcentre to search for a job. <u>Key Skills and Knowledge:</u> To identify personal safety risks and know what to do in unexpected situations. <u>Skills:</u> Observation and awareness of surroundings Risk assessment and hazard identification Decision-making in unfamiliar environments <u>Knowledge:</u> Common risks include: Poorly lit areas Isolated or deserted locations	skills, and learning how to use the Jobcentre to search for a job. <u>Key Skills and Knowledge:</u> To be able to identify steps to cross the road safely and identify dangers on the road. <u>Skills:</u> Planning and preparation Personal security awareness Communication skills <u>Knowledge (examples of strategies):</u> Plan your route before leaving Tell someone where you are going and when you’ll return Stay in well-lit, busy areas Keep valuables hidden Use trusted transport (e.g., licensed taxis)	<u>Key Skills and Knowledge:</u> To be able to identify the best clothing to be seen in the dark. Be safe-be seen phrase to be learnt. <u>Strategies for Dealing with Unexpected Situations</u> <u>Skills:</u> Problem-solving under pressure Staying calm and composed Quick decision-making Communication and seeking help <u>Knowledge (example strategies):</u> Stay calm and assess the situation Move to a safe place if possible Contact emergency services if needed (999 in the UK) Ask for help from nearby people or staff Use personal safety apps or alarms	skills, and learning how to use the Jobcentre to search for a job. <u>Key skills and knowledge:</u> To be able to state what to do in case of an emergency. To take part in a fire drill. To be able to use common date formats. <u>Skills:</u> Planning and preparation Personal security awareness Communication <u>skills</u> <u>Knowledge (examples of strategies):</u> Plan your route before leaving Tell someone where you are going and when you’ll return Stay in well-lit, busy areas Keep valuables hidden Use trusted transport (e.g., licensed taxis) Carry a charged phone for emergencies Green Direction Sign Provides directions to major routes or destinations Often seen on main roads or motorways	<u>Key skills and knowledge:</u> To be able to state what to do in case of an emergency. To take part in a fire drill. To be able to use common date formats. <u>Skills:</u> Planning and preparation Personal security awareness Communication <u>skills</u> <u>Knowledge (examples of strategies):</u> Plan your route before leaving Tell someone where you are going and when you’ll return Stay in well-lit, busy areas Keep valuables hidden Use trusted transport (e.g., licensed taxis) Carry a charged phone for emergencies	Jobcentre to search for a job. <u>Key skills and knowledge:</u> To be able to recognize an emergency. To take part in a fire drill. <u>Skills:</u> Following instructions – understanding and acting on fire drill procedures Independence – moving safely without needing assistance Awareness of surroundings – knowing exit routes and assembly locations Listening skills – responding quickly to alarms and teacher directions Organization – leaving belongings behind and exiting calmly Self-management – staying calm and not panicking Knowing What to Do in a Fire Emergency at Home
--	---	---	---	--	--

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

	Unsafe transport options Suspicious individuals or behaviour Adverse weather conditions Understanding how time of day or location increases risk	Carry a charged phone for emergencies		Blue Sign (Information Sign) Gives information such as parking areas, hospitals, or services Example: “P” symbol means parking available White Sign with Black Border (Local Directions) Shows directions to local destinations like towns or facilities	Independence and responsibility Safety awareness Quick thinking in emergencies Ability to follow rules and procedures	Skills: Emergency awareness – recognizing danger (fire, smoke, alarms) Decision-making – choosing the safest way to exit quickly Problem-solving – knowing alternative escape routes if blocked Staying calm under pressure – avoiding panic in a serious situation Communication skills – calling for help (e.g., dialing 999) Safety awareness – understanding rules like “don’t go back inside”
Links to Gatsby Benchmarks:	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;

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

--	--	--	--	--	--	--