

## Careers

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

<u>Key stage 1 and 2 – Economic wellbeing and being a responsible citizen</u>	<u>Key stage 3 and 4 – Economic wellbeing, careers and the world of work</u>	<u>Key stage 5 – Economic wellbeing, careers and the world of work</u>
<p>The pupils should have the opportunity to learn:</p> <p><b>Key stage 1</b></p> <ul style="list-style-type: none"> <li>• How they contribute to life in the classroom/school -</li> <li>• That people and other living things have rights that need to be protected</li> <li>• That they belong to different communities</li> <li>• That money comes from different sources and can be used for a range of purposes</li> <li>• 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)</li> <li>• Employer visits (school and community) – (GB 5 and 6)</li> <li>• Young Leaders Award</li> </ul> <p><b>Key stage 2</b></p> <ul style="list-style-type: none"> <li>• To develop understanding of enterprise and begin to develop enterprise skills</li> <li>• The role of money in their own and others lives</li> <li>• Responsibilities at home/school/community (GB4)</li> <li>• Employer visits (School and community)</li> </ul>	<p>The pupils should have the opportunity to learn:</p> <p><b>Key stage3:</b></p> <ul style="list-style-type: none"> <li>• About different types of work and that everyone has a ‘career’ which is their pathway through life, education and work (GB4)</li> <li>• Rights to opportunities in learning and work</li> <li>• Different work roles and career pathways and when possible identifying early aspirations (GB4)</li> <li>• Employment opportunities, learning opportunities, skills</li> <li>• Choices being available and being encouraged to make choices with appropriate support</li> <li>• Enterprise – identifying the skills needed, marketing, productivity, concept of quality, cash flow and profit</li> <li>• To explore the dilemmas around the use of money</li> <li>• Employer visits (School and community) (GB 5)</li> <li>• Engagement curriculum/PHSE</li> <li>• smiLE therapy</li> </ul>	<p><b>Key stage 5:</b></p> <ul style="list-style-type: none"> <li>• Develop skills previously covered</li> <li>• Independent living skills</li> <li>• Work experience (GB6)</li> <li>• Employer visits (school and community) (GB 5, 6)</li> <li>• Match potential careers/post school options to personal interests, attributes and skills (GB 7,8)</li> <li>• Develop a life plan that identifies personal aspirations and sets compelling goals, balance ambition with realism (GB8)</li> <li>• Be enterprising in life and work</li> <li>• Develop awareness of health and safety in the workplace</li> <li>• Understand internet safety</li> <li>• Identify acceptable and unacceptable behaviour in the college/work place and develop appropriate strategies to deal with these</li> <li>• Consider how to present themselves appropriately – personal presentation, skills/talents, team working (GB8)</li> <li>• Prepare CV (GB8)</li> <li>• Interview practice (GB8)</li> </ul>

<p>(GB 5)</p> <ul style="list-style-type: none"> <li>• Engagement curriculum/PHSE</li> <li>• Communication in the community sessions</li> <li>• Extra curricular visits</li> <li>• sMILE therapy tasks</li> <li>• Life skills and independence skills across the curriculum</li> <li>• Young Leaders Award</li> </ul>	<ul style="list-style-type: none"> <li>• ASDAN Personal Progress Entry 1</li> <li>• Life skill incorporated across the curriculum</li> <li>• School based work experience e.g. collecting puddings from the kitchens</li> <li>• Young Leaders Award</li> </ul> <p><b>Key stage 4:</b></p> <ul style="list-style-type: none"> <li>• Identify own personal strength (goal setting)</li> <li>• How strengths, skills, interests and qualities relate to future employability</li> <li>• Different types of employment (GB2)</li> <li>• Employer visits (school and community) (GB 5, 6)</li> <li>• Work experience opportunities (internal and external to school) (GB6)</li> <li>• Roles/responsibilities at work</li> <li>• Develop a career identity</li> <li>• College and training provider visits (GB7)</li> <li>• Career exhibition and job fairs (GB2 &amp; 5)</li> <li>• Volunteering</li> <li>• Duke of Edinburgh</li> <li>• Access to impartial CEIAG (individual/class/year groups) (GB8)</li> <li>• Engagement curriculum/PHSE/ASDAN skills challenge, Towards Independence, PDS, Personal Progress/PSHE (GB4)</li> </ul>	<ul style="list-style-type: none"> <li>• College and training provider visits (GB7)</li> <li>• Career exhibition and job fairs (GB2,5)</li> <li>• Volunteering</li> <li>• Duke of Edinburgh</li> <li>• Access to impartial CEIAG (individual/class/year groups) (GB8)</li> <li>• Personal progress, ASDAN Bronze, Life Skills Challenge, Towards Independence</li> <li>• smiLE therapy</li> <li>• Young Leaders Award</li> </ul>
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|  | <ul style="list-style-type: none"> <li>• Weekly employability sessions (HI)</li> <li>• Young Leaders Award</li> </ul> |  |
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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.