



## KS3–KS5 Life Skills Overview by Term

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This is a rolling schedule of teaching, coverage is broken down by term (Autumn, Spring, Summer) in accordance with student profiles, Pre-formal, Semi-formal, and Formal. Coverage provides a guide to mandatory areas of curriculum focus for each half-term. Half-termly planning focuses on the required steps within each theme.

By blending formal teaching with spontaneous learning moments, drop-down days, workshops, incidental learning and community links, this enriches our curriculum and Life Skills to ensure that every student—regardless of profile—are enabled to be inspired and achieve in their understanding of the world, themselves, and others.

### **Life Skills Curriculum Intent Statement KS3–KS5 SEND**

At our school, the Life Skills curriculum is designed to equip students with the practical knowledge, independence, and confidence they need to lead fulfilling lives both now and in the future. Our intent is to provide a broad, balanced, and highly personalised programme that supports the development of functional skills across five key areas: personal care, travel training, cooking, community participation, and home management.

We recognise that each student is unique, and our curriculum is carefully adapted to meet a wide range of needs, abilities, and aspirations. Through engaging, real-life learning experiences, students will:

**Develop dressing and personal care skills**, including choosing appropriate clothing, managing fastenings, and understanding hygiene routines, to promote dignity, independence, and self-confidence.

**Build travel training skills**, such as road safety, route planning, and using public or supported transport, enabling students to access their community safely and with increasing independence.

**Learn essential cooking and food preparation skills**, including making simple meals, understanding healthy eating, and using kitchen equipment safely, to support self-care and wellbeing.

**Engage meaningfully with the local community**, through activities such as shopping, using public services, and participating in social and leisure opportunities, to build communication, social interaction, and a sense of belonging.

**Develop home management skills**, including cleaning, laundry, basic maintenance, and budgeting, to prepare for supported or independent living in adulthood.



**Understand and apply personal safety skills**, including recognising safe and unsafe situations, understanding consent and boundaries, knowing how to seek help, and using digital technology safely, to support students in protecting themselves and making informed choices.

**Explore work-related learning opportunities**, such as participating in enterprise projects, work experience placements, and vocational tasks, to build awareness of the world of work and develop transferable skills like teamwork, timekeeping, and responsibility.

Our Life Skills curriculum is underpinned by the principles of preparation for adulthood, as outlined in the SEND Code of Practice. It is delivered through a practical, student-centred approach that promotes progress, independence, and self-advocacy, ensuring that every student is supported to achieve their personal best and take meaningful steps towards their future goals.

\*WRL Work related learning