

## Preparing for Adulthood (PFA) Semi Formal Curriculum Overview

### Silver

The PFA Semi Formal Curriculum combines acquisition of skills, leading to accreditations and with a focus on preparation for adulthood and life outside of Carlton Digby School.

Learning is organised in the following ways:

- Maths and literacy delivered as discrete subjects via AIMS Awards
- Reading for purpose
- Science – Enquiry and practical based alongside CREST Discovery Awards
- Vocational and PSHE AIMS Awards
- RE/SMSC
- Creative (Drama, Art and D.T.) (Arts Award, Trinity College, London)
- Preparation for employment via AIMS awards, Enterprise projects and work experience
- Duke of Edinburgh Awards – Skills, Physical and Community/volunteering-based modules to complete
- Computing

See Carlton Digby Progression Document for progression across the curriculum.

**Cycle A AIM Awards (2025-26 & 2029-30)**

Session	Entry 1	Entry 2	Entry 3
Employability Core <b>(no file needed if already achieved)</b>	Action Planning for Personal Success <b>3</b> F/616/2403	Action Planning for personal Success <b>3</b> J/616/2404	Action Planning for Personal Success <b>3</b> L/616/2405
English Chosen	Read for Purpose and Meaning <b>3</b> D/616/1338	Read for Purpose and Meaning <b>3</b> F/616/1350	Read for Purpose and Meaning <b>3</b> J/616/1365
English Chosen	Speak to Communicate <b>2</b> Y/616/1368	Speak to Communicate <b>2</b> D/616/1369	Speak to Communicate <b>2</b> R/616/1370
Maths Chosen	Using Whole Numbers <b>2</b> H/616/1423	Using Whole Numbers and Fractions <b>2</b> T/616/1426	Using Whole Numbers, Decimals, Fractions and Percentages <b>2</b> F/616/1431
Maths Chosen	Using Size, Shape and Space <b>3</b> (R/616/1420)	Using Size, Shape and Space <b>3</b> <b>(entry 1 unit)</b> (R/616/1420)	Using Size, Shape and Measures <b>3</b> (D/616/1419)
Vocation Essential	Working in a Team <b>3</b> D/616/1212	Working in a Team <b>3</b> H/616/1213	Teamwork Skills <b>3</b> T/616/1099
Vocation Essential	Dealing with Work-Related Problems <b>3</b> H/616/0448	Dealing with Work-Related Problems <b>4</b> K/616/0449	Problem Solving in the Workplace <b>3</b> D/616/0898
PSHE Essential	Reviewing and Reflecting on Own Progress <b>3</b> K/616/0922	Reviewing and Reflecting on Own Progress <b>3</b> M/616/0923	Appraisals and Setting Targets <b>3</b> F/616/0344

Cycle A 2025-26 2029-30	Autumn		Spring		Summer	
AIMS awards - English	See units above					
AIMS awards - Maths	See units above					
AIMS awards - Vocational	Dealing with work related problems		Working in a team		Reviewing and reflecting own progress	
Science	Investigative science – led by the student's interest and requests	Bronze CREST Awards	Practical lab skills	Bronze CREST Awards	Investigative science – led by the student's interest and requests	Bronze CREST Awards
RE/SMSC Nottinghamshire Syllabus	9.1 How can people express the spiritual through the arts <b>B C I W V</b>		9.2 Are the ideas of science and religion compatible? <b>C I Atheist</b>		9.3 Does religion make war or peace? <b>C I Atheist</b>	
<b>Religious/world events this term</b>	Fairtrade fortnight Harvest International Day of Peace Rosh Hashanah Yom Kippur Sukkot Halloween	World Vegan Day Diwali Guy Fawkes St Andrews Hannukah Christmas	Holocaust Remembrance Day Lohri Martin Luther King Day Chinese New Year Shrove Tuesday Valentines Random acts of kindness week	International Womens Day World Water Day Mother's Day Ramadan Holi World Wildlife Day St Davids Day UN Autism Day	World Art Day Earth Day Passover Stephen Lawrence Day Mental Health awareness week May Day International vegetarian day	Pride World Environment Day World music day Windrush day Father's Day Shavuot World ocean day Islamic New Year

Long Term Overview

							Eid al Fitr Easter		World bee day Vesak		Day of friendship day Emmeline Pankhurst day Nelson Mandela Day	
<b>PSHE</b> <b>(Embedded British Values)</b>  <b>See additional MTP</b>	Action planning for personal success (linked to Aim Awards)	SSS1- Self-care. Support and Safety: Feeling unwell	HL2: Healthy lifestyle: Mental wellbeing and Anti-bullying	SSS3- Self-care, Support and Safety: Keeping Safe online and TWIL12: The world I live in: Managing online information	MF1: Managing Feelings: Self esteem and unkind comments	Dealing with bereavement	CAG1: Changing and growing: Intimate relationships, consent and contraception.	Reviewing and Reflecting on Own Progress (Linked to Aim Awards)	MF3- Managing feelings: Romantic feelings and sexual attraction	HL3- Healthy lifestyles: Physical activity	HL6: Healthy lifestyles: Drugs, alcohol and tobacco	TWIL14- The world I live in: Preparing for adulthood
<b>Arts Award</b>	<p align="center"><b>Charanga – Freestyle Song and Video Project Plastic</b></p> <p>This song and video project is presented as six 60-minute lessons but can be used more flexibly if you prefer.</p> <p>Pupils will research the issue of plastic pollution and then write their own song using the given example video as their inspiration. The song can be performed to raise awareness and challenge the thinking peoples thinking. There is also plenty of opportunity for cross-curricular learning.</p>								DT			

<p><b>Employability/ Enterprise</b></p>	<p><b>Exploring Interests and Skills</b>  <b>Recognising Strengths:</b> Help YP discover what they're good at with simple activities (e.g., quizzes, drawing).  <b>Job Examples:</b> Show basic, relatable careers and link them to interests.</p>	<p><b>Understanding Job Changes and Opportunities</b>  <b>Job Trends:</b> Introduce new job areas..  <b>Real-Life Stories:</b> Share stories of people who changed careers or found new jobs.</p>	<p><b>Education and Job Training Paths</b>  <b>Types of Schools:</b> Explore what routes YP with SEND often take e.g. college. Sixth form, supported internships, university etc.</p>
<p><b>Duke of Edinburgh Physical</b></p>	<p>Table Tennis</p>	<p>Rounders</p>	<p>Selected by students according to their interests and requests</p>
<p><b>Duke of Edinburgh Skills</b></p>	<p>The purpose of our DofE skills curriculum is to allow pupils to develop decision-making, communication, and independence through engaging, meaningful activities. We aim to support pupils in making choices and developing skills for the Duke of Edinburgh's Award (DoE) in an accessible and inclusive way. The DofE skills curriculum will:</p> <ul style="list-style-type: none"> <li>• Encourage active participation and engagement.</li> <li>• Build confidence in decision-making and communication.</li> <li>• Develop practical skills and teamwork.</li> <li>• Promote sensory integration and personal interest</li> </ul> <p>A selection of accessible and achievable skills activities (e.g., woodwork, cooking, Makaton signing, circus skills, photography) are offered at the start of each term. The chosen activities are designed to be flexible, ensuring that every pupil can participate meaningfully at their individual level</p>		
<p><b>Duke of Edinburgh Volunteering</b></p>	<p>The DofE volunteering curriculum empowers pupils to make choices, gain new skills, and contribute positively to their community, fostering a sense of achievement and belonging while meeting the Duke of Edinburgh Award's objective.</p> <p>A selection of accessible and achievable volunteering opportunities (e.g., gardening, helping at school events, recycling, litter-picking, cleaning community spaces) are offered at the start of each term. The chosen activities are designed to be flexible, ensuring that every pupil can participate meaningfully at their individual level. Pupils engage in their chosen volunteering tasks, either independently or with guided support.</p> <p>Our volunteering opportunities promote collaboration with peers and staff, emphasising teamwork and mutual respect</p>		
<p><b>Community/Independence</b></p>	<p>Our community/independence curriculum is designed to support pupils to develop their decision-making, autonomy, and life skills, whilst supporting individual needs, fostering independence and community inclusion.</p> <p>Our community/independence curriculum aims to:</p> <ul style="list-style-type: none"> <li>• Encourage personal choice-making within a structured framework.</li> <li>• Develop practical life skills to enhance independence.</li> <li>• Promote understanding and engagement with the community</li> </ul>		

**Cycle B AIM Awards (2026-27 & 2030-31)**

Session	Entry 1	Entry 2	Entry 3
Employability Core <b>(no file needed if already achieved)</b>	Action Planning for Personal Success <b>3</b> F/616/2403	Action Planning for personal Success <b>3</b> J/616/2404	Action Planning for Personal Success <b>3</b> L/616/2405
English Chosen	Listen and Respond <b>2</b> K/616/1326	Listen and Respond <b>2</b> M/616/1327	Listen and Respond <b>2</b> T/616/1328
English Chosen	Write to Communicate <b>3</b> K/616/1374	Write to Communicate <b>3</b> M/616/1375	Write to Communicate <b>3</b> T/616/1376
Maths Chosen	Money and Time <b>3</b> F/616/1400	Money, Time and Temperature <b>3</b> L/616/1402	Money, Time and Temperature <b>3</b> Y/616/1404
Maths Chosen	Using numeracy skills in the workplace <b>2</b> M/616/1201	Using numeracy skills in the workplace <b>2</b> T/616/1202	Using numeracy skills in the workplace <b>3</b> A/616/1203
Vocation Essential	Preparing for an Interview <b>2</b> J/616/0894	Preparing for an Interview <b>2</b> L/616/0895	Preparation for a Recruitment Interview <b>2</b> Y/616/0883
Vocation Essential	Health and Safety in the Workplace <b>2</b> R/616/0607	Health and Safety in the Workplace <b>2</b> Y/616/0608	Health and Safety in the Workplace <b>3</b> D/616/0612
PSHE Essential	Building Confidence and Self Esteem <b>2</b> A/616/0357	Building Confidence and Self Esteem <b>2</b> F/616/0358	Building Confidence and Self Esteem <b>3</b> J/616/0359

Cycle B 2026-27 2030-31	Autumn		Spring		Summer	
AIMS awards - English	See units above					
AIMS awards - Maths	See units above					
AIMS awards - Vocational	Health and Safety in the Workplace		Preparing for an interview		Reviewing on work experience	
Science	Investigative science – led by the student's interest and requests	Bronze CREST Awards	Practical lab skills	Bronze CREST Awards	Investigative science – led by the students' interest and requests	Bronze CREST Awards
RE/SMSC Nottinghamshire Syllabus	9.4 How do people decide what is right in regard to ethical issues? <b>B C WV +</b>		9.5 Does being religious make it easier/harder to be good? <b>C S B WV Humanism Atheism</b>		9.6 What can religions and world views contribute to climate justice? <b>C S H J B I, Humanism WV</b>	
Religious/world events this term	Fairtrade fortnight  Harvest  International Day of Peace  Rosh Hashanah  Yom Kippur  Sukkot  Halloween	World Vegan Day  Diwali  Guy Fawkes  St Andrews  Hannukah  Christmas	Holocaust Remembrance Day  Lohri  Martin Luther King Day  Chinese New Year  Shrove Tuesday	International Womens Day  World Water Day  Mother's Day  Ramadan  Holi  World Wildlife Day  St Davids Day  UN Autism Day	World Art Day  Earth Day  Passover  Stephen Lawrence Day  Mental Health awareness week  May Day  International vegetarian day	Pride  World Environment Day  World music day  Windrush day  Father's Day  Shavuot  World ocean day  Islamic New Year

					Valentines		Eid al Fitr		World bee day		Day of friendship day	
					Random acts of kindness week		Easter		Vesak		Emmeline Pankhurst day	Nelson Mandela Day
<b>PSHE</b> <b>(Embedded British Values)</b> <b>See additional MTP</b>	Action planning for personal success (linked to Aim Awards)	SSS2- Self-care. Support and Safety: Feeling frightened/worried	TWWLI1: The world we live in: Diversity/ rights and responsibilities and Anti-bullying	SSS3- Self-care, Support and Safety: Keeping Safe online and TWILI2: The world I live in: Managing online information	SSS7- Self-care. Support and Safety : Gambling	Our bodies sad we grow into adults.	CAG1: Changing and growing: Long-term relationships	Building confidence and self esteem (Linked to Aim Awards)	Legal age Limits/ understanding a diagnosis.	HL4- Healthy lifestyle: Healthy Eating	TWILI3: The world I live in: Taking care of the environment	TWILI4- The world I live in: Preparing for adulthood
<b>Arts Award</b>	<p><b>Charanga – SEND create project</b> <b>Improvise and Groove</b></p> <p>This project is aimed at students from 7 years upwards with severe or moderate learning challenges. It is a flexible project consisting of three steps:</p> <p>Step 1 - Drums and Strings</p> <p>Step 2 – Vocals</p> <p>Step 3 – Improvisation</p>			<p><b>Charanga – Freestyle Song and Video Project</b> <b>It's OK (please just say)</b></p> <p>The main aim of this song and video project is to encourage students to talk about their feelings and to focus on positive thoughts and actions when feeling anxious, worried or sad.</p> <p>Whilst presented as six lessons, this project can also be used more flexibly making it an ideal enrichment activity or to support investigative cross-curricular learning.</p> <p>This project would be a great resource for Mental health awareness week</p>				DT				
<b>Employability/ Enterprise</b>	<b>Building Social and Work Skills</b>			<b>Preparing to Apply for Work</b>				<b>Setting Simple Career Goals</b>				

	<p><b>Teamwork:</b> Use group activities to practise communication and working with others.</p> <p><b>Workplace Behaviour:</b> Show expected behaviours with role-play and/or videos.</p>	<p><b>Simple CVs:</b> Teach YP to create a basic CV using simple templates.</p>	<p><b>Goal Setting:</b> Help YP set small, clear goals that incorporate their skills and interests.</p> <p><b>Track Progress:</b> Use visual charts to celebrate achievements along the way.</p>
<p><b>Duke of Edinburgh Physical</b></p>	Tennis	Table Cricket	Selected by students according to their interests and requests
<p><b>Duke of Edinburgh Skills</b></p>	<p>The purpose of our DofE skills curriculum is to allow pupils to develop decision-making, communication, and independence through engaging, meaningful activities. We aim to support pupils in making choices and developing skills for the Duke of Edinburgh's Award (DoE) in an accessible and inclusive way. The DofE skills curriculum will:</p> <ul style="list-style-type: none"> <li>• Encourage active participation and engagement.</li> <li>• Build confidence in decision-making and communication.</li> <li>• Develop practical skills and teamwork.</li> <li>• Promote sensory integration and personal interest</li> </ul> <p>A selection of accessible and achievable skills activities (e.g., woodwork, cooking, Makaton signing, circus skills, photography) are offered at the start of each term. The chosen activities are designed to be flexible, ensuring that every pupil can participate meaningfully at their individual level</p>		
<p><b>Duke of Edinburgh Volunteering</b></p>	<p>The DofE volunteering curriculum empowers pupils to make choices, gain new skills, and contribute positively to their community, fostering a sense of achievement and belonging while meeting the Duke of Edinburgh Award's objective.</p> <p>A selection of accessible and achievable volunteering opportunities (e.g., gardening, helping at school events, recycling, litter-picking, cleaning community spaces) are offered at the start of each term. The chosen activities are designed to be flexible, ensuring that every pupil can participate meaningfully at their individual level. Pupils engage in their chosen volunteering tasks, either independently or with guided support. Our volunteering opportunities promote collaboration with peers and staff, emphasising teamwork and mutual respect</p>		
<p><b>Community/Independence</b></p>	<p>Our community/independence curriculum is designed to support pupils to develop their decision-making, autonomy, and life skills, whilst supporting individual needs, fostering independence and community inclusion.</p> <p>Our community/independence curriculum aims to:</p> <ul style="list-style-type: none"> <li>• Encourage personal choice-making within a structured framework.</li> <li>• Develop practical life skills to enhance independence.</li> <li>• Promote understanding and engagement with the community</li> </ul>		

**Cycle C AIM Awards (2024-2025 & 2027-28)**

Session	Entry 1	Entry 2	Entry 3
Employability Core	Action Planning for Personal Success <b>3</b> F/616/2403	Action Planning for personal Success <b>3</b> J/616/2404	Action Planning for Personal Success <b>3</b> L/616/2405
English Chosen	Engage in Discussion <b>2</b> L/616/1321	Engage in Discussion <b>2</b> R/616/1322	Engage in Discussion <b>2</b> Y/616/1323
English Chosen	Read for information <b>3</b> T/616/1331	Read for Information <b>3</b> A/616/1332	Read for Information <b>3</b> F/616/1333
Maths Chosen	Adding and Subtracting <b>3</b> H/616/1390	Addition, Subtraction and Multiplication <b>3</b> M/616/1392	Making Calculations <b>3</b> A/616/1394
Maths Chosen	Using and Communicating Data <b>3</b> T/616/1412	Using and Communicating Data <b>3</b> A/616/1413	Using and Communicating Data <b>3</b> F/616/1414
Vocation Essential	Exploring Enterprise <b>2</b> H/616/0580	Exploring Enterprise <b>2</b> K/616/0581	No entry 3 choice
Vocation Essential	Using Money in the Workplace <b>2</b> F/616/1199	Using Money in the Workplace <b>2</b> K/616/1200	Handling Payment for Goods and Services <b>3</b> M/616/0601
PSHE Essential	Being Part of a Group <b>2</b> R/616/0350	Being Part of a Group <b>2</b> Y/616/0351	Communication Skills for Group and Teamwork <b>3</b> D/616/0383

Cycle C 2024-25 2027-28	Autumn		Spring		Summer	
AIMS awards - English	See units above					
AIMS awards - Maths	See units above					
AIMS awards - Vocational			Using Money in the Workplace		Exploring enterprise	
Science	Investigative science – led by the student's interest and requests	Bronze CREST Awards	Practical lab skills	Bronze CREST Awards	Investigative science – led by the student's interest and requests	Bronze CREST Awards
RE/SMSC  Nottinghamshire Syllabus	9.5 Does being religious make it easier/harder to be good?  C S B WV Humanism Atheist		9.6 What can religions and world views contribute to climate justice?  C S B H I J Humanism W		9.7 What was the holocaust?  C J WV	
Religious/world events this term	Fairtrade fortnight  Harvest  International Day of Peace  Rosh Hashanah  Yom Kippur  Sukkot  Halloween	World Vegan Day  Diwali  Guy Fawkes  St Andrews  Hannukah  Christmas	Holocaust Remembrance Day  Lohri  Martin Luther King Day  Chinese New Year  Shrove Tuesday  Valentines	International Womens Day  World Water Day  Mother's Day  Ramadan  Holi  World Wildlife Day  St Davids Day	World Art Day  Earth Day  Passover  Stephen Lawrence Day  Mental Health awareness week  May Day	Pride  World Environment Day  World music day  Windrush day  Father's Day  Shavuot  World ocean day

Long Term Overview

					Random acts of kindness week		UN Autism Day Eid al Fitr Easter		International vegetarian day World bee day Vesak		Islamic New Year Day of friendship day Emmeline Pankhurst day Nelson Mandela Day	
<b>PSHE</b> <b>(Embedded British Values)</b>  <b>See additional MTP</b>	Action planning for personal success (linked to Aim Awards)	SA4- Self-Awareness-managing pressure	HL5: Healthy lifestyles: Body image and Anti-bullying	SSS3- Self-care, Support and Safety: Keeping Safe online and TWIL12: The world I live in: Managing online information	MF2- Managing Feelings: Strong Feelings	HL1: Healthy Lifestyles : Elements of a healthy lifestyle	CAG1: Changing and growing: Parenthod	Being part of a group (Linked to Aim Awards)	HL6: Healthy Lifestyles : Medicinal drugs	CAG2: Changing and growing: Friendships	TWIL15: The world I live in: Managing finances.	TWIL14- The world I live in: Preparing for adulthood
<b>Arts Award</b>	<b>Charanga – SEND create project</b> <b>Make a Music Video</b> A flexible project consisting of three steps to create a music video:  Step 1 – Create music with the Loopsequence app  Step 2 - Write and Record Lyrics				<b>Charanga – SEND create project</b> <b>Music to dance to</b> A flexible project consisting of three steps using 3 different iPad apps:  Step 1 – Launchpad  Step 2 - Blocs Wave  Step 3 - Figure				DT			

	Step 3 – Filming		
<b>Employability/ Enterprise</b>	<p><b>Understanding Work Options: Jobs vs. Business</b></p> <p><b>Entrepreneurship:</b> Explain and explore simple business ideas</p> <p><b>Freelancing:</b> Introduce independent work</p>	<p><b>Job Search Skills</b></p> <p><b>Job Search:</b> Show YP how to find local jobs</p>	<p><b>Basic Workplace Information</b></p> <p><b>Rights at Work:</b> Explain basic worker rights (e.g., fair pay, taking breaks).</p>
<b>Duke of Edinburgh Physical</b>	Netball	Football	Selected by students according to their interests and requests
<b>Duke of Edinburgh Skills</b>	<p>The purpose of our DofE skills curriculum is to allow pupils to develop decision-making, communication, and independence through engaging, meaningful activities. We aim to support pupils in making choices and developing skills for the Duke of Edinburgh's Award (DoE) in an accessible and inclusive way. The DofE skills curriculum will:</p> <ul style="list-style-type: none"> <li>• Encourage active participation and engagement.</li> <li>• Build confidence in decision-making and communication.</li> <li>• Develop practical skills and teamwork.</li> <li>• Promote sensory integration and personal interest</li> </ul> <p>A selection of accessible and achievable skills activities (e.g., woodwork, cooking, Makaton signing, circus skills, photography) are offered at the start of each term. The chosen activities are designed to be flexible, ensuring that every pupil can participate meaningfully at their individual level</p>		
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