FURTHER EDUCATION



OUR APPROACH

At Columbus, we believe that every young person deserves a clear, supported pathway beyond school—regardless of their individual learning needs. Our approach to Further Education is rooted in personalised support, real-world preparation, and inclusive opportunities that help each student reach their full potential. FE students spend 50% of their timetable out in the community, putting the life skills they have learnt throughout the school into real life situations.

Introduction to the aims of the curriculum

Tailored Transitions
We recognise that no two learners are the same. That's why we work closely with families, local colleges, training providers, and employers to develop individualised transition plans that reflect each student's abilities, aspirations, and interests.

Life Skills & Independence
Beyond academic learning, we place a strong emphasis on practical life skills, such as:

- Community learning
- Budgeting and money management
- Cooking and self-care
- Workplace behaviour and social communication

These essential skills support greater independence and prepare our students for the challenges and opportunities of adult life.

Further Education Pathways
We support students into a wide range of post-16 and post-19 options, including:

- Specialist colleges
- Vocational training
- Day services or community-based learning programs

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Summary

Support Every Step of the Way

Our dedicated Teachers, Keyworkers and Essex County Council preparing for adulthood advisors provide ongoing guidance to families throughout the process. This includes open day visits, application support and advice given at EHCPs where we ensure that students move forward with confidence and the tools they need to succeed.

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CURRICULUM OVERVIEW

Subject	Year 1		Year 2		Year 3	
	PMLD Term 1	SLD Term 1	PMLD Term 1	SLD Term 1	PMLD Term 1	SLD Term 1
ASDAN Towards Independence	• Unit 1 Starting out • Unit 2 Personal Care routines (Sensory)	• Unit 1 Starting outUnit 2 Personal care routines (Intro)	• Unit 5 Engaging with the world around	• Unit 5 Recognising and using everyday signs	• Unit 25 Sports and Leisure	• Unit 26 Sports Studies
	Term 2					
	• Unit 3 Developing Communication	• Unit 3 Out in the Community	• Unit 6 Multi Sensory Experiences	• Unit 6 Money - Introduction	• Unit 28 Myself and Others	• Unit 40 Relationships
	Term 3					
	• Unit 4 Baking (Sensory)	• Unit 4 Meal Prep and cooking (Intro)	• Unit 7 Everyday Living	• Unit 7 Independent Living	• Looking smart: TISM 74 Sensory	• Personal safety: TISM15

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CURRICULUM OVERVIEW

Subject	Year 1	Year 2	Year 3
Literacy	**Term 1**		
	• **Creating an interest** • Poetry, Plays and Songs • Books including traditional tale	• **Literacy for Information** • Bibliography and factual literature • **Literacy for life and leisure** • Using Leisure facilities	• **Sharing Information** • People and Events • Collecting and using information using surveys and opinions.
	Term 2		
	• **Creating an interest** • Films, radio and TV. • **Literacy for Information** • Magazines and Newspapers	• **Literacy for life and leisure** • Using the internet • Social, sight and information (signs including shopping and travel)	• **Literacy for the future** • Form filling and personal details • This is me & Personal statements
	Term 3		
	• **Literacy for Information** • Using a library	• **Sharing Information** • Letters and postcards	• **Literacy for the future** • Group discussions and debates

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Subject	Year 1	Year 2	Year 3
AON	**Term 1**		
	• **Maths for Design** • Repeating patterns • Shape, Colour & Space	• **Maths for the Community** • Using Leisure Facilities • Money	• **Maths for the Future** • Financial Responsibility • **Maths in Everyday Life** • Measurement and • Volume
	Term 2		
	• AON • Term1 • **Maths for Design** • Repeating patterns • Shape, Colour & Space • Term 2 • **Maths for Design** • Design • **Maths for Life** • Shopping	• **Maths for the community** • Maps, Travel and Timetables	• **Maths in Everyday Life** • Weight and cooking
	Term 3		
	• **Maths for Life** • Telephone and Communication • Domestic Appliances	• **Maths for the Future** • Enterprise • Work	• **Maths in Everyday Life** • Time

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CURRICULUM OVERVIEW

	Year 1	Year 2	Year 3
Subject	**Term 1**		
Food Tech	• Breakfast and Eggs • Christmas Food	• Breakfast and Eggs • Christmas Food	• Breakfast and Eggs • Christmas Food
	Term 2		
	• Baking and Bread • Pasta and Rice	• Baking and Bread • Pasta and Rice	• Baking and Bread • Pasta and Rice
	Term 3		
	• Fruits and Desserts • Packed Lunches and Toasted Sandwiches	• Fruits and Desserts • Packed Lunches and Toasted Sandwiches	• Fruits and Desserts • Packed Lunches and Toasted Sandwiches

Please note that although each year has the same food groups, this will be sequenced across the 3 years. The students will learn news skills and how to prepare food differently. I.E Christmas food year 1 mince pies and pastries - Year 3 preparing a roast.

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CURRICULUM OVERVIEW

	Year 1	Year 2	Year 3
Subject	**Term 1**		
PSH/RSE	• **Myself & Others (Health & Well-being)** • Pupils are aware that we all have different identities, including sexual identity • Pupils show an understanding that our gender identity may be different from what we have been told. • Pupils can recognise what to do about discrimination • Pupils can identify interests of others	• **Relationships** • Pupils demonstrate an awareness of what they can/can't do in different relationships • Pupils know how to positively resolve arguments between friends e.g. talk about feelings, apologise • Pupils are aware that friendships can change over time and the benefits of having new and different types of friends	• **My Body** • Pupils will show an understanding of consent, giving and receiving, peer pressure and saying NO • Pupils can identify what to do if contraception fails • Pupils can recognise signs of sexually transmitted diseases • Pupils show an understanding of caring for a baby, the demands, keeping them safe and who to get help from • Pupils are aware that newborns don't have a sleep pattern the same as an adult • Pupils are aware of the role of a health visitor • Pupils can name main internal organs and their functions • Pupils are aware of how our body changes as it goes through pregnancy • Pupils are aware of the options available for gender transitioning

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CURRICULUM OVERVIEW

	Year 1	Year 2	Year 3
Subject	Term 2		
PSH/RSE	• **Myself & Others (Health & Well-being)** • Pupils know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • Pupils have a positive body image • Pupils can identify the risks and effects of drugs, alcohol and smoking • Pupils can recognise which bacteria and viruses can affect their health • and know how to prevent the spread of these with everyday hygiene routines • Pupils understand the shared responsibility of keeping a clean environment • Pupils will know basic first aid and CPR techniques	• **Relationships** • Pupils will show they can identify and respect similarities and differences in others • Pupils can give examples of how to judge if a relationship is making them unhappy or uncomfortable • Pupils work as a team, and can identify the strengths of the individual members of the team • Pupils can discuss how information is shared and used online / sexting • Pupils know of why, when and how to seek help from a trusted adult, or report inappropriate or abusive behaviour • Pupils are aware of what forced marriage is and how they can get help • **Living in the Wider World** • Pupils know the meaning and benefits of living in a community and the rights and responsibilities • Pupils will demonstrate respectful behaviour at school and in the community • Pupils can identify the different groups that make up and contribute to a community	• **Living in the wider World** • Pupils can describe the individuals and groups that help the local community, including • through volunteering and work • Pupils can demonstrate an understanding of the effects of recycling in the world and how different countries do/don't recycle • Pupils know the importance of protecting the environment and how everyday actions can either support or damage it • Pupils know why people make different spending decisions based on their budget, values and needs • Pupils can demonstrate how to keep track of money and why it is important to know how much is being spent

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CURRICULUM OVERVIEW

	Year 1	Year 2	Year 3
Subject	**Term 3**		
PSH/RSE	• **Myself & Others (Health & Well-being)** • Pupils are aware of how to deal with transitions and times of change • Pupils are aware of where to get support for their physical and mental health. • Pupils recognise that mental health is just as important as physical health and that both need looking after • Pupils know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • Pupils can recognise the early signs of wellbeing concerns (anxiety, depression) • **Relationships** • Pupils will have an understanding of what a stranger is • Pupils will name types of romantic relationships	• **My Body** • Pupils recognise the importance of a healthy diet and body functions • Pupils are aware how to complete a self examination and the benefits • Pupils demonstrate an understanding of what masturbation is and where it can be done. • Pupils are aware of appropriate ways to request private time and why it is not okay to share a private space (toilet/bathroom/shower) with another person at home/at school/in the local community • Pupils can identify how to respond if any touch feels 'NOT okay' and who to go to for help • Pupils demonstrate how to keep safe when out in the community and how to get help	• **Living in the wider World** • Pupils can recognise the value for money and how to judge if something is value for money • Pupils are aware of how companies encourage customers to buy things and why it is important to be a critical consumer • Pupils know how having or not having money can impact on a person's emotions, health and • wellbeing • Pupils are aware of the common risks associated with money, including debt, fraud and gambling • Pupils can explain how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • Pupils understand how to get help if they are concerned about gambling or other financial risks

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CURRICULUM OVERVIEW

	Year 1	Year 2	Year 3
Subject	**Term 1**		
Community Project	• Local Facilities/Community Centres/ Restaurants	• Local Facilities/Community Centres/Restaurants	• Local Facilities/Community Centres/Restaurants
	Term 2		
	• Shopping Centres/Towns	• Shopping Centres/Towns	• Shopping Centres/Towns
	Term 3		
	• Cafes/Parks	• Cafes/Parks	• Cafes/Parks
	• Please note that although the places visited will be the same across the 3 years, the skills learnt will be sequenced appropriately. I.E. Shopping Centres year 1 - Basildon town centre - Getting there and navigating around the shops - Year 3 Lakeside - Using money to buy specific items in specific shops, how to call for help in an emergency.		

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CURRICULUM OVERVIEW

	Year 1	Year 2	Year 3
Subject	**Term 1**		
Careers/Enterprise	• Enterprise - How to run a cafe	• World of work - How to apply for a job	• Exploring careers - CV Writing
	Term 2		
	• Enterprise - How to make my money grow	• World of work - How to behave on work experience	• Exploring careers - Different jobs I may like to do
	Term 3		
	• Enterprise - How to run an online shop	• Taking part in Work experience	• Interview techniques

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CURRICULUM OVERVIEW

	Year 1	Year 2	Year 3
Subject	**Term 1**		
Gardening	• WTE1 Participate in gardening activities. • WTE1 Sensory gardening • E1 Participate in gardening activities. • E2 Participate in gardening activities	• WTE1 Gardening skills - tools • E1 Care of tools and team • E2 Care of tools and team	• Developing an awareness of gardening safety and plant lifecyclesWTE1
	Term 2		
	• WTE 1 Introduction to Horticulture • E1 Horticulture - Preparing a site • E2 Horticulture - Preparing a site	• WTE 1 Participate in growing and cooking foods • E1 Growing plants and produce under Glass • E2 Growing plants and produce under glass	• Following instructions in a gardening context WTE1
	Term 3		
	• WTE1 Planting a seed • E1 Planting bulbs • E2 Planting bulbs	• WTE1 Planting potatoes • E1 Horticulture-planting a prepared site • E2 Horticulture-planting a prepared site	• Completing an outdoor collaborative gardening project.E1