



Inclusion is at the **heart** of our trust

Long Term/Curriculum Plan

School:

Crosshill School

Subject:

KS5 Explore - Independent Living

Curriculum Planning

at Oak Learning Partnership



Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Kelly Smith – Post 16 Lead
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students’ needs.</p>
Subject Intent	<p>The intent of the Independent Living curriculum is to equip learners with the essential knowledge, skills, and confidence needed to manage their daily lives as independently as possible. Through practical, meaningful learning experiences, learners will develop an understanding of how to care for themselves, their homes, and their surroundings safely and responsibly. The curriculum supports learners in making informed choices, developing routines, understanding risks, and accessing support where needed.</p> <p>This programme is designed to promote independence, personal responsibility, and active engagement in the community. It prepares learners for adulthood by embedding the four key areas of the Preparation for Adulthood framework. Learners will gain functional life skills that build self-esteem and prepare them for real-life situations both now and in the future.</p>

<p>Curriculum support and linked documents</p>	<ul style="list-style-type: none"> • Open Awards Entry Level Life and Living Skills • Preparation for Adulthood (PfA) Framework. • ASDAN Programmes • PSHE Association • RSE and Citizenship 	<p>Year 12 (Cycle A) Qualifications</p> <p>Year 13 (Cycle B)</p>	<ul style="list-style-type: none"> • Open Awards - Award in Living in the community EL1, EL2 & EL3 • Open Awards - Award in looking after yourself & your home EL1, EL2 & EL3
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Number of allocated hours – 8 lessons per week (linked with travel training and personal finance)

Attend Height Nook for a full day on alternate half terms

		Year 12 – Living in the community		Year 13 – Looking after yourself and your home	
Autumn A	Topic: Getting about safely			Topic: Household cleaning	
	Knowledge:	<ul style="list-style-type: none"> • Understand how to keep safe when out in the community, including recognising possible risks and how to minimise them. • Know how to travel safely, including when walking, using public transport, or moving around independently. • Recognise the importance of road safety, including understanding road signs and the use of pedestrian crossings. • Know how to stay safe in the dark, including using visible clothing and staying in well-lit areas. • Understand basic emergency procedures, including how to respond during a fire drill or evacuation. • Know what to do and who to approach in an emergency or unfamiliar situation. 		Knowledge: <ul style="list-style-type: none"> • Understand that regular cleaning keeps the home safe, hygienic, and pleasant. • Know which areas of the home require cleaning and that some (e.g. kitchens and bathrooms) need more frequent attention. • Recognise when cleaning tasks should be carried out (e.g. daily, weekly, or as needed). • Know the cleaning needs of different rooms and common household items. • Know the names and functions of basic cleaning equipment and products. • Understand how to use and store cleaning tools and products safely, including recognising hazard symbols. • Know that cleaning includes removing dirt, disposing of waste correctly, and tidying up afterwards. 	
	Skills:	<ul style="list-style-type: none"> • Identify potential risks in the environment and take simple steps to stay safe (e.g. avoiding traffic, not talking to strangers). • Recognise and respond appropriately to road signs and use pedestrian crossings safely. • Demonstrate safe travel behaviours, such as walking on the pavement, crossing at safe points, and waiting for signals. • Identify ways to stay safe in the dark • Follow evacuation instructions during a fire drill or emergency and explain what action should be taken. • Apply safety knowledge to real-life situations in the community, with prompts where needed. 		Skills: <ul style="list-style-type: none"> • Identify areas and items that need cleaning, including recognising visible dirt or mess. • Select and use appropriate cleaning tools and products for specific tasks, with support where necessary. • Carry out a range of basic cleaning tasks safely • Dispose of waste correctly and return equipment to its storage place after use. • Clean reusable equipment (e.g. rinse cloths, empty mop buckets) where appropriate. • Follow simple routines, timetables, or checklists for cleaning tasks. • Handle products and tools safely and hygienically, following basic safety guidance 	

Autumn B	<p>Topic: Knowing your local area</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know the name of the place in which they live and recognise key features of the local area. • Understand the location and purpose of local buildings and public facilities (e.g. shops, libraries, leisure centres). • Understand the structure of their community, including different groups of people and community interest groups. • Know their responsibilities as a member of the community, including the impact of positive and negative behaviour. • Understand that communities are made up of diverse individuals and groups who contribute in different ways. 	<p>Topic: Looking after clothes</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand why clothes need to be washed regularly to maintain cleanliness and good condition. • Know how to interpret symbols on clothing labels and what they indicate about washing and care. • Understand the basic functions of a washing machine, including safety considerations. • Know different methods for drying clothes (e.g. air drying, tumble drying). • Understand appropriate ways to store clothing, including which items need to be hung or folded.
	<p>Skills:</p> <ul style="list-style-type: none"> • Identify and name buildings, services, and facilities in the local area and describe how they are used. • Describe features of their local area and what makes it part of their community. • Recognise and name different groups within the community • Take part in simple, positive community-based activities with support • Identify actions that help or harm the community 	<p>Skills:</p> <ul style="list-style-type: none"> • Sort clothes for washing according to label instructions and fabric type. • Operate a washing machine safely, including selecting the correct washing cycle and using appropriate detergent. • Follow steps to dry clothes using different methods safely and effectively. • Identify and use suitable storage methods for different types of clothing. • Handle clothing carefully to maintain its condition during washing, drying, and storage.
Spring A	<p>Topic: Environmental Issues</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand ways in which people can affect the environment both positively and negatively. • Know examples of human activities that have harmed the environment and their consequences. • Understand that individuals and groups can take action to protect and improve the environment. 	<p>Topic: Personal safety</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand how to stay safe within the home environment and recognise potential risks. • Know how to stay safe from unsafe or harmful behaviours of others. • Understand basic emergency aid principles and common health and safety signs. • Know what constitutes an emergency and the appropriate actions to take. • Be aware of emergency contact numbers and when to use them.

	<ul style="list-style-type: none"> • Be aware of basic laws and regulations designed to benefit the environment. 	
	<p>Skills:</p> <ul style="list-style-type: none"> • Identify examples of environmental damage caused by people. • Describe simple personal or group actions that can help protect the environment. • Recognise and follow environmental rules and regulations that promote sustainability. • Participate in activities that support environmental care with appropriate guidance. 	<p>Skills:</p> <ul style="list-style-type: none"> • Identify possible risks at home and describe ways to reduce or avoid them. • Recognise situations that may pose a risk to personal safety and suggest strategies to manage them. • Demonstrate understanding of how to respond in an emergency, including making an emergency call. • Identify and explain common health and safety signs found in the home or community. • Recall key emergency contact numbers and describe when to use them.
Spring B	Topic: Gardening for pleasure	Topic: Choosing clothing and footwear
	<p>Knowledge:</p> <ul style="list-style-type: none"> • Understand what a garden is and the purposes it serves. • Know common types of plants and weeds. • Recognise common gardening tools and their uses. • Know where and how to plant different types of plants. • Understand the importance of caring for gardening equipment and tools. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Understand concepts of size, shape, and clothing styles. • Know different types of clothing and footwear suitable for various activities, seasons, and weather conditions. • Be aware of common places to purchase clothing and footwear, including shops and other sources. • Understand factors that can enhance personal appearance beyond clothing and footwear.
	<p>Skills:</p> <ul style="list-style-type: none"> • Identify plants and distinguish them from weeds. • Select and use appropriate gardening tools safely. • Participate in planting and caring for plants, including watering and weeding. • Clean gardening tools after use and store them safely. • Express preferences about what they would like in their own garden. 	<p>Skills:</p> <ul style="list-style-type: none"> • Identify own size and shape to select appropriate clothing and footwear. • Recognise suitable clothing and footwear for different situations and activities. • Identify preferred shops and alternative places for purchasing clothes and footwear. • Identify additional items or accessories that contribute to personal appearance. • Participate in a shopping activity

Summer A	<p>Topic: Law and order</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand that laws exist to protect and benefit the community. • Know the basic process by which laws are made and who is involved. • Understand that breaking laws can result in consequences or punishments. • Know how laws are enforced and who is responsible for enforcement. 	<p>Topic: Accessing the countryside</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand the benefits of walking in the countryside for health and well-being. • Know the Countryside Code and the importance of following rules to protect the environment. • Recognise common public information signs and their meanings, including public footpath signs. • Understand the appropriate clothing and equipment needed for a safe countryside walk.
	<p>Skills:</p> <ul style="list-style-type: none"> • Identify key laws and explain their benefits to the community. • Name elected representatives who make laws and understand the voting process. • Participate in a class election process • Give examples of unlawful behaviours and the possible consequences for offenders. • Identify law enforcement officers and know how to access their help when needed. 	<p>Skills:</p> <ul style="list-style-type: none"> • Prepare suitably for a countryside walk by selecting appropriate clothing and equipment. • Identify and follow the Countryside Code and public footpath signs during walks. • Observe and describe sensory experiences encountered on the walk. • Reflect on and communicate reasons why the walk was enjoyable or not.
Summer B	<p>Topic: Living in the community</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand what it means to live in a community and the importance of community participation. • Know about local services and facilities available within their community. • Recognise sources of ongoing guidance and advice to support community involvement. 	<p>Topic: Looking after yourself and your home</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand what independence and adulthood can mean • Recognise that adults have different responsibilities and routines • Know that there are different living options for adults • Understand that different people need different levels of support • Recognise who can help with problems or responsibilities • Understand the importance of planning for the future

Skills:

- Review and reflect on their progress in participating and understanding their local community.
- Identify services and facilities they have accessed and evaluate their experiences.
- Identify areas of confidence and areas needing further development within community participation.
- Identify contributions they have made to their community and express what they enjoy about community living.
- Set personal goals for further involvement and identify where to seek support.

Skills:

- Discuss ideas and opinions about adult life
- Identify responsibilities linked to independent living
- Explore and compare different living options
- Ask for help and identify support networks
- Solve simple real-life problems and scenarios
- Reflect on personal goals and future aspirations
- Share information and ideas clearly with others