



Skills for Life Curriculum

Table of Contents



PAGE 1 | THE IMPORTANCE OF SKILLS FOR LIFE
PAGE 2 | IDENTIFICATION AND REVIEW OF PUPILS' LIFE SKILLS
PAGE 3 | AT KEY STAGE 3
PAGE 4 | AT KEY STAGE 4
PAGE 5&6 CURRICULUM MAPS

The importance of Skills for Life

Skills for Life helps students develop the practical, social, emotional and communication skills they need for life beyond school.

For our Deaf students, this includes developing confidence in communication, understanding Deaf identity, navigating Deaf and hearing environments, becoming more independent and learning to advocate for themselves. Students learn not only what to know, but how to use their knowledge and skills independently in real-life situations.

Skills for Life is part of our PSP curriculum and works alongside PSD and Careers. At KS3, students build the foundations for independence and adulthood. At KS4, these skills are developed further through Preparation for Work, providing a pathway towards further education, employment and adult life.

- Communication – communicating with familiar and unfamiliar people, asking questions and requesting clarification
- Independence – planning, organising, travelling and accessing services
- Money and finance – shopping, budgeting and managing money
- Problem-solving – making decisions and dealing with unexpected situations
- Relationships – teamwork, respect, boundaries and conflict resolution
- Emotional wellbeing – understanding emotions, resilience and managing challenges
- Safety – personal, public and online safety
- Self-advocacy – understanding and communicating individual needs
- Community participation – confidently accessing and contributing to the wider community
- Careers and employability – recognising strengths, developing workplace skills and preparing for the future.
- Deaf Identity and PUD

The importance of Skills for Life

Personal Understanding of Deafness (PUD) is an important part of Skills for Life. Students develop a positive understanding of what being Deaf means to them. They explore:

- Deaf identity, culture and community
- BSL and individual communication preferences
- Communication access and support
- Their strengths, interests and aspirations
- Rights and responsibilities
- Navigating Deaf and hearing environments
- Self-advocacy and asking for appropriate support
- Opportunities within the Deaf and wider community.

Students may also meet Deaf role models and take part in Deaf community activities.

PUD contributes to the D – Deaf element of our PROUD vision.

PROUD and Equalities

Skills for Life supports our school vision of PROUD:

P – Potential – Recognising strengths, interests and abilities.

R – Respect – Respecting ourselves and others and understanding different perspectives.

O – Opportunity – Trying new experiences, developing independence and learning from mistakes.

U – Unity – Working with others, communicating and contributing to our communities.

D – Deaf – Developing a positive understanding of Deaf identity, language, culture, community and self-advocacy.

Students also develop their understanding of equality, equity, inclusion, accessibility and discrimination, with links to the Equalex framework. They learn that people may need different support to have equal access and opportunities.

At Key Stage 3

In Key Stage 3, students begin developing the practical life skills, independence and self-confidence needed to become successful and resilient young adults. Our curriculum is carefully designed to support deaf children and young people in understanding themselves, communicating effectively with others, and navigating the wider world with increasing independence. The curriculum is organised into three key strands: **My Self, Communication for Success, and Living in the Wider World**. Through these areas, students learn how to build positive relationships, manage their wellbeing, develop independence, solve problems and make informed choices.

Within My Self, students explore their strengths, interests and personal identity, whilst developing confidence, emotional regulation and self-awareness. They learn practical everyday skills such as personal care and hygiene, organisation and time management, home skills, food preparation, budgeting, citizenship and understanding their rights and responsibilities as deaf young people.

Through Communication for Success, students develop the skills needed to communicate effectively, work collaboratively and advocate for themselves. They learn about teamwork, leadership, problem-solving and conflict resolution, whilst developing strategies to overcome communication barriers and repair misunderstandings. As part of this strand, students build the confidence to explain their communication needs and use strategies that enable them to participate fully in different situations.

Within Living in the Wider World, students learn how to access services, stay safe and become increasingly independent. This includes travel training, understanding deaf-specific technology and equipment, learning about support services and benefits, developing communication profiles, and understanding how to access interpreting and communication support. Students also learn how to travel safely, problem-solve in unfamiliar situations and develop the confidence to participate fully in their communities.

Throughout Key Stage 3, learning is underpinned by specialist deaf education frameworks, including the Personal Understanding of Deafness programme and the Specialist Deaf Curriculum. This ensures that students develop a positive deaf identity, understand the support available to them, and gain the knowledge, skills and self-advocacy needed to prepare successfully for adulthood.

At Key Stage 4

In Key Stage 4, students move on to our specialist Preparing for Work curriculum, which builds upon the independence, communication and self-advocacy skills developed in Key Stage 3. The programme is designed to prepare students for their next steps beyond school and provides meaningful opportunities to explore future careers, develop employability skills and gain real-world experiences.

Students follow a carefully planned programme that combines accredited learning with practical experiences. Through WJEC Entry Pathway qualifications, students learn about different workplaces, job roles and industries, while developing an understanding of the personal qualities and skills employers value. They are encouraged to reflect on their own strengths, identify areas for development and begin exploring career pathways that match their interests and aspirations.

A key feature of the curriculum is its focus on deaf-specific preparation for adulthood. Through workshops and specialist sessions, students learn about college pathways, workplace rights, self-advocacy, communication support, and the experiences of successful deaf adults. These opportunities help students develop confidence in their deaf identity and understand how to access the support they may need in further education, training or employment.

Students also gain hands-on experience through vocational units and work-related learning. Areas of study may include hospitality, customer service, food preparation, animal care and land maintenance, allowing students to develop practical skills whilst exploring different employment sectors.

Work experience forms an important part of the curriculum. Students are supported to prepare for placements, understand workplace expectations, develop professional behaviours and reflect on their experiences. Placements may take place within school or with external employers, helping students apply their learning in authentic settings and build confidence for future employment.

Our aim is that every student leaves Blanche Nevile with a clear understanding of their strengths, aspirations and next steps. Through accredited learning, specialist deaf support and real-life experiences, students develop the skills, independence and confidence needed to succeed in further education, employment and adult life.

