

# The Beacon Centre

## Preparation for Adulthood

Preparation for Adulthood offers Young People the opportunity to develop the soft skills that are essential for a successful transition to Post 16 provision. Throughout the programme of study, Young People will examine the essential skills for life post16 including the world of work. The Young People will be able to learn how to Write a CV, apply for jobs and engage in meaningful contact with employers. They will be given the opportunity to make use of up to date LMI to help to foster their self-deterministic qualities, then being able to set manageable, achievable targets for themselves and their transition.

Long Term overview of the topics that each class will study during each half term.			
	Key Stage 3	Year 10	Year 11
Autumn 1	Skills for Life	Employability Skills	Employability
Autumn 2	Widening Access		Preparation for Working Life
Spring 1		Digital Skills for Work	
Spring 2	Talking Jobs	CV Writing	Applying for College / Employment.
Summer 1		Using Art to Explore Different Occupations	
Summer 2	Transition Skills	Transition Skills	Transition Skills

Potential qualifications that can be achieved in this subject area:  
ASDAN, Functional Skills Employability

**Continuous areas of learning Key Stage 3/4**

<p><b><u>Time management</u></b></p> <ul style="list-style-type: none"> <li>• To manage my own time.</li> <li>• Turn up on time for lessons.</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• To know how to locate a phone number and talk accordingly on the phone.</li> <li>• To know how to use a mobile phone correctly.</li> <li>• Greet someone when you see them. How to start, maintain and end a conversation. Talk about other peoples interests. Use good manners.</li> </ul> <p><b><u>Self-awareness</u></b></p> <ul style="list-style-type: none"> <li>• To know my likes/dislikes, strengths/weaknesses.</li> <li>• To select areas of study that are enjoyable to me.</li> </ul>	<p><b><u>Routines</u></b></p> <ul style="list-style-type: none"> <li>• Follow class timetable.</li> <li>• To know what to do if my routine changes – e.g. after school club is cancelled/change of teacher.</li> </ul> <p><b><u>Resource management</u></b></p> <ul style="list-style-type: none"> <li>• Have books and equipment for the correct lesson – PE kit on correct day</li> </ul> <p><b><u>Independent travel</u></b></p> <ul style="list-style-type: none"> <li>• To know my route home.</li> <li>• Follow bus/travel timetable. • Use public transport.</li> </ul> <p><b><u>Self-care</u></b></p> <ul style="list-style-type: none"> <li>• To know where to seek advice or help with problems.</li> </ul>	<p><b><u>Social skills</u></b></p> <ul style="list-style-type: none"> <li>• Being tolerant of others.</li> <li>• Know how to repair a relationship when something goes wrong.</li> <li>• Uses behaviour appropriate to relationship</li> <li>• Understands laws relating to consent in relationships</li> <li>• Online gaming/social media – staying safe. Understand the different between reality and fiction.</li> <li>• Understanding safety issues around sending personal texts/images. Knowing that it is permanent. Legal issues around sending texts.</li> </ul> <p><b><u>Collaborative tasks</u></b></p> <ul style="list-style-type: none"> <li>• Participate in group activities.</li> </ul>	<p><b><u>Taking care of ourselves</u></b></p> <ul style="list-style-type: none"> <li>• Maintaining good body hygiene – knows when to use a body deodorant and use it independently.</li> <li>• To understand how and why we wash and brush our hair • Keeps safe within relationships</li> <li>• Feeling unwell and how to get help.</li> </ul> <p><b><u>Staying safe</u></b></p> <ul style="list-style-type: none"> <li>• Understanding accidents and risk. What can we do to keep safe.</li> <li>• Keeping safe online</li> <li>• What to do in emergency situations</li> <li>• Understand public and private</li> </ul>
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<p><b><u>Being Responsible</u></b></p> <ul style="list-style-type: none"> <li>• To ask for help if I don't understand an instruction.</li> <li>• To know which adult to ask for help – trusted adult.</li> <li>• be able to tolerate activities I don't like.</li> <li>• Develop skills for learning. Recognise a good environment for learning.</li> <li>• Make decisions on how to spend free time.</li> <li>• Be able to rehearse/practise something to improve/perfect a skill.</li> </ul> <p><b><u>Career/Aspirations</u></b></p> <ul style="list-style-type: none"> <li>• How my strengths inform future choices in learning and work.</li> <li>• Describe some of the attitudes/qualities/skills needed for employability.</li> <li>• Demonstrate an understanding of a career in relation to examples of people that they know.</li> </ul>	<p><b><u>Household tasks</u></b></p> <ul style="list-style-type: none"> <li>• Wash and iron clothes</li> <li>• Wash pots</li> <li>• Use household appliances.</li> </ul> <p><b><u>Money management</u></b></p> <ul style="list-style-type: none"> <li>• To understand the value of money</li> <li>• to understand how to earn money</li> <li>• Saving money – open a savings account</li> <li>• Gambling.</li> <li>• On-line purchases in games.</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts the ideas of others.</li> <li>• Knowing your role within a group with support.</li> <li>• Taking turns in roles within groups with support.</li> <li>• Take on a different role within groups with support.</li> </ul> <p><b><u>Emotional awareness and resilience</u></b></p> <ul style="list-style-type: none"> <li>• Managing pressure.</li> <li>• Managing Strong feelings.</li> <li>• Understanding my feelings/triggers what strategies help me. Use strategies. Discuss with others what helps me.</li> <li>• Feeling frightened/worried</li> <li>• Self-esteem and unkind comments</li> <li>• Understand what a friend is. Be able to make and keep a friend.</li> <li>• Romantic feelings and sexual attraction.</li> </ul>	<p><b><u>Keeping Healthy</u></b></p> <ul style="list-style-type: none"> <li>• Healthy diet and exercise</li> <li>• Mental wellbeing</li> <li>• Body image.</li> </ul> <p><b><u>Growing up</u></b></p> <ul style="list-style-type: none"> <li>• To understand how my body will change as a grow up – periods/voice changes/body odour/emotions</li> <li>• To know what happens bodies through adolescence/puberty. To know when girls start their period</li> <li>• To know what to use when I have my period – sanitary towels/tampons</li> <li>• To know how to keep myself clean when I'm on my period</li> <li>• To know the difference between private and public behaviours – (masturbation)</li> <li>• To know people go through puberty at different rates and times. To know who to talk to about this.</li> </ul>
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Class: Key Stage 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Learning digital literacy.</p> <p>What are reliable sources of information.</p> <p>What skills do we have?</p>	<p>Equality</p> <p>Rights and Responsibilities</p> <p>Moral Courage</p> <p>Case studies of individuals: Gandhi, Airheart, MLK,</p>		<p>Stereotyping</p> <p>Personal Qualities</p> <p>Job Qualities and Skills</p> <p>Jobs for Life</p> <p>Have you got an attitude?</p> <p>CV's</p> <p>Work-Life Balance</p> <p>Exploring Pathways</p>		<p>Transition Skills</p>

Class: Year 10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creating a Personal Profile: Strengths and Weaknesses.</p> <p>Introductions to Social Action</p> <p>Planning and running a mini-enterprise project</p> <p>Using Advice and Guidance</p>		<p>LO 1 Be able to communicate socially and professionally using technology.</p> <p>LO 2 Know how to communicate effectively via email in a personal or business context.</p> <p>LO 3 Be able to communicate and collaborate using online meeting and collaboration tools.</p> <p>LO 4 Be able to communicate and collaborate using digital networks.</p>	<p>What is a CV</p> <p>When is it used</p> <p>Personal Qualities</p> <p>What are employers looking for</p> <p>Common formats.</p>	<p>Identifying roles and responsibilities</p> <p>Lateral thinking</p> <p>Team work</p> <p>Vocational skills</p> <p>Budgeting</p> <p>Time management</p>	<p>Transition Skills</p>

	LO 5 Be able to use blogging to engage with others and keep them informed.			
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Class: Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self Confidence	9.1 Personal Awareness		Applying for College / Apprenticeships / Employment		Transition Skills
Mindset	9.2 Healthy Lifestyles for work life balance		CV Workshops		
Determination	9.3 Relationships and the differences between people		Covering Letters		
Team Building	9.4 The changing world of work		Interview prep		
	9.5 Applying for jobs and courses				
	9.6 Economic and financial aspects of life				
	9.7 Employment opportunities				
	9.8 Enterprise activities				
	9.9 Hazard identification at home, on the roads and at work				