

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>Key stage 1</p> <ul style="list-style-type: none"> • 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 can 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) • Young Leaders Award <p>Key stage 2</p> <ul style="list-style-type: none"> • 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) 	<p>The pupils should have the opportunity to learn:</p> <p>Key stage 3:</p> <ul style="list-style-type: none"> • 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 	<p>Key stage 5:</p> <ul style="list-style-type: none"> • 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)

<p>(GB 5)</p> <ul style="list-style-type: none"> • Engagement curriculum/PHSE • Communication in the community sessions • Extra curricular visits • sMILE therapy tasks • Life skills and independence skills across the curriculum • Young Leaders Award 	<ul style="list-style-type: none"> • ASDAN Personal Progress Entry 1 • Life skill incorporated across the curriculum • School based work experience e.g. collecting puddings from the kitchens • Young Leaders Award <p>Key stage 4:</p> <ul style="list-style-type: none"> • 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/ASDAN skills challenge, Towards Independence, PDS, Personal Progress/PSHE (GB4) 	<ul style="list-style-type: none"> • 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) • Personal progress, ASDAN Bronze, Life Skills Challenge, Towards Independence • smiLE therapy • Young Leaders Award
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| | <ul style="list-style-type: none">• Weekly employability sessions (HI)• Young Leaders Award | |
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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.