



Bedelsford School
Futures Curriculum
Preparing for Adulthood Outcomes

Introduction

This Preparing for Adulthood (PfA) outcomes document links to the Department for Education (DfE) to promote consideration of the Preparing for Adulthood pathways as part of Education, Health and Care (EHC) planning across the age ranges from 0-25. This document also links to the Careers Guidance in Schools) Act 2022, which came into force on 1 September, 2022.

The term “Preparing for Adulthood” is used to describe the process of moving from childhood into adult life. It is used by professionals to describe the changes in services when a child becomes an adult. However, this transition can happen at different times for different families.

Preparing for Adulthood: Breadth of Curriculum and Accreditation Offer at Bedelsford School

Key Stage 3	Key Stage 4	Key Stage 5 (incl. Futures Curriculum)
National Curriculum	National Curriculum	ASDAN: <ul style="list-style-type: none"> Towards Independence Personal Progress
ASDAN: New Horizons Equals: Moving On (careers and Work experience)	ASDAN: <ul style="list-style-type: none"> Transition Challenge (Sensory) Transition Challenge: Introduction and Progression Personal Progress (year 11) 	ASCENTIS <ul style="list-style-type: none"> English Maths
	OCR : Functional Skills: from a choice of 4 for Semi Formal and Formal learners (Science, Art, History or PE: Entry 1, 2 or 3 (ability dependent)	OCR: Vocational and Functional Skills: Entry 1, 2 or 3 (ability dependent)
	Trinity Arts Awards: Skills for Life: Pre-F and SF learners	Trinity Arts Awards: Skills for Life: PF and SF learners
		Duke of Edinburgh Award

We want to promote best practice in ensuring that preparing for adulthood pathways in EHC plans are considered from early years (nursery) onwards; this focus becomes even more important when young people are in Year 9 (14+ years) and above.

Our expectations:

- Planning must be centred around the individual and explore the child or young person’s aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition.

Preparing for Adulthood Outcomes

- ‘An outcome is the benefit or difference made to an individual as a result of an intervention’ (Code of Practice 9.66)
- Preparing for Adulthood Outcomes help everyone to:
 - Find out what the child/young person’s aspirations are and what is important to them now and for the future;
 - Support children, young people and their families to plan for life outcomes.

Preparing for Adulthood Outcomes should be used as part of an individualised approach to each child/young person, supporting as independent life as possible and transferable to the real world. Where we are supporting a young person with a life-limiting condition, we focus on progress in a sensitive way.

Preparing for Adulthood Pathways

- Personal Skills, RSE and Health and Wellbeing
- Relationship Skills, Friendships and Community
- Functional, Life Skills and Independent Living
- Work Skills and Employment.

1. Personal Skills, RSE and Health and Wellbeing (including General Health and Managing Health Needs)

Year 9 – Year 11	Post 16: 16 – 18 years of age	Futures Curriculum From 18 onwards to 25 years of age
Health	Health	Health
With support, depending on my individual needs and abilities, to be able to:		
Recognise feelings relating to when I am unwell or are in pain; <ul style="list-style-type: none"> • Know who to tell when I am feeling unwell; • Know about looking after our bodies; • Manage personal hygiene routines; • Know about my health professionals and what they do; • Know where and how to get reliable medical information; • Know when and how to seek emergency medical help e.g. 111/999 as relevant to my individual need and ability; 	Make and attend appointments; <ul style="list-style-type: none"> • Know that health professionals may change as I move into adulthood; • Understand my sensory impairment (VI/HI) and how this affects me; • Get repeat prescriptions for medications; 	<ul style="list-style-type: none"> • Manage day to day care needs with increasing independence, e.g. use inhaler, manage diabetes, as relevant to my individual need and ability; • Attend an Annual health check with GP; • Get immunisations, with support.
Diet	Diet	Diet
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Recognise, name and eat a range of foods with a variety of textures and flavours • Categorise food e.g. fruit, vegetables, meat, and so on; • Know where foods come from e.g. plants, animals; • Know the importance of keeping hydrated; 	How to make choices for a balanced diet; <ul style="list-style-type: none"> • Know the differences between healthy and unhealthy foods; • Know what a balanced diet looks like • Recognise that eating habits are linked to emotional wellbeing; 	Recognise health issues linked to diet; <ul style="list-style-type: none"> • Seek help for diet related issues.
Puberty, Relationships and sex education	Puberty, Relationships and sex education	Puberty, Relationships and sex education
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Respect others’ opinions, thoughts and feelings • Build strong supportive peer relationships • Learn about ourselves, family and our bodies • Understand aspects of puberty • Understand aspects of sex education • Know about different types of relationships and families • Know about safe and healthy sexual relationships 	<ul style="list-style-type: none"> • Know about appropriate touching/personal contact • Manage emotions linked to sexual relationships 	<ul style="list-style-type: none"> • Know about the legal aspects of sex & consent • Understand what grooming/phishing is.

Smoking, Drugs & Alcohol	Smoking, Drugs & Alcohol	Smoking, Drugs & Alcohol
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Understand the effects of drugs, alcohol and smoking; • Understand the dangers and risks of using substances; 	Know the names of some common illegal drugs; <ul style="list-style-type: none"> • Know the difference between legal and illegal drugs; 	<ul style="list-style-type: none"> • Understand prescription drugs; • Know about the law for drugs and alcohol.
Mental Health and Wellbeing	Mental Health and Wellbeing	Mental Health and Wellbeing
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Emotional awareness: • Recognise and name emotions • Link personal emotions to contexts • Communicate emotions to others • Understand others' feelings and know and how to respond 	<ul style="list-style-type: none"> • Recognise how things may have an impact (positive or negative) on mental health/emotional well-being • Manage (with support/independently) own mental health and emotional wellbeing • Know about different mental health conditions 	<ul style="list-style-type: none"> • Learn what resilience is • Build up resilience over time • Use coping strategies (such as...) in difficult situations
Emotional Regulation	Emotional Regulation	Emotional Regulation
With support, depending on my individual needs and abilities, to be able to:		
Know when to ask for help and who to contact	Recognise own emotions and appropriately respond to others	<ul style="list-style-type: none"> • Use strategies to manage emotions
Physical & Sensory Processing		
Physical:		
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Have the freedom to mobilise and move around the environment (with aids/equipment/support) 	<ul style="list-style-type: none"> • Understand the importance of maintaining good physical skills (e.g. strength, stamina, functional abilities, motor skills) • Use suitable and appropriate aids/equipment/support/technology safely to maintain an independent lifestyle/access learning and work. 	Be able to access therapies and health services that support with maintaining physical health and well-being such as physiotherapy and occupational therapy <ul style="list-style-type: none"> • Access relevant health services to support physical needs (with support/independently)
Sensory Processing:	Sensory Processing:	Sensory Processing:
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Recognise sensory input that I find overwhelming or upsetting • Recognise my own sensory needs and employ suitable strategies to ensure I maintain a calm and alert state for learning 	<ul style="list-style-type: none"> • Engage in sensory activities designed to support their regulation with adult support • Identify and recognise my own 'triggers' of sensory behaviour 	<ul style="list-style-type: none"> • Establish preferred method of communication with colleagues, friends and family

2. Relationship Skills, Friendships and Community

Year 9 – Year 11	Post 16: 16 – 18 years of age	Futures Curriculum From 18 onwards to 25 years of age
Social Interactions	Social Interactions	Social Interactions
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Show an interest in what others are doing; • Play/work alongside others; • Know the qualities of a good friend; • Know how to build and maintain relationships (with one adult/two children/small group/unfamiliar people); 	<ul style="list-style-type: none"> • Choose positive/appropriate friendships; • Recognise other people may have different ideas, thoughts and feelings; • Choose a suitable leisure activity or hobby; • Enjoy activities with friends/peers; • Work together in a team; • Join an after-school club/member of a team (e.g. football) to widen social interaction. 	<ul style="list-style-type: none"> • Choose a suitable leisure activity or hobby; • Enjoy activities with friends/peers; • Work together in a team; • Engage in sleep overs & residential trips, and • Use appropriate strategies to resolve conflicts.
Legal & Criminal Justice System	Legal & Criminal Justice System	Legal & Criminal Justice System
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Understand that there are rules to be followed (at school/ in work/in the community); • Recognise which of my behaviours/ actions are acceptable or unacceptable towards myself and to others; • Understand my actions have consequences; • Know the difference between right and wrong; 	<ul style="list-style-type: none"> • Recognise that there are laws to be followed and there are consequences; • Understand the effects and consequences of crime (e.g. victims/ being arrested); • Know about the voting system & democracy; 	<ul style="list-style-type: none"> • Know about the different roles in the legal system (e.g. solicitor, judge, prison), and • Know where to get help and support if I am a victim of crime.
Accessing Services	Accessing Services	Accessing Services
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Know what services are available (e.g. voluntary or state support); • Know who to contact for specific equipment; • Make my voice heard in my own health/social care provision; 	<ul style="list-style-type: none"> • Access a range of in school support from specialist trained staff; • Access when needed, appropriate care or specialist staff into adulthood (e.g. Respite, Residential, Social Care, Sign Language or interpreter) 	<ul style="list-style-type: none"> • Access a range of transport services to attend appointments, as relevant to individual needs.
Keeping Safe (Online)	Keeping Safe (Online)	Keeping Safe (Online)
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Recognise I need to be careful when using technology; • Understand that the internet is for playing and learning; • Choose appropriate internet pages and websites; • Manage time online effectively; • Know what personal information is and when this should be shared with others; 	<ul style="list-style-type: none"> • Understand what is safe and/or lawful to share publicly; • Know the dos and don'ts of online safety; • Manage security/ personal settings on devices; • Understand and recognise cyber bullying; • Report concerns online; • Know about copyright/legal risks/downloading information; 	<ul style="list-style-type: none"> • Understand that not everything on the internet is accurate; • Recognise scams/phishing in phone calls, texts and emails; • Recognise on-line persuasion (e.g. radicalisation/ grooming/catfishing); • Recognise and understand consequences of online selling (internet/app purchases).

Keeping Safe (In the Community)	Keeping Safe (In the Community)	Keeping Safe (In the Community)
Personal:	Personal:	Personal:
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Recognise safe and appropriate people to talk to in the community • Understand road safety • Understand what an emergency is • Know who and when to call in an emergency • Know what consent means/how this is linked to the law 	<ul style="list-style-type: none"> • Recognise inappropriate conversations and activities • Know what inappropriate contact means • Understand what peer pressure is 	<ul style="list-style-type: none"> • Plan for social time (e.g. sleepover, nights out) with friends • Recognise risks when out in the community • Recognise safe and unsafe areas in the community
Domestic:	Domestic:	Domestic:
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Identify hazards and danger zones in the home • Know how to remove myself from an unsafe place or situation 	<ul style="list-style-type: none"> • Identify hazards and danger zones in the home and school • Know how to remove myself from an unsafe place or situation 	<ul style="list-style-type: none"> • Identify hazards and danger zones in the home, school or workplace • Know how to remove myself from an unsafe place or situation
Visual Impairment/Hearing Impairment specific:	Visual Impairment/Hearing Impairment specific:	Visual Impairment/Hearing Impairment specific:
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Move around safely in any environment (e.g. by using body protection/long cane skills) • Learn routes in my local environment (e.g. home to school) 	<ul style="list-style-type: none"> • Cross the road safely • Walk to visit a friend/family 	<ul style="list-style-type: none"> • Get a bus to a pre-planned destination with support. • Manage personal amplification equipment (hearing aids, cochlear implants and radio aid) in a variety of settings

3. Functional, Life Skills and Independent Living

Year 9 – Year 11	Post 16: 16 – 18 years of age	Futures Curriculum From 18 onwards to 25 years of age
Self-Care	Self-Care	Self-Care
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Tend to personal care; • Know why it is important to wash hands and keep clean; • Recognise the need to and maintain personal hygiene; 	<ul style="list-style-type: none"> • Identify my own clothing; • Dress and undress; • Recognise changes in their bodies as I grow (e.g. puberty); 	<ul style="list-style-type: none"> • Look after myself during times of change e.g. having access to sanitary products; • Take care of myself safely (e.g. shaving, bathing) and with the correct frequency; • Manage and maintain personal specialist equipment each day (e.g., physical/HI/VI equipment).
Managing My Money	Managing My Money	Managing My Money
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Recognise the value of coins and notes • Understand/use the language needed to pay for an item at the shop e.g. altogether, total, change with an adult (role play) • Seek support to complete shopping successfully (sighted guide) • Know what a budget means 	<ul style="list-style-type: none"> • Recognise what is affordable in a shop (would I have enough money to pay for the items?) • Use a range of ways to pay for goods and services 	<ul style="list-style-type: none"> • Use self-service checkouts • Understand current/savings bank accounts • Know how to use a debit card
In the Home	In the Home	In the Home
With support, depending on my individual needs and abilities, to be able to:		
<p>Understand and follow kitchen safety & hygiene rules</p> <ul style="list-style-type: none"> • Recognise what is safe and unsafe food to eat • Follow instructions and use different ways to safely prepare a basic meal (e.g. sandwich) 	<ul style="list-style-type: none"> • Plan & prepare a range of nutritious meals (with support/independently) • Understand and use correct measurements in the home (e.g. cooking times/weighing ingredients/measuring carpets) 	<ul style="list-style-type: none"> • Understand what alerting devices (e.g. visual/vibrating smoke alarm, doorbell alerts) are and know how to respond safely • Know what to do in case of emergency (fire exits, evacuation plan, first aid etc) • Understand what I will need for an overnight stay/holiday etc
Functional and Life Skills	Functional and Life Skills	Functional and Life Skills
With support, depending on my individual needs and abilities, to be able to:		
<p>Developing travel training skills</p> <p>Making decisions about what to spend money on</p> <p>Learning to make own food and being healthy</p> <p>Learning to socialise unsupervised</p> <p>Developing independent living skills</p>	<p>Learning to manage income and expenses</p> <p>Learning to manage time, independent living skills, personal safety</p>	<p>Arranging potential independent or supported living</p> <p>Understanding correspondence, bills, appointments</p> <p>Continue to develop independent living skills as part of a study programme</p>

4. Work Skills and Employment (Futures Curriculum)

Year 9 – Year 11	Post 16: 16 – 18 years of age	Futures Curriculum From 18 onwards to 25 years of age
Practical Literacy	Practical Literacy	Practical Literacy
With support, depending on my individual needs and abilities, to be able to:		
Reading:	Reading:	Reading:
<ul style="list-style-type: none"> • Recognise signs or symbols • Recognise/read own name 	<ul style="list-style-type: none"> • Use (a variety of/specific) strategies to read (e.g. Phonics, Sight Reading, tactile/braille) • Find information in text 	<ul style="list-style-type: none"> • Understand the purpose of different types of texts (e.g. persuasive text) • Use assistive technology to read texts (Text to speech app, screen reader and magnifications, accessibility)
Writing:	Writing:	Writing:
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Make marks • Form shapes/letters • Write or type name/simple words • Write braille • Write in clear sentences • Use simple punctuation in writing • Use a variety of sentences 	<ul style="list-style-type: none"> • Spell simple words • Spell high frequency words • Plan and revise written texts • Write clearly/Use assistive technology to create texts. Use a keyboard • Save and print work • Use settings to make it easier to use equipment (accessibility, speech to text, dictate) 	<ul style="list-style-type: none"> • Write for a purpose (e.g. to inform someone) • Write for a (specific) audience • Order text • Sequence thoughts and ideas in writing • Use a range of specialist/everyday technology effectively.
Practical Numeracy	Practical Numeracy	Practical Numeracy
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Demonstrate knowledge of numeracy terms (e.g. smaller, longer, heavier) • Use every day (or specialist) language in numeracy task 	<ul style="list-style-type: none"> • Have a basic/good working knowledge of practical numeracy (e.g. time, money, measurement) • Use different (or specific) methods (e.g. +, -) to find answers 	<ul style="list-style-type: none"> • Work out/solve problems using different ways and/or practical equipment • Understand visual data (e.g. tables/graphs)
Learning Skills	Learning Skills	Learning Skills
With support, depending on my individual needs and abilities, to be able to:		
Attention & Concentration:	Attention & Concentration:	Attention & Concentration:
<ul style="list-style-type: none"> • Pay attention to what is happening around them; 	<ul style="list-style-type: none"> • Pay attention to what is happening around them; • Maintain focus on one chosen activity; 	<ul style="list-style-type: none"> • Pay attention to what is happening around them; • Stop and switch attention.
Organisation:	Organisation:	Organisation:
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Understand the passing of time (e.g. through games/play/first-hand experiences); • Identify times of the day (e.g. breakfast, lunchtime, bedtime); 	<ul style="list-style-type: none"> • Use the correct language to order things (e.g. first/second/then/next/end); • Carry out an activity in the correct order (e.g. how to get dressed). 	<ul style="list-style-type: none"> • Make correct choices relating to the time of the day/night (e.g. brushing teeth on a morning).
Memory:	Memory:	Memory:
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Process information (e.g. by learning word associations); • Recall a piece of information that has been given to me. 	<ul style="list-style-type: none"> • Remember and carry out (one step/two step, etc.) instructions to complete a task. 	<ul style="list-style-type: none"> • Give instructions to a friend.

Motivation:	Motivation:	Motivation:
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Get involved and 'have a go'; • Enjoy my achievements; • Learn from mistakes; 	<ul style="list-style-type: none"> • Motivate myself, e.g. to complete a specific task. • Use a range of coping strategies; 	<ul style="list-style-type: none"> • Show resilience when things aren't going well.
Practical Communication	Practical Communication	Practical Communication
With support, depending on my individual needs and abilities, to be able to:		
Speech:	Speech:	Speech:
<ul style="list-style-type: none"> • To make and say sounds • Use assistive technology 	<ul style="list-style-type: none"> • Communicate words clearly (e.g. in sentences) 	<ul style="list-style-type: none"> • Speak with expression
Receptive language (the ability to understand and comprehend spoken language that I hear or read):		
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Understand meaning from verbal, written or visual sources (e.g. speech, sign language, instructions, stories) 	<ul style="list-style-type: none"> • Listen to others • Watch others for signed information 	<ul style="list-style-type: none"> • Process and identify key information through auditory methods • Understand technical terms in speech
Expressive language (how I use words to express myself)		
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Initiate an interaction • Use gestures/sign/words to express meaning to the listener • Respond to questions/others in the right way • Use social language (e.g. greetings, chat, talk/sign on topics of interest) 	<ul style="list-style-type: none"> • Use practical language questions (e.g. Can I have a drink?) • Use formal/informal language in the right way (e.g. with friends/at work) • Use specialist language in the right context (e.g. in the workplace) • Express myself clearly so others can understand my point of view. 	<ul style="list-style-type: none"> • Maintain a current topic of conversation • Take turns in conversation • Use talk/sign/mode of communication to organise, sequence and clarify thinking.
Managing Transitions		
With support, depending on my individual needs and abilities, to be able to:		
General transition:	General transition:	General transition:
<ul style="list-style-type: none"> • Interact and explore a new environment • Manage in a busier or noisier environment 	<ul style="list-style-type: none"> • Adapt to new settings and routines (e.g. changes in timings, environment) • Recognise ways to keep myself safe in a new environment • Express my needs confidently in a new environment. 	<ul style="list-style-type: none"> • Understand and accept boundaries and expectations in new or different settings • Increase resilience to cope with future changes in settings (e.g. education, training & work)
Managing emotions in new contexts:		
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Understand and control emotions in a new environment 	<ul style="list-style-type: none"> • Communicate my worries and hopes • Express feelings and emotions in a new environment. 	<ul style="list-style-type: none"> • Ask for help • Anticipate and deal with unexpected situations
Pathways to Employment (Futures Curriculum)		
Career & Self Development	Career & Self Development	Career & Self Development
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> • Understand the difference between personal skills and qualities • Explore the personal skills and qualities that are relevant to working life • Learn about the world of work (e.g. from visits, role play, talks, projects) and show an interest in types of jobs 	<ul style="list-style-type: none"> • Create a Personal/Vocational Profile that is transferable across education and beyond • Talk to others about my skills and interests • Know what is needed to be successful at work 	<ul style="list-style-type: none"> • Recognise my transferable skills and qualities for work (such as Communication, IT, Maths, Teamwork) • Explore options to further develop skills for working life • Set SMART goals and work towards them

	<ul style="list-style-type: none"> Describe the skills and qualities I possess that employer's value 	<ul style="list-style-type: none"> Have high aspirations for my future and the belief that I have the skills required for employment
Career Exploration	Career Exploration	Career Exploration
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> Access advice and support to help me make informed choices about further learning and opportunities Access information about career paths and the labour market to inform my own decisions on study options Choose subjects, courses and experiences to help me in a career 	<ul style="list-style-type: none"> Understand how different subjects (such as STEM, English etc.) help me gain entry to a wide range of careers Understand specialist routes of employment (e.g. Supported Internships, Traineeships, Apprenticeships & Supported Employment) Recognise who to go to in school/college to ask for information, advice and guidance Identify resources to complete independent research (e.g. websites, blogs) to find out more about future opportunities (careers, university, training). 	<ul style="list-style-type: none"> Find and apply for opportunities that match my interests, strengths and skills Use online resources and tools to find out about employment in my local community Recognise that there are different ways to get a job
Moving Closer to work	Moving Closer to work	Moving Closer to work
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> Understand and explain my own support needs and how these will translate in the workplace; Attend work visits, work experience or complete work shadowing; Understand/explain the difference between employment and social enterprise. 	<ul style="list-style-type: none"> Participate in group activities with businesses Explore different jobs in my community and identify some of the skills needed for these. 	<ul style="list-style-type: none"> Achieve (a number of) Functional Skills etc. to get on to a (specific) programme Achieve an identified Level accredited qualifications, dependant on individual needs.
Employment – Career Management	Employment – Career Management	Employment – Career Management
With support, depending on my individual needs and abilities, to be able to:		
<ul style="list-style-type: none"> Contribute to own career action plan and update Personal Profile Complete (with or without support) a CV/application form 	<ul style="list-style-type: none"> Contribute to own career action plan and update Personal Profile Complete (with or without support) a CV/application form Identify/join in with the world of social enterprise Identify/join volunteering experiences in the community 	<ul style="list-style-type: none"> Identify appropriate university courses and complete UCAS application Identify/apply for training opportunities (e.g. Supported Internships, Traineeships, Apprenticeships and Supported Employment) Identify and apply for jobs that interest me.

Appendix 2: Futures Curriculum Pathway Strands

