



Long Term Planning Horizons Pathway Healthy Living

Curriculum Intent

Chadsgrove's Post-14 Healthy Living curriculum forms part of the Health strand of the Preparing for Adulthood framework and is designed to support students to develop the knowledge, skills and understanding needed to maintain their health and wellbeing as they move into adult life.

Through meaningful and engaging experiences, students develop their physical, emotional and social wellbeing. They are supported to build confidence in physical activity, develop resilience, self-esteem and emotional awareness and understand the importance of maintaining a healthy lifestyle. The curriculum also promotes communication, teamwork and leadership, enabling students to feel part of a group and develop positive relationships with others.

The curriculum is personalised to reflect the individual needs, abilities and physical requirements of each student. Our intention is for students to develop the confidence and independence to take responsibility for their own health and wellbeing, including setting and working towards personal goals. Through this approach, we aim to support students to lead active, healthy and fulfilling lives beyond Chadsgrove.

Curriculum Implementation

The Post-14 Healthy Living curriculum is delivered through a structured and personalised approach, ensuring that all students can access activities that are appropriate to their needs and abilities. Learning is organised around key areas including physical development, emotional wellbeing and teamwork, with opportunities to revisit and build on skills over time.

Students engage in a range of physical and health-related activities designed to promote long-term participation and enjoyment. These include both on-site and off-site experiences, such as outdoor and adventurous activities, which support the development of confidence, resilience and independence. Opportunities are also provided for students to take part in, and lead, activities such as clubs, supporting the development of leadership and communication skills.

Students follow personalised programmes linked to their EHCP outcomes, with additional provision such as hydrotherapy available for those with identified physical needs. Learning is supported through appropriate levels of adult guidance, ensuring safety while encouraging independence.

Students may work towards relevant accredited units, including OCR Life and Living Skills 'Personal Skills', at levels appropriate to their pathway.

Horizons Aspire:

	Autumn: Working as a Team	Spring: Emotional Wellbeing	Summer: Developing Skills
Practical	Team games	Yoga/Stretch/Pilates	Fitness / individual sports
Theory	This term, students will learn to work together, communicate clearly, and support each other through team games and group activities. OCR M11 Understanding interpersonal skills (E2) OCR M31 Managing social relationships (E3)	This term, students will explore emotional wellbeing through activities like yoga and stretching, learning how to relax, manage emotions, and improve focus. OCR M16 Health Living (E2) OCR M27 Healthy Living (E3)	This term, students will prepare for sports day and develop their throwing, jumping and running skills. Through individual sports, students will develop hand eye co-ordination and teamwork.

Horizons Living:

	Autumn: Working as a Team	Spring: Emotional Wellbeing	Summer: Developing Skills
Practical	Team games	Yoga/Stretch/Pilates	Fitness / individual sports
Theory	This term, students will learn to work together, communicate clearly, and support each other through team games and group activities. OCR M1 Rights and responsibilities – everybody matters (E1) OCR M11 Understanding interpersonal skills (E2)	This term, students will explore emotional wellbeing through activities like yoga and stretching, learning how to relax, manage emotions, and improve focus. OCR M9 Healthy Living (E1) OCR M16 Healthy Living (E2)	This term, students will prepare for sports day and develop their throwing, jumping and running skills. Through individual sports, students will develop hand eye co-ordination and teamwork.

Horizons Connect:

Topics	Autumn: Through the Looking Glass	Spring: Gap Year Adventure	Summer: Carnival
Within Horizons Connect, Healthy Living focuses on promoting pupils' physical well-being, comfort and engagement through personalised, sensory-based experiences. This is delivered through daily routines, physiotherapy programmes, positional changes, and structured movement opportunities, ensuring pupils have regular access to physical activity in ways that are meaningful and enjoyable. Pupils access Barrs Court Motor Skills alongside the Movement strand of the EQUALS Pre-Formal Curriculum, enabling them to develop body awareness, tolerance of movement, and responses to sensory input through approaches such as movement to music, rebound therapy, massage, hydrotherapy and supported physical exploration. Learning is planned holistically, with physical and well-being experiences carefully linked to wider class themes and shared learning opportunities, enabling pupils to make meaningful connections through repeated, familiar contexts. Healthy Living also reflects Preparation for Adulthood outcomes by supporting pupils to experience comfort, regulate their bodies, and develop engagement in activities that contribute to lifelong health and well-being.			

Curriculum Impact

Through the Post-14 Healthy Living curriculum, students engage in meaningful and personalised experiences that support the development of their physical, emotional and social wellbeing. They build confidence in participating in physical activity and develop an understanding of how to maintain a healthy lifestyle that meets their individual needs.

Students demonstrate increasing independence in applying healthy living skills in a range of contexts, both within school and beyond. They develop greater self-awareness, resilience and the ability to work collaboratively with others, contributing positively to group activities and team experiences.

Students achieve outcomes appropriate to their individual pathways, including accredited unit work where relevant. Over time, they show increased confidence, motivation and engagement in physical activity, supporting them to view healthy living and wellbeing as an important and sustainable part of their everyday lives as they move into adulthood.

