

 Careers

 Living in the wider world – Being a responsible citizen/careers/world of work

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|  Key stage 1 and 2 – Economic wellbeing and being a responsible citizen  | Key stage 3 and 4 – Economic wellbeing, careers and the world of work  | Key stage 5 – Economic wellbeing, careers and the world of work  |
| The pupils should have the opportunity to learn: **Key stage 1** * How they contribute to life in the classroom/school -
* That people and other living things have rights that need to be protected
* That they belong to different communities
* That money comes from different sources and cab be used for a range of purposes
* The ‘special’ people who work in the community and who are responsible for looking after them and protecting them and how they can be contacted (999) (GB4)
* Employer visits (school and community) – (GB 5 and 6)

**Key stage 2** * To develop understanding of enterprise and begin to develop enterprise skills
* The role of money in their own and others lives
* Responsibilities at home/school/community (GB4)
* Employer visits (School and community) (GB 5)
* Engagement curriculum/PHSE
* Communication in the community sessions
* Extra curricular visits
* sMILE therapy tasks
* Life skills and independence skills across the curriculum
 | The pupils should have the opportunity to learn: **Key stage3:** * About different types of work and that everyone has a ‘career’ which is their pathway through life, education and work (GB4)
* Rights to opportunities in learning and work
* Different work roles and career pathways and when possible identifying early aspirations (GB4)
* Employment opportunities, learning opportunities, skills
* Choices being available and being encouraged to make choices with appropriate support
* Enterprise – identifying the skills needed, marketing, productivity, concept of quality, cash flow and profit
* To explore the dilemmas around the use of money
* Employer visits (School and community) (GB 5)
* Engagement curriculum/PHSE
* smiLE therapy
* Life skill incorporated across the curriculum
* School based work experience e.g. collecting puddings from the kitchens

Key stage 4: * Identify own personal strength (goal setting)
* How strengths, skills, interests and qualities relate to future employability
* Different types of employment (GB2)
* Employer visits (school and community) (GB 5, 6)
* Work experience opportunities (internal and external to school) (GB6)
* Roles/responsibilities at work
* Develop a career identity
* College and training provider visits (GB7)
* Career exhibition and job fairs (GB2 & 5)
* Volunteering
* Duke of Edinburgh
* Access to impartial CEIAG (individual/class/year groups) (GB8)
* Engagement curriculum/PHSE/ AQA Unit Awards / AQA Entry level, Pearson BTEC / GCSE / BSL (GB4)
* Weekly employability sessions (HI)
 | The pupils should have the opportunity to learn: **Key stage 5:** * Develop skills previously covered
* Independent living skills
* Work experience (GB6)
* Employer visits (school and community) (GB 5, 6)
* Match potential careers/post school options to personal interests, attributes and skills (GB 7,8)
* Develop a life plan that identifies personal aspirations and sets compelling goals, balance ambition with realism (GB8)
* Be enterprising in life and work
* Develop awareness of health and safety in the workplace
* Understand internet safety
* Identify acceptable and unacceptable behaviour in the college/work place and develop appropriate strategies to deal with these
* Consider how to present themselves appropriately – personal presentation, skills/talents, team working (GB8)
* Prepare CV (GB8)
* Interview practice (GB8)
* College and training provider visits (GB7)
* Career exhibition and job fairs (GB2,5)
* Volunteering
* Duke of Edinburgh
* Access to impartial CEIAG (individual/class/year groups) (GB8)
* Engagement curriculum/PHSE/ AQA Unit Awards / AQA Entry level, Pearson BTEC / GCSE / BSL (GB4)
* smiLE therapy
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**Across all key stages:**

Assemblies, tutorial time activities, signed singing choir events, school council, therapy sessions/life skills sessions, community visits and links, enterprise activities, transition preparation and visits, work related learning sessions

Involvement in National Careers week

Working with PHF Employability

GB = Gatsby Benchmarks which are a framework of 8 guidelines that define the best careers provision in schools and colleges.

They are as follows:

* A stable careers programme.
* Learning from career and labour market information.
* Addressing the needs of each pupil.
* Linking curriculum learning to careers.
* Encounters with employers and employees.
* Experiences of workplaces.
* Encounters with further and higher education.
* Personal guidance.