

Long Term Plan KS4: Pathway 3: Life Skills

Pathway 3- Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Target Qualification:	Independent Living Entry Pathways Award - up to 12 credits or Certificate - over 13 Credits (Entry 2 or Entry 3 depending on ability)					
Unit Title:	Choices and Decisions	Learning about Workplaces	Healthy Living		Managing Own Money	
Unit Ref No.	Entry 2: J/503/2774 Entry 3: L/503/2775	Entry 2: H/503/2782 Entry 3: K/503/2783	Entry 2: L/502/0450 Entry 3: T/502/0460		Entry 2: Y/502/0452 Entry 3: F/502/0462	
WJEC credits:	1	1	2		2	
Skills, Knowledge and Learning:	<p>Knowledge – What choices are, examples of everyday decisions, and that choices have consequences.</p> <p>Skills – Suggesting or identifying choices, making a simple decision, and at Entry 3, explaining reasons.</p> <p>Learning – Pupils take part in role-play and real-life scenarios, showing they can recognise options, choose between them, and reflect on outcomes.</p>	<p>Knowledge – Types of workplaces, job roles, and features of different work environments.</p> <p>Skills – Identifying examples of workplaces, describing job tasks, and recognising basic workplace expectations.</p> <p>Learning – Pupils explore workplace case studies, visits or role-play, demonstrating they can recognise different workplaces and describe what happens there.</p>	<p>Knowledge – The aspects of a healthy lifestyle (diet, exercise, hygiene, rest) and benefits of healthy choices (energy, confidence and wellbeing).</p> <p>Skills – Identifying healthy/unhealthy habits, stating benefits, making lifestyle choices, and at Entry 3, giving reasons.</p> <p>Learning – Pupils engage in practical contexts such as shop choices or exercise, showing they can identify, apply, and explain healthy living decisions.</p>		<p>Knowledge – Sources of income, common everyday expenses, and why budgeting is important.</p> <p>Skills – Identifying money in everyday contexts, comparing simple costs, and making spending decisions.</p> <p>Learning – Pupil's practise money-handling scenarios, showing they can recognise income/expenses and make simple budget choices, with reasons at Entry 3.</p>	

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Enrichment/ Experiences:	Role-play “mock shop” with tokens to practise making and explaining choices.	Visit local workplace (e.g. school kitchen, office, caretaking team) with clear routines.	Shop visit to choose between healthy/unhealthy options.	Mock “shop” or café where learners practise handling coins/notes.
	Class vote on a reward or activity → learners justify their option.	Role-play workplace tasks (sorting mail, setting tables, stocking a shelf).	Simple exercise circuit or outdoor walk to reflect on benefits of activity.	Role-play comparing prices (snack A vs snack B).
	Photo walk around school to spot places where choices are made (canteen, playground, library).	Guest talk (school staff, site manager) explaining their role and expectations.	Create a “healthy choices” poster campaign for school displays.	Simple budget game – plan a small party or packed lunch with a set budget.
Curriculum End Point / Goals:	Pupils will be able to demonstrate increasing independence by making and explaining everyday choices, recognising the features of workplaces, understanding what contributes to a healthy lifestyle, and beginning to apply money management skills. They will collect evidence through real-life tasks, role play, and practical activities, building a strong foundation for work, health, and independence.			
Cross-Curricular coverage needed:	Unit	Credits	Delivered Through	
	Working Towards Goals	1	PSHE/ Tutor Time/ P3 (Thursday)	
	Planning a Journey	1	Lesson 2 and 3 of Life Skills	

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Pathway 3- Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Target Qualification:	Independent Living Entry Pathways Award - up to 12 credits or Certificate - over 13 Credits (Entry 2 or Entry 3 depending on ability)					
Unit Title:	Preparing for Work Experience			Individual Rights and Responsibilities	Myself within the Community	
Unit Ref No.	Entry2: Y/503/2780 Entry 3: D/503/2781			Entry 2: F/502/0445 Entry 3: A/502/0458	Entry 2: Y/505/6013 Entry 3: H/503/2779	
WJEC credits:	3			1	2	
Skills, Knowledge and Learning:	<p>Knowledge – Why work experience is important, the link between personal strengths and job roles, and key workplace expectations such as punctuality, behaviour, and following instructions.</p> <p>Skills – Identifying strengths and areas for development, researching and choosing appropriate placements, preparing for interviews, completing application tasks, and reflecting on readiness for work.</p> <p>Learning – Pupils take part in workplace visits, mock interviews, and planning activities. They build portfolios including strengths profiles, placement preferences, and interview practice, showing they can prepare effectively and demonstrate confidence in entering a work placement.</p>			<p>Knowledge – Key rights (e.g. education, safety) and responsibilities (e.g. respect, following rules).</p> <p>Skills – Identifying rights/responsibilities, explaining their importance, and giving examples.</p> <p>Learning – Learners take part in discussions and case studies, demonstrating they can identify rights and responsibilities and apply them to real-life contexts.</p>	<p>Knowledge – What a community is, the different roles people play within it, and the services and facilities available (e.g. shops, parks, healthcare, libraries).</p> <p>Skills – Identifying community services, describing their purpose, explaining how to access and use them, and recognising personal contributions and responsibilities within the community.</p> <p>Learning – Learners take part in community walks, mapping exercises, and discussions. They create evidence such as posters or presentations, showing they can identify key community resources, explain their use, and reflect on how they can positively participate and contribute to their local area.</p>	

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Enrichment/ Experiences:	<p>Visit potential placement site or take a virtual tour online.</p> <p>Mock interview with a teacher or TA.</p> <p>Role-play workplace scenarios (punctuality, asking for help).</p> <p>Complete “strengths and skills” profiles to prepare for placement.</p> <p>CV and application workshop – create simple CVs or practise filling in application forms.</p> <p>Work shadowing – short in-school placements (e.g. helping the caretaker, assisting in reception).</p>	<p>Case study role-play: what rights/responsibilities apply in this situation (e.g. playground, classroom)?</p> <p>Create a simple rights charter for the class.</p> <p>Link to SMSC/assemblies: discuss rights and responsibilities around events like Black History Month or School Council elections.</p>	<p>Supervised community walk to identify local facilities (library, park, shops).</p> <p>Invite community visitor (police officer, librarian, council worker).</p> <p>Create a map of “my community” showing important places.</p>
Curriculum End Point / Goals:	<p>Pupils will be able to demonstrate readiness for future opportunities by preparing for work experience, recognising and engaging with their role in the community, and understanding the rights and responsibilities that underpin participation in society. By the end of Year 2, they will show that they can apply the personal, social, and practical skills developed across the programme to real-life contexts, supporting their independence, wellbeing, and progression.</p>		