

LifeSkills content guide





LifeSkills and the curriculum

Overview

This guide provides a link between the curriculum of each of the four nations (England, Wales, Scotland and Northern Ireland) and LifeSkills content. Look out for lessons with the PSHE Association Quality Assurance Mark. Safeguarding guidance from the PSHE Association can be found in the appendix, to support you to deliver these resources.

How to use this guide

This interactive PDF allows you to search for content according to your delivery needs. Simply click on the relevant student age group and curriculum requirement and you will be taken directly to LifeSkills lessons, interactive challenges, videos and more.

Supporting students with SEND

Further details about the core set of lessons adapted for young people aged 14+ with Special Educational Needs and Disabilities (SEND) can be found at barclayslifeskills.com/SENDadapted.

Helping young people move forward after care

As a signatory to the Care Leaver Covenant, LifeSkills have adapted a suite of financial education resources for young people leaving care. Explore these by visiting barclayslifeskills.com/lessons and selecting the 'care leavers' box.

Supporting a successful transition

To help students make the move from primary to secondary school, explore the 'Transition toolkit' and supporting content for activities, guidance and inspiration aimed at young people, parents and educators. Learn more at barclayslifeskills.com/educators/support/supporting-students-to-make-a-successful-transition

Supporting your careers strategy

Information on how LifeSkills is supporting the Gatsby Benchmarks, linking curriculum learning to careers, is available at: barclayslifeskills.com/educators/support/lifeskills-supporting-your-careers-strategy.



Helping adult learners thrive in their work life

Working with adults who need support to improve their employment situation or financial capability? Visit the educating adults hub to explore practical tools designed for charities, the public sector and more: barclayslifeskills.com/educators/adult-learning.

Working with older students

You can find content for young people aged 19+ by visiting barclayslifeskills.com/educators/lessons and selecting the 19+ filter.

Use the key below to find resources that are quick-fire activities, SEND and care leaver adapted lessons.

- Key:**
-  Quick-fire activity
 -  SEND adapted
 -  Care leaver adapted

Contents

England



Scotland



Wales



Northern Ireland





LifeSkills and the curriculum – England

Overview

This guide showcases how LifeSkills can help to support your curriculum objectives. It maps the programme's resources to the statutory citizenship, English, computing and maths subjects in the national curriculum at key stage 3 and 4, alongside the non-statutory Personal, Social, Health and Economic education (PSHE education, or PSHEe) up to key stage 5.

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Curriculum mapping

PSHEe		Content is based on the PSHE Association's <u>Programme of Study for PSHE education (key stages 1-5)</u> . You can find PSHE safeguarding guidance to help ensure that safe boundaries are set when using these resources here .	Citizenship	English	Computing	Maths
11-14			11-14		11-14	
14-16			14-16		14-16	
16-19						



Pupils should have the opportunity to recognise how these affect confidence and self-esteem:





- ✓ Personal strengths
- ✓ Personal qualities, attitudes, skills and achievements

Lesson plan		Interactive tools	Films	Young person content	
Self confidence		Building confidence and assertiveness	Wheel of strengths	A song about confidence – Bry ft. Doodleoodle	Build my confidence and be more assertive
Exploring personal strengths		Understanding behaviours for work	Know your skills	How to gain confidence, with Jameela Jamil	
The importance of challenge		Demonstrating your skills	Rate and improve your skills	How to show confident body language	
Aiming high (proactivity)		Leadership	The dictionary of skills		
Adaptability		Staying positive (resilience)			



Pupils should have the opportunity to learn:

- ✓ Qualities and behaviours that exist within positive relationships
- ✓ Team working skills
- ✓ Communication skills
- ✓ Responsible use of information communication technology

Lesson plan		Interactive tools	Films	Young person content
Self confidence 	Building confidence and assertiveness	Email etiquette	Sophie takes the communication challenge	Build my confidence and be more assertive
Setting goals	Negotiating and persuading	Negotiating or persuading	Clear communication	
Understanding behaviours for work 	The journey to your career 	The workplace challenge	Slow it down	
Communicating digitally in the world of work	Workplace challenge 	Tweet or delete	Is your social media profile employer-ready?	
Listening and presenting (communication)	Staying positive (resilience)			



Pupils should have the opportunity to learn:

- ✓ Skills needed to set challenging goals
- ✓ To identify strengths and skills including value to employability
- ✓ About different types of work
- ✓ About different career pathways
- ✓ About the benefits of being enterprising in all aspects of life
- ✓ The importance of protecting their own and others' reputations
- ✓ To assess and manage risk in relation to financial decisions

Lesson plan

Strategies for improving your skills



Recognising and building personal skills



Putting enterprise skills into action

Making the most of virtual work experience

Demonstrating your skills



The journey to your career



Exploring personal strengths



Setting goals

Negotiating and persuading

Building a positive online reputation

Aiming high (proactivity)

Leadership

Adaptability

Creativity

Interactive tools

Wheel of strengths

Know your skills

Rate and improve your skills

The dictionary of skills

Discover the benefits of creative thinking

Your path to work

Tweet or delete

Putting your enterprise skills into practice

Top tips for your LinkedIn profile

Your digital footprint

Make it through the month

34 ways to save

Advice map

Job board

Job quiz

Why I love my job

Virtual work experience

Films

Develop your skills and discover new ones

Put your skills to the test

Is your social media profile employer-ready?

Putting your skills into practice

Young person content

Choose my next step

Develop my skills for work

Succeed in the workplace

How the world of work is changing

Use my online presence to get ahead

Get to grips with money and my payslip



Pupils should be taught to recognise the extent to which their self-confidence is affected by external judgements.

[illegible]

[illegible]



Pupils should have the opportunity to:

- ✓ Evaluate personal strengths, development areas
- ✓ Learn how strengths, interests, skills and qualities relate to employability
- ✓ Learn about information, advice and guidance available
- ✓ Develop study and employability skills
- ✓ Learn about opportunities including education, training and employment
- ✓ Research and take advantage of work experience opportunities
- ✓ Learn about attitudes and values in relation to work and enterprise
- ✓ Develop their career identity
- ✓ Recognise and manage influences on financial decisions
- ✓ Be critical consumer of goods and services

Lesson plan

Strategies for improving your skills  	Exploring personal strengths 
The journey to your career 	Understanding and managing debt
Recognising and building personal skills 	Setting goals
Putting enterprise skills into action	Financial risk and security
Making the most of virtual work experience	Core transferable skills
The budget game	Building a positive online reputation
Future of money	CV skills lesson one: writing a successful CV
Social action toolkit	CV skills lesson two: Fine-tuning your CV to stand out to employers
Interview skills 	Networking skills 
Personality match 	The online career network 
Demonstrating your skills 	
Negotiating and persuading	Growth mindset toolkit
Aiming high (proactivity)	Leadership
Adaptability	Staying positive (resilience)

Interactive tools

Know your skills
Rate and improve your skills
Wheel of strengths
Virtual work experience
Your path to work
Know your money terms
Money personality quiz
34 ways to save
Make it through the month
Needs and wants
Advice map
Job board
Job quiz
Practice online assessments
Assessment centre days: what to expect
Different types of interview and assessment

Films

Develop your skills and discover new ones
Work experience: getting out of the office
Is your social media profile employer-ready?
Money role models
Putting your skills into practice
Put your skills to the test
Advantages of using your networking skills
5 steps to the perfect interview
Money pressures
Social job hunting
Handling nerves at a job interview
How not to perform in an interview





Young person content

Choose my next step
Develop my skills for work
Succeed in the workplace
Get to grips with money and my payslip
Gain experience and build my network
How the world of work is changing
10 step guide on how to prepare for an interview
Help applying for jobs



Pupils should have the opportunity to reinforce learning to be able to:

- ✓ Manage being 'new' in 'new places'; fitting in, making friends
- ✓ Manage online safety in all forms; protecting privacy, 'online presence' and positive personal reputation












Lesson plan		Interactive tools	Films	Young person content
Online reputation in the workplace	Identifying workplace behaviours and values 	Tweet or delete	Is your social media profile employer-ready?	Use my online presence to get ahead
Workplace challenge 	Building confidence and assertiveness	Top tips for your LinkedIn profile		
Building confidence and assertiveness	Leadership	Your digital footprint		
Adaptability	Staying positive (resilience)	Social job hunting		
Financial risks 	Financial fraud, scams and identity theft 	Tactics for approaching contacts		
Wellbeing toolkit				

[illegible]



Pupils should have the opportunity to reinforce learning to be able to:

- ✓ Be a 'critical consumer' of online information in all forms
- ✓ Set and maintain clear boundaries around their personal privacy and protect personal reputation
- ✓ Understand the process of renting items and accommodation
- ✓ Plan their budget, especially when living away from home
- ✓ Understand and manage taxation and national insurance
- ✓ Understand savings options; where to save, when to save and why
- ✓ Understand and manage debt
- ✓ Understand pensions and their importance
- ✓ Match career to personal interests, attributes and skills
- ✓ Be enterprising in life and work
- ✓ Apply for future roles and 'market' themselves

Lesson plan		Interactive tools	Films	Young person content
Online reputation in the workplace	The budget game	34 ways to save	Is your social media profile employer-ready?	Choose my next step
Communication and digital skills at work	Putting enterprise skills into action	Make it through the month	5 steps to the perfect interview	Get to grips with money and my payslip
Interview success	Managing money and budgeting	Top tips for your LinkedIn profile	Why salary isn't everything	Use my online presence to get ahead
Finances and the world of work	Recognising skills for success in the workplace	Why I love my job	Handling nerves at a job interview	Prepare for an interview
Planning your finances for the future	Social action toolkit		How not to perform in an interview	Help applying for jobs
Steps to starting a business	Financial survival skills		Getting the most out of independent living	Business start up planner
Tailoring your CV and using networks	Personality match 			Enterprise idea planner
Aiming high (proactivity)	Leadership			Starting a business handbook
Adaptability	Salaries and payslips 			
University finances 	Self-employment 			
Introducing insurance 	Budgeting and planning for the future 			
Paying rent, bills and other expenses 	Ways to save money 			
Borrowing money 	Choosing and managing your bank accounts 			
Credit scores and debt 				



Pupils should have the opportunity to learn about functions and uses of money, the importance and practice of budgeting and managing risk.

Lesson plan		Interactive tools	Films	Young person content
Recognising your money personality	Next steps in your financial journey	Know your money terms	Money role models	Get to grips with money and my payslip
Value for money		Money talks	Money pressures	
		Money personality quiz	Getting better with cash	
		Needs and wants	Looking after your money	
		34 ways to save		
		Make it through the month		

Pupils should have the opportunity to learn about income and expenditure, credit and debt, insurance, savings and pensions, financial products and services and how public money is raised and spent.

[illegible]




- ✓ Write effectively for a range of purposes and audiences
- ✓ Plan, draft, edit and proof-read

[illegible]



Pupils should be taught to speak confidently and effectively, through:

- ✓ Using Standard English in formal and informal contexts
- ✓ Giving speeches and presentations, expressing ideas
- ✓ Participating in debates and structured discussions

Lesson plan		Interactive tools	Films	Young person content
Setting goals	Understanding behaviours for work 	How to get presentations right	Sophie takes the communication challenge	
Negotiating and persuading	Listening and presenting (communication)	Virtual interview practice	Clear communication	
			How to show confident body language	
			Slow it down	



Pupils should be taught to:

- ✓ Write effectively
- ✓ Revise, edit and proof-read

[illegible]



Pupils should be taught to speak confidently, audibly and effectively.

[illegible]

Pupils should be taught to understand ways to use technology safely and responsibly.

[illegible]

Pupils should be taught to understand how changes in technology affect safety.

[illegible]

As part of the statutory mathematics curriculum, students are expected to apply their mathematical knowledge wherever relevant in other subjects and in financial contexts. If you're looking to incorporate financial education into your mathematics lessons, you can find direct links to resources for ages 11-16 [here](#).

[illegible]



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Lesson plan		Interactive tools	Films	Young person content
Understanding and managing debt	Money and work	Money personality quiz	Getting better with cash	
Financial risk and security	Future of money	Money talks	Looking after your money	
The budget game		Know your money terms	Money pressures	
		Make it through the month	Money role models	
		34 ways to save	Why salary isn't everything	
		Needs and wants	Getting the most out of independent living	
		Future of money		



Establishing a safe learning environment for all students

Talking about skills and employability can be a sensitive topic for young people. They may be worried about their job prospects and/or financial or employability insecurity which may cause them stress and anxiety. It is therefore important to establish a safe learning environment, whilst being aware of any particularly vulnerable individuals in your LifeSkills session. Of course, it's also important to remember to phrase discussions in a way that doesn't purely focus on the concerns of finding a job, and gives students a positive view of employability and their future prospects. The below guidance can be used to help ensure that safe boundaries are set when using the LifeSkills resources.

Establishing ground rules:

- Ground rules will be most effective when students can explain their purpose and express them in their own words, so make sure you allow time for students to discuss, practice and share ideas. This will help them to apply newly learnt skills and strategies in their own lives
- Ensure you establish ground rules that reflect the school's wider policies on safeguarding and that you are always working within these guidelines
- Be clear that, for safeguarding reasons, there are some things you can't keep confidential and remind students of the safeguarding protocols that operate in school
- Examples of ground rules include:
 - Openness – encourage students to feel able to talk openly and honestly, but that the session will not draw directly on their private lives or put them on the spot
 - Keep the conversation in the room – ensure students understand that what is discussed stays within the classroom

- Non-judgmental approach – make students aware that whilst they may disagree with another's opinion, no-one will judge or make fun of anybody in the class
- Right to pass – whilst contribution is important, make it clear that students don't have to answer a question or participate in an activity if they don't want to
- Make no assumptions – explain that no assumptions will be made about people's values, attitudes, behaviours, life experiences or feelings

Tips for supporting students during lessons:

- Use distancing techniques by broaching topics objectively rather than asking young people to imagine themselves in situations they may find emotionally challenging (e.g. young people from low-income backgrounds may not want to talk about their financial situation in a money-based lesson). This can take the form of using techniques where students are invited to consider a situation or dilemma from the viewpoint of a 'character' to avoid students talking about their own experiences.

LifeSkills resources often utilise case studies, which make it easier to discuss a specific situation without focusing on direct student experience.

- Invite students to write down any questions they have anonymously at any time during the lesson. Collect them in using an anonymous question box or envelope, which can be accessible both in and after the lesson. To ensure that students do not feel self-conscious about being seen to writing a question, you could ask

all students to write something: either a question or 'no question'. If taking anonymous questions during the lesson you may wish to set aside some time at the end of each lesson to do this.

Vulnerable students:

- Ensure you have identified any particular personal issues that students may have before starting a session
- Make sure you are aware of any experiences of individual students that may make them sensitive or vulnerable in the context of particular topics (In some cases it might be helpful to share the lesson content beforehand with these students so that they are familiar with the content and could suggest possible adaptations that they would find helpful)
- Familiarise yourself with your school's safeguarding policy beforehand and share details of the lesson in advance with relevant pastoral or wellbeing staff
- Consider any changes in seating plans/group work/pair work which may need to be made to enable vulnerable students to engage more effectively
- Remind students of pastoral support within school; you may also want to signpost towards supporting resources e.g.
 - mind.org.uk
 - samaritans.org
 - findyourcreditunion.co.uk
 - moneyadviceservice.org.uk
 - young-enterprise.org.uk
- Make it clear that you are available at the end of the lesson for anyone who wishes to talk further



LifeSkills and the curriculum – Scotland

Overview

This guide showcases how LifeSkills can help to support your curriculum objectives. It maps the programme's resources to the key themes of the curriculum: health and wellbeing, literacy and numeracy across levels 3 and 4. In addition it also considers areas that are not the 'responsibility of all' but are significant in shaping the curriculum and have some overlap with the three curriculum themes – The Career Education Standard, Digital Literacy and the Work Placement Standard.

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Curriculum mapping

Health and wellbeing		Literacy		Numeracy	
3rd level		3rd level		3rd level	
4th level		4th level		4th level	



Experiences and outcomes (responsibility of all)

- ✓ To develop own self-awareness
- ✓ To meet challenges, manage change and build relationships
- ✓ Experience personal achievement and build resilience and confidence
- ✓ Understand and develop my social skills
- ✓ Learn where to find help and resources to inform choices
- ✓ Reflect on own strengths and skills to help make informed choices when planning next steps

Lesson plan		Interactive tools	Films	Young person content		
Self confidence		The importance of challenge		Wheel of strengths	How to gain confidence, with Jameela Jamil	Build my confidence and be more assertive
Workplace challenge		Social action toolkit		Tactics for approaching contacts	Sophie takes the communication challenge	Choose my next step
Aiming high (proactivity)		Leadership		Your path to work	Advantages of using your networking skills	Insight into how the world of work is changing
Adaptability		Listening and presenting (communication)		Know your skills	A song about confidence – Bry ft. Doodleoodle	
Staying positive (resilience)				Job board	How to show confident body language	
				Advice map	Clear communication	
				Rate and improve your skills	Slow it down	
				Dictionary of skills		
				7 ways to build experience		



Experiences and outcomes

HWB 3-19a (responsibility of all)

- ✓ Developing the skills and attributes which I will need for learning, life and work
- ✓ Gaining understanding of the relevance of my current learning to future opportunities
- ✓ Helping me to make informed choices about my life and learning

HWB 3-20a (not responsibility of all)







- ✓ Investigating different careers/occupations, ways of working, and learning and training paths
- ✓ Gaining experience that helps me recognise the relevance of my learning, skills and interests to my future

Lesson plan		Interactive tools	Films	Young person content
Recognising and building personal skills SEND	Exploring personal strengths SEND	Your path to work	Sophie takes the communication challenge	Choose my next step
Problem solving	The journey to your career SEND	Advice map	Develop your skills and discover new ones	Develop my skills for work
Putting enterprise skills into action	Making the most of virtual work experience	7 ways to build experience	Put your skills to the test	Succeed in the workplace
Setting goals	Innovation and idea generation SEND	Know your skills	Putting your skills into practice	Insight into how the world of work is changing
Understanding behaviours for work SEND	Demonstrating your skills 5	Job board	What is social action?	
Personality match 5	Workplace challenge 5	Virtual interview practice	Social action stories	
Negotiating and persuading	Social action toolkit	Practice online assessments		
Aiming high (proactivity)	Leadership	How to write a cracking cover letter		
Creativity		Different types of interview and assessments		
		Social job hunting		
		CV builder		
		CV tips		
		Top tips for your LinkedIn profile		
		Tactics for approaching contacts		
		Virtual work experience		



Experiences and outcomes (responsibility of all)

- ✓ Develop my self-awareness...
- ✓ Meet challenges, manage change and build relationships
- ✓ Experience personal achievement and build my resilience and confidence
- ✓ Understand and develop my.... social skills
- ✓ Learn about where to find help and resources to inform choices
- ✓ Reflect on my strengths and skills to help me make informed choices when planning my next steps

Lesson plan		Interactive tools	Films	Young person content
Exploring personal strengths		Aiming high (proactivity)	How to gain confidence, with Jameela Jamil	Build my confidence and be more assertive
Problem solving	Self confidence 	Tactics for approaching contacts	Sophie takes the communication challenge	Choose my next step
Building confidence and assertiveness	Networking skills 	Know your skills	Advantages of using your networking skills	Gain experience and build my network
The importance of challenge 	Workplace challenge 	7 ways to build experience	Is your social media profile employer-ready?	Insight into how the world of work is changing
The online career network 	Social action toolkit	Rate and improve your skills	A song about confidence – Bry ft. Doodleoodle	
Leadership	Adaptability	Dictionary of skills	Clear communication	
Staying positive (resilience)	Wellbeing toolkit		Social job hunting	
			6 stages of problem solving	
			How to show confident body language	
			Slow it down	
			What is social action?	
			Social action stories	



Experiences and outcomes

HWB 4-19a (responsibility of all)

- ✓ Based on my interests, skills and preferences, I am supported to make suitable, realistic choices, set manageable goals and plan for my further transitions

HWB 4-20a (not responsibility of all)

- ✓ Investigating different careers/occupations, ways of working, and learning and training paths
- ✓ Gaining experience that helps me recognise the relevance of my learning, skills and interests to my future

Lesson plan		Interactive tools	Films	Young person content
Core transferable skills	Setting goals	Wheel of strengths	Develop your skills and discover new ones	Choose my next step
Big data: Big what?	Recognising skills for success in the workplace	7 ways to build experience	Putting your skills into practice	Develop my skills for work
Exploring personal strengths	Making the most of virtual work experience	Job board	Put your skills to the test	Succeed in the workplace
Putting enterprise skills into action	The journey to your career	Know your skills	What is social action?	Insight into how the world of work is changing
Innovation and idea generation	Negotiating and persuading	The workplace challenge	Social action stories	Business start up planner
Understanding behaviours for work	Steps to starting a business	The career journey		Enterprise idea planner
Demonstrating your skills	Personality match	Your path to work		Starting a business handbook
Social action toolkit	Growth mindset toolkit	Putting enterprise skills into practice		
Aiming high (proactivity)	Leadership	Virtual interview practice		
Creativity	Staying positive (resilience)	Virtual work experience		



Experiences and outcomes (responsibility of all)

Tools for listening and talking

- ✓ LIT 3-02a When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion
- ✓ I can respond in ways appropriate to my role and use contributions to reflect on, clarify and adapt thinking

Understanding, analysing and evaluating

- ✓ LIT 3-07a I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts

Creating texts

- ✓ LIT 3-09a when listening and talking with others for different purposes, I can: communicate information, ideas or opinions – explain processes, concepts or ideas – identify issues raised, summarise findings or draw conclusions
- ✓ LIT 3-10a I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organize resources independently

Lesson plan		Interactive tools	Films	Young person content
Setting goals	Self confidence SEND	Making ideas happen	Sophie takes the communication challenge	Build my confidence and be more assertive
Understanding behaviours for work SEND	Negotiating and persuading	Negotiating or persuading?	How to gain confidence, with Jameela Jamil	Develop my skills for work
Adaptability	Creativity		A song about confidence – Bry ft. Doodleoodle	Prepare for an interview
Listening and presenting (communication)			Clear communication	
			How to show confident body language	
			Slow it down	



Experiences and outcomes (responsibility of all)

Writing: tools for writing

- ✓ LIT 3-22a I can punctuate and structure different types of sentence with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs
- ✓ LIT 3-23a Throughout the writing process, I can review and edit my writing to ensure it meets its purpose and communicates meaning at first reading
- ✓ LIT 3-24a I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features

Organising and using information

- ✓ LIT 3-26a By considering the type of text I am creating:
I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order
- ✓ I can use suitable vocabulary to communicate effectively with my audience

Lesson plan

Communicating digitally
in the world of work

Creativity

Interactive tools

How to get presentations right

Films

Young person content



Experiences and outcomes (responsibility of all)

Tools for listening and talking

- ✓ LIT 4-02a When I engage with others, I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions
- ✓ I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify and adapt thinking

Understanding, analysing and evaluating

- ✓ LIT 4-07a I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, on the content and form of short and extended texts

Creating texts

- ✓ LIT 4-09a When listening and talking with others for different purposes: I can communicate detailed information, ideas or opinions – explain processes, concepts or ideas with some relevant supporting detail – sum up ideas, issues, findings or conclusions
- ✓ LIT 4-10a I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and independently select and organise appropriate resources as required

Lesson plan

Setting goals	Online reputation in the workplace
Building a positive online reputation	Communication and digital skills at work
Tailoring your CV and using networks	Self confidence SEND
Identifying workplace behaviours and values SEND	Interview skills SEND
Interview success	Negotiating and persuading
Adaptability	Creativity
Listening and presenting (communication)	

Interactive tools

Virtual interview practice
Negotiating or persuading?
Know your skills
Tactics for approaching contacts
How to get presentations right

Films

Sophie takes the communication challenge
How to gain confidence, with Jameela Jamil
Advantages of using your networking skills
5 steps to the perfect interview
A song about confidence – Bry ft. Doodleoodle
How not to perform in an interview
How to show confident body language
Slow it down
Is your social media profile employer-ready?

Young person content

Build my confidence and be more assertive
Develop my skills for work
Prepare for an interview



Experiences and outcomes (responsibility of all)

Tools for writing

- ✓ LIT 4-21a I can use a range of strategies and resources independently and ensure my spelling, including specialist vocabulary is accurate
- ✓ LIT 4-22a As appropriate to my purpose and type of text, I can punctuate and structure different types of sentence with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs
- ✓ LIT 4-23a Throughout the writing process I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading
- ✓ LIT 4-24a Can justify my choice and use of layout and presentation in terms of the intended impact on my reader

Organising and using information

- ✓ LIT 4-26a By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes
- ✓ Can organise essential information or ideas and supporting detail in a logical order
- ✓ Can use suitable vocabulary to communicate effectively with my audience


Lesson plan		Interactive tools	Films	Young person content
CV skills lesson one: writing a successful CV	Tailoring your CV and using networks	How to get presentations right		Use my online presence to get ahead
CV skills lesson two: Fine-tuning your CV to stand out to employers	Communicating digitally in the world of work			Succeed in the workplace
	Creativity			Help applying for jobs



Experiences and outcomes (responsibility of all)

✓ MNU 3-09a When considering how to spend money can source, compare different contracts and services, discuss advantages and disadvantages, and explain which offer best value


✓ MNU 3-09b Can budget effectively, making use of technology and other methods, to manage money and plan future expenses

Lesson plan		Interactive tools	Films	Young person content
Problem solving	Value for money	Future of money		Get to grips with money and my payslip
Next steps in your financial journey	Setting goals	Make it through the month		
Recognising your money personality	Negotiating and persuading	Money personality quiz		
The importance of challenge 	Dealing with financial dilemmas	Needs and wants		
		34 ways to save		
		Know your money terms		



Experiences and outcomes (responsibility of all)

- ✓ MNU 4-09a Can discuss and illustrate the facts I need to consider when determining what I can afford, to manage credit and debt and lead a responsible lifestyle
- ✓ MNU 4-09b Can source information on earnings and deductions and use it when making calculations to determine net income
- ✓ MNU 4-09c Can research, compare a range of personal finance products and, after making calculations, explain preferred choices

Lesson plan		Interactive tools	Films	Young person content
Problem solving	Understanding and managing debt	Make it through the month	Money pressures	Get to grips with money and my payslip
Financial risk and security	Setting goals	Needs and wants	Money role models	
Money and work	Financial survival skills	Know your money terms		
The budgeting game	Planning your finances for the future	Bank account comparison		
Managing money and budgeting	The importance of challenge 	Money personality quiz		
Negotiating and persuading				



LifeSkills and the curriculum – Wales

Overview

This guide showcases how LifeSkills can help to support your curriculum objectives. It maps the programme's resources to ICT up to key stage 3, digital competencies – the first element of the new curriculum, as well as literacy and numeracy up to key stage 4 and careers and the world of work, personal and social education and the Welsh Baccalaureate, all up until key stage 5.

How to use this guide

This interactive PDF allows you to search for content according to your delivery needs. Simply click on the relevant student age group and curriculum requirement and you will be taken directly to LifeSkills lessons, interactive challenges, videos and more.

Supporting students with SEND

Further details about the core set of lessons adapted for young people aged 14+ with Special Educational Needs and Disabilities (SEND) can be found at barclayslifeskills.com/SENDadapted.

Helping young people move forward after care

As a signatory to the Care Leaver Covenant, LifeSkills have adapted a suite of financial education resources for young people leaving care. Explore these by visiting barclayslifeskills.com/lessons and selecting the 'care leavers' box.

Supporting a successful transition

To help students make the move from primary to secondary school, explore the 'Transition toolkit' and supporting content for activities, guidance and inspiration aimed at young people, parents and educators. Learn more at barclayslifeskills.com/educators/support/supporting-students-to-make-a-successful-transition

Supporting your careers strategy

Information on how LifeSkills is supporting the Gatsby Benchmarks, linking curriculum learning to careers, is available at: barclayslifeskills.com/educators/support/lifeskills-supporting-your-careers-strategy.




Helping adult learners thrive in their work life

Working with adults who need support to improve their employment situation or financial capability? Visit the educating adults hub to explore practical tools designed for charities, the public sector and more: barclayslifeskills.com/educators/adult-learning.

















Working with older students

You can find content for young people aged 19+ by visiting barclayslifeskills.com/educators/lessons and selecting the 19+ filter.

Use the key below to find resources that are quick-fire activities, SEND and care leaver adapted lessons.

- Key:**
-  Quick-fire activity
 -  SEND adapted
 -  Care leaver adapted

Curriculum mapping

Careers and the world of work	Personal and social education	Literacy	Numeracy	Digital competencies	ICT	Welsh Baccalaureate
11-14 	11-14 	11-14 	11-14 	11-14 	11-14 	KS4 
14-16 	14-16 	14-16 	14-16 	14-16 		National/ Foundation 
16-19 	16-19 					Advanced 



Pupils should have the opportunity to:

- ✔ Consider their own and other people's ideas about learning and careers
- ✔ Develop range of ideas to solve problems
- ✔ Communicate clearly in English or Welsh, about careers and work

- ✔ Organise information about themselves clearly and positively
- ✔ Plan, agree and review targets
- ✔ Adapt to new situations

[illegible]



Pupils should have the opportunity to:

Personal achievement

- ✓ Describe their abilities, interests and achievements

Seeking information

- ✓ Use variety of sources to search for information about work and learning opportunities
- ✓ Find out about different types of work that are available

Understand the world of work

- ✓ Explore attributes of entrepreneurs and role of enterprise in wealth creation

Guidance

- ✓ Identify people able to provide informed advice and guidance on subject choices/careers ideas
- ✓ Identify obstacles to future plans and consider how these might be overcome

Lesson plan

Recognising and building personal skills



Exploring personal strengths



Putting enterprise skills into action

Making the most of virtual work experience

Strategies for improving your skills



The journey to your career



Workplace challenge



The importance of challenge



Demonstrating your skills



Personality match



Aiming high (proactivity)

Leadership

Staying positive (resilience)

Interactive tools

Know your skills

Putting enterprise skills into practice

Wheel of strengths

Job board

Your path to work

Virtual work experience

Films

Develop your skills and discover new ones

Putting your skills into practice

Advantages of using your networking skills

Work experience: getting out of the office

Put your skills to the test

Young person content

Choose my next step

Gain experience and build my network

Succeed in the workplace

Insight into how the world of work is changing



Pupils should have the opportunity to:

- ✓ Access wide range of sources for help, support and advice
- ✓ Consider their own and other people's perspectives about learning, careers and work
- ✓ Identify and evaluate innovative solutions to problems
- ✓ Communicate coherently in English or Welsh, about careers and work
- ✓ Present information about themselves effectively in variety of forms
- ✓ Plan, set targets and review/reflect on learning
- ✓ Adapt to new situations
- ✓ Apply learning to range of situations

Lesson plan		Interactive tools	Films	Young person content
The journey to your career <small>SEND</small>	Problem solving	Different types of interview and assessments	Sophie takes the communication challenge	Choose my next step
CV skills lesson one: writing a successful CV	Building a positive online reputation <small>SEND</small>	7 ways to build experience	Clear communication	Gain experience and build my network
Setting goals	Making the most of virtual work experience	CV builder	Advantages of using your networking skills	Use my online presence to get ahead
Understanding behaviours for work <small>SEND</small>	Networking skills <small>SEND</small>	Top tips for your LinkedIn profile	Is your social media profile employer-ready?	
Communicating digitally in the world of work	The importance of challenge <small>5</small>	Virtual work experience	Slow it down	
Negotiating and persuading	Adaptability		Work experience: getting out of the office	
Listening and presenting (communication)			5 steps to the perfect interview	
			How not to perform in an interview	
			6 stages of problem solving	



Pupils should have the opportunity to:

Personal achievement

- ✓ Develop a CV

Seeking information

- ✓ Use a variety of sources to find information about career ideas
- ✓ Examine employment, learning opportunities and trends

Understand the world of work

- ✓ Explore role of enterprise/wealth creation and develop ability to act in entrepreneurial ways
- ✓ Use work experiences to understand better the skills and personal qualities employers want

Guidance

- ✓ Identify obstacles to future aspirations and consider how they might be overcome

Making and implementing decisions

- ✓ Review current information about themselves in relation to learning
- ✓ Work to negotiate a career path
- ✓ Promote positive self-image when making applications and attending interviews

Lesson plan

Recognising and building personal skills



Exploring personal strengths



Problem solving

Building a positive online reputation

Strategies for improving your skills



The journey to your career



Setting goals

Putting enterprise skills into action

Making the most of virtual work experience

Core transferable skills

CV skills lesson one: writing a successful CV

Interview skills



Understanding behaviours for work



CV skills lesson two: Fine-tuning your CV to stand out to employers

Communicating digitally in the world of work

The importance of challenge



Networking skills



Demonstrating your skills



Personality match



Workplace challenge



The online career network



Growth mindset toolkit

Negotiating and persuading

Aiming high (proactivity)

Leadership

Staying positive (resilience)

Interactive tools

CV builder

Job board

Putting enterprise skills into practice

Know your skills

Different types of interview and assessments

CV tips

Rate and improve your skills

Virtual interview practice

Virtual work experience

Films

Sophie takes the communication challenge

Clear communication

Advantages of using your networking skills

Is your social media profile employer-ready?

Slow it down

Work experience: getting out of the office

Social job hunting

Develop your skills and discover new ones

5 steps to the perfect interview

Handling nerves at job interviews

Putting your skills into practice

Put your skills to the test

How not to perform in an interview

6 stages of problem solving

Young person content

Choose my next step

Develop my skills for work

Gain experience and build my network

Use my online presence to get ahead

Prepare for an interview

Succeed in the workplace

Help applying for jobs




Insight into how the world of work is changing

Get to grips with money and my payslip



Pupils should have the opportunity to:

- ✓ Independently access range of sources for help, support and advice
- ✓ Explore their own and other people's assumptions and aspirations to inform their decision-making
- ✓ Use innovative approaches to identify opportunities and solve problems
- ✓ Communicate coherently in English or Welsh, about careers and work
- ✓ Present information about themselves effectively in variety of forms and for different audiences
- ✓ Plan and set targets across time spans and review/reflect on learning
- ✓ Adapt to challenging new situations
- ✓ Be able to apply learning in a range of familiar and unfamiliar settings

Lesson plan		Interactive tools	Films	Young person content
Making the most of virtual work experience	Problem solving	Job board	Sophie takes the communication challenge	Choose my next step
Online reputation in the workplace	Recognising skills for success in the workplace	Virtual work experience	Clear communication	Gain experience and build my network
Identifying workplace behaviours and values 	Communicating digitally in the world of work		Advantages of using your networking skills	Use my online presence to get ahead
Workplace challenge 	The online career network 		Is your social media profile employer-ready?	Succeed in the workplace
Adaptability	Listening and presenting (communication)		Slow it down	
			Work experience: getting out of the office	
			6 stages of problem solving	



Pupils should have the opportunity to:

Personal achievement

- ✓ Review achievements and work/ career/study plans
- ✓ Continue to develop an ongoing CV based on achievements, experiences and skills to enhance employability

Seeking information

- ✓ Explore how opportunities in Britain, Europe and the rest of the world might impact on career ideas
- ✓ Expand knowledge of business and self-employment opportunities

Understand the world of work

- ✓ Engage in activities that encourage an entrepreneurial approach to work and wealth creation
- ✓ Use work experiences to gain a better understanding of what skills and qualities employers require

Guidance

- ✓ Consider financial and lifestyle implications of their career ideas

Making and implementing decisions

- ✓ Review, synthesise and present information about themselves in relation to learning and work to negotiate a career plan
- ✓ Promote positive self-image in a range of situations including applications and interviews

Lesson plan

Making the most of virtual work experience

Problem solving

Putting enterprise skills into action

Big data: Big what?

Recognising skills for success in the workplace

Online reputation in the workplace

Identifying workplace behaviours and values



Tailoring your CV and using networks

Communicating digitally in the world of work

Interview success

Steps to starting a business

Workplace challenge



Personality match



The online career network



The online career network

Aiming high (proactivity)

Leadership

Staying positive (resilience)

Interactive tools

CV builder

7 ways to build experience

Making ideas happen

Putting enterprise skills into practice

Know your money terms

Assessment centre days: what to expect

Practice online assessments

How to get presentations right

Virtual interview practice

Social job hunting

Virtual work experience

Films

Sophie takes the communication challenge

Clear communication

Advantages of using your networking skills

Is your social media profile employer-ready?

Social job hunting

Slow it down

Work experience: getting out of the office

Discover the benefits of creative thinking

6 stages of problem solving

Develop your skills and discover new ones

5 steps to the perfect interview

Handling nerves at job interviews

Why salary isn't everything

Putting your skills into practice

Put your skills to the test

How not to perform in an interview

Young person content

Choose my next step

Develop my skills for work

Gain experience and build my network

Get to grips with money and my payslip

Prepare for an interview

Help applying for jobs

Insight into how the world of work is changing

Use my online presence to get ahead

Succeed in the workplace

Business start up planner

Enterprise idea planner

Starting a business handbook



Pupils should have the opportunity to:

Developing communication

- ✓ Communicate confidently personal feelings and views
- ✓ Express opinions clearly and justify a personal standpoint

Working with others

- ✓ Be assertive and resist peer pressure
- ✓ Access an appropriate range of sources for help, support and advice

Improving own learning

- ✓ Apply learning to similar situations within and outside school
- ✓ Devise action plan and set targets

Lesson plan

Self confidence



Setting goals

Building a positive online reputation

The journey to your career



Making the most of virtual work experience

Understanding behaviours for work



Communicating digitally in the world of work

Workplace challenge



Negotiating and persuading

Listening and presenting (communication)

Interactive tools

Job board

7 ways to build experience

Virtual work experience

Films

A song about confidence – Bry ft. Doodleoodle

How to gain confidence, with Jameela Jamil

Is your social media profile employer-ready?

Money pressures

How to show confident body language

Slow it down

Sophie takes the communication challenge

Work experience: getting out of the office

Money role models

Clear communication

Advantages of using your networking skills

Young person content

Build my confidence and be more assertive

Choose my next step



Pupils should have the opportunity to:

Preparing for lifelong learning

- ✓ Understand their aptitudes and interests to make informed choices Understand how to manage personal finance and recognise saving provides financial independence

Lesson plan		Interactive tools	Films	Young person content
Strategies for improving your skills SEND 5	Exploring personal strengths SEND	Know your skills	Develop your skills and discover new ones	Develop my skills for work
Dealing with financial dilemmas	Value for money	Wheel of strengths	Put your skills to the test	Get to grips with money and my payslip
Recognising and building personal skills SEND	Recognising your money personality	Money personality quiz	Putting your skills into practice	
Next steps in your financial journey	Demonstrating your skills 5	34 ways to save	Money pressures	
Aiming high (proactivity)	Leadership	Make it through the month	Money role models	
Staying positive (resilience)			Getting better with cash	
			Looking after your money	



Pupils should have the opportunity to:

Developing communication

- ✓ Communicate personal views effectively in range of situations through appropriate methods

Working with others

- ✓ Be assertive and resist unwanted influence
- ✓ Adapt to changing situations
- ✓ Evaluate and access range of sources of information, support and advice

Improving own learning

- ✓ Review learning and action plan
- ✓ Apply learning to unfamiliar situations

Lesson plan		Interactive tools	Films	Young person content
Self confidence SEND	Setting goals	Rate and improve your skills	A song about confidence – Bry ft. Doodleoodle	Build my confidence and be more assertive
Building a positive online reputation	Making the most of virtual work experience	Virtual work experience	How to gain confidence, with Jameela Jamil	Choose my next step
The journey to your career SEND	CV skills lesson one: writing a successful CV		Is your social media profile employer-ready?	
Understanding behaviours for work SEND	CV skills lesson two: Fine-tuning your CV to stand out to employers		Money pressures	
Interview skills SEND	Networking skills SEND		Advantages of using your networking skills	
Communicating digitally in the world of work			How to show confident body language	
Workplace challenge 5	The online career network 5		Sophie takes the communication challenge	
Negotiating and persuading	Aiming high (proactivity)		Work experience: getting out of the office	
Leadership	Adaptability		Money role models	
Listening and presenting (communication)	Staying positive (resilience)		Clear communication	
Wellbeing toolkit			Slow it down	



Pupils should have the opportunity to:

Preparing for lifelong learning

- ✓ Understand rights as consumers and how to manage a budget
- ✓ Understand importance of planning their financial future and how to access financial advice

[illegible]



Pupils should have the opportunity to:

Developing communication

- ✓ Communicate complex views and express opinions in range of situations

Working with others

- ✓ Be assertive and resist unwanted influence
- ✓ Adapt readily to changing situations
- ✓ Independently access and evaluate information, support and advice

Improving own learning

- ✓ Review learning and action plan independently
- ✓ Prepare high quality applications for employment and higher education
- ✓ Manage personal finances effectively

Lesson plan

Building confidence and assertiveness	Online reputation in the workplace
Finances and the world of work	Interview success
Communication and digital skills at work	The budget game
Managing money and budgeting	Planning your finances for the future
The online career network	Identifying workplace behaviours and values
Financial survival skills	Communicating digitally in the world of work
Tailoring your CV and using networks	Workplace challenge
Aiming high (proactivity)	Leadership
Adaptability	Listening and presenting (communication)
Staying positive (resilience)	Salaries and payslips
Budgeting and planning for the future	Paying rent, bills and other expenses
Ways to save money	Wellbeing toolkit

Interactive tools

Money personality quiz
Make it through the month
Money talks
Know your money terms
Negotiating or persuading?
How to get presentations right
Different types of interview and assessments
Practice online assessments
Top tips for your LinkedIn profile
CV builder
CV tips
Virtual interview practice

Films

A song about confidence – Bry ft. Doodleoodle
How to gain confidence, with Jameela Jamil
Is your social media profile employer-ready?
Money pressures
5 steps to the perfect interview
Money role models
How not to perform in an interview
Why salary isn't everything
Advantages of using your networking skills
How to show confident body language
Sophie takes the communication challenge
Handling nerves at a job interview
Slow it down
Clear communication
Work experience: getting out of the office

Young person content





Choose my next step
Prepare for an interview
Help applying for jobs
Build my confidence and be more assertive
Get to grips with money and my payslip
Gain experience and build my network
Use my online presence to get ahead



Pupils should have the opportunity to:

Preparing for lifelong learning

- ✓ Develop confidence and drive to set personal goals and put ideas into action
- ✓ Understand increasing independence in terms of managing personal finances

Lesson plan		Interactive tools	Films	Young person content
Recognising skills for success in the workplace	Managing money and budgeting	Money personality quiz	Why salary isn't everything	Choose my next step
Finances and the world of work	The budget game	Make it through the month	Money pressures	Get to grips with money and my payslip
Planning your finances for the future	Building confidence and assertiveness	Money talks	Money role models	
Financial survival skills	Staying positive (resilience)	Putting enterprise skills into practice	Is your social media profile employer-ready?	
Salaries and payslips 	Budgeting and planning for the future 		Slow it down	
Paying rent, bills and other expenses 	Ways to save money 		Work experience: getting out of the office	
			6 stages of problem solving	



Speaking

Year 7

- ✓ Present topics and ideas clearly, using formal language and varying expression, tone of voice, volume

Year 8

- ✓ Present topics and ideas coherently, using effective techniques

Year 9

- ✓ Present ideas and issues convincingly

Listening

Year 7

- ✓ Respond thoughtfully to others' ideas

Year 8

- ✓ Respond positively and thoughtfully to new ideas and points of view
- ✓ Listen to information and ideas and identify how evidence is used

Year 9

- ✓ Consider relevance and significance of information and ideas presented to them
- ✓ Listen to information and ideas and identify how they are presented to promote a viewpoint

Collaboration and discussion

Year 8

- ✓ Discuss opposing viewpoints and negotiate ways forward

Lesson plan

Setting goals

Negotiating and persuading

Understanding behaviours for work



Self confidence



Listening and presenting (communication)

Staying positive (resilience)

Interactive tools

How to get presentations right

Negotiating or persuading?

Films

Sophie takes the communication challenge

How to gain confidence, with Jameela Jamil

Money role models

A song about confidence – Bry ft. Doodleoodle

Clear communication

Money pressures

How to show confident body language

Slow it down

Young person content

Build my confidence and be more assertive

Develop my skills for work

Prepare for an interview



Meaning, purposes, readers

Year 7

- ✓ Plan writing and make choices about the ways to present content for effect
- ✓ Use the tools and conventions of ICT to present information and data
- ✓ Identify areas for improvement in their writing

Year 8

- ✓ Make choices about content, structure, language and presentation to suit purpose
- ✓ Choose best ways to present writing using ICT

Year 9

- ✓ Develop writing for different purposes and audiences
- ✓ Improve writing through independent review and redrafting

Lesson plan

Communicating digitally in the world of work

Communication and digital skills at work

Aiming high (proactivity)

Leadership

Interactive tools

Email etiquette

How to get presentations right

Films

Young person content



Speaking

Year 10

- ✓ Present ideas and issues to meet demands of different audiences
- ✓ Speak fluently, using a range of techniques
- ✓ Use formal language in range of contexts
- ✓ Respond to listeners reactions, and adapt use of language appropriately

Year 11

- ✓ Present ideas and issues to meet the demands of different audiences
- ✓ Speak fluently and confidently, using a range of techniques
- ✓ Adapt use of language for different purposes within a range of contexts
- ✓ Respond to listeners reactions, and adapt use of language appropriately

Listening

Year 10

- ✓ Respond to ideas of others in considerate ways
- ✓ Listen to ideas from different view points identifying how different speakers present specific points of view

Year 11

- ✓ Respond with confidence and sensitivity to the ideas of others
- ✓ Listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view

Collaboration and discussion

Year 10

- ✓ Adapt talk in a range of roles, including in more formal situations, contexts and purposes, e.g. speaking to larger audiences in a formal debate

Year 11

- ✓ Adapt talk in a range of roles with increasing confidence, including in more challenging and formal situations, contexts and purposes, e.g. presenting a pitch to an external/unfamiliar audience

Lesson plan

Setting goals

Interview skills



CV skills lesson one: writing a successful CV

Self confidence



Understanding behaviours for work



Workplace challenge



Negotiating and persuading

Listening and presenting (communication)

Interactive tools

Virtual interview practice

Tactics for approaching contacts

Putting enterprise skills into practice

How to get presentations right

Films

Sophie takes the communication challenge

Is your social media profile employer-ready?

How not to perform in an interview

Clear communication

Money pressures

How to show confident body language

How to gain confidence, with Jameela Jamil

Money role models

A song about confidence – Bry ft. Doodleoodle

5 steps to the perfect interview

Slow it down

Handling nerves at a job interview

Young person content

Build my confidence and be more assertive

Develop my skills for work

Help applying for jobs

Use my online presence to get ahead

Prepare for an interview

Succeed in the workplace



Meaning, purposes, readers

Year 10-11

- ✔ Write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely, showing clear awareness of the reader or intended audience and purpose for writing
- ✔ Construct responses that connect and develop ideas to fully cover the topic
- ✔ Plan appropriately to develop writing for different purposes and audiences
- ✔ Use ICT tools to communicate effectively

[illegible]



- ✓ Transfer math skills across the curriculum in a variety of contexts

[illegible]



Curriculum content

Year 7

- ✓ Understand advantages and disadvantages of using bank accounts, including bank cards
- ✓ Make informed decisions relating to discounts and special offers

Year 8

- ✓ Carry out calculations relating to VAT, saving and borrowing
- ✓ Appreciate basic principles of budgeting, saving and borrowing

Lesson plan

Value for money

Recognising your
money personality

Next steps in your
financial journey

Interactive tools

Make it through the month

Money talks

Know your money terms

Films

Getting better with cash

Looking after your money

Young person content

Get to grips with money
and my payslip



- ✔ Transfer math skills across the curriculum in a variety of contexts

[illegible]



Curriculum content

Year 10

- ✓ Understand and calculate income tax

[illegible]



Pupils should have the opportunity to:

Year 7

- ✔ Use strategies for guarding against online identity theft and scams

Year 8

- ✓ Discuss presenting themselves in different ways online; professionally and personally

Year 9

- ✓ Understand they have a digital footprint

[illegible]



Pupils should have the opportunity to:

- ✓ Build a positive reputation in the context of employment prospects, e.g. use social media responsibly

Lesson plan		Interactive tools	Films	Young person content
Building a positive online reputation	Communication and digital skills at work	Your digital footprint	Is your social media profile employer-ready?	Use my online presence to get ahead
		Tweet or delete		
		Social job hunting		
		CV builder		
		Top tips for your LinkedIn profile		
		CV tips		
		Putting enterprise skills into practice		
		Tactics for approaching contacts		
		Email etiquette		
		How to write a cracking cover letter		



Health, safety and child protection

- ✔ How to use ICT comfortably, safely and responsibly





[illegible]



Curriculum content

- ✓ Planning and organisation
- ✓ Critical thinking and problem solving
- ✓ Digital literacy

Lesson plan

Recognising and building personal skills 	Strategies for improving your skills  
Core transferable skills	Problem solving
Exploring personal strengths 	Communicating digitally in the world of work
Communication and digital skills at work	Growth mindset toolkit

Interactive tools

How to get presentations right
Your digital footprint

Films

6 stages of problem solving

Young person content












Gain an insight into how the world of work is changing
Choose my next step
Use my online presence to get ahead
Succeed in the workplace
Develop my skills for work
Build my confidence and be more assertive



Curriculum content

- ✓ Creativity and innovation
- ✓ Personal effectiveness
- ✓ Digital literacy

Lesson plan

Recognising and building personal skills 	Strategies for improving your skills  
Core transferable skills	Exploring personal strengths 
CV skills lesson one: writing a successful CV	Problem solving
Online reputation	Future of money
Putting enterprise skills into action	Setting goals
Self confidence 	Understanding behaviours for work 
Communicating digitally in the world of work	CV skills lesson two: Fine-tuning your CV to stand out to employers
Innovation and idea generation 	
Workplace challenge 	The importance of challenge 
The online career network 	Demonstrating your skills 
Personality match 	Communication and digital skills at work
Growth mindset toolkit	Negotiating and persuading
Aiming high (proactivity)	Leadership
Creativity	

Interactive tools

How to get presentations right
Your digital footprint
Putting enterprise skills into practice
Rate and improve your skills
Know your skills
Wheel of strengths
Dictionary of skills
Your path to work
CV builder
Making ideas happen
Advice map

Films

Sophie takes the communication challenge
How to gain confidence, with Jameela Jamil
6 stages of problem solving
Money pressures
A song about confidence – Bry ft. Doodleoodle
Discover the benefits of creative thinking
Money role models
How to show confident body language
Clear communication
Slow it down

Young person content

Gain an insight into how the world of work is changing
Build my confidence and be more assertive
Choose my next step
Develop my skills for work
Help applying for jobs
Gain experience and build my network
Use my online presence to get ahead
Succeed in the workplace

Curriculum content










- ✓ Critical thinking and problem solving
- ✓ Creativity and innovation

[illegible]



Curriculum content

- ✓ Planning and organisation
- ✓ Personal effectiveness

Lesson plan		Interactive tools	Films	Young person content
Core transferable skills	Problem solving	Know your skills	Sophie takes the communication challenge	Gain an insight into how the world of work is changing
Self confidence 	Understanding behaviours for work 	Rate and improve your skills	How to gain confidence, with Jameela Jamil	Build my confidence and be more assertive
Innovation and idea generation 	Networking skills 	Wheel of strengths	6 stages of problem solving	Choose my next step
Workplace challenge 	The importance of challenge 	Making ideas happen	A song about confidence – Bry ft. Doodleoodle	Develop my skills for work
The online career network 	Demonstrating your skills 	The workplace challenge	How to show confident body language	Gain experience and build my network
Personality match 	Social action toolkit	Your path to work	Slow it down	Use my online presence to get ahead
Growth mindset toolkit	Aiming high (proactivity)	CV builder	Clear communication	Succeed in the workplace
Leadership	Creativity	Putting enterprise skills into practice	What is social action?	
			Social action stories	



Curriculum content

- ✓ Planning and organisation
- ✓ Critical thinking and problem solving
- ✓ Digital literacy

Lesson plan

Recognising and building personal skills



Strategies for improving your skills



Core transferable skills

Problem solving

Exploring personal strengths



Communicating digitally in the world of work

Social action toolkit

Growth mindset toolkit

Interactive tools

The workplace challenge

Films

6 stages of problem solving

What is social action?

Social action stories

Young person content

Gain an insight into how the world of work is changing

Build my confidence and be more assertive

Choose my next step

Develop my skills for work

Use my online presence to get ahead

Succeed in the workplace



Curriculum content

- ✓ Creativity and innovation
- ✓ Personal effectiveness
- ✓ Digital literacy
- ✓ Numeracy

Lesson plan

Recognising and building personal skills	Strategies for improving your skills
Core transferable skills	Money and work
Problem solving	The budget game
Exploring personal strengths	Future of money
Building a positive online reputation	CV skills lesson one: writing a successful CV
Putting enterprise skills into action	Setting goals
Innovation and idea generation	Self confidence
Understanding behaviours for work	Communicating digitally in the world of work
CV skills lesson two: Fine-tuning your CV to stand out to employers	Workplace challenge
The importance of challenge	The online career network
Demonstrating your skills	Personality match
Social action toolkit	Growth mindset toolkit
Negotiating and persuading	Aiming high (proactivity)
Leadership	Creativity
Staying positive (resilience)	

Interactive tools

Know your skills
Rate and improve your skills
Wheel of strengths
Your path to work
7 ways to build experience
How to get presentations right
Top tips for your LinkedIn profile
CV tips
CV builder
Social job hunting

Films

Sophie takes the communication challenge
How to gain confidence, with Jameela Jamil
6 stages of problem solving
Money pressures
A song about confidence – Bry ft. Doodleoodle
Discover the benefits of creative thinking
Money role models
How to show confident body language
Clear communication
Slow it down
What is social action?
Social action stories

Young person content

Gain an insight into how the world of work is changing
Build my confidence and be more assertive
Develop my skills for work
Gain experience and build my network
Get to grips with money and my payslip
Choose my next step
Help applying for jobs
Succeed in the workplace
Use my online presence to get ahead





Curriculum content



- ✓ Planning and organisation
- ✓ Personal effectiveness

Lesson plan		Interactive tools	Films	Young person content
Problem solving	Self confidence	Advice map	Sophie takes the communication challenge	Gain an insight into how the world of work is changing
Understanding behaviours for work	Innovation and idea generation	Know your skills	How to gain confidence, with Jameela Jamil	Build my confidence and be more assertive
Networking skills	Workplace challenge	7 ways to build experience	6 stages of problem solving	Choose my next step
The importance of challenge	The online career network	Top tips for your LinkedIn profile	A song about confidence – Bry ft. Doodleoodle	Develop my skills for work
Demonstrating your skills	Personality match	Making ideas happen	How to show confident body language	Gain experience and build my network
Social action toolkit	Aiming high (proactivity)	Wheel of strengths	Slow it down	Use my online presence to get ahead
Leadership	Adaptability	Rate and improve your skills	Clear communication	Succeed in the workplace
Creativity		Your path to work	What is social action?	



Curriculum content

- ✓ Planning and organisation
- ✓ Critical thinking and problem solving
- ✓ Literacy
- ✓ Numeracy
- ✓ Digital literacy

Lesson plan		Interactive tools	Films	Young person content
Problem solving	Building confidence and assertiveness		6 stages of problem solving	Gain an insight into how the world of work is changing
Interview skills 	Social action toolkit		What is social action?	Build my confidence and be more assertive
Workplace challenge 	Communication and digital skills at work		Social action stories	Choose my next step
Staying positive (resilience)				Develop my skills for work
				Prepare for an interview
				Use my online presence to get ahead
				Succeed in the workplace



Curriculum content

- ✓ Creativity and innovation
- ✓ Personal effectiveness
- ✓ Numeracy
- ✓ Digital literacy

Lesson plan		Interactive tools	Films	Young person content
Core transferable skills	Managing money and budgeting	Putting enterprise skills into practice	Sophie takes the communication challenge	Gain an insight into how the world of work is changing
Problem solving	Planning your finances for the future	Making ideas happen	How to gain confidence, with Jameela Jamil	Prepare for an interview
Aiming high (proactivity)	Finances and the world of work		6 stages of problem solving	Build my confidence and be more assertive
The budget game	Building a positive online reputation		Money pressures	Choose my next step
Online reputation in the workplace	Putting enterprise skills into action		A song about confidence – Bry ft. Doodleoodle	Help applying for jobs
Communication and digital skills at work	Building confidence and assertiveness		Discover the benefits of creative thinking	Get to grips with money and my payslip
Identifying workplace behaviours and values	Interview success		Money role models	Use my online presence to get ahead
Financial survival skills	Tailoring your CV and using networks		How to show confident body language	Succeed in the workplace
Steps to starting a business	Communicating digitally in the world of work		Clear communication	Develop my skills for work
Workplace challenge 5	Personality match 5		Slow it down	Gain experience and build my network
The online career network 5	Social action toolkit		What is social action?	Business start up planner
Growth mindset toolkit	Leadership		Social action stories	Enterprise idea planner
Adaptability	Creativity			Starting a business handbook
Staying positive (resilience)				



- ✓ Critical thinking and problem solving
- ✓ Creativity and innovation
- ✓ Literacy



Curriculum content

- ✓ Planning and organisation
- ✓ Personal effectiveness

Lesson plan		Interactive tools	Films	Young person content
Problem solving	Aiming high (proactivity)	Know your skills	6 stages of problem solving	Gain an insight into how the world of work is changing
Online reputation in the workplace	Building a positive online reputation SEND	Rate and improve your skills	What is social action?	Build my confidence and be more assertive
Building confidence and assertiveness	Identifying workplace behaviours and values	Making ideas happen	Social action stories	Choose my next step
The online career network 5	Personality match 5	7 ways to build experience		Develop my skills for work
Social action toolkit	Communication and digital skills at work	Putting enterprise skills into practice		Gain experience and build my network
Leadership	Adaptability	Tactics for approaching contacts		Use my online presence to get ahead
Staying positive (resilience)		Top tips for your LinkedIn profile		Succeed in the workplace
		How to write a cracking cover letter		
		Email etiquette		
		Negotiating or persuading?		
		Workplace challenge		



LifeSkills and the curriculum – Northern Ireland

Overview

This guide showcases how LifeSkills can help to support your curriculum objectives. It maps the programme's resources to learning for life and work; language and literacy; mathematics and numeracy and developing skills and capabilities, from key stages 3 to 4.

How to use this guide

This interactive PDF allows you to search for content according to your delivery needs. Simply click on the relevant student age group and curriculum requirement and you will be taken directly to LifeSkills lessons, interactive challenges, videos and more.

Supporting students with SEND

Further details about the core set of lessons adapted for young people aged 14+ with Special Educational Needs and Disabilities (SEND) can be found at barclayslifeskills.com/SENDadapted.

Helping young people move forward after care

As a signatory to the Care Leaver Covenant, LifeSkills have adapted a suite of financial education resources for young people leaving care. Explore these by visiting barclayslifeskills.com/lessons and selecting the 'care leavers' box.

Supporting a successful transition

To help students make the move from primary to secondary school, explore the 'Transition toolkit' and supporting content for activities, guidance and inspiration aimed at young people, parents and educators. Learn more at barclayslifeskills.com/educators/support/supporting-students-to-make-a-successful-transition

Supporting your careers strategy

Information on how LifeSkills is supporting the Gatsby Benchmarks, linking curriculum learning to careers, is available at: barclayslifeskills.com/educators/support/lifeskills-supporting-your-careers-strategy.




Helping adult learners thrive in their work life

Working with adults who need support to improve their employment situation or financial capability? Visit the educating adults hub to explore practical tools designed for charities, the public sector and more: barclayslifeskills.com/educators/adult-learning.







Working with older students

You can find content for young people aged 19+ by visiting barclayslifeskills.com/educators/lessons and selecting the 19+ filter.

Use the key below to find resources that are quick-fire activities, SEND and care leaver adapted lessons.

- Key:**
-  Quick-fire activity
 -  SEND adapted
 -  Care leaver adapted

Curriculum mapping

Learning for life and work	Language and literacy	Mathematics with numeracy	Developing skills and capabilities
11-14 	11-14 	11-14 	11-14 
14-16 			14-16 

Note: there is no specified content within 'Language and literacy' and 'Mathematics and numeracy' relating to the 14-16 age group.



Pupils should be enabled to

Career Management

- ✓ Assess personal skills and achievements to date
- ✓ Practice personal marketing skills
- ✓ Investigate variety of familiar and unfamiliar jobs






Enterprise and Entrepreneurship

- ✓ Identify and practice enterprising skills and attributes
- ✓ Understand importance of innovation and develop strategies to promote entrepreneurship

Learning outcomes

- ✓ Show deeper understanding by thinking critically and flexibly
- ✓ Demonstrate enterprise, creativity and initiative when developing ideas
- ✓ Communicate effectively in oral, visual and written formats

Lesson plan

Strategies for improving your skills  	Recognising and building personal skills
Exploring personal strengths 	Setting goals
The journey to your career 	Making the most of virtual work experience
Putting enterprise skills into action	Building a positive online reputation 
Problem solving	Communicating digitally in the world of work
Innovation and idea generation 	Understanding behaviours for work 
Personality match 	Demonstrating your skills 
Workplace challenge 	Negotiating and persuading
Creativity	Listening and presenting (communication)

Interactive tools

Know your skills
Rate and improve your skills
Wheel of strengths
7 ways to build experience
Making ideas happen
Your path to work
Job quiz
Job board
Putting enterprise skills into practice
Virtual work experience

Films

Sophie takes the communication challenge
Clear communication
Develop your skills and discover new ones
Is your social media profile employer-ready?
Put your skills to the test
Slow it down
6 stages of problem solving
Discover the benefits of creative thinking
Putting your skills into practice

Young person content

Develop my skills for work
Choose my next step
Use my online presence to get ahead
Succeed in the workplace
Insight into how the world of work is changing








Pupils should be enabled to

Self-awareness

- ✓ Explore personal moral, values and beliefs
- ✓ Explore different ways to develop self-esteem

Learning outcomes

- ✓ Show understanding by thinking critically and flexibly; solving problems and making informed decisions
- ✓ Demonstrate enterprise, creativity and initiative when developing ideas
- ✓ Communicate effectively in oral, visual and written formats

Lesson plan		Interactive tools	Films	Young person content
Self confidence 	Setting goals	Making ideas happen	Sophie takes the communication challenge	Build my confidence and be more assertive
Exploring personal strengths 	Building a positive online reputation	Know your skills	Clear communication	Use my online presence to get ahead
Problem solving	Putting enterprise skills into action	Rate and improve your skills	Is your social media profile employer-ready?	Succeed in the workplace
Communicating digitally in the world of work	Innovation and idea generation 	Wheel of strengths	Money pressures	
Dealing with financial dilemmas	Recognising your money personality		Money role models	
Understanding behaviours for work 	Demonstrating your skills 		Slow it down	
Negotiating and persuading	Aiming high (proactivity)		6 stages of problem solving	
Leadership	Adaptability		Discover the benefits of creative thinking	
Creativity	Listening and presenting (communication)			
Staying positive (resilience)				



Pupils should be enabled to identify and exercise their rights and social responsibilities.

[illegible]



Pupils should be enabled to:





- ✓ Investigate recruitment and selection process, considering the rights and responsibilities of employees and employers
- ✓ Develop a personal career plan based on relevant guidance

Lesson plan		Interactive tools	Films	Young person content
Exploring personal strengths		Different types of interview and assessments	Is your social media profile employer-ready?	Choose my next step
The journey to your career		Assessment centre days: what to expect	5 steps to the perfect interview	Use my online presence to get ahead
Interview success		Practice online assessments	Handling nerves at a job interview	Prepare for an interview
Workplace challenge		Virtual interview practice	How not to perform in an interview	Help applying for jobs
		Social job hunting	Social job hunting	Succeed in the workplace
		Tactics for approaching contacts		Insight into how the world of work is changing
		Virtual work experience		
		Your path to work		



Pupils should be enabled to:

- ✓ Reflect and respond to their developing concept of self
- ✓ Recognise, assess and manage risk in a range of real-life contexts
- ✓ Develop their competence as consumers

Lesson plan		Interactive tools	Films	Young person content
Self confidence 	Exploring personal strengths for employment 	Know your skills	A song about confidence – Bry ft. Doodleoodle	Build my confidence and be more assertive
The budgeting game	Building a positive online reputation	Rate and improve your skills	How to gain confidence, with Jameela Jamil	Use my online presence to get ahead
Understanding behaviours for work 	Financial risk and security	Wheel of strengths	Is your social media profile employer-ready?	Get to grips with money and my payslip
Future of money	Money and work	Make it through the month	Money pressures	
Understanding and managing debt	The importance of challenge		Money role models	
Workplace challenge 	Aiming high (proactivity)		How to show confident body language	
Leadership	Adaptability		Getting the most out of independent living	
Staying positive (resilience)	Wellbeing toolkit			



Pupils should be enabled to:

Knowledge, understanding and skills

- ✓ Write and present using different media and for different audiences and purposes
- ✓ Develop their knowledge of how language works

Developing pupils as individuals

- ✓ Develop ability to use language (including body language) effectively

[illegible]



Pupils should be enabled to:

Learning outcomes

- ✓ Demonstrate mental maths with simple problems
- ✓ Demonstrate financial capability in a range of everyday relevant contexts

Developing pupils as Contributors to Society

- ✓ Critically examine the use and misuse of mathematics to justify/support particular attitudes/opinions in different media, and the interpretation of data

Developing pupils as Contributors to the Economy and Environment

- ✓ Apply mathematical skills in everyday financial planning and decision making

[illegible]



Pupils should be enabled to

Talking, listening and writing

- ✔ Communicate information, ideas, opinions, feelings and imaginings
- ✔ Structure their speech clearly
- ✔ Adapt ways of speaking to audience and situation

- ✓ Develop, express and present ideas in a variety of forms and formats
- ✓ Write with accuracy and proficiency

[illegible]



Pupils should be enabled to

Managing information

- ✓ Plan and set goals
- ✓ Communicate with a sense of audience and purpose

Thinking, problem solving and decision making

- ✓ Make predictions, examine evidence, distinguish fact from opinion
- ✓ Generate possible solutions and evaluate outcomes
- ✓ Examine options and weigh up pros and cons

Being creative

- ✓ Seek out questions to explore and problems to solve
- ✓ Experiment with ideas and questions
- ✓ Learn from and value other people's ideas

Working with others

- ✓ Understand how actions and words affect others
- ✓ Adapt behaviour and language to suit different people and situations
- ✓ Respect views and opinions of others

Self-management

- ✓ Be aware of personal strengths and limitations
- ✓ Set personal targets and review them
- ✓ Manage behaviour in a range of situations

Lesson plan

Setting goals	Building a positive online reputation
Exploring personal strengths SEND	Problem solving
Value for money	Understanding behaviours for work SEND
Communicating digitally in the world of work	Innovation and idea generation SEND
Dealing with financial dilemmas	Workplace challenge 5
The journey to your career SEND	Negotiating and persuading
Aiming high (proactivity)	Leadership
Adaptability	Creativity
Listening and presenting (communication)	

Interactive tools

Negotiating or persuading?
Know your skills
Rate and improve your skills
Wheel of strengths

Films

Sophie takes the communication challenge
Clear communication
Money pressures
Discover the benefits of creative thinking
How to show confident body language
6 stages of problem solving
Slow it down

Young person content

Choose my next step
Use my online presence to get ahead
Get to grips with money and my payslip
Prepare for an interview



Pupils should be enabled to

Communication

- ✓ Communicate meaning, feelings and viewpoints
- ✓ Make oral and written summaries taking account of audience and purpose
- ✓ Participate in discussions, debates and interviews

Using Mathematics

- ✓ Use mental computation to calculate, estimate and make predictions
- ✓ Assess probability and risk in a range of contexts

Using ICT

- ✓ Make use of ICT in range of contexts

Lesson plan		Interactive tools	Films	Young person content
Setting goals	Building a positive online reputation	Virtual interview practice	Sophie takes the communication challenge	Use my online presence to get ahead
The budgeting game	CV skills lesson one: writing a successful CV	How to get presentations right	Clear communication	Prepare for an interview
Interview skills <small>SEND</small>	Understanding behaviours for work <small>SEND</small>		How to show confident body language	
Communicating digitally in the world of work	Understanding and managing debt		Slow it down	
Money and work	Financial risk and security			
Networking skills <small>SEND</small>	Communication and digital skills at work			
Negotiating and persuading	Listening and presenting (communication)			



Pupils should be enabled to

Problem solving

- ✓ Form opinions and justify a view or argument

Self-management

- ✓ Plan work, set learning goals, meet deadlines and evaluate their progress

Working with others

- ✓ Listen to others and influence group thinking and decision-making

[illegible]