

Year 11 Lifeskills Programme 2022/23

RS

The Year 11 Lifeskills programme will be taught in 3 week cycles. Each class will have 3 lessons with each teacher in their rotation.

If you miss any lessons due to exams or external events, please try to amalgamate the sessions so some coverage of the topic is undertaken.

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SCE	SRE	<ul style="list-style-type: none"> • The role of sex and sexual activity in an intimate relationship. • The importance of trust, respect and communication when engaging in sexual activity. • Describe the factors we need to consider to enjoy a healthy sex life, what is normal and healthy and why. • Describe what we mean when we talk about 'safe sex' and identify situations where sex is not safe. • Explain the dangers behind different unsafe sex scenarios and why these are unsafe or illegal. • Discuss the legalities of sex, what does the law say about sex. • Explain articulately how the case studies can manage healthy and fulfilling sex lives using new terminology in the correct context. • Analyse what the short- and long-term consequences might be of different unsafe sex scenarios and explain these in detail. • Identify cases where sexual boundaries have been crossed and a crime has been committed. • Classify cases according to sexual crime, explaining how you know which it is. Describe whether society does enough to prevent these. • Explain why many people don't report sexual crimes and analyse whether our society could do more to prevent sexual crimes. • Explain the meaning of new key terminology and use these phrases articulately in the correct context to communicate key messages to others. • The different approach to sex within cultures. • Explain articulately how the case studies can manage healthy and fulfilling sex lives using new terminology in the correct context. •
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MK	Racism, Identity and Diversity <ul style="list-style-type: none">• How does privilege affect us?• Identity and Diversity	<ul style="list-style-type: none">• Describe different aspects of your own unique identity in order for us to celebrate diversity through our class display.• Explain whether you think our unique identities are important and whether or not we should celebrate diversity.• Analyse the consequences of not celebrating diversity and whether or not people have any control over their identities.• Correctly identify what makes good, safe, healthy sex.• Describe the factors we need to consider to enjoy a healthy sex life, what is normal and healthy and why.• Correctly identify the meaning of privilege and how it affects the lives of everyone.• Describe the different levels of privilege, how it affects you personally and why more people should learn about it.• Analyse how the privilege levels came to be in the first place and explain what you think would need to be done to redress inequalities in society.
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JKA	<p>Future Careers</p> <p>https://barclayslifeskills.com/educators/lessons/the-online-career-network-quick-fire-activity/ (5 min intro to LinkedIn)</p> <p>https://barclayslifeskills.com/educators/lessons/cv-skills-lesson-one-writing-a-successful-cv/</p> <p>https://barclayslifeskills.com/educators/lessons/cv-skills-lesson-two-fine-tuning-your-cv-to-stand-out-to-employers/</p> <p>https://barclayslifeskills.com/educators/lessons/tailoring-your-cv-and-using-networks-lesson/</p> <p>https://barclayslifeskills.com/educators/lessons/recognising-skills-for-success-in-the-workplace-lesson/</p> <p>https://barclayslifeskills.com/educators/lessons/online-reputation-in-the-workplace/</p> <ul style="list-style-type: none"> • Marketing yourself • Types of employment and trends • Employment opportunities and interviews 	<ul style="list-style-type: none"> • Explain what a CV is used for and be familiar with two common formats • Understand that a CV should highlight the skills, personal qualities, qualifications, interests and experience that a potential employer is looking for • Create a draft CV • Review a CV, including their own, and identify areas for improvement • Amend parts of their CV to respond to different job requirements • Incorporate feedback to improve their CV and Compose a cover letter to accompany a CV • Identify different ways to find employment and recognise how building networks can help them transition from education to employment • Identify a range of core transferable skills and why they are important • Reflect on the skills they have and the best way to develop these • Identify ways to demonstrate skills to employers in an interview scenario • Use active listening and open questioning techniques in a networking conversation • Understand what is meant by personal brand and online reputation • Identify how different personal brands can impact job prospects • Identify ways of using online platforms including social media in a job search • Understand ways they may be expected to use online platforms at work
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PDT	Independence & Finances <ul style="list-style-type: none"> • Personal Safety • Independent living • Budgeting and finances 	<ul style="list-style-type: none"> • Correctly identify whether the case studies are ready to live independently and the advantages and disadvantages of this. • Describe the issues young people face living independently and the best way we can prepare for independent adult lives. • Explain how we can make a success of living independently by being law abiding, financially capable and self-sufficient. • Describe the best ways to avoid and manage a variety of risky situations that could endanger our personal safety. • Explain the impact alcohol (or drugs) can have on risky situations, how criminals look for opportunities and how we can prevent crime and accidents. • Analyse the most risky situations living in the wider world presents for us and how we can best equip ourselves to manage these, creating a detailed personal safety guide for others. • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) emergency first aid skills • Correctly identify why young people take excessive risks and how we can make better decisions. • Describe using new key terminology how we can avoid the negative consequences of excessive risk taking through advising the case studies appropriately, explaining the consequences of common risks. • Explain in scientific terms why young people are pre-disposed to risk taking and analysing both the long and short term consequences of poor decision making. • Understand how to create a budget that tracks income and expenditure
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RASW	<p>Emotional Health and Well-Being (from Samaritans webpage) <u>EH and WB</u></p> <p><u>https://www.samaritans.org/how-we-can-help/schools/deal/deal-resources/emotional-health/emotional-health/</u></p> <p><u>https://www.samaritans.org/how-we-can-help/schools/deal/deal-resources/coping-strategies/deal-managing-stress-making-choices/</u></p> <p><u>https://www.samaritans.org/how-we-can-help/schools/deal/deal-resources/connecting-others/listening-skills/</u></p> <p><u>https://www.samaritans.org/how-we-can-help/schools/deal/deal-resources/deal-digital-resources/</u></p> <ul style="list-style-type: none"> • Managing stress • Supporting others • What is emotional health 	<ul style="list-style-type: none"> • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • what emotional health means how emotional health and physical health are linked • the difference between physical and emotional health • that everyone has ups and downs • we can easily make assumptions about emotional health without knowing what's really going on • to consider what we know about the emotional health of others. • To develop skills to support others
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				<p>building networks can help them transition from education to employment</p> <ul style="list-style-type: none"> • Identify a range of core transferable skills and why they are important • Reflect on the skills they have and the best way to develop these • Identify ways to demonstrate skills to employers in an interview scenario • Use active listening and open questioning techniques in a networking conversation • Understand what is meant by personal brand and online reputation • Identify how different personal brands can impact job prospects • Identify ways of using online
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				<p>platforms including social media in a job search</p> <ul style="list-style-type: none"> • Understand ways they may be expected to use online platforms at work
		PDT	<p>Independence & Finances</p> <ul style="list-style-type: none"> • Personal Safety • Independent living • Budgeting and finances 	<ul style="list-style-type: none"> • Correctly identify whether the case studies are ready to live independently and the advantages and disadvantages of this. • Describe the issues young people face living independently and the best way we can prepare for independent adult lives. • Explain how we can make a success of living independently by being law abiding, financially capable and self-sufficient. • Describe the best ways to avoid and manage a variety of risky situations that could endanger our personal safety. • Explain the impact alcohol (or drugs) can have on risky situations, how criminals look for opportunities and how we can prevent crime and accidents.

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				<ul style="list-style-type: none"> Analyse the most risky situations living in the wider world presents for us and how we can best equip ourselves to manage these, creating a detailed personal safety guide for others. how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) emergency first aid skills Correctly identify why young people take excessive risks and how we can make better decisions. Describe using new key terminology how we can avoid the negative consequences of excessive risk taking through advising the case studies appropriately, explaining the consequences of common risks. Explain in scientific terms why young people are pre-disposed to risk taking and analysing both the long and short term consequences of poor decision making. Understand how to create a budget that
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		RASW	<p>Emotional Health and Well-Being (from Samaritans webpage) EH and WB</p> <p>https://www.samaritans.org/how-we-can-help/schools/deal/deal-resources/emotional-health/emotional-health/</p> <p>https://www.samaritans.org/how-we-can-help/schools/deal/deal-resources/coping-strategies/deal-managing-stress-making-choices/</p> <p>https://www.samaritans.org/how-we-can-help/schools/deal/deal-resources/connecting-others/listening-skills/</p> <p>https://www.samaritans.org/how-we-can-help/schools/deal/deal-resources/deal-digital-resources/</p> <ul style="list-style-type: none"> • Managing stress • Supporting others • What is emotional health 	<ul style="list-style-type: none"> • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • what emotional health means how emotional health and physical health are linked • the difference between physical and emotional health • that everyone has ups and downs • we can easily make assumptions about emotional health without knowing what's really going on • to consider what we know about the emotional health of others. • To develop skills to support others

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JP	Global Issues <ul style="list-style-type: none">• Human Rights• Death penalty and torture• Gender inequality	<ul style="list-style-type: none">• Understanding basic Human Rights declaration and what it stands for• Examine how Human Rights are upheld and sometimes challenged in the UK• Have an awareness of countries where Human rights are not upheld• Understand global gender inequality• Have an awareness of the work of Amnesty International and campaigning• Engage in debate around issues such as Torture and the Death penalty• Gender inequality around the world
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