

World of Work Curriculum: Intent, Implementation and Impact

World of Work (WoW) is delivered at SCP in line with the Skills for Life at post 16 put forward by the Department for Education. Units of study are chosen from ASDAN Life Skills Challenges but highly adapted and differentiated to meet the needs of all our learners.

The delivery of WoW at SCP aims to ensure all learners have the opportunity to develop knowledge and skills to enable them to participate in the wider community and access further education and/or paid/unpaid employment.

The WoW curriculum offers opportunities to develop a sense of curiosity and respect and tolerance of others' cultures as well as the wider community. Most learners will develop their knowledge careers, the C.V and interview process and employment. The curriculum is focused around three main themes: communication, ability to gain employment and evaluation of self.

Most students will access opportunities to develop their knowledge and understanding of different skills and qualities needed for a range of careers as well as highlighting their qualities and skills and matching them to possible jobs. They will improve their communication skills through class discussions, interviews and presentations. Individuals will be able to reflect on their own skill set and communicate their career preferences. They will work towards building a personal profile/curriculum vitae.

The WoW curriculum is highly differentiated to meet the needs of learners within the seven aspirational pathways. Outcomes, therefore, for students will differ according to the pathway they follow.

Red/Orange/Yellow Pathways:

**Intent:**

- To review different career opportunities available in the wider community
- Pupils identify skills and qualities that are needed for specific job roles
- Pupils to identify their own skills and qualities and use this information to highlight vocational areas where they could utilise these skills
- Pupils to improve their communication skills through presentations and interactions with their peers and wider community
- To develop their skills in a workplace setting in school and the wider community
- To investigate the application and interview processes needed for gaining employment
- **Develop an understanding of how to write a CV, how to look for a job and how to prepare for interview.**
- **Develop the necessary work related learning skills to prepare and equip them for the world of work**

- Develop an understanding of who to go to for help within the world of work
- Understand and be able to manage time (getting ready for college/work/school).
- Develop understanding of rules and boundaries within the workplace.
- Is able to apply the use of technology into the world of work
- To aid pupils' confidence and lessen anxieties about finding their place in the world of work
- To highlight reasons for working and how it can help pupils in many aspects of their lives
- Pupils to gain qualifications through ASDAN life skills challenges
- Improve pupils' ability to research and collect information using the internet and other sources

#### **Implementation:**

- Overseen by the Life Skills curriculum lead
- Subject specific learning
- Delivery of a progressive, engaging curriculum
- Units taught termly focusing on skills pupils will need to gain employment
- Cross-curricular links to allow for strengthening knowledge
- Three year programme allowing for revision and progression of skills throughout sixth form
- Practical work experience
- Enterprise opportunities within school and the community
- Multi-sensory environments (music, video, audio, physical objects)
- Role play and drama
- All learning is enhanced by revisiting prior knowledge
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge
- Opportunities to put skills and qualities into action through practical tasks

#### **Impact:**

- Produce a personal statement highlighting pupil's skills and qualities
- Made progress with communication
- Lower anxiety around work
- Gain confidence within a work setting
- Gain accreditation through ASDAN Life Skills Challenges
- Gain understanding of business operations
- Empathetic and understanding learners
- Ability to tolerate and engage with others in a work setting
- Improved toleration of different environments
- Knowledge of the wider community
- British Values are threaded through the curriculum
- Made progress towards outcomes identified with their education and health care plans

## Green/Blue Pathways

### **Intent:**

- To review different career opportunities available in the community
- Pupils identify skills and qualities that are needed for two job roles
- **Further develop students understanding of behaviour(s) for life and learning and why this is needed in jobs/careers**
- Pupils to identify some of their own skills and qualities
- Pupils to improve their communication skills through presentations and interactions with their peers
- To experience a workplace setting within school
- **Understand how to prepare for work/college**
- **Understands right and wrong**
- **Develops basic functional numeracy skills within work related learning/Enterprise activity.**
- **Develops functional literacy skills work related learning/Enterprise activity**
- To become aware of the application and interview processes needed for gaining employment
- **Can communicate his/her needs, wants, beliefs and views effectively within a working environment.**
- **Understands why it is important to work as a team**
- To aid pupils' confidence and lessen anxieties about communicating with others
- With support, to identify a reason for working
- Pupils to gain qualifications through ASDAN life skills challenges

### **Implementation:**

- Overseen by the Life Skills curriculum lead
- Subject specific learning
- Delivery of a progressive, engaging curriculum
- Units taught termly focusing on skills pupils will need to communicate with others
- Cross-curricular links to allow for strengthening knowledge
- Three year programme allowing for revision and progression of skills throughout sixth form
- Practical work experience
- Enterprise opportunities within school
- Multi-sensory environments (music, video, audio, physical objects)
- Role play and drama
- All learning is enhanced by revisiting prior knowledge from KS4
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge
- Opportunities to put skills and qualities into action through practical tasks

**Impact:**

- With support and pictorial representations, produce a personal statement highlighting pupil's skills and qualities
- Ability to communicate likes and dislikes
- Lower anxiety with regard to new environments such as college
- Gain confidence within a small group setting
- Gain accreditation through ASDAN Life Skills Challenges
- Gain experience of business operations
- To be able to show empathy and understanding towards other learners
- With support, being able to tolerate and engage with others in a work setting
- Improved toleration of different environment
- Increased awareness of a work setting and job roles
- British Values are threaded through the curriculum
- Made progress towards outcomes identified with their education and health care plans

**Indigo/Violet Pathways:****Intent:**

- Develop sense of self awareness
- Develop awareness of key people and places around them
- Develop an interest in the people and world around them
- Develop an ability to gain attention of others
- Develop a recognised means of expressing wants/needs
- Develop patience and resilience to persevere with waiting for requests to be responded to/understood
- Development of engagement; develop engagement areas of; exploration, realisation, anticipation, persistence and initiation
- **Dress for the job - explore clothes/tools/equipment**
- **Following instructions/routines (work/break/work)**
- **Matching activities**
- **Sequencing activities (physical tasks, or e.g. understanding toilet/wash/dress or lunch/wipe face/go to bathroom - any sequence/anticipation of next activity)**
- **'Helping' activities/sensory stories (helping = volunteering)**
- **Visiting workplaces - sounds, smells**
- **Transport - travel to/from work**
- **Making packed lunch**
- **ICT/Equipment**
- **Eat with 'colleagues' / working together**
- **Any purposeful activity/task**
- **Develop resilience**

**Implementation:**

- Highly differentiated curriculum focussed upon developing individual skills within a medium of a theme
- Encounter employment experiences with opportunities to develop skills of exploration, realisation, anticipation, persistence and initiation
- Encounter multi - sensory activities (develop different senses; taste/smell/touch, vision and hearing)
- Encounter range of sounds/physical objects/textures
- Encounter a range of creative activities, role play and sensory stories
- Experience and encounter work based settings
- Led and overseen by the curriculum lead for Life Skills
- Repetition of activities to sustain individual pupils achievements
- WoW is taught as a termly topic focusing upon knowledge and skills stated in the Skills for Life at post 16 put forward by the Department for Education
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior achievements
- British Values are threaded through the curriculum

**Impact:**

- Developed sense of self awareness
- Developed awareness of key people and places around them
- Developed an interest in the people and world around them
- Developed means of communication (to gain attention/express wants/dislikes).
- Developed patience and resilience to persevere with waiting for requests to be responded to/understood
- Made gains in their development within areas of engagement; exploration, realisation, anticipation, persistence and initiation.
- Made progress towards outcomes identified with their education and health care plans.