

Life Skills Curriculum Framework



NANSTALLON SCHOOL

AD VITAM PARAMUS

The Life Skills Framework is a tool for portioning the gradual empowerment of disadvantaged pupils.

Even when disadvantaged pupils achieve in academic subjects in school too often they fail to make the most of the opportunities available to them.

The framework ensures the acquisition of a breadth of skills that are critical for overcoming class barriers and addressing the issues of social mobility.

“Without the skills and experiences contained within the framework, pupils with limited economic and cultural capital struggle to compete with well-resourced peers.”

The Life Skills Framework promotes development in:

- **Social literacy** including social and emotional skills and personal behaviour
- **Economic literacy** including budgeting and career aspiration
- **Cultural experience** including the arts, participation in sports and community and wider social experience
- **Linguistic skills** including participation, self-expression and command of Standard English

CULTURAL EXPERIENCE	ECONOMIC LITERACY	LINGUISTIC SKILLS	SOCIAL LITERACY
Encountering the arts	Managing a budget	Participation	Social literacy
Enjoys self expression through art e.g. using paint, singing, clay	Understands what certain amounts of cash can buy e.g. treats, gifts, food.	Can listen, respond to and ask questions for help or interest. Takes turns.	Aware of others and willing to play alongside. Aware of class rules and usually sticks to them.
Has taken part in a small-scale performance such as a class assembly	Can monitor the expenditure of money e.g. pocket money.	Asks relevant questions and gives substantive answers. Can maintain attention.	Pays attention to instructions and can work productively with friends. Recognises that others have their own views and emotions.
Has visited a public exhibition, performance or place of interest.	Understands the difference between a need and a want - a need is something you cannot live without, and a want is something you can.	Joins in discussions, listening as well as contributing, building on other people's ideas.	Works with a wider circle of classmates. Recognises that people are different in the way they look, live and behave.
Has tried two or three new forms of artistic expression such as dance, poetry or computer art	Understands that individuals and families may need or choose to spend their money in different ways that meet their priorities	Can work collaboratively in discussion, exchanging ideas and opinions with others	Is aware of differences in status, religion beliefs and special needs, and the need to be sensitive to the others.
Has visited a theatre, cinema or musical performance	Has considered how to establish spending priorities, eg holiday spending money	Can justify opinions with evidence and can perform roles in discussion such as chair or scribe	Acknowledges other people's needs and opinions and generally adjusts language and behaviour to suit.
Has visited a museum or art gallery	Is aware that there can be a wide range of prices for a similar product and know that they can save money by not always buying the most expensive brand.	Can address or perform for a larger audience and reflect on their own and others' contributions to discussion	Is aware of religious, class, gender and racial issues and understands why prejudices are unhelpful.
Has tried their hand at more challenging arts such as video, sculpture or embroidery	Understands that money can be saved in different ways, such as delaying wants until you can afford them or buy cheaper alternatives.	Is a good listener and contributor to discussion and is able to devise and deliver a short presentation to a familiar audience	Is able to defer judgements and work from evidence and experience. Is aware of social context.
Has visited a high quality performance such as a Shakespeare play	Can plan the cost of a simple project such as buying presents for parents and siblings at Christmas.	Can contribute to formal debate, acknowledging others' views and building on them	Is open-minded and accepting of others. Shows tact.

CULTURAL EXPERIENCE	ECONOMIC LITERACY	LINGUISTIC SKILLS	SOCIAL LITERACY
Has visited and appreciated an exhibition on a particular theme	Understands that we can save up for things that we can buy in the future. A savings plan or a savings account can help to keep track of money.	Adapts delivery to suit context, showing good control of language choices e.g. vocabulary, tone, degree of formality	Reaches out to others, especially to vulnerable groups. Resists prejudice.
Can research and is comfortable in arranging a visit to a theatre, garden, event, cinema, art gallery, museum or similar place of interest.	Understands in simple terms the link between the economy, work, wages, tax and personal prosperity .	Is capable of different roles in group discussion e.g. negotiation, conciliation, challenger	Behaves inclusively. Works to resolve problems of discrimination and prejudice.

CULTURAL EXPERIENCE	ECONOMIC LITERACY	LINGUISTIC SKILLS	SOCIAL LITERACY
Participation	Career aspirations	Self-expression	Emotional literacy
Has engaged in team sport	Understands that grown-ups work in various jobs and that one day he or she will have a working life.	Speaks freely about first hand experience or knowledge	Can express feelings and preferences in words.
Has attended a significant community event	Shows interest in different jobs and what they have to offer.	Speaks audibly and with some confidence. Can explain a simple idea or process.	Can explain the cause of strong feelings and preferences.
Knows about opportunities to join clubs, societies and groups with similar interests	Understands the purpose of education and its link with future work.	Speaks aloud with expression and shows awareness of audience reaction	Can share thoughts, ideas and feelings and reach simple agreements.
Has participated in a team sports competition	Knows that education may extend beyond school to university, and that some jobs call for qualifications.	Can speak aloud with confidence in class and interact with others to get things done	Recognises a range of emotions in self and others, and makes allowances e.g. to avoid conflict, to make someone feel better
Has enjoyed a celebratory event and been celebrated themselves	Is aware that there are different types of jobs and roles e.g., manual jobs, civic roles, volunteering, etc and has initial ideas about what they may eventually enjoy.	Can develop, explore and speculate about ideas, and respond to diverse reactions	Can control own feelings enough to avoid embarrassment or offence and avoid conflict. Can empathise.
Participates in a club or regular activity e.g. chess club, youth club,	Can identify a range of jobs and roles that interest them, including ambitious choices.	Is able to engage different people in discussion and sustain longer conversations	Strives to explain feelings and justify ideas. Is capable of seeing more than one side to issues. Can contribute in a controlled way.
Has set themselves a goal for better health such as exercise or healthy eating	Understands that jobs offer different rewards, challenges and qualifications to succeed. Has a realistic view of the wages, demands and qualifications required.	Can explain, promote or defend a point of view	Can be a good loser and a gracious winner. Is tolerant and enquiring about others' feelings. Accepts criticism.

Has participated in a significant communal event such as a performance or parade	Has considered what kind of personal career would be suitable and realistic, and what needs to be done to make it possible.	Can present a case persuasively	Anticipates problems in relationships such as a clash of priorities.
Has two or three groups in which they participate e.g. clubs, friendship groups, church	Is adapting academic and social choices to future aspirations. Understands specifically what further studies will be required to reach own goals.	Is able to maintain a discursive style, remain open-minded, respecting others and seeking consensus	Strives to behave well in spite of immediate frustrations. Sees the bigger picture.
Has recognised how they need to increase their level of participation and engagement and has ideas how to achieve this.	Understands the local and national employment scene and has begun to acquire work experience and a personal plan for moving towards a career.	Is able to present an idea or opinion and, with great respect, defend or adapt it under pressure	Is able to express, manage and harness emotions, and to help other people at challenging moments.

CULTURAL EXPERIENCE	ECONOMIC LITERACY	LINGUISTIC SKILLS	SOCIAL LITERACY
Wider social experience	The money you make and pay	Standard English	Effective personal behaviour
Has visited a local place of interest such as an historical building	Knows that grown-ups work for wages	Is aware that language style may vary depending on context	Can concentrate for a few minutes, working alone or listening.
Has taken a trip to appreciate the locality e.g. its geography, transport, shops, facilities, public services	Understands the difference between gifts, payment in exchange for work, voluntary work and charity.	Can use the correct form of 'to be' in a sentence	Can work independently on tasks that are well-understood. Responds appropriately.
Has visited a place of worship	Recognises what banks do and why saving for the future can be helpful.	Understands the idea of noun-verb agreement. Is aware of dialect words and Americanisms and can offer a standard English word instead	Can work with others who are not immediate friends. Can maintain concentration for longer periods.

CULTURAL EXPERIENCE	ECONOMIC LITERACY	LINGUISTIC SKILLS	SOCIAL LITERACY
Has visited a geographical environment different from their own e.g. coastal, urban, rural	Understands that working people pay tax to fund public services, dustbin collections and education.	Can use the standard forms of <i>be, go, do, have</i> and <i>get</i> . Recognises formal and informal expressions.	Is able to reflect on own behaviour, other people's reactions and will generally adjust behaviour to suit different situations.
Has toured a local workplace or facility	Understands that working people pay National Insurance to help people out when they are sick, old or in need.	Can re-express sentences in formal English. Can use the passive tense and remove the agent for greater formality.	Is able to collaborate with others, and take in other people's ideas.
Has visited a place of worship for a second, different religion.	Understands what a pension is and how the money is saved and made.	Recognises when standard English is needed and uses it when needed. Can nominalise.	Is able to work in a team and support others in it. Accepts sensitive criticism.
Has visited and reflected on an environment that is socially and geographically different from their own	Recognises the elements of a simple wage packet or salary statement, and why people pay different amounts of tax.	Can speak and write in standard English consistently when required. Recognises that range of registers exist and may be required depending on context	Is able to contribute confidently, manage disagreement and avoid conflict.
Has observed work in a business, service or other workplace	Understands how debt arises, how it may be avoided and why it can be a trap.	Can maintain standard English over a longer piece speech, writing or discussion	Is able to concentrate and collaborate in order to see a project through. Looks for ways through difficulty.
A visit to a third place of worship for an unexplored religion	Knows what mortgages, loans and repayments are, why people seek them, and how they are best managed.	Is gaining control of more formal registers and can choose register correctly for context	Adapts behaviour to suit the context and bring out the best in others.
Has identified gaps in own knowledge of work, religion and places and has a plan to get acquainted.	Is alert to additional or hidden charges such as service charges, interest (simple and compound), excess charges and VAT.	Is fluent in spoken and written standard English, and moves sensitively between registers	Has self-control and manages other people with tact, respect and understanding.