**The Haven School 6th Form Curriculum- Pathway to success (Sept 21)**

Alongside their English, Maths, PE and PSHE sessions 6th form students at the Haven also follow a Pathway to success course, including a Vocational Studies BTEC. This curriculum enables the students to develop the skills they will need to make the transition into adulthood and to enable them to be able to make a positive contribution to society.

Course objectives can be met through many routes, these include; ASDAN short courses/PSD, Skill building sessions, work experience and specific pathway sessions in school.

**The 5 strands of this course are:**

* Independent Travel
* Social skills for the work place
* ICT for employment
* Looking at next steps
* Independent living skills
* Building resilience and self-belief

**Unit 1 Independent Travel**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives** | **Stepping stones** | **Additional support required** | **Date achieved/signature** |
| To be able to travel independently from their home to the Haven | Google route and identify which mode of transport would be most suitable |  |  |
|  | To look up timetables and identify the times they will travel |  |  |
|  | To be able to confidently calculate the cost of travel and feel able to manage the transaction prior to travel. |  |  |
|  | Take part in at least 1 travel training trip with an adult |  |  |
|  | Successfully manage to travel to school independently on at least 4 occasions |  |  |
| Ext task | To travel independently to a new destination |  |  |

**Unit 2 Social Skills for the Work Place**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective** | **steps** | **Additional support Required** | **Date achieved/Signature** |
| Manage conflict  | To be able to discuss conflict based scenarios and think of positive ways to resolve things |  |  |
|  | To show in school that they can manage conflict with peers |  |  |
| * Be aware of and respect differences.
 | * Evidence that you can control your emotions and behaviour when confronted with someone who disagrees with you.
 |  |  |
|  | * Pay attention to the feelings being expressed as well as the spoken words of others.
 |  |  |
| Ext | Show that they can manage/resolve conflict outside of the school environment e.g. on work experience |  |  |

**Unit 3 ICT for Employment**

|  |  |  |  |
| --- | --- | --- | --- |
| Objective | steps | Additional support Required | Date achieved/Signature |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Unit 4 Looking at Next Steps**

**This also links to the students Career Pathway**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective** | **steps** | **Additional support Required** | **Date achieved/Signature** |
| To use the Gatsby benchmarks to research Career pathways and make links to the workplace | *1.Careers Programme* Complete your careers entry profile during a Key- worker sessions |  |  |
|  | *2.labour market*  Use our Schools Careers folder to view range of jobs and choose one to research further . Use **Spring pod** website to connect with leading UK employers |  |  |
|  | *3. Personalise* take the career’s quiz on www.ucas.com |  |  |
|  | *4. STEM Subjects* Produce a Venn diagram with possible careers linked to Maths/English and Science. |  |  |
|  | *5. Encounters with Employers*Create a simple questionnaire to ask 3 adults in 3 different job sectors. Questions should include hours/job satisfactions/career progression etc.  |  |  |
|  | *6. Work Experience*Arrange for at least 1 day of work experience – Evidence sheet must be filled out by supervisor. |  |  |
|  | *7. Higher Education*Arrange a visit to a place of work or local college.  |  |  |
|  | *8. Personal guidance*Complete interview with Moor Careers advisor/complete action plan. |  |  |

**Unit 5 Independent Living Skills:**

1. **Managing money and budgeting**
2. **Money skills- recognising your money personality**
3. **Paying rent, bills and other expenses**
4. **Cooking on a budget**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective** | **steps** | **Additional support Required** | **Date achieved/Signature** |
| **1. Managing money and budgeting:**-Practice how to effectively budget-Identify bills they may need to pay and when to pay them-Recognise the impact of poor money management | Activities: (3 lessons) <https://barclayslifeskills.com/>Powerpoint introduction1.Who needs a budget?2.Getting into the saving habit3.Keeping the bills at bay |  |  |
| **2. Money skills: Recognising your money personality**-Reflect on their own attitude to money and spending compared to others | Activities: (1/2 lessons) <https://barclayslifeskills.com>1. Money habits2. Money personalities |  |  |
| -Prioritise needs and wants in different scenarios | 3. Needs and wants |  |  |
| -Calculate the potential cost implications of borrowing to purchase a big item | 4. Financial planning for a big purchase |  |  |
| **3. Paying rent, bills and other expenses**-Explain the difference between renting, buying, and taking shared ownership of a property | Activities: (1/2 lessons) <https://barclayslifeskills.com>1. Renting, buying, shared ownership terms.2. Key tenant terms |  |  |
| -Compare the costs and everyday expenses associated with renting and buying a property including support available / unavoidable costs / implications of falling behind with payments and different ways to pay | 3. Regular costs |  |  |
| **4. Cooking on a budget**-Plan healthy meals-Budget for and buy ingredients -Cook balanced meals-Understand what makes a balanced and healthy meal | Activities (regular ongoing): -6th form cooking group-Theory sessions to plan / buy ingredients (build in learning about food groups, health and nutrition |  |  |
|  |  |  |  |

**Unit 6 Building resilience and self-belief (Sprint Project** <https://www.sprintproject.org/toolkit>)

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective** | **Steps** | **Additional support Required** | **Date achieved/Signature** |
| To become more positive/aspirational about what you can achieve | Complete a strengths profile (pg 9,10,11and 12 |  |  |
|  | Be able to talk to other people about what you are good at |  |  |
| To be able to set achievable goals for yourself and work towards achieving them | Complete a goal setting task (pg 15-17) |  |  |
|  | Make a plan on how to achieve these goals |  |  |
| To identify any barriers to you reaching your goals and be able to overcome these so that you are successful | Complete the if/then tool kit to identify potential barriers (19-20) |  |  |
| How to deal with stressful events | Complete the stop toolkit (25-26)Be able to better manage your emotions and think of strategies to help you respond more appropriately in at least 3 separate occasions.  |  |  |
| Becoming more emotionally aware | Complete the emotional awareness toolkit (21-24) |  |  |
|  | Being able to identify when you are feeling stressed/anxious and verbalise this to staff in an appropriate way. |  |  |
| Be able to work productively as part of a team. | Complete the Dream Team working together toolkit (28-32) |  |  |
|  | To be able to identify why you may struggle when working in a team and what you will need to be able to do to better manage these situations. |  |  |
|  | Work as part of a team/as a group in a lesson productively on at least 5 separate occasions |  |  |
| Ext | Work as part of a team with people you are less familiar with |  |  |