

Hillingdon Youth Offer Curriculum Policy

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Youth Offer Statement of Purpose

Hillingdon's Youth Offer vision is to support and enable children and young people to realise their full potential, to empower and support them with their personal and social development, to help them have a positive transition to adulthood and make worthwhile contributions to their communities.

Our Youth Offer co-produced with children and young people, is underpinned by relationship-based practice that is informed by contextual understanding and cultural awareness. Incorporating both universal and targeted teams that work in collaboration with the community and voluntary sector to provide locality-based work, detached street-based work, outreach youth work, outdoor learning, digital youth work and other activities such as residencies and volunteering. Utilising spaces and places across the borough to ensure a dynamic and responsive integrated early help offer that encourages children and young people to access services that seek to improve their life opportunities.

Vision:	Purpose:	Mission:
Our vision is to facilitate the realization of the full potential of children and young people in the London Borough of Hillingdon. We aim to empower and support them in their personal and social development, ensuring a positive transition to adulthood.	Our purpose is to provide flexible and dynamic services that offer early and targeted support. By doing so, we empower the children and young people of Hillingdon, promoting resilience and diverting from statutory intervention.	We will deliver services across Hillingdon, utilizing spaces and places that are accessible to our children and young people. Our services will be responsive to their needs, ensuring timely delivery of the right services when needed.

The Youth Offer aligns with the Council Strategy 2022-2026 commitments to residents namely: safe and strong communities and; thriving, healthy households. It seeks to deliver a modern youth offer that meets the needs of young residents by providing accessible, contextually and culturally aware services. It has a clear focus on community engagement and providing opportunities for young residents to engage in a distinct educational process adapted across a variety of settings to support a young person's personal, social and educational development.

Our Service aims to provide a curriculum programme of activities, services and facilities to support children and young people to:

- ☑ *Be safe;*
- ☑ *Be healthy;*
- ☑ *Be active citizens;*
- ☑ *Develop life skills;*
- ☑ *Achieve their full potential; and*
- ☑ *Be happy and valued for who they are*

Introduction

The aim of the Hillingdon Youth Offer curriculum

Children and Young people are many and varied in their backgrounds, abilities and interests. All, irrespective of their circumstances, are engaged in a natural process of personal and social development towards adulthood. During their adolescence, young people are developing the social, emotional and academic skills required to become active and engaged adult citizens.

Although most children and young people progress effectively towards adulthood, some experience barriers to their progression due to their personal or social circumstances. A minority adopt anti-social or 'at risk' attitudes and behaviours. Both groups require additional support to overcome the barriers to their social inclusion. However, all young people benefit from opportunities to participate in informal learning experiences through which they can widen their horizons, develop new abilities and understandings, and experience success.

Effective youth work supports young people's development and progression by addressing the issues that impact upon their lives. Youth workers engage with young people to develop informal learning opportunities through which young people can acquire the skills, knowledge, values, and abilities that will assist their development into responsible and fulfilled adult citizens, living their lives to their fullest potential.

This process, known as 'informal education', enables young people to learn through their own experience in informal environments with their peers. Informal education has identifiable principles, inputs, process and outcomes that are described in detail within the curriculum policy.

The curriculum is a key youth service policy statement that:

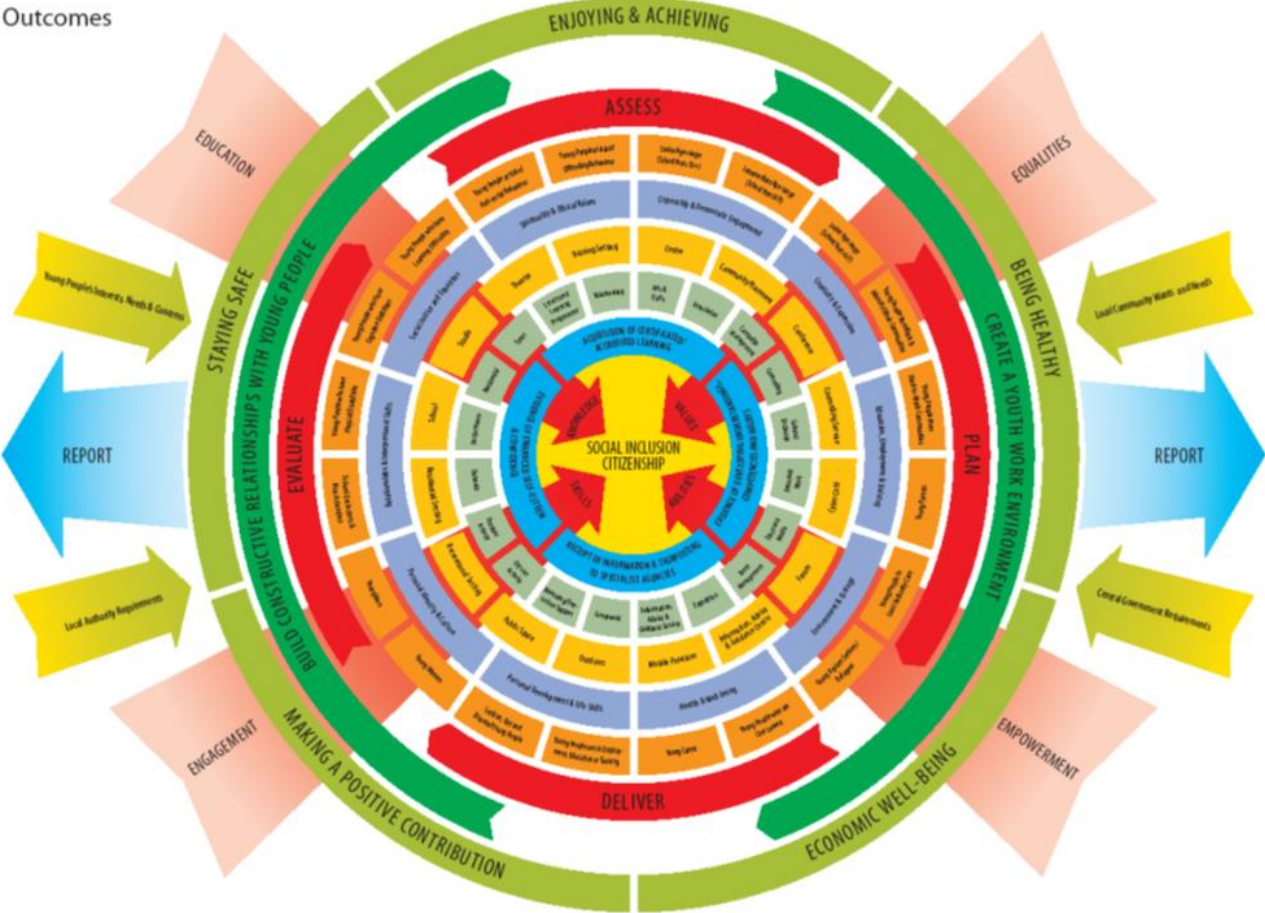
- ☑ *Describes our unique service offer.*
- ☑ *Shares concepts of effective practice;*
- ☑ *Benchmarks standards of practice; and*
- ☑ *Justifies our work to key stakeholders.*

The curriculum policy provides a detailed manifesto for effective youth work. It describes, guides and informs the work of youth workers who work for Hillingdon Youth Offer.

The curriculum aims to enable all people that are impacted by youth work including children and young people, youth workers, parents, elected members, and members of the wider community, to understand the principles, practice and outcomes of informal education.

The curriculum model, as seen below, will be broken down and discussed throughout this document.

Outcomes



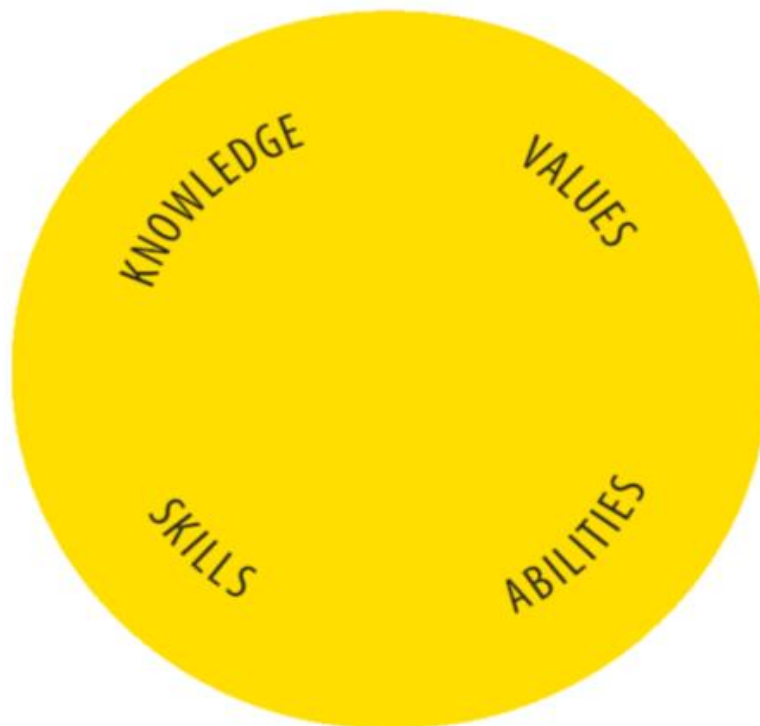
Objectives

The key areas of learning that youth workers support young people to achieve.

Youth workers need to have an understanding of what the curriculum seeks to achieve if they are to be effective in the delivery of high-quality youth work. The curriculum is designed to enable children and young people's personal and social development, so that they can be supported to become socially included adult citizens.

Children and young people are supported in this process through the acquisition of key:

- ☑ *Skills;*
- ☑ *Knowledge;*
- ☑ *Values; and*
- ☑ *Abilities.*



Principles

The '4 E's': Education; Equalities; Engagement; and Empowerment

Effective youth work is based on a core set of principles, known as the 'four E's'. These are:

1. Education

Effective youth work has defined educational content and measurable learning outcomes for participating children and young people. In the context of education, effective youth work requires youth workers to:

- ☑ *Ensure that youth work programmes respond to children and young people's evidenced developmental needs and social concerns;*
- ☑ *Develop planned programmes of activity that enable children and young people to achieve learning outcomes; and*
- ☑ *Create opportunities for children and young people to develop new abilities, skills, knowledge and values that support their transition to adulthood*

2. Equality

Youth work supports children and young people in the establishment of a fair and just society. Effective youth work has at its heart an understanding that all people, irrespective of their backgrounds or circumstances, have the right to equal access to services, opportunities and support. In the context of equality, effective youth work requires youth workers to:

- ☑ *Proactively raise and address equality issues in their practice, and support children and young people to understand and commit to the values of social justice and equality of opportunity;*

- ☑ *Support children and young people to recognise and constructively challenge the prejudice, discrimination and inequality that they and their peers encounter; and*
- ☑ *Create targeted opportunities for children and young people who experience inequality, disadvantage or social exclusion to participate in informal learning opportunities.*

3. Engagement (Co-production)

Youth work requires children and young people to be active partners in the learning process. Effective youth work engages children and young people fully in the design, delivery, evaluation and reporting of informal learning opportunities, and encourages children and young people to participate in the life of their communities, and the wider society. In the context of engagement, effective youth work requires youth workers to:

- ☑ *Encourage children and young people to be active in the planning, management and evaluation of the informal learning programmes in which they engage;*
- ☑ *Create opportunities for children and young people to become engaged in the governance of youth and community-based services, through involvement in local, regional and national democratic fora; and*
- ☑ *Support children and young people to become active and democratically engaged citizens, knowledgeable about their civic rights and responsibilities, and actively contributing to the quality of life in their communities.*

4. Empowerment

Youth work empowers children and young people with the competencies required for adult life. Effective youth work supports children and young people's personal and social development through enabling the acquisition of key skills, values, knowledge, and abilities. In the context of empowerment, effective youth work requires youth workers to:

- ☑ *Respond to children and young people's evidenced developmental needs and social concerns;*
- ☑ *Deliver programmes through which children and young people can develop the skills, values, knowledge and abilities required for adulthood; and*
- ☑ *Support children and young people to identify and accredit their progression and personal development.*

The four curriculum principles form the foundations of effective practice and must be integrated within the curriculum process to ensure the delivery of high-quality youth work.

Youth workers must implement the four curriculum principles throughout their practice to ensure the delivery of effective youth work.

Preparation Tasks

The key tasks that youth workers manage to prepare for curriculum delivery

Children and young people engage with the youth work curriculum on a voluntary basis, and so youth workers must ensure the management of key tasks that will engage children and young people and support their involvement in the informal learning process. Youth workers must successfully build constructive relationships with children and young people and create a positive youth work environment.

1. Build Constructive Relationships with Children and Young People

The youth work curriculum cannot be delivered unless youth workers have constructive relationships with children and young people, based on positive regard, trust and empathy. Youth workers need to be skilled in the befriending of children and young people and be able to be seen as trustworthy and supportive in the eyes of children and young people. Youth workers must be able to communicate to children and young people that they give value to their prior experience and be willing to share power and control in the learning process.

Youth workers also need to be able to maintain professional boundaries in their relationships with children and young people and be able to manage the challenge of inappropriate behaviour and attitudes in a manner that enables children and young people's personal development, without damaging their self-esteem. Youth workers need to be honest and explicit with children and young people about any constraints that may impact upon their relationship, including limits to confidentiality in the context of disclosures regarding Child Protection or illegal activity.

In both aspects of their relationships with children and young people, youth workers must be able to demonstrate that they are trustworthy, be consistent in their approach, and non-judgemental in their regard for the children and young people's worth if they are to develop relationships that have a depth sufficient to enable the delivery of effective informal education programmes.

2. Create a Youth Work Environment

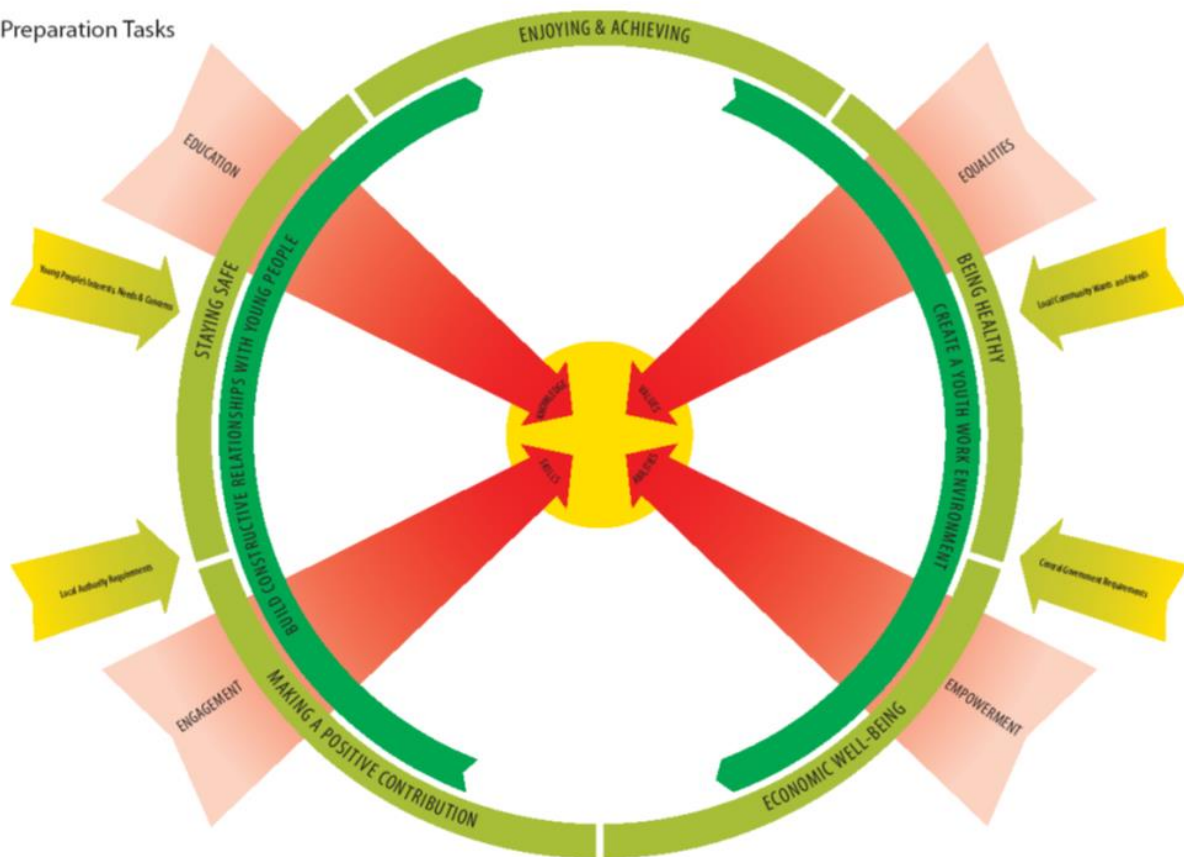
An effective youth work environment encompasses both *physical* and *emotional* characteristics. Although the youth work curriculum can be delivered in a variety of settings, it requires a specific environment to facilitate children and young people's involvement in the informal education process.

In terms of physical characteristics, children and young people need to be offered an environment in which they are safe from harm and protected from inappropriate levels of risk, and in which they have access to a variety of curriculum activities. However, the key attributes that identify an effective youth work environment relate to its emotional characteristics. Youth workers need to create an environment in which opportunities exist for children and young people to:

- ☑ *Exercise democratic decision-making and take increasing levels of responsibility in the management of the learning environment;*
- ☑ *Identify and act upon their developmental needs, social concerns and recreational interests;*
- ☑ *Undertake new experience and social opportunities;*
- ☑ *Access information and signposting to specialist support agencies; and*
- ☑ *Encourage appropriate risk taking and undertake challenges that result in achievement and increased self-esteem.*

The creation of an effective youth work environment is dependent upon youth workers being skilled in the development of constructive relationships with children and young people, with youth workers continuing to develop relationships and negotiate the learning environment with young people throughout the curriculum delivery process. If youth workers can successfully create such an environment, then they are able to undertake the specific curriculum delivery tasks that will result in children and young people's emotional growth and development.

Preparation Tasks



Delivery Tasks

The key tasks that youth workers manage to enable curriculum delivery.

1. Assess Children and Young People's Interests, Needs and Concerns

Through the developing relationships being built between youth workers and children and young people, an assessment of children and young people's recreational interests, developmental needs, and social concerns can be undertaken, through two key processes.

Youth workers need to encourage children and young people to share information about their recreational interests, developmental needs and social concerns, so that relevant programmes of activity can be devised. At the same time, youth workers must also make professional judgements about their developmental needs and social concerns that they may not have self-identified as a learning priority. For example, children and young people using illegal substances may not identify their drug use as being an issue of concern, but youth workers may still make a professional judgement that results in the issue being addressed in the activity programme.

The process of assessing children and young people's needs and wants is one that is ongoing throughout the curriculum process but is a key focus when working with new groups of children and young people or devising up new programmes of activity. On most occasions, youth workers will work in direct partnership with children and young people in the design of the curriculum, on the understanding that children and young people come to the process with their own range of experiences, views and understandings.

2. Plan Informal Education Programmes

Equipped with an understanding of children's and young people's aspirations and for the forthcoming curriculum programme, and with a second frame of reference arising through professional judgements regarding the children and young people's developmental needs, youth workers need to plan programmes of activity that will respond to the identified aspirations, issues and concerns.

Youth workers must give reference to the curriculum principles to ensure that programmes have:

- ☒ *Relevant and appropriate educational content;*
- ☒ *Children and young people's input to the planning and design process;*
- ☒ *Reference to issues of equality of opportunity and social justice; and*
- ☒ *Practical learning outcomes that can be recorded or accredited.*

Within the planning process, youth workers need to work with children and young people to identify specific learning objectives for participants that are 'SMART':

- ☒ *Specific;*
- ☒ *Measurable;*
- ☒ *Achievable;*
- ☒ *Realistic; and*
- ☒ *Time-specific*

The agreed learning objectives form the basis for ongoing formative assessment during the delivery phase, and for the formal evaluation at the completion of programme delivery, when the actual learning outcomes achieved can be compared to the pre-set learning objectives.

At the completion of the planning process, youth workers are required to formally report the proposed learning programmes and related objectives to curriculum stakeholders including line managers, young people's fora and local advisory committees for scrutiny and approval.

3. Deliver Informal Education Programmes

Once approved by relevant curriculum stakeholders, youth workers need to begin the process of delivering the programme structure so as to enable the achievement of the agreed learning objectives.

During the process of programme delivery, youth workers need to ensure that they are regularly assessing the effectiveness of the programme design with children and young people and professional colleagues, with reference to young people's engagement and progression towards the agreed learning objectives.

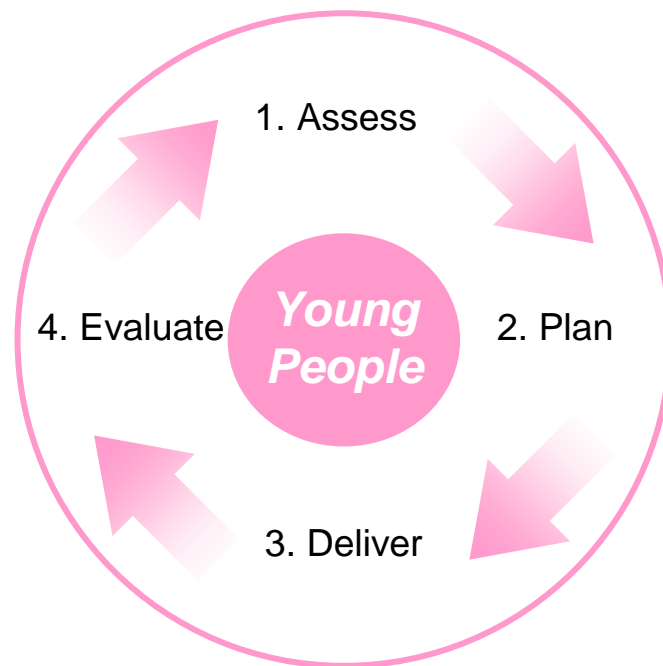
Effective curriculum programmes are ones that deliver the agreed learning outcomes in the context of a multi-faceted service offer that combines fun, challenge and stimulation for participating children and young people, within the scope of the curriculum principles.

4. Evaluate Informal Education Programmes

At the completion of the programme delivery, youth workers identify the learning outcomes that have been achieved by children and young people, in the context of the agreed learning objectives, and make a judgement as to whether the programme has successfully addressed their developmental needs and social concerns. Such judgements are made in partnership with children and young people, who are encouraged to express their views through verbal and written feedback.

At the completion of the evaluation process, youth workers are required to formally report the achieved learning outcomes to curriculum stakeholders including line managers, young people's fora and local advisory committees for scrutiny and approval.

The Curriculum Delivery Cycle:



The described cycle of curriculum delivery tasks apply to all youth work programmes from a single session of activity, to a termly programme of activity, and needs to ensure children and young people's involvement throughout the process.

Effective youth work also requires youth workers to manage unintended learning processes, in response to any indicators of need that children and young people may present without previous notice. In such circumstances, youth workers must also be able to respond immediately to develop curriculum activities that will lead to unplanned learning outcomes for children and young people. Such a response will still take place within the prescribed delivery cycle but may involve the youth worker and child/young person completing the process within a single contact session.

Learning Process

How children and young people learn through their involvement in the curriculum

A key element in the curriculum learning process is the emphasis placed upon children and young people's natural ability to learn through their own experience. Effective youth workers use this process, known as the 'Experiential Learning Cycle', to enable children and young people to learn through a learning model routed in an ongoing cycle of activity, reflection, learning inputs and repeated activity incorporating new understandings.

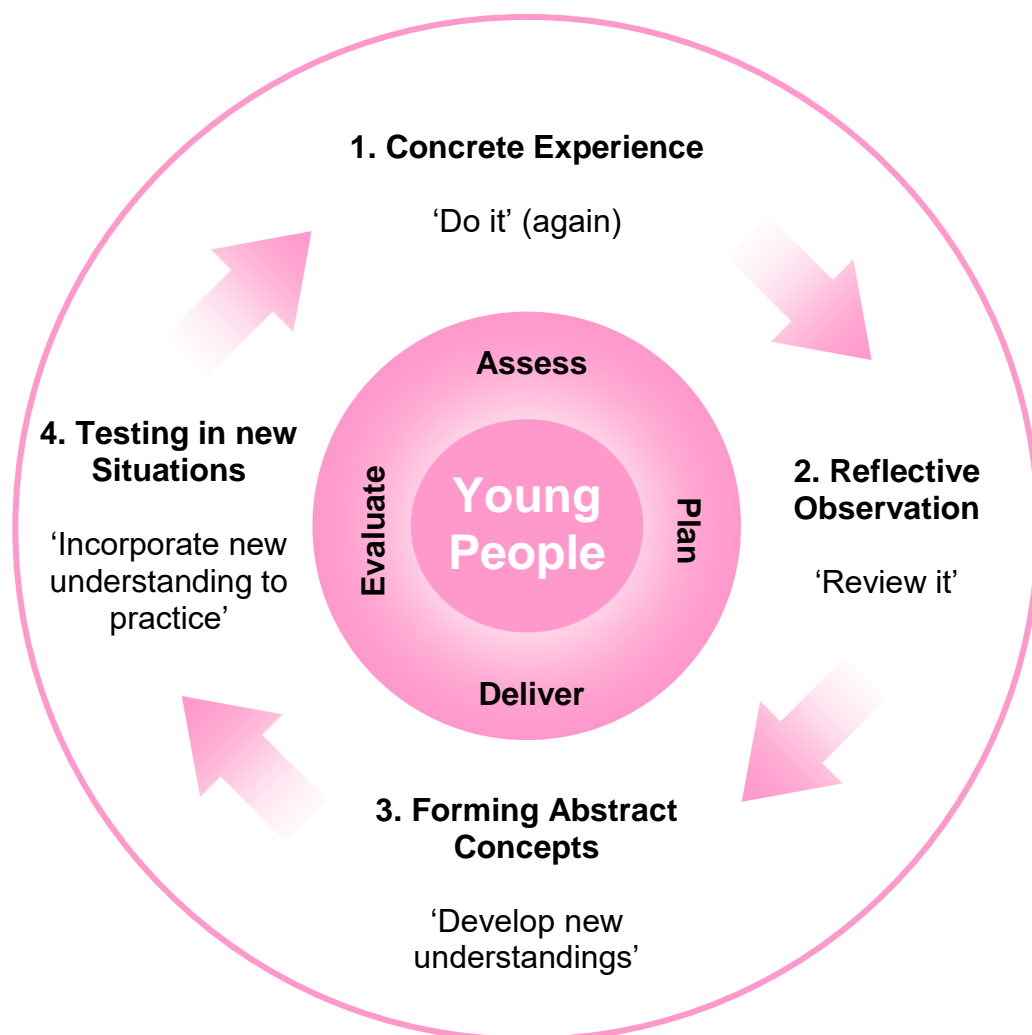
This four-stage learning model enables children and young people to acquire new competencies and understandings through the youth worker facilitating a process of informal reflection and learning inputs that examines and adds to the child/young person's experience that may have happened within the youth work process, or in the child/young person's wider experience:

1. **Concrete Experience** - *'The child/young person undertakes an activity or has an experience'*
2. **Reflective Observation** - *'The child/young person critically reviews the activity or experience with support from the youth worker'*
3. **Forming Abstract Concepts** - *'The youth worker supports the child/young person to develop new understandings, awareness and abilities through informal learning inputs'*
4. **Active Experimentation** - *'The child/young person applies their new understandings, awareness and abilities to the original activity or experience'*

The Experiential Learning Cycle can begin at any one of the four points, but usually begins with the child/young person carrying out a particular action and seeing the effect of their action.

The youth worker's role in the learning process is critical within stages two and three of the learning cycle, when they are required support the child/young person to reflect upon the effects of their activity, and to facilitate informal learning inputs that results in the child/young person being able to undertake the action again, but now with added knowledge or awareness that will improve their understandings or abilities.

The Experiential Learning Cycle:



Using this model, effective youth workers are able to use a wide variety of children and young people's experiences to facilitate an informal learning process. The child/ young person, whose own experience creates the learning opportunity, participates in the process as an equal partner, and has the right to apply the learning as they see fit.

Children and young people's learning takes place through their completion of the full learning cycle, but different individuals and groups may progress through it at different speeds, and some children and young people may not complete the learning tasks in the prescribed order.

The model may be seen in application within the context of informal education initiatives regarding alcohol education, within which youth workers may aim to reduce children and young people's level of risk or harm arising due to their lack of knowledge about the physiological, social and legal implications of their consumption. Youth workers will work in a non-judgemental manner to encourage children and young people to reflect upon their usage, to identify what aspects of their consumption may place them at risk of harm, and to identify gaps in their knowledge and understandings in the context of their alcohol consumption.

Through this enquiry, an informal learning programme that responds to the children and young people's developmental needs can be planned and facilitated, so that the risk factors can be managed and the potential for harm reduced if children and young people choose to use alcohol again in the future.

Target Groups

The groups of children and young people that youth workers seek to engage in the curriculum

Hillingdon Youth Offer works with children and young people on the basis of their age, and their need for curriculum input to address issues of social exclusion.

1. Age-specific Target Groups

With reference to age-specific criteria, curriculum activities are developed with children and young people aged between 8 and 24 years old, . Effective youth workers engage with age-specific target groups with an aim to deliver personal and social development opportunities that enable children and young people's progression towards socially engaged adulthood.

To ensure that informal learning programmes are developmentally appropriate, three age-specific target groups are defined:

- ☑ **Senior Age-range** – *children and young people in school years 10 to 13;*
- ☑ **Intermediate Age-range** – *children and young people in school years 7, 8 and 9;*
and
- ☑ **Junior Age-range** – *children and young people in school years 4, 5 and 6*

Informal learning programmes that are age-specific generally provide open access provision to local children and young people within the specified age-ranges. Such programmes provide 'generic' and 'specialist' curriculum initiatives.

2. Need-specific Target Groups

With reference to need-specific criteria, curriculum activities are developed with children and young people who are at risk of social exclusion, as evidenced through their belonging to socially excluded groups in society, or through their propensity to anti-social or offending behaviours. Effective youth workers engaged with need-specific target groups with an aim

to support them to overcome the barriers to their social inclusion, so that they can proceed towards socially engaged adulthood.

Young people identified as being at risk due to their belonging to socially excluded groups include:

- ☑ ***Young People from Black and Minority Ethnic Communities*** may experience disadvantage due to their belonging to socially excluded communities, and benefit from support to overcome culturally derived prejudice and discrimination that they may experience in their lives;
- ☑ ***Young People from Hard-to-reach Communities*** may experience disadvantage due to their limited access to social, education and welfare services, and benefit from support to overcome limited opportunities for constructive leisure time activities.
- ☑ ***Young Parents*** may experience disadvantage due to their having dependent children at young ages, and benefit from support to overcome social isolation and enable re-engagement in education, employment and training opportunities.
- ☑ ***Young People in Local Authority Care*** may experience disadvantage due to their not having supportive family relationships to support their personal and social development, and benefit from support to overcome social isolation and enable increased opportunities for constructive leisure time activities;
- ☑ ***Young People who are Lone Asylum Seekers or Refugees*** may experience disadvantage due to their not having supportive family relationships to support their personal and social development, and benefit from support to overcome culturally derived prejudice and discrimination that they may experience in their lives.
- ☑ ***Young Carers*** may experience disadvantage due to their having responsibilities to care for dependant relatives, and benefit from support to overcome social isolation and enable increased opportunities for constructive leisure time activities;
- ☑ ***Young People who are Care Leavers*** may experience disadvantage due to their not having supportive family relationships to support their personal and social

development, and benefit from support to overcome social isolation and enable re-engagement in education, employment and training opportunities;

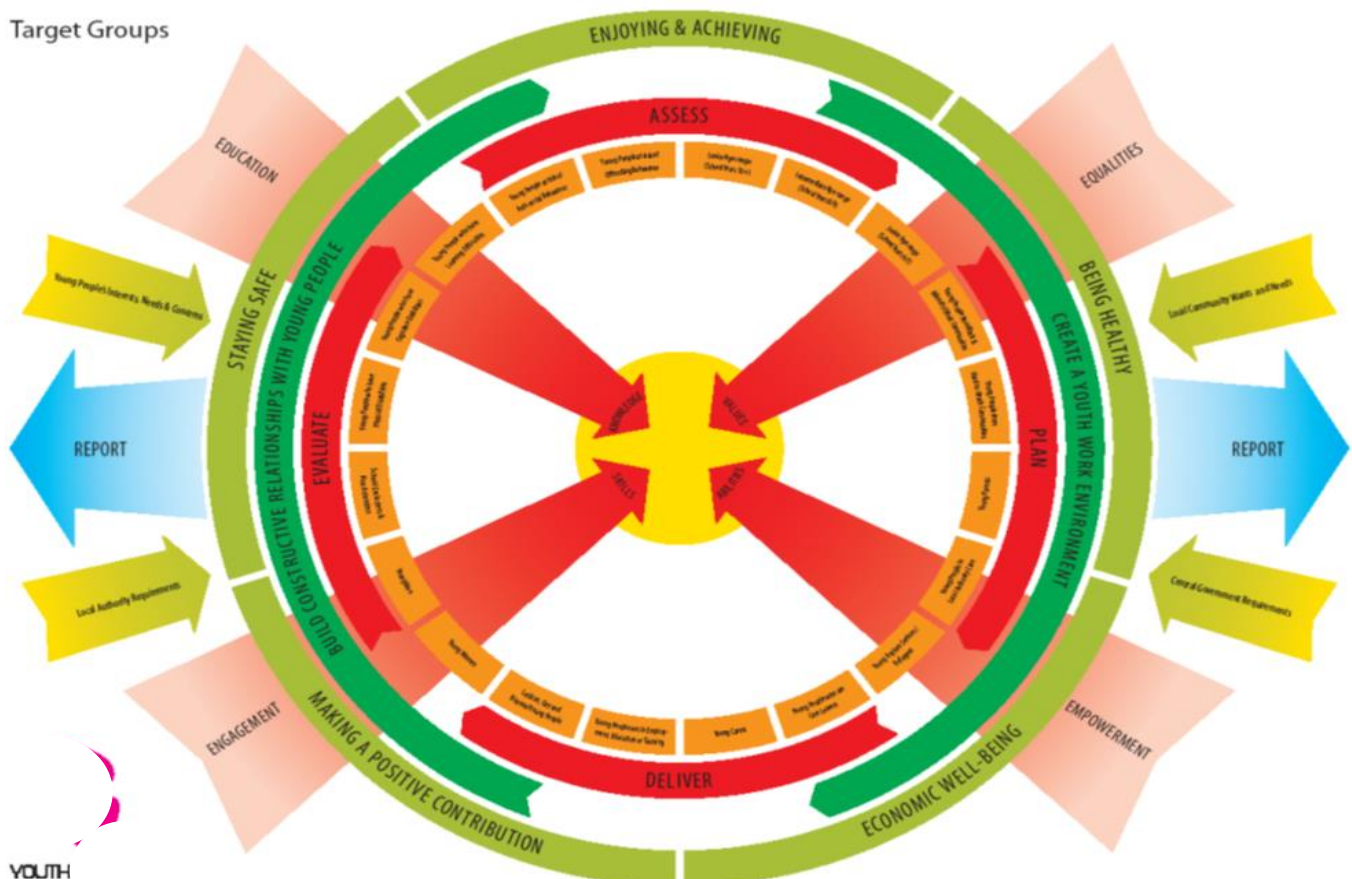
- ☑ **Young People who are not in Employment, Education or Training** may experience disadvantage due to their disengagement from education, employment and training opportunities, and benefit from support to overcome social isolation and enable re-engagement in education, employment and training opportunities;
- ☑ **Young People from the LGBTQIA+** may experience disadvantage due to their belonging to socially excluded communities, and benefit from support to overcome social isolation and developing positive identity and self-worth;
- ☑ **Young Women** may experience disadvantage due to their belonging to socially excluded communities, and benefit from support to overcome social isolation and developing positive identity and self-worth;
- ☑ **Young Men** may experience disadvantage due to their belonging to socially excluded communities, and benefit from support to overcome social isolation and developing positive identity and self-worth;
- ☑ **Young People who are School Excluees and Non-attenders** may experience disadvantage due to their disengagement from employment and training opportunities, and benefit from support to overcome social isolation and enable re-engagement in education, employment and training opportunities;
- ☑ **Young people who have Physical Disabilities** may experience disadvantage due to their belonging to socially excluded communities, and benefit from support to overcome social isolation and enable increased opportunities for constructive leisure time activities;
- ☑ **Young People who have Cognitive Disabilities** may experience disadvantage due to their belonging to socially excluded communities, and benefit from support to overcome social isolation and enable increased opportunities for constructive leisure time activities; and
- ☑ **Young People who have Learning Difficulties** may experience disadvantage due to their belonging to socially excluded communities, and benefit from support to

overcome social isolation and enable increased opportunities for constructive leisure time activities;

The two other groups of children and young people who are identified as being at risk of social exclusion are:

- ☑ **Children and young people who are at risk of engagement in anti-social behaviours** may experience social exclusion due to their anti-social behaviours and attitudes, and benefit from diversionary activities that prevent them from continued at risk activities;
- ☑ **Children and young people who are at risk of engagement in offending behaviours** may experience social exclusion due to their anti-social behaviours and attitudes, and benefit from diversionary activities that prevent them from continued at risk activities;

Hillingdon Youth Offer prioritises the establishment of informal learning programmes with socially excluded groups of children and young people in order to support them to overcome the barriers to their inclusion, and to enable them to meet their full potential as socially included adults.



Curriculum Themes

The key issues addressed and explored within the curriculum

The curriculum enables children and young people to explore the issues and interests that impact upon their lives, promotes their personal and social development, and supports them to make a positive contribution to their communities. In Hillingdon, these key issues have been encapsulated into ten curriculum themes:

Theme 1: Citizenship and Democratic Engagement

Theme 2: Creativity and Expression

Theme 3: Employment, Education and Training

Theme 4: Environment and Ecology

Theme 5: Health and Well Being

Theme 6: Personal Development and Life Skills

Theme 7: Personal Identity and Culture

Theme 8: Relationships and Interpersonal Skills

Theme 9: Social Justice and Equalities

Theme 10: Spirituality and Ethical Values

Theme 1: Citizenship and Democratic Engagement

Policy Statement

Children and young people have the right to become active adult citizens who are politically informed and engaged, and benefit from being engaged in local, regional and national democratic processes.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ *Explored their own, and others, political views and understandings (Values);*
- ☑ *Developed a commitment to the democratic process (Values);*
- ☑ *Developed understandings of political structures and processes in society (Knowledge);*
- ☑ *Understood their civic rights and responsibilities (Knowledge);*
- ☑ *Been engaged in democratic decision-making processes (Skills);*
- ☑ *Advocated on behalf of themselves and others (Skills);*
- ☑ *Been involved in the management of local youth services (Abilities); and*
- ☑ *Had local, regional and national representation to key community service providers including the council and central government (Abilities).*

Theme 2: Creativity and Expression

Policy Statement

Children and young people have the right to express themselves through performance and creative arts, and benefit from opportunities to develop their creative confidence through performance and expression.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☒ Developed an appreciation for arts and performance media (Values);
- ☒ Explored issues of personal and social significance using creative media (Values);
- ☒ Developed an understanding of the range of artistic opportunities available in the community (Knowledge);
- ☒ Developed an awareness of art forms that different cultures, including children and young people's sub-cultures, contribute (Knowledge);
- ☒ Developed new performance and creative arts competencies (Skills);
- ☒ Developed a range of techniques and applications for self-expression (Skills);
- ☒ Developed competency to communicate through a variety of media (Abilities);
- ☒ Developed the confidence to express themselves through performance (Abilities).

Theme 3: Employment, Education and Training

Policy Statement

Children and young people have the right to be engaged in appropriate and fulfilling employment, and benefit from education and training opportunities that make effective use of their abilities, interests and talents.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☒ Recognised that employment and education opportunities are central to the development of a fulfilling adult life (Values);
- ☒ Explored the value of personal development through training and education (Values);
- ☒ Developed a positive understanding of their personal talents and vocation (Knowledge);
- ☒ Had access to information, advice and guidance regarding relevant education and employment opportunities (Knowledge);
- ☒ Developed a portfolio of skills and aptitudes that are sought by employers, and education and training providers; (Skills);
- ☒ Attained accredited learning outcomes in literacy, numeracy and communication technology skills (Skills);
- ☒ Developed ability to present effectively to employment, education and training providers (Abilities);
- ☒ Developed ability to undertake sustained involvement in employment, education and training opportunities (Abilities)

Theme 4: Environment and Ecology

Policy Statement

Children and young people have the right to express their appreciation for, and concerns about, the environment, and benefit from opportunities to become active in the conservation of the local, national and global ecology.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ *Explored their own, and others, environmental understandings and concerns (Values);*
- ☑ *Developed a commitment to environmentally sustainable lifestyles (Values);*
- ☑ *Gained an understanding of environmental and conservation issues (Knowledge);*
- ☑ *Understood their environmental rights and responsibilities (Knowledge);*
- ☑ *Been engaged in relevant decision-making processes (Skills);*
- ☑ *Made informed decisions about environmental and conservation matters in their lives (Skills);*
- ☑ *Developed the ability to engage in and influence local, national and global environmental issues (Abilities); and*
- ☑ *Developed the ability to participate in environmental projects and campaigns (Abilities).*

Theme 5: Health and Well Being

Policy Statement

Children and young people have the right to maintain and improve their health and well-being, and benefit from the receipt of accurate and up-to-date information and learning experiences regarding their physical, emotional and sexual health.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☒ *Explored their own, and others, attitudes to healthy living (Values);*
- ☒ *Made a commitment to sustaining their own, and others, health and well-being (Values);*
- ☒ *Had access to sources of accurate and up-to-date information, advice and guidance (Knowledge);*
- ☒ *Developed an awareness of local specialist health and support services (Knowledge);*
- ☒ *Been able to differentiate between healthy and unhealthy lifestyle choices (Skills);*
- ☒ *Been able to assertively communicate personal decision-making in the context of peer pressure (Skills);*
- ☒ *Developed an ability to make informed decisions based on accurate understandings (Abilities); and*
- ☒ *Developed the practical ability to lead and sustain a healthy lifestyle (Abilities).*

Theme 6: Personal Development and Life Skills

Policy Statement

Children and young people have the right to develop to their fullest potentials, and benefit from the acquisition of interpersonal, social and key skills through which independent living can be managed.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ *Explored their own personal potential and scope for development (Values);*
- ☑ *Developed a sense of increasing self-worth through personal achievement and success (Values);*
- ☑ *Developed an increasing understanding of how to effectively achieve personal goals and ambitions (Knowledge);*
- ☑ *Developed increasing understandings of social systems and processes concerning personal and social well-being (Knowledge);*
- ☑ *Developed a range of competencies that enable sustainable independent living (Skills);*
- ☑ *Been able to make positive and informed choices regarding current and future life choices (Abilities); and*
- ☑ *Developed the confidence to undertake new experience that provides challenge and opportunities for personal development (Abilities).*

Theme 7: Personal Identity and Culture

Policy Statement

Children and young people have the right to define and celebrate their individual identity and cultural heritage, and benefit from increased understanding regarding their own, and others, cultural backgrounds.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ *Understood and valued their own, and others, identity and individuality (Values);*
- ☑ *Committed to the concepts of freedom of expression and social tolerance (Values);*
- ☑ *Developed a growing sense of personal identity and self-awareness (Knowledge);*
- ☑ *Developed an understanding of the key influences upon the construction of personal identity (Knowledge);*
- ☑ *Developed the competencies required to express their personal identity (Skills);*
- ☑ *Developed the competencies required to express their cultural identity (Skills);*
- ☑ *Developed an ability to positively engage with others outside their own cultural and peer groups (Abilities); and*
- ☑ *Developed the confidence to express their own identity in the context of their self-defined culture and sub-culture (Abilities).*

Theme 8: Relationships and Interpersonal Skills

Policy Statement

Children and young people have the right to engage in meaningful and fulfilling relationships with their peers, family members, and associates, and benefit from opportunities to practice the skills required for successful relationships with themselves and others.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ *Recognised the importance of maintaining positive relationships with others (Values);*
- ☑ *Developed an ethical approach to the management of their relationships with others (Values);*
- ☑ *Acquired an understanding of verbal and non-verbal communications (Knowledge);*
- ☑ *Developed an understanding of the range of emotions that occur in the context of relationships (Knowledge)*
- ☑ *Developed effective communication and social skills (Skills);*
- ☑ *Developed the skills required to effectively manage interpersonal conflict (Skills);*
- ☑ *Learnt how to initiate and maintain positive intimate relationships (Abilities); and*
- ☑ *Developed competence in the management of wider social relationships (Abilities).*

Theme 9: Social Justice and Equalities

Policy Statement

Children and young people have the right to be socially included members of a pluralistic society, and benefit from an understanding and commitment to the concepts of equal opportunities and social justice.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ *Understood and valued their own, and others, identities in the context of culture, gender, ability, and social circumstance (Values);*
- ☑ *Committed to the concept of a socially inclusive society in which all people are of equal value and status (Values);*
- ☑ *Learnt about the beliefs and values of various cultural groups in society (Knowledge);*
- ☑ *Developed an understanding of the negative impact of prejudice, discrimination, inequality and oppression on the lives of groups in society (Knowledge);*
- ☑ *Learnt how to constructively challenge prejudicial and discriminatory behaviours and attitudes in others (Skills);*
- ☑ *Developed an ability to positively engage with others outside their own cultural group (Abilities); and*
- ☑ *Developed an ability to contribute to the establishment of social justice and equalities in society (Abilities).*

Theme 10: Spirituality and Ethical Values

Policy Statement

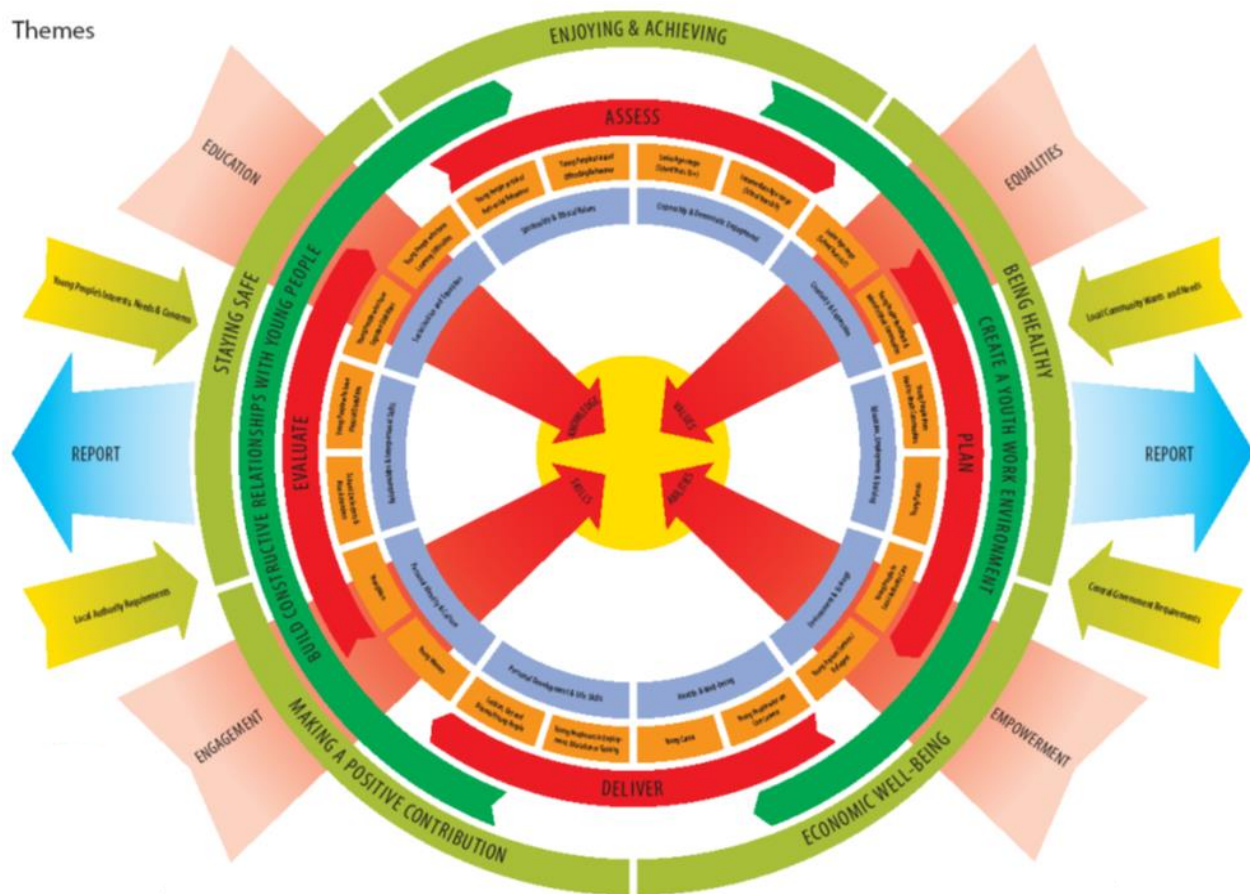
Children and young people have the right to explore and express their spiritual and ethical values through which they lead their lives, and benefit from the understanding of other philosophies regarding life and its higher meanings and purpose.

Learning Objectives

Through their involvement with Hillingdon Youth Offer, children and young people will have:

- ☑ *Developed a growing sense of the ethical values by which they wish to live their adult life (Values);*
- ☑ *Learnt about the beliefs and values of various spiritual ideologies and value-systems (Knowledge);*
- ☑ *Learnt about the predominant ethical values that inform society (Knowledge);*
- ☑ *Learnt how to communicate with others regarding their personal viewpoints about the higher meanings of life (Skills) and*
- ☑ *Developed a sensitivity in their conduct and presentation to other people's spiritual and ethical values and customs (Skills).*

Themes



Environments

The locations in which youth workers deliver the curriculum

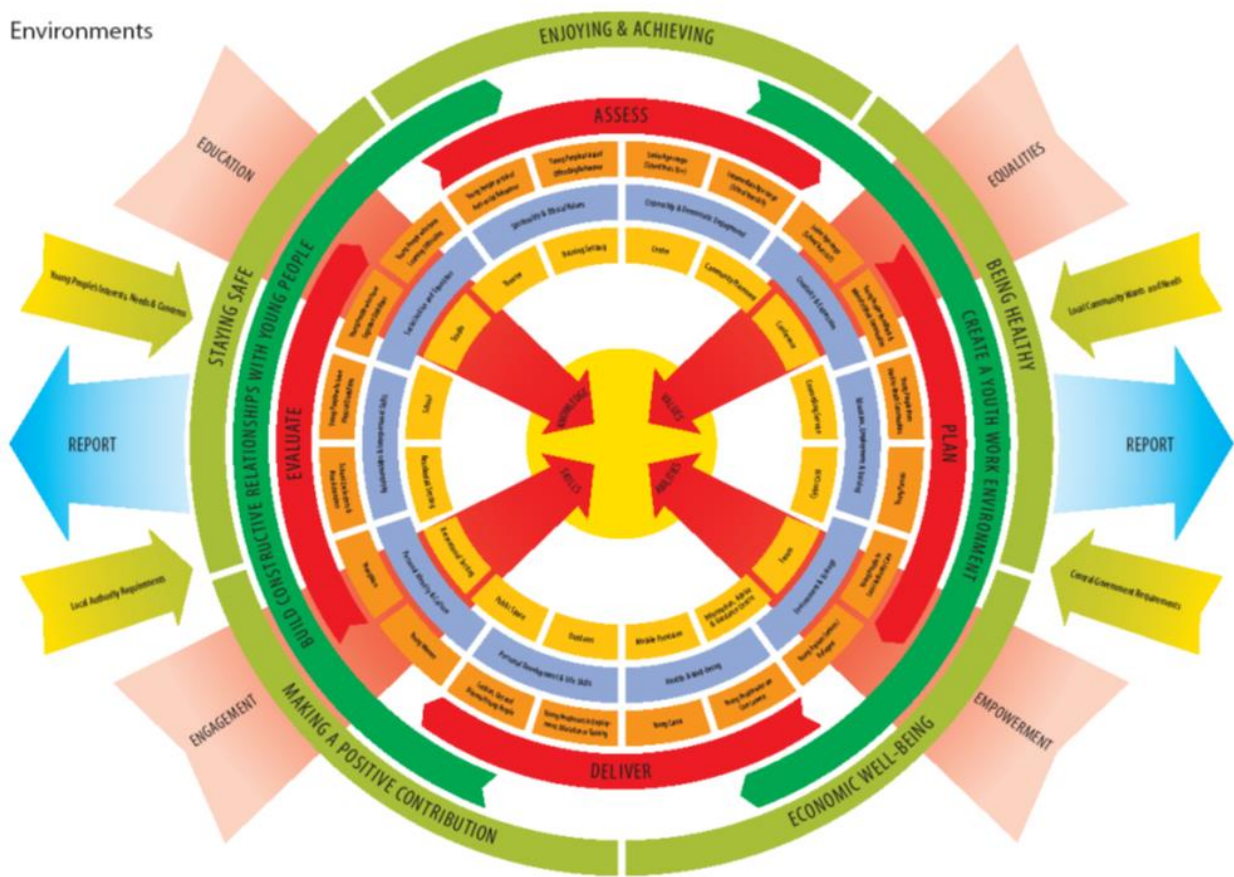
The youth work curriculum provides a flexible learning process that can be delivered in a wide range of locations, spaces and places across the Borough. The curriculum identifies sixteen specific settings in which informal learning programmes can be delivered:

1. **Centre-based** - *using buildings as locations for programme delivery, within purpose-built centres, or being delivered in hired premises in the community*
2. **Community Placement** - *providing children and young people with opportunities to undertake accredited voluntary activity within the community*
3. **Conference** – *creating formal opportunities for large groups of children and young people to convene to discuss key issues of concern, often in partnership with youth service providers*
4. **Counselling Service** – *providing formal counselling support to children and young people in a confidential setting*
5. **Cyber Café** – *enabling children and young people's access to electronic information and communication technology*
6. **Forum** – *creating opportunities for small groups of children and young people to convene to participate in programme and service governance activities, using a range of informal and formal methods*
7. **Information, Advice and guidance Service** – *providing children and young people with accurate sources of information regarding issues of concern, and signposting to specialist support services*
8. **Mobile Provision** – *creating peripatetic outreach services for children and young people that cannot access fixed site provision*
9. **Outdoors** – *using natural environments to deliver outdoor learning activities, programmes and expeditions*
10. **Public Space** - *using parks and green spaces as settings to develop detached work programmes with children and young people*

11. **Recreational Setting** - using commercial recreational activity locations as venues for off-site learning activities and programmes
12. **Residential Setting** - delivering learning programmes with children and young people away from their normal youth work environment, often involving overnight stays
13. **School-based** - delivering informal learning programmes to children and young people in classrooms and assemblies
14. **Studio-based** - delivering creative arts and music-based learning programmes with children and young people using multi-media applications
15. **Theatre** - developing performance-based youth work programmes with children and young people, including opportunities for public performance
16. **Training Environment** - delivering structured learning programmes with children and young people in a formal learning setting

The wide range of learning environments deployed within the curriculum enable effective youth workers to devise learning programmes that are appropriate to children and young people's interests, needs and abilities.

Environments



Methods

The activities through which youth workers deliver the curriculum.

The youth work curriculum provides a flexible learning process that can be delivered using a wide range of activities, in partnership with groups and individual children and young people. The curriculum identifies twenty key methods of activity through which informal learning programmes can be delivered:

1. **Arts and Crafts** - offering children and young people opportunities to undertake craft activities through which they can develop creative skills and new recreational interests
2. **Association** - providing a range of voluntary activity opportunities, including informal sports, discussion and arts activities, usually deployed within centre-based settings
3. **Campaign Management** - developing children and young people-led and managed initiatives regarding issues of concern or interest, sometimes linked to wider public promotions or established in a local context
4. **Counselling** – formal therapeutic support service provided for individual children and young people who face challenging dilemmas and issues of concern, although counselling skills may be used by appropriately-trained youth workers in an informal context
5. **Cultural Exchange** – offering groups of children and young people opportunities to engage with an exchange cultural experience with young people from other communities and cultures, usually taking place in an international context but can also be delivered in a regional context
6. **Detached Work** - developing curriculum activities with children and young people where they are found, with full programme delivery taking place away from buildings, using parks and street corners as impromptu settings
7. **Electronic Media** - offering children and young people opportunities to use information and communication technology for recreational activity and learning

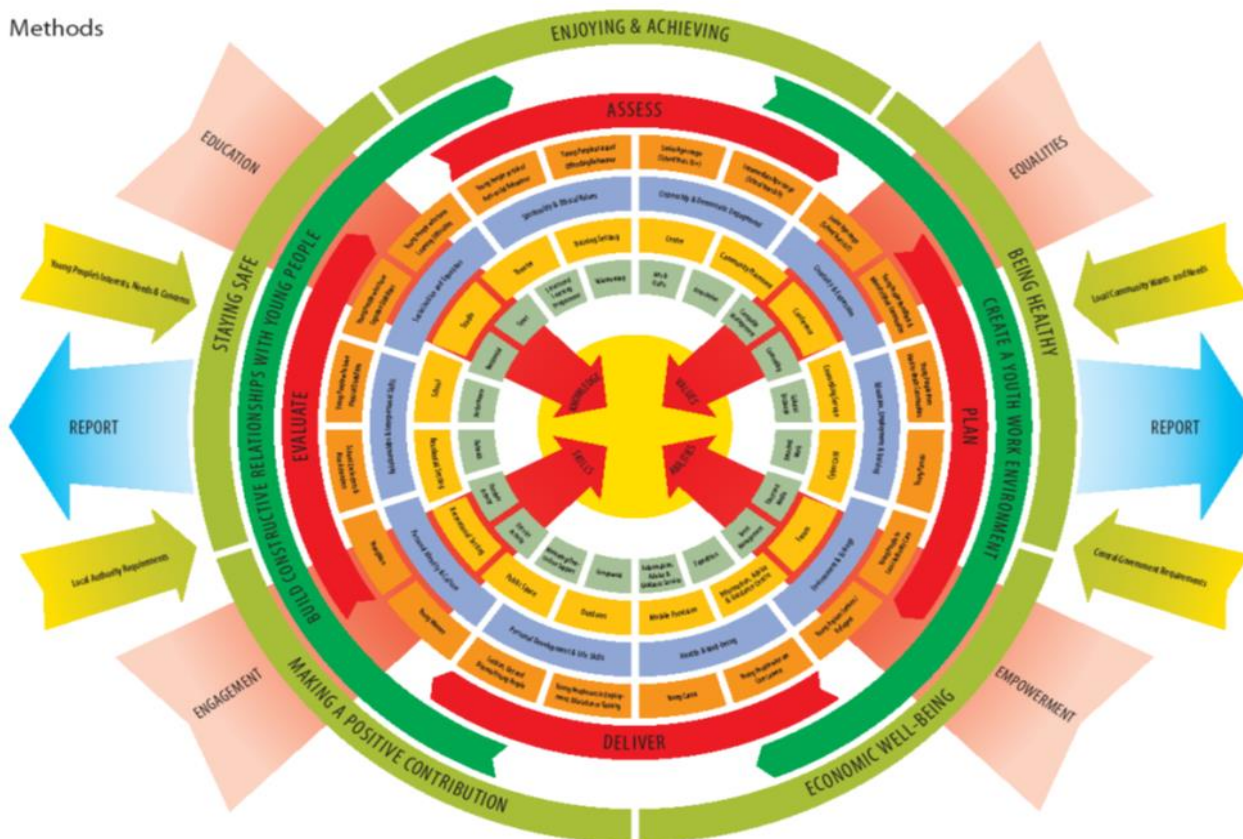
8. **Event Management** - developing children and young people-led and managed events, usually enabling public performance opportunities using creative arts
9. **Expedition** – pre-planned outdoor activity programme, providing participants with intense outdoor activities-based learning opportunities, often delivered in context of overarching accredited learning programmes
10. **Groupwork** - providing youth worker-facilitated learning activities, with children and young people undertaking pre-planned learning activities and exercises with specified learning outcomes
11. **Mentoring/One-to-one Support** - formal mentoring support service provided for individual children and young people who require intensive support to overcome issues of concern.
12. **Off-site Activity** – providing children and young people with opportunities to undertake learning activities outside of the normal learning setting, often using commercial recreational provision or sports facilities
13. **Information, Advice and Guidance** – providing children and young people with access to electronic and paper-based information, support and signposting to specialist support agencies, can be accessed by young people with or without youth worker facilitation
14. **Outdoor Activity** –delivering youth work programmes through activities located in the outdoors.
15. **Outreach** - youth workers reach out to children and young people who do not use centre-based services, to enable young people's access to curriculum activities, with aim to encourage young people to have access to existing services and provision
16. **Performance** – offering children and young people opportunities to participate in creative activities to enable acquisition of activity and communication skills, and providing opportunities to showcase acquired skills through public presentation
17. **Residential Activity** – providing children and young people with opportunities to undertake learning activities away from the normal youth work setting, often involving overnight stays

18. **Sport** - offering children and young people opportunities to participate in team sports to enable acquisition of activity and communication skills, and providing a continuum of recreational and structured leagues

19. Structured Learning Programme - providing children and young people with classroom-based formal learning programmes, usually enabling acquisition of key skills or development of specialist competencies through undertaking pre-planned learning activities and exercises with specified learning outcomes

20. Volunteering Placement – offering children and young people opportunities to undertake meaningful community-based placements, through which they can develop employment-related competencies and recreational experience, usually accredited through national volunteering initiatives

The wide range of learning methods deployed within the curriculum enable effective youth workers to devise learning programmes that respond to children and young people's interests, needs and concerns.



Outputs

The immediate developments in children and young people's understandings and competencies arising through their involvement in the curriculum

Through their participation in informal learning programmes, children and young people develop a range of competencies that will support their developmental process to adulthood. Although the full range of learning outputs that children and young people can achieve is complex, the competencies can be characterised through four overarching criteria:

- ☑ *Acquisition of certificated or accredited learning;*
- ☑ *Receipt of information and signposting to specialist agencies;*
- ☑ *Evidence of enhanced self-esteem and confidence; and*
- ☑ *Evidence of new or developing understandings, competencies, beliefs.*

Glossary of Terms

What do we mean by 'Values'?

'Values' describe the overarching beliefs and principles by which a person lives, and define what is important to them. Young people naturally evolve value-systems that will inform their future attitudes and beliefs about themselves and the wider society.

Effective youth work supports young people to define the value-systems that they hold, and to consider the principles that will guide their future decision-making in the context of a democratic and multi-cultural society.

What do we mean by 'Developmental Needs'?

Developmental needs describe the competencies that young people need to acquire to become effective adults. In order to grow into effective and fulfilled adults, young people need to develop a range of skills, knowledge, values and abilities that will enable them to participate in the personal, social, political and economic spheres of their lives. Effective youth workers work in partnership with young people to deliver programmes of activity that respond to their developmental needs.

What do we mean by knowledge?

Knowledge is the understanding of information and facts that a person acquires through their involvement in learning activities either within formal education or through their own life experience. During adolescence, young people are in the process of acquiring the knowledge required for adult life.

'Effective youth work seeks to equip young people with accurate and relevant knowledge through which they can make informed decisions in their lives.

What do we mean by 'Citizenship'?

'Citizenship' describes a range of positive social attitudes, values and behaviours through which people act in accordance to their civic rights and responsibilities. All people are citizens, co-existing in and contributing to our society.

Effective youth work encourages young people to regard themselves as citizens, to explore the associated rights and responsibilities that citizens hold, and to behave as good citizens in their daily lives.

