

Careers

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

|  |  |  |
| --- | --- | --- |
| 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 |

**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.