

KS4/+16 INSPECTION LINKS

In judging the overall effectiveness of a school, inspectors must report on the spiritual, moral, social and cultural development (**SMSC**) of students. The Young Leaders Award helps to fulfil these criteria and can provide many examples of students' personal development. The Award also provides opportunities for schools to promote **British Values**.

Ofsted Framework	
Area	KS4/+16 Young Leaders Award contributes to the following:
Spiritual	In the Award the students learn about their community and the world around them. Throughout the KS4/Post 16 Award, students learn more about themselves, in particular their strengths and weaknesses and how to self-reflect, build their self-esteem and increase their personal and spiritual development. Students 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.
Moral	In the KS4/Post 16 programme students 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 students 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	As schools and students take on community action projects, opportunities can arise for them to work with people and students from different religious, ethnic and socio-economic backgrounds. Students learn to cooperate well with others and initiate ideas for serving others in their communities becoming involved in projects on a school, local, national and even international level, to help bring about change for the better.
Cultural	The wide range of community opportunities involved in the Awards, provides students 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 are able to pass on valuable advice and life skills to the students, 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 students to engage in community action

	<p>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 students to learn about and serve a community overseas.</p>
British Values	<p>The KS4/Post 16 Award supports DFE Guidance on actively promoting the fundamental British values of democracy; the rule of law; individual liberty; mutual respect and respect for those with different faiths and beliefs. A number of modules focus on the principles of democracy, as students explore different leadership skills. Through the Leadership Challenges and Action Projects, the Award provides opportunities for students to integrate these values as students work, both as individuals and in teams, with different faiths and cultures to make a difference in their communities.</p> <p>(Promoting fundamental British values as part of SMSC in schools: Department for Education Nov 2014)</p>
Personal Development, Behaviour and Welfare	<p>The KS4/Post 16 Award supports the development of students' self-confidence, self-awareness and understanding of how to be a successful learner, as they develop core leadership and character skills over the course of the Award. Students 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/work place setting; manage conflict, their own feelings and behaviour and how they relate to others. The Leadership challenges themselves support students' personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain. They also provide students with the opportunity to take pride in their achievements.</p>

KS4/+16 CURRICULUM LINKS

The Award has been written to support schools in their delivery of aspects of the [Citizenship](#) 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 school may also wish to refer to our SIAMS Links document.

National Curriculum	
Subject	KS4/+16 Young Leaders Award contributes to the following:
Citizenship	The Award links closely with aspects of the KS4/+16 Citizenship non-statutory curriculum. The Award combines students' 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. Students become aware of the needs of others around them and the diversity of communities. Students 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. Students 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 students 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 students 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.
PSHE	<i>*Based on Guidance Personal, social, health and economic (PSHE) education, 2013 & Programme of Study for PSHE Education, PSHE Association, 2017.</i> The Award links closely to the core themes of: Health and Wellbeing, Relationships & Living in the wider world. Students 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. Students 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

	<p>of the activities allow students 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 students 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. Students 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 students' 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 students to consider the lives of people living in other places and with different needs.</p>
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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 students' mathematical fluency	The Young Leaders Award provides opportunities for teachers to develop students' mathematical knowledge through the research, planning, organisation and delivery of school and community events.
5.2	Students 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 students to develop their numerical skills in preparing community, school based and personal projects. In particular Module 3 requires students 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 students to present their ideas to others including more formal presentations of research and findings. Module 1 focuses on effective communication and encourages students to explore their current communication skills, through a series of practical tasks. In Module 5 students 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 students 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 students to speculate and hypothesise. In all modules students must negotiate, evaluate and justify their decisions, leading to them putting their ideas into action.

	Give well-structured descriptions and explanations.	Students 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, students will be introduced to new vocabulary and subject specific lexis around leadership and character. Students 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, students 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 students 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 students to produce extended pieces of writing. At the end of each module students will produce a portfolio documenting the preparation, action and reflection of the Leadership Challenge they have undertaken. Students 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 students' current knowledge.	Within the KS4/Post 16 Award, each lesson introduces students to key terminology building on students' current knowledge. Students will use subject specific lexis around the ideas of leadership and character. Throughout the modules students 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