

## Programme of Study - Scheme of Learning

**Subject: Key Stage 3 Life Skills Yr 9**

**Unit My Future 3**

| Lesson       | Title & Learning Outcome  | Tasks  | Assessment   |
|--------------|---|--|--|
| 1/2          | <p><b>Identify skills which would be beneficial to display at an interview</b><br/>Pupils will identify 10 skills/attributes they think would be useful to show at an interview</p>                   | <p>Metacognition-Paired/group bridge build.<br/>Ipsative assessment. Discussion/questioning/mind map-what skills an interviewee could show an interviewer.<br/>Annotate with skills worksheet</p>                    | <p>Ipsative<br/>Discussion/questioning<br/>W/sheet</p> |
| 3            | <p><b>Describe how to effectively prepare for an interview</b><br/>Pupils will describe a series of actions which would help them prepare thoroughly for an interview</p>                             | <p>Metacognition-Spider ball balance.<br/>Group discussion/questioning/mind map-How should you prepare for an interview?<br/>Bullet points-name/explain worksheet.</p>   | <p>Discussion/questioning<br/>W/sheet</p>              |
| 4            | <p><b>Give examples of questions you may face and also could ask at an interview</b><br/>Pupils will give examples of a minimum of 3 questions they may face or could ask at an interview</p>         | <p>Metacognition-Ping pong bounce into target.<br/>Paired discussion- a) discuss questions faced b) discuss questions to ask at an interview Then swap.<br/>Examples of questions worksheet.</p>                     | <p>Discussion/questioning<br/>W/sheet</p>              |
| 5            | <p><b>Identify entrepreneurial skills you may possess and when you have displayed them</b><br/>Pupils will name entrepreneurial skills they possess and give examples of when they have used them</p> | <p>Metacognition-Reveal hide remember skills.<br/>Discuss skills they possess and give examples of when they have used these skills.<br/>Examples of using skills worksheet.</p>                                     | <p>Discussion/questioning<br/>W/sheet</p>              |
| 6-7          | <p><b>Learn how to manage a budget</b><br/>Pupils will calculate how much money they would have left over after paying household bills</p>  | <p>Metacognition-Controversy cards<br/>Discuss what bills need to be paid each month (price is right)<br/>Calculate money left over from average monthly salary.<br/>Discuss necessities/desirables. Play payday</p> | <p>Discussion/questioning<br/>W/sheet/boardgame</p>    |
| <b>SMSC:</b> |   | <b>Assessment: Self/ipsative assessment, completion of written tasks (workbook)<br/>Progress Data</b>  |  |

## Programme of Study - Scheme of Learning

**Subject: Key Stage 3 Life Skills Yr 9**

**Unit My Future 3**

| Lesson              | Title & Learning Outcome   | Tasks  | Assessment   |
|---------------------|--|--|--|
| 8-9                 | <p><b>Develop knowledge of possible career pathways</b><br/>Pupils will suggest a desired occupation and research the career pathway required</p>  | <p>Metacognition-Reveal hide remember post 16 options.<br/>Turning points boardgame-rank options wealth/happiness.<br/>Choose a desired occupation and research the relevant career pathway.</p> | <p>Discussion/questioning<br/>W/sheet/boardgame</p>  |
| 10-11               | <p><b>Identify challenges to be faced in Key stage 4 and/or upon leaving school</b><br/>Pupils will recognise the challenges they will be faced with throughout KS4 and beyond, and suggest where to get support</p>               | <p>Metacognition-group challenge task, build wheelbarrow<br/>Group discussion/questioning/mind map-Future challenges and sources of support?<br/>Challenges/support worksheet.</p>               | <p>Discussion/questioning<br/>W/sheet</p>            |
| 1/2                 | <p><b>Mental Health Awareness Week-Suggest strategies which can be used to improve mental health</b><br/>Pupils will recognise various strategies they can use when feeling low or in crisis to improve their mental wellbeing</p> | <p>Mental health awareness video<br/>Discussion/questioning, Distinguish between effective/non effective strategies w/sheet. Suggest strategies to use for two given situations</p>              | <p>Video/Discussion<br/>questioning<br/>W/sheets</p> |
| <p><b>SMSC:</b></p> |  | <p><b>Assessment: Self/ipsative assessment, completion of written tasks (workbook)<br/>Progress Data</b></p>   |  |

## Programme of Study - Scheme of Learning

| Subject: Key Stage 3 Life Skills Yr 9 |   | Unit-Additional 'themed day/week'lessons   |   |
|---------------------------------------|---|--|---|
| Lesson                                | Title & Learning Outcome  | Tasks  | Assessment  |
| 1                                     | <p><b>Anti Bullying Week</b><br/> <b>Develop knowledge of bullying behaviour and how to respond appropriately to bullying</b><br/>                     Pupils will identify bullying behaviour and discuss effective and appropriate coping strategies</p>              | <p>Metacognition-Bully buster bingo and discussion on coping strategies<br/>                     Idea shower on bullying behaviour and discussion on appropriate responses. Bullying snakes and ladders</p>  | <p>Discussion/questioning</p>   |
| 2                                     | <p><b>National day to appreciate people with disabilities</b><br/> <b>Develop a further appreciation of people with disabilities and their achievements</b><br/>                     Pupils will develop their knowledge of the accomplishments of less able people</p> | <p>Starter-Video on famous people with disabilities/questions<br/>                     Task-Construct a PowerPoint which profiles a famous person who has overcome disabilities to achieve success or a PowerPoint containing a series of famous disabled people and their achievements or a PowerPoint identifying disabled sporting events</p> | <p>Questions on video,<br/>                     Discussion/questioning on PowerPoints</p> |
| <p><b>SMSC:</b></p>                   |   | <p><b>Assessment: Self/ipsative assessment, completion of written tasks (workbook) Progress Data</b></p>   |   |

## Programme of Study - Scheme of Learning

**Subject: Year 9 HT3 Life Skills**

**Unit Enterprise 1**

| Lesson       | Title & Learning Outcome   | Tasks  | Assessment   |
|--------------|--|--|--|
| 1            | <p><b>Learn about the three sectors of industry</b></p> <p>Pupils will learn to differentiate between primary, secondary and tertiary industries and the links between each</p>    | <p>Sectors of industry video. PowerPoint discussion and questioning. Sorting w/sheet. Describe each sector of industry, highlight links w/sheet. Alt-cloze w/sheet</p> <p>Plenary discussion</p> | <p>Questions on video, Discussion/questioning from W/sheets (questions, sorting, cloze)</p>      |
| 2            | <p><b>Learn the fundamentals of business enterprise</b></p> <p>Pupils will learn the relationship between revenue, expenses, profit and loss</p>                                   | <p>Ground rules</p> <p>Play the Enterprise board game- make business decisions which will affect their revenue and expenses, leading to profit and loss. Plenary discussion</p>                  | <p>Practical demonstration</p> <p>Discussion/questioning arising from game</p>                   |
| 3            | <p><b>Develop knowledge of how to use the internet safely</b></p> <p>Pupils will learn the possible risks surrounding online activity and strategies to maintain their safety</p>  | <p>Safer internet day video. Discussion and questioning. Questionnaire. Design a safer internet day poster. Peer assessment. Plenary discussion</p>  | <p>Questions on video</p> <p>Discussion/questioning Questionnaire Peer assessment of posters</p> |
| 4            | <p><b>Learn the fundamentals of business enterprise</b></p> <p>Pupils will learn the advantages and disadvantages of using credit to invest and possibly make long term profit</p> | <p>Reaffirm Ground rules</p> <p>Play the Enterprise board game- make business decisions regarding credit and investment when attempting to make a profit</p> <p>Plenary discussion</p>           | <p>Practical demonstration</p> <p>Discussion/questioning arising from game</p>                   |
| <b>SMSC:</b> |  | <b>Assessment: Self/ipsative assessment, completion of written tasks (workbook) Progress Data</b>  |  |

## Programme of Study - Scheme of Learning

**Subject: Year 9 HT4 Life Skills**

**Unit Enterprise 2**

| Lesson | Title & Learning Outcome   | Tasks   | Assessment   |
|--------|--|---|--|
| 1      | <p><b>Learn the key terms used in business enterprise</b><br/>Pupils will learn and describe the terms revenue, expenses, profit, loss.</p>      | <p>Discussion and questioning. Pupils will describe each key term, Alt-cloze w/sheet. Ext-example day of business profit and loss w/sheets<br/>Plenary discussion</p>                           | <p>Discussion/questioning Descriptions, cloze and profit/loss w/sheets</p>     |
| 2      | <p><b>Learn the fundamentals of business enterprise</b><br/>Pupils will learn what working to a budget entails</p>                               | <p>Reaffirm Ground rules<br/>Play the Enterprise board game- make business decisions in an effort to make a profit whilst working on a budget. Plenary discussion</p>                           | <p>Practical demonstration<br/>Discussion/questioning arising from game</p>    |
| 3      | <p><b>Learn the key terms used in business enterprise</b><br/>Pupils will learn and describe the terms, credit, budget, receipts and stock.</p>  | <p>Discussion and questioning. Pupils will describe each key term, Alt-cloze w/sheet. Ext-example budget sheets<br/>Plenary discussion</p>  | <p>Discussion/questioning Descriptions, cloze and budget w/sheets</p>          |
| 4      | <p><b>Learn the fundamentals of business enterprise</b><br/>Pupils will learn how to keep receipts and complete a balance sheet</p>              | <p>Reaffirm Ground rules<br/>Play the Enterprise board game- make business decisions in an effort to make a profit whilst keeping a record of expenses and revenue on a basic balance sheet</p> | <p>Practical demonstration<br/>Discussion/questioning arising from game</p>    |
| 5/7    | <p><b>Learn the various sectors of commerce</b><br/>Pupils will learn the different sectors of commerce and classify occupations per sector.</p> | <p>Discussion and questioning. Occupations sort. Pupils will describe each sector of commerce and give example occupations for each. Alt-cloze w/sheet.<br/>Plenary discussion</p>              | <p>Discussion/questioning Descriptions, cloze and sorting/example w/sheets</p> |
| 6      | <p><b>Learn the fundamentals of business enterprise</b></p>  | <p>Reaffirm Ground rules<br/>Play the Enterprise board game- make business</p>  | <p>Practical demonstration<br/>Discussion/questioning arising from</p>         |

|              |   |   |      |
|--------------|---|---|------|
|              | Pupils will learn how to keep receipts and complete a balance sheet | decisions in an effort to pay back a start-up loan.<br>Understand how interest is calculated and how debts are repaid | game |
| <b>SMSC:</b> |   | <b>Assessment: Self/ipsative assessment, completion of written tasks (workbook) Progress Data</b>                     |      |

## Programme of Study - Scheme of Learning

**Subject: Key Stage 3 Life Skills Yr.8**

**Unit: My Future**

| Lesson | Title & Learning Outcome   | Tasks  | Assessment                             |
|--------|--|--|--|
| 1      | <b>Business Organisational Structures</b>  | Group work in designing specific structures using plastic cups                                       | Ipsative assessment and in their books |
| 2      | <b>Business Organisational Structures and hierarchies Learning more about different organisations and their structures</b>   | Drawing in books 2 different structures  | Drawing of the structures              |
| 3      | <b>Stereotypes and prejudice Learning how stereotypes are formed in lots of different workplaces</b>   | Worksheet on stereotypes to be put in their books  | Completion of worksheet                |
| 4      | <b>Employment rights and responsibilities in the UK: Learning how employees have various rights in the UK</b>  | Class discussion on their particular knowledge   | All students getting involved          |
| 5      | <b>Employment rights and responsibilities in the UK: Discussing the Queen funeral and the roles everyone had</b>   | Class discussion on their particular knowledge of what was involved in the state funeral             | All students getting involved          |
| 6      | <b>Employment rights and responsibilities in the UK: Learning how employees have various rights in the UK</b>  | Completion of worksheet on rights and responsibilities   | Worksheet completed and in book        |
| 7      | <b>Employability Skills:</b> To identify a variety of employment rights and responsibilities in the UK<br>To understand how an employee can enforce their employment rights To explore the gender pay gap in society | Students will be discussing different skills they may possess and will be completing some worksheets | Worksheets completed and in book       |
| 8      | <b>Employability Skills:</b> To identify a variety of employment rights and responsibilities in the UK   | (Continuation) Students will be discussing different skills they may possess and will                | Worksheets completed and in            |

|  |   |   |                                  |
|--|---|---|----------------------------------|
|  | To understand how an employee can enforce their employment rights To explore the gender pay gap in society  | be completing some worksheets   | book                             |
| 9  | <p><b>Employability Skills:</b> To identify a variety of employment rights and responsibilities in the UK</p> <p>To understand how an employee can enforce their employment rights To explore the gender pay gap in society</p> | (Continuation) Students will be discussing different skills they may possess and will be completing some worksheets | Worksheets completed and in book |
| 10   |   |   |                                  |
| <p><b>SMSC:</b> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</p> <ul style="list-style-type: none"> <li>• understanding of the consequences of their behaviour and actions</li> <li>• use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>•</li> </ul> |   | <p><b>Assessment: Ipsative assessment at the beginning of the project and at the end</b></p>                        |                                  |



## Programme of Study - Scheme of Learning

**Subject:** Key Stage 3 Life Skills Yr.8

**Unit:** Personal Finance

| Lesson | Title & Learning Outcome   | Tasks  | Assessment                             |
|--------|--|--|--|
| 1      | <b>What is budgeting: To learn how budgeting affects different households</b>  | Group work in designing specific structures using plastic cups   | Ipsative assessment and in their books |
| 2      | <b>How can I budget effectively? - Students will gain knowledge in the cost of living</b>  | Watch a video then complete a worksheet relating to living in Britain  | Completion of worksheet                |
| 3      | <b>If I had my own flat what will I need? Students will understand the prices required to own a flat</b>   | Computer research on prices for furnishing a one bedroom flat  | Completion of worksheet                |
| 4      | <b>Gambling: What does it mean to gamble?</b>  | Class discussion on their particular knowledge of gambling then development of a worksheet relating to the many different ways people can gamble | All students getting involved          |
| 5      | <b>Gambling: Where can people gamble?</b>  | Students will be completing worksheets relating to where people can gamble.  | Completion of worksheet                |
| 6      | <b>Gambling: Skin Gambling (what is it?)</b>   | Students will be introduced to gambling in gaming scenarios and will be completing worksheets relating to this                                   | Completion of worksheet                |
| 7      | Personal Finance: Rich kids go skint: Students will be learning about how people with money will have to budget similar to someone with no money | Students will be watching a YouTube video of a television program relating to rich kids going skint  | discussion relating to the topic       |
| 8      | Personal Finance: Students will be learning about the largest city in Africa (Lagos) and how they live in the city                               | Students will be watching a YouTube video of a Lagos and will be completing a  | Completing of worksheet and RAG        |

|    |   |  |  |
|----|---|--|--|
|    |   | worksheet on the similarities and differences between there and the UK   | system of assessment                                 |
| 9  | Personal Finance: Students will be learning about the largest city in Africa (Lagos) and how they live in the city  | Continuation: Students will be watching a YouTube video of a Lagos and will be completing a worksheet on the similarities and differences between there and the UK | Completing of worksheet and RAG system of assessment |
| 10 | Personal Finance: Fairtrade Students will be learning where specific foodstuffs come from   | Students will be watching a series of videos relating to Fairtrade and will be completing a worksheet on where specific foodstuffs come from                       | Completing of worksheet and RAG system of assessment |
| 11 | World Disability Week: Students will be learning about what disability as it is global disability week.   | Watch a PPT provided by UNICEF relating to disabilities. Students will be learning about visible and non-visible disabilities                                      | Completing of worksheet and RAG system of assessment |
| 12 | Personal Finance: Students will be playing a game called '@Payday' as it will teach the group to work collaboratively and learn about the feelings associated with playing with money and responding to specific questions. | Playing the game 'Payday' and discussing their feelings after it has been played   | All taking part in the game                          |
| 13 | Personal Finance: Students will be playing a game called '@Payday' as it will teach the group to work collaboratively and learn about the feelings associated with playing with money and responding to specific questions. | Continuation: Playing the game 'Payday' and discussing their feelings after it has been played   | All taking part in the game                          |

**SMSC:** ability to be reflective about their own beliefs (religious or otherwise) and perspective on life

- understanding of the consequences of their behaviour and actions
- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
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**Assessment:** Ipsative assessment at the beginning of the project and at the end

## Programme of Study - Scheme of Learning

| Subject: Key Stage 3 Life Skills Yr.8   |  | Unit: Community/Health   |  |
|---|--|--|--|
| Lesson  | Title & Learning Outcome   | Tasks  | Assessment   |
| 7   | <b>The Environment: Students will be learning about the environment in which they live in and how to behave positively in any environment</b>                                | Students will be completing worksheets on what an environment is and will be developing their knowledge of different ways to protect where they live.              | Completion of worksheet                              |
| 8   | <b>The Environment:</b> Continuation of lesson: <b>Students will be learning about the environment in which they live in and how to behave positively in any environment</b> | Students will be completing worksheets on what an environment is and will be developing their knowledge of different ways to protect where they live.              | Completion of worksheet                              |
| 9   | <b>The Environment:</b> Students will be learning about fossil fuels and the impact they have on the planet  | Students will be filling in a document relating to their knowledge of fossil fuels and will be exploring what fossil fuels we use on our planet                    | Completing of worksheet and RAG system of assessment |
| 10  | <b>The Environment:</b> Students will be learning about the planets 4 spheres (atmosphere, geosphere, biosphere and hydrosphere)   | Students will be watching a series of videos relating to the different spheres and will also be presented with a PPT so they understand what the spheres represent | Completing of worksheet and RAG system of assessment |
| <b>SMSC:</b> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life <ul style="list-style-type: none"> <li>• understanding of the consequences of their behaviour and actions</li> <li>• use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and</li> </ul> |  | <b>Assessment:</b> Ipsative assessment at the beginning of the project and at the end  |  |

socio-economic backgrounds

- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
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## Programme of Study - Scheme of Learning

**Subject: Key Stage 3 Life Skills Yr.8**

**Unit: Health 2**

| Lesson | Title & Learning Outcome   | Tasks   | Assessment                             |
|--------|--|---|--|
| 1      | <b>Body Image: To learn about body image and how it is portrayed</b>   | Students will be learning about what body image is and how it is portrayed in society and in the media  | Ipsative assessment and in their books |
| 2      | <b>Body Image: To learn about body image and how it is portrayed<br/>(Continuation of lesson 1)</b>  | Students will be learning about what body image is and how it is portrayed in society and in the media  | Ipsative assessment and in their books |
| 3      | <b>Body Image: To learn about body image and how it is portrayed<br/>(Continuation of lesson 2)</b>  | Students will be learning about what body image is and how it is portrayed in society and in the media  | Completion of worksheet                |
| 4      | <b>Self Esteem and Body Image: To learn about body image and how it is portrayed in the media</b>  | Students will be learning about self-esteem and how important it is when discussing their own body. Students will be watching a video then filling in a worksheet   | Completion of worksheet                |
| 5      | <b>What is Anxiety and Stress: Students will be learning how anxiety and stress affects the body.</b>  | Students will be watching a video then completing a worksheet on their own personal experiences of anxiety  | Completion of worksheet                |
| 6      | <b>What is Mental health? Students will be discussing what mental health is and the different types of mental health there is.</b>                           | Students will be learning about different forms of mental health conditions including, Psychosis, schizophrenia and depression. They will be logging on to the computer and will be researching each of these terms | Completion of worksheet                |
| 7      | <b>What is Mental health? Students will be discussing what mental health is and the different types of mental health there is.<br/>(Continuation lesson)</b> | Students will be learning about different forms of mental health conditions including, Psychosis, schizophrenia and depression. They will be logging on to the computer and will be researching each of these terms | Completion of worksheet                |
| 8      | <b>What is Stress? Students will be discussing stress and how to recognise it and the effects it has on the body</b>   | Students will be learning about stress in school and what creates stress for them. They will be   | Completion of worksheet                |

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|   |  | writing what causes them stress in school and will be completing a worksheet.  |  |
| 9   | <b>The Environment:</b> Students will be learning about fossil fuels and the impact they have on the planet                      | Students will be filling in a document relating to their knowledge of fossil fuels and will be exploring what fossil fuels we use on our planet                    | Completing of worksheet and RAG system of assessment |
| 10  | <b>The Environment:</b> Students will be learning about the planets 4 spheres (atmosphere, geosphere, biosphere and hydrosphere) | Students will be watching a series of videos relating to the different spheres and will also be presented with a PPT so they understand what the spheres represent | Completing of worksheet and RAG system of assessment |
| <b>SMSC:</b> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life <ul style="list-style-type: none"> <li>• understanding of the consequences of their behaviour and actions</li> <li>• use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>•</li> </ul> |  | <b>Assessment: Ipsative assessment at the beginning of the project and at the end</b>  |  |

| Subject: Key Stage 3 Life Skills Yr.7 |   | Unit: Identity - Who am I?  |   |
|---------------------------------------|---|---|---|
| Lesson                                | Title & Learning Outcome  | Tasks   | Assessment  |
| 1                                     | <b>Introduction to Identity project</b><br>To start to think about yourself, who you are and how you might represent yourself.  | Who am I starter quiz<br>Your key people<br>Think of an object to represent you   | Group work<br>Question/ answers                                     |
| 2                                     | To start to think about tasks/questions.<br>Pupils will think about who or what they consider important or significant for them.  | Metacognition task 1<br>Think about and make a drawing/diagram of your 'significant others'   | Group work<br>Pictures of their thoughts/ideas<br>Question answers  |
| 3                                     | To work individually and part of the group on a Metacognition task.<br>Pupils will discuss their hopes and dreams for the future.<br>Pupils will talk about their favourite memory. | Metacognition task 2<br>Hopes and Dreams sheet - ages, 18, 30 60.<br>Pupils to create a visual for their favourite memory.              | Group work<br>Pictures of their thoughts/ideas<br>Question answers  |
| 4                                     | Pupils to create a Mood board to reflect who they are.<br>Pupils to begin to use ICT to create the presentation.  | Pupils to use PowerPoint to assemble Mood board.<br>Pupils to consider images that reflect who they are and montage them onto one page. | Pictures of their thoughts/ideas<br>Question answers<br>Discussion. |
| 5                                     | To work individually and part of the group on a Metacognition task.<br>Pupils will make a pictorial chart of their important people.  | Metacognition task 3<br>Pupils to complete diagram to show the people who help shape their identity.                                    | Pictures of their thoughts/ideas<br>Question answers<br>Discussion. |
| 6-7                                   | To be able to recognise different forms of bullying/bullying behaviour  | Pupils to complete individual and group work to complete idea showers.  | Question answers<br>Discussion.                                     |
| 8                                     | To be able to discuss what to do if you or a friend are being bullied. Include peer pressure.   | Pupils to complete individual and group work.   | Question answers<br>Discussion.                                     |



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| 9  | Cyberbullying: to discuss what to do/ who to inform if you or a friend are being targeted via cyberbullying.                      | Pupils to complete individual and group work.   | Question answers<br>Discussion.  |
| 10   | To be able to match preferred learning styles to jobs/professions.  | Pupils to complete class discussion.<br>Paired work.  | Group discussion<br>question/answers                                   |
| 11-12  | To think about dream job. Discuss education pathways and skills.  | Pupils to complete individual, paired and group work.   | Group work<br>Pictures of their thoughts/ideas<br>Question answers     |
| 13-15  | Mental Health Awareness week.<br>To understand a range and scale of emotions and relate them to their own and others' experience. | Idea shower a range of emotions<br>As a group, explore one emotion - what does the word mean?<br>What words or images come to mind? How might someone feel?               | Idea shower of their thoughts/ideas<br>Question answers<br>Discussion. |
| 16-18  | Diversity<br>To learn about identity and diversity in Europe.<br>To look at Britain as an example.                                | Pupils to complete individual and group work to explore<br>To create a presentation on identity and diversity in Europe.<br>To explore identity and diversity in Britain. | Group work<br>Question answers<br>Individual work.                     |
| <b>SMSC:</b><br><br><b>To respect the rights of others.</b><br><br><b>To be considerate to others.</b><br><br><b>To work cooperatively with others as part of a group.</b> |   | <b>Assessment:</b>  |  |

## Programme of Study - Scheme of Learning

**Subject:** Key Stage 3 - Life Skills Yr.7

**Unit:** Values

| Lesson       | Title & Learning Outcome  | Tasks   | Assessment  |
|--------------|---|---|---|
| 1-2          | <p><b>Stereotyping</b><br/>                     Discuss common stereotypes.<br/>                     Challenging stereotypes</p>  | <p>Group discussion on stereotypes, common misconceptions and beliefs<br/>                     True and false games<br/>                     Cultural stereotypes.</p>  | <p>Group work<br/>                     Question answers<br/>                     Individual work.</p>                 |
| 3-4          | <p><b>Prejudice and discrimination</b><br/>                     Discuss understanding of a prejudice and discrimination.<br/>                     Understand difference between prejudice and discrimination.<br/>                     Discuss diversity, people, communities, abilities, race, gender.</p> | <p>Group work and discussion on prejudice and discrimination.<br/>                     True and false tasks/discussions.<br/>                     Diversity scenario cards.</p>   | <p>Group work<br/>                     Pictures of their thoughts/ideas<br/>                     Question answers</p> |
| 5-7          | <p><b>Refugees, asylum seekers and immigration</b><br/>                     Discuss what/who is a refugee?<br/>                     Discuss what/who is an asylum seeker?<br/>                     Why do people become refugees?</p>   | <p>Why do people become refugees – film. Watch then group discussion tasks on refugees’/asylum seekers.<br/>                     Famous refugees.<br/>                     Discussion on communities – reference back to diversity, prejudice and discrimination.</p> | <p>Group work<br/>                     Question answers<br/>                     Individual work.</p>                 |
| <b>SMSC:</b> |   | <b>Assessment:</b>  |   |

## Programme of Study - Scheme of Learning

**Subject:** Key Stage 3 - Life Skills Yr.7

**Unit:** Careers

| Lesson | Title & Learning Outcome   | Tasks  | Assessment  |
|--------|--|--|---|
| 1-3    | <p>Pupils to discuss what aims for the future they might have.</p> <p>Pupils to identify different career areas/professions</p>  | <p>What do you want for your future? - mapping sheet.</p> <p>Group discussion/careers game</p>   | <p>Group work</p> <p>Question answers</p> <p>Individual work.</p>                   |
| 4-7    | <p>Pupils to consider and identify personal goals and aspirations for the future</p> <p>Pupils to consider and identify personal skills and qualities</p> <p>Pupils to think about jobs for specific themes or environments.</p> | <p>Goals and aspirations - targeting sheet</p> <p>My skills and qualities - identify sheet</p> <p>Job game activity sheet</p>                  | <p>Group work</p> <p>Pictures of their thoughts/ideas</p> <p>Question answers</p>   |
| 8-12   | <p>Pupils to consider positive personal qualities and attributes.</p> <p>Pupils to link personal qualities and personal goals.</p> <p>Pupils to take part in group game - jobs</p> <p>Pupils to take part in game/discussion</p> | <p>Positive thinking cap - discuss and assemble</p> <p>Link cap results to goals/aspirations.</p> <p>Jobs game</p> <p>Real or not game ppt</p> | <p>Group work</p> <p>Pictures of their thoughts/ideas</p> <p>Question answers</p>   |
| 13-15  | <p>Pupils to discuss possible weekly/monthly costs/budget when working.</p> <p>Pupils to discuss information on job application</p> <p>Pupils to take part in individual and group work</p>                                      | <p>Costs/budgeting ideas diagram</p> <p>Job application forms</p> <p>Jobs top trumps game</p>  | <p>Group work</p> <p>Pictures of their thoughts/ideas</p> <p>Question &amp; Ans</p> |

## Programme of Study - Scheme of Learning

**Subject:** Key Stage 3 - Life Skills Yr.7

**Unit:** Citizenship

| Lesson       | Title & Learning Outcome  | Tasks   | Assessment  |
|--------------|---|---|---|
| 1-4          | <p><b>Human rights</b><br/>                     What are human rights?<br/>                     Pupils to look statements from the universal declaration of human rights - discuss.</p>   | <p>What is a human right - discuss/identify?<br/>                     Diamond ranking exercise.</p>   | <p>Group work<br/>                     Question answers<br/>                     Individual work.</p>                 |
| 5-7          | <p><b>Rights and responsibilities.</b><br/>                     Pupils to start to consider/discuss/identify their rights and responsibilities in different settings - as an individual, at school, at home.</p>  | <p>Pupils to consider what their rights and responsibilities are to themselves and a wider community.<br/>                     Pupils to identify and record their findings.</p>  | <p>Group work<br/>                     Pictures of their thoughts/ideas<br/>                     Question answers</p> |
| 8-12         | <p><b>Treating people with respect</b><br/>                     Pupils to discuss how they would respond to people in different circumstances and consider how they would like to be treated themselves.</p>  | <p>Pupils to consider how they speak, respond, react to people.<br/>                     Pupils to discuss how they would like to be treated.<br/>                     Pupils to identify and record their findings.</p>    | <p>Group work<br/>                     Pictures of their thoughts/ideas<br/>                     Question answers</p> |
| 13-15        | <p><b>Rules and consequences</b><br/>                     Pupils to look at and discuss different scenarios where a rule is being followed and also consider the consequence of the rule not being followed.<br/>                     Pupils to consider to the rule/consequence to themselves and wider community.</p> | <p>Pupils to discuss the rule being depicted<br/>                     Pupils to discuss all possible consequences of the rule not being followed<br/>                     Pupils to identify and record their findings.</p> | <p>Group work<br/>                     Pictures of their thoughts/ideas<br/>                     Question answers</p> |
| <b>SMSC:</b> |   | <b>Assessment:</b>  |   |

## Year 10

### NCFE Level 2 Award in Employability Skills (601/4664/3)

| Unit 01 Understanding mind set (K/506/7243)  | Guided learning hours 14 | Level 2 |
|--|--------------------------|---------|
| Unit summary: The aim of this unit is to help learners understand why certain mind set qualities are attractive to employers, and to encourage them to think about times when they have displayed these qualities. |                          |         |
| Learning Outcome 1   |                          |         |
| 1. Understand how mind set can improve employability   |                          |         |
| The learner can:   |                          |         |
| 1.1 Describe what mind set qualities are attractive to employers   |                          |         |
| 1.2 Identify what mind set qualities they already have and those to be developed to achieve own jobgoals   |                          |         |
| 1.3 Describe why honesty, commitment, flexibility and accountability are key qualities in a potential employee   |                          |         |
| 1.4 Describe how to show honesty, commitment, flexibility and accountability in own behaviour  |                          |         |
| 1.5 Describe how own mindset qualities could affect their employability  |                          |         |
| 1.6 Produce an action plan to improve own mindset qualities  |                          |         |

| Unit 03 Dealing with your first days at work (J/502/3539)   | Guided learning hours 6 | Level 2 |
|---|-------------------------|---------|
| <p>Unit summary: This unit will build an understanding of the behaviours and attitudes needed for the first days of employment and for making positive impressions. It covers the induction process and orientation, the impact of first impressions, understanding their role within an organisation and further support and advice.</p> |                         |         |
| Learning outcome 1  |                         |         |
| 1 Understand the induction process  |                         |         |
| The learner can:  |                         |         |
| 1.1 Describe the role of induction and why it is important  |                         |         |
| 1.2 Identify the different ways that employers induct new employees into their business   |                         |         |
| Learning outcome 2  |                         |         |
| The learner will:   |                         |         |
| 2 Be able to get the most from an induction process   |                         |         |
| The learner can:  |                         |         |
| 2.1 Describe the information that they need to get from an induction process  |                         |         |
| 2.2 Ask appropriate questions in an appropriate manner to elicit the information needed   |                         |         |
| Learning outcome 3  |                         |         |
| 3 be able to make a good first impression   |                         |         |
| The learner can:  |                         |         |
| 3.1 Describe why good first impressions are important from an employee and employer perspective   |                         |         |
| 3.2 Describe how the following features help make a good first impression:  |                         |         |
| • appearance  |                         |         |
| • timekeeping   |                         |         |
| • manner  |                         |         |
| 3.3 Apply their understanding to show they can make the right first impression in an appropriate  |                         |         |
| Learning outcome 4  |                         |         |
| 4 Know how to access support during the first weeks in a new job  |                         |         |
| The learner can:  |                         |         |
| 4.1 Describe where sources of support and assistance are found in places of work  |                         |         |
| 4.2 Match different types of support issues to the appropriate sources of support in the place of work  |                         |         |

| Unit 05 Understanding motivation (F/502/3541)   | Guided learning hours 6 | Level 2 |
|---|-------------------------|---------|
| Unit summary: Learners will be introduced to issues of motivation in a work context. The unit will cover what motivates or demotivates people and the impact this can have and how motivation can be influenced by colleagues, home life, career prospects and expectations. It will cover recognising and understanding individual motivation and the resulting behaviours in the place of work. |                         |         |
| Learning outcome 1  |                         |         |
| The learner will:   |                         |         |
| 1 Be able to reflect on what motivates them and how this might influence their own performance  |                         |         |
| The learner can:  |                         |         |
| 1.1 Describe what motivates and de-motivates them currently, giving examples of how each has influenced their performance   |                         |         |
| Learning outcome 2  |                         |         |
| The learner will:   |                         |         |
| 2 Be able to recognise the key motivators and de-motivators that impact on work situations  |                         |         |
| The learner can:  |                         |         |
| 2.1 Describe what motivates individuals in the place of work  |                         |         |
| 2.2 Describe what de-motivates individuals in the place of work   |                         |         |
| 2.3 Describe how a local company motivates its workforce  |                         |         |
| Learning outcome 3  |                         |         |
| The learner will:   |                         |         |
| 3 Understand how motivated and de-motivated staff can have a positive or negative effect on the place of work   |                         |         |
| The learner can:  |                         |         |
| 3.1 Describe the impact a motivated workforce can have on a business and the effect a motivated member of staff can have on others  |                         |         |
| 3.2 Describe the impact a de-motivated workforce can have on a business and the effect a demotivated member of staff can have on others   |                         |         |

## Year 11

### NCFE Level 2 Award in Employability Skills (601/4664/3)

| Unit 32 Job search skills (D/502/3577)   | Guided learning hours 6 | Level 2 |
|--|-------------------------|---------|
| <p>Unit summary: This unit introduces learners to the necessary knowledge and skills to carry out searches for jobs and make applications. The unit will cover identifying the best places to look for suitable job opportunities, using job-searching resources and knowing who can support them to look for work. The unit starts with a personal career plan and review then explores the different ways learners can attempt to find work. The learners then move on to review the local job market and assess their individual prospects.</p> |                         |         |
| <p>The learner will:</p>   |                         |         |
| <p>1 Understand where and how to search for jobs</p>   |                         |         |
| <p>The learner can:</p>  |                         |         |
| <p>1.1 Describe 3 possible sources of job vacancies and provide examples from each. One of these sources should be accessed via the internet</p>   |                         |         |
| <p>1.2 Describe the support networks that are available to them to help them find work or training</p>   |                         |         |
| <p>1.3 Provide an example of a job vacancy or training opportunity that interests them that has been found by accessing one of the support networks and acting on the advice and guidance given</p>  |                         |         |
| <p>2.1 Describe the purpose of a career plan and detail the types of information it needs to contain</p>   |                         |         |
| <p>2.2 Create a career plan for themselves following appropriate conventions regarding content and layout</p>  |                         |         |
| <p>Learning outcome 3</p>  |                         |         |
| <p>The learner will:</p>   |                         |         |
| <p>1. Know how to assess their individual prospects against potential opportunities</p>  |                         |         |
| <p>The learner can:</p>  |                         |         |
| <p>3.1 Create and present an appraisal of the job and/or training prospects available to them and their readiness to take advantage of any opportunities available. The appraisal addresses:</p>   |                         |         |
| <ul style="list-style-type: none"><li>• their achievement and work experience to date</li><li>• any further study or learning needed</li></ul>   |                         |         |



| Unit 35 Health, safety and security in the place of work (D/502/3580)   | Guided learning hours 6 | Level 2 |
|---|-------------------------|---------|
| <p>Unit summary: This unit introduces learners to working safely and being healthy at work. The unit covers keeping a place of work safe and healthy for employees, working in a safe manner and keeping healthy at work. It covers legislation and responsibilities for health and safety at work at an appropriate level for the work context. It will look at personal security and security of the place of work.</p> |                         |         |
| <p>Learning outcome 1</p>   |                         |         |
| <p>The learner will:</p>  |                         |         |
| <p>1 Appreciate the role of health and safety legislation in keeping people safe in a work situation</p>  |                         |         |
| <p>The learner can:</p>   |                         |         |
| <p>1.1 Describe why health and safety legislation is necessary</p>  |                         |         |
| <p>1.2 Describe, giving examples, ways in which health and safety legislation materialises as practice in the place of work, looking at how a company can deal with its responsibilities through:</p>   |                         |         |
| <ul style="list-style-type: none"> <li>• company policies</li> </ul>  |                         |         |
| <ul style="list-style-type: none"> <li>• personnel</li> </ul>   |                         |         |
| <ul style="list-style-type: none"> <li>• training</li> </ul>  |                         |         |
| <ul style="list-style-type: none"> <li>• awareness raising</li> </ul>   |                         |         |
| <p>Learning outcome 2</p>   |                         |         |
| <p>The learner will:</p>  |                         |         |
| <p>2 Understand how health and safety legislation impacts a particular place of work</p>  |                         |         |
| <p>The learner can:</p>   |                         |         |
| <p>2.1 Describe how one important local employer deals with its health and safety responsibilities on the place of work</p>   |                         |         |
| <p>2.2 Describe what expectations the local employer has of its workers where health and safety is concerned</p>  |                         |         |
| <p>2.3 Demonstrate that they can behave appropriately and safely in a place of work</p>   |                         |         |
|   |                         |         |

## Year 10

### NCFE Level 1 Award in Employability Skills (601/4680/1)

| Unit 01 Understanding mindset (J/506/7234)   | Guided learning hours 12 | Level 1 |
|--|--------------------------|---------|
| Unit summary: This unit aims to provide learners with an understanding of how employability can be affected by their mindset, focusing on the key qualities sought by employers. |                          |         |
| Learning Outcome 1   |                          |         |
| 1. Understand how mind set can improve employability   |                          |         |
| The learner can:   |                          |         |
| 1.1 Describe what mind set qualities are attractive to employers   |                          |         |
| 1.2 Identify what mind set qualities they already have and those to be developed to achieve own job goals  |                          |         |
| 1.3 Describe why honesty, commitment, flexibility and accountability are key qualities in a potential employee   |                          |         |
| 1.4 Describe how to show honesty, commitment, flexibility and accountability in own behaviour  |                          |         |
| 1.5 Outline how own mindset qualities could affect their employability   |                          |         |
| 1.6 Identify actions to improve own mindset qualities  |                          |         |

| Unit 03 Understanding motivation (L/502/3591)  | Guided learning hours 6 | Level 1 |
|--|-------------------------|---------|
| Unit summary: In this unit learners will be introduced to an exploration of motivation in a work context. This unit will cover what motivates or demotivates people and the impact this can have and how motivation can be influenced by colleagues, home life, career prospects and expectations. |                         |         |
| Learning outcome 1   |                         |         |
| The learner will:  |                         |         |
| 1. Recognise key motivators and de-motivators that impact on work situations   |                         |         |
| The learner can:   |                         |         |
| 1.1 Identify what motivates or de-motivates them within a work situation   |                         |         |
| 1.2 Identify what impact this might have on their work situation   |                         |         |
| Learning outcome 2   |                         |         |
| The learner will:  |                         |         |
| 2. Understand how motivated and de-motivated people can influence a place of work  |                         |         |
| The learner can:   |                         |         |
| 2.1 Give 2 examples of how motivated people can have a positive impact on the place of work  |                         |         |
| 2.2 Give 2 examples of how de-motivated people can have a negative impact on the place of work   |                         |         |

| Unit 04 Dealing with your first days at work (R/502/3589)   | Guided learning hours 6 | Level 1 |
|---|-------------------------|---------|
| <p>Unit summary: This unit aims to prepare a learner for their first few days at work and covers the importance of first impressions, understanding where they fit with others and in the organisation, and who they have to work with and report to. It covers what might be included in an induction process.</p> |                         |         |
| <p>Learning outcome 1</p>   |                         |         |
| <p>The learner will:</p>  |                         |         |
| <p>1. Understand what might be included within an induction process</p>   |                         |         |
| <p>1.1 Identify what might be included within a straightforward induction process</p>   |                         |         |
| <p>1.2 State why these are included in an induction process</p>   |                         |         |
| <p>Learning outcome 2</p>   |                         |         |
| <p>The learner will:</p>  |                         |         |
| <p>2. Understand how they can get the most from induction</p>   |                         |         |
| <p>2.1 Give 3 examples of how the induction process will help them during their first few days at work</p>  |                         |         |
| <p>2.2 State why these would help them</p>  |                         |         |
| <p>Learning outcome 3</p>   |                         |         |
| <p>The learner will:</p>  |                         |         |
| <p>3. Understand how to use additional support and advice available</p>   |                         |         |
| <p>3.1 Identify additional support and advice that might be available eg:</p>   |                         |         |
| <ul style="list-style-type: none"> <li>• peer mentor</li> </ul>   |                         |         |
| <ul style="list-style-type: none"> <li>• staff handbook or intranet</li> </ul>  |                         |         |
| <p>3.2 Give 3 examples of how this support could help them during their first days at work</p>  |                         |         |
| <p>Learning outcome 4</p>   |                         |         |
| <p>The learner will:</p>  |                         |         |
| <p>4. Understand the importance of first impressions</p>  |                         |         |
| <p>4.1 Give 3 examples of what they would do during the first few days of work to create a positive first impression and why, including:</p>  |                         |         |
| <ul style="list-style-type: none"> <li>• appropriate dress</li> </ul>   |                         |         |
| <ul style="list-style-type: none"> <li>• punctuality and good timekeeping</li> </ul>  |                         |         |
| <ul style="list-style-type: none"> <li>• listening carefully and checking understanding</li> </ul>  |                         |         |

## Year 11

### NCFE Level 1 Award in Employability Skills (601/4680/1)

| Unit 30 Job and training search skills (D/502/3613)  | Guided learning hours 6 | Level 1 |
|--|-------------------------|---------|
| Unit summary: This unit introduces learners to the necessary knowledge and skills to carry out searches for jobs. The unit will cover identifying the best places to look for suitable job opportunities, using job-searching resources and knowing who can support them to look for work. |                         |         |
| Learning outcome 1   |                         |         |
| The learner will:  |                         |         |
| 1. Understand where and how to search for jobs   |                         |         |
| The learner can:   |                         |         |
| 1.1 Identify 2 possible sources of job vacancies and provide an example of a job opportunity that might suit them from one of the sources  |                         |         |
| 1.2 Identify who is able to help them find work or training in their area  |                         |         |
| 1.3 Provide an example of a job vacancy or training opportunity that interests them that has been found by using one of the support networks and acting on the advice and guidance given   |                         |         |
| 1.4 Recognise how ready they are to apply for this type of opportunity   |                         |         |
| 1.5 Identify how they can improve their chances of being successful if they apply for this type of opportunity   |                         |         |

| Unit 33 Writing a CV (J/502/3038)  | Guided learning hours 20 | Level 1 |
|--|--------------------------|---------|
| Unit summary: This unit covers the information required to create a CV and allows learners to create their own CV. |                          |         |
| Learning outcome 1   |                          |         |
| The learner will:  |                          |         |
| 1. Know the type of information usually included in a CV   |                          |         |
| The learner can:   |                          |         |
| 1.1 Identify the type of information usually included in a CV  |                          |         |
| 1.2 Collect the information they will need to create a CV ensuring it is accurate and up to date                   |                          |         |
| Learning outcome 2   |                          |         |
| The learner will:  |                          |         |
| 2. Understand the importance of a reference  |                          |         |
| The learner can:   |                          |         |
| 2.1 Identify 2 people who would be suitable as referees  |                          |         |
| 2.2 Give examples of people who would not be acceptable as referees  |                          |         |
| Learning outcome 3   |                          |         |
| The learner will:  |                          |         |
| 3. Produce a CV  |                          |         |
| The learner can:   |                          |         |
| 3.1 Choose a suitable layout for a CV  |                          |         |
| 3.2 Produce an accurate and appropriately laid out CV using IT   |                          |         |