



Jack Tizard School

Curriculum Handbook

Contents

Contents

Curriculum Aims.....	3
Jack Tizard Curriculum Pathways.....	4
Jack Tizard Topic Cycle	5
EYFS/Key Stage 1	6
Discover Pathway.....	8
Explore Pathway	10
Quest Pathway.....	12
14-19 Pathway	14
Health/Sex and Relationship Education.....	16
Religious Education	17
Additional Information.....	18
Modern Foreign Languages	18
Numeracy.....	18
Computing.....	18
Reading	18
Educational Visits	19
Work Related Learning and Work Experience	19
SMSC	20
Preparation for Adulthood.....	21

Curriculum Aims

At Jack Tizard School, we believe that each pupil has the right to learn within an environment that is personalised, caring, supportive, stimulating, enjoyable, age respectful and challenging.

Our Curriculum:

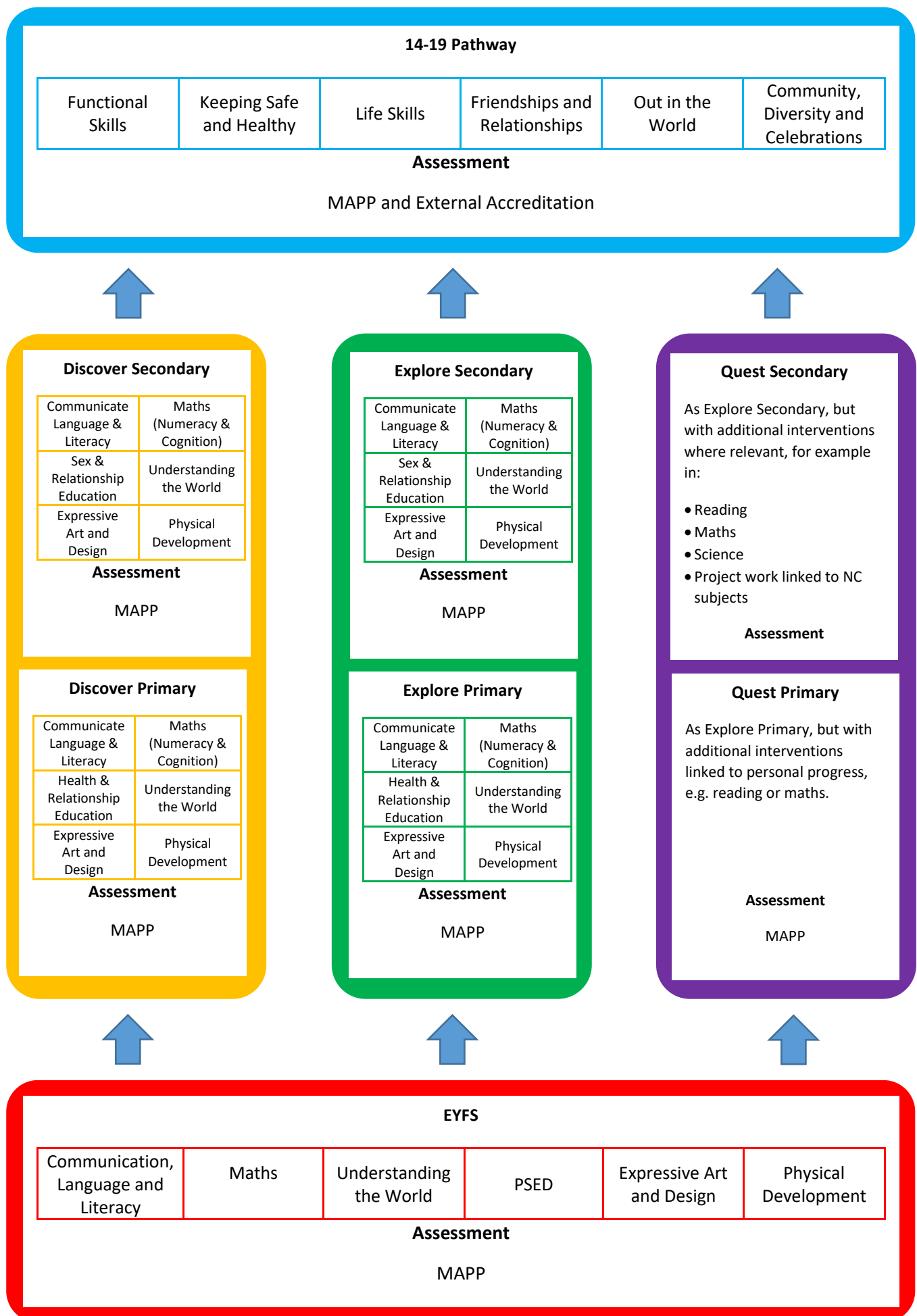
- Is designed to encourage the pupils to be active participants in their learning, enabling them to achieve their potential and make progress by expressing preferences, communicating needs, making choices and choosing options that other people act on and respect.
- Is flexible and has pupils at the centre of all we do. It is designed to address the individual needs of each child and to nurture their talents, not only in school but extending into their homes and communities.
- Intends to prepare our pupils to be as independent as they possibly can throughout their education and life beyond school, making a positive contribution wherever they are.
- Approaches are built on understanding each child's point of learning; their interests, strengths and barriers, emotional and medical needs, developmental stage and learning level. Each of these areas are used to plan a personalised programme of learning intentions for each pupil.
- Topic Cycles ensure that pupils are exposed to a wide range of situations and learning experiences that are commensurate with their needs and interests.
- Makes learning fun!

Our teaching and learning opportunities are woven into the whole school day. For example, snack time provides opportunities to work on communication, making choices, and being independent. By learning in 'real life' contexts, our pupils are supported to generalise their skills into other settings such as home, going out with their families etc.

At Jack Tizard the Primary Department covers EYFS and Key Stage One and Two. The Secondary Department covers Key Stage Three and the Post 16 Curriculum.

Our curriculum pathways run through all phases of learning and allow for approaches specific to individual needs - PMLD, ASD and Sensory, and SLD. With each pathway covering skills, knowledge and understanding across a range of areas of learning, pupils can move between the pathways at any point during their school career. We focus on the stage of learning whilst respecting the child's chronological age, providing opportunities which offer breadth, support and challenge and fun!

Jack Tizard Curriculum Pathways



Jack Tizard Topic Cycle

EYFS

	Year 1	Year 2	Year 3
Autumn	In the Mirror	Toy Box	Opposites
Spring	Pets	The Zoo	The Farm
Summer	Down in the Garden	Splish, Splash, Splosh	Under the Sea

Key Stage 1

	Year 1	Year 2	Year 3
Autumn	Minibeasts	Fairytales	World Around Me
Spring	Transport	Woodland Walk	Superheroes
Summer	Pirates	People Who Help Us	Dinosaurs

Key Stage 2

	Year 1	Year 2
Autumn	Life On Earth <ul style="list-style-type: none"> • Cold Blooded Critters • Feathered Friends • The Green Planet 	Intrepid Explorers <ul style="list-style-type: none"> • Jungle • Space • Polar Regions
Spring	Children's Authors <ul style="list-style-type: none"> • Roald Dahl • Beatrix Potter • Dr Seuss 	Horrible Histories <ul style="list-style-type: none"> • Ancient Egyptians • Medieval Magic • The Vikings
Summer	Summer Holidays <ul style="list-style-type: none"> • Circus • Beach • Picnic 	Europe <ul style="list-style-type: none"> • France • Spain • Italy

Key Stage 3

	Year 1	Year 2
Autumn	The Arts <ul style="list-style-type: none"> • Theatre and Musicals • Modern vs Classical Art • TV and Movies 	Historical Events <ul style="list-style-type: none"> • The Wars • The Titanic • The Great Fire of London
Spring	Continents <ul style="list-style-type: none"> • The Americas • Africa • Asia 	Famous People <ul style="list-style-type: none"> • Prominent Scientist • Inspirational Britons • Famous Chefs
Summer	The World in Which We Live <ul style="list-style-type: none"> • Exploration of Space and Sea • Weather and Ecosystems • Conservation of the Earth 	Fantasy Fiction <ul style="list-style-type: none"> • Harry Potter • Lord of the Rings • Dark Materials

14-19 Department – DofE Focus

	Year 1	Year 2
Autumn	Skill	Skill
Spring	Physical	Physical
Summer	Volunteering	Volunteering

This stage of school is often our pupils' first time in a classroom environment and is a very exciting time both for them and for their families. In our department we spend time allowing children to explore their classroom and the school, build relationships with their friends and to get to know the staff members who will be supporting them. We use a total communication approach at Jack Tizard and children have lots of opportunities to try out of different means of communicating, so they can show us their preferred ways of interacting. Through topic work, outings and other school activities we provide our pupils with a wide range of experiences, giving them a chance to start to understand their world and to begin forming preferences and opinions. Alongside play, we work a lot on establishing routines and boundaries so that children build a good foundation from which they can move on through the school. Teaching early skills for independence is very important right from the beginning and teachers work with therapists to collaborate on the best way forward for each child, ensuring that each is as prepared as possible to move on to Key Stage 2.





The EYFS/Key Stage 1 Curriculum

Communication, Language and Literacy

- Allowing students to explore all methods of communication and introducing them to a wide range of communication aids
- Mark making with a wide range of materials
- Fostering an enjoyment in interacting with others
- Learning to recognise ourselves and others
- Learning to follow simple instructions and routines

Maths

- Exploring all areas of early numeracy including shapes, colours and numbers
- Working towards understanding cause and effect
- Working towards understanding object permanence

Understanding the World

- Exploring materials through play
- Learning about our body parts
- Learning about our world and what is around us
- Understanding how our actions affect objects and can change them
- Beginning to explore properties and how we describe things e.g. fast, slow, hot, cold
- Starting to explore the local community

PSED

- Body parts
- Learning about personal space
- Recognising ourselves and other people
- Understanding how to be a good friend
- Learning about different food
- Personal hygiene and being as independent as possible

Expressive art and design

- Exploring colour
- Mark making
- Listening to lots of different types of music and having opportunities to respond to it.
- Opportunities for role play
- Call and response, singing and sound board
- Exploring different instruments
- Exploring and experimenting with different materials e.g. clay, paints, playdough
- Opportunities to watch performances

Physical Development

- Playing on outdoor play equipment
- Establishing physio routines
- Exploring movement through play
- Learning about positive touch
- Working on early fine motor skills
- Exposure to a wide range of physical activities including swimming, dancing, climbing, Rebound Therapy, horse riding (where appropriate)



This approach is for those of our pupils who are operating at early developmental levels. They learn best through repetition and concrete experiences and our approaches are designed to find out what motivates and engages each individual. Having consistent routines and a structured day provide important opportunities for learning. Pupils have a range of multi- sensory opportunities which are tailored to meet individual needs. There will be a balance of group and individual work and pupils experience a range of activities including sensory stories, music, sensory art, Rebound Therapy, Intensive Interaction and hydrotherapy.

Key Stage 2

Multisensory learning and exploration are key to the primary phases. Adults facilitate learning and act as advocates for our pupils. They support pupils to explore the world around them and to experience a range of highly motivating and relevant activities.

Key Stage 3

Age respectful, motivating and highly relevant learning opportunities are provided, whilst still considering the learning needs of our students. More learning opportunities outside the classroom are offered and staff support students to show their preferences for activities.

The Discover Curriculum

Communication, language and Literacy <ul style="list-style-type: none"> •Early sensory awareness and exploration •Use of hands •Tactile •Vision •Interaction •Vocalisation •Hearing •Expression •Repetition •Intensive Interaction •‘Sensology’ •Responses to everyday activities 	Numeracy and Cognition <ul style="list-style-type: none"> •Awareness •Responsiveness •Discovery •initiation •Persistence •Investigation •Anticipation •Curiosity •Recognising routines •Recognising change •Responding to stimuli •Exploring sequence and pattern •Cause and effect •Problem solving •Participation
Expressive Art and Design <ul style="list-style-type: none"> •Expressing choices and opinions about art, music and other art forms. •Working towards a larger art and design project •Opportunities for role play •Using preferred instruments to create music •Opportunities to watch performances 	Understanding the World <ul style="list-style-type: none"> •Preparation for eating and drinking •Independence •Expressing choice and preferences. •Sense of Self •Exploring my environment •Personal care routines •Hygiene •Dressing and undressing •Exploring the local area •Finding individual interests
Physical Development <ul style="list-style-type: none"> •Physiotherapy programmes •Hydrotherapy •Rebound Therapy •Massage •Functional skills (e.g. holding spoons) •Standing, sitting and walking •Mobility •Awareness of movement and body parts •Sequences of movements •Handling objects •Manipulation •Grasp and release •Reaching 	Health and Relationship Education (Primary) Sex and Relationship Education (Secondary) <ul style="list-style-type: none"> •Body awareness •Learning about body parts •Differences between boys and girls •Puberty •Awareness of self and others •Privacy •Relationships •Body image •Appropriate touch •Being with others



Explore Pathway

This is for our pupils who need opportunities to develop and promote functional skills. Given that we know pupils learn best when they can relate it to their own experiences, there is a strong element of developing life skills. The Topic Approach enables us to accommodate the range of learning styles. For example, some pupils may learn best through structured play, others may do better with practical activities.

Key Stage 2

Play and exploration still act as an important tool in the SLD pathway. Pupils are encouraged and supported to experience new experiences and activities. Thematic topics are used to teach new concepts and act as a vehicle to support pupil learning.

Key Stage 3

Greater focus on independence and generalisation of skills are important in the secondary phase. Pupils are encouraged to build on prior learning and use their skills across a wider range of settings. Pupils begin to make choices about what they learn. Teaching begins to focus on functional and daily living skills.





The Explore Curriculum

Communication, Language and Literacy

- Extending use of communication aids to make choices in the community
- Communicating with new faces
- Communicating emotions
- Recognising letters / words in the local community
- Following instructions and understanding new routines
- Continuation of reading skills
- Functional mark making (signing name / typing)

Numeracy and Cognition

- Using the internet, e.g. shopping, watching films, downloading music
- Money and contactless payments
- Recognising numbers in the local community
- Continued work on cause and effect
- Measuring
- Exposure to all areas of numeracy including shapes, colours and numbers
- Beginning to understand sequences
- Problem solving

Understanding the World

- Learning to recognise the differences in materials and their properties
- Learning about our body parts
- Learning about countries, cultures and environments
- Beginning to explore properties and how we describe things e.g. fast, slow, hot, cold
- Starting to explore the local community

Sex/Health and Relationship Education

- Body parts
- Recognising ourselves, other people and personal space
- Friends and Relationships
- Being healthy, including diet and exercise
- Personal hygiene and changing bodies
- Staying safe
- Starting to understand the difference between males and females

Expressive art and design

- Expressing choices and opinions about art, music and other art forms.
- Working towards a larger art and design project
- Opportunities for role play
- Using preferred instruments to create music
- Opportunities to watch performances

Physical Development

- PE and Exercise
- Swimming and Hydrotherapy
- Rebound Therapy
- Horse-Riding
- Physiotherapy Programmes
- Sports and Team Games
- Dance

Quest Pathway



This is for our pupils who are ready to access a more formal curriculum in line with National Curriculum programmes of study at a level that is suitable to their needs. Pupils in this pathway will follow the Explore Curriculum, but will have additional interventions in relevant subject specific areas. Pupils in this pathway are encouraged to take a greater active role in planning their learning and assessment.

Communication, Language and Literacy

- **Spoken Language and Communication** - Speaking, listening, responding, discussing; poetry and drama.
- **Reading** - Word recognition, decoding/encoding, word structure and spelling. Comprehension; understanding and interpreting texts; engaging and responding to texts.
- **Writing** Transcription; spelling and handwriting. Composition; articulating ideas and structuring them in communication and writing.

Numeracy

- **Number** – number and place value
- **Number** – addition and subtraction
- **Number** – Fractions
- **Measurement** – lengths and heights; mass and weight; capacity and volume; time
- **Geometry** – properties of 2D and 3D shapes
- **Geometry** – position and direction

My Place in the World

- **Science** – working scientifically; plants, animals and humans, living things and their habitats; materials and their properties; rocks; lights; forces and magnets; states of matter; sound; electricity
- **Geography** – locational knowledge; place knowledge; human and physical geography; geographical skills and field work
- **History** – changes within living memory; events beyond living memory; lives of significant individuals in the past; significant historical events

Sex/Health Education

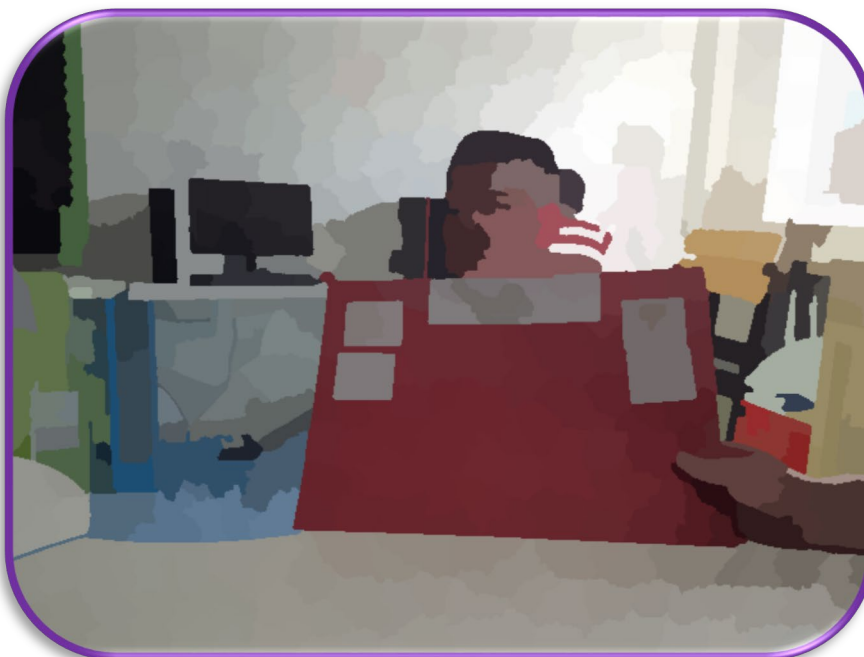
- Body parts
- Recognising ourselves, other people and personal space
- Friends and Relationships
- Being healthy, including diet and exercise
- Personal hygiene and changing bodies
- Staying safe
- Starting to understand the difference between males and females

Expressive art and design

- Expressing choices and opinions about art, music and other art forms.
- Working towards a larger art and design project
- Opportunities for role play
- Using preferred instruments to create music
- Opportunities to watch performances
- Composition and choreography

Physical Development

- PE and Exercise
- Swimming and Hydrotherapy
- Rebound Therapy
- Horse-Riding
- Physiotherapy Programmes
- Sports and Team Games
- Dance



14-19 Pathway

Students have highly personalised timetables based on each young person's aspirations and future plans. They are encouraged to experience activities and opportunities both in and outside school. There is a strong focus on developing independence and functional skills in a way that is relevant and meaningful for each individual. Close work with families ensures that the young person's views are fully considered, and their individual learning pathways are developed to ensure that they can achieve their greatest potential. Students are encouraged to make choices about what they learn and experience, and there is a greater focus on life outside school.

All young people have the opportunity to attend a residential trip that develops their confidence and skills away from home.

A focus on work related learning and leisure activities, and links with further education colleges ensure that our pupils are fully prepared for life after Jack Tizard.

Students in this department follow similar timetables across classes to enable students to learn and interact with each other.





The 14-19 Curriculum

<p>Daily Living</p> <ul style="list-style-type: none"> • Communication, including the use of mobile technologies and social media • Functional Literacy • Functional Numeracy • Gaming • Using the internet, e.g. shopping, watching films, downloading music • Keeping Safe online • Personal hygiene and grooming • Cooking and shopping • Cleaning and tidying • Organising own time • Planning own activities • 	<p>Wellbeing Physical and emotional wellbeing</p> <ul style="list-style-type: none"> • Emotional Intelligence and development • Staying Healthy • Lifestyle Choices • Seeking Help • Greetings and interactions • Meeting new people • Making friends • Emotional Intelligence • Wellbeing • Communication, including letters, texts and emails <p>Sex and Relationship Education</p>
<p>Duke of Edinburgh</p> <p>All students will have the opportunity to undertake the Duke of Edinburgh Award. There are 4 strands to this award:</p> <ul style="list-style-type: none"> • Volunteering • Skills • Physical • Expedition <p>All students will be supported to gain the Bronze level award and to progress from there, where appropriate.</p>	<p>Community, Diversity and Celebrations</p> <ul style="list-style-type: none"> • RE and Spiritual Development • Awareness of others • Birthdays and Special Events • Charity Work • Being part of a community • Arts and Culture • Expressive Arts, Design and Crafts • Leisure, including gym, shopping, cafes, clubs and pubs • Work Experience (in whichever way relevant) • Travel Training and Keeping Safe • Local amenities • Enterprise activities • Supporting the community and charities

Health/Sex and Relationship Education

All pupils at Jack Tizard School will have access to Health/Sex and Relationship Education in way that is meaningful to their needs, based on their age, stage of development and personal circumstances. We aim to provide an inclusive and relevant curriculum offer. As with other areas of our curriculum, Health/Sex and Relationship education will be delivered in a pupil-centred way.

Health and Relationship Education – Primary

In the Primary phase, Health and Relationship Education is fully incorporated into the curriculum and daily routines of the classes. Pupils are encouraged to develop an understanding of themselves and their peers. They begin to learn about their own family, and other families, and the people who care for them. Pupils also begin to develop an understanding of respectful relationships and how to be good friends. They work on the early stages of the conventions of courtesy and manners, and developing their sense of self-esteem and wellbeing.

Sex and Relationship Education – Secondary

In the Secondary phase, Sex and Relationship Education continues to be fully incorporated into the curriculum and daily routines of the classes. Where relevant, students may have discrete 1:1 or small group sessions based on individual needs, or particular issues that arise. Parents and families will always be consulted on such approaches.

Students in the Secondary phase build on their knowledge from the Primary phase and continue to learn about different families and types of relationships, including friendships, marriage and sexual relationships (where appropriate). Students will be supported to understand the physical changes to their bodies in a way that is meaningful and continue to learn about personal hygiene and keeping themselves safe. Students will learn about places that are public and private, and understanding about how to keep themselves safe online, including the use of social media. Students will learn about appropriate behaviours and develop their respect for themselves and others.



Religious Education

At Jack Tizard School Religious Education is provided through half termly R.E. days. These days will focus on one of the main religions each half term and will follow a similar structure for each. This will include individual class/group work followed by a whole department/whole school assembly in the afternoon. A multi-sensory approach will be used to provide students with a fully immersive experience of each religion in a way that is relevant and meaningful. This may include listening to music and songs, experiencing religious rituals, trying special foods. R.E. days will usually be linked to current religious festivals. This schedule may change depending on timings of religious festivals.



Religious Education Day Schedule

Year 1		
Autumn 1 – Judaism	Spring 1 - Buddhism	Summer 1 - Humanism
Autumn 2 – Christianity	Spring 2 – Christianity (Easter)	Summer 2 – Islam (Eid)
Year 2		
Autumn 1 - Sikh	Spring 1 – Chinese New Year	Summer 1 - Hindu
Autumn 2 – Christianity	Spring 2 – Christianity (Easter)	Summer 2 – Islam (Eid)

Additional Information

Reading

Reading and early reading skills are promoted across all departments and pathways at Jack Tizard School. A number of approaches are used to develop skills and instil a love of reading. Books are readily available in all classrooms and teachers are encouraged to use a variety of methods to promote reading. Symbolised text is used for all learning resources and displays, and visual schedules are used in classrooms. It is the aim of the school to provide a range of genre of books that are relevant to all students. Sensory stories are used across the school to provide access to reading to students of all abilities. They are adapted to meet the needs of learners and utilise sound, touch, taste, smell vision and movement to share stories in a meaningful way.

Classroom environments provide students with continued access to reading materials related to the real world. These include photographs, labels, pictures and names. The development of social sight vocabulary is promoted throughout the school. A total communication approach complements the development of reading. Through the use of touch cues, objects of reference, Makaton and symbols students are provided with the building blocks for developing their reading skills.

Numeracy

The development of functional numeracy is promoted across all departments and pathways at Jack Tizard and this is embedded within the school day.

Students are encouraged to develop their awareness of events and actions and begin to recognise and predict changes. An emphasis is placed on developing and understanding shape, space, pattern and number in order to develop early problem-solving skills.

Students will have access to 'real life' numeracy through cooking, shopping and handling money. Following recipes and measuring ingredients enables students to experience numeracy in action. Writing shopping lists, handing over money and receiving change enables students to further experience this.

Teachers are encouraged to highlight numeracy skills across the school day. For example, counting the number of students in class, pointing out colours and shapes in the environment. Visual schedules provide students with the ability to predict and sequence their time at school.

Technology is used to enhance numeracy skills and prepare students for real life.

Computing

At Jack Tizard we pride ourselves on being a 'technology rich' environment and we utilise the best of technology to enhance the education and experiences of all our pupils across the school. All pupils have access to wide range of technological devices, including desktop computers, tablets and switches. We have a fully accessible computer room.

For the majority of pupils at Jack Tizard, computing is used to enhance learning in other parts of the curriculum. For example, accessing numeracy programmes or online stories. For pupils in the Quest pathway, pupils may focus on a more formal teaching of computing, including using and accessing databases and simple coding and programming.

Through our delivery of computing we aim to develop learners who are fully equipped with the skills to be part of a modern and technologically advanced world.

We actively teach and promote online safety and ensure that our pupils know how to keep themselves safe in a way that is appropriate for them.

Modern Foreign Languages

At Jack Tizard we celebrate our multicultural and divers population and are keen to learn about other countries and cultures. As part of our topic cycle we focus on different countries and each year each class celebrates 'International Week', where each class participates in a range of activities linked to a particular country.

Educational Visits

Going out on educational visits is an important part of learning for all our pupils at Jack Tizard and thus it is important that we make time for these visits. Below are some reasons that we may go out on trips, however there are bound to be additional benefits for individuals that may not necessarily be mentioned here.

- To give pupils a real life experience of topic work they may be exploring in school. This helps to consolidate ideas and learning they have experienced in the classroom.
- To give new experiences that otherwise may not be available to them.
- To work on social skills and appropriate behaviour when out in public.
- Showing pupils how to use public transport in a safe way.
- Learning life skills such as crossing the road, and eating out.
- Giving opportunities to transfer skills from school to other environments e.g. using communication aids in a shop or cafe.

Work Related Learning and Work Experience

Work Related Learning enriches and adds another dimension to the pupil's education in the Secondary Department. It gives them 'hands on' and practical experience of the world of work.

We offer both internal and external work experience. Internal work experience offers student the opportunity to try out different jobs within school. These include delivering fruit to the primary classes; delivering post; collecting IT equipment and helping to fold and stock the towels in the hydrotherapy pool.

Older students are able to attend external work experience placements. We currently have placements with Amber and Co Estate Agents – delivering leaflets and a range of opportunities at White City Place. These including gardening, cleaning and greeting at reception.





SMSC

At Jack Tizard we promote the spiritual, moral, social and cultural education of our pupils in the following ways:

Spiritual	Moral	Social	Cultural
<p>RE Learning about different religions and spiritual identities.</p> <p>Assemblies Weekly assemblies reflecting the diverse school population</p> <p>Awe and Wonder Creating opportunities to show fascination and develop awareness of the world around them</p> <p>Reflection and Contemplation Opportunities for reflection throughout the day.</p>	<p>Promoting Democracy Various opportunities through the year, e.g. Jack Petchey nominations</p> <p>Managing Own Behaviour Pupils are encouraged to be responsible for their own actions</p> <p>Making Choices Pupils are encouraged to make choices over all aspects of their day where possible</p> <p>Positive Role Models Pupils learn from each other and staff act as role models.</p>	<p>Develop Social Skills Numerous opportunities for social interactions</p> <p>Working Cooperatively Pupils encouraged to work together and support one another</p> <p>Helping Each Other Learning about the importance of helping others</p> <p>Diversity Promote harmony by learning about people from different religions, countries and ethnic and family backgrounds.</p>	<p>Celebrating Cultural Identity Celebrate and respect each other's cultures</p> <p>Experiencing Cultural Activities Experience activities linked to the arts, music and sporting events</p> <p>Interest in other Cultures Learning about customs from communities across the world</p> <p>Celebrating British Culture Celebrating our British identity and customs</p>

Preparation for Adulthood

Preparation for Adulthood

At Jack Tizard we recognise the importance of preparing our students for their next steps. Beginning in the EYFS department we have a focus on preparing our students for adulthood in a way that is meaningful and relevant to them. Below are experiences and activities that we provide across the key stages to support transition into adult life.

	Relationships and Community	Being Healthy	Independence	The Future
EYFS/KS1	<ul style="list-style-type: none"> • Making friends • Social Interactions • Visit/day trips • Team Playing • Social Groups 	<ul style="list-style-type: none"> • Health checks • Diet and food variety • Immunisations • Physical exercise 	<ul style="list-style-type: none"> • Feeding and drinking • Toileting • Real world play • Getting dressed • Washing and brushing teeth • Making choices 	<ul style="list-style-type: none"> • Following instructions • Adapting to new environments • Playing with other • Real world play and visits
KS2	<ul style="list-style-type: none"> • Learning to be safe on and offline • Exploring the local area • Walking short distances alone • Understanding change 	<ul style="list-style-type: none"> • Managing minor health needs • Articulating pain and health problems • Starting puberty 	<ul style="list-style-type: none"> • Sleepovers and residential trips • Cooking at school and home • Understanding money • Shopping • Moving around school independently • Travel training and transport 	<ul style="list-style-type: none"> • Experiencing different jobs • Start to build a personal profile of likes and dislikes
KS3	<ul style="list-style-type: none"> • Making decisions about free time • Managing social media and technology • Belonging to different groups • Understanding the bigger picture • Building resilience 	<ul style="list-style-type: none"> • SRE • Immunisations • Managing more complex needs • Understating the role of the GP • Annual health checks • Mental health and wellbeing • Drug and alcohol education • Importance of sleep 	<ul style="list-style-type: none"> • Making decisions about what to spend money on • Making own food • Socialising unsupervised • Independent living skills 	<ul style="list-style-type: none"> • Subject option choices • Exploring different jobs • Transition to new settings • Internal work experience placements • Mini-enterprise
14-19	<ul style="list-style-type: none"> • Developing new friendships • Managing budgets • Managing your time • Being safe on the streets • Understanding drugs and alcohol • Volunteering • Understanding the criminal justice system • Knowing where to go for help and how to use emergency services. 	<ul style="list-style-type: none"> • Taking responsibility for medical appointments • Managing own health • Transition to adult services • Knowing when to see the GP • Staying physically active and healthy • Understanding relationships and SRE 	<ul style="list-style-type: none"> • Managing bills • Managing income • Mental capacity • Understanding consent and best interest • Life skills • Transition to adult care • Being safe in home • Understanding different living arrangements • Planning for the future 	<ul style="list-style-type: none"> • Finish personal profile of likes and dislikes • Apprenticeships and internships • Visits to college and transition courses • External work experience • CVs and interview practice •