

Careers Curriculum

An effective Careers Programme includes:

- Opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise
- The development of students' self-advocacy, negotiation, decision-making and transition skills
- Purposeful interactions with a range of trusted and familiar adults including school staff and visitors
- Partnership with parents and carers
- Recognition of the learner voice and the active involvement of young people in decisions that affect their future, both individually and collectively
- Information, advice and guidance.

The Gatsby Benchmarks for effective Careers Education			
1. A stable careers programme	2. Learning from career and labour market information	3. Addressing the needs of each pupil	4. Linking curriculum learning to careers
Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	6. Experiences of workplaces	7. Encounters with further and higher education	8. Personal guidance
Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. Experience to help their exploration of career opportunities, and expand their networks.	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

We are committed to help young people with SEND to aspire to a wide range of destinations and to realise these aspirations. Providing students with taster opportunities, work experience, mentoring, enterprise education, access to role models and inspiring speakers can all help to achieve this.

We will ensure that throughout pupil's school life we will help each pupil develop the foundations for success in adulthood:

- A functional communication system
- Social confidence and relationship skills
- An understanding of work and the importance of contributing and earning for self-worth and wellbeing.

Careers Leader: Gulsharan McDermott

Tel: 01708 225888

Email: office@corbetstey.havering.sch.uk

Reviewed Annually

	Careers Curriculum	Green Pathway	Orange Pathway	Purple Pathway
Careers Programme EYFS & KS1	<p>Personal, social and emotional development lead lifelong preparation in the early years, ELG 06 Self-confidence and self-awareness:</p> <ul style="list-style-type: none"> • Children are confident about trying new activities, and say why they like some activities more than others • They are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities • They say when they do or do not need help <p>ELG 07 Managing feelings and behaviour:</p> <ul style="list-style-type: none"> • Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable • They work as part of a group or class, and understand and follow the rules • They adjust their behaviour to different situations, and take changes of routine in their stride <p>ELG 08 Making relationships:</p> <ul style="list-style-type: none"> • Children play co-operatively, taking turns with others • They take account of one another's ideas about how to organise their activity • They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children <p>Communication</p> <p>ELG 01 Listening and attention:</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations • They give their attention to what others say and respond appropriately, while engaged in another activity <p>ELG 02 Understanding:</p> <ul style="list-style-type: none"> • Children follow instructions involving several ideas or actions • They answer 'how' and 'why' questions about their experiences and in response to stories or events <p>ELG 03 Speaking:</p> <ul style="list-style-type: none"> • Children express themselves effectively, showing awareness of listeners' needs • They use past, present and future forms accurately when talking about events that have happened or are to happen in the future • They develop their own narratives and explanations by connecting ideas or events <p>Handling Money:</p> <ul style="list-style-type: none"> • Children start to play with money in imaginary play such as class shop, matching as well as handing over money in real life shopping situations such as PFA parent sales where children choose and purchase presents for their families. 	<ul style="list-style-type: none"> • Become more confident in transitioning into around the school with support • Tolerate being in close proximity to staff and peers • Join in routine Circle Time activities with adult support • Join in favoured activities with appropriate prompts and support • Select a favoured activity using symbol or iPad visuals with support • Complete a routine task with simple equipment and adult support • Tolerate wearing clothing associated with a task • Indicate by look or gesture when needing help • Work alongside others on a similar activity with adult support • Visit PFA sale and choose gift/hand over coins with 1-1 support • Experience of handling and using real coins in Maths and Money activities at individual levels 	<ul style="list-style-type: none"> • Transition into school and between activities following the lead of staff • Relax and sit happily in a group when guided to do so • Join in routine Circle Time activities • Engage in a small number of favoured activities • Select a favoured activity using symbol or iPad visuals • Complete a routine task with simple equipment, decreasing prompts • Wear clothing associated with a range of tasks • Ask for help when needed verbally or by using symbol or sign • Start to develop an awareness of peers around them • Work alongside others sharing resources • Wait for a turn with adult support • Play shopping games with peers in toy shop setting with support • With guidance, choose purchases at PFA gift sales and hand over money with support • Experience of handling and using real coins in Maths and Money activities at individual levels 	<ul style="list-style-type: none"> • Transition from one area or activity to another following visual or verbal instruction • Choose to join others in a group or activity • Join in Circle Time activities independently • Engage in a range of activities when requested to do so • Independently request a favoured item or activity using own method of communication • Complete a routine task independently • Select the appropriate clothing associated with a task or activity • Know when to ask for help • Show an emerging awareness of those around them • Share resources with peers at a table activity • Take turns appropriately in using shared resources and wait when necessary • Follow simple symbol sequence to complete a task • Play shopping games with peers in toy shop setting • Choose purchases at PFA gift sales and hand over money with support • Experience of handling and using real coins in Maths and Money activities at individual levels

Personal, social and emotional development

ELG 06 Self-confidence and self-awareness:

- Children are confident about trying new activities, and say why they like some activities more than others
- They are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities

ELG 07 Managing feelings and behaviour:

- They say when they do or do not need help
- Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable

- They work as part of a group or class, and understand and follow the rules

- They adjust their behaviour to different situations, and take changes of routine in their stride

ELG 08 Making relationships:

- Children play co-operatively, taking turns with others • They take account of one another's ideas about how to organise their activity
- They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

Communication

ELG 01 Listening and attention:

- Children listen attentively in a range of situations
- They give their attention to what others say and respond appropriately, while engaged in another activity

ELG 02 Understanding:

- Children follow instructions involving several ideas or actions
- They answer 'how' and 'why' questions about their experiences and in response to stories or events

ELG 03 Speaking:

- Children express themselves effectively, showing awareness of listeners' needs
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- They develop their own narratives and explanations by connecting ideas or events

Understanding and Handling Money:

- Children play with money in role play such as class shop, matching as well as handing over money in real life shopping situations such as PFA parent sales where children choose and purchase presents for their families.
- Children develop awareness of coin value and different ways to form an amount.
- Children start to understand that money is needed to obtain things we need and that hardship is the result of those in need

- Be involved in making cakes and cards to raise money to give to charities

- Experience visits from people who help us: Nurse, Doctor, Police, Fire fighters.

- Visit immersion room at neighbouring school to experience a virtual building site

- Build with brick style construction toys wearing high visibility clothes and hats

- Dressing up day – Go to work day with round robin of 'work style' activities

- Taste fruits to choose those to sell at healthy snack times. Take photos to display and match. Role play selling fruit for identified coins

- Match items to same and identified images – coins and shopping items

- Class shopping activities using toys and coins

- Choosing items we like from catalogues and online stores to make posters of our favourite things

- Experience of handling and using real coins in Maths and Money activities at individual levels

- Be involved in learning about charities and the need to raise money to help people or other causes

- Experience visits from people who help us: Nurse, Doctor, Police, Fire fighters. Match roles and job characteristics with job names

- Visit immersion room at neighbouring school to experience a virtual building site. Follow up construction activities at school and introduction to safety wear

- Green screen production about the roles studied and experienced

- Dressing up day – Go to work day with round robin of 'work style' activities

- Choose and make healthy snacks to sell within and beyond the class. Practice sales techniques to sell more snacks! Take photographs to make adverts and posters

- Setting up class shop with different themes. Labelling items with prices including coin illustrations as appropriate

- Invite three visitors into class from different roles in the school. Find out more about what they do

- Experience of handling and using real coins in Maths and Money activities at individual levels

- Be involved in learning about charities and the need to raise money to help people or other causes

- Invite visits from people who help us: Nurse, Doctor, Police, Fire fighters. Plan interview questions to discover more about their roles and responsibilities. Create information booklets to inform others about these key roles

- Visit immersion room at neighbouring school to experience a trip to the dentist. Role play in class to teach about the job roles studied

- Green screen production about the roles studied

- Family and friend interviews – who works where and what do they do?

- What are our hopes and dreams for adulthood? What work do we think we'd like to do as adults?

- Choose and make healthy snacks to sell within and beyond the class. Practice sales techniques to sell more snacks! Take photographs to make adverts and posters

- Cost and design healthy popcorn making for film enterprise. Survey chosen classes for popular film choice. Design popcorn packaging and agree class design. Sell tickets to production and set up popcorn stall.

- Experience of handling and using real coins in Maths and Money activities at individual levels

PSHE Core theme 3 – Living in the wider world

- To recognise that they have the same rights to opportunities in learning and work as all other people
- To recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations
- To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
- To develop awareness of different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work
- To learn about different work roles and career pathways, including clarifying their own early aspirations
- To learn about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes
- To learn about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process
- To learn about the benefits of being ambitious and enterprising in all aspects of life
- To learn about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit
- To learn about the importance of protecting their own and others' reputations; protecting their 'online presence': the concept of having a personal 'brand' that can be enhanced or damaged

Understanding and Handling Money:

- Practice using money in role play such as class shop, matching as well as handing over money in real life shopping situations such as PFA parent sales where children choose and purchase presents for their families. Purchase ingredients for cooking
- Children develop awareness of coin value and different ways to form an amount.
- Children start to understand that money is needed to obtain things we need and that hardship is the result of those in need

Earning Money through Enterprise Projects:

- To earn money as a class through Enterprise Initiatives and decide democratically how to spend the proceeds
- To cost out projects and predict sales in order to maximise projects and reinvest money in order to earn more

- Key Focus on Enterprise Projects
- Termly Enterprise Projects planned at the beginning of each academic year:
- Term 1 – Christmas card and decoration sale – Make invitations for parents and carers. Set up classroom stall and serve drinks and cakes – focus using communication methods with a wider audience
- Term 2 – Cake sale – Make invitations for parents and carers. Set up classroom stall and serve drinks and cakes – focus using communication methods with a wider audience
- Term 3 – Staff snack trolley sale. Shop for items. Uniform and protective gloves – focus using communication methods with a wider audience
- Experience of handling and using real coins in Maths and Money activities at individual levels
- Dressing up day – Go to work day with round robin of 'work style' activities, clothing and equipment
- Preparation work for Year 9 Transition Review and Pathways to adulthood process and planning

- Key Focus on Enterprise Projects
- Termly Enterprise Projects planned at the beginning of each academic year:
- Term 1 – identify project, initial investment and potential customers. Key purpose to raise money to fund next projects. Learn about initial costs and profits
- Term 2 – Identify suitable enterprise project to raise money for a charity, researched and decided through democratic class choice. Pupils to research a charity and give a reason why they chose one
- Term 3 – Class fundraising enterprise. Give ideas about the things they like to do. Democratic process of choosing a class trip/treat. Look at how much the visit will cost and choose from three enterprise ideas.
- Experience of handling and using real coins in Maths and Money activities at individual levels
- What are our hopes and dreams for adulthood? What are our academic and vocational strengths? What work do we think we'd like to do as adults?
- Preparation work for Year 9 Transition Review and Pathways to adulthood process and planning

- Key Focus on Enterprise Projects
- Termly Enterprise Projects planned at the beginning of each academic year:
- Term 1 – identify project, initial investment and potential customers. Key purpose to raise money to fund next projects. Learn about initial costs and profits
- Term 2 – Identify suitable enterprise project to raise money for a charity, researched and decided through democratic class choice. Pupils to research a charity and become an ambassador to sell it to their peers. Expressive language activities through P4C
- Term 3 – Class fundraising enterprise. Democratic process of choosing a class trip/treat. Cost the visit and set profit target. Research possible projects suitable for raising profit needed.
- Experience of handling and using real coins in Maths and Money activities at individual levels
- What are our hopes and dreams for adulthood? What are our academic and vocational strengths? What work do we think we'd like to do as adults?
- Preparation work for Year 9 Transition Review and Pathways to adulthood process and planning

PSHE Core theme 3 – Living in the wider world

- To learn how their strengths, interests, skills and qualities are changing and how these relate to future employability
- To learn about the information, advice and guidance available to them and how to access the most appropriate support
- To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- To learn about the range of opportunities available to them for career progression, including in education, training and employment
- To research the range of opportunities for work experience that are available
- To explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)
- To learn about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- To learn about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
- To learn about attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
- To learn about confidentiality in the workplace, when it should be kept and when it might need to be broken
- To develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- To learn to assess and manage risk in relation to financial decisions that young people might make

Handling and Understanding the value of Money:

- To develop awareness of coin and note value
- To use real money in real life situations
- To cost recipes and Enterprise projects, working out outlay and profit
- To work out affordability of class trips and treats spending profits as well as opportunities for reinvestment

To experience a variety of workplace activities and settings in the wider community

- To learn about a range of work settings in a series of one day work experiences to include:
Shop, Farm, Post Office, Factory, Office, Outdoor Pursuits Centre

- Participation in bi-annual Enterprise Market to **develop social communication skills with a broader audience.**
- Teaching customer service skills in the classroom.
- Health and safety in the workplace – jobs with uniform, safety clothing, protective items e.g. gloves and hardhats. Identifying vocational skill strengths and appropriate work experience with a member of staff beyond their class team. To develop broader communication skills for the outside audience e.g. signer using symbols in shop.

Social Enterprise Projects:

Autumn term

- Aromatherapy products developed through weekly curriculum with Science focus.

Spring Term

- Growing Herbs with cross-curricular focus of: Communication, Science, Geography, Food Technology. Experience of working outdoors and dressing for purpose and weather.
- Art exhibition – postcards, setting up exhibition.

Summer term

- Multimedia photo frames products developed through weekly curriculum science, art and computing focus.
- Preparation work for Year 10 and 11 Annual Reviews and Pathways to adulthood process and planning.

- Participation in bi-annual Enterprise Market to **develop social communication skills with known adults and members of the public.**
- Teaching customer service skills in the classroom.
- Health and safety in the workplace.
- Two year pathway of at least 2 single days spent in a diverse range of work place settings. One day in the spring and summer term to be spent as a whole class at a place of work (divide into two groups if more appropriate)
- Research roles and practice skills required prior to 'work day'.
- Leisure library

Social Enterprise Projects:

Autumn term

- Enterprise market – Organic cleaning products. Science and environmental curriculum focus. Marketing.
- Alternating activities across Orange and Purple pathways.

Spring term

- Art exhibition – postcards, canvases, advertise within school. Create own letter home to parents. Collect staff art work.

Summer term

- Staff lunches, surveys, taking orders, delivering lunches. Online order preparation.
- Enterprise market – Tie dye t-shirt design. Researching initial outlay costs, cross-curricular focus of: Science, design and technology, art, computing.
- Preparation work for Year 10 and 11 Annual Reviews and Pathways to adulthood process and planning

- Participation in bi-annual Enterprise Market to **develop social communication skills with known adults and members of the public, develop money confidence.**
- Teaching customer service skills in the classroom.
- Health and safety in the workplace.
- 6 single days spent in a diverse range of work place settings. One day each term to be spent as a whole or half class at a place of work.
- Research roles and practice skills required prior to 'work day'.
- Initial class research activity to discover where people work and what types of work take place in different settings

- Choose a career of interest to research in greater detail and create a power point presentation to share with class.
- Experience of handling and using real coins in Maths and Money activities at individual levels
- Preparation work for Year 10 and 11 Annual Reviews and Pathways to adulthood process and planning
- Interview practice

Business and Enterprise Projects:

- Autumn term: Working in a production line. Class to research and democratically agree potential products.
- Spring term: Advertising, class to create a logo and slogan.
- Summer term: Understanding profit margins.
- Art exhibition - Photography team, advertising, press release.

PSHE Core theme 3 – Living in the wider world

- To match career to personal interests, attributes and skills
- To develop a life plan that identifies personal aspirations and set compelling goals; balance ambition with realism; identify how the benefits offered by unattainable ambitions can still be met in realistic ways
- To be enterprising in life and work
- To understand and be able to access further and higher education options and training, including apprenticeships
- To understand and manage health and safety in the workplace; including workplace policies and protocols
- To understand and appreciate the importance of workplace confidentiality and security
- To recognise and manage bullying and harassment in the workplace in all its forms; how to get support if they experience work place harassment
- To recognise the different roles of human resources (HR) departments, trade unions and professional organisations;
- To apply for future roles; 'market' themselves by promoting their personal 'brand', including personal presentation; identify their skills and talents; identify examples from their own lives that can evidence where they have demonstrated specific qualities sought by employers (including effective team working; working inclusively; creativity and problem solving; responding to change; respecting diversity; showing initiative; working independently and to deadlines; taking personal responsibility; working to direction);
- To produce a concise and compelling curriculum vitae; prepare for and undertake interviews; understand the role of referees and references
- To recognise and celebrate cultural diversity; understand what is meant by the global market

Handling and Understanding the value of Money:

- To develop confidence of coin and note value
- To use real money in real life situations independently
- To work out affordability of class trips and treats spending profits as well as opportunities for reinvestment

To experience a variety of workplace activities and settings in the wider community and find vocational area of compatibility

- To learn about work in a placement matched to skills and strengths
- To develop independent skills to perform role expectations with decreasing staff support
- To develop conscientious and reliable work ethic
- To develop independent travel skills as appropriate to maximise independence

- Participation in tri-annual Enterprise Market to **develop social communication skills with the public.**
- CV writing – adding typed names and personal information including pictures of things they like to share with a wider audience.
- Travelling and using communication device, in the wider community.
- Continuation of skills learnt in KS4 CTS in a different setting.

Social Enterprise Projects:

Autumn term

- Christmas products developed through weekly curriculum with a cross curricular focus.

Spring Term

- Easter Fayre with cross-curricular focus making and selling products.
- Sponsored event – Sporting Activities related to healthy lifestyles.

Summer term

- Preparation work for Year 12, 13 and 14. Annual Reviews and Pathways to adulthood process and planning.
- 'Great Get Together' Social interaction opportunity with parents, carers and friends – theme of bringing people together and celebrating all that unites us.
- Select products and produce to be prepared and sold, developed through a cross curricular approach.

- Participation in tri-annual Enterprise Market to **develop social communication skills with known adults and members of the public, develop money awareness.**
- CV writing at individually accessible level (Personal details and aspiration)
- Organise and run a Careers event for the upper school in the hall. Invite local companies to come and share their roles and purpose
- Using public transport with reduced proximity supervision
- Dedicated member of staff attached to Orange and Purple pathway classes to facilitate individual work experience placements.
- Preparation work for Year 12, 13 and 14. Annual Reviews and Pathways to adulthood process and planning.
- 'Great Get Together' Social interaction opportunity with parents, carers and friends.

Business and Enterprise Projects:

- Autumn term: Working in a production line. Class to research and democratically agree potential products.
- Spring term: Advertising, class to create a logo and slogan.
- Summer term: Understanding profit margins. Horticultural Project.

All year:

- Staff lunch sales – produce weekly menu, take orders, buy products and prepare meal.
- Applying for donations to benefit events and create community links.

- Participation in tri-annual Enterprise Market to **develop social communication skills with known adults and members of the public, develop money confidence.**
- Organise and run a Careers event for the upper school in the hall. Invite local companies to come and share their roles and purpose
- Create Avelon student website
- Preparation work for Year 12, 13 and 14 Annual Reviews and Pathways to adulthood process and planning.
- CV writing as part of World of Work topic and coursework
- Dedicated member of staff attached to Orange and Purple pathway classes to facilitate individual work experience placements.
- 'Great Get Together' Social interaction opportunity with parents, carers and friends.

Business and Enterprise Projects:

- Autumn term: Working in a production line. Class to research and democratically agree potential products.
- Spring term: Advertising, class to create a logo and slogan.
- Summer term: Understanding profit margins. Car Wash Enterprise project. Horticultural Project.

All year:

- Staff lunch sales – produce weekly menu, take orders, buy products and prepare meal.
- Applying for donations to benefit events and create community links.

Parent/Carer Involvement and Opportunities to support (at all ages and stages)
<ul style="list-style-type: none">•To encourage children to understand that money is needed to shop and in real life situations throughout their child's school career•To encourage children to save money and appreciate the value of saving and spending•To talk to children about their jobs – both within the home and into the workplace•To raise awareness of different jobs carried out by family and friends•To talk to children and young people about their strengths and how these might relate to the world of work•To encourage children to shop for specific items, following shopping lists and identifying the appropriate money at the till•To attend college open days and discuss possible courses and expansion of interests•To meet and discuss options with Careers Advisor•To help identify areas of strength and interest and share with school and college