

Careers Curriculum INTENT

Career-related learning at Nethergate is a journey for all pupils from primary to sixth form. It is about broadening pupils' horizons, challenging stereotypes and discrimination and helping students to develop the skills and sense of self that will enable them to reach their full potential. It intends to support students to invest in themselves, recognise their own strengths and values and take responsibility for developing their work readiness, skills, adaptability and resilience. Encouraging learner voice by giving them a say in their own personal development to maintain motivation and engagement. Helping children to recognise and tackle the barriers to fair and equal treatment. Teaching students through real-life contacts, community experiences and a developmentally appropriate personal development curriculum.

Pupils will have their awareness, aspirations and expectations broadened, whilst having a realistic view of the type of job and entry level appropriate to their achievements.

Nethergate uses the 8 Gatsby career benchmarks as a framework to develop our careers programme providing students with careers education, information, advice and guidance.

Long Term Plan for Careers

	Informal	Semi-formal	Formal
Communication	Pupils will communicate through gestures, signs and symbols to make choices and express their likes and dislikes for a variety of job-related activities eg. How people who help us, uniformed jobs.	Pupils begin to recognise different conventions regarding communication, eg Formal and informal language and appropriate presentations in different settings, eg job interviews and the workplace	Have effective communication and co-working skills. Able to adapt communication for different audiences and a variety of settings. Confident in speaking to new people and in formal settings.
Independence	Pupils will independently engage with work-related clothing and equipment, pictures, events and activities e.g dressing up, role play, experiencing using equipment Pupils will begin to develop an awareness of money through role play	Pupils have an understanding of different roles and careers beyond their own family experience. Understand the relationship between work and money	Have the tools and skills required to present themselves to a future employer Understand the opportunities available to them locally and beyond, and to make realistic choices Have the skills and knowledge to access relevant support networks Have an awareness of the cost of common items and an awareness of budgeting
Safety	Pupils will demonstrate safe behaviour in their familiar surroundings or with familiar staff. E.g Safe use of equipment. Pupils will adhere to adult guidance and support regarding safety and accept supervision where necessary	Pupils will become increasingly able to identify risks and display appropriate safe behaviours. They will be aware of threats in the community and how to stay safe. They will understand that some occupations may include specific risks and how they are managed e.g. Firefighters and safety equipment	Pupils will have the skills and knowledge to keep themselves safe in the community Pupils will have an understanding of safe systems of work and health and safety at home and in the workplace
Wellbeing	Has an awareness of who keeps us safe and helps us in the community and what they look like. e.g uniforms, occupations	Develop self-confidence through new experiences. Experience making a positive contribution through community involvement	Have high aspirations for them Have work-experiences that are rewarding and fulfilling

In Careers pupils will be expected to know, understand and apply the following by the end of each learning stage;

Developing yourself through careers, employability, and enterprise education / Grow throughout life

Informal	Semi-formal	Formal
<p>Be aware of people who can help them. Be confident in asking for help</p> <p>Be aware of how they feel when they have learnt something new.</p> <p>Be willing to try something new. Recall what they have experienced and achieved.</p> <p>Feel positive about who they are. feel positive about people who are different to them.</p>	<p>Be aware of some of the sources of help available and respond positively to feedback.</p> <p>Be aware that learning, skills and qualifications are important for a career.</p> <p>Be willing to challenge themselves and try new things. Record their achievements.</p> <p>Be aware of heritage, identity and values. Relate to people whose identities and backgrounds are different to theirs.</p>	<p>Actively seek out help support and feedback and respond positively to this.</p> <p>Take responsibility for their learning, engage with learning in a positive way and aim high.</p> <p>Recognise the value of challenging themselves, trying new things and seeking out opportunities for development. Reflect on and record achievements, experiences and learning.</p> <p>Consider and plan their next steps in learning and work.</p> <p>Reflect on their heritage, identity and values.</p>

Learning about careers and the world of work/ Explore possibilities

Informal	Semi-formal	Formal
<p>Describe tasks that they have completed.</p> <p>Discover the jobs that help the school run.</p> <p>Recognise jobs that involve making, providing a service or finding out.</p> <p>Be able to recognise jobs that they think are similar to each other e.g doctor/ nurse</p> <p>Explore who keeps us safe and what jobs they do</p>	<p>Be aware of a range of different jobs.</p> <p>Be aware that jobs are made up of several different tasks.</p> <p>Be able to explain what tasks they would like and not like about particular jobs.</p> <p>Find out about the skills and qualities to do caring jobs.</p> <p>Be aware that many jobs require learning, skills and minimum qualifications.</p>	<p>Consider what jobs and roles are interesting to them.</p> <p>Seek information on the labour market and education system to suit a particular career.</p> <p>Recognise the main learning pathways and consider which they want to follow and how to access this.</p> <p>Research and reflect on workplaces, workplace culture, and expectations.</p> <p>Research how recruitment and selection process work and what they need to do to succeed in them.</p>

Identify /match some clothes and equipment that people use in their jobs.	Being aware of a range of different sectors and organisations where they can work. Be able to identify similarities and differences about a range of jobs.	Be aware of different learning pathways including college, apprenticeships and universities.
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Developing your career management and employability / manage career

Informal	Semi-formal	Formal
Enjoy work-based role plays e.g dressing up Explore whether characters in stories made decisions in a good way. Experience different approaches to achieve a goal. Identify a target they are working towards.	Understanding that their choices and opportunities make careers possible. Be pro-active in trying different approaches to solve different challenges. Recognise challenges and try new things even if they find them challenging. Work on a step - by - step plan to achieve a target. Begin to think in an aspirational way. Consider a plan B for future options. Be able to weigh up the pros and cons of a choice they are making.	Make plans and develop a future pathway. Build confidence and resilience. Being aware that different jobs and careers bring different challenges and rewards. Managing the transition into 6 th form and preparing for their next transition. Consider how they deal with and learn from set-backs and challenges.

Create Opportunities

Informal	Semi-formal	Formal
Work alongside others. Use role-play modelling for different activities (?) Respond to trusted adults who can help them identify their needs.	Develop friendships and relationships with others. Be aware of the importance of taking initiative in their learning and life. Recognise when they have achieved something for themselves. Be aware of how they can communicate with co-workers and customers in work settings.	Develop friendships and relationships and reflect on their relationship to their career. (?) Be pro-active and take responsibility for making things happen in their career. Be creative and agile as they develop their career pathway. Be willing to speak up for themselves and others. Act as a role model for younger students.

	<p>Be able to carry out delegated tasks.</p> <p>Think about questions they would like to ask a visitor about their job and be able to explain what they have been told about their job.</p>	<p>Be able to discuss role-models and reflect on leadership.</p> <p>Research entrepreneuralism and self-employment.</p>
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Balance life and work

Informal	Semi-formal	Formal
<p>Be aware of different jobs that need doing in the home.</p> <p>Recognise when they have helped others.</p> <p>Recognise how they can help keep themselves safe at school.</p> <p>Be aware that money is exchanged for goods.</p> <p>Being aware that working hard gains rewards.</p>	<p>Be aware of physical and mental well-being are important.</p> <p>Be able to make decisions about saving, spending and budgeting. .</p> <p>Be aware of different life stages.</p> <p>Be aware of rights and responsibilities in the workplace and society.</p> <p>Recognise that prejudice , stereotyping and discrimination causes injustice.</p> <p>Recognise that overwork is harmful to a person’s health.</p>	<p>Reflect on the different ways in which people balance their work and life.</p> <p>Reflect on their physical and mental well-being.</p> <p>Recognise that money plays a role in the decisions they make.</p> <p>Recognise the role they play in their family and community and consider how that might shape their career.</p> <p>Develop a knowledge of their rights and responsibilities in the workplace and society.</p> <p>Identify what they can do individually and with others to challenge prejudice, stereotyping and discrimination in learning and workplaces.</p>

See the big picture

Informal	Semi-formal	Formal
<p>Recognise when work is depicted in a story.</p> <p>Be aware that work-life was different in the past.</p> <p>Identify some scientific and technological aids people use in their work.</p> <p>Explore jobs that people do outdoors.</p> <p>Explore jobs that people do to help them in society.</p>	<p>Be aware of different media, information sources and viewpoints.</p> <p>Explore changes that could occur by the time they are ready to start work.</p> <p>Explore how scientific and technical aids help people do their work.</p> <p>Explore how work life is changing for people now</p>	<p>Evaluate in different media, information sources and viewpoints.</p> <p>Be aware that there are national labour market trends.</p> <p>Be aware of how scientific and technological aids can benefit people in their work and the drawbacks this could create.</p> <p>Explore jobs and ways of working that help protect the environment.</p>

	<p>Explore work practises in the school environment that promote sustainability.</p> <p>Explore the jobs that people do to help others.</p> <p>Explore the relationship between career, community and society.</p>	<p>Explore and respond to the relationship between career, community and society.</p>
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