



Skills for Life

**The curriculum**

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## Welcome to Skills for Life

Skills for Life is all about enabling our learners to be equipped for life outside of education. The curriculum allows for young people to gain the skills necessary to be successful in the diverse aspects of life. Education allows for our students to thrive through traditional methods of academic learning and vocational training. However, Skills for Life is different and caters to the needs of society and businesses in terms of the 'soft skills' that many of us take for granted.

## Why Skills for Life?

Soft skills share the same importance to the qualifications our young people strive to achieve. These skills are encompassed within the **EMPLOYME** acronym. These are:

- Excellence
- Manners
- Perseverance
- Listening
- Organisation
- You
- Manners

- **Employability**

Employers are looking for young people to join their workforce that have the personal attributes listed above, they are looking for resilient, hard-working and dedicated team players. We also have a duty to ensure that young people are absolutely ready for the world that awaits them upon leaving education. Skills for Life aims to achieve this.



## How does Skills for Life work?

The Skills for Life curriculum is taught throughout Key Stages 3 and 4 to ensure that students are able to fully gain and implement their skills fully. The curriculum is completely planned with Schemes of Learning and lesson resources available for all year groups. Each taught unit is planned in line with the needs and requirements of the modern student in mind, carefully picking topics designed to be purposeful and measurable for that particular year group.

The curriculum is shaped to ensure that all teachers, no matter their subject specialism will have the ability to teach Skills for Life. The content fits around the needs and requirements of the outside world, something that the teachers delivering this course will have ample experience of. Skills for Life incorporates the following within the curriculum:

- **Community**

- Individual
- Business and Finance
- Managing money
- Future careers and job preparation
- Communication and interpersonal skills

The Skills for Life curriculum includes many different opportunities to gain valuable visits from guest speakers to valuable experiences to different locations that allow for students to not only benefit from knowledge and expertise, but to show them different options for their futures. Skills for Life is a forward thinking concept that gives students even more to offer in a highly competitive and globalised world.



## Course specification

### For teaching from 2018

## Equality and fair access statement

The Skills for Life specification can be followed by any learner irrespective of their social or cultural background. The curriculum itself has been designed to avoid, where possible topics or areas of study that could cause a learner to find it difficult to achieve.

The protected characteristics that have been taken into account for equality and fair access under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The curriculum itself has been planned between people that represent all different backgrounds and interests. The specification for this curriculum will be kept under scrutiny and continuous review.

## Content

YEAR	UNIT No	UNIT NAME	KEY IDEAS	GATSBY BENCHMARK	EXTERNAL
7	1	The individual	<ul style="list-style-type: none"> <li>• Building a personal profile.</li> <li>• What do I want to achieve?</li> <li>• Teambuilding.</li> <li>• Students to gain an understanding of identity.</li> <li>• Students to gain an insight into their own identity.</li> <li>• Students to use their understanding of identity to gain insight into their friendships.</li> <li>• Students to link identity and the self with emotional and mental health.</li> <li>• Students to understand the importance of resilience and how to put it into practise.</li> </ul>	3 AND 1  Start of year long career programme.  Offering differentiated guidance at different points of the term.	Army  Resilient Speakers
	2	The community around me.	<ul style="list-style-type: none"> <li>• Becoming the team player.</li> <li>• Students to understand Community and its importance.</li> <li>• Students to use their own experiences in communities to gain a greater understanding.</li> <li>• Students to gain a greater understanding of a communities needs and</li> </ul>	5 AND 7  Offers students encounters with different employers, employees and further education.	Local Vendors  Local leaders of holy places.

		<p>how they can offer support and input.</p> <ul style="list-style-type: none"> <li>• Students to gain a greater understanding of smaller communities within their own.</li> <li>• Students to understand how tolerance and respect play an important role in a community.</li> <li>• Diverse Britain.</li> <li>• Thoughts and feelings of others.</li> <li>• What does my community offer me?</li> <li>• What can I offer my community?</li> </ul>		
<b>3</b>	Democracy.	<ul style="list-style-type: none"> <li>• What does democracy mean?</li> <li>• The right to vote.</li> <li>• How is democracy undertaken?</li> <li>• Running for election.</li> </ul>	<p>4, 3 AND 5</p> <p>Offering differentiated guidance at different points of the term.</p> <p>Offers students encounters with different employers and employees.</p> <p>Curriculum links with different Careers</p>	Politicians
<b>4</b>	Business Enterprise.	<ul style="list-style-type: none"> <li>• What is an entrepreneur?</li> <li>• Famous business people.</li> <li>• How does business work?</li> <li>• What are businesses looking for?</li> <li>• Big businesses around me.</li> </ul>	<p>4, 2 AND 5</p> <p>Offers students encounters with different employers, employees.</p> <p>Curriculum links with different Careers.</p>	Entrepreneurs

				Offer students about future study and the labour market.	
	5	Career Routes.	<ul style="list-style-type: none"> <li>• Students to gain opportunities to discuss what they aspire to.</li> <li>• How can school help students to achieve their aspirations?</li> <li>• Gain a knowledge and understanding of the different industries and jobs in the UK.</li> <li>• Paths into careers/industries &amp; sectors.</li> </ul>	<p>1, 2, 3, 5 and 8</p> <p>Continued careers programme.</p> <p>Offer students about future study and the labour market.</p> <p>Offering differentiated guidance at different points of the term.</p> <p>Offers students encounters with different employers and employees.</p> <p>Offers interview experience.</p>	<p>Careers Advisors</p> <p>Employers</p>
	6	The project.	<ul style="list-style-type: none"> <li>• Consolidation of the terms learning.</li> <li>• Encourage students to create a person made up of the elements they have studied over the year.</li> <li>• Students to gain an insight into what makes them a whole person.</li> </ul>	<p>1</p> <p>Continued careers programme.</p>	
8	7	Individual	<ul style="list-style-type: none"> <li>• Who am I now?</li> <li>• SEMH</li> <li>• Transition</li> </ul>	<p>2</p> <p>Offer students about future</p>	<p>Year 9's?</p> <p>Year 10's?</p>



		<ul style="list-style-type: none"> <li>Peer relationships and staff relationships.</li> </ul>	study and the labour market.	
<b>8</b>	Game of Life	<ul style="list-style-type: none"> <li>Applying for work.</li> <li>Letters of application.</li> <li>Expenses.</li> <li>Budgeting.</li> <li>Income.</li> <li>Lifestyle choices.</li> <li>Role Play</li> </ul>	<p>1,2,3 AND 7</p> <p>Continued careers programme.</p> <p>Offer students about future study and the labour market</p> <p>Offering differentiated guidance at different points of the term.</p> <p>Encounters with further education.</p>	Universities
<b>9</b>	Managing Money	<ul style="list-style-type: none"> <li>What is money?</li> <li>School bank?</li> <li>Safe online.</li> <li>Where its kept.</li> <li>Expenditures.</li> <li>Brief managing money.</li> </ul>	<p>3 AND 5</p> <p>Offering differentiated guidance at different points of the term.</p> <p>Offers students encounters with different employers and employees.</p>	Banks
<b>10</b>	Public services	<ul style="list-style-type: none"> <li>Key services in the UK.</li> <li>What do the police do?</li> <li>What is the role of the local authority?</li> <li>Roles in public services.</li> <li>Could I be a public servant?</li> </ul>	<p>1, 2, 3 AND 4</p> <p>Continued careers programme.</p> <p>Offer students about future study and the labour market</p>	Public services

				Offering differentiated guidance at different points of the term.  Curriculum links with different Careers	
	<b>11</b>	ASDAN	<ul style="list-style-type: none"> <li>• Bank of resources</li> </ul>		
	<b>12</b>	Developing simple literacy and numeracy.	<ul style="list-style-type: none"> <li>• Students to become competent public speakers.</li> <li>• Encouraged to develop their reading around current world topics and news stories.</li> <li>• Encouraged to work out simple financial calculations.</li> <li>• Students to be encouraged to come up with their own newscast about a topic of their choice.</li> </ul>	4 AND 7  Curriculum links with different Careers.  Encounters with further education.	Universities  Uni Days  Debating teams?
<b>9</b>	<b>13</b>	The Apprentice.	<ul style="list-style-type: none"> <li>• Working together.</li> <li>• Leadership qualities.</li> <li>• Developing a product.</li> <li>• Selling a product.</li> <li>• Competition.</li> </ul>	1, 3 AND 5  Continued careers programme.  Offering differentiated guidance at different points of the term.  Offers students encounters with different employers and employees.	

14	Work Life	<ul style="list-style-type: none"> <li>• Rights of the employer and employee.</li> <li>• Unions.</li> <li>• LGBT and gender roles</li> <li>• Discrimination.</li> <li>• Pay gap.</li> </ul>	<p>2 and 3</p> <p>Offer students about future study and the labour market</p> <p>Offering differentiated guidance at different points of the term.</p>	Unions
15	Community Action.	<ul style="list-style-type: none"> <li>• Issues in the local community.</li> <li>• My part of the community.</li> <li>• Planning.</li> <li>• Teamwork.</li> <li>• Individual skills and attributes.</li> <li>• Helping others.</li> </ul>	<p>5</p> <p>Offers students encounters with different employers and employees.</p>	
16	Community Action.	<ul style="list-style-type: none"> <li>• Issues in the local community.</li> <li>• My part of the community.</li> <li>• Planning.</li> <li>• Teamwork.</li> <li>• Individual skills and attributes.</li> <li>• Helping others.</li> </ul>	<p>5</p> <p>Offers students encounters with different employers and employees.</p>	
17	Communication and interpersonal skills.	<ul style="list-style-type: none"> <li>• Customer service skills.</li> <li>• Sales skills.</li> <li>• Working as a team.</li> <li>• Understanding personal skills.</li> <li>• Presentation skills.</li> </ul>	<p>1, 3, 4 AND 5</p> <p>Continued careers programme.</p> <p>Offering differentiated guidance at different points of the term.</p> <p>Curriculum links with different Careers.</p>	Sales ssistants

				Offers students encounters with different employers and employees.	
<b>10</b>	<b>18</b>	Growing up.	<ul style="list-style-type: none"> <li>• Building profile.</li> <li>• Who am I now?</li> <li>• Working relationships.</li> <li>• Sexual relationships.</li> <li>• Clothes care.</li> </ul>	<p>1, 2 AND 3</p> <p>Continued careers programme.</p> <p>Offer students about future study and the labour market</p> <p>Offering differentiated guidance at different points of the term.</p>	Universities
	<b>19</b>	Preparing for work experience.	<ul style="list-style-type: none"> <li>• Encourage students to look and dress professionally.</li> <li>• Encourage the use of correct English.</li> <li>• Encourage motivation to work.</li> <li>• Teach students how to think for themselves.</li> <li>• The art of being proactive.</li> </ul>	<p>5, 6 AND 8</p> <p>Offers students encounters with different employers and employees.</p> <p>Work experience.</p> <p>Offers interview experience.</p>	Employment agencies
	<b>20</b>	Resilience.	<ul style="list-style-type: none"> <li>• What is anxiety?</li> <li>• Planning ahead.</li> <li>• How to revise.</li> <li>• Aiming high.</li> </ul>	<p>1, 2 AND 3</p> <p>Continued careers programme.</p> <p>Offer students about future</p>	Mind?

				study and the labour market  Offering differentiated guidance at different points of the term.	
<b>21</b>	Future careers investigation.	<ul style="list-style-type: none"> <li>• Career profiling.</li> <li>• Skills and attributes required.</li> <li>• Do I have these skills?</li> <li>• What do I need to do to gain the required skills?</li> <li>• Presentation skills.</li> </ul>	1, 2, 3 AND 8  Continued careers programme.  Offer students about future study and the labour market  Offering differentiated guidance at different points of the term.  Offers interview experience.	Colleges  Universities	
<b>22</b>	Specific career choices and requirements.	<ul style="list-style-type: none"> <li>• Post GCSE education options.</li> <li>• Where could my education take me?</li> <li>• What do I need to get into that course?</li> <li>• Building a plan.</li> </ul>	1, 2, 3 AND 8  Continued careers programme.  Offer students about future study and the labour market  Offering differentiated guidance at different points of the term.	Colleges  Universities	

				Offers interview experience.	
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## Assessment