

# KEY STAGE 3-4

## CORE THEME 3: LIVING IN THE WIDER WORLD

### KS3 Learning opportunities in Living in the Wider World

*Students learn...*

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*Students learn...*

#### Learning skills

**L1.** study, organisational, research and presentation skills

**L2.** to review their strengths, interests, skills, qualities and values and how to develop them

**L3.** to set realistic yet ambitious targets and goals

**L4.** the skills and attributes that employers value

**L5.** the skills and qualities required to engage in enterprise

**L6.** the importance and benefits of being a lifelong learner

**L1.** to evaluate and further develop their study and employability skills

**L2.** to evaluate their own personal strengths and areas for development and use this to inform goal setting

**L3.** how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability

#### Choices and pathways

**L7.** about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process

**L8.** about routes into work, training and other vocational and academic opportunities, and progression routes

**L9.** the benefits of setting ambitious goals and being open to opportunities in all aspects of life

**L10.** to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations

**L4.** about the range of opportunities available to them for career progression, including in education, training and employment

**L5.** about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities

**L6.** about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities

#### Work and career

**L11.** different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work

**L12.** about different work roles and career pathways, including clarifying their own early aspirations

**L7.** about the labour market, local, national and international employment opportunities

**L8.** about employment sectors and types, and changing patterns of employment

	<p><b>L9.</b> to research, secure and take full advantage of any opportunities for work experience that are available</p> <p><b>L10.</b> to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</p>
	<p><b>L11.</b> the benefits and challenges of cultivating career opportunities online</p> <p><b>L12.</b> strategies to manage their online presence and its impact on career opportunities</p>
Employment rights and responsibilities	
<p><b>L13.</b> about young people's employment rights and responsibilities</p> <p><b>L14.</b> to manage emotions in relation to future employment</p>	<p><b>L13.</b> the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p><b>L14.</b> about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p><b>L15.</b> about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p>
Financial choices	
<p><b>L15.</b> to assess and manage risk in relation to financial decisions that young people might make</p> <p><b>L16.</b> about values and attitudes relating to finance, including debt</p> <p><b>L17.</b> to manage emotions in relation to money</p> <p><b>L18.</b> to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> <p><b>L19.</b> to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p>	<p><b>L16.</b> how to effectively budget, including the benefits of saving</p> <p><b>L17.</b> how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p><b>L18.</b> to recognise and manage the range of influences on their financial decisions</p> <p><b>L19.</b> to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p><b>L20.</b> the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p><b>L21.</b> to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</p>



## Media literacy and digital resilience

**L20.** that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

**L21.** to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

**L22.** the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues

**L23.** to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

**L24.** to understand how the way people present themselves online can have positive and negative impacts on them

**L25.** to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

**L26.** that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

**L27.** to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

**L22.** that there are positive and safe ways to create and share content online and the opportunities this offers

**L23.** strategies for protecting and enhancing their personal and professional reputation online

**L24.** that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events

**L25.** how personal data is generated, collected and shared, including by individuals, and the consequences of this

**L26.** how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

**L27.** strategies to critically assess bias, reliability and accuracy in digital content

**L28.** to assess the causes and personal consequences of extremism and intolerance in all their forms

**L29.** to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

# KEY STAGE 5

## CORE THEME 3: **LIVING IN THE WIDER WORLD**

### **KS5** Learning opportunities in Living in the Wider World

*Students learn...*

#### Choices and pathways

- L1.** to be enterprising in life and work
- L2.** to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills
- L3.** to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities
- L4.** the implications of the global market for their future choices in education and employment

#### Work and career

- L5.** how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities
- L6.** how to produce a concise and compelling curriculum vitae and prepare effectively for interviews
- L7.** how to recognise career possibilities in a global economy

#### Employment rights and responsibilities

- L8.** their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'
- L9.** the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols
- L10.** to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection
- L11.** to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation
- L12.** the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours

#### Financial choices

- L13.** how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)
- L14.** to understand and manage salary deductions including taxation, national insurance and pensions
- L15.** to evaluate savings options
- L16.** to exercise consumer rights, including resolving disputes and accessing appropriate support



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**L17.** to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice

**L18.** to evaluate the potential gains and risks of different debt arrangements and repayment implications

**L19.** to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers

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Media literacy and digital resilience

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**L20.** to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate

**L21.** to effectively challenge online content that adversely affects their personal or professional reputation

**L22.** to build and maintain a positive professional online presence, using a range of technologies

**L23.** how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this

**L24.** to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation

**L25.** when and how to report or access help for themselves or others in relation to extremism and radicalisation

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	Working Towards	Working At	Working Beyond
Living in the Wider World	I can show respect for others and identify basic rights and responsibilities that promote inclusion.	I can explain rights and responsibilities that promote inclusion for all, and the benefits of living in a diverse community.	I can critically assess rights, responsibilities and strategies for promoting inclusion and celebrating diversity in the community.
	I can identify different next steps, pathways and careers.	I can explain how to make informed decisions about next steps and career choices.	I can explain how to make informed career choices, and evaluate the appropriateness of different pathways leading to and from these choices.
	I can describe what it means to be ambitious and challenge career stereotypes.	I can explain how to be ambitious and enterprising and challenge career stereotypes.	I can demonstrate ambition, lead (or effectively participate in) enterprise projects and ensure career stereotypes are actively challenged.
	I can identify some skills and attributes that employers value.	I can demonstrate a range of skills and attributes for employability.	I can confidently demonstrate, and explain the importance and relevance of, a range of employability skills in new and varied contexts.
	I can reflect on personal strengths and identify areas to improve.	I can reflect effectively on personal strengths and areas for development, and take account of feedback, in order to improve.	I can analyse my strengths and areas for development with precision and insight, critically reflecting and acting appropriately to feedback.
	I can explain what budgeting is, why it is important and where to get help with financial decision-making.	I can explain how to effectively budget and suitable sources of support and information around financial opportunities and risks.	I can demonstrate how to plan a short, medium and long term budget and assess a range of support with financial decisions.
	I can identify potential risks and benefits of financial decisions and can suggest influences on financial decision making.	I can explain the potential consequences of personal finance choices and suggest ways to manage influences on financial decisions.	I can confidently assess financial risk in relation to different choices and can assess and manage influences on financial decisions.
	I can describe basic employment rights and responsibilities	I can describe a range of employment rights and responsibilities	I can explain examples of how to claim my rights and meet my responsibilities as an employee
	I can identify unique features associated with communicating online	I can explain how online interactions are impacted by data, targeted advertising and personalisation	I can evaluate the impact of persuasive design features and explain how to manage this when communicating online
	I can suggest ways to benefit from positive online behaviours, manage online risks and critique digital media sources	I can explain ways to benefit from positive online behaviours, assess and manage online risks and evaluate digital media sources	I can confidently assess different types of online behaviour and evaluate digital media sources in an increasingly mature manner