



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2023-2024

Life Choices Pathway- Oaks 9

Post 16 Key Stage 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Community Skills	<p>Focus on Safe travel Entry 1 from FW scheme of work. Safe Travel. Intent: Safe travel within the local community/ on foot Implementation: recognising safe places to cross a road. Road safety. Wearing bright clothes. Stop, Look, Listen. Opportunities to practise these skills in real life situations. Impact: Students begin to understand some road safety rules and have an opportunity to practise some of these with the support of staff.</p>	<p>What is a community? Focus on the communities we belong to, what we can find in the community. Recognising social signs, social clues, developing awareness of personal space, social distancing (link to Covid) Intent – To develop understanding of the community/communities we belong to, identifying key aspects inc common social signs Implementation – Images, videos, local area exploration (even just round school to start), social signs – identifying, matching; role play i.e. shopping, schools, doctors, dentist, social distancing, café etc asking for help, dangers etc Impact – Students show understanding of aspects of their community and how to/not to act, how to seek help; common social signs – recognise and identify meaning.</p>	<p>Intent: To develop skills for use when out in the community – Focus: Money and social signs. Implementation: Role play and games to do with shopping,/eating out and handling money. Go out to shops/cafes – Depending on Covid restrictions. Focus on communication skills needed. Look at different social signs – internet, videos, photos, when out and about – play games to learn and familiarise selves. learn more about social signs, colours, shapes, meanings, etc Impact: Students develop understanding of using money, understanding whether they have enough (more able) or just practicing an exchange of money. Students develop vocabulary and communication skills for use in shops/café etc. Be able to recognise key signs when out and about such as finding a toilet, recognising a danger or where to exit a shop.</p>	<p>5. Entry 1 Recognise some familiar signs Intent: For students to be able to recognise useful social signs around the community. Implementation: Is to learn more about social signs, colours, shapes, meanings, etc Impact: For students to be able to recognise and use social signs in the community to help them navigate their way around.</p>	<p>Intent: To think about the part we play in our community and make a positive contribution Implementation: Leann about different groups within our communities and how they can help us or how we can help them. Take part in a range of activities to support and help these groups. Impact: Pupils will feel a sense of belonging and have knowledge of different groups within their community</p>	<p>Intent: To exchange money in return for products or services Implementation: Role play, trips out to café, pub, shops, museum, bus journeys Impact: Pupils will develop understanding of how to obtain products and services</p>
Communication	<p>Intent: Using personal functional communication aids, e.g. talkers, books, etc in a familiar environment. To be able to talk about themselves and make choices, requests Implementation: Students are given a variety of opportunities to use the devices or aids that they have in school. Opportunities to practise choice making and requests in familiar contexts Impact: Students become more familiar with their communication devices, able to transfer to different settings eg; clubs, home, community skills eg café Life skills making choices , making requests</p>	<p>Intent: To develop a range of vocabulary relating to everyday life eg; utensils, objects found in different rooms Implementation: Games, word webs, visual games, learning new Makaton signs Look at objects and think about name, where you would find them, who would use it, what it is for: Kitchen, living room, bath room, bedroom Impact: To be able to use wider vocabulary and have a greater understanding to support life skills curriculum</p>	<p>Intent: To develop a range of skills to improve expressive communication e.g. how to communicate feelings in an appropriate way using voices, devices, signs or other means; how to express wants and needs constructively, how to ask for help, etc. Implementation: Games, word webs, visual games, learning new Makaton signs. Identify different simple scenarios that students may face such as being angry with another students or needing something. Work on ways to communicate effectively for individual using their preferred method. Impact: To be able to express themselves more effectively using preferred method of communication.</p>	<p>Intent: To develop a range of skills to improve expressive communication e.g. how to communicate feelings in an appropriate way using voices, devices, signs or other means; how to express wants and needs constructively, how to ask for help, etc. Implementation: Games, word webs, visual games, learning new Makaton signs. Identify different simple scenarios that students may face such as being angry with another students or needing something. Work on ways to communicate effectively for individual using their preferred method. Impact: To be able to express themselves more effectively using preferred method of communication.</p>	<p>Intent: To develop receptive skills e.g. following simple instructions, understanding key words, understanding social signs, etc. Implementation: Games, word webs, visual games, learning new Makaton signs. Instructions work - identifying key words, working with others cooperatively, repeating instructions back. To listen to and work with more and less familiar adults/staff. Impact: To be able to understand simple receptive language.</p>	<p>Intent: To develop receptive skills e.g. following simple instructions, understanding key words, understanding social signs, etc. Implementation: Games, word webs, visual games, learning new Makaton signs. Instructions work - identifying key words, working with others cooperatively, repeating instructions back. To listen to and work with more and less familiar adults/staff. Impact: To be able to understand simple receptive language.</p>



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<p>PSHE Oaks 9 Rolling SOW Year 3</p>	<p style="text-align: center;"><u>Parenthood.</u></p> <p>Intent: To gain an understanding about what it means to be a parent and what the role entails.</p> <p>Implementation: To use the baby simulator dolls to learn how to care for a baby- what it needs: food, milk, clothing, love, care, nurture, toys etc.</p> <p>- Introduce the roles and responsibilities of being a parent, including caregiving, emotional support, and practical tasks. Discuss diverse family structures and parenting arrangements, including single parents, blended families, and same-sex couples.</p> <p>Provide insights into child development stages, milestones, and the importance of nurturing physical, emotional, and cognitive growth.</p> <p>- Explore the financial aspects of parenting, including budgeting for childcare, education, and other expenses. -Promote Effective Parent-Child Communication.</p> <p>Impact: To understand how to care for another person, and what a human being needs to survive and thrive. To understand what the pupils themselves need in life to be healthy and happy. These objectives aim to equip post-16 pupils with special educational needs with knowledge and insights into the responsibilities, challenges, and rewards of parenthood while considering their unique learning needs.</p> <p style="text-align: center;"><u>Alone and Altogether</u></p> <p>Intent: To gain an understanding about friendship and relationships with others.</p> <p>Implementation: -To discuss different relationships and what is healthy and needed. -To role play initiating conversations, discussing topics, playing games, team building. -To also understand that it is acceptable to want time alone- rest, calm, when feeling unsure/cross. A difference between loneliness and solitude. - Develop self-awareness. -Demonstrate empathy and inclusivity.</p> <p>Impact: To establish friendships and understand that they may need some alone time. These objectives aim to empower post-16 pupils with special educational needs to navigate relationships, both alone and together, in healthy and fulfilling ways.</p>	<p style="text-align: center;"><u>Consent – Sexual Harassment</u></p> <p>Intent: To learn what is considered appropriate/ inappropriate and unacceptable behaviour to and from others.</p> <p>Implementation: To think about public and private and what makes them feel comfortable/uncomfortable. To develop empathy and how would they feel in scenarios. Use PSHE dolls to role play inappropriate touching. -Teach simple phrases to ask for or refuse consent use simple phrases to ask for, give or not give permission.</p> <p>-to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy. -to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust' -to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online) -to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent. -how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities.</p> <p>Impact: To know what is socially acceptable and how to report if they have been a victim.</p> <p style="text-align: center;"><u>Preparing Healthy Foods</u></p> <p>Intent: To understand what is healthy and how to eat unhealthy food in moderation.</p> <p>Implementation: -what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Impact: To be able to make informed healthy food and meal choices.</p>	<p style="text-align: center;"><u>Safe Sex and STI's</u></p> <p>Intent: To be aware of what sexual intercourse is and how to keep safe and give consent.</p> <p>Implementation: -to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships. -how to reduce the risk of contracting or passing on a sexually transmitted infection (STI) -how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment.</p> <p>Impact: To be able to make an informed decisions regarding their own sexual health and have awareness to maintain safety.</p> <p style="text-align: center;"><u>Illegal Substances and the Law</u></p> <p>Intent: To understand what illegal substances are and how to say no to them.</p> <p>Implementation: -to manage alcohol and drug use in relation to immediate and long-term health.-to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking.- the impact of alcohol and drug use on road safety, work-place safety, reputation and career. -the risks of being a passenger with an intoxicated driver and ways to manage this.</p> <p>Impact: To understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p style="text-align: center;"><u>Harmful Online Content</u></p> <p>Intent: To understand what online content is and how to report if they find something inappropriate or upsetting.</p> <p>Implementation: -the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media. -the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse, or harassment) and how to report, or find support, if they have been affected by those behaviours. that for most people the internet is an integral part of life and has many benefits. -that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>Impact: to be able to safely use online content and know what to do if they view something that is not acceptable. To also be aware of their own behaviour online-gaming, messaging, videos.</p>	<p style="text-align: center;"><u>Online Rules and Data Footprint</u></p> <p>Intent: To be aware that information that is placed online, has a footprint and can be saved and stored by unknown people.</p> <p>Implementation: -their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. -about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. -how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Impact: To become more aware of their own actions and to be safe when using the internet and different websites- YouTube, Facebook etc.</p> <p style="text-align: center;"><u>Community Health Care</u></p> <p>Intent: To understand what healthcare is available to them and how to access it.</p> <p>Implementation: To learn about the role of doctors surgeries including doctors, nurses, community healthcare workers, receptionist etc. To learn how to book an appointment and what details to give. To role play some scenarios- injections check-ups. To see what might happen if they need further treatment in a hospital. How to call 111 or 999.</p> <p>Impact: to become confident in understanding their own healthcare and what to expect.</p>	<p style="text-align: center;"><u>Pregnancy (choices and alternatives)</u></p> <p>Intent: To understand how a female becomes pregnant and the choices they have.</p> <p>Implementation: Learn how a baby is made and how to give consent to having ones. What to do if you are pregnant-choices. Recap looking after a baby. To understand the process of a baby growing- foetus. To learn about labour and caesareans.</p> <p>Impact: To be able to understand the role of making a baby and what can happen if not safe. To then understand what options are available and support.</p> <p style="text-align: center;"><u>Teams and Triumphs</u></p> <p>Intent: To earn about the positive with teamwork and how working together can achieve.</p> <p>Implementation: - the role of teams and how people can work together to achieve more. -strengths and weaknesses of other people. -empathy. -teamwork and team building- small group work within the class with activities and challenges. - the sense of being proud when you have achieved something. -famous teams such as the Lionesses and the Euros/World cup, other teams.</p> <p>Impact: To work within a team and show pride in their work.</p>
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Skills Builder/ Forest schools/ Gardening	<p>Intent: Making and doing with natural items Implementation: Textured rubbings (with crayons) Planting bulbs, weeding, digging and harvesting the veg/fruit. Mini beast hunt. Exploring the woodlands. Pinecone painting. Making Bird feeders. Leaf printing/ Conker threading Maintain the garden area- litter picking, weeding, tidying up the plant areas. Plant winter vegetables. Butterfly life cycle- use the caterpillar/butterfly set to see caterpillar turn into butterflies.</p> <p>Impact: Students will experience different outdoor learning activities, using a variety of skills.</p>	<p>Intent: Making and doing with natural items Implementation: Textured rubbings (with crayons) Mini beast hunt. Exploring the woodlands. Pinecone painting. Making Bird feeders. Leaf printing/ Conker threading Maintain the garden area- litter picking, weeding, tidying up the plant areas. Plant winter vegetables. Plan summer planting.</p> <p>Impact: Students will experience different outdoor learning activities, using a variety of skills.</p>	<p style="text-align: center;">Forest Schools- (whole and ½ class sessions)</p> <p>Intent: Introduction to Forest Schools, safety, and expectation. Implementation: Students become familiar with the steps to prepare for Forest Schools sessions, correct clothing to wear, getting it and putting it on, expectations for the session. Getting up to and back from the woodlands safely. Familiarise with the woodland area. Impact: Students know the basics in preparation for more in depth sessions half next term.</p> <p>Intent: Learning about spring. Implementation: look for early signs of growth and birds nests. Make birds nests. Recognise early spring flowers. Impact: Students will be able to identify natural events associated with spring.</p>	<p style="text-align: center;">Forest Schools- (whole class)</p> <p>Intent: Shelter building, team games, working as a group. Implementation: to work as a team to build shelters and cooperate in team tasks in the outdoors. Impact: To increase social skills, to implement ideas, to use the surrounding environment as a classroom.</p>	<p style="text-align: center;">Gardening.</p> <p>Intent: Getting ready for the spring – planting and prepping the garden and croft areas Implementation: Students will tidy garden areas, prep soil, plant seeds and bulbs maintain plant growing areas (weeding, etc). They will learn about garden tool safety and will understand more about the timelines around growing plants and flowers. Impact: Students will understand and take part in the prep and growth of plants.</p>	<p style="text-align: center;">Gardening.</p> <p>Intent: Getting ready for the spring – planting and prepping the garden and croft areas Implementation: Students will tidy garden areas, prep soil, plant seeds and bulbs maintain plant growing areas (weeding, etc). They will learn about garden tool safety and will understand more about the timelines around growing plants and flowers. Impact: Students will understand and take part in the prep and growth of plants.</p>
Music and Drama Oaks 9	<p>Intent: Exploring musicals Implementation: what's your favourite, choose a character you would play. Watch parts of it. Design your own character. Lion king story, discussion. Matching music to activities. eg circus, scary, sad. Guess which movie the song was from quiz. Impact: Students have a greater understanding of musicals. They can express themselves using drama and dance techniques.</p>	<p>Intent: Music through the ages. Implementation: Explore different types of music and associated dances such as the twist and the conga. Listen to different types of music and show a preference. Dance to different types of music in certain dance styles e.g., jive dancing for rock n roll. Do some Just dance videos with songs from different eras. Impact: Students experience a range of music. They learn linked dances and have the freedom to express themselves. They show preferences and have opinions.</p>	N/A	N/A	N/A	N/A
Arts and culture Oaks 9	N/A	N/A	<p>Intent: Exploring sculptures and statues. Implementation: Looking at famous sculptures and statues. Why they are there, what do they symbolise. Looking at materials they are made from, and why would you use that material. Discussion on who has seen a sculpture or a statue. Giving their opinions, preferences. Create their own sculpture. Impact: Explore/introduce different types of materials by looking and touching them, eg clay, wood, metal, stone. Develop fine motor, creativity and imagination. Making choices. Expression.</p>	N/A	<p>Intent: Create their choice of Art to display in a gallery. Implementation: Using their chosen medium and materials, create their own artwork. Copy the style of a famous artist or create their own design and the story behind their creation. Impact: Self- worth, confidence, creativity. Develop their imagination, teamwork and pride in their work. Planning, creating, and exhibiting their work. Developing careers skills.</p> <p>Art around us</p> <ul style="list-style-type: none"> - local artists - Ashby arts festival? <p>Creating art in the woodlands/outside.</p>	N/A



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World Around Us Oaks 9	N/A	N/A	N/A	<p>Intent: To be aware of environment issues around school and in community</p> <p>Implementation: Working as a team, problem solving , becoming more independent with rehearsed skills of using a litter picker, sweeping playground and courtyard and outside school to improve area. Learn about what Environment means. Look at some of the other affects human beings are having on the environment across the world. Explore recycling.</p> <p>Impact: Development of above skills (fine and gross motor – sweeping, using litter picker etc) , able to work independently for short tasks, greater awareness of issues and improvement of school environment eg; picking litter by stairs and outside reception, on playground , awareness of rubbish and how it can be repurposed. Knowledge of how we can have less impact on the environment and that they can make a difference.</p>	N/A	<p><u>National/worldwide news and prominent news stories.</u></p> <p>Intent: To be aware of national/worldwide news and prominent news stories.</p> <p>Implementation: To explore current and recent news -local, national, global. Explore the meaning of the news in relation to ourselves and the wider community. Role play and explore topics further to develop understanding.</p> <p>News-worthy gardening -Planting – world record attempts -create something for others to enjoy (i.e. planters, sunflower display, planted up old boots, painted stones, Fairy garden -Exploring Spring</p>
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