



Preparation for Adulthood

Preparation for Adulthood delivers the knowledge, skills, qualities and understanding they will need to leave Maplewell to go into Further Education or Employment, and go on to lead happy, healthy, independent lives as valued members of their communities.

The Preparation for Adulthood Aims are:

- Good Health;
- Employment;
- Independent Lives; and
- Friends, Relationships and Community Inclusion.

Preparation for Adulthood outcomes are recorded on Education, Health and Care Plans and reviewed as part of the Annual Review process.

Delivery

On the curriculum

All students have Preparation for Adulthood (P4A) on their timetable. P4A lessons teach students about Relationships and Sex; Drugs; Transition; and First Aid.

Across the curriculum

Careers Education is delivered by every teacher in every timetabled subject through experiences of work and enterprise.

ICT curriculum

Students are taught P4A online safety as part of the compulsory ICT curriculum.

DT (Food) curriculum

Students are taught P4A body health (inner) as part of their food lessons.

PE curriculum

Students are taught body health (outer) as part of their PE lessons.

Pastoral curriculum

Tutor teams help prepare students for adulthood by helping students develop knowledge, skills, qualities and understanding in the following areas: Regulation and Resilience; Work Experience and Employability; Personal Care and Living; Personal safety; Engagement; and Friends.

Assessment

Progress towards Preparation for Adulthood outcomes is assessed using the school's Mastery Levels. In ascending order, the Mastery Levels are:

- Launch 1-6;
- Prep 1-6;
- Emerging 1-4;
- Intermediate 1-4; and
- Advanced 1-2.

These levels are used to track progress towards a set of Mastery Statements that broadly describe the Knowledge, skills, qualities and understanding that students will need in adulthood.

The Mastery Statements are:

Good Health - Inner:

- I choose to eat a balanced and varied diet that helps me maintain a healthy weight and lifestyle;
- I can make good use of food labelling to help me make informed choices;
- I can make informed decisions about recreational and medicinal drug use;
- I understand the law on legal, illegal and controlled substances; and
- I know how to access appropriate drugs information and support.

Good Health - Outer:

- I willingly engage in activities that promote physical fitness in line with government advice;
- I understand the lifelong benefits of maintaining a healthy lifestyle and how physical exercise benefits my emotional and physical health; and
- I can identify a variety of activities that benefit both strength and cardio-vascular fitness.

Emotional Health – Regulation:

- I can recognise and name my own feelings and those of others;
- I can respond to my own and others feelings appropriately;

- I can wait for an appropriate time to discuss my feelings; and
- I can listen to and follow appropriate advice.

Emotional Health – Resilience

- I can accept and give praise and criticism in a wide range of social, educational and work settings;
- I can work hard to overcome difficulties;
- I can make mistakes without giving up; and
- I can deal with change appropriately.

Work Education – Experience of Work

- I know, through experience, about a wide range of work sector settings related to curriculum subjects; and
- I have demonstrated that I am employable through meaningful work experience.

Work Education – Transition

- I have clear ideas and realistic plans about my short, medium and long-term future;
- I can write and update a CV;
- I can complete an application form appropriately and independently; and
- I can use a wide range of resources to seek college and job information and vacancies.

Work Education – Employability

- I have the employability skills to make me a realistic candidate for employment;
- My attendance at school or at work is good;
- I can arrive to a range of activities and events with clothing and equipment that is suitable; and
- I am able to make my own plans to ensure I arrive on time and well-prepared for work and learning.

Work Education – Enterprise

- I can take part in a range of activities with employers and employees enthusiastically within this subject area; and
- I understand how business works and can contribute to successful creative and collaborative enterprise projects within subject areas.

Independence – Personal Care

- I can look after my personal care needs safely and appropriately; and
- I look after my own appearance and health needs appropriately, including accessing health services and advice when needed.

Independence – Living

- I can perform safely and confidently all the tasks required to maintain a clean and tidy living space;
- I can manage my own finances responsibly and safely; and
- I can travel safely and confidently, on a range of forms of public transportation to unfamiliar destinations.

Safety – Online

- I can use the Internet, social media, mobile phones and other forms of electronic communication safely and responsibly; and
- I have an age-appropriate attitude to risk.

Safety – Personal

- I can keep myself safe in school, at home, and in the wider community;
- I conduct myself in a way that helps me and others to learn effectively; and
- I can provide basic first aid appropriately.

Engagement – Outsiders

- I am tolerant of the views of others even when those views are different to my own;
- I show respect to all people regardless of their socio-economic status, religion, race, sexuality, gender, profession, age or disability; and
- I can successfully engage with new people and situations.

Engagement – Participation

- I can access a wide range of facilities and activities in the school;
- I use retail and leisure facilities in my community confidently;
- I take part in clubs or groups in my community;
- I can access support services in my community; and
- I volunteer.

Relationships – Friends

- I have a stable, close group of trusted friends;
- I manage disagreements appropriately;
- I maintain friendships over a period of time; and
- I engage in appropriate leisure activities outside of school with my friends.

Relationships – Partners

- If I am in an intimate relationship, I am able to conduct myself appropriately and make safe and informed decisions;
- I understand issues related to consent and apply this knowledge appropriately;
- I know about sexual health and contraception; and
- I can seek appropriate RSE support.