

Sixth Form Curriculum Map 2020 - 2021

This Curriculum Map covers the BTEC courses undertaken by 6th Form Students. In addition, all students study English, Maths and RSE at an appropriate level and in addition, a core subject, in line with their chosen pathway.

Should you like more information please contact Julia Sharpe, Director of Sixth Form
jsharpe@carewacademy.org

Skills for Life students will study for a BTEC Entry Level 1 in Personal Progress.

BTEC Entry Level 1: Personal Progress	
<p>Students will work to develop their skills in a number of different areas. The units of study cover areas such as communication, reading and writing, mathematics, developing skills for independent living, developing skills for the workplace, and engaging with the world around them.</p>	
Key focus	Examples of learning outcomes and activities
<p>Developing Independent Living Skills: Keeping Safe</p>	<p style="text-align: center; color: blue;">Know that it is important to keep themselves safe and recognise key factors in keeping themselves safe, for example:</p> <ul style="list-style-type: none"> • acknowledge safety information around the home and in the community • identify key safety signs or symbols • recall some health and safety advice/information they have been given • respond to health and safety advice/guidance, for example fire alarm, crossing the road, stranger danger etc. <p style="text-align: center; color: blue;">Be able to observe safe practices and follow simple personal safety routines, for example:</p> <ul style="list-style-type: none"> • following simple routines to be safe (e.g. telling someone where they are going, locking the door before leaving, taking keys with them) • following simple road safety routines (e.g. finding and pressing the button, crossing when 'green man' appears) • remembering and putting into practice simple safety guidelines explained to them on a previous occasion (e.g. not talking to strangers)

<p>Developing Independent Living Skills: Looking after your own home</p>	<p>Take part in domestic activities to ensure that their home is healthy and safe</p> <ul style="list-style-type: none"> • participating through a complete activity (e.g. helping to sort washing, load and unload machine) • initiating involvement (e.g. putting dirty dishes into a dishwasher) • independently completing a stage of a task (e.g. sorting coloured from white washing) • following simple sequences to complete straightforward tasks • undertaking activities because they understand that living independently means taking responsibility for keeping a home clean and safe <p>Follow basic safety rules to ensure that their home is safe</p> <ul style="list-style-type: none"> • following a set of safety instructions with two steps • following simple routines (e.g. on leaving house, switch off lights, lock door and check that it is locked) • observing rules because they understand that the safety rules are there to protect them from danger
<p>Developing Independent Living Skills: Being Healthy</p>	<p>Take part in activities that contribute to keeping themselves healthy</p> <ul style="list-style-type: none"> • making choices to be healthy (e.g. deciding to go to a swimming class) • following simple healthy routines (e.g. washing hands before eating, eating a given balanced meal) • making decisions based on an understanding of health (e.g. reducing sugar intake if it is excessive) • undertaking activities because they understand that the activities contribute to keeping them healthy

**Rights and Responsibilities:
Everybody Matters**

Recognise some of their basic rights as individuals

- making choices and decisions, with appropriate degrees of support, as to how they live their lives and what and how they want to learn
- making challenges and raising objections to the status quo, with appropriate degrees of support,
- making requests
- joining clubs and using local services and facilities

Take some responsibility for themselves

- looking after own belongings (e.g. by remembering where they are stored, taking appropriate kit to a sporting club and bringing it back with them afterwards)
- participating in routine tasks with or without prompting in order to achieve something they wish to achieve

Recognise some responsibilities that they have towards others

- ensuring their actions do not cause deliberate harm or distress to others
- taking turns during an activity

Students on all other pathways will study a BTEC at either Entry Level 2 or Level 1 in Workskills

BTEC Entry Level 2: Workskills	
<p>This qualification enables learners to target the areas of employability they need to improve in order to achieve their progression aims. Students focus on understanding the employment recruitment processes and develop the practical skills they need to carry out work-related activities.</p>	
Key focus	Examples of learning outcomes and activities
<p>Explore the job recruitment process</p>	<p>Find out about job opportunities and recruitment processes, including:</p> <ul style="list-style-type: none"> • Types of work • Research work opportunities • Ways to apply for work • Employer responses • Communication skills • Employer and employee expectations • Career planning
<p>Participate in job related activities</p>	<p>Be able to understand appropriate equipment, materials and skills needed for a range of jobs, for example:</p> <ul style="list-style-type: none"> • Types of job related activity • Understanding the purpose of job related activities • Work collaboratively and know the value of working with others • Work safely to protect self and others • Prepare for and participate in job related activities • Develop skills including communication, personal and social skills and teamwork

BTEC Level 1: Workskills

This qualification helps students to improve their understanding and application of employability skills, as well as how their own behaviour affects personal success through exploring its impact on a range of different work-related situations.

Key focus	Examples of learning outcomes and activities
Personal Behaviour for Success	<p>Understand what codes of behaviour are, consider factors that affect behaviour and know how different techniques and strategies can help manage behaviour, for example:</p> <ul style="list-style-type: none">• Identify different situations where behaviour changes• Describe how body language, verbal communication and dress code can influence situations• Identify and compare different strategies and techniques for managing behaviour of yourself and others in a range of situations• Identify and describe how personal behaviour can contribute to success
Applying for jobs	<p>Know own skills and abilities for employment, as well as sources of information for potential employment.</p> <ul style="list-style-type: none">- Outline different sources of information about potential employment- Identify own skills, abilities and interests for employment and match suitable job roles- Identify the key features of a job from published information- Describe three different methods of applying for a job- Collect information required for a job application form- Present required information for a job application form in draft form- Submit a suitable job application