



Preparing for Adulthood

All-age guidance

Family Version

Preparing for Adulthood

What is Preparing for Adulthood?

Our children start moving towards adulthood from the moment they are born, taking small steps towards independence and beginning to develop their own goals and aspirations. Preparing for Adulthood (PfA) supports children and young people to take these steps, helping them to develop the skills, knowledge and relationships they need to reach their goals. There are four key areas which should be considered as part of Preparing for Adulthood:



Education and Employment

Developing skills and achieving qualifications,
planning for future education and employment,
making informed choices about careers.

Self-help and Independence

Developing the skills to live independently, such as cooking, cleaning, managing money and travelling.

Friends, Relationships and Community Involvement

Developing the skills to safely participate in community activities, build friendships and positive relationships and engage in interests.

Health and Wellbeing

Developing the understanding and skills to live a healthy lifestyle and manage physical and mental health needs.

How to use this guidance

The PfA all-age guidance encompasses a set of PfA outcomes for each area – Education and Employment; Self-help and Independence; Friends, Relationships and Community Involvement; Health and Wellbeing. Children and young people's progress will vary based on individual strengths and needs and may not reflect Age Related Expectations, but it is recognised that it may be useful for families to understand what level their child is working at in relation to other young people. With this in mind, levels are colour-coded according to the key below.

The outcomes are also accompanied by a set of 'steps towards outcomes' – practical examples which can be used at home or in the community in order to help children and young people practise and develop the skills and knowledge to achieve each outcome. Helpful resources are also listed, though this list is not exhaustive.

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| Red | EYFS |
| Orange | Key Stage 1 |
| Yellow | Key Stage 2 |
| Green | Key Stage 3 |
| Blue | Key Stage 4 |
| Purple | Key Stage 5 |

Suggested outcomes may be used to set targets for young people by educational settings and other services such as Social Care, Health services and Youth Justice. This will allow you and your young person to see the common thread running through the support they receive.



Education and Employment



EDUCATION AND EMPLOYMENT

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| <p>Outcomes (I can...)</p> | <p>E1 - Follow a simple (one-part) instruction</p> <p>E2 - Accept change and move between different environments</p> <p>E3 - Identify different jobs/roles</p> <p>E4 - Recognise and read my own name</p> | <p>E5 - Read and write my own name</p> <p>E6 - Recognise and write numbers to 20</p> <p>E7 - Recognise buildings in the community and know their purpose e.g. library, fire station</p> <p>E8 - Talk about what I want to be when I grow up</p> | <p>E9 - Listen to and participate in discussions about different kinds of jobs and careers</p> <p>E10 - Talk about my interests and career ambitions</p> <p>E11 - Participate in discussions around secondary school options and transitions</p> |
| <p>Steps towards outcomes (practical examples)</p> | <p>Practise giving your child simple instructions to follow e.g. Sit down, pick up the toy, roll the ball. Support their understanding by demonstrating your instruction.</p> <p>Play games based on giving and following instructions (Lego/Duplo, Simon Says)</p> | <p>Point out and name buildings to your child during trips around the local community</p> <p>Play games aimed at describing or observing parts of the town, such as 'I Spy' and Guess in 10 All Around Town</p> | <p>Discuss your child's interests, skills and ambitions with them. Link these discussions to school reports/parents' evenings/Annual Reviews</p> |

EDUCATION AND EMPLOYMENT

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| <p>Steps towards outcomes (practical examples)</p> | <p>Play role-playing/imaginative games with your child involving a range of different roles e.g. schools, shops, doctors, bus/train drivers</p> <p>Provide experience of different roles and environments through visits in the local community e.g. local shops, doctors, parks, libraries, museums, cafes, soft play</p> <p>Watch TV programmes aimed at exploring different roles, such as Biggleton, Our Family and Let's Play</p> <p>Point out and vocalise instances of your child's name in writing</p> <p>Join story time and play sessions at your local library</p> | <p>Join story time and play sessions at your local library</p> <p>Offer opportunities for your child to practise copying/writing numbers and their own name using a variety of materials e.g. in sand, with letter magnets, with pen/pencil/paint on paper</p> <p>Count cars/buses/bicycles during trips out of the house</p> <p>Watch TV programmes about numbers, such as Numberblocks and Number 1 Newton Avenue</p> <p>Play number games, such as bingo or snap</p> <p>Watch TV programmes about jobs and careers</p> | <p>Include your child on visits/tours of secondary schools</p> <p>Watch and discuss TV programmes about different careers</p> |
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EDUCATION AND EMPLOYMENT

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| <p>Steps towards outcomes (practical examples)</p> | <p>Read books to your child about different jobs/roles e.g. Mog and the Vet by Judith Kerr, Topsy and Tim Meet the Police by Jean Adamson, the Little People Big Dreams series</p> | <p>Read books to your child about different jobs/roles and encourage them to talk about what they would like to do when they grow up e.g. Mog and the Vet by Judith Kerr, Topsy and Tim Meet the Police by Jean Adamson, the Little People Big Dreams series</p> | |
| <p>Useful resources</p> | <p>Enfield green space and parks information www.enfield.gov.uk/services/leisure-and-culture/green-enfield</p> <p>Enfield libraries and community hubs information www.enfield.gov.uk/services/libraries</p> <p>CBeebies parenting advice and activities www.bbc.co.uk/tiny-happy-people</p> | <p>Affordable and free activities in Enfield - A guide for parents www.enfield.gov.uk/_data/assets/pdf_file/0019/5554/local-offer-information-ecyps-guide-to-activities.pdf</p> <p>Enfield libraries and community hubs information www.enfield.gov.uk/services/libraries</p> <p>Skillmatics Guess in 10 Around Town game</p> | <p>Moving on to secondary school 2026, Enfield guidance www.enfield.gov.uk/_data/assets/pdf_file/0036/99873/Enfield-schools-open-evenings-2026-Education.pdf</p> <p>Career guides and job descriptions for young people www.youthemployment.org.uk/careers-hub/</p> <p>Channel 4 - When I Grow Up</p> <p>PBS - Curious About Careers</p> |

EDUCATION AND EMPLOYMENT

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| <p>Useful resources</p> | <p>CBeebies shows: Biggleton www.bbc.co.uk/cbeebies/shows/biggleton Our Family www.bbc.co.uk/cbeebies/shows/our-family</p> <p>Affordable and free activities in Enfield - A guide for parents www.enfield.gov.uk/_data/assets/pdf_file/0019/5554/local-offer-information-ecyps-guide-to-activities.pdf</p> <p>Online counting games www.topmarks.co.uk/maths-games/3-5-years/counting</p> | <p>CBeebies shows: Numberblocks www.bbc.co.uk/cbeebies/shows/numberblocks Number 1 Newton Avenue www.bbc.co.uk/cbeebies/shows/number-one-newton-avenue</p> <p>Youtube - Me Too! (Official TV Show)</p> | |
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EDUCATION AND EMPLOYMENT

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| <p>Outcomes (I can...)</p> | <p>E12 - List and explain which personal qualities and academic skills are required for jobs I am interested in</p> <p>E13 - Understand the entry requirements for further education and vocational qualifications</p> <p>E14 - Know which subject options are required for my desired career path</p> | <p>E15 - Understand what skills are needed to be successful at work</p> <p>E16 - Recognise my transferable skills and qualities for work</p> <p>E17 - Find examples of job opportunities and match them to my strengths and skills</p> <p>E18 - Explain future options for Higher Education, Training or Employment (including Apprenticeships & Supported Internships) in relation to my own aspirations</p> <p>E19 - Understand the entry requirements for higher education, apprenticeships and Supported Internships</p> <p>E20 - Identify any reasonable adjustments that may be needed for me to succeed in a job</p> | <p>E21 - Consolidate or finish learning in core subject areas to achieve an award linked to an area of my interest</p> <p>E22 - Understand the interview process</p> <p>E23 - Complete an application form, personal statement and CV to apply for a job</p> <p>E24 - Describe my skills and qualities and link them to a job role</p> <p>E25 - Advocate for myself to receive the necessary reasonable adjustments to succeed in a job</p> |
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EDUCATION AND EMPLOYMENT

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| <p>Steps towards outcomes (practical examples)</p> | <p>Help your child to browse future FE/HE/vocational courses online and discuss entry requirements</p> <p>Accompany your child to a careers advice session</p> <p>Watch TV programmes based on a range of careers with your child. Discuss what skills/interests you may need to succeed in each career and research qualifications needed to enter the field</p> | <p>Discuss potential careers or areas of interest with your child</p> <p>Accompany your child on visits to colleges/training providers</p> <p>Look through job/careers websites with your child and discuss skills and requirements that you see</p> <p>Consider taking your child on a visit to your workplace (informally or through a work experience placement)</p> <p>Watch TV programmes based on a range of careers with your child. Discuss which careers suit your child's strengths and interests and which (if any) adjustments might be needed for them to succeed. Research pathways to each career</p> | <p>Help your child to visit community and national services such as Job Centre Plus or Equals</p> <p>Access job websites with your child and discuss which skills they have to support each job</p> <p>Support your child to write a letter showing the reasonable adjustments they will need in a workplace</p> <p>Encourage or help your child to apply for workplace support through Access to Work</p> |
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EDUCATION AND EMPLOYMENT

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| <p>Useful resources</p> | <p>Advice and resources from The Careers and Enterprise Company www.careersandenterprise.co.uk/educators</p> <p>Careers advice for parents www.youthemployment.org.uk/careers-advice-for-parents/</p> <p>Career conversations for parents and children www.talkingfutures.org.uk</p> <p>BBC iPlayer - The Nine to Five with Stacey Dooley</p> | <p>Careers advice for parents www.youthemployment.org.uk/careers-advice-for-parents/</p> <p>Career conversations for parents and children www.talkingfutures.org.uk</p> <p>Advice for parents from the National Careers Service https://nationalcareers.service.gov.uk/careers-advice/helping-young-people-make-education-and-career-choices</p> <p>Careers support from gov.uk www.gov.uk/find-a-job www.gov.uk/become-apprentice</p> <p>Supported Internship Programmes in Enfield www.westleasip.co.uk https://trainingacademy.mencap.org.uk www.dfnprojectsearch.org</p> | <p>Disability Rights Resources Index (information on benefits, Access to Work, employment contracts, etc) www.disabilityrightsuk.org/resources/resources-index</p> <p>Gov.uk Benefits www.gov.uk/browse/benefits</p> <p>Access to Work www.gov.uk/access-to-work</p> <p>Disabled Students' Allowance www.gov.uk/disabled-students-allowance-dsa</p> <p>Advice on reasonable adjustments from the Autism Society www.autism.org.uk/advice-and-guidance/topics/employment/what-are-reasonable-adjustments-and-when-can-they</p> |
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EDUCATION AND EMPLOYMENT

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| <p>Useful resources</p> | <p>Enfield Careers Service www.enfield.gov.uk/services/children-and-education/help-and-support/enfield-careers-service</p> | <p>BBC iPlayer - The Nine to Five with Stacey Dooley</p> <p>BBC iPlayer - Hire Me: Competing for a Dream Job</p> <p>Channel 4 - How to Love Your Job</p> | <p>Template letter to request reasonable adjustments at work www.autism.org.uk/advice-and-guidance/topics/employment/template-letters/template-letter-request-reasonable-adjustments-at</p> <p>Advice on reasonable adjustments from Acas www.acas.org.uk/reasonable-adjustments</p> |
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"It is vital that children receive the right support and guidance at the earliest opportunity to prepare them for becoming an adult, and to help them reach their full potential and lead a fulfilling life."

Ofsted and CQC, December 2024

Self Help and Independence



SELF HELP AND INDEPENDENCE

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| <p>Outcomes (I can...)</p> | <p>I1 - Recognise when I need to use the toilet and make an adult aware of this</p> <p>I2 - Go to the toilet on my own</p> <p>I3 - Follow all steps of a hand-washing routine</p> <p>I4 - Feed myself and drink from a cup</p> | <p>I5 - Maintain and understand the importance of personal hygiene</p> <p>I6 - Brush my own teeth and wash my face</p> <p>I7 - Dress and undress myself</p> <p>I8 - Recognise approximate times of the day (eg. meal times, bedtime, school time) and year (changing seasons)</p> | <p>I9 - Know my own body and understand changes that are beginning to happen</p> <p>I10 - Independently pay for an item in a shop and recognise whether or not I have been given the correct change</p> <p>I11 - Prepare a simple snack or meal with supervision</p> <p>I12 - Understand how to stay safe on busy roads and travel routes</p> |
| <p>Steps towards outcomes (practical examples)</p> | <p>'Notice' aloud and remind your child when their hands need to be washed, pointing out why this is, so they get used to recognising when their hands are dirty</p> | <p>Encourage your child to dress and undress by themselves, leaving enough time for this to be done without causing undue stress</p> <p>Talk through each step in the process and consider providing visual instructions or lists for them to follow</p> | <p>Provide an environment where your child feels comfortable asking questions about changes to their body. Discuss any observations or questions they may have privately and without judgement</p> |

SELF HELP AND INDEPENDENCE

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| <p>Steps towards outcomes (practical examples)</p> | <p>Eat meals and snacks with your child, modelling how to use cutlery and cups. Encourage them to feed themselves, initially with their hands, then moving on to cutlery. Start off by providing plenty of foods that are easy to pick up and hold, then move onto foods that can easily be accessed with cutlery</p> <p>Make sure mealtimes are fun and your child is not scared or stressed out. Try to provide an element of choice in the foods they have in front of them and make sure clothes and the area around your child is protected so they don't need to worry about making a mess</p> <p>Sing songs to teach your child to wash their hands and ensure they are washing for long enough</p> | <p>Practise dressing and undressing dolls.</p> <p>Practise doing different kinds of fastenings, such as buttons, zips, press studs and laces on dolls clothes or a busy board</p> <p>Establish routines around personal hygiene, including washing face and body and brushing teeth. Talk children through steps of each process and encourage them to do each step independently where possible</p> <p>Consider providing resources to make personal hygiene more fun, including fun sponges/flannels, bubbles and fun soaps, flavoured or mild toothpaste</p> | <p>Read and discuss books about puberty and body changes</p> <p>Support and encourage your child to make snacks and simple meals such as sandwiches and toast. Teach them how to use appliances such as a toaster, air fryer and microwave with supervision. As they become more confident, gradually decrease the amount of support you give them until they are able to prepare the meal/snack independently</p> <p>Ask your child to help you to prepare more complicated meals and clear up afterwards</p> <p>Watch TV programmes about cooking to encourage your child to observe different techniques and get ideas for meals</p> <p>Allow your child to lead the way when navigating to and from school</p> |
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SELF HELP AND INDEPENDENCE

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| <p>Steps towards outcomes (practical examples)</p> | <p>Allow your child to watch you washing your hands, talking them through each step of the way. Repeat the same instructions every time they wash their hands so that it becomes routine and familiar</p> <p>Help your child to use the toilet, talking them through all the steps until they can remember the process themselves. Emphasise key words (eg. toilet, flush) by pointing them out</p> <p>Draw your child's attention to the physical feelings they experience when they need to go to the toilet so they learn to connect the feeling with going to the toilet</p> <p>Practise asking to use the toilet with your child each time they go so they learn to associate the request with the feeling of needing to go</p> | <p>Use a teaching clock and magnetic/wooden calendar or day planner to help children to recognise times of the day and year</p> <p>Ask your child to dress a doll or suggest appropriate clothing for a play figure based on the weather</p> <p>Sing songs about washing, dressing and the weather, eg Here We Go Round the Mulberry Bush</p> | <p>Practise crossing roads safely (e.g. using zebra and pedestrian crossings) on the way to and from school and on visits into the local community. If appropriate, allow them to walk ahead of you to practice crossing roads independently</p> <p>Encourage your child to accompany you to shops and pay for small items independently with cash. If change is offered, help them to count it back to check it is correct. You may need to practice these interactions or provide a script or Social Story about the trip beforehand in order to support anxiety or social difficulties</p> |
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SELF HELP AND INDEPENDENCE

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| <p>Useful resources</p> | <p>Self-care and toileting resources from Enfield Advisory Service for Autism www.enfieldasa.org.uk/Resources/Resources</p> <p>Beyond Autism toilet training advice www.beyondautism.org.uk/resource-hub/toileting/</p> <p>Enfield-specific Health advice and resources from Health for Kids www.healthforkids.co.uk</p> <p>Toilet-training advice from CBeebies Parenting www.bbc.co.uk/tiny-happy-people/articles/z7pyvwx</p> | <p>Online Teaching Time resources and games www.teachingtime.co.uk</p> <p>Enfield-specific Health advice and resources from Health for Kids www.healthforkids.co.uk</p> <p>Occupational Therapy services for children and young people in Enfield www.royalfree.nhs.uk/services/community-services-enfield/occupational-therapy-services-children-and-young-people-community</p> <p>Cocomelon - Bath song, Wash Your Hands song</p> <p>Super Simple Songs - This is the Way We Get Dressed</p> | <p>Enfield-specific Health advice and resources from Health for Kids www.healthforkids.co.uk</p> <p>Puberty advice and videos from Childline www.childline.org.uk/info-advice/you-your-body/puberty/</p> <p>Cooking shows: Matilda and the Ramsey Bunch www.bbc.co.uk/cbbc/shows/matilda-and-the-ramsey-bunch What's Cooking Omari? www.bbc.co.uk/iplayer/episodes/m000pndt/whats-cooking-omari Junior Bake Off www.channel4.com/programmes/junior-bake-off</p> <p>Books – The Girls' Guide to Growing Up by Anita Naik, Growing Up by Sam Baer, Growing Up for Boys by Alex Frith, Everything You Always Wanted to Know About Puberty and Shouldn't Learn on Tiktok for Curious Girls by Andrea Davis</p> |
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SELF HELP AND INDEPENDENCE

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| <p>Outcomes (I can...)</p> | <p>I13 - Manage my own personal hygiene, including changes linked to puberty</p> <p>I14 - Access and use personal hygiene products correctly and safely (eg. menstrual products, shaving products)</p> <p>I15 - Travel short distances safely and independently (eg. to school, local shops)</p> <p>I16 - Identify and express feelings about my body and emotions to a safe and trusted person</p> <p>I17 - Budget a small amount of money to pay for a range of purchases on a day out</p> | <p>I18 - Make informed choices about options for the next stage of my education</p> <p>I19 - Take responsibility for keeping my personal space and belongings clean and tidy</p> <p>I20 - Independently make safe decisions when with friends, including in unexpected situations</p> <p>I21 - Plan and budget money, including prioritising purchases appropriately, for up to a week</p> <p>I22 - Safely and independently travel to school and social activities using a variety of methods</p> | <p>I23 - Plan, budget and manage my personal finances, including all bills (e.g. mobile phone) and necessities</p> <p>I24 - Understand and apply for appropriate benefits and grants e.g. Personal Independence Payments</p> <p>I25 - Identify different kinds of living arrangements and the benefits and drawbacks of each</p> <p>I26 - Understand and make decisions about my own life, including education, employment, relationships and living arrangements</p> |
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SELF HELP AND INDEPENDENCE

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| <p>Outcomes (I can...)</p> | | | <p>I27 - Consult with and make use of advice from a range of support services, including healthcare workers, employment advisors, Social Care and education staff</p> <p>I28 - Manage transitions to new services, settings or jobs safely</p> |
| <p>Steps towards outcomes (practical examples)</p> | <p>Take your child with you to buy personal hygiene products. Ensure the shop you use is accessible to them and the products they buy are appropriate</p> <p>Allow your child to see personal hygiene products being used/applied, either by demonstrating yourself or watching videos</p> | <p>Involve your child in household chores, teaching them how to keep areas and items clean and tidy. It may be helpful to draw up a list of weekly chores or create a flowchart which can be followed for more complicated tasks. Tasks may start as fairly simple (such as pairing socks, clearing the table, drying dishes), become gradually more complex (emptying the dishwasher, washing clothes, tidying rooms) and then more risky or difficult (ironing, cooking, cleaning the bathroom)</p> | <p>Accompany your child to first meetings with support services if they require your support</p> <p>Research appropriate benefits or support services with your child and discuss criteria and next steps with them</p> <p>Work through a budget with your child, modelling any effective systems you may already use. Help them to list all of their expenses and discuss which of these are priorities and why</p> |

SELF HELP AND INDEPENDENCE

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| <p>Steps towards outcomes (practical examples)</p> | <p>Make a personal hygiene checklist with your child and support them to use it</p> <p>Use a travel app with your child to decide the best route to take a journey. Allow them to decide the route and accompany them to trial it.</p> <p>Discuss safe people with your child. Support them to create a list of safe and trusted people and ensure they have ways to access or speak to these people regularly</p> <p>Model and practice budgeting with your child. Help them to look for prices of goods/ services online and work this into a budget</p> | <p>Break chores down into smaller steps or create a rota, making pocket money or rewards dependent on completion</p> <p>Practise budgeting with your child, involving them in financial matters in the home such as planning shopping lists or holiday spending. Discuss needs vs wants and priorities</p> <p>Plan routes to commonly visited places with your child and practise travelling with them until they become confident and safe</p> <p>Discuss school subject/course options with your child, talking about their interests, areas of strength and weakness, plans and preferences for the future</p> | <p>Go shopping with your child and look specifically at the prices of goods. Think about how prices can differ between shops and brands and discuss the impact of this</p> <p>Talk through various options around education, employment, living arrangements with your child but ensure they understand that the final decision is theirs. Draw their attention to examples of each option, such as people they know or may have seen online or on TV, and discuss the advantages and disadvantages fully</p> <p>Provide a safe space for your child to discuss any concerns around transitions. Consider accompanying them on practice visits to new places or being available for them to call or text for support if necessary</p> |
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SELF HELP AND INDEPENDENCE

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| <p>Useful resources</p> | <p>Mental Health support from Kooth www.kooth.com</p> <p>TfL journey planner www.tfl.gov.uk/plan-a-journey/</p> <p>LGBTQ+ support for teens in London https://free2b.lgbt</p> <p>Personal hygiene checklist www.teenhealth.org.uk/health-topics/self-care-hygiene/</p> <p>Information and advice on menstrual supplies https://kidshealth.org/en/teens/supplies.html</p> | <p>TfL journey planner www.tfl.gov.uk/plan-a-journey/</p> <p>Free and discounted travel in London for young people www.tfl.gov.uk/fares/free-and-discounted-travel</p> <p>Enfield-specific health and relationships advice for teens www.healthforteens.co.uk/?location=Enfield</p> <p>Teenage budget worksheet www.gohenry.com/uk/blog/financial-education/</p> | <p>Enfield-specific health and relationships advice for teens www.healthforteens.co.uk/?location=Enfield</p> <p>Gov.uk Benefits www.gov.uk/browse/benefits</p> <p>Access to Work www.gov.uk/access-to-work</p> <p>Support services and organisations list www.enfield.gov.uk/services/children-and-education/local-offer/family-support/support-services-and-organisations</p> |
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Friends, Relationships and Community Involvement



FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

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| <p>Outcomes (I can...)</p> | <p>C1 - Show an interest in what others are doing and imitate or exhibit signs of wanting to join in</p> <p>C2 - Participate in an interaction with at least one peer</p> <p>C3 - Share toys or take turns when playing a game</p> <p>C4 - Be out in the community safely with my family or trusted adult(s)</p> | <p>C5 - Form a reciprocal friendship with at least one to two peers</p> <p>C6 - Understand who 'safe' people are within my school and community and when they can be approached</p> <p>C7 - Participate in school activities and routines</p> <p>C8 - Begin to recognise that others have different feelings and views to me</p> <p>C9 - Take part in activities at the weekends or after school</p> | <p>C10 - Form and maintain friendships with a small group of peers</p> <p>C11 - Recognise the qualities of a 'good' friend</p> <p>C12 - Recognise bullying and know where and how to seek help</p> <p>C13 - Know key locations in the local area (eg. school, home, local shops)</p> <p>C14 - Understand ways to stay safe, on and offline</p> <p>C15 - Manage the change to a new educational setting, including new staff, peers and routines</p> |
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

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| <p>Steps towards outcomes (practical examples)</p> | <p>Take your child to settings where they can observe and interact with other children and young people e.g. playgroups, youth clubs, parks, soft play, story sessions at libraries.</p> <p>Play turn-taking games with your child (ball games, board games)</p> <p>Model short and simple social interactions with people in the community e.g. shop assistants, school crossing patrols</p> <p>Visits within the local community (e.g. libraries, shops, leisure centres)</p> <p>Initiate and maintain reciprocal conversations with your child throughout the day and encourage them to respond to questions or conversation from peers and less familiar adults</p> | <p>Take your child to group activities outside of school e.g. Brownies/Rainbows/Scouts/Cubs/Guides, religious services/groups, youth clubs, team sports, community gardening</p> <p>Discuss and name the emotions others are feeling and compare these to your young person's feelings</p> <p>Watch and discuss TV programmes/films about emotions e.g. Inside Out (Disney), Love Monster (CBeebies), Bluey.</p> <p>Make and use emotions/feelings cards to identify and display your child's and other people's feelings</p> <p>Discuss and complete 'safety hand' template with your child</p> | <p>Take your child to social/group activities outside school e.g. youth clubs, team sports</p> <p>Read books about friendship and bullying with your child and discuss the issues raised e.g. Best Friends by Jacqueline Wilson, the Rabbit and Bear series by Julian Gough, Lottie Brooks vs the Ultra Mean Girls by Katie Kirby, The Boy at the Back of the Class by Onjali Q Rauf</p> <p>Discuss online safety with your child and use this to establish and promote rules, boundaries and healthy online habits. Consider using parental controls or monitoring apps, such as Norton Family, Net Nanny or FamilyTime</p> |
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

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| <p>Steps towards outcomes (practical examples)</p> | <p>Play games which involve conversation and/or sharing or exchanging items e.g. shops, libraries</p> <p>Read books about friendship and sharing e.g. Llama Llama Time to Share – Anna Dewdney</p> | <p>Read books about emotions e.g. Big Bright Feelings Collection – Tom Percival, The Colour Monster – Anna Llenas</p> | <p>Ensure you and your child attend all taster/family sessions at a new educational setting. Prepare for the change in advance, by familiarising yourself and your child with new uniforms, locations, routines and staff as far as possible</p> <p>Practise the journey to your child's new educational setting with them a number of times before they start, at a similar time to when they will be travelling if possible</p> <p>Visit key locations in your local area with your child on a regular basis, ensuring that they understand locations in reference to each other. Consider allowing your child to take the lead in navigating on these trips as they become more accustomed to the route</p> |
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

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| <p>Useful resources</p> | <p>CBeebies parenting advice and activities www.bbc.co.uk/tiny-happy-people/topics/cpvk1rgzv7nt</p> <p>CBeebies shows - Yakka Dee www.bbc.co.uk/cbeebies/shows/yakka-dee</p> | <p>Simply Connect Enfield https://enfield.simplyconnect.uk</p> <p>Gardens and farms in Enfield www.enfield.gov.uk/services/leisure-and-culture/garden-enfield</p> <p>Cheviots short breaks information www.enfield.gov.uk/services/children-and-education/local-offer/joint-service-for-disabled-children-jsdc/cheviots-childrens-disability-service</p> <p>Our Voice events and workshops for families and young people with SEND www.ourvoiceenfield.org.uk/events</p> <p>Joyce and Snells activities www.enfield.gov.uk/joyceandsnells/get-involved</p> | <p>Enfield online safety guidance www.enfield.gov.uk/_data/assets/pdf_file/0027/86805/Keep-Your-Child-Safe-Online-Guide-2024-1.pdf</p> <p>Online safety resources from the NSPCC www.nspcc.org.uk/keeping-children-safe/online-safety/</p> <p>Online safety resources from Childnet www.childnet.com/teachers-and-professionals/</p> <p>Enfield Transitions Policy and Guidance: Primary to Secondary 2025-27 https://traded.enfield.gov.uk/news/2025/sep/transitions-policy-and-guidance-for-educational-settings-primary-to-secondary-2025-2027</p> |
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

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| <p>Useful resources</p> | | <p>How to talk to your child about emotions www.bbc.co.uk/cbeebies/grow-nups/talking-to-your-child-about-emotions-love-monster</p> <p>Free printable emotions flashcards www.canva.com/flashcards/templates/emotions/</p> <p>Safety circle hand template https://milesforsmilesfoundation.com/safety-circle/</p> | |
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

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| <p>Outcomes (I can...)</p> | <p>C16 - Understand reasons behind peer conflict and how to deal with uncomfortable situations</p> <p>C17 - Understand different kinds of relationships</p> <p>C18 - Know about and participate in different groups within the community</p> <p>C19 - Keep myself safe within the community</p> <p>C20 - Know the risks of social media and ways in which to stay safe</p> | <p>C21 - Consistently use strategies to keep myself safe on social media and know how to deal with any issues I encounter</p> <p>C22 - Maintain relationships that are safe and healthy for myself and others</p> <p>C23 - Keep myself safe in the community and know where and how to seek help if needed</p> <p>C24 - Make and follow practical arrangements in order to maintain friendships</p> <p>C25 - Know which services are available to me in the community</p> | <p>C26 - Manage my own time and consider a range of factors when prioritising commitments</p> <p>C27 - Initiate social arrangements with friends and family to maintain relationships outside an education setting</p> <p>C28 - Access services or any help I may require in the community</p> |
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

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| <p>Steps towards outcomes (practical examples)</p> | <p>Take your child to group activities outside of school e.g. Scouts/Guides/Cadets, religious services/groups, youth clubs, team sports, community gardening</p> <p>Monitor your child's use of social media and consider setting rules and boundaries around this. Model these rules and boundaries yourself</p> <p>Enable your child to observe different kinds of relationships and provide time and a safe, judgement-free space for them to discuss these relationships with you or a trusted adult</p> <p>Ensure your child has knowledge of and access to people to report any concerns or issues about online or community activity to other than you. Reassure them that they won't get in trouble for reporting their concerns</p> | <p>Read and discuss books with your child that deal with issues around friendship, gangs and safety online or in the community, such as Needle by Patrice Lawrence, Wild East by Ashley Hickson-Lovence or Orangeboy by Patrice Lawrence</p> <p>Ensure your child has knowledge of and access to people to report any concerns or issues about online or community activity to other than you. Reassure them that they won't get in trouble for reporting their concerns</p> <p>Encourage and model open, judgement-free communication so that your child can understand how to have respectful conversations in a healthy relationship</p> | <p>Work with your child to practise using a calendar/diary app to organise their time</p> <p>Accompany your child to assessments/meetings with community services to ascertain eligibility</p> <p>Practice prioritising items on a 'to do' list with your child, considering and discussing factors which may be personal to their situation</p> <p>Help your child to prepare and practise a scripted list of ways in which to initiate social arrangements</p> <p>Support your child with transport or finding a venue for social activities</p> |
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

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| <p>Steps towards outcomes (practical examples)</p> | <p>Read and discuss books with your child that deal with issues around friendship, gangs and safety online or in the community, such as Crossing the Line by Tia Fisher</p> | <p>Teach, discuss and model age-appropriate boundaries for a range of relationships</p> <p>Work with your child to formulate a script for a range of difficult conversations and practise this until they feel confident</p> | |
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

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| <p>Useful resources</p> | <p>CEOP Safety Centre www.ceop.police.uk/Safety-Centre/</p> <p>Free activities for young people who live or study in Enfield https://youthenfield.taptub.co.uk</p> <p>Inspiring Young Enfield mentoring programme https://youthenfield.taptub.co.uk/inspiring-young-enfield-iye/</p> <p>Keeping children safe online - NSPCC www.nspcc.org.uk/keeping-children-safe/online-safety/online-reporting</p> <p>UK Safer Internet Centre https://saferinternet.org.uk/online-issue/reporting</p> | <p>The Ben Kinsella Trust https://benkinsella.org.uk</p> <p>Free activities for young people who live or study in Enfield https://youthenfield.taptub.co.uk</p> <p>Support services and organisations in Enfield www.enfield.gov.uk/services/children-and-education/local-offer/family-support/support-services-and-organisations</p> <p>TfL journey planner www.tfl.gov.uk/plan-a-journey/</p> <p>Enfield-specific health and relationships advice for teens www.healthforteens.co.uk/?location=Enfield</p> | <p>Support services and organisations in Enfield www.enfield.gov.uk/services/children-and-education/local-offer/family-support/support-services-and-organisations</p> <p>Google calendar</p> |
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

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| <p>Useful resources</p> | <p>Metropolitan Police - Report a crime www.met.police.uk/ro/report/ ocr/af/how-to-report-a-crime/</p> | <p>Proud Enfield LGTB youth group https://lgtbenfield.org/enfield -lgtb-services/lgtb-youth- group/</p> | |
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Health and Wellbeing



HEALTH AND WELLBEING

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| <p>Outcomes (I can...)</p> | <p>H1 - Explore a variety of different foods</p> <p>H2 - Express when I am in pain or discomfort to a trusted adult</p> <p>H3 - Engage with all health checks and immunisations that are appropriate for my age</p> <p>H4 - Engage with a bedtime routine</p> <p>H5 - Respond to the calming strategies of a familiar adult when I am dysregulated</p> <p>H6 - Access the appropriate amount of physical activity for my age every day (according to NHS guidelines)</p> | <p>H6 - Access the appropriate amount of physical activity for my age every day (according to NHS guidelines)</p> <p>H7 - Understand the difference between healthy and unhealthy foods and make good choices around what I eat</p> <p>H8 - Participate in physical activities, such as PE lessons</p> <p>H9 - Name the parts of my own body and identify which parts are private</p> <p>H10 - Access emergency services by dialling 999</p> | <p>H6 - Access the appropriate amount of physical activity for my age every day (according to NHS guidelines)</p> <p>H14 - Take responsibility for my personal health needs and/or equipment for short periods of time</p> <p>H15 - Recognise how long I have been using a screen and when it is time to take a break</p> <p>H16 - Recognise and manage changes that are happening to my body (eg. using deodorant, showering more frequently)</p> |
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HEALTH AND WELLBEING

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| <p>Outcomes (I can...)</p> | | <p>H11 - Engage with health appointments, such as the dentist and doctor</p> <p>H12 - Identify a range of different emotions and recognise them in myself</p> <p>H13 - Understand and apply the NSPCC 'PANTS' rules</p> | <p>H17 - Locate, identify and communicate physical or mental health concerns to an appropriate adult</p> <p>H18 - Use taught strategies, with support, to regulate my own emotions</p> |
| <p>Steps towards outcomes (practical examples)</p> | <p>Present your child with a range of different foods, including a variety of tastes and textures. If they dislike a food when they first taste it, try reintroducing it after a break of a few days or weeks and repeat this periodically as their tastes and preferences may change as they explore more</p> | <p>Practise naming body parts by pointing to your own, your child's or a doll's body. Role playing games such as 'Doctors' and 'Ambulances' will help your child to recognise and name body parts as well as expressing discomfort. Try to incorporate calling for help (dialling 999) and giving your child a script to practise as part of this</p> | <p>Involve your child in treatment and maintenance of any personal health needs, including any training they may need to take to administer their own medication or use equipment such as an insulin pump or monitor. Ensure they are aware of what to do in an emergency and have access to an adult who is also trained to deal with the health need/equipment</p> |

HEALTH AND WELLBEING

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| <p>Steps towards outcomes (practical examples)</p> | <p>Take your child to all health checks and immunisations</p> <p>Play active games with your child, such as hide and seek, tag or skipping and ensure that they have access to play both indoors and outdoors</p> <p>Take your child to a local park, soft play or sports club to observe other children engaged in active play and to join in with them</p> <p>Build up a bedtime routine around your child's personality and preferences. For instance, a bath before bed may be relaxing for many children but if your child feels overstimulated or distressed by bathtime, this is not appropriate for a calming bedtime routine</p> <p>Ensure your child has regular access to or contact with trusted and familiar adults</p> | <p>Allow your child to display and work through emotions. Name the emotion the child is displaying, and discuss reasons for this when they have re-regulated</p> <p>Discuss 'private' parts of the body with your child. Think about when it may be appropriate to show these parts and to whom</p> <p>Involve your child in selecting, buying and preparing different kinds of food. Discuss which of these foods are healthy and which are not. If you are refusing your child's request for a certain food because it is unhealthy, explain this to them</p> <p>Play role playing games such as 'Restaurants', where they select and prepare pretend food. Ask them to prepare a healthy plate then an unhealthy plate and discuss the differences</p> | <p>Discuss the importance of taking screen breaks with your child. Show them how to set timers and support them to make a list of alternative activities to do when it is time to take a break</p> <p>Engage your child in a Talk PANTS conversation. Ideal times include at bathtime or if they have seen or heard something that they have questions about</p> <p>'Notice' and discuss changes in your child or other young people. It may be helpful to watch a video or read a book which introduces or explains puberty and base discussion on this. Support your child to think of ways to manage these changes, including more frequent showering and using deodorant</p> |
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HEALTH AND WELLBEING

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| <p>Steps towards outcomes (practical examples)</p> | <p>Practise ways in which your child can communicate pain or discomfort, either vocally or by pointing. Ensure they are aware of names for different parts of the body and some different sensations. It may help to 'wonder aloud' or describe different sensations you are feeling yourself in order to provide a script or model for them</p> <p>Observe the strategies that seem to be most useful for calming your child when they are dysregulated and use them when needed. Common strategies include a hug (pressure) from a familiar adult, time in a quiet space, breathing exercises, physical movement or activity, using fidget toys or resources such as a weighted blanket or familiar toy</p> | <p>Take your child to regular health appointments, including doctors (when needed), dentist (every 6 months) and optician (from the age of 5)</p> <p>Play active games, such as tag or ball games, with your child. Try to ensure they are not sitting for prolonged periods of time without movement breaks</p> <p>Take your child to places where they can engage in active games and play, such as sports clubs, cycling trails, parks, playgrounds or soft play. If distances are reasonable, try to walk with your child instead of going in a car or on public transport</p> <p>'Notice' aloud the emotions your child or other people are displaying and discuss them with your child</p> | <p>Ensure your child has access to trusted adults both at home and at school. Try to encourage judgement-free conversations about mental and physical health, using other people (from TV, films, books) as a basis</p> <p>Take your child to sports clubs, a gym, swimming pool or place where they can access physical activity. Encourage them to walk rather than go in the car where possible and model a healthy amount of physical exercise</p> |
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HEALTH AND WELLBEING

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| Steps towards outcomes (practical examples) | | Watch TV programmes and films where emotions are named and discussed or play games around emotions, such as Feelings Bingo | |
| Useful resources | <p>Food: A fact of life - Activity ideas, recipes and resources for children aged 3-5 www.foodafactoflife.org.uk/3-5-years/</p> <p>NHS physical activity guidelines www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/</p> <p>Bedtime routines for children www.sleepfoundation.org/children-and-sleep/bedtime-routine</p> | <p>NHS physical activity guidelines www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/</p> <p>BBC Bitesize Healthy Eating www.bbc.co.uk/bitesize/articles/zvqk239</p> <p>Food: A fact of life - Activity ideas, recipes and resources for children aged 5-7 www.foodafactoflife.org.uk/5-7-years/</p> | <p>NHS physical activity guidelines www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/</p> <p>Green space and parks in Enfield www.enfield.gov.uk/services/leisure-and-culture/green-enfield</p> <p>NSPCC Talk PANTS www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule</p> |

HEALTH AND WELLBEING

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| <p>Useful resources</p> | <p>Green space and parks in Enfield www.enfield.gov.uk/services/leisure-and-culture/green-enfield</p> <p>CBeebies programmes: Beddy Byes - www.bbc.co.uk/cbeebies/shows/beddybyes Big Cook Little Cook www.bbc.co.uk/cbeebies/shows/big-cook-little-cook Get Well Soon www.bbc.co.uk/cbeebies/shows/get-well-soon</p> | <p>Green space and parks in Enfield www.enfield.gov.uk/services/leisure-and-culture/green-enfield</p> <p>NSPCC Talk PANTS www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule</p> <p>CBeebies programmes: Bluey - www.bbc.co.uk/cbeebies/shows/bluey Love Monster www.bbc.co.uk/cbeebies/shows/love-monster</p> <p>Disney - Inside Out</p> <p>Books about emotions - Big Bright Feelings Collection by Tom Percival, The Colour Monster by Anna Llenas</p> | <p>Enfield guide for parents affordable and free activities www.enfield.gov.uk/_data/assets/pdf_file/0019/5554/local-offer-information-ecyps-guide-to-activities.pdf</p> |
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HEALTH AND WELLBEING

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| <p>Outcomes (I can...)</p> | <p>H6 - Access the appropriate amount of physical activity for my age every day (according to NHS guidelines)</p> <p>H19 - Identify and approach safe people to talk to about things I am worried about</p> <p>H20 - Understand and engage with sex education and know where to find safe and reliable answers to my questions</p> <p>H21 - Understand the effects of a range of substances, including vaping, tobacco, drugs and alcohol</p> <p>H22 - Recognise the effects of any physical, social or emotional conditions I may have</p> | <p>H6 - Access the appropriate amount of physical activity for my age every day (according to NHS guidelines)</p> <p>H28 - Access and engage with my annual health check (if on learning disability register)</p> <p>H29 - Understand what my GP can help with and how to access this</p> <p>H30 - Identify the components of a healthy diet and which foods should be limited</p> <p>H31 - Manage my own health needs and equipment independently with appropriate oversight from a trusted adult</p> | <p>H6 - Access the appropriate amount of physical activity for my age every day (according to NHS guidelines)</p> <p>H34 - Access and manage health appointments, using support strategies if needed</p> <p>H35 - Make safe and informed choices about my own healthcare options and treatments</p> <p>H36 - Plan and maintain a healthy diet</p> |
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HEALTH AND WELLBEING

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| Outcomes (I can...) | <p>H23 - Engage with routine immunisations (HPV/tetanus, diphtheria and polio/meningitis)</p> <p>H24 - Use a range of strategies to independently regulate my emotions</p> <p>H25 - Identify different roles within healthcare and know which ones I need to access for different needs</p> <p>H26 - Communicate my own opinions and preferences for my physical and mental health needs and treatment</p> <p>H27 - Deal appropriately with an emergency medical situation</p> | <p>H32 - Make safe and healthy choices around sexual relationships, including accessing advice, protection and treatment if needed</p> <p>H33 - Understand my legal rights around privacy, choice and consent to medical input and make safe and appropriate decisions based on this</p> | |
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HEALTH AND WELLBEING

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| <p>Steps towards outcomes (practical examples)</p> | <p>Discuss safe people with your child. Support them to create a list of safe and trusted people and ensure they have ways to access or speak to these people regularly</p> <p>Take your child to all medical appointments/immunisations. Ensure that all permissions are given for immunisations provided at school</p> <p>Ensure you provide a safe, judgement-free environment so that your child feels comfortable engaging in discussions around sex, relationships and drugs with you or another trusted adult. Take the opportunities presented by questions your child may ask or things they have seen on TV/film/online/real life to discuss issues in a real-world context</p> | <p>Take your young person to a pharmacist/chemist to choose, buy and safely administer medical treatment for minor issues such as plasters, paracetamol</p> <p>Ensure your child knows the location and contact details for sexual health clinics and other local services. If they would not be comfortable with attending these services with you, ensure they have access to a trusted and safe adult to accompany or support them in accessing these services</p> <p>Involve your child in meal planning and choices, discussing healthy options</p> <p>Ensure your child has access to physical activities each week. Take them to a local park, gym or swimming pool or encourage them to join a sports club</p> | <p>Ensure your young person has access to physical activities each week. Encourage them to attend a local park, gym or swimming pool or sports club</p> <p>Encourage your young person to take responsibility for their health appointments. You may need to accompany them to new venues initially to ensure they are confident to access these locations</p> <p>Discuss the role of a chaperone for health appointments and whether or not your young person feels that this would be appropriate for them Support them to put together and practice a script to ask for a chaperone or similar support</p> |
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HEALTH AND WELLBEING

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| <p>Steps towards outcomes (practical examples)</p> | <p>Read books or watch films with your child which explore issues in a sensitive and appropriate way</p> <p>Talk to your child about the role played by various professionals they may encounter. If you are unsure, model the importance of asking questions to them by enquiring or researching your query</p> <p>Involve your child in looking into appropriate professionals to approach when needed. Ensure that any information you find out is shared with and explained to your child</p> <p>Encourage your child to express their own preferences. Provide a script for them to follow or practise and, if necessary, look at any resources they may need, such as a hospital passport</p> | <p>Ensure your child is registered with a GP, dentist and other relevant local health services and has access to these services when needed</p> | |
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HEALTH AND WELLBEING

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| <p>Useful resources</p> | <p>NHS physical activity guidelines www.nhs.uk/live-well/exercise/</p> <p>Enfield-specific health and relationships advice for teens www.healthforteens.co.uk/?location=Enfield</p> | <p>NHS physical activity guidelines www.nhs.uk/live-well/exercise/</p> <p>Enfield-specific health and relationships advice for teens www.healthforteens.co.uk/?location=Enfield</p> <p>Sexual health services for young people in Enfield www.enfield.gov.uk/healthandwellbeing/sexual-health/young-peoples-services</p> | <p>NHS physical activity guidelines www.nhs.uk/live-well/exercise/</p> <p>Enfield-specific health and relationships advice for teens www.healthforteens.co.uk/?location=Enfield</p> <p>NHS social care and support guide www.nhs.uk/social-care-and-support/</p> |
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HEALTH AND WELLBEING

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| Useful resources | <p>Mind - Understanding my Feelings www.mind.org.uk/for-young-people/introduction-to-mental-health/understanding-my-feelings/</p> <p>Young Minds drugs and alcohol education www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/drugs-and-alcohol/</p> <p>St John's Ambulance www.sja.org.uk/course-information/training-for-pupils/</p> <p>Circle of Friends training https://inclusive-solutions.com/circles/circle-of-friends/</p> | <p>Nutrition for teenagers www.nutrition.org.uk/nutrition-for/teenagers/</p> <p>Food: A fact of life - Activity ideas, recipes and resources for children aged 14-16 www.foodafactoflife.org.uk/14-16-years/</p> | <p>Health and wellbeing services in North London https://londonwaitingroom.nhs.uk</p> <p>Mindfulness exercises www.mayoclinic.org/healthy-lifestyle/consumer-health/in-depth/mindfulness-exercises/art-20046356</p> |
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FURTHER INFORMATION



Visit Enfield's Local Offer for SEND at
www.enfield.gov.uk/services/children-and-education/local-offer



www.ourvoiceenfield.org.uk



www.royalfree.nhs.uk



This guidance was produced in conjunction with:

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The pupils and staff of:

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- Chace Community School
- Durants School
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- Capital City College