



Preparing for Adulthood

All-age guidance

Professional 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

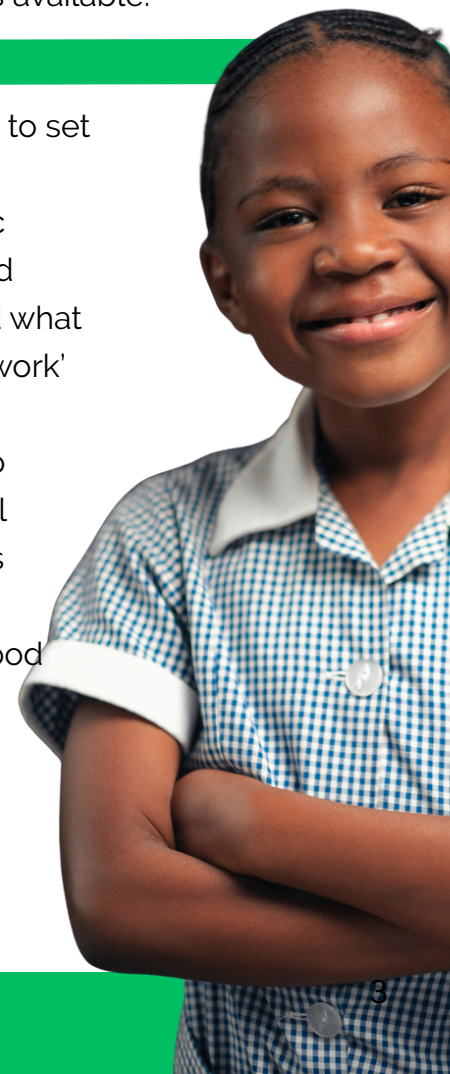
The PfA all-age guidance encompasses a set of PfA outcomes for each area – Education and Employment; Self-help and Independence; Friends, Relationships and Community Involvement; Health and Wellbeing. Suggested Key Stages have been provided for each level of outcomes based on typical age-related expectations, but it is recognised that young people's attainment will vary based on individual strengths and needs and may not reflect ARE. With this in mind, levels are colour-coded and a version without Key Stage labels is available.

The outcomes are also accompanied by a set of 'steps towards outcomes' – practical examples which can be used in a range of settings in order to help children and young people practise and develop the skills and knowledge to achieve each outcome. These are not prescriptive but may be helpful in planning lessons or activities. Helpful resources are also listed, though this list is not exhaustive. Further examples can be found on Padlet and professionals are encouraged to add any resources which they have found helpful in working towards the PfA outcomes in order to build up a community resource bank for PfA.

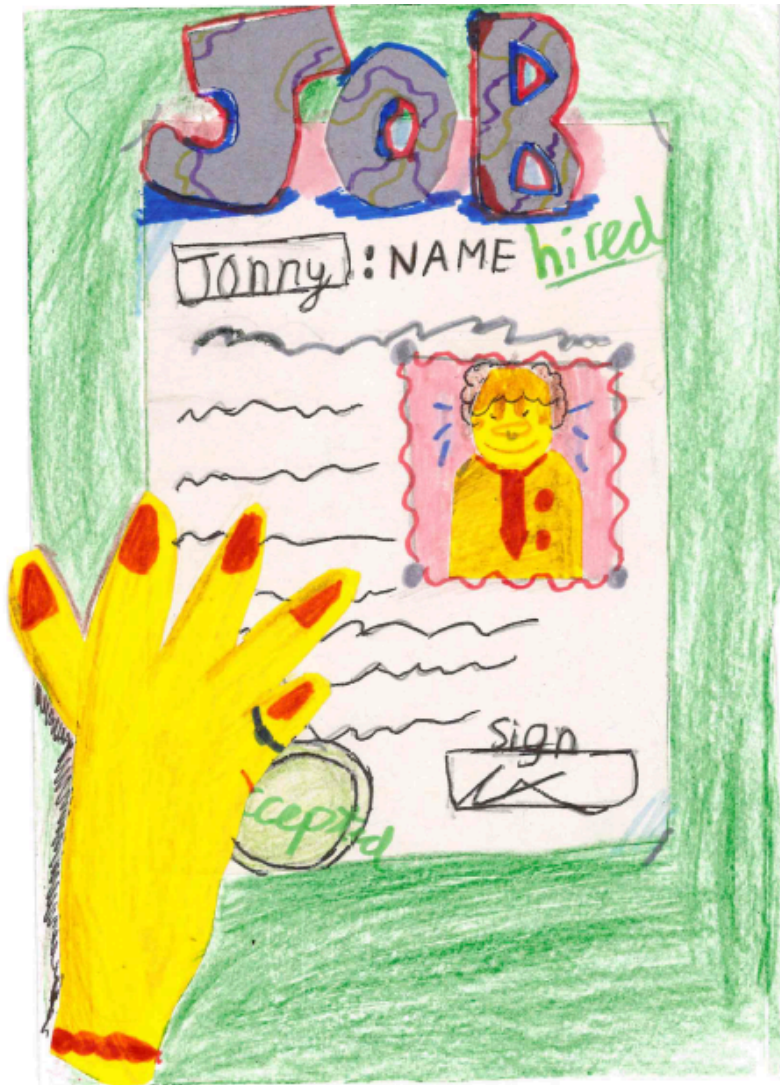
Red	EYFS
Orange	Key Stage 1
Yellow	Key Stage 2
Green	Key Stage 3
Blue	Key Stage 4
Purple	Key Stage 5

Suggested outcomes should be used to set targets for young people and may be personalised further to reflect specific needs. For instance, the Education and Employment outcome of 'Understand what skills are needed to be successful at work' (Key Stage 4) may be adapted to 'I understand which skills are needed to succeed in my chosen career of social care' for an EHCP/IEP/PEP. Outcomes are designed to be used to support young people in preparing for adulthood not only by educational settings, but other services such as Social Care, Health services and Youth Justice.

Accompanying documents have also been designed to support the use of this guidance, such as a Families' Version, Assessment Booklets and an assessment recording spreadsheet.



Education and Employment



EDUCATION AND EMPLOYMENT

	Early Years Foundation Stage	Key Stage 1	Key Stage 2
Outcomes (I can...)	E1 - Follow a simple (one-part) instruction E2 - Accept change and move between different environments E3 - Identify different jobs/roles E4 - Recognise and read my own name	E5 - Read and write my own name E6 - Recognise and write numbers to 20 E7 - Recognise buildings in the community and know their purpose e.g. library, fire station E8 - Talk about what I want to be when I grow up	E9 - Listen to and participate in discussions about different kinds of jobs and careers E10 - Talk about my interests and career ambitions E11 - Participate in discussions around secondary school options and transitions
Steps towards outcomes (practical examples)	Experience of a range of simple instructions, supported by visual aids and demonstrations Experience of a range of different roles through visits, pictures, discussions and home corners (including labelling objects and roles)	Visits in the local community Meeting role models/people who do different jobs/roles 'When I grow up...' dress up day	Build a personal profile of interests and ambitions Invite visitors/parents into school to talk about professions

EDUCATION AND EMPLOYMENT

Steps towards outcomes (practical examples)	Paired/small group activities and games based on giving and following instructions (Lego therapy, Simon Says) Exploring and navigating new environments – within school buildings and outdoor space, forest school, trips into local community Visual timetables and now/next board Self-registration Role playing different jobs/roles in the home, school or community (real world play) Career Matching Games: Match interests to jobs using picture cards or interactive apps. Use of transition books with visuals	Play number games, such as bingo, snap or online number games Learning about famous people in history and the roles they played Interest Inventories: Use visual aids, tactile materials, or simple questionnaires to help students identify what they enjoy Create a Community Map: Children draw or build a map of their neighbourhood, marking key places and people Build-a-Town Craft: Use boxes, paper, and recycled materials to create a model town with roads, buildings, and people Take on designated roles/positions of responsibility within the classroom eg. milk monitor, collecting/giving out books	Take on designated roles/positions of responsibility within the school community eg. librarian, peer mentor Learning about famous people in history and the roles they played Career Storybook Writing: Children write and illustrate their own stories featuring a character with a job Social Stories: Use illustrated narratives to introduce new educational settings or routines Vision Boards: Students collage images of jobs, tools, and environments they're drawn to Group work in which distinct roles are fulfilled based on skills and interests eg. to complete enterprise project
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EDUCATION AND EMPLOYMENT

Steps towards outcomes (practical examples)	Kindness Campaign: Discuss the role of local workers and make cards or crafts for them (e.g. thank-you notes for bus drivers or cleaners)	Photo Journal: Let children take photos (or draw pictures) of places they visit and talk about how each one serves the community	Problem-solving projects, such as building bridges from straws, in which young people are encouraged to take on different team roles
Useful resources	The Communication Trust https://www.teachearlyyears.com/ Lego Therapy https://playincluded.com CBeebies shows: Biggleton www.bbc.co.uk/cbeebies/shows/biggleton	BBC Teach - 'Different job types' videos www.bbc.co.uk/teach/class-clips-videos/articles/zrdkt39 Online number games www.topmarks.co.uk/maths-games/5-7-years/counting Career Explorers lesson plans from The Careers and Enterprise Company https://primaryplatform.careersandenterprise.co.uk/resources/careers-explorers	Career Explorers lesson plans from The Careers and Enterprise Company https://primaryplatform.careersandenterprise.co.uk/resources/careers-explorers Problem solving lesson plans from The Royal Society https://royalsociety.org/-/media/education/teacher-consultant-resources/KS12-Problem-solving-activitiesFINAL.pdf

EDUCATION AND EMPLOYMENT

		Key Stage 3	Key Stage 4	Key Stage 5	
	Outcomes (I can...)	E12 - List and explain which personal qualities and academic skills are required for jobs I am interested in E13 - Understand the entry requirements for further education and vocational qualifications E14 - Know which subject options are required for my desired career path	E15 - Understand what skills are needed to be successful at work E16 - Recognise my transferable skills and qualities for work E17 - Find examples of job opportunities and match them to my strengths and skills E18 - Explain future options for Higher Education, Training or Employment (including Apprenticeships & Supported Internships) in relation to my own aspirations E19 - Understand the entry requirements for Higher Education, apprenticeships and Supported Internships E20 - Identify any reasonable adjustments that may be needed for me to succeed in a job	E21 - Consolidate or finish learning in core subject areas to achieve an award linked to an area of my interest E22 - Understand the interview process E23 - Complete an application form, personal statement and CV to apply for a job E24 - Describe my skills and qualities and link them to a job role E25 - Advocate for myself to receive the necessary reasonable adjustments to succeed in a job	

EDUCATION AND EMPLOYMENT

Steps towards outcomes (practical examples)	Meeting with careers advisor Understand and explain the benefits of employment and working life Guest speakers to discuss different careers Visits to Further Education settings and workplaces Watch and discuss videos based on different careers Assemblies/talks about different kinds of jobs – introducing distinctions between vocational and non-vocational with examples Dream Job Journals: Students reflect on interests and link them to real-world roles	Fill out an application form Using websites (e.g. Indeed) to browse job opportunities Create a CV and/or LinkedIn profile Work experience Visits to colleges/training providers Careers advice Look through/navigate Further Education and Higher Education prospectuses Mock interviews with outside employers, parents or school staff acting as recruiters Employability skills workshops Pathway and sector insight talks	Undertake voluntary work Participate in adult education and/or community learning Know how to access support from the Job Centre for post education Use a benefits calculator to understand what is available Mock interviews Visits/introductions to community and national services such as Job Centre Plus, Equals Work experience/work shadowing Participate in application and interview workshops Workplace visits
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EDUCATION AND EMPLOYMENT

Steps towards outcomes (practical examples)	Literacy/numeracy with a purpose – explore how jobs use literacy and numeracy (eg. shopkeepers with money, chefs with recipes) and link to specific careers of interest and skills of each child Pupil Apprentices: pupils working at designated times, as a member of their chosen department/area of work providing work experience within school Skills Passport: Let students track personal development like teamwork, communication, and leadership Myth-Busting Modules: Debunk career stereotypes (e.g. gender roles in different industries)	Career Pathways Map: Interactive lessons showing routes into Higher Education, vocational training, entrepreneurship Workplace Challenge Week: Real-world problem-solving activities designed by local businesses Social Stories: Use illustrated narratives to explain workplace scenarios such as interviews or teamworking and anticipate any necessary reasonable adjustments	Career Mentorship Programme: Pair students with professionals for regular mentoring sessions Attend Sector/Labour Market Insight talks to understand emerging industries, demand trends, and salary comparisons LinkedIn Profile Building: Teach students personal branding and professional networking Transition to Work Life Course: Cover topics like financial literacy, workplace rights, work-life balance, and mental health Alumni Spotlights: Feature former students' career journeys to inspire current learners
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EDUCATION AND EMPLOYMENT

Useful resources	BBC Bitesize Careers www.bbc.co.uk/bitesize/careers The Careers and Enterprise Company www.careersandenterprise.co.uk/educators Local London Careers Hub https://local.london/blog/programmes/careers-hub Speakers for Schools Programme www.futuresforall.org/speakers-for-schools BBC Bitesize - Inspiring Future Career Options www.bbc.co.uk/teach/class-clips-video/articles/z4q2vk7	Enfield Careers Service www.enfield.gov.uk/services/children-and-education/help-and-support/enfield-careers-service Gov.uk Find a Job service www.gov.uk/find-a-job National Careers Service https://nationalcareers.service.gov.uk/careers-advice/helping-young-people-make-education-and-career-choices Gatsby Benchmarks www.gatsbybenchmarks.org.uk National Careers Week resources https://nationalcareersweek.com	Citizens Advice Benefit Calculator www.citizensadvice.org.uk/benefits/benefits-introduction/what-benefits-can-i-get/ Disability Rights Resources Index (information on benefits, Access to Work, employment contracts, etc) www.disabilityrightsuk.org/resources/resources-index Gov.uk Benefits www.gov.uk/browse/benefits Access to Work www.gov.uk/access-to-work Disabled Students' Allowance www.gov.uk/disabled-students-allowance-dsa
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EDUCATION AND EMPLOYMENT

Useful resources	Enfield Careers Service www.enfield.gov.uk/services/children-and-education/help-and-support/enfield-careers-service	Gov.uk Become an Apprentice www.gov.uk/become-apprentice West Lea Supported Internships www.westleasip.co.uk Mencap Training Academy https://trainingacademy.mencap.org.uk Work Experience Finder https://finder.futuresforall.org Social media - @studypate on TikTok	
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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

	Early Years Foundation Stage	Key Stage 1	Key Stage 2
Outcomes (I can...)	I1 - Recognise when I need to use the toilet and make an adult aware of this I2 - Go to the toilet on my own I3 - Follow all steps of a hand-washing routine I4 - Feed myself and drink from a cup	I5 - Maintain and understand the importance of personal hygiene I6 - Brush my own teeth and wash my face I7 - Dress and undress myself I8 - Recognise approximate times of the day (eg. meal times, bedtime, school time) and year (changing seasons)	I9 - Know my own body and understand changes that are beginning to happen I10 - Independently pay for an item in a shop and recognise whether or not I have been given the correct change I11 - Prepare a simple snack or meal with supervision I12 - Understand how to stay safe on busy roads and travel routes
Steps towards outcomes (practical examples)	Shared snacks and mealtimes, where adults model eating with cutlery at a table Sharing and reinforcement of routines and expectations around toileting, eating and self-care	Practice dressing and undressing independently to prepare for PE or swimming Toothbrushing Practice: Use large model teeth and toothbrushes for hands-on brushing demos	Make snacks and simple meals such as sandwiches and toast and learn how to use appliances such as a toaster, air fryer, microwave with supervision Help adults to prepare more complicated meals and clear up afterwards

SELF HELP AND INDEPENDENCE

Steps towards outcomes (practical examples)	Glitter Germs Experiment: Use glitter to simulate germs, showing how easily they spread and how soap helps remove them Handwashing Songs: Sing instructional and/or appropriate length songs while washing hands to reinforce proper technique and length of time to wash Hygiene Sorting Game: Sort images of clean vs. dirty items into bins to build awareness Dress-Up Stations: Practise putting on clothes, shoes, and coats independently	Reinforcement of daily routines with reminders of times Time telling lessons Being able to choose the right clothes for the weather and the activity - practise dressing dolls or using real-world simulation games to dress characters for different scenarios Germ Detective Game: Use colored stickers or washable paint to show how germs spread in a classroom Science Experiments: Soak eggshells in soda to show sugar's effect on teeth Create hygiene posters about handwashing or dental care, linking to instructional writing Morning routine stations: Set up areas for coat hanging, shoe changing, and bag organising	Map or write instructions on how to get to and from school 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 PSHE classes focusing on puberty and changes to the body Guest Speakers: Invite school nurses or dentists to talk about hygiene and puberty Create a Community Map: Use digital tools or poster boards to map out local landmarks, services, and safe routes to key places Buying an Item: Create stories that walk through steps of making a purchase. Using a Debit Card: Explain how cards work and where they're used.
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SELF HELP AND INDEPENDENCE

Useful resources	Self-care and toileting resources from Enfield Advisory Service for Autism www.enfieldasa.org.uk/Resources/Resources Beyond Autism toilet training advice www.beyondautism.org.uk/resource-hub/toileting/ Wheel of Independence - Developing Self Care Skills www.wheelofindependence.co.uk/# Enfield-specific Health advice and resources from Health for Kids www.healthforkids.co.uk	Online Teaching Time resources and games www.teachingtime.co.uk Wheel of Independence - Developing Self Care Skills and Developing Time Management Skills www.wheelofindependence.co.uk/# Enfield-specific Health advice and resources from Health for Kids www.healthforkids.co.uk 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	Road safety education resources from Think www.think.gov.uk/education-resources/ Wheel of Independence - Developing Money Skills and Developing Meal Preparation Skills www.wheelofindependence.co.uk/# Enfield-specific Health advice and resources from Health for Kids www.healthforkids.co.uk Puberty advice and videos from Childline www.childline.org.uk/info-advice/you-your-body/puberty/ CBBC cooking shows - Matilda and the Ramsey Bunch www.bbc.co.uk/cbbc/shows/matilda-and-the-ramsey-bunch
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SELF HELP AND INDEPENDENCE

	Key Stage 3	Key Stage 4	Key Stage 5
Outcomes (I can...)	I13 - Manage my own personal hygiene, including changes linked to puberty I14 - Access and use personal hygiene products correctly and safely (e.g. menstrual products, shaving products) I15 - Travel short distances safely and independently (eg. to school, local shops) I16 - Identify and express feelings about my body and emotions to a safe and trusted person I17 - Budget a small amount of money to pay for a range of purchases on a day out	I18 - Make informed choices about options for the next stage of my education I19 - Take responsibility for keeping my personal space and belongings clean and tidy I20 - Independently make safe decisions when with friends, including in unexpected situations I21 - Plan and budget money, including prioritising purchases appropriately, for up to a week I22 - Safely and independently travel to school and social activities using a variety of methods	I23 - Plan, budget and manage my personal finances, including all bills (e.g. mobile phone) and necessities I24 - Understand and apply for appropriate benefits and grants e.g. Personal Independence Payments I25 - Identify different kinds of living arrangements and the benefits and drawbacks of each I26 - Understand and make decisions about my own life, including education, employment, relationships and living arrangements

SELF HELP AND INDEPENDENCE

Outcomes (I can...)			I27 - Consult with and make use of advice from a range of support services, including healthcare workers, employment advisors, Social Care and education staff I28 - Manage transitions to new services, settings or jobs safely
Steps towards outcomes (practical examples)	Research and choose/buy appropriate personal hygiene products Use a travel app to decide the best route to take a journey PSHE/Circle Time – emotions, body image Visits/talks from TfL Travel training	Financial education on budgeting, borrowing, methods of payment PSHE/relationships education – consent, safety Lessons in practical life skills e.g. cleaning, washing clothes Designated roles to practise keeping classrooms and school spaces clean and tidy	Applying for benefits and signposting to support services Careers advice and mock interviews, including planning clothing, travel to and from venue Researching various living arrangements/opportunities and support with which to furnish your home

SELF HELP AND INDEPENDENCE

Steps towards outcomes (practical examples)	Wants vs. Needs Game: Sort pictures into categories to learn budgeting priorities Budget a School Lunch: Plan meals within a set allowance to learn cost balancing Debates & Discussions: Explore topics like hygiene and mental health, or cultural hygiene practices Peer Teaching Projects: Have students create hygiene or budgeting lessons for younger students Hygiene & Nutrition Link: Discuss how diet and hygiene affects skin and overall health Digital Hygiene Campaigns: Design social media posts or videos promoting healthy habits	Time management – timetabling of day/week/month. Research, plan and budget for a week of activities Travel training Guest speakers (banks/DWP/council money management team) Visits/talks from TfL Financial Board Games: Use games like Monopoly Junior or Payday to simulate earning and spending	Financial education on budgeting, types of lending, how to pay bills, open bank accounts Travel training
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SELF HELP AND INDEPENDENCE

Useful resources	Mental Health support from Kooth www.kooth.com TfL journey planner www.tfl.gov.uk/plan-a-journey/ Puberty advice and videos from Childline www.childline.org.uk/info-advice/you-your-body/puberty/ Wheel of Independence - Developing Self-Care Skills and Developing Money Skills www.wheelofindependence.co.uk/# LGBTQ+ support for teens in London https://free2b.lgbt	TfL journey planner www.tfl.gov.uk/plan-a-journey/ Free and discounted travel in London for young people www.tfl.gov.uk/fares/free-and-discounted-travel Wheel of Independence - Developing Money Skills and Developing Housekeeping Skills www.wheelofindependence.co.uk/# Enfield-specific health and relationships advice for teens www.healthforteens.co.uk/?location=Enfield	Wheel of Independence - Developing Money Skills www.wheelofindependence.co.uk/# Enfield-specific health and relationships advice for teens www.healthforteens.co.uk/?location=Enfield Gov.uk Benefits www.gov.uk/browse/benefits Access to Work www.gov.uk/access-to-work Gov.uk Deputies www.gov.uk/become-deputy
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SELF HELP AND INDEPENDENCE

Useful resources	Enfield-specific health and relationships advice for teens www.healthforteens.co.uk/?location=Enfield	Financial education programmes and resources from Young Enterprise www.young-enterprise.org.uk/teachers-hub/financial-education/ Financial education guidance and resources from the Money and Pensions Service https://maps.org.uk/en/work-with-us/financial-education-in-schools#Why-does-financial-education-matter	National Careers Service https://nationalcareers.service.gov.uk/careers-advice/helping-young-people-make-education-and-career-choices Financial advice and resources from The Money Charity: https://themoneycharity.org.uk
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Friends, Relationships and Community Involvement



FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

	Early Years Foundation Stage	Key Stage 1	Key Stage 2
Outcomes (I can...)	C1 - Show an interest in what others are doing and imitate or exhibit signs of wanting to join in C2 - Participate in an interaction with at least one peer C3 - Share toys or take turns when playing a game C4 - Be out in the community safely with my family or trusted adult(s)	C5 - Form a reciprocal friendship with at least one to two peers C6 - Understand who 'safe' people are within my school and community and when they can be approached C7 - Participate in school activities and routines C8 - Begin to recognise that others have different feelings and views to me C9 - Take part in activities at the weekends or after school	C10 - Form and maintain friendships with a small group of peers C11 - Recognise the qualities of a 'good' friend C12 - Recognise bullying and know where and how to seek help C13 - Know key locations in the local area (e.g. school, home, local shops) C14 - Understand ways to stay safe, on and offline C15 - Manage the change to a new educational setting, including new staff, peers and routines

FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

Steps towards outcomes (practical examples)	Games and activities providing opportunities for turn-taking, sharing of toys, participation and interaction, such as role playing Free-flow learning through play, providing opportunities for choice of activities based on observation of others Neighbourhood Walk: Take a short walk to spot community features like parks, shops, and signs. Use a checklist or scavenger hunt format	Teaching, repetition and sharing of routines and expectations, in school, home and out in the community Assemblies and opportunities for shared time as a school community After school clubs, youth clubs, sports activities and clubs, religious/cultural meetings PSHE, Circle Time, Social Stories Community Collage: Children collect pictures of people within their community to build a visual "community" on a poster Mini Service Projects: Collect food for a local pantry, clean up a playground, or donate books to a library "I Can Help" Chart: Children brainstorm ways they can help at home, school, and in the community	PSHE/Circle Time – explore what makes a good friend Social Stories School trips and community visits ICT lessons covering online safety Geography and navigation of the local area through Geography and History lessons (local area study) Transition events at new school Practise using a phone safely and correctly with trusted contacts, including calls, messages and online Create a Community Map: Children draw or build a map of their neighbourhood, marking key places and people
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

Steps towards outcomes (practical examples)		Community Helper Puppets: Make stick puppets and act out scenes showing how helpers support others Feelings Matching Game: Match facial expressions to emotions and talk about how friends help us feel better Friendship Bracelets: Children make and exchange bracelets to celebrate their connections "Friendship Soup" Activity: Mix pretend ingredients like "kindness," "helping," and "smiles" to create a recipe for friendship Friendship Role Play: Act out scenarios like resolving a disagreement or welcoming a new student	Friendship Journals: Students reflect on their friendships and write about how they've helped others Book Study: Use stories like <i>Charlotte's Web</i>, <i>Wonder</i>, or <i>The Boy at the Back of the Class</i> to explore themes of friendship and acceptance
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

Useful resources	The Communication Trust https://www.teachearlyyears.com/	'How to create a Circle of Friends' on Ed Place www.edplace.com/blog/send/how-to-create-a-circle-of-friendship Social Interactions resources www.beyondautism.org.uk/professionals/resources/ Cheviots short breaks information www.enfield.gov.uk/services/children-and-education/local-offer/joint-service-for-disabled-children-jsdc/cheviots-childrens-disability-service Our Voice events and workshops for families and young people with SEND www.ourvoiceenfield.org.uk/events	Online safety resources from the NSPCC www.nspcc.org.uk/keeping-children-safe/online-safety/ Wheel of Independence - Developing Leisure Skills www.wheelofindependence.co.uk/# Enfield online safety guidance www.enfield.gov.uk/_data/assets/pdf_file/0027/86805/Keep-Your-Child-Safe-Online-Guide-2024-1.pdf Anti-Bullying Alliance https://anti-bullyingalliance.org.uk Local history lesson plans and resources www.history.org.uk/primary/categories/ks2-local-history
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

Useful resources		Wheel of Independence - Developing Leisure Skills www.wheelofindependence.co.uk/# AET Framework and strategies www.autismeducationtrust.org.uk	Local area study lesson plans and resources www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/comparing-people-and-places/local-area/ 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 Online safety resources from Childnet www.childnet.com/teachers-and-professionals/
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

	Key Stage 3	Key Stage 4	Key Stage 5
Outcomes (I can...)	C16 - Understand reasons behind peer conflict and how to deal with uncomfortable situations C17 - Understand different kinds of relationships C18 - Know about and participate in different groups within the community C19 - Keep myself safe within the community C20 - Know the risks of social media and ways in which to stay safe	C21 - Consistently use strategies to keep myself safe on social media and know how to deal with any issues I encounter C22 - Maintain relationships that are safe and healthy for myself and others C23 - Keep myself safe in the community and know where and how to seek help if needed C24 - Make and follow practical arrangements in order to maintain friendships C25 - Know which services are available to me in the community	C26 - Manage my own time and consider a range of factors when prioritising commitments C27 - Initiate social arrangements with friends and family to maintain relationships outside an education setting C28 - Access services or any help I may require in the community

FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

Steps towards outcomes (practical examples)	Joining youth/sport clubs, after-school activities PSHE/Circle Time discussion and modelling of behaviour actions and consequences in different situations Internet safety lessons focusing on social media Utilise existing mentoring programmes or train young people to become peer mentors Identify and join appropriate online clubs/groups e.g. National Teen Book Club Assemblies/talks from community groups and activists Conflict Resolution Toolbox: Build a set of strategies (e.g. "I feel" statements, walking away, asking for help)	Sex and relationship education focusing on safe sex, consent, coercion, different forms of abuse Internet safety lessons Alcohol/drugs/substance education Gang/knife/crime education, including strategies to be used in situations where young people feel at risk Visits to places of interest/social settings within the local and wider community e.g. reward trips Travel training Visits to local community group events e.g. Enfield Caribbean Association	Assessments/meetings with community services to ascertain eligibility Diary/calendar management – using phone or online calendars Journey planning using live timetabling, including timing journeys to fit in with plans for the day
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

Steps towards outcomes (practical examples)	Healthy vs. Unhealthy Relationships: Use case studies or videos to explore boundaries, respect, and trust Relationship Mapping: Students draw their social circles and reflect on how different relationships support them Debate: "Can You Be Friends With Everyone?": Explore inclusivity, cliques, and personal boundaries Digital Friendships: Discuss online behavior, cyberbullying, and how to maintain respectful relationships online	Using 'What's On' guides (e.g. Time Out) to find free, safe events and activities outside of facilitated clubs	
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

Useful resources	Whole school approaches to tackling gang violence www.catch-22.org.uk/resources/whole-school-approaches-to-tackling-gang-violence/ CEOP Safety Centre www.ceop.police.uk/Safety-Centre/ Free activities for young people who live or study in Enfield https://youthenfield.taptub.co.uk Inspiring Young Enfield mentoring programme https://youthenfield.taptub.co.uk/inspiring-young-enfield-iye/ Wheel of Independence - Developing Leisure Skills www.wheelofindependence.co.uk/#	Crimestoppers lesson plans and resources www.safe4me.co.uk/wp-content/uploads/2017/07/FEARLESS-Secondary-Resource.pdf Preventing involvement in serious and organised crime lesson plans and resources https://pshe-association.org.uk/lesson-plans/preventing-involvement-in-crime The Ben Kinsella Trust https://benkinsella.org.uk Free activities for young people who live or study in Enfield https://youthenfield.taptub.co.uk Wheel of Independence - Developing Leisure Skills www.wheelofindependence.co.uk/#	Wheel of Independence - Developing Leisure Skills and Developing Time Management Skills www.wheelofindependence.co.uk/# Enfield-specific health and relationships advice for teens www.healthforteens.co.uk/?location=Enfield Support services and organisations in Enfield www.enfield.gov.uk/services/children-and-education/local-offer/family-support/support-services-and-organisations TfL journey planner www.tfl.gov.uk/plan-a-journey/
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FRIENDS, RELATIONSHIPS AND COMMUNITY INVOLVEMENT

Useful resources	National Teen Book Club https://bookclubsinschools.org/national-teen-book-club/ Proud Enfield LGTB youth group https://lgtbenfield.org/enfield-lgtb-services/lgtb-youth-group/ CBBC racism resources www.bbc.co.uk/newsround/52965984 Enfield Trauma Informed Practice in Schools and Settings www.enfield.gov.uk/educationalpsychologyservice/enfield-trauma-informed-practice-in-schools-and-settings	Support services and organisations in Enfield www.enfield.gov.uk/services/children-and-education/local-offer/family-support/support-services-and-organisations TfL journey planner www.tfl.gov.uk/plan-a-journey/ Enfield-specific health and relationships advice for teens www.healthforteens.co.uk/?location=Enfield Proud Enfield LGTB youth group https://lgtbenfield.org/enfield-lgtb-services/lgtb-youth-group/ Enfield Caribbean Association events https://theeca.org.uk/events/ Time Out London www.timeout.com/london/things-to-do/things-to-do-in-london-this-week	
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Health and Wellbeing



HEALTH AND WELLBEING

	Early Years Foundation Stage	Key Stage 1	Key Stage 2
Outcomes (I can...)	H1 - Explore a variety of different foods H2 - Express when I am in pain or discomfort to a trusted adult H3 - Engage with all health checks and immunisations that are appropriate for my age H4 - Engage with a bedtime routine H5 - Respond to the calming strategies of a familiar adult when I am dysregulated H6 - Access the appropriate amount of physical activity for my age every day (according to NHS guidelines)	H6 - Access the appropriate amount of physical activity for my age every day (according to NHS guidelines) H7 - Understand the difference between healthy and unhealthy foods and make good choices around what I eat H8 - Participate in physical activities, such as PE lessons H9 - Name the parts of my own body and identify which parts are private H10 - Access emergency services by dialling 999	H6 - Access the appropriate amount of physical activity for my age every day (according to NHS guidelines) H14 - Take responsibility for my personal health needs and/or equipment for short periods of time H15 - Recognise how long I have been using a screen and when it is time to take a break H16 - Recognise and manage changes that are happening to my body (e.g. using deodorant, showering more frequently)

HEALTH AND WELLBEING

	Early Years Foundation Stage	Key Stage 1	Key Stage 2
Outcomes (I can...)		H11 - Engage with health appointments, such as the dentist and doctor H12 - Identify a range of different emotions and recognise them in myself H13 - Understand and apply the NSPCC 'PANTS' rules	H17 - Locate, identify and communicate physical or mental health concerns to an appropriate adult H18 - Use taught strategies, with support, to regulate my own emotions
Steps towards outcomes (practical examples)	Attend all health checks and immunisations Try different foods a number of times Active games, such as hide and seek, tag, skipping Outdoor activities, such as cycling, scooting, climbing, playground activities	PE lessons Trying and cooking different kinds of foods Information about bodies through science, PE and PSHE lessons Access to doctor and dentist Access to the school nurse	PE lessons Puberty explored through science or PSHE lessons Feelings Check-In Chart: Use emojis or colours for students to mark how they're feeling each day Consider using assemblies/class discussions to normalise medical equipment and allow children to 'teach' others about how it is used

HEALTH AND WELLBEING

Steps towards outcomes (practical examples)	Practise using scripted statements to communicate pain, discomfort or dysregulation in different situations, such as during Circle Time or role-playing games Play games such as 'doctors' to practise recognising and naming parts of the body and different sensations	Circle Time to identify and discuss emotions Hydration Tracker: Help students to log their water intake and learn why hydration matters Healthy Eating Challenges: Create snack swaps or "build a balanced plate" games	Use a screentime clock/tracker and give responsibility to the class or individual students to monitor it. Use this as a discussion point for 'safe' screentime
Useful resources	Enfield-specific Health advice and resources from Health for Kids www.healthforkids.co.uk The Communication Trust www.teachearlyyears.com/ NHS physical activity guidelines www.nhs.uk/live-well/exercise/	NHS physical activity guidelines www.nhs.uk/live-well/exercise/ Enfield-specific Health advice and resources from Health for Kids www.healthforkids.co.uk NSPCC Talk Pants www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/	NHS physical activity guidelines www.nhs.uk/live-well/exercise/ Enfield-specific Health advice and resources from Health for Kids www.healthforkids.co.uk NSPCC Talk Pants www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/

HEALTH AND WELLBEING

Useful resources	Food: A fact of life - Activity ideas, recipes and resources for children aged 3-5 www.foodafactoflife.org.uk/3-5-years/	Wheel of Independence - Developing Self-Care Skills www.wheelofindependence.co.uk/# BBC Bitesize Healthy Eating www.bbc.co.uk/bitesize/articles/zvqk239 Food: A fact of life - Activity ideas, recipes and resources for children aged 5-7 www.foodafactoflife.org.uk/5-7-years/	Wheel of Independence - Developing Self-Care Skills www.wheelofindependence.co.uk/# BBC Teach Puberty resources www.bbc.co.uk/teach/class-clips-videos/articles/zghnf82
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HEALTH AND WELLBEING

	Key Stage 3	Key Stage 4	Key Stage 5
Outcomes (I can...)	H6 - Access the appropriate amount of physical activity for my age every day (according to NHS guidelines) H19 - Identify and approach safe people to talk to about things I am worried about H20 - Understand and engage with sex education and know where to find safe and reliable answers to my questions H21 - Understand the effects of a range of substances, including vaping, tobacco, drugs and alcohol H22 - Recognise the effects of any physical, social or emotional conditions I may have	H6 - Access the appropriate amount of physical activity for my age every day (according to NHS guidelines) H28 - Access and engage with my annual health check (if on the GP's learning disability register) H29 - Understand what my GP can help with and how to access this H30 - Identify the components of a healthy diet and which foods should be limited H31 - Manage my own health needs and equipment independently with appropriate oversight from a trusted adult	H6 - Access the appropriate amount of physical activity for my age every day (according to NHS guidelines) H34 - Access and manage health appointments, using support strategies if needed H35 - Make safe and informed choices about my own healthcare options and treatments H36 - Plan and maintain a healthy diet

HEALTH AND WELLBEING

	Key Stage 3	Key Stage 4	Key Stage 5
Outcomes (I can...)	H23 - Engage with routine immunisations (HPV/tetanus, diphtheria and polio/meningitis) H24 - Use a range of strategies to independently regulate my emotions H25 - Identify different roles within healthcare and know which ones I need to access for different needs H26 - Communicate my own opinions and preferences for my physical and mental health needs and treatment H27 - Deal appropriately with an emergency medical situation	H32 - Make safe and healthy choices around sexual relationships, including accessing advice, protection and treatment if needed H33 - Understand my legal rights around privacy, choice and consent to medical input and make safe and appropriate decisions based on this	

HEALTH AND WELLBEING

Steps towards outcomes (practical examples)	Access to doctor/dentist/school nurse/opticians Circle Time, PSHE, Social Stories around sex and relationship education and substance education Basic first aid lessons Sleep & Screen Time Logs: Reflect on how habits impact physical and mental health Role play – how to react to a medical emergency (including first aid, calling for assistance) Peer mentoring – training young people as peer mentors/ supporting them to use peer mentors Circle of Friends groups	Introduction to sexual health clinics and other local services Risk assessments and training around health needs and support Lessons around nutrition, including designing a healthy diet plan Use of local sports facilities/groups Access to GP and local health services Circle of control activity – sorting activity to help young people understand what they can or can't control or give consent for Nutrition & Skin Health Link: Explore how diet affects hygiene and appearance	Access to health care and support (such as a chaperone) where needed Access to local sports facilities Advice and practice of techniques such as mindfulness, meditation
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HEALTH AND WELLBEING

Useful resources	NHS physical activity guidelines www.nhs.uk/live-well/exercise/ Enfield-specific health and relationships advice for teens www.healthforteens.co.uk/?location=Enfield Wheel of Independence - Developing Self-Care Skills www.wheelofindependence.co.uk/# Sex and relationships education resources https://learning.nspcc.org.uk/services/talk-relationships?utm_campaign=20250602_KIS_CASPAR_june02&utm_content=Talk%20Relationships&utm_medium=email&utm_source=Aestra	NHS physical activity guidelines www.nhs.uk/live-well/exercise/ Enfield-specific health and relationships advice for teens www.healthforteens.co.uk/?location=Enfield Wheel of Independence - Developing Self-Care Skills and Developing Meal Preparation Skills www.wheelofindependence.co.uk/# Sexual health services for young people in Enfield www.enfield.gov.uk/healthandwellbeing/sexual-health/young-peoples-services	NHS physical activity guidelines www.nhs.uk/live-well/exercise/ Enfield-specific health and relationships advice for teens www.healthforteens.co.uk/?location=Enfield Wheel of Independence - Developing Self-Care Skills, Developing Food Shopping Skills and Developing Meal Preparation Skills www.wheelofindependence.co.uk/# NHS social care and support guide www.nhs.uk/social-care-and-support/ Mind - Five ways to wellbeing www.mind.org.uk/workplace/mental-health-at-work/five-ways-to-wellbeing/
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HEALTH AND WELLBEING

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

Enfield SEN Service
Enfield Children's Social Care Service
Enfield Virtual School
Enfield Schools and Early Years Improvement Service
Enfield Educational Psychology Service
Our Voice Enfield
The Royal Free London NHS Trust

The pupils and staff of:

- Suffolks Primary School
- Chace Community School
- Durants School
- Laurel Park School
- Capel Manor College
- Capital City College