



*'Individual Growth, Individual People'*

Careers and Skills for success Curriculum – Key Stage 4 and Post 16

Personal strengths

Stage 4 - KS4/Post 16 Engagement	Stage 4 - KS4	Stage 5 - KS4	Stage 6 - Post 16
<ul style="list-style-type: none"> <li>Respond to stimuli about what we are good at and/or enjoy</li> </ul>	<ul style="list-style-type: none"> <li>Describe what we are good at and/or enjoy</li> <li>Identify some of our own personal strengths and skills (things we are really good at or can do really well)</li> <li>Demonstrate how to recognise or appreciate personal strengths in other people</li> </ul>	<ul style="list-style-type: none"> <li>Explain how what others say and think about us can positively and negatively affect the ways we feel about ourselves</li> <li>Identify some simple strategies to help manage negative opinions/comments</li> <li>Describe what other people might perceive our personal strengths, talents and skills to be</li> <li>Explain how we feel about ourselves (self-esteem) can be affected by what is happening in our lives</li> <li>Give reasons why media, including social media can affect how people feel about themselves</li> </ul>	<p><b>ASDAN PSD - Developing self unit</b></p> <ul style="list-style-type: none"> <li>Understanding and identifying personal qualities and strengths (confidence, self-esteem organisation, social skills, self-advocacy)</li> <li>Setting targets and devising a plan to develop a personal strength</li> </ul> <p><b>ASDAN PSD – Managing social relationships unit</b></p> <ul style="list-style-type: none"> <li>Identifying our own hobbies and interests and communicating these to others</li> <li>Recognising positive and negative behaviours and interactions between people</li> </ul>



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Skills for learning

Stage 4 - KS4/Post 16 Engagement	Stage 4 - KS4	Stage 5 - KS4	Stage 6 - Post 16
<ul style="list-style-type: none"> <li>Respond to stimuli about what we enjoy learning about in school</li> </ul>	<ul style="list-style-type: none"> <li>Identify some things that make us special and unique as learners</li> <li>Describe what we like and dislike doing as learners</li> <li>Describe the particular ways we like to learn</li> <li>Identify the difference between a short term target and an aspirational long term goal</li> </ul>	<ul style="list-style-type: none"> <li>Describe simple strategies we can use to help us be organised in our learning</li> <li>Explain how we might achieve our targets and goals (e.g. breaking longer-term goals down into several short term targets)</li> <li>Describe how it feels to achieve a target</li> <li>Demonstrate ways we can develop our strengths and skills through practise</li> <li>Identify some ways in which our current learning will help us in the future</li> <li>Give examples of how our personal strengths, interests and skills may help us in our future lives, choices or employment</li> <li>Identify ways of managing emotion in relation to future employment aspirations</li> </ul>	<p><b>ASDAN PSD – Making the most of leisure time unit</b></p> <ul style="list-style-type: none"> <li>Identifying facilities and activities in the local area that they would like to try</li> <li>Take part in activities that they find relaxing/challenging</li> </ul> <p><b>ASDAN PSD – Working towards goals unit</b></p> <ul style="list-style-type: none"> <li>Identifying our own strengths and areas for improvement in a wider, practical context</li> <li>Identifying a short term goal, create and carry out an action plan to achieve your target</li> </ul> <p><b>ASDAN PSD – Preparation for work unit</b></p> <ul style="list-style-type: none"> <li>Identifying skills and qualities that employers seek in an employee</li> <li>Identifying our own skills/qualities in relation to these</li> <li>Identifying how our strengths can inform future decisions</li> </ul>



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Managing pressure

Stage 4 - KS4/Post 16 Engagement	Stage 4 - KS4	Stage 5 - KS4	Stage 6 - Post 16
<ul style="list-style-type: none"> <li>Respond to stimuli which depict kindness and kindness</li> </ul>	<ul style="list-style-type: none"> <li>Describe and give examples of what it means to be kind and unkind</li> <li>Identify some of the ways of telling trusted adults if someone is being unkind to us</li> <li>Explain what is meant by teasing, hurtful and bullying behaviour</li> <li>Explain how we do not need to put up with someone being unkind, hurtful, abusive to or bullying us</li> <li>Recognise what is meant by peer pressure and peer influence</li> </ul> <p><b>THIS CONTENT OVERLAPS WITH THE RSHE CURRICULUM</b></p>	<ul style="list-style-type: none"> <li>Identify some of the ways in which pressure might be put on us by other people, including online</li> <li>Describe ways we might challenge peer pressure</li> <li>Identify different types of bullying (including online) and what the impact of bullying might be</li> <li>Identify strategies to help us if we are being bullied, including online</li> <li>Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang</li> <li>Identify strategies that can be used if someone using pressure to persuade us to do somethings, including online</li> <li>Recognise the responsibilities of bystanders to report bullying and hurtful behaviour</li> <li>Identify trusted adults/services that can help us of someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online</li> </ul> <p><b>THIS CONTENT OVERLAPS WITH THE RSHE CURRICULUM</b></p>	<p><b>ASDAN PSD – Managing social relationships unit</b></p> <ul style="list-style-type: none"> <li>Recognising negative behaviours and interactions</li> </ul>



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Diversity, rights and responsibilities

Stage 4 - KS4/Post 16 Engagement	Stage 4 - KS4	Stage 5 - KS4	Stage 6 - Post 16
<ul style="list-style-type: none"> <li>Respond with interest to stimuli about the ways in which people can be the same and also be different</li> <li>Respond to interest to stimuli about rules and routines there are in school</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of the similarities and differences between young people of our age</li> <li>Identify what is meant by having rules in school, at home and in the wider world</li> <li>Describe some of the similarities, differences and diversity among people of different race, faith and culture</li> <li>Describe what is meant by rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identify)</li> <li>Identify some of the different kinds of rights and responsibilities we have in and outside school</li> <li>Explain the benefits of diversity for our friendships and our community</li> <li>Identify why stereotyping is unfair</li> <li>Recognise that everyone has 'human rights' and that the law protects these rights</li> <li>Identify some our rights to different opportunities in both education and work</li> <li>Explain how stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination</li> <li>Describe how to safely challenge stereotypes or discrimination when we witness or experience it</li> <li>Identify whom we can talk to if we are worried about our rights or those of other people</li> </ul>	<p><b>ASDAN PSD – Identity and cultural diversity unit (level 1 only)</b></p> <ul style="list-style-type: none"> <li>Understanding and identifying different cultural groups within different settings and society</li> </ul> <p><b>ASDAN PSD – Individual rights and responsibilities unit</b></p> <ul style="list-style-type: none"> <li>Understanding the difference between rights and responsibilities</li> <li>Identifying our own rights and responsibilities in a range of contexts</li> <li>Identifying our rights and responsibilities to others</li> <li>Identifying sources of support when our rights and responsibilities are not met</li> <li>Identifying possible barriers for our rights not being met</li> </ul>



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Taking care of the environment

Stage 4 - KS4/Post 16 Engagement	Stage 4 - KS4	Stage 5 - KS4	Stage 6 - Post 16
<ul style="list-style-type: none"> <li>Respond with curiosity to stimuli about the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>Identify living things that people can care for (e.g. house plants, pets, gardens)</li> <li>Recognise different ways of showing compassion to other living things (e.g. wildlife, pets)</li> </ul>	<ul style="list-style-type: none"> <li>Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in</li> <li>Explain how everyday choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution)</li> </ul>	<p><b>ASDAN PSD – Environmental awareness unit</b></p> <ul style="list-style-type: none"> <li>Developing an awareness of how humans have a positive and negative effect on the environment</li> <li>Identify areas in the local community that have been damaged by humans</li> <li>Plan and participate in a project to improve the local environment</li> <li>Group work experience – Thorseby Park</li> </ul> <p><b>ASDAN PSD – Community action unit</b></p> <ul style="list-style-type: none"> <li>Identifying facilities within the local community and their purpose</li> <li>Taking part in a group work experience project that improves the local environment</li> </ul>



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Preparing for adulthood

Stage 4 - KS4/Post 16 Engagement	Stage 4 - KS4	Stage 5 - KS4	Stage 6 - Post 16
<ul style="list-style-type: none"> <li>Respond to stimuli about adult life</li> <li>Respond to stimuli about the different jobs adults do in school</li> </ul>	<ul style="list-style-type: none"> <li>Recognise different living arrangements, including adult care, residential care and living independently</li> <li>Explain what is meant by having a 'job'</li> <li>Recognise that there are different ways of financing adult life (e.g. paid work, personal independence payments)</li> <li>Recognise that there are different types of employment, e.g. paid/unpaid (voluntary), full time/part times, work placements</li> <li>Describe different jobs that family members, friends and people in the community may do</li> </ul>	<ul style="list-style-type: none"> <li>Identifying our aspirations for adult life (which may or may not include employment and independent living)</li> <li>Describe the kind of job we might like to do when we are older and what we expect it to be like</li> <li>Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice</li> <li>Demonstrate skills for independent living, e.g. safe travel, shopping and meal preparation</li> <li>Explain what strengths, skills and qualifications someone might need to do the jobs that interest us</li> <li>Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people)</li> <li>Describe the steps to getting a jobs, e.g. looking for a job, writing a CV, going for an interview</li> <li>Describe some of the choice available at the end of KS4, including employment, further study, apprenticeships, work placements</li> <li>Demonstrate some of the skills that can help someone to get a job, e.g.</li> </ul>	<p><b>ASDAN PSD – Community action unit/Environmental awareness unit</b></p> <ul style="list-style-type: none"> <li>Understanding volunteering is one type of work and the benefits that can be gained from this</li> <li>Experiencing a job in a real life context, including health and safety, attendance, learning and developing skills, team-working</li> </ul> <p><b>ASDAN PSD – Individual rights and responsibilities unit</b></p> <ul style="list-style-type: none"> <li>Employees and employers rights</li> <li>Health and safety rights and responsibilities in different contexts</li> </ul> <p><b>ASDAN PSD – Managing social relationships unit</b></p> <ul style="list-style-type: none"> <li>Understanding the difference between formal and informal interactions</li> <li>Preparing for and taking part in mock interviews</li> </ul> <p><b>ASDAN PSD – Preparing for work</b></p> <ul style="list-style-type: none"> <li>Identifying skills and qualities that employers seek in an employee</li> <li>Identifying our own skills/qualities in relation to these</li> <li>Identifying different types of work</li> </ul>



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		<p>interview techniques, communication and team-working skills</p> <ul style="list-style-type: none"><li>• Describe how to manage our feelings in relation to living independently and whom we can talk to if we are worried</li><li>• Identify people and organisations that can provide advice and support for our future employment</li></ul>	<ul style="list-style-type: none"><li>• Understanding where to find out more information about jobs you are interest in</li><li>• Using job websites/newspapers, etc</li><li>• Preparing CV's and completing application forms</li><li>• Taking part in mock interviews</li><li>• Meaningful interactions with employers from different sectors</li></ul>
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Managing finances

Stage 4 - KS4/Post 16 Engagement	Stage 4 - KS4	Stage 5 - KS4	Stage 6 - Post 16
<ul style="list-style-type: none"> <li>Respond with curiosity to adult modelling of the uses of money</li> </ul>	<ul style="list-style-type: none"> <li>Describe in simple terms what money is and how it is used</li> <li>Recognise that money we get from cash machines or through 'cash back' in the supermarket is our money</li> <li>Describe different ways in which people might acquire money</li> <li>Identify some ways that money can be kept safe</li> <li>Explain how other people make things for us that we can't make ourselves or provide us with a service that we can't do for ourselves</li> </ul>	<ul style="list-style-type: none"> <li>Explain what is meant by earning, spending and saving money</li> <li>Identify some ways in which we are encouraged to spend money, including online</li> <li>Describe the consequences of losing money or spending more than we have</li> <li>Explain what is meant by the terms 'afford', 'borrow', and 'lend' (in the context of money)</li> <li>Demonstrate enterprise skills (e.g. participate in a mini enterprise project)</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between essential and luxury purchases</li> <li>Demonstrate skills for budget managing potential income (salary, personal independence payments) as we become more independent</li> <li>Explain what is meant by 'debt' and 'credit'</li> <li>Describe some simple examples of what is meant by 'value for money'</li> <li>Explain the benefits and identify different methods of saving for the future</li> <li>Identify what we can do if something we buy is faulty or we want to return it (our legal rights)</li> </ul> <p><b>ASDAN PSD – Working as part of a group unit</b></p> <ul style="list-style-type: none"> <li>Enterprise project linked to a charity day</li> </ul> <p><b>ASDAN PSD – Community action unit</b></p> <ul style="list-style-type: none"> <li>Planning and participating in fundraising activity for a local community action group</li> </ul>





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Suggested teaching order – KS4 (linked to accreditation units where possible)

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year A</b>	Personal strengths Skills for learning	Managing pressure	Preparing for adulthood
<b>Year B</b>	Managing finances	Diversity, rights and responsibilities	Taking care of the environment

Suggested teaching order – P16 (linked to accreditation units)

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year A</b>	Personal strengths Skills for learning	Taking care of the environment	Preparing for adulthood Managing finances
<b>Year B</b>	Taking care of the environment	Managing pressure	Diversity, rights and responsibilities Managing finances