Skills for Life – Y12 Exploring who I am and Relationships

West Kirby Grammar School

Learning about this topic is important because: It has a focus on learning that although people are similar, everyone is individual, with their own set of character traits and features that are unique to them. You will get the opportunity to reflect on your own and others' individuality and develop a sense of self-worth, by celebrating your personal qualities. Learning about relationships supports you to stay safe, enjoy positive relationships of all kinds, and make informed decisions.

This builds on: Our understanding of relationship values, marriage and what bullying behaviour and discrimination may look like and our ideas about self concept and self-esteem.

This leads to: An exploration of Health and Wellbeing and Managing risk

We will learn: Personal responsibility (inc. Online)/ moving out, nights out
Healthy Relationships – values/toxic friendships/new friendships/manipulation/ professional relationships/ Power
Keeping safe dating (inc. Online and dating apps)/Consent and Intimacy/ Managing break ups
Faith/culture/ prejudice and discrimination/forced marriage and honour killings

We will develop/practise skills including:
Comprehension
Group work and respectful discussions
Analysing scenarios

Some of the vocabulary that we will use includes:
Responsibility
Discrimination
Risk
Toxic
Professional

You could learn more about this topic by:
Visit the NSPCC website

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:
Discussions, debates and an extended answer question around a scenario during your final lesson

Year 12 Skills for Life - Well-being through Art

West Kirby Grammar School

Learning about this topic is important because: It will allow you to develop Well-being skills through being creative in Art. Like any craft learning to paint with acrylics can take practice, but the topic covered is designed for all to be-able to express and explore ideas personally based on the work of an artist This 4-week project with allow you to develop skills through mark-making, colour theory, colour mixing and painting techniques. The project will allow you to learn about acrylic paints and developing patterns in response to a set brief, as part of Well-being. It is designed to reduce stress and forge healthy hobbies.

This builds on: Your skills and knowledge developed in Art at KS3 and KS4 if studied. It also develops skills and knowledge learnt about well-being through Personal Development.

We will learn:

- To gain an understanding of contextual and cultural links.
- To explore ways of Well-being through being creative.
- To gain a knowledge and an understanding of using acrylic paints in response to a set brief.
- To gain an understanding of colour theory, colour mixing, mark-making and painting techniques.
- To realise intentions and use acrylic paints to develop outcome/s inspired by contextual links.

We will develop/practice skills including:

Painting
Colour theory and colour mixing
Mark-making
Contextual understanding
Relaxation and well-being
Confidence
Curiosity and independent thinking
Resilience
Friendships and reducing stress

Some of the vocabulary that we will use includes:

Acrylic paint, concentric circles, mark-making, colour theory, primary, secondary, tertiary, tint, tone, shade, analogue monochromatic, triadic, complementary, cultural, contextual, creative, well-being, planning, preparation, refine, review, evaluate.

You could learn more about this topic by:

- Looking through the resources provided
- Research cultures used as part of contextual links
- Research the studied artist in greater depth
- Explore ways of creating concentric circles using mark-making.
- Research acrylic painting techniques/tips.

Your teacher will assess your knowledge & understanding throughout the project by: looking at your work, questioning and giving personal feedback, suggesting ways of helping you fulfil your journey.
You will reflect on what if have learnt at the end of your last session – thinking about the contextual links learnt, well-being and art skills developed during the project.

Year 12
Skills For Life - Finance

Learning about this topic is important because: This unit is a vital step in empowering students to manage their finances effectively, reducing anxiety about money, and setting them on a path to financial stability and independence. It equips students with critical financial skills and knowledge as they transition into adulthood. Here's why such a program is valuable: Preparation for Financial Independence / Building Essential Life Skills / Preparation for Higher Education or Workforce (Employment Basics, Cost of Living Awareness, Student Loans and Grants) / Promoting Long-Term Financial Health.

This builds on: Financial literacy learnt in global perspectives, personal development and GCSE Business if studied.

We will learn:
Week 1- Payment methods
Week 2- Budgeting
Week 3- Borrowing
Week 4- Understanding foreign currency

We will develop/practise skills including:
Knowledge and understanding of financial products
Explanation and ability to reflect on learnt ideas and give the evaluative arguments.

Some of the vocabulary that we will use includes:

Current Account, Savings Account, Compound Interest, Simple Interest, Overdraft, Deposit, Expenditure, Budgeting, Income, Disposable income, Discretionary income, Real income, Emergency Fund, Debt, Credit, Personal Loan, Student Loan, Credit Card, Credit Score, Credit History, APR (Annual Percentage Rate), AER, Minimum Payment, Income tax, Insurance, Pension, Net Income, Gross Income, Financial Goal.

You could learn more about this topic by:
- Looking through the resources in SharePoint
- Young enterprise website
- Barclays YouTube channel
- Martin Lewis YouTube channel
- Bank of England website
- FCSC website

Your teacher will assess your knowledge & understanding at the end of this 4-week course via recall and knowledge of areas covered (payment methods, budgeting, borrowing, understanding foreign currency).

Year 12 Skills for Life – Survival Cooking

West Kirby Grammar School

Learning about this topic is important because:
Survival Cooking develops the practical knowledge students need to feed themselves confidently and independently as they move towards university, employment or living away from home. The unit focuses on simple, affordable and nutritious food, helping students cook from basic ingredients, make sensible choices, manage a limited budget, store food safely and reduce waste. It also makes explicit links between food, concentration, energy, wellbeing and everyday student life.

This builds on:
Students' previous experience of basic food preparation, hygiene and safe working, healthy eating and making everyday food choices. The unit assumes mixed levels of cooking confidence and therefore revisits core routines such as reading a recipe, weighing and measuring, knife safety, hob and oven use, checking food is cooked, cooling and storing leftovers, and keeping the kitchen clean.

We will learn:

- What 'survival cooking' means and the challenges of feeding yourself away from home.
- How food choices can affect concentration, energy, mood, sleep and wellbeing.
- How to compare takeaway food with homemade food in terms of cost, nutrition, portion control and flexibility.
- How to plan simple meals and shop on a budget, including comparing prices, using own-brand foods and buying only what is needed.
- Core food-safety routines: clean preparation, safe storage, fridge/freezer use, leftovers, reheating and avoiding food poisoning.
- Allergy awareness and the importance of checking ingredients and preventing cross-contact.
- Healthy-eating principles, the Eatwell Guide and the main nutrients and their functions.
- How to prepare practical student meals such as salt & pepper chicken, egg-fried rice, sweet potato/chickpea curry and other simple balanced dishes.

We will develop/practice skills including:

- Reading and following step-by-step recipes independently.
- Safe knife use, chopping, peeling, slicing and preparing vegetables.
- Using a hob and oven safely; controlling heat and checking food is cooked.
- Weighing, measuring, portioning, seasoning and combining ingredients.
- Cooking rice and other staple carbohydrates safely and successfully.
- Preparing simple chicken, vegetable and plant-based meals.
- Planning meals, writing shopping lists, comparing costs and working within a budget.
- Cooling, storing and reheating food safely and making effective use of leftovers.
- Cleaning as you go, avoiding cross-contamination and working safely in a shared kitchen.
- Making informed choices about nutrition, affordability, convenience and food waste.

Some of the vocabulary that we will use includes:

budget • portion • takeaway • homemade • balanced diet • Eatwell Guide • carbohydrate • protein • fat • vitamins • minerals • fibre • hydration • food safety • cross-contamination • allergy • cross-contact • leftovers • use-by date • best-before date • fridge • freezer • reheat • food waste • batch cooking • shopping list • value for money

You could learn more about this topic by:

Practising one simple meal at home; comparing the price of a homemade meal with a takeaway; planning a week's meals and shopping list; checking food labels and allergens; exploring healthy-eating guidance; learning how to store leftovers safely; and building a small personal collection of reliable, affordable recipes.

Your teacher will assess your knowledge & understanding throughout the project by:
Looking at your work, questioning, discussion and giving you feedback in lots of ways. Assessment will include participation in the university challenge and budgeting activities, food-safety and allergy checks, healthy-eating and nutrition tasks, recipe understanding, practical observation, safe and hygienic working, independence, organisation, teamwork where appropriate, finished food quality and students' ability to explain and justify sensible choices for independent living.

Y12 Designing Your Future

West Kirby Grammar School

Learning about this topic is important because: Understanding careers, aspirations, and professional skills helps us prepare for life after school – including further study, training, or employment.

This builds on:
Post 16 options, Year 11 Summer Project and wellbeing in the workplace

This leads to:
Further education, job applications and interviews

We will learn:
How to research careers and workplaces
How to write a letter of application and an online profile
How to present ourselves professionally (online and in person)

We will develop/practise skills including:
Interview techniques and using the STAR method
Planning and writing job applications
Professional etiquette and workplace communication
Creative tasks like infographics and posters

Some of the vocabulary that we will use includes:
Employability, transferable skills, action plan, professional profile, strengths, values, etiquette, CV/resume, networking, STAR method

You could learn more about this topic by:
Exploring career websites like National Careers Service or Prospects
Taking free strengths or values quizzes
Watching videos about interviews and workplace behaviour
Researching real job profiles or talking to people in your chosen field

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:
Completed action plans
Letter of application drafts
LinkedIn profile template
Group creative project (video or infographic)
Self-reflection on professional skills and interview practice