

Life Skills Ethos and Teaching

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Intent:

Kilgarth School has a clear vision designed to give pupils knowledge, skills and behaviours to promote their social and economic inclusion. Pupils are autistic and/or neuro-diverse and aged between 11 and 16. All pupils experience differences in the way they process information which requires specialist support in order to remove barriers for pupils to engage and learn.

The school has a responsive curriculum to ensure that it matches the needs and aspirations of all pupils by providing personalised learning programmes, taking account of their starting point and planned destination so that all pupils can participate, achieve and make progress.

The school works to prepare all pupils for the next stage in their education, employment and/or lives through a coherent and sequenced learning experience.

We structure the curriculum to enhance different areas of social independence and life skills. These are:

- Careers and Enterprise
- Sexual Relations Education
- Religious Education
- Identity
- Citizenship
- Values
- Drugs Awareness
- Community
- Environment
- Health
- International
- Employability Skills

The curriculum is planned to:

- Equip each pupil with the skills, knowledge and behaviour needed to fulfil aspirations for learning, employment and independence
- Develop skills to enhance employment opportunities in real-life situations including meaningful work experience
- Develop pupils independence in their everyday lives and take an active part in their local communities
- Improve communication skills
- Empower pupils to have greater independence in making relevant personal choices and decisions about their lives both socially and economically
- Increase self-confidence and resilience
- Enable pupils to develop strategies to regulate their own well-being
- Equip pupils to be responsible, respectful and active citizens who contribute positively to society
- Enable pupils to live safe, healthy and fulfilling lives
- Develop functional skills that pupils are able to transfer in to all aspects of their lives
- Develop pupils spiritual and cultural knowledge in their local community, nationally and the wider world as a whole

Implementation:

Alongside the curriculum of study the department will -

- Deliver Enterprise Days
- Bring External Agencies and Businesses into School
- Arrange External Trips to Job Fairs
- Arrange External Trips to Businesses
- Arrange External Trips to Colleges
- Introduce Charity Work

Implementation Curriculum of Study:

Key Stage 3 -

Whole school will follow a progressive bespoke curriculum

	Autumn	Spring	Summer
Year 7	<p>Autumn 1: Identity - Bullying, Personal recognition/identification, Work skills, Getting a job, Diversity, Race, Culture, Disability.</p> <p>Autumn 2: My Future (1) – Developing yourself through careers, employability and enterprise education -</p> <ul style="list-style-type: none"> • Describe yourself, your strengths and preferences • Be able to focus on the positive aspects of your wellbeing, progress and achievements • Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences • Describe different explanations of what careers are and how they can be developed • Give examples of different kinds of work and why people's 	<p>Spring 1: Values - Equality, ethical issues, Behaviour.</p> <p>Spring 2: R.E - Religious diversity Christianity key beliefs and practices, denominations – types, Christian festivals, Beliefs on creation, parables.</p>	<p>Summer 1: Citizenship - Nationality, Human rights, The Queen, Government, Elections, Justice, Law.</p> <p>Summer 2: Health and Drugs Awareness (1) - Personal Care, Nutrition, Exercise, First Aid and Emergencies.</p>

	satisfaction with their working lives can change		
Year 8	<p>Autumn 1: My future (2) – Learn about careers and the world of work -</p> <ul style="list-style-type: none"> • Give examples of different business organisational structures • Be aware of what labour market information (LMI) is and how it can be useful to you • Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you • Be aware of the laws and bye-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you • Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services • Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable <p>Autumn 2: Personal finance - Accounts, Credit, Budgeting,</p>	<p>Spring 1: R.E. - Buddhism – key beliefs Story of Buddha, Symbols Life stages, Festivals, Food.</p> <p>Spring 2: Environment - Safer environment, Natural disasters, Natural resources, Recycling, Environmental issues, Energy efficiency.</p>	<p>Summer 1: Community - What is a community, what makes a good citizen, what makes a good neighbour, safety, facilities, emergency services.</p> <p>Summer 2: Health and Drugs Awareness (2) - Self-confidence/esteem, Road and cycle safety,</p>

	Mortgages, Pensions, Wages, Gambling, Ethics of money, Purchasing choices.		
Year 9	<p>Autumn 1: My future (3) – Developing your career management and employability -</p> <ul style="list-style-type: none"> • Recognise when you are using qualities and skills that entrepreneurs demonstrate • Show that you can manage your own budget and contribute to household and school budgets • Know how to identify and systematically explore the options open to you at a decision point • Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need • Know how to prepare and present yourself well when going through a selection process • Show that you can be positive, flexible and well-prepared at transition points in your life <p>Autumn 2: R.E. - Hinduism – key beliefs How did Hinduism begin? Mandir, Hindu festivals.</p>	<p>Spring 1: Personal Finance - Accounts, Credit, Budgeting, Mortgages, Pensions, Wages, Gambling, Ethics of money, Purchasing choices.</p> <p>Spring 2: International - Expressing opinions, Multi-national cooperation. Commonwealth, United Nations, European Union.</p>	<p>Summer 1: Enterprise - Commerce, Business, Industry, Capitalism, Retail, Enterprise project.</p> <p>Summer 2: Health and drugs Awareness (3) - Body image, Mental health, Health services. Legality, Risks/Harms, Classification, Grouping, Possession, Supply, Misuse.</p>

Key Stage 4

At Key Stage 4 pupils will study NCFE Employability Skills Award Level 2.

NCFE Employability Skills Award Level 2

NCFE Employability Skills Award Progression Route				
Unit 1	Unit 3	Unit 5	Unit 32	Unit 33
Understanding Mindset	Dealing with your first days at work	Understanding Motivation	Job Search Skills	Job Application Skills
Credit Value 2	Credit Value 1	Credit Value 1	Credit Value 1	Credit Value 1

NCFE Employability Skills Progression Route			
	Autumn	Spring	Summer
Year 10	<p>Autumn 1: Health and drugs Awareness</p> <p>Autumn 2: Mindset – The aim of this unit is to help learners understand why certain mindset qualities are attractive to employers, and to encourage them to think about times when they have displayed these qualities.</p> <p>The learner will: 1. Understand how mindset can improve employability</p> <p>The learner can: 1.1 Describe what mindset qualities are attractive to employers 1.2 Identify what mindset 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 Describe how own mindset qualities could affect their</p>	<p>Spring 1: Dealing with your first days in work - 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> <p>The learner will: 1 Understand the induction process</p> <p>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</p> <p>The learner will: 2 Be able to get the most from an induction process</p> <p>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</p> <p>The learner will: 3 be able to make a good first impression</p> <p>The learner can:</p>	<p>Job Search Skills – 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>employability 1.6 Produce an action plan to improve own mindset qualities</p>	<p>3.1 Describe why good first impressions are important from an employee and employer perspective</p> <p>3.2 Describe how the following features help make a good first impression:</p> <ul style="list-style-type: none"> • appearance • timekeeping • manner <p>3.3 Apply their understanding to show they can make the right first impression in an appropriate work-related context and maintain the good impression for 5 days</p> <p>The learner will:</p> <p>4 Know how to access support during the first weeks in a new job</p> <p>The learner can:</p> <p>4.1 Describe where sources of support and assistance are found in places of work</p> <p>4.2 Match different types of support issues to the appropriate sources of support in the place of work</p> <p>Spring 2: Understanding Motivation – 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.</p> <p>The learner will:</p> <p>1 Be able to reflect on what motivates them and how this might influence their own performance</p> <p>The learner can:</p> <p>1.1 Describe what motivates and demotivates them currently, giving examples of how each has influenced their performance</p> <p>The learner will:</p> <p>2 Be able to recognise the key motivators and de-motivators that impact on work situations</p> <p>The learner can:</p> <p>2.1 Describe what motivates individuals in the place of work</p> <p>2.2 Describe what de-motivates individuals in the place of work</p> <p>2.3 Describe how a local company motivates its workforce</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>The learner will:</p> <p>2 Know how to develop a personal career plan</p> <p>The learner can:</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>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</p>
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		<p>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 <i>(To be continued in Summer 1 Half Term)</i></p> <p>Work Experience – During Spring 2 all year 10 pupils will be placed into work experience for 1 to 2 weeks</p>	<p>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"> • their achievement and work experience to date • any further study or learning needed
<p>Year 11</p>	<p>Job Application Skills - This unit introduces learners to the sort of information needed for a job application, how to complete a straightforward job application form and write a covering letter. Unit content includes understanding the type of information usually requested in job application forms, presenting information appropriately for the audience and purpose, and basic guidelines for completing forms and formal letter writing. Presentation will also include use of electronic applications.</p> <p>The learner will: 1 Understand the type of information that job applications usually ask for</p> <p>The learner can: 1.1 Collect 4 different job applications, at least one of which is online, and describe the different types of information they ask for 1.2 Assemble a personal file containing the types of information normally needed when completing applications 1.3 Describe what the implications are for completing online applications, looking at:</p> <ul style="list-style-type: none"> • information retrieval 	<p>First Hand in of completed coursework - Pupils will submit coursework for internal marking and feedback</p> <p>Final Submission of Coursework - Pupils will submit final coursework entry for marking and moderation</p> <p>Connection meetings - These meetings will help pupils put into place all post 16 arrangements, college or apprenticeship applications and placements</p>	

	<ul style="list-style-type: none"> • storage of completed forms <p>The learner will:</p> <p>2 Know how to complete a job application form and write a covering letter</p> <p>The learner can:</p> <p>2.1 Complete one job application and write a covering letter for a current vacancy, showing appropriate use of language and formality</p> <p>2.2 Review the completed application form and letter and comment on how both could be improved</p>		
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Impact:

On leaving Kilgarth School our pupils will:

- Be able to confidently approach a range of real life situations and use their skills to help manage themselves through modern life
- Pupils will make progress specifically focused on their own Educational Health Care Plans
- Become healthy, open minded, respectful, socially and morally responsible, active members of society
- Recognize and accept difference and diversity
- Understand British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- Be able to understand and manage their emotions and use them to their own advantage
- Be able to look after their mental health and well-being
- Be able to develop positive, healthy relationships with their peers both now and in the future.
- Understand the physical and moral aspects involved in sexual education at an age appropriate level
- Understand the physical, mental and moral aspects involved in drug awareness at an age appropriate level
- Be equipped with the practical knowledge in personal finance and budgeting to help post 16
- Have respect for themselves and others.
- Have a positive self esteem
- Be equipped with a variety of employability skills to enable them to continue confidently and proficiently on their post 16 journey