

# Curriculum Intent, Implementation, Impact

## Subject: PAIL Life – PSD

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>As part of the PAIL curriculum, PSD is seen as a crucial part of the journey of preparing our pupils for adult, independent life.</p> <p>We aim to develop pupils' knowledge, skills and attributes to keep themselves healthy and safe, and prepared for life and work.</p> <p>We want our pupils to prepare to be not only citizens of our locale but also of the world, considerate of their future roles within a global community.</p> <p>The curriculum is designed to incorporate the aims of the National Curriculum statement that 'all schools should make provision for personal, social, health and economic education, drawing on good practice'.</p>	<p>The curriculum develops skills and attributes which tie in with the 3 PAIL themes of The Self/Identity, Communication, and Our World. Under these themes and including economic wellbeing and aspects of careers education, pupils establish and develop:</p> <ul style="list-style-type: none"> <li>- Resilience</li> <li>- Self-esteem</li> <li>- Risk-management</li> <li>- Team work</li> <li>- Critical thinking</li> </ul> <p>To be successful independent learners, pupils are given regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. This is managed through pupils carrying out an initial activity to demonstrate their starting point and then at the end of the topic, module or lesson, an activity is then carried out which allows them to demonstrate the progress they have made. This might involve a 'mind-map' of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and can also be used to measure attainment against a set of success criteria identified by the teacher.</p> <p>There are many opportunities for cross-curricular work within the PAIL curriculum, including opportunities to link to British Values, and the development of Spiritual, Moral, Social and Cultural values.</p>	<p>Skills and attributes acquired by pupils through the study of the PSD curriculum contribute to the whole school community by aiming to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.</p> <p>The impact includes both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged to acquire the knowledge, understanding and skills they need to manage their lives now and in the future.</p> <p>The PSD curriculum supports pupils' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life. Pupils will be able to demonstrate and apply the British Values of democracy, rule of law, tolerance of different cultures and religions, mutual respect and individual liberty.</p> <p>Pupils will have the confidence, resilience and self-esteem, to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.</p> <p>Pupils develop an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.</p>

## PAIL Life – PSD Teaching Overview

<b>Autumn Term 2019</b> <b>PAIL The Self/Identity and Relationships</b>	<b>Spring Term 2020</b> <b>PAIL Communication</b>	<b>Summer Term 2020</b> <b>PAIL Our World</b>
<p><b>PSD – Level 1</b>            Focusing on the self in regards to health and wellbeing, pupils develop their knowledge, understanding, skills and attributes in relation to: peer pressure, assertiveness and risk, gang crime, dieting, lifestyle balance and unhealthy coping strategies, managing peer pressure in relation to illicit substances, assessing the risks of drug and alcohol abuse and addiction.</p>	<p><b>PSD – Level 1</b>            Focusing on communication through relationships, pupils develop their knowledge, understanding, skills and attributes in relation to: Managing conflict at home and the dangers of running away from home; tackling homophobia, trans-phobia and sexism; relationships and sex education including healthy relationships and consent, the risks of STIs, sexting and pornography.</p>	<p><b>PSD – Level 1</b>            Focusing on living in the wider world, pupils develop their knowledge, understanding, skills and attributes in relation to: understanding careers and future aspirations, identifying learning strengths and setting goals, planning and carrying out an enterprise project.</p>
<p><b>PSD – Level 2</b>            Focusing on the self in regards to health and wellbeing, pupils develop their knowledge, understanding, skills and attributes in relation to: developing study habits, mental health and ill health, tackling stigma, exploring the influence of role models, evaluating the social and emotional risks of drug use.</p>	<p><b>PSD – Level 2</b>            Focusing on communication through relationships, pupils develop their knowledge, understanding, skills and attributes in relation to:; tackling relationship myths and expectations managing romantic relationship challenges including break ups, understanding different families and learning parenting skills, managing change, grief and bereavement</p>	<p><b>PSD – Level 2</b>            Focusing on living in the wider world, pupils develop their knowledge, understanding, skills and attributes in relation to; understanding the causes and effects of debt, understanding the risks associated with gambling, preparation for work experience, evaluation of work experience and readiness for work.</p>

## Subject: PAIL Life – WorkSkills

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
<p>WorkSkills has been designed to offer learners a flexible programme of study to improve their understanding and application of employability skills. The subject has been developed to ensure that the knowledge, skills and understanding they provide are relevant, current and useful for learners and potential employers.</p> <p>WorkSkills is designed for learners who are motivated by the prospect of work. The lessons develop pupils' knowledge and self-awareness on how to gain work. Learners are given the opportunity to focus on their own personal and social skills in relation to employability to adequately prepare them for working life.</p> <p>Within the school context, the curriculum offers flexibility in the selection of units which have been chosen to accommodate the abilities, needs and interests of pupils. The subject is complemented by work experience opportunities provided by the school in order to adequately prepare pupils for the workforce.</p>	<p>WorkSkills is designed for learners who are working at Level 2 and are motivated by the prospect of work. It entails a short programme that develops knowledge and self-awareness on how to gain work. Learners need to focus on their own personal and social skills coupled with employability to make them more attractive to employers.</p> <p>The units for study are selected in consideration of the pupils' interests, needs and abilities in order to adequately prepare them for the world of work. Pupils complete three units in their first year and three units over a second year in order to complete the minimum requirement of guided learning hours needed to achieve the award. The units chosen include:</p> <p>Year One:</p> <ol style="list-style-type: none"> <li>1. L1 Unit 26: Using a CV and Covering Letter to Apply for a Job (20 GLH)</li> <li>2. L2 Unit 84: Self-management Skills (20 GLH)</li> <li>3. L2 Unit 80: Presenting a Professional Image in New Work Environments (10 GLH)</li> </ol> <p>Year Two:</p> <ol style="list-style-type: none"> <li>4. L1 Unit 113: Personal and Social Relationships (10 GLH)</li> <li>5. L2 Unit 71: Working in a Team (30 GLH)</li> <li>6. L2 Unit 59: Learning from Work Placement (20 GLH)</li> </ol> <p>Programme delivery provides both theoretical and practical learning opportunities and makes use of examples relevant to pupils including links to their work experience. Learners have opportunities to hear from guest speakers and participate in workshops relating to careers. Units are assessed internally. An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. These are issued to pupils digitally and written coursework is completed by pupils using Chromebooks. Assignments are divided into tasks and require several forms of evidence.</p> <p>Pupils entered to complete the Level 2 Extended Certificate in Workskills study the additional units below:</p> <ol style="list-style-type: none"> <li>1. L1 Unit 27: Applying for Jobs (15 GLH)</li> <li>2. L2 Unit 78: Planning an Enterprise Activity (10 GLH)</li> <li>3. L2 Unit 79: Running an Enterprise Activity (20 GLH)</li> <li>4. L2 Unit 63: Managing Your Own Money (30 GLH)</li> <li>5. L2 Unit 65: Understanding Employment Responsibilities and Rights (20GLH)</li> <li>6. L2 Unit 67: Developing Resilience for Work (10 GLH)</li> </ol>	<p>Pupils achieve a BTEC Level 2 Award in WorkSkills with the opportunity to progress to a Certificate, Extended Certificate and Diploma. Through the study of the selected units, pupils will be motivated by the prospect of work and have developed their knowledge and understanding with an improved application of employability skills. Work related transferable skills learnt and developed through work experience are reflected upon so that they may be applied to further employment opportunities.</p> <p>Through the completion of this qualification, pupils will have developed the knowledge, self-awareness and confidence to apply for and sustain suitable employment. Pupils will be able to maintain healthy working relationships, successfully manage themselves and behave professionally in different working environments.</p>

## PAIL Life – WorkSkills Teaching Overview

<b>Autumn Term 2019</b> <b>PAIL The Self/Identity and Relationships</b>	<b>Spring Term 2020</b> <b>PAIL Communication</b>	<b>Summer Term 2020</b> <b>PAIL Our World</b>
<b>Year 1 of study</b> Pupils learn the purpose and importance of CV and Cover Letters, what's included in each before completing their own.	<b>Year 1 of study</b> Pupils consider pressures faced at work and consider strategies they can implement in managing work related stress.	<b>Year 1 of study</b> Pupils consider the importance of presenting a professional image in the workplace and analyse their personal presentation during work experience.
<b>Year 2 of study</b> Pupils learn the importance of social skills in complex relationships, the influence of emotions and must demonstrate an ability to show respect and responsibility.	<b>Year 2 of study</b> Pupils consider teamwork skills needed in the workplace. They must demonstrate an ability to work positively as a member of a team in a chosen teamwork task and analyse their performance and the performance of others.	<b>Year 2 of study</b> Pupils reflect on their work experience placement, consider areas for improvement and set career related goals.