



**Peterhouse School**

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# Peterhouse Preparing for Adulthood (PPfA) Curriculum Policy

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Cheryl Amy

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## RELATED / RELEVANT POLICIES AND KEY DOCUMENTS

### This document should be read in conjunction with:

- Personal Tutorials Policy
- Work Related Learning Policy
- Assessment, Recording & Reporting Policy
- RSE Policy
- E-Safety Policy
- Teaching and Learning Policy
- Accessing the Community Policy

## SUMMARY / SCOPE

Peterhouse School recognises that in order for our students to leave us as successful adults with autism then a curriculum that has a clear focus on preparing for adulthood must be a priority. This policy sets out to:

- ❖ Outline our philosophy and values towards preparing for adulthood
- ❖ Give an overview of the curriculum framework
- ❖ Give an overview of Planning and Coverage
- ❖ Explain our approach to Assessment

**REVISION STATUS**

<b>This Review Date</b>	<b>Details of Changes</b>	<b>Sections Changed</b>	<b>Author</b>	<b>Date of next review</b>
				September 2019
October 2022	To update new curriculum and overview	Updates throughout	Cheryl Amy	October 2024
December 2022	Endorsed by the Governance Committee			
November 2025	To update language	Updates throughout	Cheryl Amy	November 2028

Peterhouse School mission statement;

*“Peterhouse aims to provide a specialist environment which is flexible and responsive in fulfilling the academic, social, emotional and physical potential of all our young people, equipping them with the skills, knowledge and understanding to be a successful adult with autism.”*

In keeping with this mission statement we aim to equip our students with the knowledge and understanding, together with the appropriate skills and strategies, to help them succeed in life as an adult.

We recognise that our student’s autism can impact significantly on their vulnerability as an adult and addressing this is embedded in everything we do.

We recognise that our youngest students are on a journey through to adolescence and beyond to adulthood and need to be prepared for this as early as possible, in an age-appropriate way.

Through the curriculum we aim to ensure our pupils are able to

- ❖ keep themselves safe
- ❖ develop their independence
- ❖ maintain physical and emotional wellbeing
- ❖ make a positive contribution to their community and others, understanding the impact, both positively and negatively, they can have on themselves and others.

In keeping with all our curriculum planning, the Peterhouse Preparing for Adulthood Offer is a vehicle through which our student’s autism is addressed. Each activity and experience offered is aimed to address the differences in communication, social understanding, thinking, and for some, sensory perception or sensory processing.

The rationale and content for the creation of the Peterhouse Preparing for Adulthood Offer comes a variety of sources. These include;

- Significance was historically placed on some of these teaching areas at post 16. Feedback from teachers identified they did not have enough time to address gaps in learning presented by these areas due to the focus on accredited learning. (Evidenced through feedback from teachers via performance management)
- Students did not have the opportunity to generalise important skills in different contexts to ensure deep learning. Many people with autism when learning new skills need different experiences to be able to apply in difficult contexts.
- PSHE Association **Programme of Study for PSHE education (KS1-5) Jan 2020**

- PSHE Association Planning Framework for Pupils with SEND KS1-4 July 2020
- Sefton's Preparing for Adulthood Guide

Throughout the Peterhouse Preparing for Adulthood Offer there will be opportunities to teach Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs. This will be detailed in the individual curriculums where applicable and addressed in the most meaningful and appropriate way for our students. The promotion of Spiritual, Moral, Social and Cultural development will be embedded throughout, paying regard to the specific learning needs of our students.

In line with the updated PSHE statutory guidance that came into effect from September 2020, the Peterhouse Preparing for Adulthood Offer was updated to incorporate these changes. The revised curriculum subjects included were:

- relationships education
- relationships and sex education (RSE)
- health education

## 2 OVERVIEW OF THE CURRICULUM FRAMEWORK

The Peterhouse Preparing for Adulthood Offer is taught across both pathways.

The **formal pathway** comprises of:

- ❖ Sex and Relationships
- ❖ Health & wellbeing
- ❖ Digital Citizenship
- ❖ Work Related Learning
- ❖ Accessing the Community (one blended offer)

The **semi-formal pathway** comprises of:

- ❖ Self-awareness
- ❖ Changing and growing
- ❖ Managing Feelings and Behaviour
- ❖ Healthy lifestyles
- ❖ Self-care, support and safety
- ❖ Friends and Relationships
- ❖ Accessing the Community (one blended offer)

In keeping with our philosophy and values, the Peterhouse Preparing for Adulthood Offer is considerate of our 4 drivers (see the Teaching & Learning Policy for more information):

- ❖ **Identity**
- ❖ **Independent Learning and Creative thinking**
- ❖ **Knowledge of the Wider World**
- ❖ **Quality of Life**

Each framework has a progression route which students can developmentally work towards through following smaller steps within pre-stages 1-6 (semi-formal pathway) and stages 1-13 (formal pathway).

### 3 PLANNING AND COVERAGE

Coverage of the Peterhouse Preparing for Adulthood Offer is split into two discrete methods of learning. One method is through a traditional class-based lesson in which generalised, differentiated and individualised learning are planned to depend on the needs of the students. The other method in which the Peterhouse Preparing for Adulthood Offer will be addressed is through personalised learning in which learning is driven from prime needs and strengths. This type of learning does not follow a topic cycle. It is dictated only by the prime needs of the individual. More detailed descriptions are described below.

- ▶ **DIFFERENTIATED** – The learning outcomes and teaching strategies are adapted for an individual or a small group of pupils. Differentiation is largely about what we do to the desired learning outcome.
- ▶ **INDIVIDUALISED** – Specific teaching strategies are planned to enable individual pupils to achieve the desired learning outcome which may also be adapted. Individualisation is largely focused on changing how we teach.
- ▶ **PERSONALISED** – Learning is centred around a holistic assessment of a person's needs and strengths and responds specifically to these. It is focused on enabling the person to build from their strengths to access learning and achieve success.

#### Lesson Based Learning

The Peterhouse Preparing for Adulthood Offer (which incorporates PSHE and other statutory national curriculum guidance) will be delivered at each of the Key Stages EYFS-KS1-5 using a stage not age approach. **The only exception to this rule is puberty, which will be delivered when pupils reach age 10 (Y6), irrespective of their pathway. That being said, the delivery of this will depend on the individual and their level of understanding.** Two lessons per week are dedicated to the Peterhouse Preparing for Adulthood Offer. For the **formal** pathway, one will rotate between Sex and Relationships and Health and Wellbeing, the other between Digital Citizenship and Work-Related Learning. At KS4-5, Work Related Learning is also delivered through the ASDAN Employability course. For the **semi-formal** pathway, the framework is taught across 2 lessons a week.

Whole school enrichment weeks will complement this curriculum.

At all stages, Accessing the Community will be taught during the year through dedicated tutorial/Independent Travel sessions, dedicated lessons, DofE (KS5) and incidental learning such as lunch time provision for the older students.

(Appendix I shows coverage of the rolling programme)

### **Personalised Learning**

All students will have the opportunity to generalise important skills in different contexts to ensure deep learning. A personalised approach to learning through the Peterhouse Preparing for Adulthood Offer will be taught as the impact of autism on the individual will mean additional learning outside a group may be necessary to support prime needs unique to the individual. The vehicles to support personalised learning may include; EHCP's, Prime time reflection, Personal Tutorials, Counselling, Work experience, Positive Behaviour Support Plans (PBSP's) and Options.

Other specialist staff including Speech and Language Therapists, Occupational Therapists, School Counsellor, etc. will also have due regard for this curriculum as specific areas may also be addressed on an individual basis through personal therapy targets/interventions. Our aim to embed personalized learning through the Peterhouse Preparing for Adulthood Offer and this will drive improvement on student outcomes.

## **4 ASSESSMENT**

Progress against targets will be recorded in Earwig. Progress is then monitored half termly through the Progress Trackers. Targets are set termly to meet the needs of individual learners and complement the EHCP target setting; individual personal tutorial work, therapy targets, EHCP targets; Risk Assessment and PBSP data. A profile of progress over time can be followed through our school recording and reporting System 'Earwig' to ensure 'deep learning' which becomes embedded and generalized in a variety of contexts. Targets will be assessed against the Encounter (E) Basic (B) Advancing (A) deep (D) criteria (see Assessment Policy for more details) at two assessment points in the year. The individual progress for the Peterhouse Preparing for Adulthood Offer is then reported on annually to families.

Speech & Language Therapists will meet with Class Teachers and other key staff to discuss individual students' receptive and expressive language skills and their ability to access each level of the curriculum. SaLTs are available to liaise with teaching staff to agree a students' baseline abilities in each area, agree appropriate targets to work towards, recommend activities and strategies to use and work together to monitor progress. SaLTs can incorporate aims into therapy intervention plans and work on an individual and class basis to achieve these aims.

## **APPENDIX I**

Peterhouse School Preparing for Adulthood Semi-Formal pathway						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 Year Cycle	A Self-awareness	B Self-Awareness; Work Related Learning	G Friends and relationships	F Self-care, support and safety	E Healthy Lifestyles	C Changing and growing
	Attending / knowing about self in their environment Things we are good at Choices	Jobs that help us Catering Outdoors & Nature Work experience	People who are special to us Knowing about people Getting on with others through playing and working together	Taking care of ourselves; hygiene and self-care Taking care of ourselves; toileting Taking care of ourselves; dressing Taking care of ourselves; household chores	Healthy eating (skills) Using knowledge and skill in healthy eating Taking care of physical health; sleep Taking care of physical health; medical	How I change (including puberty) My future
Focus weeks	Black History Awareness (OCT)	Anti-bullying week (NOV)	Online safety Day (FEB) LGBTQ+ Awareness Month (FEB)	LGBTQ+ Awareness Month (FEB)	Mental Health Awareness Week (MAY) Healthy Eating Week (JUNE)	Healthy Lifestyles through transition plans
On-line safety is taught through Understanding the World; Technology						
Hidden Curriculum	Themes taught in the half-terms above are also to be addressed as required, whether this be whole class, group or individual learning  Managing Feelings and behaviour (section D) (identifying and expressing / knowing about kind and unkind behaviours / self-management of feelings/wellbeing) Also through- therapy interventions i.e. Zones of Regulation / Quality of Life / EHCP targets  Pupils may not discretely stay on the whole of the semi-formal pathway for PFA – there may need to be sections where they access the formal pathway					
Progression links to PFA Formal curriculum	Section B leads to Work Related Learning	Sections A, C, D & G Lead to Sex & Relationships	Sections E & F Lead to Health & wellbeing	Understanding the World, Technology Leads to Digital Citizenship		

Peterhouse School						
2 Year Overview – Preparing for Adulthood Formal pathway / 1 session per week						
Digital Citizenship & Work-Related Learning						
Classes up to FE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 2025-2026	Digital Citizenship Self-image & Identity	Work Related Learning <i>Skills for Success</i> • Skills & Qualities • Christmas fair enterprise project	Digital Citizenship On-line bullying On-Line Relationships	Work Related Learning <i>The Big Picture</i> • Identity & wellbeing	Digital Citizenship Health, wellbeing & lifestyle	Work Related Learning <i>The World of Work</i> • Goals & Achievements
Year 2 2026-2027	Digital Citizenship On-line reputation Managing on-line information	Work Related Learning <i>Skills for Success</i> • Financial Awareness • Christmas fair enterprise project	Digital Citizenship On-line bullying On-Line Relationships	Work Related Learning <i>The Big Picture</i> • Exploring opportunities	Digital Citizenship Privacy & security Copyright & Ownership	Work Related Learning <i>The World of Work</i> • Overcoming Challenges
Stage of appropriate content			The Dark Web	Budgeting and saving Financial exploitation Debt gambling		
Focus weeks			Online safety Day	Careers week		
Progression links from the Semi-formal PFA pathway	Section B leads on to work related learning	Sections A, C, D & G Lead on to sex & relationships	Sections E & F Lead on to Health & wellbeing	Understanding the World, technology Leads on to Digital Citizenship		

Peterhouse School						
1 Year Overview- Preparing for Adulthood Formal pathway / 1 session per week						
Sex & Relationships and Health & wellbeing / 1 session per week						
Classes up to FE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
One Year Cycle	Sex & Relationships <b>A Respecting self and others</b>	Sex & Relationships <b>B Relationships; Families, Friends &amp; Others</b>	Sex & Relationships <b>E Belonging &amp; Equality</b>	Sex & Relationships <b>D Being Safe</b>	Sex & Relationships <b>C Respectful, Kind Relationships</b>	Sex & Relationships <b>F Ourselves growing and changing</b>
	Health & wellbeing <b>A Self-concept</b>	Health & wellbeing <b>B Mental health &amp; wellbeing</b>	Health & wellbeing N/A	Health & wellbeing <b>D Keeping safe and managing Risk</b>	Health & wellbeing <b>C Drugs, alcohol &amp; tobacco (from Stage 3)</b>	Health & wellbeing <b>E Healthy Lifestyles</b>
Summary of Coverage	Respect, tolerance Gangs Rights & Law Weapons  Likes & dislikes, aspirations, self-esteem, my body my rules, managing setbacks	Different types of relationships, conflict, compromise & negotiation  Feelings, change & loss, conflict, strategies, support, finances and gambling, self-harm, anxiety & depression	Faith, culture, gender, sexual orientation, ableism Honour-Based Violence	Permission, consent, peer pressure Pornography  Risks in the immediate and wider environment, hazard awareness, first aid, social media risks, gambling Extremism and gangs	Bullying, harassment, exploitation, coercion  Legal and illegal drugs including vaping, medicines Risks, habits, support, addiction & consequences	Hygiene, sex education FGM  PUBERTY must be taught in an appropriate way as pupils reach Y5 age (AGE NOT STAGE)  Self-care, physical health (doctors, dental, sun safety / cancer screening), balanced lifestyles, finances and budgeting, cosmetic procedures
Focus weeks	Black History Awareness (OCT)	Anti-bullying week (NOV)	Online safety Day (FEB) LGBTQ+ Awareness Month (FEB)	LGBTQ+ Awareness Month (FEB)	Mental Health Awareness Week (MAY) Healthy Eating Week (JUNE)	Healthy Lifestyles through transition plans
Hidden Curriculum (tutorials, transition, therapy intervention, EHCP) As well as being taught through discrete PPA lessons these areas will also be addressed through our through our personalised approach (self-regulation / recognising feelings / transitions / healthy living / therapy interventions i.e. zones of regulation / Quality of Life)						

Peterhouse School Preparing for Adulthood Formal pathway / 1 session per week & RfP focus						
Sex & Relationships, Health & wellbeing & Digital Citizenship (WRL to be delivered through accredited learning)						
FE Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
One Year Cycle	Sex & Relationships <b>A Respecting self and others</b>	Sex & Relationships <b>B Relationships; Families, Friends &amp; Others</b>	Sex & Relationships <b>E Belonging &amp; Equality</b>	Sex & Relationships <b>D Being Safe</b>	Sex & Relationships <b>C Respectful, Kind Relationships</b>	Sex & Relationships <b>F Ourselves growing and changing</b>
	Health & wellbeing <b>Self-concept</b>	Health & wellbeing <b>Mental health &amp; wellbeing</b>	Health & wellbeing N/A	Health & wellbeing <b>Keeping safe and managing Risk</b>	Health & wellbeing <b>Drugs, alcohol &amp; tobacco</b>	Health & wellbeing <b>Healthy Lifestyles</b>
	Digital Citizenship On-line reputation Managing on-line information	Digital Citizenship On-line bullying On-Line Relationships	Digital Citizenship Self-image & Identity	Digital Citizenship Privacy & security Copyright & Ownership	Digital Citizenship Health, wellbeing & lifestyle	
Summary of Coverage	Respect, tolerance Gangs Rights & Law Weapons  Likes & dislikes, aspirations, self-esteem, my body my rules, managing setbacks	Different types of relationships, conflict, compromise & negotiation  Feelings, change & loss, conflict, strategies, support, finances and gambling, self-harm, anxiety & depression	Faith, culture, gender, sexual orientation, ableism  HBV	Permission, consent, peer pressure Pornography  Risks in the immediate and wider environment, hazard awareness, first aid, social media risks, gambling Extremism and gangs	Bullying, harassment, exploitation, coercion  Legal and illegal drugs including vaping, medicines Risks, habits, support, addiction & consequences	Hygiene, sex education FGM  PUBERTY must be taught in an appropriate way as pupils reach Y5 age (AGE NOT STAGE)  Self-care, physical health (doctors, dental, sun safety / cancer screening), balanced lifestyles, finances and budgeting, cosmetic procedures
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Hidden Curriculum	Health & wellbeing mental health and emotional wellbeing / Healthy Lifestyles (self-regulation / recognising feelings / transitions / healthy living / therapy interventions i.e. zones of regulation / Quality of Life/ EHCP)					

