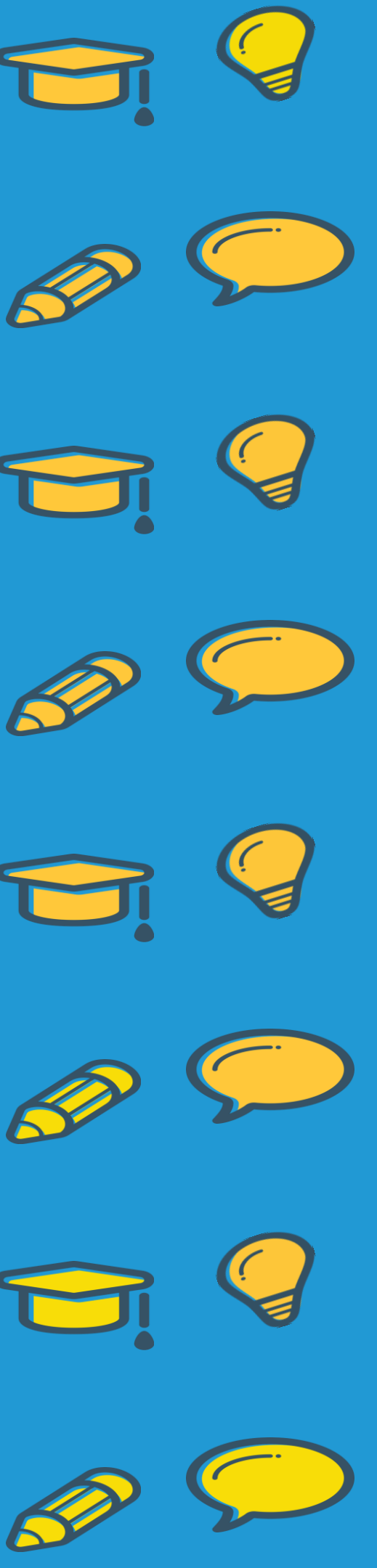
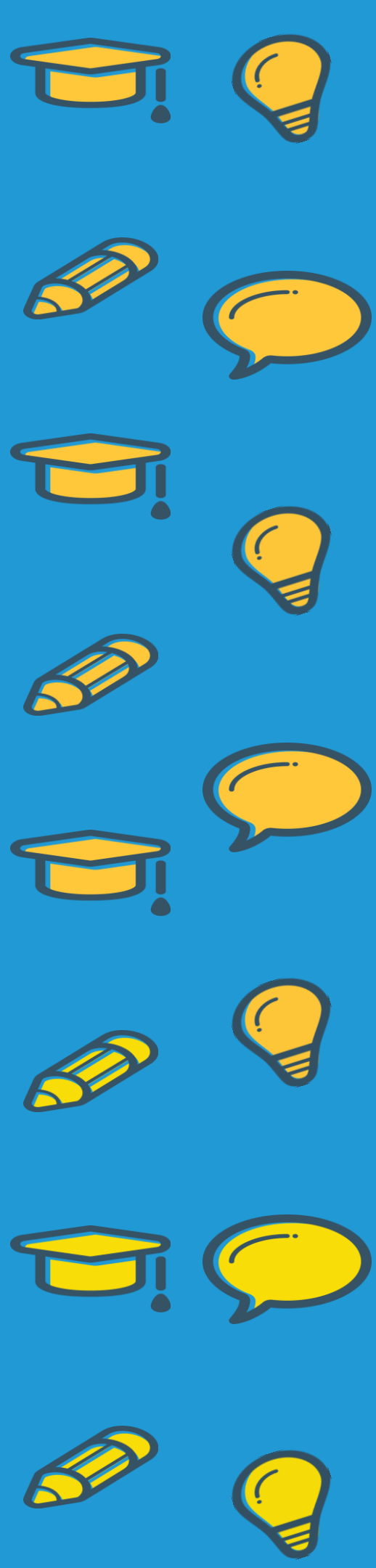


YOUNG MAYORS TEAM and PARTNERS

Curriculum 4 Life

June 2019



Things that us, as young people, think are important for our future and do not know much about.. a curriculum for LIFE.. information on things, such as employment or housing, health, finance and politics.. that benefits our long term life.

15 year old work experience student

Why the Curriculum 4 Life?

- Young Mayor candidates statements and campaigns
- School council events at the civic suite – Teen summit, Create Con, Equaliteas, International Women’s Day
- Work experience students
- Children in Care council
- Consultation for the Young Mayor Budget
- People’s Day Consultation
- Drop down days in School

Young people being
who
they want to be

What young people have
said they
want to learn

Presented by the Young Mayor to Mayor and Cabinet where it was agreed

Who has been involved so far

A culture of
critical
thinking

- **Early Help Review**
- **Public health whole systems approach to serious youth violence**
- **Education Business Partnership – work experience**
- **Youth Services**
- **Life Long Learning**
- **Schools**
- **Voluntary Sector**

What young
people need to
learn

What you need to be
a citizen; agency,
employment,
participation

Curriculum 4 Life is about changing:

Changing content

Changing delivery

Changing culture

Examples of changes to content


What young people have said they would like to learn

Health and Safety	Employment & Vocation	Participation & Inclusion	Creativity & Enrichment	Tough Core Skills	Adult life skills
How can I stay well?	How can I get a job?	How can I get involved?	How can I express myself?	How can I do well?	How can I prepare for life after school?
First Aid	Writing CVs Letter writing/email writing Proper English	Working together	Creative writing	Communication - presenting yourself, speaking in public, debate mate	Skills to run a family
Safety	Enterprise and running a business	Local history and community knowledge	Acting	Raising confidence, how to like yourself	General life skills taught in a way young people can understand
Sustained mental health and wellbeing	Having a work placement and work experience	Environment and greenery	Seeing plays/ballets/musical theatre	Social skills, relationships, Learning to talk to different people	Housing
Hygiene & body care	Being able to relate school to work	Politics - votes at 16, joining a party, how/why	Creative classes, dance, music, design	Punctuality	immigration
NHS booking appointments sexual health and relationships	More advice, support and focus on careers	LGBT awareness	Art Graphic design	Encourage empathy and understanding	Money management/banking/mortgages/taxes
Anti-bullying, including cyber bullying	Rights at work	Community cohesion	Working - going into creative industries	Learning how to cope in difficult situations	Financial advice

Examples of changes to delivery

How young people have said they would like to learn

- More group work
- Learning by experience
- More freedom in the classroom
- More discussion and debate can help with essay writing and evaluation
- Learning through technology; gamification
- Keep it interactive
- Things to help people identify how they work best
- Competitions and fun
- Inspirational people to learn from
- Practicals
- Field trips
- External speakers



Different ways
of learning

Lewisham Alumni Programme

- Young people aged 18- 30 years who have been to school/college in Lewisham
 - Return to your old school (or another) and share your story
 - PSHE lessons / drop down days
 - Share your experience of working/the work place
 - Share your experience of peer pressure and other issues which young people come across
 - Mentoring
 - Become a school governor

Education inspection framework 2019: inspecting the substance of education

In making a judgement about personal development

under the proposed new framework, inspectors will seek to evaluate the intent and quality of what a provider offers, but will not attempt to measure the impact of the provider's work on the lives of individual learners. This will bring greater attention and focus to what education providers do to educate learners in the broadest sense, including the development of character and preparing them for life in modern Britain.'

Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, **the knowledge and cultural capital they need to succeed in life**

Gatsby Benchmark

Outcomes

work together with young people to:

Have young people's voice informing the development of the curriculum – co creating

Support young people to become who they want to be and able to contribute and create the world they want to live in as critical and engaged citizens

Increase young people's cultural and social capital

Change in culture

Prepare young people for the work place

Develop a Lewisham curriculum addressing the needs of local young people

Contribute to the idea of lifelong education and different ways of learning

Create a strategy for people working with young people, in schools and out of schools

e.g. libraries, youth services around an informal education offer

Create a bespoke programme of activities for schools and others to buy into

Next Steps

How will it work?

Map, share and expand existing good practice, knowledge and experience

Continue to develop partnerships, culture an ethos across schools, directorates and voluntary sector

Develop an ongoing evaluation system with colleagues and young people

Teachers and students to attend conference on Wednesday 16th July share good practice start to co - create pilot projects

Launch Young Mayor budget small funding pot at conference on the 16th July 2019

A blue-tinted photograph of a conference table. In the background, a whiteboard is visible with a complex flowchart or diagram drawn on it. The diagram consists of various colored shapes (purple, green, blue, yellow) connected by lines. Numerous colorful sticky notes are scattered across the table surface. The overall scene suggests a collaborative meeting or workshop.

Thank you any questions?