

Senior Department Curriculum **'Using my Skills to Learn and Prepare for my Future'**

The Senior Department mission statement is 'Using my Skills to Learn and Prepare for my Future'. We believe we have a vital role in ensuring our pupils are supported in building upon the skills and knowledge they have acquired in their Milestone School journey and applying them in their wider community. We have high aspirations about employment, independent living and community participation which underpin the intent of our curriculum. Together, we will continue to develop and foster positive attitudes, achieving success to 'Remove Obstacles and Enable Access to Learning' while supporting pupils' transition from The Milestone School.

Intent:

Developing and building on the intent of Middle Department ('Practising my Skills to Support me to Learn'), the intent of the Senior Department curriculum is to provide pupils with an outward facing curriculum to support engagement with their community and to look towards life beyond The Milestone School. Using the Preparation for Adulthood (PfA) outcome strands of: Employment, Independent Living, Good Health and Friends, Relationships and Community as a framework, our curriculum has been developed with Communication, PSHE, mental health and life skills at the core. Our intent is to support pupils to achieve in areas they find challenging by providing creative and engaging experiential learning opportunities that are designed to promote a desire to learn, personal autonomy and pride in what they accomplish.

Communication, language and interaction are central to and embedded within all areas of our pupils' learning experiences. Pupils are supported to develop a personalised mode of communication which will enable them to effectively gain access to their learning and community.

Implementation:

Implementing our curriculum commences with ensuring each pupil has a mode of communication, enabling them access to all curriculum areas and learning opportunities. Pupils' starting points are identified using our schools' Total Communication ethos, which ascertains their personal communication system following our Communication Framework.

Our curriculum has been structured to align with the five core areas of the EHCP as follows:

- **Communication, Language and Interaction**
- **Cognition & Learning**
- **Sensory and Physical Needs**
- **Social, Emotional & Mental Health**
- **Self Help & Independence**

Aspirational outcomes and learning intentions are informed by individual Educational, Health, Care Plan (EHCP) targets as well as The Milestone School Progression Pathways in the core subjects. Pupils have access to sequential, engaging, interactive and challenging learning opportunities, at a level relevant to the individual, through activities that are planned across all five core areas of the curriculum.

Our Key Stage 3 (KS3) and Key Stage 4 (KS4) Curriculum Overviews provide a framework for implementation which ensures that as a pupil progresses through the department, so do the experiences and opportunities available to them, taking into account what is relevant according to their age and needs. Personalised timetables are created to ensure specific needs are met and pupil choices are considered, as well to make sure there is provision to support working towards meeting the outcomes agreed at the annual EHCP review as appropriate.

Reading, functional literacy, communication skills and functional maths are all taught in the Senior Department, implemented using 'The Milestone Whole School Communication, Language and Literacy Pathway' and the 'Whole School Maths Pathway'. When pupils are ready to learn to read, they access and follow the 'Read, Write Inc' programme. Pre-reading skills and communication development are implemented following the school's commitment to the communication framework. Communication, literacy and reading are delivered at least 3 times a week in Senior Department, as is Mathematics. Adult-led storytelling and opportunities to promote a love of literature are timetabled each day.

In KS3, a broad, balanced and sequential curriculum utilises topics to support the delivery of Science, Geography and History. In KS4, whilst geography and history are not taught explicitly, they continue to be a focus embedded in BTEC study, with skills and concepts linked to practical application and the development of independence.

At KS3, each term has an intended subject focus (as outlined in the 'KS3 rolling programme') to provide a broad and balanced curriculum; Topics are carefully planned, sequenced and implemented, ensuring pupils access learning at their ability and facilitating challenge. This topic focus supports our teaching of the curriculum by grasping pupils' interests and engaging them to develop their knowledge and skills. Due to pupil needs, diverse methods of teaching are implemented. These include planned repetition and reinforcement, modelling, scaffolding and the generalisation and application of learning (retrieval practice). At KS4, pupils participate in accredited units of study which are designed to help them to prepare for the structure of learning they are expected to encounter beyond The Milestone School.

As well as ensuring pupils can access all the areas of the curriculum to which they are entitled according to their year group, pupils are offered a wide range of activities to enrich their curriculum. Physical development and education are implemented across all KS3 classes each day, relevant to the physical needs and abilities of the pupils. In addition, all pupils choose from a range of weekly physical 'curriculum enrichment' options out of their class group. These have been designed to enable them to apply the skills they have developed in Foundation and Middle Departments to activities and events in their wider community and with their friendship groups, as well as for good health. Creative Art education is also implemented in KS3 via choice from a range of weekly creative 'curriculum enrichment' options. These options are designed to follow pupil interests and provide the opportunity to develop skills and hobbies that they can continue to access outside of The Milestone School.

Our pupils social, emotional and mental health (SEMH) needs are a key focus and we recognise this as being of fundamental importance in enabling access to learning and supporting our pupils' holistic needs and development. Pupils' needs are identified using the Milestone School SEMH Progression Pathway and lessons are designed and implemented in line with the pathway, ensuring that pupils' SEMH development is sequential and appropriate to their individual needs. Additionally, the implementation of the 'PinK Curriculum' supports our pupils' social and emotional needs, ensuring they access regular emotional check-ins, providing further opportunities to promote spiritual, moral, social and cultural development within all areas of the pupils' individual journeys.

We have a strong positive ethos towards our provision for Outdoor Play and Learning (OPAL), with pupils spending around 20% of their time outdoors. We aim to ensure this is as fulfilling and enriching as possible, with a focus on physical, emotional, social, spiritual and intellectual welfare and development. Sensory approaches are also used to enable learners to access and engage with the curriculum, to benefit from therapeutic effects and to develop senses including tactics to cope with impairment and aversion.

| Implementation of the Senior Department Curriculum – Our Key Stage 3 Two-Year Rolling Programme | | | |
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| In Key Stage 3 Topics are used as contexts for learning, each with an intended subject focus of either Geography, History or Science (highlighted in yellow), with one Topic each year incorporating a Sustainability theme. | | | |
| Year 1 2019-20 2021-22 | Year 1 | Year 2 2020-21 2022-23 | Year 2 |
| Autumn | <p>'Farm to Fork'</p> <p>CLI: Pupils to progress along individual pathways.</p> <p>Maths: Pupils to progress along individual pathways. Focus: Shape & Space, Number & Place Value, Calculation</p> <p>Geography (incorporating Sustainability): Place Knowledge, Human and Physical Geography</p> <p>Science: Biology - Material Cycles and Energy</p> <p>Computing: Pupils to progress along individual pathways. Focus: Online Safety (I am safe and secure) & Information Technology (Handling and Displaying Data)</p> <p>PSHE/PINK: Pupils will progress along individual pathways. Focus: The Wider World (self-care/awareness to accompany alongside)</p> <p>RE (incorporating Sustainability): L2.1 What do Christians learn from the Creation Story? Rolling programme of Key Events and Festivals</p> <p>BV: Democracy and Rule of Law</p> <p>Citizenship: (Cross Curricular links with Maths, PSHE, RE and British Values)</p> <p>SMSC: Cultural & Moral Development</p> <p>Art & Design: Drawing, Curriculum Enrichment: Drawing/ Printing/ Collage</p> <p>PE: Pathway levels 1-6 access all strands within the pathway. Pathway levels 7-18: Fundamentals and Ball Skills, Net&Wall</p> <p>DT: Cooking - Simple Meals using seasonal ingredients, Nutrition, Skill Development (preparation/ techniques), Hygiene</p> <p>Careers: Developing yourself through careers, employability and enterprise education; Learning about careers and the world of work; Developing your career management and employability skills</p> | Autumn | <p>'Roman Remedies'</p> <p>CLI: Pupils to progress along individual pathways.</p> <p>Maths: Pupils to progress along individual pathways. Focus: Shape & Space, Number & Place Value, Calculation</p> <p>History: Britain's Past</p> <p>Science: Biology - Structure and Function of Living Organisms</p> <p>Computing: Pupils to progress along individual pathways. Focus: Online Safety (I am safe and secure) & Information Technology (Handling and Displaying Data)</p> <p>PSHE/PINK: Pupils will progress along individual pathways. Focus: The Wider World (self-care/awareness to accompany alongside)</p> <p>RE: L2.14 What kind of a world did Jesus want? Rolling programme of Key Events and Festivals</p> <p>BV: Democracy and Rule of Law</p> <p>Citizenship: (Cross Curricular links with Maths, PSHE, RE and British Values)</p> <p>SMSC: Cultural & Moral Development</p> <p>Art & Design: Textiles, Curriculum Enrichment: 3D Work/ Painting/ Textiles</p> <p>PE: Pathway levels 1-6 access all strands within the pathway. Pathway levels 7-18: Fundamentals and Ball Skills, Invasion</p> <p>Music: Curriculum Enrichment: Music for Pleasure (instruments and/ or voice)</p> <p>DT: Simple Meals (using seasonal ingredients), Nutrition, Skill Development (preparation/ techniques), Hygiene</p> <p>Careers: Developing yourself through careers, employability and enterprise education; Learning about careers and the world of work; Developing your career management and employability skills</p> |
| | Spring | | <p>'George's Marvellous Medicine'</p> <p>CLI: Pupils to progress along individual pathways.</p> <p>Maths: Pupils to progress along individual pathways. Focus: Time, Number & Place Value, Calculation</p> <p>Science: Chemistry - Chemical Reactions</p> <p>Computing: Online Safety (I am kind and responsible) & Information Technology (Using Technology Creatively)</p> <p>PSHE: Pupils will progress along individual pathways. Focus: Health and Wellbeing (self-care/awareness to accompany alongside)</p> <p>RE: L2.12 How and why do people mark the significant events in their life? Rolling programme of Key Events and Festivals</p> <p>BV: Individual Liberty</p> <p>Citizenship: (Cross Curricular links with Maths, PSHE, RE and British Values)</p> <p>SMSC: Social Development</p> <p>Art & Design: Painting, Curriculum Enrichment: Drawing/ Printing/ Collage</p> <p>PE: Pathway levels 1-6 access all strands within the pathway. Pathway levels 7-18: Fundamentals and Ball Skills, Strike&Field</p> <p>Music: Curriculum Enrichment: Music for Pleasure (instruments and/ or voice)</p> <p>DT: Evaluate and Technical Knowledge: Cooking - Simple Meals (using seasonal ingredients), Nutrition, Skill Development (preparation/ techniques), Hygiene</p> <p>Careers: Developing your career management and employability skills</p> |

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| Summer | <p style="text-align: center;">'Once in a Lifetime'</p> <p>CLI: Pupils to progress along individual pathways.</p> <p>Maths: Pupils to progress along individual pathways. Focus: Money & Measure, Number & Place Value, Calculation</p> <p>History: Wider World History</p> <p>Science: Physics - Motion and Forces</p> <p>Computing: Online Safety (I am healthy) & Computer Science (Coding)</p> <p>PSHE/PINK: Pupils will progress along individual pathways. Focus: Relationships/SRE (self-care/awareness to accompany alongside)</p> <p>RE: L2.9 How do festivals and worship show what matters to Muslims? Rolling programme of Key Events and Festivals</p> <p>BV: Mutual Respect and Tolerance of those with Different Beliefs</p> <p>Citizenship: (Cross Curricular links with Maths, PSHE, RE and British Values)</p> <p>SMSC: Spiritual Development</p> <p>Art & Design: Collage, Curriculum Enrichment: Drawing/ Printing/ Collage</p> <p>PE: Pathway levels 1-6 access all strands within the pathway. Pathway levels 7-18: Fundamentals and Ball Skills, Athletics</p> <p>Music: Curriculum Enrichment: Music for Pleasure (instruments and/ or voice)</p> <p>DT: Simple Meals (using seasonal ingredients), Nutrition, Skill Development (preparation/ techniques), Hygiene</p> <p>Careers: Learning about careers and the world of work; Developing your career management and employability skills</p> | <p style="text-align: center;">'Living Planet'</p> <p>CLI: Pupils to progress along individual pathways.</p> <p>Maths: Pupils to progress along individual pathways. Focus: Money & Measure, Number & Place Value, Calculation</p> <p>Geography (incorporating Sustainability): Location Knowledge, Geographical Skills and Fieldwork</p> <p>Science: Chemistry - Earth and Atmosphere</p> <p>Computing: Online Safety (I am healthy) & Computer Science (Coding)</p> <p>PSHE/PINK: Pupils will progress along individual pathways. Focus: Relationships/SRE (self-care/awareness to accompany alongside)</p> <p>RE (incorporating Sustainability): 3.2 Should Christians be greener than everyone else? Rolling programme of Key Events and Festivals</p> <p>BV: Mutual Respect and Tolerance of those with Different Beliefs</p> <p>Citizenship: (Cross Curricular links with Maths, PSHE, RE and British Values)</p> <p>SMSC: Spiritual Development</p> <p>Art & Design: Printing, Curriculum Enrichment: 3D Work/ Painting/ Textiles</p> <p>PE: Pathway levels 1-6 access all strands within the pathway. Pathway levels 7-18: Fundamentals and Ball Skills, Athletics</p> <p>Music: Curriculum Enrichment: Music for Pleasure (instruments and/ or voice)</p> <p>DT: Simple Meals using seasonal ingredients, Nutrition, Skill Development (preparation/ techniques), Hygiene</p> <p>Careers: Learning about careers and the world of work; Developing your career management and employability skills</p> |
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Implementation of the Senior Department Curriculum – Our Key Stage 4 Two-Year Rolling Programme

In Key Stage 4 pupils continue to follow individualised learning pathways which are embedded within accredited units of work appropriate to their level.

Accredited units are complemented by rolling programme of wider enriching subjects building upon the pathways of experience they have had in Foundation and Middle Departments.

Accredited Units:

| | Pupils working at MSPP levels 1-6 | Pupils working at MSPP levels 7-12 | Pupils working at MSPP levels 13-18 | | | | |
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| English | ASDAN Lifeskills Challenges: <ul style="list-style-type: none"> Joining in a group sensory story (WT Entry 1) Sensory cooking (WT Entry 1) Farm to fork (WT Entry 1) Participate in cleaning a kitchen (WT Entry 1) Explore and engage in activities related to own personal hygiene (WT Entry 1) Develop attention, communication and social interaction skills (WT Entry 1) Going Shopping (WT Entry 1) | ASDAN Lifeskills Challenges: <table border="1" style="width: 100%;"> <thead> <tr> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Enjoyment of stories (Entry 1) Writing instructions (Entry 1) Presenting to a small group (Entry 1) Myths and legends stories (WT Entry 1) Writing a recount (Entry 1) The world around us – local and world news (Entry 1) </td> <td> <ul style="list-style-type: none"> Writing a news report (Entry 1) Enterprise skills (Entry 1) PSHE through literature (Entry 2) Language of Fantasy Fiction (WT Entry 1) Writing personal letters, postcards, emails & messages (WT entry 1) Find out about a famous person (Entry 1) </td> </tr> </tbody> </table> | Year 1 | Year 2 | <ul style="list-style-type: none"> Enjoyment of stories (Entry 1) Writing instructions (Entry 1) Presenting to a small group (Entry 1) Myths and legends stories (WT Entry 1) Writing a recount (Entry 1) The world around us – local and world news (Entry 1) | <ul style="list-style-type: none"> Writing a news report (Entry 1) Enterprise skills (Entry 1) PSHE through literature (Entry 2) Language of Fantasy Fiction (WT Entry 1) Writing personal letters, postcards, emails & messages (WT entry 1) Find out about a famous person (Entry 1) | AQA Entry Level Certificate Step up to English (Silver or Gold) |
| Year 1 | Year 2 | | | | | | |
| <ul style="list-style-type: none"> Enjoyment of stories (Entry 1) Writing instructions (Entry 1) Presenting to a small group (Entry 1) Myths and legends stories (WT Entry 1) Writing a recount (Entry 1) The world around us – local and world news (Entry 1) | <ul style="list-style-type: none"> Writing a news report (Entry 1) Enterprise skills (Entry 1) PSHE through literature (Entry 2) Language of Fantasy Fiction (WT Entry 1) Writing personal letters, postcards, emails & messages (WT entry 1) Find out about a famous person (Entry 1) | | | | | | |
| Mathematics | | AQA Entry Level Certificate Mathematics (Entry 1 or Entry 2) | AQA Entry Level Certificate Mathematics (Entry 2 or Entry 3) | | | | |
| BTEC | | Pre-Vocational Study Certificate (Entry 1) Hospitality & Tourism (Entry 1) | Pre-Vocational Study Certificate (Entry 2 or 3) Hospitality & Tourism (Entry 1) | | | | |
| Trinity Arts Award (Year 11) | 'Discover' Level (as appropriate) | 'Explore' Level | 'Explore' Level | | | | |

| Year 1 2019-20 2021-22 | Year 1 | Year 2 2020-21 2022-23 | Year 2 |
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| Autumn | <p>CLI: MSPP Levels 1-6 – Pupils to progress along individual pathways.</p> <p>Maths: MSPP Levels 1-6 – Pupils to progress along individual pathways. Focus: Shape & Space, Number & Place Value, Calculation</p> <p>Science: Embedded within BTEC qualifications</p> <p>Computing: Embedded within BTEC, ASDAN and AQA qualifications</p> <p>PSHE/PINK: Pupils will progress along individual pathways. Focus: The Wider World (self-care/awareness to accompany alongside)</p> <p>RE (incorporating Sustainability): L2.12 How and why do people try to make the world a better place? Rolling programme of Key Events and Festivals</p> <p>BV: Democracy and Rule of Law</p> <p>Citizenship: (Cross Curricular links with Maths, PSHE, RE and British Values)</p> <p>SMSC: Cultural & Moral Development</p> <p>Art & Design: 3D work/Textiles</p> <p>PE: Pathway levels 1-6 access all strands within the pathway. Pathway levels 7-18: Fundamentals and Ball Skills, Net&Wall</p> <p>Music: Curriculum Enrichment: Music for Pleasure (instruments and/ or voice)</p> <p>DT: Simple Meals using seasonal ingredients, Nutrition, Skill Development (preparation/ techniques), Hygiene</p> <p>Careers: Developing yourself through careers, employability and enterprise education; Learning about careers and the world of work; Developing your career management and employability skills</p> | Autumn | <p>CLI: MSPP Levels 1-6 – Pupils to progress along individual pathways.</p> <p>Maths: MSPP Levels 1-6 – Pupils to progress along individual pathways. Focus: Shape & Space, Number & Place Value, Calculation</p> <p>Science: Embedded within BTEC qualifications</p> <p>Computing: Embedded within BTEC, ASDAN and AQA qualifications</p> <p>PSHE/PINK: Pupils will progress along individual pathways. Focus: The Wider World (self-care/awareness to accompany alongside)</p> <p>RE: 3.18 How can people express spiritual through the arts (Christian focus)? Rolling programme of Key Events and Festivals</p> <p>BV: Democracy and Rule of Law</p> <p>Citizenship: (Cross Curricular links with Maths, PSHE, RE and British Values)</p> <p>SMSC: Cultural & Moral Development</p> <p>Art & Design: 3D work/Textiles</p> <p>PE: Pathway levels 1-6 access all strands within the pathway. Pathway levels 7-18: Fundamentals and Ball Skills, Invasion</p> <p>Music: Curriculum Enrichment: Music for Pleasure (instruments and/ or voice)</p> <p>DT: Simple Meals (using seasonal ingredients), Nutrition, Skill Development (preparation/ techniques), Hygiene</p> <p>Careers: Developing yourself through careers, employability and enterprise education; Learning about careers and the world of work; Developing your career management and employability skills</p> |

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| Spring | <p>CLI: MSPP Levels 1-6 – Pupils to progress along individual pathways.</p> <p>Maths: MSPP Levels 1-6 – Pupils to progress along individual pathways. Focus: Time, Number & Place Value, Calculation</p> <p>Science: Embedded within BTEC qualifications</p> <p>Computing: Embedded within BTEC, ASDAN and AQA qualifications</p> <p>PSHE: Pupils will progress along individual pathways. Focus: Health and Wellbeing (self-care/awareness to accompany alongside)</p> <p>RE: 1.4 What is the 'Good News' Christians believe Jesus brings? Rolling programme of Key Events and Festivals</p> <p>BV: Mutual Respect and Tolerance of those with Different Beliefs</p> <p>Citizenship: (Cross Curricular links with Maths, PSHE, RE and British Values)</p> <p>SMSC: Social Development</p> <p>Art & Design: Painting/Collage</p> <p>PE: Pathway levels 1-6 access all strands within the pathway. Pathway levels 7-18: Fundamentals and Ball Skills, Strike&Field</p> <p>Music: Curriculum Enrichment: Music for Pleasure (instruments and/ or voice)</p> <p>DT: Simple Meals (using seasonal ingredients), Nutrition, Skill Development (preparation/ techniques), Hygiene</p> <p>Careers: Developing your career management and employability skills</p> | Spring | <p>CLI: MSPP Levels 1-6 – Pupils to progress along individual pathways.</p> <p>Maths: MSPP Levels 1-6 – Pupils to progress along individual pathways. Focus: Time, Number & Place Value, Calculation</p> <p>Science: Embedded within BTEC qualifications</p> <p>Computing: Embedded within BTEC, ASDAN and AQA qualifications</p> <p>PSHE: Pupils will progress along individual pathways. Focus: Health and Wellbeing (self-care/awareness to accompany alongside)</p> <p>RE: U2.12 How can faith help people when life gets hard? Rolling programme of Key Events and Festivals</p> <p>BV: Mutual Respect and Tolerance of those with Different Beliefs</p> <p>Citizenship: (Cross Curricular links with Maths, PSHE, RE and British Values)</p> <p>SMSC: Social Development</p> <p>Art & Design: Painting/Collage</p> <p>PE: Pathway levels 1-6 access all strands within the pathway. Pathway levels 7-18: Fundamentals and Ball Skills, Gym&Dance</p> <p>Music: Curriculum Enrichment: Music for Pleasure (instruments and/ or voice)</p> <p>DT: Simple Meals using seasonal ingredients, Nutrition, Skill Development (preparation/ techniques), Hygiene</p> <p>Careers: Developing your career management and employability skills</p> |
| Summer | <p>CLI: MSPP Levels 1-6 – Pupils to progress along individual pathways.</p> <p>Maths: MSPP Levels 1-6 – Pupils to progress along individual pathways. Focus: Money & Measure, Number & Place Value, Calculation</p> <p>Science: Embedded within BTEC qualifications</p> <p>Computing: Embedded within BTEC, ASDAN and AQA qualifications</p> <p>PSHE/PINK: Pupils will progress along individual pathways. Focus: Relationships/SRE (self-care/awareness to accompany alongside)</p> <p>RE: U2.8 What does it mean to be a Muslim in Britain today? Rolling programme of Key Events and Festivals</p> <p>BV: Tolerance of Culture, Faith and Others</p> <p>Citizenship: (Cross Curricular links with Maths, PSHE, RE and British Values)</p> <p>SMSC: Spiritual Development</p> <p>Art & Design: Drawing/Printing</p> <p>PE: Pathway levels 1-6 access all strands within the pathway. Pathway levels 7-18: Fundamentals and Ball Skills, Athletics</p> <p>Music: Curriculum Enrichment: Music for Pleasure (instruments and/ or voice)</p> <p>DT: Simple Meals (using seasonal ingredients), Nutrition, Skill Development (preparation/ techniques), Hygiene</p> <p>Careers: Learning about careers and the world of work; Developing your career management and employability skills</p> | Summer | <p>CLI: MSPP Levels 1-6 – Pupils to progress along individual pathways.</p> <p>Maths: MSPP Levels 1-6 – Pupils to progress along individual pathways. Focus: Money & Measure, Number & Place Value, Calculation</p> <p>Science: Embedded within BTEC qualifications</p> <p>Computing: Embedded within BTEC, ASDAN and AQA qualifications</p> <p>PSHE/PINK: Pupils will progress along individual pathways. Focus: Relationships/SRE (self-care/awareness to accompany alongside)</p> <p>RE (incorporating Sustainability): U2.10 What matters most to Humanists and Christians (link to Creation Story and 'Humanists for a Better World' Rolling programme of Key Events and Festivals)</p> <p>BV: Tolerance of Culture, Faith and Others</p> <p>Citizenship: (Cross Curricular links with Maths, PSHE, RE and British Values)</p> <p>SMSC: Spiritual Development</p> <p>Art & Design: Drawing/Printing</p> <p>PE: Pathway levels 1-6 access all strands within the pathway. Pathway levels 7-18: Fundamentals and Ball Skills, Athletics</p> <p>Music: Curriculum Enrichment: Music for Pleasure (instruments and/ or voice)</p> <p>DT: Simple Meals using seasonal ingredients, Nutrition, Skill Development (preparation/ techniques), Hygiene</p> <p>Careers: Learning about careers and the world of work; Developing your career management and employability skills</p> |

Impact:

Building upon the Preparation for Adulthood outcome strands that they have progressively worked on during their journey through The Milestone School, the impact of the Senior Department curriculum is that pupils are "prepared for their future".

- **Employment** – post-16 and/or employment options are explored and identified with supportive pathways for transition developed and implemented.
- **Independent living** – pupils are supported and empowered to develop strategies to have choice, control and freedom throughout their lives and in their accommodation and living arrangements, including supported living.
- **Friends, relationships and community** - pupils have skills to spend time with their peers in their wider community. They are supported to develop and maintain friendships and relationships. They can access their community and feel safe and confident.
- **Good health** – pupils can manage their own health, where possible, and are supported in being as healthy as possible through adult life.