



# Life Skills Curriculum

# Table of Contents



PAGE 1 | THE IMPORTANCE OF LIFE SKILLS

PAGE 2 | IDENTIFICATION AND REVIEW OF PUPILS' LIFE SKILLS

PAGE 3 | AT KEY STAGE 3

PAGE 4 | AT KEY STAGE 4

PAGE 5&6 CURRICULUM MAPS

---

# The importance of Life skills

---

Life skills play an important role in the way in which students view themselves, view others and how individuals view them, therefore contributing to and building their self-esteem, self-efficacy and self-confidence. This in turn promotes the mental well-being of individuals which is significant given the proportion of deaf people who experience difficulties with their mental health at some point in their lifetime.

As a non-academic subject and given the nature of the topics targeted within the Life Skills curriculum, an assessment approach involving the use of pre- and post-teaching video recordings and checklists of skills formulated by assessors with AQA Unit Award Scheme Learning Outcomes in mind will enable impartial assessment of the student's progress while officially recording learner achievement.

"Life skills are the abilities a person develops where they can adapt and demonstrate positive behaviours that enable them to deal effectively with the challenges of everyday life" (WHO, 1996), with the aim of that student becoming a well-rounded member of society. These skills include:

- Study skills
- Decision making
- Problem solving
- Creative, solution-focused and critical thinking
- Communication
- Self-reflection
- Self-awareness
- Organisation
- Negotiation and problem solving skills
- Employability skills
- Coping with stressors

# Identification and Review of Pupils Life Skills

---

.All children are given a baseline assessment for each life skill topic in the form of a pre- video blind recording. This will enable students to physically observe themselves and help each other identify what steps they need to take to improve their language and communication.

Students will be taught specific skills and strategies for each life skill over a period of time and they will be recorded again at the post stage to assess their progress with each other.

Life skills targets contribute directly towards Children's Education, Health and Care Plan summary targets that are set by the class teachers or subject teachers and Speech and Language therapists with input from all staff working with each child. These are reviewed termly. Targets are aimed at helping students meet milestones needed for post 16 independence skills, everyday life as an independent learner at school and home.

In addition to Concrete Life Skills, students will be given the opportunity to learn about British Values. British Values will be introduced at the start of Autumn Term from Year 8 – 11. This will set up students well when introducing Restorative Justice in the 2nd half of the Autumn Term. The intention for this is to set students up to become advocates of Restorative Justice and for them to be able to manage conflict between each other instead of needing staff intervention.

# At Key Stage 3

At Key Stage 3, students are introduced to British Values during the first half of the Autumn term, followed by an Introduction to Restorative Justice in the second half. Students work towards achieving Unit Awards in both topics. These subjects are revisited each year with the aim of equipping students with the skills and understanding needed to act as peer mediators by the end of Year 9. This, too, will be recognised through Unit Awards and will provide a strong foundation for Key Stage 4, where students will have the opportunity to become advocates for Restorative Justice.

In the Spring Term, students are introduced to independent travel. They will cover key topics such as road safety, map reading, organisational skills, time management, stranger danger, interpersonal skills, and clarification skills, among others. Students will have the opportunity to work towards Unit Awards that are matched to their individual level of ability. As part of this programme, all students will have the chance to practise their skills by planning and undertaking a journey to a chosen destination, either within their local community or beyond.

Life Skills Curriculum works closely with the Careers Co-ordinator to provide students with further opportunities to research a range of industries. In addition, guest speakers are being organised to share insights into their careers and discuss the apprenticeships and pathways linked to their fields of work.

# At Key Stage 4

At Key Stage 4, students will consolidate the knowledge and skills gained at KS3 by independently planning and preparing their own trips, creating and delivering presentations for selected audiences, and learning key interview skills to support upcoming college applications. They will also have opportunities to meet new people and engage in more social activities with peers of a similar age. The Life Skills curriculum will work closely with the Careers Lead and the Speech and Language Therapy team to help students build transferable skills that will support their post-16 education and career choices. All students will gain Unit Awards matched to their individual level of ability.

# At Key Stage 3

## Life Skills Curriculum Map 2025-2026

| KS3 Class | Autumn Term                                                                                               |                                                           | Spring Term                                                                                                             |                                                                                                                        | Summer Term                                       |                                                                |
|-----------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------|
| Year 7A   | Introduction to British Values<br><b>Careers - Police officer - roles and PCDA route (apprenticeship)</b> | Introduction to Restorative Justice                       | Introduction to Independent travel (+ SaLT)                                                                             | Introduction to Road Safety, Time management Skills (+ SaLT)                                                           | Planning a local trip (+ SaLT)                    | Planning a local trip<br>Post assessment - ideas for next term |
| Year 7B   | Introduction to British Values<br><b>Careers - Police officer - roles and PCDA route (apprenticeship)</b> | Introduction to Restorative Justice                       | Introduction to Independent travel (+ SaLT)                                                                             | Introduction to Road Safety, Time management Skills (+ SaLT)                                                           | Planning a local trip<br>Pre- assessment (+ SaLT) | Planning a local trip<br>Post assessment - ideas for next term |
| Year 8A   | Team Building<br>Sensory Seasons:<br>Autumn - using Seren's Seasons<br><b>Science/Art/English</b>         | Restorative Justice<br>Re-visit<br>Peer Mediation (intro) | Independent travel<br>Road Safety, Time management Skills,<br><b>Careers - TFL outreach - apprenticeships and roles</b> | Planning a local trip<br>Research a place of interest<br>Clarification Skills<br>Pre- assessment                       | Local Trip<br>Post assessment                     | Local Trip<br>Post assessment - ideas for next term            |
| Year 8B   | British Values<br>Unit Awards for each British Value                                                      | Restorative Justice<br>Re-visit<br>Peer Mediation (intro) | Independent travel<br>Road Safety, Time management Skills,<br><b>Careers - TFL outreach - apprenticeships and roles</b> | Planning a local trip<br>Research a place of interest<br>Clarification Skills<br>Pre- assessment                       | Local Trip<br>Post assessment                     | Local Trip<br>Post assessment - ideas for next term            |
| Year 9A   | British Values<br>Unit Awards for each British Value                                                      | Peer Mediation<br>Introduction                            | Independent travel<br>Road Safety, Time management Skills,<br>Stranger Danger, Clarification Skills                     | Planning and Participating in a trip to London<br><b>Careers - Industries and jobs - eg hospitality - link to trip</b> | Planned trip to London                            | Post assessment - ideas for next term                          |
| Year 9B   | British Values<br>Unit Awards for each British Value                                                      | Peer Mediation<br>Introduction                            | Independent travel<br>Road Safety, Time management Skills,<br>Stranger Danger, Clarification Skills                     | Planning and Participating in a trip to London<br><b>Careers - Industries and jobs - eg hospitality - link to trip</b> | Planned trip to London                            | Post assessment - ideas for next term                          |

# At Key Stage 4

| KS4 & Pathway | Autumn Term                                                                                                    |                                                               | Spring Term                                                                                                                 |                                                                                            | Summer Term                                                                                                                           |                                                                                                                                       |
|---------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Year 10A      | British Values Restorative Justice<br>Peer Mediation (intro)                                                   | Peer Mediation - Unit Award                                   | Research Industries and jobs - Visit to Local Community<br>Careers - Deaf Role Models Phil Webster, deaf rail engineer talk | Independently plan and visit a place of interest in London - research different industries | Independently plan and participate in a class trip to London Market (social enterprise)<br>Careers - linked to apprenticeships        | Independently plan and participate in a class trip to London Market (social enterprise)<br>Careers - linked to apprenticeships        |
| Year 10B      | British Values Restorative Justice<br>Peer Mediation (intro)                                                   | Peer Mediation - Unit Award                                   | Research Industries and jobs - Visit to Local Community<br>Careers Deaf Role Models- Phil Webster, deaf rail engineer talk  | Independently plan and visit a place of interest in London research different industries   | Independently plan and participate in a class trip to London Market (social enterprise + MWMS)<br>Careers - linked to apprenticeships | Independently plan and participate in a class trip to London Market (social enterprise + MWMS)<br>Careers - linked to apprenticeships |
| Year 11A      | Peer Mediation (intro)<br>Planning a Bowling Trip with Oak Lodge School                                        | Peer Mediation - Unit Award<br><br>Interview Skills<br>• SaLT | Meeting new people - linked to college and post 16<br>Presenting to a deaf audience                                         | Meeting new people - linked to college and post 16<br>Presenting to a deaf audience        | Meeting new people-stranger danger                                                                                                    | Meeting new people-stranger danger                                                                                                    |
| Year 11B      | JP - Restaurant trip - 10th Sept 25<br>Peer Mediation (intro)<br>Planning a Bowling Trip with Oak Lodge School | Peer Mediation - Unit Award<br><br>Interview Skills<br>• SaLT | Meeting new people - linked to college and post 16<br>Presenting to a deaf audience                                         | Meeting new people - linked to college and post 16<br>Presenting to a deaf audience        | Meeting new people-stranger danger                                                                                                    | Meeting new people-stranger danger                                                                                                    |

