SURVIVAL COOKING

EAT WELL. SPEND LESS. FEEL BETTER. SURVIVE UNI.

A 3 week practical course for 6th form students

Learn essential cooking skills, understand nutrition, look after your brain and live a healthier student lifestyle.



- PRACTICAL SKILLS
- NUTRITION & THE BRAIN
- £ BUDGETING
- HEALTHY LIFESTYLE

Real food. Real skills. Real life.



WEEK 1 – FAKEAWAY

Salt & Pepper Chicken + Egg Fried Rice

- Fakeaway vs homemade
- Nutrition & energy
- Salt, sugar & portion sizes
- Food safety with chicken & rice



WEEK 2 – BUDGET

Chicken Kebabs + Flatbreads + Garlic Yoghurt Dressing

- Cooking on a budget
- Protein & balanced meals
- Meal planning & smart shopping
- Batch cooking & reducing waste



WEEK 3 – HEALTHY

Sweet Potato & Chickpea Curry + Bombay Potatoes

- Plant-based nutrition
- Fibre, vitamins & minerals
- Store-cupboard heroes
- Batch cooking & leftovers



FUEL YOUR BRAIN · SAVE MONEY · STAY SAFE · LIVE WELL

ARE YOU READY TO SURVIVE UNI?

Year 13 Skills for Life –

Managing Risk Coercive Control and Sexual Harassment

Learning about this topic is important because: These lessons help you recognise when behaviour moves beyond healthy or professional boundaries into coercive, controlling or sexually harassing conduct. You will consider how power, consent, autonomy, unwanted behaviour and impact operate in relationships, workplaces, universities and online spaces, and how the law and safeguarding systems protect people.

This builds on: previous learning about healthy relationships, consent, safeguarding, personal safety, respectful communication and seeking support. It extends this into adult relationships, employment and higher education, where recognising boundaries and knowing your rights are increasingly important.

We will learn:

- What coercive control is and how patterns of isolation, monitoring, financial abuse, gaslighting, degradation and threats restrict autonomy.
- How the cycle of abuse can develop and why victims may find it difficult or dangerous to leave.
- How sexual harassment is defined under the Equality Act 2010 and how unwanted verbal, non-verbal and physical conduct can violate dignity or create a hostile environment.
- Why impact, circumstances and reasonableness matter alongside intent when evaluating behaviour.
- How personal space, comments, touch, consent and non-verbal rejection can establish workplace boundaries.
- How power imbalances can increase vulnerability in workplaces and higher education.
- How employers' preventive duties, reporting procedures and investigations help protect people.
- How bystanders, safeguarding routes and professional support can be used safely.

We will develop/practice skills including:

- Recognising warning signs and boundary breaches
- Critical thinking and pattern recognition
- Applying legal criteria to scenarios
- Evaluating impact, intent and reasonableness
- Discussion and respectful communication
- Consent and boundary awareness
- Empathy and non-judgmental support
- Bystander intervention and safeguarding
- Knowing when and how to report concerns

You could learn more about this topic by:

- Reviewing the Rachel and Alex coercive control case study and the Cat and Ryan workplace case study.
- Researching the Equality Act 2010, Worker Protection Act 2023 and legal protections relating to coercive control.
- Exploring trusted domestic abuse and sexual harassment support organisations.
- Finding out about workplace/university reporting routes, bystander intervention and safeguarding procedures.
- Considering how online communication can cross boundaries into harassment or controlling behaviour.

Some of the vocabulary that we will use includes:
coercive control, coercion, autonomy, isolation, monitoring, financial/economic abuse, gaslighting, degradation, intimidation, threats, cycle of abuse, trauma bond, sexual harassment, unwanted conduct, consent, non-consent, dignity, hostile environment, objective test, impact, intent, power imbalance, Equality Act 2010, Worker Protection Act 2023, preventive duty, employer duty, bystander intervention, safeguarding, reporting and support network.

Your teacher will assess your knowledge & understanding throughout the project by: through questioning, retrieval, discussion and voting activities; analysis of the Rachel and Alex and Cat and Ryan case studies; legal and scenario-based tasks; and your ability to identify patterns, apply key vocabulary and justify whether behaviour crosses a boundary. You will reflect on how to recognise coercive control and sexual harassment, respect consent and professional boundaries, challenge harmful behaviour safely, support others without judgement and access appropriate reporting or safeguarding support.

Skills for Life – Y13 Power, Politics and Participation

West Kirby Grammar School

Learning about this topic is important because: Exploring who you are is important because it helps you develop self-awareness and confidence, so you understand your thoughts, feelings, and values. This supports you in building self-esteem, independence, and a positive relationship with yourself, which are essential for forming healthy relationships with others. You will also develop key skills such as managing your emotions, understanding others, making responsible decisions, and dealing with peer pressure. This learning helps you grow as an individual, explore your own interests and identity, and understand what it means to be treated with respect and to show respect to others.

This builds on: From Year 7 to Year 9, you explored who you are as an individual, including your identity, values, and self-concept. You developed your understanding of self-esteem, resilience, and personal strengths, and how these support your wellbeing. You also examined how social media, peers, and wider influences can shape your thoughts, behaviour, and body image, learning how to manage comparisons and think critically. Overall, this learning has helped you become more self-aware, confident, and able to make informed decisions about who you are and who you want to be.

This leads to: Understanding who you are helps you become more informed and confident in your views, which is important for engaging with society. It supports you in understanding different perspectives, political ideas, and decisions that affect your life. This learning helps you recognise the importance of having a voice, expressing your opinions respectfully, and making informed choices, including when it comes to voting and participating in democratic processes

We will learn:

- Why we should be interested in and care about politics
- How to vote and how to be an informed voter
- You will also take part in structured discussions and debates, helping you to think critically, share your views respectfully, and consider different perspectives.

We will develop/practise skills including:

- Communication and discussion skills
- Critical thinking and decision-making
- Empathy and understanding of others' perspectives
- Respect, tolerance, and cultural awareness
- Debating and decision making

Some of the vocabulary that we will use includes:

Democracy, Government, Parliament, Constitution, Rule of law, Power, Authority, Accountability, Representation, Citizenship

You could learn more about this topic by:

- BBC News – follow current political events, elections, and government decisions to see how politics works in real time.
- UK Parliament – explore how laws are made, how MPs work, and how debates and voting happen.
- UK Electoral Commission – learn how elections work, voting systems, and how democratic processes are regulated.
- BBC Bitesize – access clear, student-friendly explanations of democracy, voting, and political systems.
- Houses of Parliament Education – interactive resources, videos, and activities about law-making and democracy.

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: Discussion and reflective activities

Year 13 2026-2027 Home Skills

West Kirby Grammar School

Learning about this topic is important because: This Year 13 life skills lesson equips learners with essential DIY and home maintenance knowledge, building their confidence in managing everyday tasks. Students will start by addressing common car issues, enhancing their vehicle management skills. They will then explore home DIY by assessing wall types, choosing appropriate fixings, and practising drilling and shelf hanging on false walls. The lesson will also cover clothing care, teaching learners to interpret care labels, sort clothes, programme washing machines, clean filters, and apply ironing techniques. Additionally, students will practice hemming garments and replacing buttons. In terms of home safety, learners will address electrical dangers, manage power cuts, reset fuse boxes, rewire plugs, and fix leaks, as well as isolate water supplies and bleed radiators. Emphasis will be placed on the importance of carbon monoxide monitors. Through practical tasks and demonstrations, learners will gain hands-on experience in handling basic repairs and maintenance safely and effectively.

This builds on: This project builds on students' everyday experiences by formalising and enhancing their skills. It expands on their basic knowledge of vehicle maintenance, DIY tasks, clothing care, and home safety. By teaching advanced techniques and providing structured knowledge, the project refines their abilities to manage and maintain their personal and home environments more effectively.

This leads to: This project enhances students' self-sufficiency and confidence in managing daily tasks. Building on their existing skills in vehicle maintenance, DIY, clothing care, and home safety, it prepares them for independent living and fosters a greater sense of responsibility.

We will develop/practise skills including:

Vehicle Maintenance (Common Car Issues)

- **Overview:** Understanding how to address common car issues such as changing a tyre, checking oil levels, and interpreting dashboard warning lights.
- **Practical Component:** Demonstration and hands-on practice with essential tools, how to jump-start a car, and how to top up fluids like coolant or windscreen wash.

Home DIY Skills (Wall Fixings & Drilling)

- **Wall Types:** Understanding the differences between brick and plasterboard walls.
- **Fixings:** Choosing the right wall plugs, screws, and drill bits for each type.
- **Practical Task:** Students practice drilling into both wall types and hanging a shelf on a false wall.

Clothing Care (Laundry & Sewing)

- **Care Labels:** Explanation of washing, drying, and ironing symbols.
- **Sorting Clothes:** How to sort by colour and fabric type for effective washing.

We will develop/practise skills including:

- Vehicle Maintenance:
- Diagnosing and addressing common car issues
- Enhancing vehicle management skills

- Home DIY:
- Assessing wall types (brick and plasterboard)
- Choosing and using appropriate fixings (wall plugs, screws, drill bits)
- Drilling into various wall types
- Hanging shelves on false walls

- Clothing Care:
- Interpreting clothing care labels
- Sorting clothes by colour and fabric type
- Programming washing machines and selecting appropriate settings
- Cleaning washing machine filters
- Applying ironing techniques for different fabrics
- Hemming garments and replacing buttons

Year 13 2026-2027 Home Skills

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• **Washing Machine Demo:** Programming a washing machine, selecting the correct settings and detergent. • **Ironing Skills:** Setting the correct temperature based on fabric type. • **Practical Sewing:** Hemming a garment and replacing a button. Home Maintenance & Safety • **Electrical Safety:** Causes of power cuts, resetting the fuse box, and rewiring a plug. • **Plumbing Skills:** Fixing leaks, isolating the water supply, and bleeding radiators. • **Home Safety:** The importance of carbon monoxide monitors and maintaining safe living conditions. Painting and Decorating Explore the basic tools, equipment and materials used in painting and decorating. Identify different types of paint and their properties. Select appropriate paints for different domestic and commercial applications. Prepare surfaces by cleaning, sanding and masking. Apply paint using a range of tools and techniques. Learn how to clean, maintain and store decorating equipment correctly.	• Home Safety: • Identifying and managing electrical hazards • Handling power cuts and resetting fuse boxes • Rewiring plugs and replacing or repairing electrical cables • Fixing leaks and isolating the water supply • Bleeding radiators for efficient heating • Understanding and using carbon monoxide monitors
Some of the vocabulary that we will use includes: In the Year 13 life skills lesson, students will encounter vocabulary related to practical tasks and home maintenance. They will learn about vehicle maintenance with terms such as diagnosis, vehicle management, and common car issues. For home DIY, the vocabulary includes wall types, fixings, wall plugs, screws, drill bits, drilling, shelf hanging, and working with false walls. In clothing care, terms such as care labels, sorting, fabric types, washing machine, settings, detergents, filters, ironing, hemming, and buttons will be used. Finally, for home safety, students will become familiar with electrical hazards, power cuts, fuse boxes, rewiring, electrical cables, fixing leaks, isolating the water supply, radiator maintenance, bleeding radiators, and carbon monoxide monitors. This vocabulary will help students effectively understand and perform the various tasks covered in the lesson	You could learn more about this topic by: Consulting Experts: Speak with professionals or experienced individuals in automotive repair, home improvement, and clothing care for personalised advice. Visiting Home Improvement Stores: Talk to staff at stores specialising in tools, appliances, and home maintenance products for recommendations and insights. Practising Skills: Apply the techniques in real-life scenarios to reinforce learning and build proficiency.

Year 13 2026-2027 Home Skills

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:

There will be no formal assessment; however, positive feedback will be provided throughout the practical sessions to support and encourage students.