

KS4/+16 INSPECTION LINKS



- In judging the overall effectiveness of a school, inspectors will make a judgement on the quality of education and the extent to which leaders construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.
- The Young Leaders Award supports schools to do this, providing a programme that aids the **personal development** of pupils, including their spiritual, moral, social and cultural development (**SMSC**) and understanding of **British Values**.
- Through the Award pupils are prepared for adult life, with a focus on developing leadership skills and character virtues and are taught how to engage with society through participation in social action within the community.

Ofsted Framework

Area	KS4/+16 Young Leaders Award contributes to the following:
Personal Development	<ul style="list-style-type: none"> • The KS4/Post 16 Award supports the development of pupils' self-confidence, self-awareness and understanding of how to be a successful learner, as they develop core leadership skills and character virtues over the course of the Award. • Pupils will engage in learning and activities that help them to consider their employability skills and a future outside of the school setting. These include learning how to: co-operate, communicate, negotiate with others within a team/workplace setting; manage conflict, their own feelings and behaviour and how they relate to others. • Pupils examine examples of leadership looking at individual leaders and charities and their positive impact on society. In relation to the workplace they consider the principals of democratic leadership, the importance of liberty and mutual respect in terms of good moral and ethical practice and how they can use their leadership skills and character virtues to influence society for good. • The Leadership challenges and team activities allow pupils to use a range of social skills in different contexts, including with and for people from different religious, ethnic and socio-economic backgrounds. They support pupils' personal development, so that they increase levels of confidence and resilience. The Awards helps them to respect others and contribute to wider society, deepening their understanding of British Values. Pupils work, both as individuals and in teams, with different faiths and cultures to make a difference in communities locally, nationally and globally, developing as responsible, active citizens. • At the end of each module pupils complete a skills reflection booklet and provide a portfolio of evidence detailing the impact of their social action projects. Here they can take pride in their achievements, appraise how they have developed in Leadership and Character, and reflect on the impact they have had on the others.

Spiritual	<ul style="list-style-type: none"> • In the KS4/Post 16 Award, pupils learn about the workplace, their community and the world around them. They are encouraged to reflect on their own beliefs and perspective on life, their strengths and weaknesses, and their character. Learning to reflect in this way, raises their self-esteem and increases their personal development. • Pupils are encouraged to be creative in the way that they complete their community action projects, considering how they can serve their community and help bring about change for the better. Following these projects, are encouraged to reflect on their experiences to help them grow in their spiritual development.
Moral	<ul style="list-style-type: none"> • In the KS4/Post 16 programme pupils may become ambassadors for local charities and investigate moral and ethical issues relating to their work, in turn applying these issues of justice to their own thoughts and decisions. • Throughout the leadership challenges pupils work closely together in teams and learn to appreciate different viewpoints, deal with mistakes, as well as gaining an understanding of the consequences of their actions.
Social	<ul style="list-style-type: none"> • As schools and pupils take on community action projects, opportunities can arise for them to work with people and pupils from different religious, ethnic and socio-economic backgrounds. Pupils learn to cooperate well with others, show tolerance and respect and resolve conflict as they initiate ideas for serving others in their communities. • They learn to positively contribute to society using a range of social skills, as they become involved in projects on a school, local, national and even international level, to help bring about change for the better.
Cultural	<ul style="list-style-type: none"> • The wide range of community opportunities involved in the Awards, provides pupils with various cultural opportunities, which may involve music and arts, as their school looks to serve their local area. The KS4/Post 16 Award also provides schools with the opportunity to engage with local business, social and voluntary sector entrepreneurs who can pass on valuable advice and life skills to the pupils, as well as touching on the wide range of cultural influences that shape society. • The Award focuses on exploring and understanding community at a local and national level and encourages pupils to engage in community action projects. As they do this, they celebrate diversity in the way they serve people from different religious, ethnic and socio-economic backgrounds. Furthermore, the Award can include an international dimension, providing an opportunity for pupils to learn about and serve a community overseas.

KS4/+16 CURRICULUM LINKS

The Award has been written to support schools in their delivery of aspects of the **Citizenship**, **RSE** and **PSHE** curriculums.

There are also many strong cross curricular links which allow the Award to be embedded into the wider curriculum and school vision and values. Church schools may also wish to refer to our **SIAMS Links** document.

National Curriculum	
Subject	KS4/+16 Young Leaders Award contributes to the following:
Citizenship	<ul style="list-style-type: none"> • The Award links closely with aspects of the KS4/+16 Citizenship non-statutory curriculum. The Award combines pupils' personal development in key leadership skills with meaningful opportunities for them to use these to contribute to their home, school and local communities, helping them to prepare to play an active role as citizens. • Pupils become aware of the needs of others around them and the diversity of communities. Pupils develop a sense of social justice and moral responsibility as they explore the needs in their community and begin to understand that their own choices and behaviour can affect local, national and global issues and that they can be leaders of change for the better. • Pupils have opportunities to talk and write about their opinions, and explain their views, on issues that affect themselves and society. • Planning and taking part in Leadership Challenges give pupils a real context to face new challenges positively by collecting information, looking for help, making responsible choices and taking action. Organising these projects may also offer a chance to meet and work with different members of the community, increase awareness of local charities and groups working to help others; and help pupils to learn to manage money and costs. • Young Leaders will develop an interest in, and commitment to, volunteering through the Awards, that they will take with them into adulthood. Many Young Leaders continue volunteering beyond the YLA programme.
RSE	<p><i>*Relationships Education, Relationships and Sex Education (RSE) and Health Education- Statutory guidance DFE 2019</i></p> <p>The Award links closely to point 60, supporting pupils to form strong and positive relationships both within the classroom and externally with their local communities. The Award cultivates character traits and personal attributes as pupils explore what it means to be a leader. The award activities enable pupils to practice resilience and instils the belief that they can achieve and persevere with tasks despite setbacks. In exploring issues that affect their local communities, pupils consider the idea of social justice and how they can treat others with respect and use their actions to serve others showing kindness, humility, and generosity. Through the volunteering challenges that are set,</p>

	<p>pupils have the opportunity to practise service and consider the impact and benefits, including wellbeing, that their actions have on themselves and on others in community.</p>
<p>PSHE</p>	<p><i>*Based on Programme of study for PSHE Education from the PSHE Association 2020</i></p> <ul style="list-style-type: none"> • The Award links to the core themes of: Health and Wellbeing, Relationships & Living in the wider world. • Pupils explore leadership skills including: emotional intelligence, teamwork, communication, and initiative and how these relate to employability. They are given meaningful opportunities to put these skills, and others, into action. In doing so they grow in confidence, resilience, empathy and self-esteem. Pupils take on personal challenges alongside working together to organise bigger projects to help their school and local community. • Through these they: reflect on and celebrate their achievements; identify their strengths and areas for improvement; set high aspirations and goals: and make effective use of constructive feedback. • Many of the activities allow pupils to work with others and form good relationships. They take on different roles and responsibilities within a group and work collaboratively towards shared goals. • Through discussion activities pupils can share their ideas and opinions and grow in confidence to raise their own concerns. • They can develop empathy as they recognise and care about other people's feelings and to try to see, respect and, if necessary, constructively challenge others' points of view. Pupils have the opportunity to listen and respond respectfully to a wide range of people including their peers and members of their wider community. • The Award highlights pupils' responsibilities at home, at school, in the community and towards the environment and gives them practical ways to meet these. • The Award also explores the idea of community at a local, national and global level and allows pupils to consider the lives of people living in other places and with different needs.

KS4/+16 LITERACY & NUMERACY LINKS

The Award supports schools with the delivery of **Literacy** and **Numeracy** across the curriculum.

Linked to DFE Document: The national curriculum in England Framework document July 2014*		
5. Numeracy and Mathematics KS3		Explanatory Notes
5.1	Teachers should use every relevant subject to develop pupils' mathematical fluency	The Young Leaders Award provides opportunities for teachers to develop pupils' mathematical knowledge through the research, planning, organisation and delivery of school and community events.
5.2	Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check work.	Throughout the KS4/Post 16 Award, there are opportunities for pupils to develop their numerical skills in preparing community, school based and personal projects. In particular Module 3 requires pupils to carry out research and present their findings as part of their decision making and planning. They may look at basic financial terms; calculate profit and loss; manage budgets and the costs of running an event; calculate times and distances etc.
6. Language and Literacy KS3		
6.2	Spoken Language	Explanatory Notes
	Speak clearly and confidently using Standard English Select appropriate register for effective communication.	The Young Leaders Award at KS4/Post 16 offers a range of opportunities for pupils to present their ideas to others including more formal presentations of research and findings. Module 1 focuses on effective communication and encourages pupils to explore their current communication skills, through a series of practical tasks. In Module 5 pupils are required to coach and mentor others, which requires them to think about using an appropriate register. Module 6 focuses on public speaking and the skills required during formal presentations.
	Justify ideas with reasons; ask questions to check understanding. Negotiate; evaluate and build on the ideas of others. Develop understanding through speculating, hypothesising and exploring ideas.	A core component of the KS4/Post 16 Award is enabling pupils to justify their ideas and opinions as they explore how to be effective leaders. The starters and core tasks are designed to promote discussion and encourage pupils to speculate and hypothesise. In all modules pupils must negotiate, evaluate and justify their decisions, leading to them putting their ideas into action.

	Give well-structured descriptions and explanations.	Pupils are required throughout the course to give well-structured descriptions and explanations of information they have received or researched.
	Develop vocabulary and build knowledge.	Throughout the KS4/Post 16 Young Leaders Award, pupils will be introduced to new vocabulary and subject specific lexis around leadership and character. Pupils will develop definitions for key words and incorporate these into their discussions and presentations.
6.3	Reading and Writing	
	Read fluently and understand extended prose (both fiction and non-fiction).	Across the KS4/Post 16 Award, pupils will utilise a range of reading skills including selecting, retrieving, deducing and interpreting information from both print and online resources. For instance, in Module 1 pupils explore the key components of charity literature and different articles on leadership and effective communication.
	Develop the stamina and skills to write at length, with accurate spelling and punctuation, including narratives, explanations, descriptions, comparisons, summaries and evaluations.	Although the KS4/ Post 16 Award contains a wide variety of practical activities and action projects, there are opportunities for pupils to produce extended pieces of writing. At the end of each module pupils will produce a portfolio documenting the preparation, action and reflection of the Leadership Challenge they have undertaken. Pupils will choose the format for presenting this evidence. They will also complete reflections on the targets they wish to set themselves for the next modules.
6.4	Vocabulary Development	
	Develop vocabulary accurately building systematically on pupils' current knowledge.	Within the KS4/Post 16 Award, each lesson introduces pupils to key terminology building on pupils' current knowledge. Pupils will use subject specific lexis around the ideas of leadership and character. Throughout the modules pupils learn the importance of adapting their vocabulary to suit different audiences and in a work place setting.

*https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335116/Master_final_national_curriculum_220714.pdf