

6.1 N- Navigator Curriculum / subject - Life skills

Lessons per week.

Year	Autumn 1 2025-2056	Autumn 2 2025-2056	Spring 1 2025-2056	Spring 2 2025-2056	Summer 1 2025-2056	Summer 2 2025-2056
6.1 N 2025-2056	Topic: Assertive skills EL3 Assertive Living L1 AIM E&D skills Suggested Key Questions 1.1. List the main characteristics of and give two examples of each of the following types of behaviour: passive • assertive • aggressive. 2.1. Give three examples of factors which influence how people feel about themselves. 2.2. Identify his/her self-esteem needs and indicate how they can be met. 3.1. Outline what stress is. Key Skills and Knowledge: Learners will know about different types of behaviour,	Topic: Assertive skills EL3 Assertive Living L1 AIM E&D skills Suggested Key Questions: 3.2. Give three examples of causes of stress in his/her life. Guiding Questions: What does it feel like when you are stressed? Can you think of three things that make you feel stressed? When do you usually feel stressed – at home, at school, or somewhere else? 3.3. Identify two ways in which his/her stress could be reduced.	Topic: Assertive skills EL3 Assertive Living L1 AIM E&D skills Suggested Key Questions: 4.2. List four ways in which he/she can improve his/her time management. Guiding Questions: What does time management mean? Why is being on time important? How do you make sure you get your work finished on time? Activity Example: Create a simple daily timetable or checklist.	Topic: Career preparation EL3 Career preparation L1 Suggested Key Questions: 1.1. Identify one example of each of his/her strengths, qualities, skills and abilities and state how each contributes to the roles, responsibilities or activities in which they are applied. 1.2. Outline how these may be transferable to different careers. Key Skills and Knowledge: Learners will know their own strengths, qualities, skills and abilities and be able to identify relevant sources of information in relation to career planning Understand his/her strengths, qualities,	Topic: Career preparation EL3 Career preparation L1 Suggested Key Questions: Do you know how to set personal goals? Do you understand values (e.g. honesty, reliability) Do you understand self-confidence and motivation? 2.1. Identify three sources of help or information s/he could use in relation to be planning his/her career. Communication & Social Skills Do you understand and can give examples of: Speaking clearly and listening actively	Topic: Career preparation Workplace behaviour and expectations: Suggested Key Questions: Dressing appropriately (e.g. uniform or smart clothes) Following instructions Understanding rules and boundaries Showing respect to managers and colleagues Accepting feedback Job-Seeking Skills Understanding different job roles Exploring interests through job taster sessions or work experience

	how to enhance self-esteem, how to reduce stress and how to implement time management. Learners will know their own personal strengths and interests. Understand the need for time management and be able to implement it.	Guiding questions: What helps you feel calm when you're stressed? What are two things you can do to feel better when you are overwhelmed? Who can you talk to when you're feeling stressed? Example Strategies: Deep breathing or mindfulness Talking to a friend or trusted adult Taking a break or going for a walk 4.1. Define time management and demonstrate his/her time management skills by punctual attendance and completion of work on time. 4.2. List four ways in which he/she can improve his/her time management. <u>Key Skills and Knowledge:</u> Know about self-esteem and how it can be enhanced.	Model Definition: "Time management means planning your time well so that you can do the things you need to do without rushing or forgetting." What do you do first when you have a lot of things to do? How can a planner or checklist help you? What are four ways you can improve how you manage your time? Suggested Strategies: Make a to-do list Set reminders or alarms. Break tasks into smaller steps. Avoid distractions (e.g. put phone away while working) 5.1. Identify and outline three personal strengths and three interests. <u>Key Skills and Knowledge:</u> Knowledge: Define time management.	skills, abilities and how they are transferable.	Making eye contact and using appropriate body language Asking for help or clarification Working with others / team participation Appropriate greetings and workplace manners <u>Key Skills and Knowledge:</u> Be able to identify relevant sources of information, advice and guidance in relation to career planning. Understand his/her strengths, qualities, skills, abilities and how they are transferable.	Completing a CV (or a visual profile for some SEN learners) Practising interview questions and answers Knowing how to search and apply for jobs Money & Work Readiness Understanding wages and payslips Knowing what taxes and National Insurance are Understanding budgeting (travel, lunch, clothes) Awareness of employee rights (e.g. break times, sick days) <u>Key Skills and Knowledge:</u> Understanding behaviour at work To know that attitude matters To be able to fill in CV for a given or chosen job role.
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Links to Gatsby Benchmarks:	Benchmark 2 Labour market to information. What are the current trends in the jobs market that involve soft skills such as: communication, active listening, hardworking that students are learning.	Benchmark 2 Labour market to information. What are the current trends in the jobs market that involve soft skills such as: communication, active listening, hardworking that students are learning.	Benchmark 2 Labour market to information. What are the current trends in the jobs market that involve soft skills such as: communication, active listening, hardworking that students are learning.	Benchmark 4. STEM opportunities-linking career opportunities and what employability skills they are learning. What employers are looking for? How is the world of work changing with AI?	Benchmark 4. STEM opportunities-linking career opportunities and what employability skills they are learning. What employers are looking for? How is the world of work changing with AI?	Benchmark 4. STEM opportunities-linking career opportunities and what employability skills they are learning. What employers are looking for? How is the world of work changing with AI?