



‘Every Child Every Chance’

(The Forest School)

Introduction and Intent

In terms of achievement, we believe that the ‘sky’s the limit’ for our pupils, the school aims for all pupils to reach their full potential.

Equally, the SEND Code of Practice states that ‘with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life’. Furthermore, it adds that education providers and their partners should work together to help children and young people to realise their ambitions in relation to:

- participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community (this is the focus of **Autumn 1 Transition and Change**, **Autumn 2 Seeking Support and Community** and the **Spring 1 Relationships** topics, including British Values and Citizenship learning, as detailed in the National Curriculum, ensuring broad and balanced experiences).
- being as healthy as possible in adult life (covered in our **Spring 2 Healthy Lifestyles** topic).
- higher education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies (planned inline with the Career Development Institute Framework and with reference to the Gatsby Benchmarks, which define world class careers provision, taught throughout the **Summer 1 Planning for Next Steps** topic).
- independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living (**Summer 2 Safety** is key to enable our pupils to be able to live as independent life as possible).

Pupils access their Independence and Futures learning in weekly lessons. For secondary pupils, elements of the Leadership curriculum are incorporated into Independence and Futures lessons so that pupils can build on their independence, resilience and confidence in different contexts.



The Forest School Independence and Futures Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



EYFS (Nursery and Reception) Curriculum



EYFS LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	JACK FROST!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!
INDEPENDENCE AND FUTURES	The sky's the limit for our pupils in terms of what they can achieve, the school does all that it can to enable all pupils to reach their full potential right from the EYFS. Equally, the SEND Code of Practice states that 'with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life'. Furthermore, it adds that education providers and their partners should work together to help children and young people to realise their ambitions in relation to participating in society including having friends and supportive relationships, and participating in, and contributing to, the local community, being as healthy as possible in adult life, higher education and/or employment including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies and independent living enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living. Children's learning is embedded within the EYFS Curriculum linking with all general themes, throughout all provision both inside and out and the wider school community.					
'Every Child Every Chance' (The Forest School)	Transition and Change New children visits. Starting school/my new class/new beginnings. Me and my feelings ZER (naming different feelings, thinking about how to feel with 'not so good feelings'. Listening to my feelings. How do I make others feel? Transition into my new class. Map work and treasure hunts. Who can help me (self-regulation)? 	Seeking Support and Community Citizenship My special people. Looking after my special people and my friends. Being helpful at home and caring for our classroom. Class rules, behavioural expectations in the class/boundaries. Caring for our world. Being kind to living creatures. Taking care of animals e.g. frogs/butterflies. Mobile petting farm to visit school. Caterpillars to grow into butterflies. Visit pond at Woodland. Adventure to look for frogspawn. Finance Friday! 	Relationships British Values Bonfire Night/ Remembrance/Diwali/ Harvest Festival/The Nativity/Chinese New Year/Easter Gingerbread people. Father Christmas My family. End of year family picnic. Know that some actions and words can hurt others feelings. I'm special you're special. Same and different. Same and different families. Same and different homes. Kind and caring. 	Healthy Lifestyles Move your body. A good night's sleep. Importance of exercise. Healthy eating. Fruit kebabs/making a fruit smoothie. Grow a beanstalk. Grow cress to eat. Food tasting. Self-care techniques. Oral hygiene, daily teeth cleaning. Handwashing, before snack and dinner. 	Planning for Next Steps Careers What am I good at? What makes me special? People who help us/careers. Nurse/police/vet/soldier visits. Independence, selecting and putting back own belongings. Yes I can, confidence and resilience. Bouncing back when things go wrong, resilience. 	Staying Safe Staying safe. Bonfire Night/firefighter visit. What's safe to go in my body? Keeping myself safe. Safe indoors and outdoors. Keeping safe online. People who help to keep me safe. 



Key Stage 1 (Year 1 and 2) Curriculum

Autumn 1 - Transition and Change			
Access	Build	Connect	Deepen
1. Show tolerance to a new environment, activity, object and people. 2. Initiate interaction during an activity they prefer. 3. Accepts support from a familiar adult. 4. Express preferences within activities. 5. Anticipate an activity starting or ending. 6. Watch as others move around the classroom. Links with Zones of Emotional Regulation.	1. Engage in solitary and some parallel play. 2. Recognise and work with a familiar adult in class. 3. Accepts support from different familiar adults. 4. Express an opinion by physically moving or choosing an item/activity. 5. Is compliant with a routine timetable. 6. Will move around the classroom with a familiar adult. Links with Zones of Emotional Regulation.	1. Engage in parallel play and some associative play. 2. Seek out a familiar adult in class to work with. 3. Accepts support from a range of familiar people. 4. Express an opinion and choose an activity from given options. 5. Will move between tasks and spaces. 6. Will move around the classroom with different familiar adults. Links with Zones of Emotional Regulation.	1. Engage in associative play and some cooperative play. 2. Know who to approach for a given reason and begin to ask for help. 3. Comfortable in the presence of an unfamiliar adult. 4. Can express an opinion and choose an activity. 5. Follow a simple timetable e.g. now/next. 6. Move around the classroom with a range of familiar adults. Links with Zones of Emotional Regulation.
Autumn 2 - Seeking Support and Community			
Access	Build	Connect	Deepen
1. Show distress or a need for help in some manner. 2. Have an awareness of what is right from wrong. 3. Have opportunities to make simple choices. 4. Know adults in the school community are safe. 5. Show an interest in coins/notes. Exposure to different social situations /visits/outings in the school and wider community.	1. Can point at or make physical gestures towards something they need help with. 2. Recognise what is right or wrong in the moment. 3. Be able to make a choice from given options. 4. Recognise adults in the school community. 5. Choose how they want to spend or not spend their money. Exposure to different social situations /visits/outings in the school and wider community.	1. Accepts help and support from a range of trusted adults. 2. Know class/school rules are to be followed. 3. Be able to make a choice. 4. Name adults in the school community. 5. Know how to keep their money safe. Exposure to different social situations /visits/outings in the school and wider community.	1. Can approach a trusted adult when requiring help or assistance. 2. Recognise the importance of following class/school rules. 3. Be able to make a responsible choice e.g. for social interactions or safety. 4. Ask for an adult in the school community. 5. Demonstrate using money in a variety of ways e.g. spending/saving. Exposure to different social situations /visits/outings in the school and wider community.



The Forest School Independence and Futures Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Spring 1 - Relationships			
Access	Build	Connect	Deepen
1. Aware of family. 2. Aware of others in the class. 3. Know adults are there to help. 4. Have opportunities to develop relationships with adults/peers. 5. Have exposure to a range of religions and faiths.	1. Knows immediate family. 2. Can parallel play. 3. Accept an adult's help. 4. Have exposure to a range of activities with a range of peers. 5. Be curious about religions and faiths.	1. Know some extended family e.g. grandma/grandad. 2. Is comfortable in the presence of other people. 3. Develop strategies to manage conflict between peers. 4. Identify special relationships at home/school. 5. Recognise some religious items.	1. Can link family. 2. Starts to interact with others when playing. 3. Have strategies to be able to manage conflict and begin to understand bullying. 4. Identify special relationships at school/home and what makes them special. 5. Be aware holding religious beliefs or not is protected.
Spring 2 - Healthy Lifestyles			
Access	Build	Connect	Deepen
1. Engage in simple gross-motor play with a familiar adult. 2. Show discomfort when feeling unwell. 3. Is able to gesture/indicate a food or drink need. 4. Can tolerate hygiene routines. 5. Can tolerate being dressed.	1. Have opportunities to engage in a range of gross-motor play activities. 2. Can point or make gestures to what/where they are feeling unwell. 3. Shows interest and explores a range of food items. 4. Can tolerate and is compliant with hygiene routines. 5. Can tolerate and is compliant with dressing needs.	1. Begin to show preference of gross-motor activities. 2. Is able to communicate their needs/ area of discomfort & rate discomfort levels. 3. Can play and engage with a variety of foods, real and fake. 4. Is aware of familiar hygiene routines. 5. Shows an interest in helping with dressing.	1. Recognise relaxation as the opposite of play/exercise. 2. Begin to know ways they can make themselves feel better including the difference between medicine and household items and who can help e.g. mum/dad. 3. Recognises food as nutrition to support life and prepare simple healthy dishes e.g. fruit salad. 4. Demonstrates familiar hygiene routines e.g. washing hands before lunch and can name parts of the body. 5. Attempt simple independent dressing skills e.g. putting on own socks.



The Forest School Independence and Futures Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Summer 1 - Planning for Next Steps			
Access	Build	Connect	Deepen
- Engage in work-based role-plays. - Be aware of differences in clothing. - Have an awareness of different jobs taking place in different environments. - Is kept safe in the classroom. - Being willing to try something new. - Experience different tasks linked to job roles. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school.	- Be able to carry out a given task. - Choose clothing for a given job e.g. hard-hat bricklayer.. - Choose a place of employment from given options e.g. construction site. - Show awareness of how they are kept safe in the classroom. - Feel positive about who you are. - Recognise some of the tasks needed for certain jobs. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school.	- Be aware that jobs are made up of tasks. - Recognise different clothing is worn for different jobs. - Know of different places of employment. - Know some ways to keep themselves safe in the classroom. - Recognise when you have achieved something for yourself. - Link given tasks to jobs. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school.	- Explore the jobs that people do to help you. - Identify what they would look like in a given job. - Name different places of employment and be able to match the job e.g. waiter - cafe. - Link keeping themselves safe to the class rules. - Recognise their successes in learning. - Know what tasks jobs entail. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school.
Summer 2 - Staying Safe			
Access	Build	Connect	Deepen
- Exposure to books and stories involving the emergency services. - Accept help from a trusted adult with technology. - Aware of different spaces in the classroom. - Will holding hands with familiar members of staff around school. - Experience ways to keep themselves safe.	- Engage in role play scenarios involving the emergency services including recognition of uniforms. - Seek a trusted adult for help with technology. - Knows safe spaces in the classroom. - Will walk next to a familiar adult around school. - Begin to recognise ways to keep themselves safe.	- Understand why we sometimes need help from professionals and what danger/an emergency might look like. - Ask a trusted adult for help with technology. - Aware of different spaces around school. - Will walk with an adult to access their/school/public transport. - Demonstrate ways to keep themselves safe.	- Begin to have an awareness of how to contact the emergency services. - Attempt to log onto a PC using username and password. - Can identify safe spaces around school. - Can walk safely on a pavement. - Know some ways to keep themselves safe and some reasons why.



Key Stage 2 (Year 3, Year 4, Year 5 and year 6) Curriculum

Autumn 1 - Transition and Change			
Access	Build	Connect	Deepen
1. Engage in solitary and some parallel play. 2. Recognise and work with a familiar adult in class. 3. Accepts support from different familiar adults. 4. Express an opinion by physically moving or choosing an item/activity. 5. Complaint with a routine/timetable. 6. Will move around the classroom with a familiar adult. Links with Zones of Emotional Regulation.	1. Engage in parallel play and some associative play. 2. Seek out a familiar adult in class to work with for a specific task. 3. Accepts support from a range of familiar people. 4. Express an opinion and choose an activity from given options. 5. Will move between tasks and spaces. 6. Will move around the classroom with a range of familiar adults. Links with Zones of Emotional Regulation.	1. Engage in associative play and some cooperative play. 2. Know who to approach for a given reason and begin to ask for help. 3. Comfortable in the presence of an unfamiliar adult 4. Begin to make choices and solve problems in different activities. 5. Follow a simple timetable e.g. now/next. 6. Confidently move between activities and areas of the building. Links with Zones of Emotional Regulation.	1. Play cooperatively with adult scaffolding. 2. Know who to approach for a given reason and ask for help. 3. Understand social greetings and how they look different for different people. 4. Make choices and use problem solving skills in a range of subject areas. 5. Follow a timetable and choose the appropriate books/equipment. 6. Safely move around school. Links with Zones of Emotional Regulation.
Autumn 2 - Seeking Support and Community			
Access	Build	Connect	Deepen
1. Can point at or make physical gestures towards something they need help with. 2. Recognise what is right or wrong in the moment. 3. Be able to make a choice from given options. 4. Recognise adults in the school community. 5. Choose how they want to spend or not spend their money. Exposure to different social situations /visits/outings in the school and wider community.	1. Accepts help and support from a range of trusted adults. 2. Know class/school rules are to be followed. 3. Be able to make a choice e.g. choosing where to read a book class/library. 4. Name adults in the school community. 5. Know how to keep their money safe. Exposure to different social situations /visits/outings in the school and wider community.	1. Can approach a trusted adult when requiring help or assistance and ask for help in an appropriate manner. 2. Recognise the importance of following class/school rules including when caring for animals. 3. Be able to make a responsible choice e.g. for social interactions or safety. 4. Ask for an adult in the school community. 5. Demonstrate using money in a variety of ways e.g. spending/saving. Exposure to different social situations /visits/outings in the school and wider community.	1. Know of outside agencies that can help e.g. external care providers, Childline. 2. Have knowledge of the rules of law. 3. Understand by making choices they are using their rights and how this links to democracy. 4. Identify a network of trusted adults in school and home. 5. Understand that items can be swapped for similar/comparable items. Exposure to different social situations /visits/outings in the school and wider community.



The Forest School Independence and Futures Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Spring 1 - Relationships			
Access	Build	Connect	Deepen
1. Recognises immediate family. 2. Can engage in parallel play for short periods of time with a familiar adult/peer. 3. Accept an adult's help. 4. Have exposure to a range of activities with a range of adults and peers. 5. Be curious about religions and faiths.	1. Know some extended family e.g. grandma/grandad. 2. Understand that there are others in the world around them. 3. Develop strategies to manage conflict between peers. 4. Identify special relationships at home/school. 5. Recognise some religious items.	1. Understands what a positive relationship looks like in a friendship and family contexts e.g. caring for each other. 2. Can engage in and enjoy a range of peer activities with less adult reliance. 3. Be aware of the difference between conflict and bullying and their behaviour can affect others. 4. Identify special relationships at school/home and what makes them special. 5. Be aware holding religious beliefs or not is protected.	1. Recognises not all families are the same. 2. Can greet a new peer in an appropriate way for the situation/context. 3. Know types of bullying including word and how to seek help. 4. Define what is the difference between a special relationship and a boyfriend/girlfriend relationship. 5. Know/demonstrate ways to show respect.
Spring 2 - Healthy Lifestyles			
Access	Build	Connect	Deepen
1. Have opportunities to engage in a range of gross-motor play activities. 2. Has an awareness of discomfort and is able to show this. 3. Shows interest and explores a range of food items. 4. Can tolerate and is compliant with hygiene routines. 5. Can tolerate and is compliant with dressing needs.	1. Begin to show preference of gross-motor activities. 2. Is able to communicate their need/area of discomfort & rate discomfort levels. 3. Can play and engage with a variety of foods, real and fake. 4. Is aware of familiar hygiene routines. 5. Shows an interest in helping with dressing.	1. Recognise relaxation as the opposite of play/exercise. 2. Begin to know ways they can make themselves feel better including the difference between medicine and household items and who can help e.g. mum/dad. 3. Can complete a range of tasks that require bilateral motor skills to prepare a variety or simple healthy savoury dishes. 4. Demonstrates familiar hygiene routines e.g. washing hands before lunch and can name parts of the body. 5. Attempt simple independent dressing skills e.g. putting on own socks.	1. Knows exercise is part of maintaining physical fitness. 2. Identify medicine as a legal drug and know where to seek help in medical emergencies. 3. Is aware of hazards in the kitchen including the importance of reading reading labels. 4. Have some understanding of the purpose of hygiene routines e.g. stop bacteria spreading, both at school and home. 5. Practise a range of independent skills such as putting on a t- shirt, putting socks on and tying shoelaces, recognising what they need for different weathers in the UK.



The Forest School Independence and Futures Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Summer 1 - Planning for Next Steps			
Access	Build	Connect	Deepen
1. Be able to carry out a given task. 2. Recognise clothing for a given job e.g. hard-hat bricklayer. 3. Choose a place of employment from given options e.g. construction site. 4. Show awareness of how they are kept safe in the classroom. 5. Feel positive about who you are. 6. Recognise some of the tasks needed for certain jobs. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school.	1. Be aware that jobs are made up of tasks. 2. Recognise different clothing is worn for different jobs. 3. Know of different places of employment. 4. Know some ways to keep themselves safe in the classroom. 5. Be willing to challenge themselves. 6. Link given tasks to jobs. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school.	1. Explore the jobs that people do to help you. 2. Recognising that they and other people like to choose the work they do. 3. Name different places of employment and be able to match the job e.g. waiter - cafe. 4. Link keeping themselves safe to the class rules. 5. Recognise their successes in learning. 6. Know what tasks jobs entail. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school.	1. Explore different types of careers and the difference between a job and a career. 2. Be aware that you and other people like to enjoy the work they do. 3. Explore business in the local area. 4. Recognising how they can keep themselves safe at school and awareness of the law. 5. Explore what they have experienced and achieved in preparation for transition into KS3. 6. Identify the skills and qualities employers are looking for. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school..
Summer 2 - Staying Safe			
Access	Build	Connect	Deepen
1. Engage in role play scenarios involving the emergency services including recognition of uniforms. 2. Seek a trusted adult for help with technology. 3. Knows safe spaces in the classroom. 4. Will walk next to a familiar adult around school. 5. Begin to recognise ways to keep themselves safe.	1. Understand why we sometimes need help from professionals and what danger/an emergency might look like. 2. Ask a trusted adult for help with technology. 3. Aware of different spaces around school. 4. Will walk with an adult to access their/school/public transport. 5. Demonstrate ways to keep themselves safe.	1. Have an awareness of how to contact the emergency services.. 2. Attempt to log onto a PC using user name and password. 3. Can identify safe spaces around school/home. 4. Can walk safely on a pavement. 5. Know some ways to keep themselves safe and some reasons why.	1. Understand how to contact the emergency services and the importance of technology, charged mobile phone, what.3.words. 2. Login/access an electronic device. 3. Aware of what is meant by the term 'safe' and 'unsafe'. 4. Is able to cross a road safely with the support of adults. 5. Can explain what they are doing to keep themselves safe.



Key Stage 3 (Year 7, Year 8 and Year 9) Curriculum

Autumn 1 - Transition and Change			
Access	Build	Connect	Deepen
1. Engage in parallel play and some associative play. 2. Seek out a familiar adult in class to work with for a specific task. 3. Accepts support from a range of familiar people. 4. Express preferences and make choices within activities. 5. Move between tasks and spaces. 6. Move around the classroom with a range of familiar adults. Links with Zones of Emotional Regulation.	1. Engage in associative play and some cooperative play. 2. Know who to approach for a given reason and ask for help. 3. Is comfortable in the presence of an unfamiliar adult and will interact with them. 4. Make choices and attempt to solve a range of problems. 5. Follow a simple timetable with awareness of certain activities that take place everyday at certain times. 6. Confidently move between activities and areas of the building. Links with Zones of Emotional Regulation.	1. Engage in cooperative play. 2. Understands that people in school have different roles. 3. Understand social greetings and how they look different for different people. 4. Make choices and use problem solving skills in a range of subject areas. 5. Follow a timetable and choose the appropriate books/equipment. 6. Safely move around school. Links with Zones of Emotional Regulation.	1. Play cooperatively. 2. Distinguish between familiar adults in school and unfamiliar safe adults in the community. 3. Approach unfamiliar adults for support in school. 4. Make well informed choices. 5. Follow a daily timetable to aid navigating their day. 6. Transition to different spaces around school for purpose. Links with Zones of Emotional Regulation.
Autumn 2 - Seeking Support and Community			
Access	Build	Connect	Deepen
1. Accepts help and support from a range of trusted adults. 2. Know class/school rules are to be followed. 3. Be able to make a choice e.g. choosing where to read a book class/library. 4. Name adults in the school community. 5. Know how to keep their money safe. Exposure to different social situations /visits/outings in the school and wider community.	1. Can ask for help in an appropriate manner from a range of adults in a range of contexts and work alongside staff to problem solve. 2. Recognise the importance of following class/school rules including when caring for animals. 3. Be able to make a responsible choice. 4. Understand that adults in school have different roles and help in different ways. 5. Recognise that money holds a value and can be exchanged for items and demonstrate using money in a variety of ways e.g. spending/saving. Exposure to different social situations /visits/outings in the school and wider community.	1. Know of outside agencies that can help e.g. external care providers, Childline. 2. Have knowledge of the rules of law. 3. Understand by making choices they are using their rights and how this links to democracy. 4. Identify a network of trusted adults in school and home and people in the community who may be able to help. 5. Understand that items can be swapped for similar /comparable items. Exposure to different social situations /visits/outings in the school and wider community.	1. Can describe a range of situations where external support may be required. 2. Have knowledge of the role of the police and our justice system. 3. Explore the process of democracy in the UK including voting age, electoral register and casting a vote. 4. Understands the job roles of a range of adults in the community and an awareness of why it is important to have a wider support network in the community. 5. Know ways to manage money including budgeting. Exposure to different social situations /visits/outings in the school and wider community.



The Forest School Independence and Futures Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Spring 1 - Relationships			
Access	Build	Connect	Deepen
1. Know some extended family e.g. grandma/grandad. 2. Can seek out peer interactions with a peer. 3. Develop strategies to manage conflict between peers. 4. Identify special relationships at home/school. 5. Recognise some religious items.	1. Understands what a positive relationship looks like in a friendship and family contexts. 2. Can engage in reciprocal play with a small group of peers. 3. Be aware of the difference between conflict and bullying. 4. Identify special relationships at school/home and what makes them special. 5. Be aware holding religious beliefs or not is protected.	1. Recognises not all families are the same. 2. Can greet a new peer in an appropriate way for the situation/context. 3. Know types of bullying including words and how to seek help. 4. Define what is the difference between a special relationship and a boyfriend/girlfriend relationship. 5. Know/demonstrate ways to show respect.	1. Recognise what makes them special in their family/self-identity. 2. Understands the impact family & friend relationships can have on mental health. 3. Is aware of bullying and prejudice and how they can be linked. 4. Know of different stages of intimate relationships and the importance of consent. 5. Define what tolerance is and when one might need to be tolerant/demonstrate tolerant behaviours.
Spring 2 - Healthy Lifestyles			
Access	Build	Connect	Deepen
1. Begin to show preference of gross-motor activities. 2. Can clearly communicate how they feel. 3. Can play and engage with a variety of foods, real and fake. 4. Is aware of familiar hygiene routines. 5. Helps with dressing needs, e.g putting arms through a t-shirt or jacket.	1. Recognise relaxation as the opposite of play/exercise. 2. Begin to know ways they can make themselves feel better including the difference between medicine and household items and who can help e.g. mum/dad. 3. Identify healthy/unhealthy foods, know their place on the Eatwell Plate and what a balanced diet looks like. 4. Demonstrates familiar hygiene routines e.g. washing hands before lunch and can name parts of the body. 5. Attempt simple independent dressing skills e.g. putting on own socks.	1. Knows exercise is part of maintaining physical fitness. 2. Identify medicine as a legal drug and know where to seek help in medical emergencies. 3. Is aware of the importance of reading reading labels and healthy swaps. 4. Have some understanding of the purpose of hygiene routines e.g. stop bacteria spreading, both at school and home. 5. Practise a range of independent skills such as putting on a t- shirt, putting socks on and tying shoelaces.	1. Connects physical activity with positive mental health. 2. Aware of the role of vaccinations, consent and how to ask for a vaccination through doctors. 3. Understand the relationship between nutrition and sleep. 4. Awareness of wider hygiene needs relating to puberty. 5. Awareness that different occasions require different appropriate clothing e.g. weddings, interviews.



The Forest School Independence and Futures Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Summer 1 - Planning for Next Steps			
Access	Build	Connect	Deepen
1. Be aware that jobs are made up of tasks. 2. Recognise different clothing is worn for different jobs. 3. Have awareness of different places of employment. 4. Know some ways to keep themselves safe in the classroom. 5. Look forward to what they are going to learn next. 6. Link given tasks to jobs from a choice. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school. - During Y9, 10 and 11 pupils will have a meaningful encounter with sixth form colleges, further education colleges, independent training providers and will have been provided with information about the full range of apprenticeships (as appropriate).	1. Explore the jobs that people do to help you. 2. Recognising that people like to choose the work they do. 3. Name different places of employment and be able to match the job e.g. waiter - cafe. 4. Link keeping themselves safe to the class rules. 5. Choose what they want to achieve and the way they go about it. 6. Know what tasks jobs entail. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school. - During Y9, 10 and 11 pupils will have a meaningful encounter with sixth form colleges, further education colleges, independent training providers and will have been provided with information about the full range of apprenticeships (as appropriate).	1. Explore different types of careers and the difference between a job and a career. 2. Be aware other people like to enjoy the work they do. 3. Explore business in the local area. 4. Recognising how they can keep themselves safe at school and what the law states. 5. Be able to make a positive contribution in group play or teamwork and build resilience. 6. Identify the skills and qualities employers are looking for and identify what you want to learn next. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school. - During Y9, 10 and 11 pupils will have a meaningful encounter with sixth form colleges, further education colleges, independent training providers and will have been provided with information about the full range of apprenticeships (as appropriate).	1. Be able to describe different careers and understand the different pathways available. 2. Explore different types of work paid/unpaid and satisfaction. 3. Develop an understanding around different structures of business. 4. Know of laws regarding working and health and safety at work. 5. Identify a personal support network to help transition and for career advice and explain how they help. 6. Describe their needs and relate their own skills, qualities and attributes to desired career. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school. - During Y9, 10 and 11 pupils will have a meaningful encounter with sixth form colleges, further education colleges, independent training providers and will have been provided with information about the full range of apprenticeships (as appropriate).
Summer 2 - Staying Safe			
Access	Build	Connect	Deepen
1. Understand why we sometimes need help from professionals and what danger/an emergency might look like. 2. Ask a trusted adult for help with technology. 3. Aware of different spaces around school. 4. Will walk with an adult to access their/school/public transport. 5. Demonstrate ways to keep themselves safe.	1. Be aware of how to contact the emergency services. 2. Attempt to log onto a PC using user name and password. 3. Can identify safe spaces around school/home. 4. Can walk safely on a pavement. 5. Know some ways to keep themselves safe and some reasons why.	1. Understand how to contact the emergency services and the importance of technology, charged mobile phone, what 3 words. 2. Login/access an electronic device. 3. Aware of what is meant by the term 'safe' and 'unsafe'. 4. Is able to cross a road safely with the support of adults. 5. Can explain what they are doing to keep themselves safe.	1. Explore scenarios involving the emergency services and if you would seek help. 2. Understanding the importance of passwords and not sharing personal data. 3. Can name safe and unsafe places in the community. 4. Can plan and complete a range of journeys with support. 5. Recognise ways to keep others safe.



The Forest School Independence and Futures Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Key Stage 4 (Year 10 and Year 11) Curriculum Forest 40 Life Skills

[Choose an AQA Unit Award Certificate appropriate to your classes needs each term.](#)

Autumn 1 - Transition and Change			
Access	Build	Connect	Deepen
1. Interact with a range of adults or peers during different activities. 2. Seek out a familiar adult in class. 3. Is comfortable in the presence of an unfamiliar adult and will interact with them. 4. Make choices and demonstrate persistence to engage with a preferred object, person or material. 5. Follow a simple timetable with awareness of certain activities that take place everyday at certain times. 6. Move between activities and areas of the building. Links with Zones of Emotional Regulation.	1. Engage in cooperative social interactions between adults or peers. 2. Understand that people in school have different roles. 3. Understand social greetings and how they look different for different people. 4. Make choices and use problem solving skills in a range of subject areas. 5. Follow a timetable and choose the appropriate books/equipment. 6. Safely move around school. Links with Zones of Emotional Regulation.	1. Be cooperative with peers and adults. 2. Distinguish between familiar adults in school and unfamiliar safe adults in the community. 3. Can approach unfamiliar adults for support in school. 4. Make well informed choices. 5. Follow a daily timetable to aid navigating their day. 6. Transition to different spaces around school completing small tasks. Links with Zones of Emotional Regulation.	1. Understand ways to resolve conflict. 2. Know who unfamiliar but safe adults would be in the community. 3. Can make independent choices about work tasks. 4. Make well informed choices and problem solve when choices are not available. 5. Ask questions about their timetable to aid understanding. 6. Plan and follow a familiar journey or routine including contingency planning. Links with Zones of Emotional Regulation.
Autumn 2 - Seeking Support and Community			
Access	Build	Connect	Deepen
1. Understand the difference between adults in school/the community. 2. Recognise the importance of following class/school rules including when caring for animals. 3. Be able to make a responsible choice. 4. Understand that adults in school have different roles and help in different ways and ask the relevant person/people. 5. Demonstrate using money in a variety of ways e.g. spending/saving. Exposure to different social situations /visits/outings in the school and wider community.	1. Know of outside agencies that can help e.g. external care providers, Childline. 2. Have knowledge of the rules of law. 3. Understand by making choices they are using their rights and how this links to democracy. 4. Identify a network of trusted adults in school and home and people in the community who may be able to help. 5. Understand that items can be swapped for similar /comparable items. Exposure to different social situations /visits/outings in the school and wider community.	1. Can describe a range of situations where external support may be required. 2. Have knowledge of the role of the police and our justice system. 3. Explore the process of democracy in the UK. 4. Understands the job roles of a range of adults in the community and an awareness of why it is important to have a wider support network in the community. 5. Know ways to manage money including budgeting. Exposure to different social situations /visits/outings in the school and wider community.	1. Can identify situations where help may be needed e.g. enquiring about directions or public transport. 2. Know what their human rights are and ways to exercise them appropriately. 3. Explore democracy in other countries and how it compares to the UK. 4. Know ways to access a range of support in the community. 5. Understand the important role money plays in our lives. Exposure to different social situations /visits/outings in the school and wider community.



The Forest School Independence and Futures Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Spring 1 - Relationships			
Access	Build	Connect	Deepen
1. Show understanding of what a positive relationship looks like in a friendship and family contexts. 2. Can interact positively with class peers in different activities/contexts. 3. Be aware of the difference between conflict and bullying. 4. Identify special relationships at school/home and what makes them special. 5. Be aware holding religious beliefs or not is protected.	1. Recognises not all families are the same. 2. Can maintain a range of positive relationships. 3. Know types of bullying including words and how to seek help. 4. Define what is the difference between a special relationship and a boyfriend/girlfriend relationship. 5. Know/demonstrate ways to show respect.	1. Recognise what makes them special in their family/self-identity. 2. Understands the impact family & friend relationships can have on mental health. 3. Is aware of bullying and prejudice and how they can be linked. 4. Know of different stages of intimate relationships and the importance of consent. 5. Define what tolerance is and when one might need to be tolerant/demonstrate tolerant behaviours.	1. Identify their personal life goals e.g. travel (not career based). 2. Understand what a healthy relationship is/is not and where to seek help/guidance. 3. Explore types of bullying in adulthood including gaslighting. 4. Consider what their long-term relationships dreams/goals are and why. 5. Have knowledge of the protected characteristics and the ramifications of discrimination.
Spring 2 - Healthy Lifestyles			
Access	Build	Connect	Deepen
1. Recognise relaxation as the opposite of play/exercise. 2. Able to communicate how they feel and awareness of what actions may be beneficial to feel better. 3. Recognise healthy/unhealthy foods. 4. Demonstrates familiar hygiene routines e.g. washing hands before lunch and knows some names of parts of the body. 5. Attempt simple independent dressing skills e.g. putting on own socks.	1. Knows exercise is part of maintaining physical fitness. 2. Identify medicine as a legal drug and know where to seek help in medical emergencies. 3. Is aware of the importance of reading reading labels and healthy swaps. 4. Have some understanding of the purpose of hygiene routines e.g. stop bacteria spreading, both at school and home. 5. Practise a range of independent skills such as putting on a t- shirt, putting socks on and tying shoelaces.	1. Connects physical activity with positive mental health. 2. Aware of the role of vaccinations, consent and how to ask for a vaccination through doctors. 3. Understand the relationship between nutrition and sleep. 4. Awareness of wider hygiene needs relating to puberty. 5. Awareness that different occasions require different clothing.	1. Plan physical activity outside of school/into adulthood. 2. Understand the doctors may not be the first point to get medical help and the role of phramacys/ists. 3. Identify the impact of a healthy/unhealthy diet on long-term health. 4. Know the difference between hygiene practices e.g. cutting nails/hair, and style choices e.g. hair/makeup/nail extensions, and how to address these. 5. Be able to choose appropriate clothing for different events e.g. sporting activities, holidays, city breaks.



The Forest School Independence and Futures Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Summer 1 - Planning for Next Steps			
Access	Build	Connect	Deepen
1. Explore the jobs that people do to help you. 2. Recognising that people like to choose the work they do. 3. Name different places of employment and be able to match the job e.g. waiter - cafe. 4. Link keeping themselves safe to the class rules. 5. Recognise their successes in learning. 6. Know what tasks jobs entail. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school. - During Y9, 10 and 11 pupils will have a meaningful encounter with sixth form colleges, further education colleges, independent training providers and will have been provided with information about the full range of apprenticeships (as appropriate). - All pupils will have had a meaningful experience of a workplace or community based setting during Y10 e.g. 'take over days', visits to Bland Close Farm, Harrogate chocolate factory/cafe. - All pupils will have an interview with a careers adviser by the end of Year 11.	1. Explore different types of careers and the difference between a job and a career. 2. Be aware other people like to enjoy the work they do. 3. Explore business in the local area. 4. Recognising how they can keep themselves safe at school and what the law states. 5. Being able to talk about what their next steps post 16. 6. Identify the skills and qualities employers are looking for. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school. - During Y9, 10 and 11 pupils will have a meaningful encounter with sixth form colleges, further education colleges, independent training providers and will have been provided with information about the full range of apprenticeships (as appropriate). - All pupils will have had a meaningful experience of a workplace or community based setting during Y10 e.g. 'take over days', visits to Bland Close Farm, Harrogate chocolate factory/cafe. - All pupils will have an interview with a careers adviser by the end of Year 11.	1. Be able to describe different careers and understand the different pathways available to them. 2. Explore different types of work paid/unpaid and satisfaction. 3. Develop an understanding around different structures of business. 4. Know of laws regarding working and health and safety at work. 5. Being able to articulate their desired next steps post 16. 6. Relate their own skills, qualities and attributes to desired career. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school. - During Y9, 10 and 11 pupils will have a meaningful encounter with sixth form colleges, further education colleges, independent training providers and will have been provided with information about the full range of apprenticeships (as appropriate). - All pupils will have had a meaningful experience of a workplace or community based setting during Y10 e.g. 'take over days', visits to Bland Close Farm, Harrogate chocolate factory/cafe. - All pupils will have an interview with a careers adviser by the end of Year 11.	1. Gain deeper understanding of career choices through interviews of staff. 2. Understand universal income and debate pros/cons. 3. Develop a business/enterprise plan. 4. Know of their own rights/responsibilities in a workplace. 5. Can make informed and independent choices about post 16 provision. 6. Complete an application form. Gatsby Benchmark: - All pupils will have at least one meaningful encounter with an employer every year that they are at school. - During Y9, 10 and 11 pupils will have a meaningful encounter with sixth form colleges, further education colleges, independent training providers and will have been provided with information about the full range of apprenticeships (as appropriate). - All pupils will have had a meaningful experience of a workplace or community based setting during Y10 e.g. 'take over days', visits to Bland Close Farm, Harrogate chocolate factory/cafe. - All pupils will have an interview with a careers adviser by the end of Year 11.



The Forest School Independence and Futures Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Summer 2 - Staying Safe			
Access	Build	Connect	Deepen
1. Be aware of how to contact the emergency services. 2. Recognise they need to log onto a PC. 3. Can recognise safe spaces around school/home. 4. Can demonstrate how to walk safely on a pavement. 5. Know some ways to keep themselves safe.	1. Understand how to contact the emergency services and the importance of technology, charged mobile phone, what.3.words. 2. Login / access an electronic device. 3. Aware of what is meant by the term 'safe' and 'unsafe'. 4. Is able to cross a road safely with the support of adults. 5. Can explain what they are doing to keep themselves safe.	1. Explore scenarios involving the emergency services and if you would seek help. 2. Understanding the importance of passwords and not sharing personal data. 3. Can name safe and unsafe places in the community. 4. Can plan and complete a range of journeys with support. 5. Recognise ways to keep others safe.	1. Understand a range of scenarios where it would be appropriate to contact emergency services. 2. Knows of the dangers of being online and can seek support and help with concerns about online safety. 3. Can identify a range of hazards and how to safely address these. 4. Can travel safely. 5. Knows ways to keep others safe.