PSHCE & RSE Curriculum Overview 2026-2029

As with all learning at Villa Real School, our curriculum is built upon the Early Years Foundation Stage Framework as the starting point for our ambitious, personalised and highly inclusive curriculum. Parents and carers are consulted regarding individual needs and supported to understand how PSHCE/RSE learning is adapted for our pupils. The curriculum is regularly reviewed in consultation with pupils, parents and carers, staff and governors, through surveys, pupil voice, school council and our link governor.

Personal, Social, Health, Citizenship and Economic Education (PSHCE) and Relationships, Sex and Health Education (RSHE) are central to our commitment to improving pupils' quality of life, personal development, wellbeing and preparation for adulthood. The curriculum supports pupils to develop the knowledge, understanding, skills and attributes required to participate safely, successfully and confidently in a rapidly changing world. This includes both their immediate experiences as children and young people and their preparation for adult life. The curriculum is underpinned by the belief that all pupils, regardless of need, ability or communication profile, have the right to access meaningful learning about relationships, health, safety, wellbeing, citizenship, careers and independent living. This reflects the principles set out within the PSHE Association programme of study for PSHE.

Within the Early Years Foundation Stage, Personal, Social and Emotional Development is embedded across all learning experiences and routines. As a minimum, pupils will experience opportunities to:

• Develop secure attachments to key adults • Build positive relationships with peers and adults • Recognise and communicate feelings and emotions • Develop confidence and self-esteem • Increase independence and self-care skills • Understand routines and expectations	• Develop awareness of health and safety • Explore personal identity, likes and dislikes • Learn early friendship skills • Develop early understanding of personal boundaries • Develop communication and interaction skills

The PSHCE and RSHE curriculum has been designed using the PSHE Association Programme of Study and the PSHE Association SEND Planning Framework as core reference documents. Learning has been carefully sequenced to ensure pupils revisit, consolidate and deepen understanding through a spiral curriculum model. This reflects the PSHE Association expectation that learning should be revisited and extended over time in order to promote retention, understanding and application of learning.

The curriculum has also been strengthened to reflect the updated statutory RSHE guidance implemented from September 2026 and additional themes identified within the PSHE Association Programme of Study. These include:

• Mental wellbeing and emotional regulation	• Challenging stereotypes and discrimination
• Healthy and unhealthy relationships	• Equality, diversity and inclusion
• Consent and personal boundaries	• Misogyny and harmful online narratives
• Respectful relationships	• Exploitation, coercion and safeguarding
• Online safety and digital citizenship	• Physical health and wellbeing
• Artificial Intelligence and generative AI	• Drugs, alcohol, tobacco and vaping
• Misinformation, disinformation and deepfakes	• Financial wellbeing
• Preparation for adulthood	• Careers education and aspiration
	• Community participation and citizenship

These themes are not taught in isolation. Instead, they are revisited throughout the curriculum within age and developmentally appropriate contexts to support generalisation of learning and preparation for adult life. The curriculum explicitly addresses emerging safeguarding and societal issues identified within the September 2026 RSHE guidance, including violence against women and girls, harmful online narratives, misogyny, coercive and controlling behaviours, online exploitation, digital consent, artificial intelligence, misinformation and deepfakes. Learning is adapted appropriately for

pupils with SEND whilst maintaining high ambition and entitlement for all learners. Pupils are supported to recognise unsafe situations, communicate choices and boundaries, seek support from trusted adults and develop the knowledge and skills required for safe, healthy and respectful relationships throughout life.

CURRICULUM PROGRESSION MODEL

Within the scheme of work, intended learning outcomes have been identified across six progressive stages:

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Effective engagement in the learning process	Underpinning learning and awareness	Fundamental learning elements	Increasing understanding of learning	Deepening application of learning	Applying learning in a wide range of contexts

The progressive stages recognise that chronological age does not always reflect developmental understanding for pupils with SEND. Learning progression is therefore based upon increasing acquisition, retention, application and generalisation of knowledge and skills.

The curriculum follows the PSHE Association principle of a sequenced and spiral curriculum whereby learning is revisited, reinforced and extended in meaningful contexts over time.

Pupils are supported to:

• Encounter new experiences and concepts

• Develop awareness and understanding

• Apply learning within familiar situations

• Generalise learning across different environments

• Develop increasing independence

• Apply learning to support lifelong outcomes

SEND-Specific Approach to Relationships, Health and Sex Education

Learning about relationships, consent, personal safety and healthy lifestyles is adapted to meet the developmental, communication and sensory needs of individual pupils. Pupils are taught to communicate preferences, choices, agreement and disagreement using their preferred communication systems, including speech, signing, symbols, AAC and assistive technology. Particular emphasis is placed upon self-advocacy, recognising unsafe situations, reporting concerns and developing independence in preparation for adult life. All pupils are entitled to access age-appropriate and developmentally appropriate RSHE regardless of need, disability or communication profile.

1. Self-Awareness - Developing understanding of personal identity, strengths, aspirations, preferences, achievement, self-worth and belonging.

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Responds to familiar adults, routines and experiences.	Recognises own name, preferences and achievements.	Identifies personal qualities, strengths and interests.	Understands self-worth and individuality.	Reflects on strengths, aspirations and personal goals.	Demonstrates confidence, self-advocacy and positive self-identity across contexts.

Key Learning Themes

Theme	Areas Covered
Personal Identity	Self-recognition, individuality, likes and dislikes, culture, heritage, personal identity, belonging
Self-Worth and Confidence	Self-esteem, confidence, personal achievements, recognising success, positive self-image
Strengths and Talents	Personal strengths, interests, talents, hobbies, special skills and achievements
Aspirations and Achievement	Ambitions, aspirations, goal setting, perseverance, motivation and future planning
Relationships with Others	Positive interactions, friendships, cooperation, teamwork and social skills
Diversity and Inclusion	Respecting differences, celebrating diversity, equality, inclusion, protected characteristics
Belonging and Community	Family, friendship groups, school community, local community and wider society
Careers and Future Pathways	Jobs, workplaces, employability, aspirations, preparation for adulthood
Influence and Decision Making	Peer influence, media influence, independent decision making and self-advocacy
Respect and Responsibility	Respect for self and others, personal responsibility and accountability

2. Self-Care, Support and Safety - Developing understanding of keeping safe, managing risk, recognising harm, identifying trusted adults and accessing help.

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Experiences familiar safety routines.	Recognises trusted adults and safe situations.	Identifies risks and ways to stay safe.	Describes actions to take when feeling unsafe.	Applies safety knowledge across different situations.	Independently manages risk and seeks support appropriately.

Key Learning Themes

Theme	Areas Covered
Personal Safety	Keeping safe at home, school and in the community
Trusted Adults and Support Networks	Identifying trusted adults, seeking help, reporting concerns and accessing support
Body Ownership and Boundaries	Personal boundaries, personal space, body autonomy and body privacy, communicating consent and refusal and support from trusted adults
Consent	Giving permission, respecting choices, consent within relationships and personal interactions
Public and Private	Private body parts, privacy, confidentiality and appropriate behaviours
Risk Recognition and Management	Identifying risks, safe choices, assessing danger and responding appropriately
Online Safety	Personal information, privacy, passwords, online communication, digital footprints, safe online relationships, online pressures, reporting concerns and seeking help when something feels unsafe online.
Digital Citizenship	Responsible online behaviour, respectful communication and digital reputation
Artificial Intelligence and Emerging Technology	Artificial intelligence, generative AI, algorithms, personalised content, deepfakes, manipulated media, misinformation, disinformation, online influence and strategies

Misinformation and Media Literacy	Fake news, misinformation, disinformation and critical thinking skills
Safeguarding	Abuse, neglect, exploitation, coercion and grooming
Exploitation Awareness	Child Sexual Exploitation, Child Criminal Exploitation, County Lines and financial exploitation
Emergency Situations	First aid awareness, emergencies, accidents and accessing help
Community Safety	Road safety, transport safety, water safety and personal safety in public places
Online Relationships and Digital Consent	Safe online relationships, digital consent, image sharing, permission, privacy, recognising inappropriate requests, seeking support and making safe choices online.
Online Exploitation and Harm	Online grooming, coercion, exploitation, scams, sextortion, pressure to share images, manipulation, radicalisation risks, reporting concerns and obtaining support

3. Managing Feelings - Developing emotional literacy, resilience, self-regulation and mental wellbeing.

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Experiences and responds to emotions.	Recognises basic emotions in self and others.	Identifies feelings and simple coping strategies.	Understands emotional regulation and resilience.	Applies strategies to manage emotions independently.	Reflects on emotions and wellbeing to support self and others.

Key Learning Themes

Theme	Areas Covered
Recognising Feelings	Identifying emotions in self and others
Emotional Literacy	Naming, expressing and communicating feelings appropriately
Self-Regulation	Managing emotions, calming strategies and regulation tools
Resilience	Coping with challenges, setbacks and disappointment
Mental Wellbeing	Positive mental health, wellbeing and self-care
Self-Esteem	Confidence, self-worth and positive self-image
Friendship and Feelings	Friendships, empathy, understanding others and managing conflict
Loneliness and Belonging	Social connection, inclusion and managing loneliness
Change and Transition	Managing change, uncertainty and transitions
Loss and Bereavement	Understanding loss, grief and available support
Stress and Anxiety	Worries, fears, anxiety management and coping strategies
Seeking Help	Mental health support, trusted adults and professional services

4. Changing and Growing - Understanding physical, emotional and social change throughout life.

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Experiences life changes with support.	Recognises similarities and differences between people.	Understands basic human growth and development.	Understands puberty and changing relationships.	Applies understanding to develop healthy relationships.	Demonstrates understanding of adult relationships, sexual health and personal responsibility.

Key Learning Themes

Theme	Areas Covered
Human Growth and Development	Growth from infancy through adulthood
Personal Development	Physical, emotional, social and cognitive development
Puberty	Physical and emotional changes during puberty
Personal Hygiene	Hygiene routines, menstruation, wet dreams and self-care
Families and Caring Relationships	Different family structures and supportive relationships
Friendships	Building and maintaining positive friendships
Romantic Relationships	Developing romantic relationships and attraction
Healthy Relationships	Respect, trust, honesty, communication and equality
Unhealthy Relationships	Controlling behaviour, coercion, manipulation and abuse
Consent and Boundaries	Consent, personal choice, body autonomy, recognising verbal and non-verbal communication of consent, withdrawal of consent, respecting others' choices and communicating wishes safely
Intimate Relationships	Age and developmentally appropriate understanding of intimacy
Reproductive Health	Human reproduction, contraception and fertility awareness
Sexual Health	Sexual health services, advice and support
Parenthood and Caring Roles	Parenting awareness and caring responsibilities

Adult Life and Independence	Preparation for adulthood and future relationships
Respectful Relationships and Challenging Harmful Behaviours	Respect, equality, kindness, empathy, recognising harmful behaviours, challenging sexist language and stereotypes, understanding misogyny, respecting women and girls, recognising coercive and controlling behaviour

5. Healthy Lifestyles - Developing knowledge, understanding and habits that promote lifelong physical and emotional wellbeing.

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Participates in healthy routines.	Recognises healthy foods and activities.	Understands choices that support health.	Describes consequences of healthy and unhealthy choices.	Applies healthy lifestyle knowledge independently.	Evaluates and plans healthy choices for lifelong wellbeing.

Key Learning Themes

Theme	Areas Covered
Healthy Eating	Balanced diet, nutrition, hydration and healthy choices
Physical Activity	Exercise, movement and active lifestyles
Sleep and Rest	Healthy sleep habits and routines
Personal Hygiene	Self-care, cleanliness and infection prevention
Oral Health	Teeth brushing, dental care and healthy choices
Physical Wellbeing	Looking after the body and preventative healthcare
Emotional Wellbeing	Links between physical health and mental wellbeing
Healthcare Services	Doctors, dentists, pharmacies, hospitals and appointments
Medicines and Vaccinations	Safe use of medication and healthcare advice
Substance Education	Medicines, alcohol, tobacco and drugs
Vaping and Nicotine Products	Risks associated with vaping and nicotine use

Energy Drinks and Caffeine	Effects of caffeine and energy products
Digital Wellbeing	Healthy technology use and screen time balance
Healthy Choices and Decision Making	Evaluating health information and making informed choices
Lifelong Health	Developing habits that support long-term wellbeing

6. The World I Live In - Preparing pupils to participate safely and positively in the wider world.

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Experiences people and places within the community.	Recognises familiar people, roles and environments.	Understands community rules and responsibilities.	Identifies rights, responsibilities and diversity.	Participates positively within community and wider society.	Demonstrates active citizenship and preparation for adulthood.

Key Learning Themes

Theme	Areas Covered
Community and Citizenship	Participation, belonging and contribution to society
Rights and Responsibilities	Rules, laws, rights and responsibilities
Democracy and Participation	Decision making, representation and having a voice
Equality and Diversity	Inclusion, equality, fairness and respect. Challenging discrimination, stereotypes, prejudice, sexism and harmful attitudes. Understanding the importance of treating all people with dignity and respect regardless of sex, disability, race, religion, sexual orientation or other protected characteristics
Protected Characteristics	Understanding diversity and challenging discrimination
Respectful Relationships and Communities	Tolerance, acceptance and social responsibility
Financial Wellbeing	Money management, saving, spending and budgeting
Consumer Awareness	Value, purchasing decisions, scams and advertising
Media Literacy	Evaluating information, advertising and media influence

Digital Citizenship	Responsible use of technology and online participation
Artificial Intelligence and Technology	AI, algorithms, technology and digital innovation
Environmental Responsibility	Sustainability, climate awareness and conservation
Careers Education	Employment, workplaces and employability skills
Independent Living	Daily living skills, travel training and community access
Preparation for Adulthood	Employment, independent living, community inclusion and health
Global Citizenship	Understanding local, national and global communities

Curriculum Rolling Programme
Key Stage 1 & 2

	Term 1 / Autumn	**Term 2 / Spring**	**Term 3 / Summer**
Year 1 (2026-2027)	**World I Live In** Respecting differences between people Black History Month (October) **World I Live In** Belonging to a community World Kindness Day (November) **Careers** People who help us	**Healthy Lifestyles** Healthy eating Safer Internet Day (February) **Managing Feelings** Recognising feelings Kind and unkind behaviour Playing and working together	**Self-Care, Support and Safety** Trusted adults Getting help **Self-Care, Support and Safety** Public and private Keeping safe online Personal information
Vocabulary	Community, belong, different, same, respect, friend, help, job, work, kindness, caring	Happy, sad, worried, angry, kind, unkind, healthy, food, fruit, vegetable, exercise, choice	Trust, safe, unsafe, online, internet, private, personal, password, secret, communicate
Year 2 (2027-2028)	**Self-Awareness** People who are special to us	**Healthy Lifestyles** Keeping well	**Self-Care, Support and Safety**

	Getting on with others **World I Live In** Jobs people do **Careers**	Personal hygiene **Changing and Growing** Different types of relationships Appropriate and inappropriate touch	Keeping safe Safe and unsafe situations **World I Live In** Rules and laws Money and spending
Vocabulary	Family, friendship, relationship, special, cooperate, community, occupation, workplace	Wellbeing, hygiene, healthy, illness, touch, permission, boundary, consent, respect	Safety, risk, danger, rule, law, choice, money, save, spe
Year 3 (2028-2029)	**Self-Awareness** Things we are good at Self-esteem and achievement **World I Live In** Taking care of the environment **Careers**	**Healthy Lifestyles** Physical health and wellbeing **Changing and Growing** Baby to adult Changes at puberty	**Managing Feelings** Identifying and expressing feelings Managing strong feelings **Self-Care, Support and Safety** Taking care of ourselves Online safety
Vocabulary	Strengths, achievement, confidence, aspiration, environment, recycling, sustainability, community	Wellbeing, growth, development, puberty, body changes, hygiene, health	Emotions, regulation, resilience, support, online, safety, identity, wellbeing

Key Stage 3 & 4

	Term 1 / Autumn	**Term 2 / Spring**	**Term 3 / Summer**
Year 1 (2026-2027)	**World I Live In** Human diversity Equality and inclusion Protected characteristics **Careers**	**Healthy Lifestyles** Healthy eating Body image Physical and emotional wellbeing	**Changing and Growing** Healthy Relationships Respect, trust and communication Challenging stereotypes and sexism

	Aspirations and future pathways	**Managing Feelings** Self-esteem and resilience	Respecting women and girls Recognising coercive and controlling behaviours Consent and personal boundaries Accessing support in unhealthy relationships **Self-Care, Support and Safety** Personal safety Consent and boundaries
Vocabulary	diversity, equality, inclusion, discrimination, stereotype, aspiration, career	wellbeing, resilience, body image, confidence, self-worth, mental health	respect, trust, relationship, boundary, safety, misogyny, stereotype, sexism, coercion, manipulation, equality, consent, dignity
Year 2 (2027-2028)	**Managing Feelings** Managing pressure Anxiety and loneliness **Self-Awareness** Decision making	**Changing and Growing** Intimate relationships Consent Contraception Reproductive health	**Healthy Lifestyles** Alcohol Tobacco Drugs Vaping **World I Live In** Employment and workplaces
Vocabulary	anxiety, stress, pressure, loneliness, coping, resilience, influence	consent, contraception, puberty, fertility, relationship, intimacy, sexual health	vaping, nicotine, alcohol, drugs, addiction, employment, interview, workplace
Year 3 (2027-2028)	**Year 3 (2028-2029)** **Changing and Growing** Respectful relationships	**Self-Awareness** Future Me Preparation for adulthood	**Self-Care, Support and Safety** Online safety

	Challenging stereotypes and sexism Respecting women and girls Recognising coercive and controlling behaviours **World I Live In** Equality, diversity and inclusion Protected characteristics Challenging discrimination and prejudice	**Careers** Employability skills	Artificial intelligence and emerging technologies Misinformation, disinformation and deepfakes Online influencers and online pressure Digital consent and image sharing Online exploitation and sextortion Evaluating trustworthy information and media
Vocabulary	**Vocabulary** Respect, equality, dignity, stereotype, sexism, misogyny, discrimination, prejudice, coercion, control, inclusion, consent	Employability, independence, adulthood, aspiration, workplace, responsibility	AI, algorithm, misinformation, deepfake, manipulation, digital footprint, online influence

Key Stage 5

	Term 1 / Autumn	**Term 2 / Spring**	**Term 3 / Summer**
Year 1	**Preparation for Adulthood** Independent living Travel training **Self-Awareness** Knowing myself	**Changing and Growing** Adult relationships Consent Sexual health **Managing Feelings** Emotional wellbeing	**World I Live In** Community participation Citizenship **Healthy Lifestyles** Managing my health
Vocabulary	Independence, advocacy, travel, safety, community, aspiration	Intimacy, consent, sexual health, respect, wellbeing, relationship	Citizenship, volunteering, health, participation, inclusion

Year 2	**World I Live In** Employment skills Work experience **Self-Awareness** Future aspirations	**Self-Care, Support and Safety** Independent living Budgeting Managing risk	**Changing and Growing** Adult responsibilities **Healthy Lifestyles** Long-term health and wellbeing
Vocabulary	employment, interview, workplace, skills, aspiration, goal	Tenancy, budgeting, bills, finances, risk, safety, responsibility	Adulthood, wellbeing, healthy lifestyle, independence, future planning

Kidsafe

The Kidsafe programme at Villa Real School is a targeted personal development and safeguarding intervention designed to help pupils develop the knowledge, confidence and skills needed to keep themselves safe. Through small-group discussions and structured activities, pupils explore topics such as personal safety, healthy relationships, emotional wellbeing, online safety, identifying risks, and knowing who to turn to for help. The programme provides a safe and supportive environment where pupils can address misconceptions, discuss concerns, and develop greater independence and resilience. It forms an important part of the school's wider safeguarding, PSHCE/RSE and Personal Development offer.

This programme has been expanded to reach more pupils, has helped address issues such as online gaming and internet safety, and has positively supported pupils' understanding of how to stay safe both in school and within the wider community. Below is a table of topics covered throughout the programme although Kidsafe is designed to react to needs of pupils, current events and local contexts. Other issues and topics are covered on a case by case basis,

Keeping Safe	**Healthy Relationships**	**Growing Up & Puberty**	**Online Safety & Digital Literacy**	**Emotional Wellbeing & Mental Health**	**Safeguarding Awareness**	**Equality, Diversity & Inclusion**	**Preparation for Adulthood**
Personal safety	Safe and unsafe relationships	Puberty	Online gaming risks	Anxiety and worries	Bullying	LGBTQ awareness	Personal responsibility
Recognising unsafe situations	Friendship boundaries	Changing bodies	Sharing personal information	Emotional regulation	Peer-on-peer abuse	Celebrating difference	Decision-making
Trusted adults	Consent	Physical changes	Social media safety	Self-esteem	Harmful sexual behaviour	Challenging stereotypes	Independence skills
Asking for help	Personal boundaries	Emotional changes	Online strangers	Self-worth	Sexual harassment	Anti-discrimination	Rights and responsibilities
Community safety	Respect in relationships	Personal hygiene	Cyberbullying	Resilience	Sexual violence	Respect for different cultures	Community safety

Risk awareness	Appropriate and inappropriate touch	Reproductive health	Digital footprints	Coping strategies	Domestic abuse	Respect for different faiths and beliefs	Future relationships
Exploitation awareness	Healthy intimate relationships (where appropriate)	Sex education (where appropriate)	Misinformation online	Seeking support for mental health	Neglect	British Values	Safe choices
Grooming awareness	Respecting others	Body ownership and privacy	Responsible technology use	Understanding feelings	Contextual safeguarding risks	Mutual respect and tolerance	Self-advocacy
Keeping safe at home, school and in the community	Understanding different families	Managing personal care	Artificial intelligence awareness	Building confidence	Violence Against Women and Girls (age-appropriate)	Understanding diversity	Accessing support services

Certifications and Accreditations
ASDAN Personal, Social and Health Education Short Course

The Personal, Social and Health Education Short Course contains seven modules:

- Mental wellbeing
- Being safe
- Digital wellbeing
- Alcohol

- Tobacco, vaping and drugs
- Intimate and sexual health
- Respectful relationships
- Families
- Physical wellbeing

ASDAN Transition Challenge
Learners must complete the required number of activities from modules in their chosen student book. Each module can be individually certificated or learners can complete all five modules and receive a gold certificate of achievement.

There are four modules in the Sensory book: Communication and interaction, Cognition, Physical, and Self-help and Independence.

NOCN Looking after Yourself (Entry Level 1)
It aligns with the Preparing for Adulthood health and independent living pathways, focusing on personal care, hygiene, and emotional or physical well-being.

NOCN Living in the Community (Entry Level 1)
Focuses heavily on communication, personal effectiveness, and practical decision-making in the local community (such as interacting with neighbours, landlords, or services).

NOCN Entry Level Certificate in Independent Living (Entry level 2)
The qualification can build on previous achievement of awards in specific areas, but also allow for a more in depth look at some of the skill areas and ensure, by the rules of combination, that a breadth of skill areas is covered. The focuses are:

- Rights and Responsibilities
- Accessing Community Facilities
- Personal Development and Leisure Activities

ASDAN Personal Development Programmes (Available at Entry 3)
ASDAN's Personal Development Programmes offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. All the programmes link to nationally recognised qualifications.

- Ability to learn
- Teamwork
- Problem solving
- IT skills; Literacy
- Numeracy.

ASDAN Personal Effectiveness Qualifications (Available at Entry 3)
ASDAN's Personal Effectiveness Qualifications (PEQ) are regulated, portfolio-based qualifications.
The qualification units develop skills in:

- learning
- communicating
- decision making
- thinking
- team working
- self-awareness

NOCN Entry Level Award in Independent Living (Entry level 3)
The qualification can build on previous achievement of awards in specific areas, but also allow for a more in depth look at some of the skill areas and ensure, by the rules of combination, that a breadth of skill areas is covered. The focuses are:

- Accessing Community Facilities
- Household Skills
- Leisure
- Personal Care
- Personal Development

Accreditation Rolling Programme

Commented [AM1]:

2026-2029	ASD provision	SLD Provision	Conductive Education
Year 1	ASDAN Sensory & ASDAN Transition Awards. NOCN Entry Level 1 & 2 in Independent Living, Community and Looking After Yourself.	ASDAN PDP Award NOCN Entry Levels 1-3 in Independent Living. NOCN Level 1 Award in Digital Skills.	ASDAN Sensory & ASDAN Transition Awards. NOCN Entry Level 1 in Independent Living.
Year 2	ASDAN Sensory & ASDAN Transition Awards. NOCN Entry Level 1 & 2 in Independent Living, Community and Looking After Yourself.	ASDAN PDP Award NOCN Entry Levels 1-3 in Independent Living. ASDAN Short Course in PHSE – Kids Safe. NOCN Level 1 Award in Digital Skills. NOCN Entry Level Award in Skills for Employment, Training and Personal Development (Entry 3)	ASDAN Sensory & ASDAN Transition Awards. NOCN Entry Level 1 in Independent Living.
Year 3	ASDAN Sensory & ASDAN Transition Awards. NOCN Entry Level Awards 1-3 in Independent Living, Community and Looking After Yourself.	ASDAN PDP Award NOCN Entry Levels 1-3 in Independent Living. ASDAN Short Course in PHSE	ASDAN Sensory & ASDAN Transition Awards. NOCN Entry Level Awards 1-2 in Independent Living.

		NOCN Level 1 Award in Digital Skills. NOCN Entry Level Award in Skills for Employment, Training and Personal Development (Entry 3)	