

Lower School: Years 2-7- Integrated through PLS (Personal Life Skills) curriculum and a series of project weeks.

Developing yourself through careers, employability and enterprise education

Outcome	Learning Objective Students should learn to:	Gatsby reference	Activities to meet outcomes:
Self-awareness (1)	Communicate what you like, what you are good at and what you enjoy doing	3	<p>You know what you like and enjoy doing You can communicate what you are good at</p> <ul style="list-style-type: none"> • PLS, Year 1, 2, 3: Term 1 (SCSA): “All about Me”- Communicate with confidence. Develop self-awareness. • Students have daily opportunities to share what they are good at and what they like doing. • Weekly assemblies celebrate individual successes. • Students record their views ahead of annual review of EHCP. They recognise what they are good at and what they have done well.
Self-determination (2)	Communicate positively about how you look after yourself and make things happen	3	<p>You can communicate to others what you do to look after yourself and what you do to make things happen.</p> <ul style="list-style-type: none"> • Basic independent skills, personal care skills and personal safety is covered through PLS (Personal Life Skills) • PLS, Year 1, 2, 3: Term 1 (SCSA): “All about Me”- Communicate with confidence. Develop self-awareness.
Self-improvement as a learner (3)	Identify what you like about learning from careers activities and experiences.	3	<p>You can describe what you have learnt and enjoyed from activities and experiences that look at different jobs.</p> <ul style="list-style-type: none"> • Students evaluate what they have learnt during ‘The World of Work’ project (2 x weeks).

Learning about careers and the world of work			
Outcome	Learning Objective Students should learn to:	Gatsby reference	Activities to meet outcomes:
Exploring careers and career development (4)	Be aware people have different jobs and that these develop in different ways.	2	<p>Using famous people e.g. authors, sports people look at how their careers developed</p> <ul style="list-style-type: none"> • Students have opportunities in CLL to explore the different careers of different famous people. • PLS Topic ‘What is a job? (Yr. 3 Term 1) • PLS Topic ‘People who help us’ (Yr. 2 Term 1). • Cross-curriculum project weeks allow for direct experience of work-based skills e.g. The World of Work
Investigating work and working life (5)	Be aware people feel differently about the different kinds of work they do	2	<p>From talking to key adults and visiting speakers you can identify different kinds of jobs people have</p> <ul style="list-style-type: none"> • Otters class explore jobs and roles ‘grown ups’ do through continuous play provision. • Otters class discuss jobs that key adults have. • PLS Topic ‘What is a job? (Yr. 3 Term 1) • PLS Topic “Showing an interest in others” (Yr. 1 Term 2). • Cross-curriculum project weeks allow for direct experience of work-based skills e.g. The World of Work
Understanding business and industry (6)	Describe a local business, how it is run and the products and/or services it provides	5	<p>You are aware of the different local businesses and what they offer</p> <ul style="list-style-type: none"> • School visits though the year allow students to experience different work places, sometimes getting an in-depth look behind the scenes. For example visiting the bakery at Tesco or local farms. • Educational visits which include: Farm to Fork visits to Tesco, annual visit to Oceanfest, cookery opportunities in Pizza Express.

Investigating jobs and labour market information (LMI) (7)	Describe the main types of employment in your area: past, present and future	5	As part of your local history project you can state what have been the changes in employment in your village/town <ul style="list-style-type: none"> • Students follow TWW (The Wider World) curriculum and cover different topics. • Educational visits which include: Farm to Fork visits to Tesco, annual visit to Oceanfest, cookery opportunities in Pizza Express.
Valuing equality, diversity and inclusion (8)	Be aware we have the same rights, duties and responsibilities when it comes to treating people fairly	3	You can say how people should be treated and know who to talk to if something is wrong <ul style="list-style-type: none"> • PLS Topic “Showing an interest in others” (Yr2. Term 2). “Helping others” (Yr2. Term 3). • Personal Programmes (e.g. Social Communication groups and SEAL groups).
Learning about safe working practices and environments (9)	Know how to keep yourself safe when you are working and what the law says to protect workers from being exploited	4	You can follow safety rules to keep yourself and others safe when working at school. <ul style="list-style-type: none"> • PLS Topic ‘People who help us’ (Yr. 2 Term 1). • Students are aware of the school rules and have support to know how to keep themselves safe in different areas of the school (for example the Food Technology room, Art room).

Developing your career management and employability skills

Outcome	Learning Objective Students should learn to:	Gatsby reference	Activities to meet outcomes:
Making the most of careers information, advice and guidance (CEIAG) (10)	Be aware of the help there for you and how to make good use of it	2	You can identify when you may need help or assistance and who can provide it whilst at school <ul style="list-style-type: none"> • Otters class talk about jobs within topics e.g. ‘People who help us’. • PLS Topic ‘People who help us’ (Yr. 2 Term 1).
Preparing for employability (11)	Children write a job description for a character and hold mock interviews	4,5,6	You can identify the skills and qualities needed for this job using personal experiences <ul style="list-style-type: none"> • Otters class use traditional stories to discuss writers and jobs in stories. • Covered in CLL curriculum

Showing initiative and enterprise (12)	Show you can use your initiative and be enterprising	4,5,6	<p>You can show how to work in a team and bring your talents to complete a challenge</p> <ul style="list-style-type: none"> • Cross-curriculum project weeks allow for direct experience of work-based skills e.g. The World of Work. Students work together to create an end product. • Year 1 Term 1 2 x week project week is 'Enterprise Week'. Students are given money to return with profit for their chosen class charities.
Developing personal financial capability (13)	Show you can make considered decisions about saving, spending and giving	3	<p>You can show how to make an informed decision based on looking at a range of saving products</p> <ul style="list-style-type: none"> • Otters class talk about jobs as a way of earning money. This leads to a discussion about what adults use that money for. • Year 1 Term 1 2 x week project week is 'Enterprise Week'. Students are given money to return with profit for their chosen class charities.
Identifying choices and opportunities (14)	Know how to make good use of information to make simple decisions.	2	<p>You can make choices and decisions about things that are important to you</p> <ul style="list-style-type: none"> • Following taster sessions students choice their own lunch time clubs or chose not to participate in any. • Students chose an activity to participate in during Friday afternoon activities sessions. • Students make choices about how to spend their choice time.
Planning and deciding (15)	Know how to make plans and decisions carefully	3	<p>You can say what you will need to do differently when taking on a new challenge</p> <ul style="list-style-type: none"> • Project weeks are all student lead. Students have the opportunity to plan the project weeks and make decisions about what they would like to achieve. • Forest School curriculum builds up practical skills that involves planning and deciding. The curriculum is student lead.

Handling applications and interviews (16)	Know how to make a good impression when you want people to choose you	3	<p>You can say what you need to do to impress people in a given situation</p> <ul style="list-style-type: none"> • Students put themselves forward to be a member of the student council each year (if they wish to). They tell their class mates why they should vote for them.
Managing changes and transitions (17)	Know how to handle transitions including those that are challenging	3	<p>You can set yourself realistic goals in making the next transition</p> <ul style="list-style-type: none"> • Students have support to manage transitions around the school • New tutor group morning in July. • Students have transition books to help them move to their new classes.