



**Life Skills
Enterprises**

Curriculum Policy

Life Skills Enterprise

Policy owner	Deputy Headteacher – Curriculum, Teaching and Learning
Policy date	September 2026
Next review date	September 2027
Review cycle	Annual, or earlier following statutory / regulatory change
Applies to	All pupils, staff, and curriculum provision at Life Skills Enterprise
Status	School policy for implementation; subject to formal governance ratification

This policy should be read alongside the school's curriculum maps, subject plans, assessment, teaching and learning, SEND, accessibility, equality, PSHE/RSHE, reading, careers, behaviour, safeguarding, online safety and attendance documentation.

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1. Policy statement and school context

Life Skills Enterprise (LSE) is an independent specialist school for pupils with Education, Health and Care Plans (EHCPs), with autism as the primary area of need for many pupils. Pupils may arrive after disrupted educational experiences, extended absence, placement breakdown or periods in which learning has become associated with anxiety. As a result, pupils' chronological age, prior attainment, emotional readiness and developmental profile may differ significantly.

The curriculum is designed to restore engagement, re-establish successful learning habits and secure meaningful progress without lowering ambition. It is broad, balanced, coherent and personalised. Academic learning is deliberately integrated with independence, communication, wellbeing, employability and preparation for adult life.

LSE's curriculum is therefore described as a double-stranded curriculum: one strand secures academic knowledge, literacy, numeracy and recognised qualifications; the second develops the transferable life, independence, social, emotional and employability skills pupils need to participate successfully in their communities and future destinations.

The curriculum is underpinned by a therapeutic and relationship-based approach. Therapeutic, pastoral and regulation support is not used as an alternative to education; it is coordinated with teaching so that barriers to learning can be identified, reduced and, wherever possible, removed.

2. Statutory and regulatory framework

This policy is written with regard to the legal and regulatory framework applicable to independent schools in England and to current Department for Education guidance. It reflects, in particular:

- the Education (Independent School Standards) Regulations 2014, as amended, and the Department for Education Independent School Standards guidance (April 2026)
- the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years
- the Equality Act 2010, including the duty to make reasonable adjustments and to avoid discrimination
- current statutory guidance on Relationships Education, Relationships and Sex Education and Health Education, where applicable
- current safeguarding and online safety requirements, including the school's safeguarding arrangements
- current Department for Education careers guidance and the updated Gatsby Benchmarks, used by LSE as a framework for a coherent whole-school careers programme
- current Ofsted inspection expectations for curriculum and teaching, achievement, personal development and wellbeing in independent schools

LSE is not required to follow the National Curriculum in the same way as a maintained school. However, curriculum planning draws appropriately on National Curriculum content and progression, alongside functional, vocational and accredited pathways, so that pupils receive a suitably broad education and can move successfully to the next stage.

3. Curriculum intent

The overarching intent at Life Skills Enterprise is for pupils to be fully prepared for their next steps in learning and towards adult life, with learning that is relevant, purposeful and enjoyable.

LSE aims to ensure that every pupil:

- accesses an ambitious curriculum which starts from an accurate understanding of prior learning and need, but does not place an artificial ceiling on future achievement
- builds secure knowledge and skills over time through planned, sequenced learning

- develops functional literacy, numeracy, communication and digital competence for everyday life and future employment
- develops independence through explicit teaching and repeated practice of practical life skills
- receives the support identified in their EHCP and the reasonable adjustments required to access learning
- develops self-regulation, resilience, self-advocacy, confidence and an increasingly positive learner identity
- understands how subjects connect to careers, employability and life beyond school
- has access to appropriate accredited outcomes, including Functional Skills, Entry Level, vocational awards and GCSE pathways where these are suitable
- develops the cultural capital, personal development and social understanding needed to participate safely and respectfully in modern Britain
- is prepared for the next stage of education, employment, training and, where possible, independent or semi-independent adult life

3.1 End points

Curriculum end points are defined at subject, pathway, and individual level. Subject plans identify the important knowledge, concepts and skills pupils should know, remember and be able to apply. Individual end points also reflect EHCP outcomes, communication needs, independence goals, qualification pathways and destination planning.

Leaders evaluate success by considering not only attainment, but also pupils' progress from starting points, engagement, attendance, independence, personal development, career readiness, qualifications, successful transitions, and sustained destinations.

4. Curriculum principles and the double-stranded model

4.1 Academic strand

The academic strand provides progressive teaching across the required areas of learning. It gives particular priority to English, mathematics, reading, science and communication because these underpin access to the wider curriculum and adult life.

4.2 Skills and preparation-for-adulthood strand

The skills strand includes the Wheel of Independence™, practical life skills, travel training, food preparation, shopping, money skills, careers, work-related learning, outdoor learning, enrichment, social communication, and personal development. These areas are taught explicitly and are also applied across subjects so that pupils learn to transfer skills between school, home, community, and workplace contexts.

4.3 Therapeutic integration

Therapeutic and pastoral support is coordinated with curriculum planning. The purpose is to increase pupils' readiness to learn, reduce barriers, support regulation and communication, and enable access to a full curriculum rather than to narrow entitlement. Relevant recommendations from occupational therapy, speech and language therapy, psychotherapy, and other professionals are translated into classroom strategies and individual provision where appropriate.

5. Curriculum breadth and subject offer

The curriculum provides suitable breadth across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The precise pathway and qualification level for each pupil is determined by prior attainment, diagnostic assessment, age, EHCP priorities and intended destination.

Area of learning	LSE provision	Purpose / progression
Linguistic	English; SPaG; reading/DEAR; Functional Skills English; Entry Level and GCSE where appropriate	Communication, reading, writing, oracy, functional application and qualification progression
Mathematical	Mathematics; Functional Skills Maths; Entry Level and GCSE where appropriate	Fluency, reasoning, problem solving, money, time, measure and real-life application
Scientific	Discovery/Science; practical investigation; Entry Level/GCSE routes where appropriate	Curiosity, scientific knowledge, enquiry, safety and application to everyday life
Technological	Computing; digital literacy; cooking; hospitality and catering; land-based/vocational learning where offered	Digital competence, practical problem solving, safe technology use and vocational skill development
Human and social	Global Studies incorporating history, geography and religious education	Understanding people, place, belief, culture, community, citizenship and the wider world
Physical	Physical Education; sensory circuits; outdoor learning; movement and health activities	Physical competence, participation, wellbeing, teamwork, resilience and healthy lifestyles
Aesthetic and creative	Art/Creative Studies; Art & Design; Craft & Design; music and creative enrichment	Creativity, expression, cultural experience, therapeutic engagement and accredited routes where appropriate
Personal development	PSHE; RSHE; Thrive; enrichment; DofE where offered; ASDAN/personal development pathways	Safety, relationships, health, character, confidence, community participation and preparation for adulthood
Life skills and careers	Wheel of Independence™; independent living; travel training; careers lessons; Unifrog; work experience and employer/provider encounters	Independence, employability, decision-making, career readiness and successful transition

Curriculum maps, long-term plans and schemes of work set out the content taught within each subject and pathway. These documents identify the knowledge, skills and understanding to be taught, the sequence of learning, key vocabulary, opportunities for retrieval and application, assessment points, links to personal development and careers, and appropriate adaptations.

6. Curriculum sequencing, planning and implementation

6.1 Starting points

On entry, LSE gathers available information about prior attainment, previous provision, attendance, EHCP outcomes, communication, sensory and therapeutic needs, and any relevant diagnostic information. Baseline assessment is used carefully to identify what pupils already know and can do, alongside gaps that require re-teaching.

6.2 Sequencing

Learning is sequenced so that pupils build from secure foundations towards increasingly complex knowledge and greater independence. Teachers revisit prerequisite knowledge, make links explicit and plan opportunities for retrieval, rehearsal and application. Where pupils are working substantially below age-related expectations, the curriculum is pitched at an appropriate instructional level while preserving age-respectful content and ambitious longer-term pathways.

6.3 Planning

- Long-term planning identifies the broad sequence, key concepts, curriculum end points and progression through each subject.
- Medium-term plans and schemes of work break this into teachable units with clear knowledge, skills, vocabulary, assessment and application.
- Short-term planning reflects the needs of the actual pupils in the class and identifies adaptive teaching, scaffolds, resources, communication supports, and reasonable adjustments.
- Cross-curricular links are purposeful and do not replace secure subject-specific knowledge.
- Planning identifies where pupils will apply literacy, numeracy, digital skills, careers learning, SMSC and life skills in meaningful contexts.

6.4 Teaching

Teachers use clear explanations, modelling, structured practice, appropriate questioning, retrieval, feedback and opportunities for pupils to apply learning independently. Staff use pupils' EHCPs and individual support information to make teaching accessible while maintaining appropriate challenge.

Small-group teaching and a high level of adult support enable responsive teaching, but adults are expected to promote independence rather than create unnecessary reliance. Scaffolds are reduced when pupils are ready.

7. Adaptive teaching, SEND and reasonable adjustments

All pupils at LSE have identified additional needs. Adaptation is therefore a core element of high-quality curriculum implementation, not an alternative curriculum by default.

Teachers and support staff:

- have high expectations for every pupil and avoid narrowing learning solely because of a diagnosis or previous difficulty
- use EHCP outcomes and professional recommendations to plan access to teaching and learning
- make reasonable adjustments to environment, communication, presentation, task structure, pace, sensory demands, recording methods and assessment where needed
- use visual supports, chunking, explicit vocabulary teaching, assistive technology, concrete resources and alternative methods of response where these improve access
- provide targeted intervention when a specific barrier has been identified, with clear intended outcomes and review points
- ensure that interventions complement rather than routinely replace a pupil's entitlement to a broad curriculum
- plan for higher-attaining pupils and pupils with particular strengths to access greater depth, increased complexity or higher-level qualifications.

The SENDCo, curriculum leadership and therapy/pastoral teams work together to review whether adaptations remain necessary, effective and proportionate. Where a temporary reduced or alternative timetable is required, this is documented, time-limited, risk assessed where appropriate, reviewed regularly and directed towards increasing access to full-time education.

8. Therapeutic, pastoral and regulation-informed provision

Many pupils require support to regulate, communicate, build trust and re-engage with learning. LSE therefore combines education with a therapeutic and pastoral approach. Provision may include occupational therapy, speech and language support, psychotherapy, Thrive-based work, sensory

circuits, social communication work, targeted wellbeing intervention, outdoor learning and other individualised support according to need and available provision.

Therapeutic and pastoral work is connected to curriculum goals through shared information, agreed strategies and review. Staff consider how a pupil's regulation, sensory profile, communication, executive functioning and emotional development affect learning. This informs reasonable adjustments and targeted support.

LSE uses positive, relationship-based de-escalation and behaviour support. Where staff are trained in PROACT-SCIPr-UK, strategies are used within the school's behaviour and safeguarding framework to support prevention, de-escalation and safe responses when required. Any restrictive intervention is governed by the relevant school policies, training and recording requirements.

A therapeutic approach does not mean low demand. The intention is to create the conditions in which pupils can tolerate appropriate challenge, recover from setbacks and become increasingly independent learners.

9. Life Skills and the Wheel of Independence™

The Wheel of Independence™ is a central framework within LSE's preparation-for-adulthood curriculum. It supports the explicit teaching, tracking and review of practical skills required for independent or semi-independent living.

The eight areas are:

- Meal Preparation
- Time Management
- Leisure
- Self Care
- Housekeeping
- Laundry
- Food Shopping
- Money Skills

Teaching moves from foundation skills towards increasingly complex and independent performance. Pupils practise skills in authentic contexts wherever possible, including kitchens, community settings, shops, travel routes, outdoor areas and work-related environments.

Progress is recorded through individual profiles and school tracking systems. Evidence may include observation, pupil reflection, practical demonstrations, photographs where appropriate, portfolio evidence and repeated successful application in different contexts. Targets can be shared with families and professionals so that independence skills are reinforced consistently.

9.1 Transfer and generalisation

Staff deliberately plan opportunities for pupils to generalise skills. For example, mathematical learning about money is applied during shopping; English and communication are applied when following instructions or speaking to an employer; digital skills are applied to travel planning; and self-regulation strategies are practised during community visits and work experience.

10. Careers, employability and preparation for adulthood

Careers is a whole-school curriculum priority. LSE's double-stranded curriculum is designed with destinations in mind, so that pupils understand why they are learning and how knowledge and skills connect to future options.

LSE uses the updated Gatsby Benchmarks as a quality framework. Careers provision is planned progressively and includes, as appropriate:

- regular careers learning, including use of Unifrog or other suitable careers platforms
- personal guidance and individual destination planning
- labour market information presented in an accessible format
- links between curriculum subjects and a wide range of careers
- encounters with employers, employees, further education, training and other providers
- meaningful experiences of workplaces and work experience, matched to individual readiness and aspiration
- development of employability skills including communication, teamwork, problem solving, reliability, self-advocacy and resilience
- support for applications, interviews, CVs, travel, workplace behaviour, and reasonable adjustments
- engagement with families so that choices are ambitious, informed and not limited by stereotypes.

Careers planning is personalised. Pupils are supported to explore a broad range of pathways while receiving targeted guidance linked to strengths, interests, qualifications, independence and support needs. The school seeks to ensure that careers information is impartial, up to date and promotes high aspirations.

10.1 Preparation for adulthood

Preparation for adulthood begins well before a pupil's final year. Curriculum and EHCP planning consider the four broad preparation-for-adulthood areas: employment, independent living, community inclusion and health. These are translated into age-appropriate experiences and measurable learning opportunities across the curriculum.

11. Personal development, PSHE, RSHE, SMSC and Fundamental British Values

11.1 PSHE

PSHE is planned as a distinct curriculum area and is also reinforced across school life. It develops pupils' knowledge and skills to keep themselves healthy and safe, manage feelings and relationships, make informed decisions, participate in the community and prepare for adult life and work.

11.2 Relationships and Sex Education / Health Education

Relationships and Sex Education and Health Education are delivered in accordance with current statutory requirements and the school's RSHE policy. Content is age-appropriate and adapted to pupils' developmental and communication needs without avoiding important safeguarding knowledge. Parents and carers are informed and consulted in line with statutory and school requirements.

11.3 SMSC and Fundamental British Values

Spiritual, moral, social, and cultural development is embedded across the curriculum, enrichment and wider school life. Pupils are helped to reflect on values and beliefs, understand right and wrong, develop social responsibility, appreciate cultural diversity and participate in their community.

The curriculum actively promotes the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Teaching and resources are selected and quality-assured so that they do not undermine these values.

11.4 Protected characteristics, belief and political impartiality

Pupils are taught to respect people with protected characteristics under the Equality Act 2010 and to understand that people may hold different religions, beliefs or no religious belief. Teaching promotes respectful discussion, factual understanding and inclusion.

Partisan political views are not promoted in teaching. Where political issues are explored, pupils are supported to encounter a balanced presentation of opposing views appropriate to their age and understanding.

11.5 Religious Education

Religious Education is included within Global Studies and wider personal development. Pupils encounter major religions, worldviews and non-religious perspectives in a way that supports knowledge, respect, curiosity and cultural understanding.

11.6 Physical Education and healthy lifestyles

Physical Education is a planned and timetabled part of the curriculum. Alongside PE, pupils may access sensory circuits, outdoor learning, movement and enrichment activities. Teaching promotes participation, fitness, teamwork, resilience, safe choices and understanding of healthy lifestyles.

12. Reading, literacy, numeracy and digital literacy

12.1 Reading and literacy

Reading is prioritised because it is foundational to independence, access to the curriculum, safeguarding and employability. Pupils receive planned reading and literacy teaching at a level matched to need. LSE uses appropriate assessment, including reading-age and comprehension information, to identify pupils who require additional intervention.

Age-respectful, high-interest reading material is used to build fluency, comprehension, vocabulary and a positive reading identity. Literacy is reinforced across subjects and practical learning, including instructions, forms, signs, timetables, menus, workplace texts and digital communication.

12.2 Numeracy

Numeracy is developed through mathematics and across daily-life contexts, including money, time, measure, budgeting, travel, cooking, shopping and vocational learning. Pupils are taught to apply mathematical knowledge independently and safely.

12.3 Digital literacy and online safety

Digital competence is taught explicitly and applied across the curriculum. Pupils learn to use technology for research, communication, organisation, creation and problem solving, while understanding privacy, reliability of information, digital footprints, online relationships, cyberbullying, exploitation risks and responsible use.

Online safety is taught through PSHE, computing and wider safeguarding education. School expectations for mobile phones and personal devices are set out in the relevant behaviour, safeguarding and online safety procedures. Any use of devices in lessons must have a clear educational purpose and be consistent with safeguarding and learning expectations.

13. Assessment, qualifications and curriculum impact

13.1 Assessment

Assessment is purposeful and proportionate. Teachers use formative assessment to check understanding, identify misconceptions, and decide whether to re-teach, adapt or move learning forward. Summative and standardised assessments are used where they provide reliable information about attainment, progress or qualification readiness.

Assessment information informs:

- future planning and curriculum sequencing

- targeted academic intervention
- reading, literacy and numeracy support
- qualification entry and pathway decisions
- EHCP and provision-plan review
- life-skills and Wheel of Independence™ targets
- careers and destination planning
- communication with pupils, families and relevant professionals

13.2 Qualifications

At Key Stages 4 and 5, pupils may work towards Functional Skills, Entry Level qualifications, vocational awards, ASDAN or other personal development awards, Duke of Edinburgh Awards where offered, and GCSEs where diagnostic assessment indicates that this is an appropriate and ambitious route. The school may add, remove or change qualifications in response to cohort need, awarding-body availability and destination requirements, provided that changes are quality-assured and preserve curriculum breadth.

13.3 Evaluating curriculum impact

Leaders evaluate curriculum impact using a range of quantitative and qualitative evidence. No single measure is used in isolation.

- pupils' attainment and progress from individual starting points
- what pupils know, remember and can apply over time
- work scrutiny, practical evidence and qualification outcomes
- reading and numeracy development
- attendance, engagement and successful reintegration into learning
- progress against EHCP outcomes and targeted intervention goals
- Wheel of Independence™ and other independence measures
- personal development, wellbeing and behaviour for learning
- pupil and parent/carer voice
- career readiness, work experience and destination information
- successful transition to further education, employment, training or supported adult pathways

14. Roles and responsibilities

14.1 Proprietor / governing body

- ensures that the curriculum meets the Independent School Standards and remains broad, balanced and suitable
- holds school leaders to account for curriculum quality, impact and statutory compliance
- receives sufficient information to understand strengths, risks and areas for improvement
- ensures appropriate oversight of safeguarding, equality, SEND, careers and personal development

14.2 Head of School and Senior Leadership Team

- set the strategic direction and ensure this policy is implemented consistently
- ensure staffing, timetabling, resources and professional development support the intended curriculum
- ensure temporary curriculum adaptations are lawful, justified, documented and reviewed
- ensure leaders evaluate curriculum quality accurately and act where improvement is required

14.3 Deputy Headteacher – Curriculum, Teaching and Learning

- leads curriculum design, sequencing, implementation and review across the school

- ensures curriculum maps, long-term plans and schemes of work are coherent and current
- monitors quality through planning scrutiny, learning visits, work scrutiny, assessment information and pupil voice
- supports staff teaching outside their specialist area and identifies professional development needs
- oversees appropriate qualification pathways with the Exams Officer and subject/class teachers
- reports curriculum strengths and priorities to senior leaders and governance

14.4 SENDCo, therapy and pastoral leaders

- ensure EHCP provision and professional recommendations inform curriculum access
- support staff with reasonable adjustments, communication, regulation and targeted intervention
- review whether interventions are effective and whether pupils are increasingly accessing learning independently

14.5 Teachers

- plan and teach from agreed curriculum maps and schemes of work
- know pupils' starting points and EHCP needs and use adaptive teaching without reducing ambition
- use assessment to check understanding and inform next steps
- develop literacy, numeracy, digital skills, careers and independence across subjects where relevant
- promote safeguarding, equality, SMSC and Fundamental British Values
- contribute to curriculum evaluation and professional development

14.6 Support staff

- support access to learning in line with teacher planning and pupil needs
- use agreed communication, regulation and de-escalation approaches
- promote independence and avoid unnecessary over-support
- contribute useful observation evidence to assessment and review

14.7 Pupils and parents/carers

Pupil voice is used to understand engagement, accessibility, challenge, interests and future aspirations. Parents and carers receive information about progress, curriculum and next steps and are invited to contribute to reviews. Feedback is considered alongside professional evidence and the school's duty to provide an ambitious, suitable curriculum.

15. Monitoring, evaluation and quality assurance

Curriculum quality is monitored through a planned cycle which may include:

- curriculum and subject leader review
- scrutiny of long-term plans, schemes of work and medium-term planning
- developmental learning visits and formal observations where appropriate
- work and portfolio scrutiny, including practical and digital evidence
- review of assessment information and pupil progress
- reading, qualification and intervention data
- pupil, staff and parent/carer voice
- review of attendance, engagement and inclusion
- careers programme evaluation, workplace experiences and destinations

- review of EHCP outcomes and independence measures

Findings are used to identify professional development, resource needs, curriculum changes and school improvement priorities. Where evidence shows that the intended curriculum is not being learned securely, leaders act to improve implementation rather than relying only on written plans.

16. Temporary curriculum adaptations

There may be exceptional circumstances in which a pupil requires a temporary adaptation to curriculum access, timetable, location or mode of delivery. Examples may include staged transition, significant health need, reintegration following prolonged absence or an agreed short-term therapeutic recommendation.

Any such adaptation must:

- have a clear rationale linked to the pupil's best interests and educational entitlement
- be recorded with the start date, intended outcomes and planned review date
- consider safeguarding, attendance, SEND and equality duties
- identify how core learning and wider curriculum entitlement will be maintained as far as possible
- be reviewed regularly with relevant stakeholders
- normally work towards increased access to the full curriculum

17. Related policies and curriculum documents

This policy should be read alongside the most current versions of:

- Curriculum maps and subject schemes of work
- Assessment Policy
- Teaching and Learning Policy
- SEND Policy
- Three-Year Accessibility Plan
- Equality Policy / Equality Objectives
- PSHE Policy
- Relationships and Sex Education / RSHE Policy
- Reading and Literacy / Phonics documentation, where applicable
- Careers Programme and Careers Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety / Acceptable Use Policy
- Attendance Policy
- Examinations policies and procedures
- Educational Visits / Trips Policy
- Health and Safety Policy

17.1 Key external references

- Department for Education, The Independent School Standards: Guidance for Independent Schools (April 2026).
- Education (Independent School Standards) Regulations 2014, as amended.
- Children and Families Act 2014.
- Special educational needs and disability code of practice: 0 to 25 years.
- Equality Act 2010.

- Department for Education, Careers guidance and access for education and training providers (updated June 2026), used where applicable.
- Updated Gatsby Benchmarks for Good Career Guidance.
- Current Department for Education statutory guidance for Relationships Education, Relationships and Sex Education and Health Education.
- Current Ofsted education inspection framework/toolkits applicable to independent schools.

18. Version control and review history

Version	Date	Summary of change	Owner	Next review
1.0	September 2026	Full review and rewrite against Cavendish Curriculum Policy Checklist July 2026; strengthened sequencing, assessment, SEND, FBV, RSHE, digital literacy, careers, impact and preparation for adulthood; updated LSE curriculum offer and Wheel of Independence™ emphasis.	Deputy Headteacher – Curriculum, Teaching and Learning	September 2027

The policy will be reviewed at least annually and sooner, where there is a material change to legislation, Independent School Standards guidance, inspection expectations, the school's registered age range, curriculum offer or qualification pathways.

Appendix A: Cavendish Curriculum Policy Checklist – compliance map

This appendix is included as an internal inspection-readiness aid. It shows where the July 2026 checklist requirements are addressed in this policy.

Checklist theme	Policy coverage	Status
Intent, ambition and breadth (1–5)	Sections 1, 3, 4 and 5	Addressed
Sequencing and implementation (6)	Section 6	Addressed
Assessment and impact (7–9)	Sections 13 and 15	Addressed
SEND, adaptive teaching and reasonable adjustments (10–13)	Sections 7 and 8	Addressed
Accessibility and equality (14–18, 21)	Sections 2, 7 and 11	Addressed
PSHE and RSHE (19–20)	Section 11	Addressed
RE and PE (22–23)	Sections 5 and 11	Addressed
Curriculum maps and schemes (24)	Sections 5, 6 and 17	Addressed
Reading and intervention (25–26)	Section 12	Addressed; phonics where applicable to assessed need
KS4/5 courses and qualifications (27)	Sections 5 and 13	Addressed
Careers and future destinations (28)	Section 10	Addressed
Digital literacy and online safety (29)	Section 12	Addressed
Wellbeing and healthy lifestyles (30)	Sections 8 and 11	Addressed
Mobile phones (31)	Section 12; cross-reference to behaviour/online safety procedures	Addressed
Temporary adaptations (32)	Section 16	Addressed
Review date and version control (33–34)	Cover and Section 18	Addressed