**Intent**

At Belvue College we aspire to assist young adults, by giving them the tools to achieve their full potential and enrich their life experiences. Our curriculum is delivered through three progressive pathways that focus on developing a young person’s independence, personal and social growth, life skills, health and wellbeing needs, confidence and employment skills. We aim to create citizens who are positive, responsible, aspirational, engaged and able to integrate fully into society.

In Belvue College we will continue to grow together, while increasing our young peoples’ self-reliance, giving them opportunities to be involved in age appropriate experiences and achieve vocational accreditations and understanding of life, that can support them in their future. This will be achieved through actively working with our various partnerships and the local community, via social events, volunteering and work experience that all lead to developing further employment and social engagement skills.



Post 16



Post 16

**Overview**

The Belvue College Post 16 is based at the Ken Acock Centre on Carr Road.

Since 2018/19 we have successfully accommodated six classes.

All students who attend Belvue High School have an automatic two years in Belvue Post 16.

We also accept students from other schools, either in or out of the borough of Ealing with an EHC Plan.

All students continue to study English, maths, physical education and personal, social, health and relationship education, as core, alongside enrichment activities and a selection of additional useful vocational and life skill subjects.

These subjects have been designed and arranged by staff, in conjunction with a number of community partnerships to provide a rich and meaningful curriculum.

The aim of these internal and external programmes is not only to allow students to gain practical skills to improve employability prospects but also to develop confidence in integrating into the wider community and therefore maximise their own future independence and well-being.

**​Current opportunities include:**

* *Catering - running an industrial kitchen, preparing meals for the students and staff at the college one day a week*
* *Catering and Hospitality - at Southall College*
* *Clementina Day Care Centre - improving social and communication skills by supporting elderly residents at a local day care centre*
* *Community Projects - working with and supporting a number of local community groups e.g. Catalyst Housing, Haverlock*
* *Glass Making Enterprise - delivering community workshops from the Welshore Hub shop in West Ealing High Street*
* *Grounds maintenance - looking after and maintaining the grounds of the college*
* *Horticulture - at the Belvue Allotment, planting, caring for and maintaining the school’s local allotment attached to the college*
* *NHS Trust Ealing - various work experience opportunities*
* *Retail course - Southall College*
* *The Litten Nature Reserve - in Greenford, helping to maintain the local nature reserve with the park rangers*

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**Our Post 16 is situated at the following address:**

*Carr Road,*

*Northolt.*

*UB5 4RE*

*Tel: 0208 422 0372*

*​Email:* [*belvuecollege@belvue.ealing.sch.uk*](mailto:belvuecollege@belvue.ealing.sch.uk)

*You can keep updated on Post16 activities and events in our monthly newsletters.*

**Curriculum Overview for Post 16**

**Useful Links**

*Monthly Newsletters* <https://www.belvueschool.com/post16options>

*Preparation for Adulthood* <https://www.preparingforadulthood.org.uk/>

*Local Colleges* <https://www.ealing.gov.uk/info/201117/schools_and_colleges>

*Connexions Information* <https://www.youngealing.co.uk/>

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| Discreet Learning Units – Post 16 | | | | | | | | | |
| Year | Year 1 | | | Year 2 | | | Year 3 | | |
| Term | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| Topic / Theme | Understanding Self  Personal Wellbeing  Work Aspirations  Being Smart in the Community / Risk Management – Travel | Personal Care and Grooming  Personal Hygiene  Medication /Drugs | Buying an Outfit for a Special Event e.g. Prom  Making Decisions | Exploring Local Resources/Venues e.g. library / gym / clubs  Prepare and Apply for a Job / to be a Volunteer | Planning a Trip / Activity  Personal Finance & Budgeting | Home skills  Appropriate Clothing  Medical Care  Help and Support Understanding the Law | Prepare for Life after Post 16  Being Smart in the Community – Getting Involved  Risk Management – Independent Living | Types of Living Arrangements  Risk Management – Social Interactions  ROA Presentation | Personal Care  Planning Leisure Events  Complete Vocational Pack  Updated Employment Pack |
| Cross curricular | | | | | | | | | |
| English  Reading | To explore possible employment options, including application forms and related information.  To read / recognise travel signs / information including topping up, etc. | To read personal health options.  To read labels, signs, symbols and key words. | To explore facts and opinions.  Decision making comprehension. | To read information related to Leisure activities  To read personal statements, CV, job descriptions  To read information related to wellbeing  Reading sign and symbols in the community | To read brochures  To explore specific details of products  To examine different budgets | To read instructions  To read label on clothes.  To explore where to get help and support for a range of needs. | To explore options after Belvue  To explore employability and leisure options  To explore independent living  To explore risks of independent living. | To explore different living arrangements.  To examine community social interactions.  To review CV / Vocational Pack. | To explore aspects of personal care  To explore leisure events  To review vocational / employment pack |
| Writing | To list things that you need help with  List personal qualities  List careers and tasks  To write a CV  To list positive and negative behaviour in the community | To create appropriate lists  To write names of different products and medications. To write a comparison of items | To create appropriate lists  Write a shopping list  To write about the project details | To list local venues.  To update a CV  To write a wellbeing advice document  To list appropriate behaviour in an interview. | To list different activities or trips  To write a plan of an activity or plan. | Write instructions / steps  Write a personal care plan  To list where you can get help and support for different things  To write laws related to teenagers | To write a list of ideas for life after post 16  To list examples of community activities and how you can get involved.  To write positive and negative behaviours of independent living | To write a list of different types of living.  To list possible community social interactions  To write presentation notes | To list and read personal care product information  To write a plan for a leisure event  To update vocational / employment pack |
| S & L | To know who to speak to if you need help / relationships  To discuss different personal needs  To discuss possible career options | To discuss personal hygiene, grooming and sexual health.  To discuss and understand medication and drugs / legal and illegal | To give a presentation / talk  To talk about likes and dislikes  To talk to unfamiliar people | To discuss positive behaviour  To speak to unfamiliar people incl. visits to GP, dentist, optician.  Discuss how to stay safe in the community  To practice interview techniques | To discuss personal budgets  To discuss activities  To discuss preferences and making choices  To discuss alcohol and drugs | To discuss appropriate clothing for different occasions  To discuss how to get help and support incl. GP.  To discuss the justice system | To discuss options available after Belvue  To discuss ways of getting more involved in the community  To discuss independent living | To give a presentation  To discuss different living arrangements  To discuss interactions with the emergency services. | To discuss different leisure events.  To give a talk / presentation  To explore sexual health and good personal care incl. clinics |
| Maths  Time | To explore time spent doing activities / travelling | To create a hygiene plan and possible times  To calculate the time taken for certain activities | To calculate the time neededto explore and buy something.  To examine time to return items, etc. | To explore hours people work / spend on leisure activities | To calculate the time an activity or trip would take.  To examine time taken to save a specific amount of money. | To calculate possible time particular jobs in the home, care and support given, waiting times for appointments or sentences for particular crimes. | To explore the time things occur after P16. | To estimate the time taken to plan and book a holiday,  To examine time to cancel a trip, etc. | To calculate and compare personal care routines now take.  To compare time to plan a complete leisure event  To estimate and calculate time |
| Money | To calculate the cost of activities, salaries, budgeting  To calculate the cost of travel | To calculate the cost of hygiene products and medication. | To calculate the cost of an outfit for a special occasion/s | To understand the different fees for leisure venues.  To spend money in everyday situations  To calculate a personal budget  To explore finance and budgeting | To examine the cost of different trips / activities | To calculate the cost of items to clean the home,  To understand the cost of specific clothing.  To understand what costs can occur related to support | To explore possible monetary support after P16  To estimate / calculate basic cost of independent living | To estimate the cost of different living arrangements. | To calculate the cost of different leisure events |
| Measure | To order, sort, classify, match, etc. of each topic. To collect data on personal wellbeing. | To sort, classify, order, measure, etc. size / amount of product, medication, etc. . | To understand different sizes related to the body (underwear, shoe and clothes sizes) | To collect data on leisure venues and jobs. | To sort, classify, match, collect data on different trips / activities | To sort, order and classify items into the correct groupings  To complete final sort of ROA and packs for leaving | To sort, classify ways to get involved in the community and options after Post 16. | To classify items by type. | To collect data on possible gift items, etc.  T\o complete a final sort through ROA folders and packs for leaving |
| Computing / ICT | To explore a range of topics on the internet e.g. wellbeing  To know how to use a mobile phone safely when travelling  Clips of risks and travel.  To explore wellbeing sites | To explore personal care products  Comparing shops / websites.  Clips of personal care. | To explore possible projects  Exploring possible outfits for special occasions | To explore leisure venues  To examine how to apply for jobs online  Clips related to the themes | To explore local trips / activities and further afield.  To examining budgeting examples online | To explore clothes needed for different activities and seasons.  To explore how to use different appliances in the home  To explore help and support and the justice system. | To explore colleges and internships  To explore things that young people can become involved with in their area | To explore different holiday options  To explore common gifts for different occasions and people  To explore templates for presentations | To revisit and explore personal care – clips online  To revisit planning an event as a group  To explore possible templates to update their vocational or employment packs |
| PSHE | To explore and develop understanding of mental wellbeing  To explain aspects of a healthy lifestyle  To examine and discuss the importance of friendship / relationships  To demonstrate positive social interactions  To explore likes and dislikes  To list what you need help with | To examine healthy menu options or for different food requirements  To explore personal hygiene products and their uses.  To show how to use products correctly  To examine sexual health. | To explore how clothes can make people fee.  To explore alcohol and drugs. | To practice using role-play and real life situations a range of social interactions in the community  To explore wellbeing in regards to leisure and work | To explore what is needed for a trip.  To explore the basics individuals’ need on a weekly / monthly basis | To understand the need to wear different clothes for different things and seasons  To create a vocational / an employment pack that reflects you  To understand why projects are usually important  To examine risks and being smart in the community | To be aware of and prepare for the options after P16  To be aware of different things that you can do to be part of the community and have things to do with your time.  To explore independent living and what is involved | To be aware that holidays are an important part of wellbeing  To explore and understand that people want different things from a holiday  To understand the concept of gift giving and not just receiving | To demonstrate clearly personal care routines and personal care related to SRE.  To discuss planning a leisure event  To update and complete vocational / employment pack |
| Outside Learning | To show activities you can do with your friends.  To show appropriate behaviour on public transport  To show how to keep safe  To visit colleges | To go shopping for personal care products, etc. | To demonstrate how a community project works.  To go shopping for an outfit | To go to different leisure venues  To explore and survey different work establishments in the area  To demonstrate how to interact and communicate appropriately in the community  To identify risks in the community | To visit a planned trip / activity  To visit a number of different shops / organisations.  To take part in a residential | To observe people in the community and highlight and discuss different outfits being worn | To visit colleges, internship fairs, etc.  To become involved in the community | To explore living arrangements.  To visit different places in the community. | To take part in a residential  To undertake the leisure activity |
| Accreditation | | | | | | | | | |
| English | Functional Skills – E1 / E2 and PT – E3 / L1 Presentation | | | | | | | | |
| Catering | BTEC – L1 Home Skills, L1 Food Hygiene, SfL – E2 / E3 and SfL – E1 Basic Cooking Techniques, Every Day Food and Drink Preparation, Make a Simple Meal | | | | | | | | |
| Community Inclusion | PT – E3 / L1 Community Project and SfL – E1 Going Places, Getting Out and About | | | | | | | | |
| Computing | Functional Skills – E1 – E3 and PT – E3 / L1 Digital Skills | | | | | | | | |
| Employability | PT – E3 / L1 Career Planning, Work Experience, Teamwork and SfL – E1 Following Instructions, Getting Things Done, | | | | | | | | |
| Independent Living | PT – Preparing for a Healthy Lifestyle and SfL – E1 Keeping Safe, Health and Safety | | | | | | | | |
| Maths | Functional Skills – E1 – E3 and SfL – E1 Understanding What Money is Used for | | | | | | | | |
| Physical Education / Health | BTEC – E3 / L1 Sports, PT – E3 / L1 Participating in Exercise and SfL – E1 Health and Fitness, Being Healthy | | | | | | | | |
| Key | Princes Trust – PT, Skilled for Life – SfL, | | | | | | | | |



Post 16









