

# Elm Court School

## Lifeskills Curriculum Overview



### Pathway Options Year 10 and Year 11 (KS4)

Pupils in Year 10 and Year 11 will complete units based on the level at which they are working to achieve their qualification. On completion of this qualification, they will then progress to the next level of their learning journey.

The courses on offer are:

- Gateway Entry 1 Certificate in Skills for Independent Living
- Gateway Entry 2 Certificate in Skills for Independent Living
- Gateway Entry 3 Certificate in Skills for Independent Living
- Gateway Entry 1-3 Extended Certificate in Skills for Independent Living

The qualifications allow learners to develop skills most relevant to them as they prepare for or make the most of adult life. They can combine employability, personal and social, and learning skills as appropriate to meet their individual needs whether the primary focus is on progression to employment, independent living, further learning, or a combination of these. The child-centred approach allows the most appropriate form of assessment and type of evidence for pupils to gain accreditations. We encourage pupils to grow in confidence by practicing their lifeskills at school, at home, and in the community. The course is practical with opportunities to develop communication skills and access to the wider community through visits and trips.

#### Entry Level 1 Certificate

Based on pupils' ability they cover units from the following topics:

##### Healthy Eating

- Give examples of their own healthy and unhealthy eating habits
- Take steps to improve own eating habits.
- Take straightforward actions to improve own eating habits.
- Maintain new healthy eating habits over a given period.

#### Entry Level 2 Certificate

Some pupils' complete units at a higher level from the following topics:

##### Healthy Eating

- State why it is important to eat healthily.
- Identify some key characteristics of healthy eating (e.g. regular meals, portion size)
- Identify aspects of own eating habits which are healthy and unhealthy.
- Suggest one or more straightforward actions they could take to improve their

#### Entry Level 3 Certificate

Other pupils work at a higher level to complete units from the following topics:

##### Healthy Eating

- Identify the key elements of a healthy diet in relation to food and drink.
- Outline the main health benefits of a healthy diet and the potential effects of an unhealthy diet.
- Outline aspects of own diet which are: healthy and unhealthy.
- Identify ways to improve own eating habits to make them healthier.

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<p><b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>• Take basic precautions when completing routine tasks in the home</li> <li>• Take basic precautions when engaged in routine activities out of the house.</li> <li>• Take appropriate action to get help in an emergency.</li> </ul> <p><b>Working in a team</b></p> <ul style="list-style-type: none"> <li>• Follow agreed rules for team-working (e.g. one person talking at a time).</li> <li>• Follow instructions to carry out given straightforward tasks that contribute to achieving a team goal.</li> </ul> <p><b>Setting targets</b></p> <ul style="list-style-type: none"> <li>• Contribute to setting their own targets</li> <li>• Show awareness of their own targets.</li> </ul> <p><b>Know how to learn</b></p> <ul style="list-style-type: none"> <li>• Indicate to others aspects of learning they like and do not like doing (e.g. being outside, getting hands dirty, pair work, cooking).</li> <li>• Indicate what they are good at and what they find difficult.</li> <li>• Indicate when they are learning in a way that suits them and when they are not.</li> <li>• Communicate their need for support to others.</li> </ul>	<p>own eating habits (e.g. eat fewer crisps, have breakfast).</p> <ul style="list-style-type: none"> <li>• Make healthy choices about own food and drink, from given options and/or in accordance with an agreed personal plan.</li> </ul> <p><b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>• Use appropriate routines or take straightforward actions to keep safe at home.</li> <li>• Use appropriate routines or take straightforward actions to keep safe when out in the community.</li> <li>• Identify different people who can offer help in relation to personal safety.</li> </ul> <p><b>Working in a team</b></p> <ul style="list-style-type: none"> <li>• Demonstrate respect and consideration for other team members (e.g. through taking turns in a group discussion).</li> <li>• Accept help from other team members.</li> <li>• Give help to other team members in response to specific requests.</li> <li>• Follow instructions to carry out given tasks that contribute to achieving a team goal.</li> <li>• State what went well in the team activity.</li> <li>• Identify aspects of the team activity that went less well.</li> </ul> <p><b>Looking after the home</b></p> <ul style="list-style-type: none"> <li>• Give examples of household tasks where they may need support.</li> </ul>	<ul style="list-style-type: none"> <li>• Select healthy options for own diet</li> </ul> <p><b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>• Use different strategies to keep self safe at home (e.g. to deal with unknown callers or to secure the house at night).</li> <li>• Plan or prepare for a trip out with regard to personal safety.</li> <li>• Use different strategies to keep safe when out in the community (e.g. to take care of own belongings, use money or interact with others).</li> <li>• Outline different ways to seek help if they feel unsafe.</li> <li>• State how to report incidents relating to personal safety.</li> </ul> <p><b>Looking after own Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Identify activities, attitudes, and behaviours that make them feel good about themselves.</li> <li>• Take part in activities that make them feel good about themselves.</li> <li>• Reflect on the benefits of specific activities on their mental wellbeing</li> <li>• Identify situations that cause them to feel negative emotions.</li> <li>• Use techniques or strategies to reduce negative feelings (e.g. anxiety) and/or increase positive feelings (e.g. calm).</li> <li>• Identify sources of support for mental wellbeing, relevant to own needs and circumstances.</li> <li>• Outline the type of support on offer from different sources.</li> </ul>
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- Give examples of people or organisations that could help them.

### **Being a householder**

- List key tasks that they (will) need to undertake as a householder (e.g. shopping, cooking, housework, paying bills.)
- Give examples of tasks that they can do for themselves.
- Give examples of tasks for which they (will) need support.
- Identify possible sources of support.
- Complete different household tasks they (will) need to undertake on a daily or weekly basis in their current or planned home set-up.

### **Health and Safety in the workplace**

- State key examples of what an employee can expect of their employer in relation to health and safety.
- State the person(s) who is/are responsible for health and safety in a specific workplace.
- Give examples of health and safety information in the workplace.
- State some common hazards in the workplace.
- Outline the possible harm these hazards could cause.
- Give examples of ways to eliminate or minimise hazards.
- Identify who to report hazards and risks to in the workplace.
- Give examples of arrangements that are in place for emergencies and first aid.
- Identify key actions that might need to happen following an accident or incident in the workplace.

### **Numeracy Skills for work**

- Select the appropriate numeracy skills needed to carry out simple, practical workplace tasks of a routine nature.
- Apply appropriate numeracy skills to routine workplace tasks or situations.
- Use simple checking procedures.
- Use findings relating to routine workplace tasks to make an appropriate recommendation or take a relevant action (e.g. to order the right amount of paint).

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<b>Entry Level 1 Extended Certificate</b> Pupils will need to complete the units below to add to their Entry 1 Certificate.	<b>Entry Level 2 Extended Certificate</b> Pupils will need to complete the units below to add to their Entry 2 Certificate.	<b>Entry Level 3 Extended Certificate</b> Pupils will need to complete the units below to add to their Entry 3 Certificate.
<p><b>Looking after the home</b></p> <ul style="list-style-type: none"> <li>• Give examples of household tasks where they may need support.</li> <li>• Give examples of people or organisations that could help them.</li> </ul> <p><b>Using social and leisure facilities</b></p> <ul style="list-style-type: none"> <li>• Use appropriate means of transport to get to social and leisure facilities, accessing support as/if required.</li> <li>• Take part in social and leisure activities in one or more community facilities.</li> </ul> <p><b>Contributing to society.</b></p> <ul style="list-style-type: none"> <li>• Participate in an activity that benefits the community, through taking on an agreed role or completing a specific task.</li> <li>• Use own skills, qualities, or effort to benefit other people in the community.</li> </ul> <p><b>Preparing for the future.</b></p> <ul style="list-style-type: none"> <li>• Recognise some of the options that they could take in the future (e.g. different sorts of living arrangements and ways of spending their time).</li> </ul>	<p><b>Using social and leisure facilities</b></p> <ul style="list-style-type: none"> <li>• Identify the location of a local facility offering an activity of interest to self.</li> <li>• Identify when the activity takes place.</li> <li>• Arrive at the right time, appropriately prepared for a specific social or leisure activity or opportunity.</li> <li>• Take an active part in a specific activity or opportunity.</li> <li>• Be able to express a view about social and leisure facilities in the community.</li> <li>• Communicate own opinion about one or more community facilities or associated activities or opportunities.</li> </ul> <p><b>Contributing to society.</b></p> <ul style="list-style-type: none"> <li>• Undertake a specific activity (as part of a group or as an individual) which benefits the community.</li> <li>• State how other people benefited from the specific community action that they undertook.</li> <li>• State what they enjoyed and what they did not enjoy about taking part in a community action.</li> </ul>	<p><b>Using social and leisure facilities</b></p> <ul style="list-style-type: none"> <li>• Use appropriate means to find out what different types of social and leisure activities and opportunities are available within their own community.</li> <li>• Identify the location of local facilities offering activities or opportunities of interest to self.</li> <li>• For a specific activity or opportunity of interest to self, identify opening hours or timings, costs, and joining arrangements (e.g. turn up and pay book, referral)</li> <li>• Plan a route and means of travel to a venue for a specific activity or opportunity of interest to self.</li> <li>• Take part in a specific activity or opportunity, using information gained in advance to arrive at the right time, and appropriately prepared.</li> <li>• Communicate opinions about one or more community facilities or associated activities or opportunities, giving reasons for views.</li> </ul> <p><b>Contributing to society.</b></p> <ul style="list-style-type: none"> <li>• Identify a way to contribute to the community, alone or as part of a group, which matches own skills and abilities and will benefit the community.</li> <li>• Use own skills and abilities to engage in a specific activity that is of benefit to the community.</li> </ul>

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- Communicate some preferences about potential future activities.
- Be able to engage in learning activities that will help them develop skills for the future.
- Take part in activities designed to help them develop skills relevant to their future plans.

### Review and Reflect on own progress

- Recognise that they have developed new skills or gained new knowledge or understanding
- Contribute to the discussion on how they are progressing.
- Respond to the comments of others on the progress they are making.

### Preparing for the future.

- Identify potential living situations for the future (e.g. independent or supported living).
- Identify ways of spending their time in the future (e.g. paid work, voluntary work, leisure activities).
- Communicate to others some things that they would like to do after completing their programme of learning.
- Participate actively in activities or learning situations which will support their progress.
- State some of the things that will be different when they progress from their current programme of learning.

### Review and Reflect on own progress

- List new skills developed or new knowledge or understanding gained, relevant to aims, goals, or targets.
- List areas where they have not made progress or where progress is slower than expected.
- Make simple statements about their progress.
- Answer straightforward questions about their progress.
- Listen to other people's feedback.

- State how undertaking a specific activity benefited the community.
- Outline own role in achieving benefits for the community.
- Identify aspects of the activity that went well and aspects that could have been done better.

### Preparing for the future

- Identify possible areas of work for the future (e.g. working with animals, working in catering).
- Give examples of entry-level jobs that might be suitable for them in the future.
- Outline some of the different ways of working that may be relevant to them in the future (e.g. full-time work, voluntary work).
- Outline some of the potential living situations that may be relevant to them in the future (e.g. independent living or group homes), including key differences between some of the options.
- Communicate own wishes for the future in relation to work and living situations.
- Give reasons for their interest in the options they have identified.
- Outline the skills they need to develop.
- State why these skills are important to their future.
- Engage in different learning activities designed to develop skills relevant to their progress.
- Outline some of the changes that will take place when they have completed their programme of learning, including reasons for the changes.

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	<ul style="list-style-type: none"><li>• Give examples of how other people's feedback could help them to make progress in the future.</li></ul>	<ul style="list-style-type: none"><li>• Identify key aspects of the support they will need to progress.</li><li>• State how the support will help them to progress.</li></ul> <p><b>Review and Reflect on own progress</b></p> <ul style="list-style-type: none"><li>• Outline ways in which the achievement of specific aspects of their learning programme is helping them to reach one or more of their aims, goals, or targets.</li><li>• Outline new skills or knowledge developed in relation to their aims, goals, or targets.</li><li>• Identify areas where they have not been able to make progress or where progress is slower than expected.</li><li>• Identify possible barriers to progress.</li><li>• Use feedback from others to help them make progress.</li></ul>
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### **How you can support your child in Lifeskills:**

You can support your child by:

- *Setting up a space for your child to do his/her homework*
- *Giving him/her time to complete his/her homework- many tasks will be practical tasks at home or in the local community*
- *Take part in activities with your child to make it fun and support learning.*
- *Complete simple record sheets to act as witness statements toward coursework.*
- *Checking his/her work to make sure the presentation is neat.*

**Please keep in touch with the teacher should you feel your child is struggling or needs more challenge – let us know. Emails can be sent to: [admin@elmcourt.lambeth.sch.uk](mailto:admin@elmcourt.lambeth.sch.uk).**