**The Haven School 6th Form Curriculum- Pathway to success**

Alongside their English, Maths, PE and PSHE sessions 6th form students at the Haven also follow a Pathway to success course. This course 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, Life-Skills sessions, Key-Worker 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**

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| **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**

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| **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**

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| Objective | steps | Additional support Required | Date achieved/Signature |
| Ability to find and apply for jobs online | Identify and find jobs from reliable sources |  |  |
|  | Filling in online applications |  |  |
|  | set up a professional personal email account |  |  |
|  | Researching companies from job adverts to find background information. |  |  |
| Ability to Send and receive emails | General use of email account |  |  |
|  | Sending and receiving professional emails |  |  |
|  | Managing an inbox |  |  |
| Use a range of Microsoft software | Making a table on Excel |  |  |
|  | Managing documents and filing appropriately |  |  |
|  | Making a graph on Excel |  |  |
|  | Using PowerPoint to make a presentation |  |  |
|  | Using PC search options |  |  |
| Awareness of Social media and the workplace | Awareness of social media and the workplace. |  |  |
|  | How your profiles represent you online |  |  |
|  | Potential consequences of unprofessional use of social media |  |  |
| Working on a cloud based collaborative document | Using cloud based software (Notes  Word online  Excel online) |  |  |
| Using a smartphone for work | Keeping a calendar.  Days off/ work/shifts/deadlines |  |  |
|  | Setting alarms and reminders |  |  |

**Unit 4 Looking at Next Steps**

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

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| **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**

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| **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 introduction  1.Who needs a budget?  2.Getting into the saving habit  3.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 habits  2. 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 |  |  |
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**Unit 6 Building resilience and self-belief (Sprint Project** <https://www.sprintproject.org/toolkit>)

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| **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 |  |  |