



Lower School: (Years 1 to 7) Careers information, advice and guidance.

Students in Lower School will begin to explore the world of work through their PSHE lessons and project weeks. Through this curriculum we will promote an early knowledge of Living in the Wider World (including economic wellbeing and aspects of careers education).

Students will start to develop their awareness of their own personal skills and qualities through a range of curriculum activities and personal programmes tailored to their individual needs. Students will develop an understanding of what a job is and what subjects they enjoy in school.

From an early age we seek to acknowledge students interests and aspirations. Students are encouraged to think about what the future might look like.

Developing yourself through careers, employability and enterprise education

Area of learning	Learning Outcome Statement.	Gatsby reference	Delivery:
1. Self-awareness	Communicate what you like, what you are good at and what you enjoy doing	3	<ul style="list-style-type: none"> • PSHE curriculum: 'Who I am' (Autumn Term, Year 1, 2 and 3). • 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. • Progress and evidence towards student's EHCP outcomes are recorded using the Evidence for Learning Programme. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living
2. Self-determination	Communicate how to get what you want.	3	<ul style="list-style-type: none"> • PSHE curriculum: 'Who I am' (Autumn Term, Year 1, 2 and 3), 'What I want to happen next' (Autumn Term, Year 3). • Classes draw up a list of rules that they would like everyone to follow.

			<ul style="list-style-type: none"> • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living
3. Self-improvement as a learner	Recognise what you are learning from activities and experiences.	3	<ul style="list-style-type: none"> • PSHE curriculum: 'What is a Job?' (Summer Term, Year 1). 'Jobs for the future' (Summer Term, Year 1). What do you want to be when you grow up? (Summer Term, Year 3). • Students are encouraged to describe what they have learnt and enjoyed from activities and experiences (including those that explore the world of work). • Classes evaluate their project weeks. • Links to Preparation for Adulthood: Employment

Learning about careers and the world of work			
Area of learning	Learning Outcome Statement.	Gatsby reference	Delivery:
4. Exploring careers and career development	Give examples of what having a job means.	2, 4	<ul style="list-style-type: none"> • PSHE curriculum: 'What is a Job?' (Summer Term, Year 1). 'Jobs for the future' (Summer Term, Year 1). What do you want to be when you grow up? (Summer Term, Year 3). • Cross-curriculum project weeks allow for direct experience of work-based skills e.g. The World of Work • Encounters with employers – talking to key adults and visiting speakers about the different types of work they do. Students will have access to visiting professionals for workshops in drama, music etc. • Activity: National Careers Week March 2021- A themed set of employer encounters from 'People who help us'. <i>(Due to Covid restrictions there is likely to be an increase in virtual employer encounters).</i> • Links to Preparation for Adulthood: Employment
5. Investigating work and working life	Give examples of what people like and dislike about the work they do.	2, 4	<ul style="list-style-type: none"> • PSHE curriculum: 'What is a Job?' (Summer Term, Year 1). 'Jobs for the future' (Summer Term, Year 1). What do you want to be when you grow up? (Summer Term, Year 3). • Cross-curriculum project weeks allow for direct experience of work-based skills e.g. The World of Work • Encounters with employers – interview visitors about what they like and dislike about their jobs. • LS Student Council representatives participate in our recruitment processes. • Activity: National Careers Week March 2021- A themed set of employer encounters from 'People who help us'. <i>(Due to Covid restrictions there is likely to be an increase in virtual employer encounters).</i> • Links to Preparation for Adulthood: Employment

6. Understanding business and industry	Visit local shops business. Describe the products and/or services it provides	5	<ul style="list-style-type: none"> • PSHE curriculum: 'What is a Job?' (Summer Term, Year 1). • Encounters with local business will be developed through Curriculum trips and links made to people's job roles and local businesses whilst on those trips. • Activity: Job Walk- students to go for walks to explore businesses that exist in the local area. Look at shops on the high street, or different roles in Tescos. • Links to Preparation for Adulthood: Employment, Community Inclusion
7. Investigating jobs and labour market information (LMI)	Recognise the main types of employment in your area Next steps: Recognise the main types of employment in your area: past and present.	5	<ul style="list-style-type: none"> • PSHE curriculum: 'Jobs for the future' (Summer Term, Year 1). • Curriculum learning: Topic based learning that overs opportunities for History and Geography. • Project idea: students to look at 'then' and 'now' photos of local work places and recognise the changing work of work where we live. • Curriculum trips- looking at different types of employment will be developed through recognises different jobs / business when out on the trips. • Links to Preparation for Adulthood: Employment, Community Inclusion
8. Valuing equality, diversity and inclusion	Be aware of what it means to treat people fairly. Next step: Be aware that we have the same rights and responsibilities when it comes to treating people fairly	3	<ul style="list-style-type: none"> • PSHE curriculum: 'Respectful relationships' (Spring Term, Year 1), 'Respecting differences' (Spring Term, Year 2), 'Getting on and falling out (Spring Term, Year 3). • Personal Programmes (e.g. Social Communication groups and SEAL groups). • Regular reminders about how people should be treated and know who to talk to if something is wrong • Anti-bullying week assemblies and activities • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living
9. Learning about safe working practices and environments	Be aware of how to keep yourself safe and well when you are learning and playing.	4	<ul style="list-style-type: none"> • PSHE curriculum: Autumn Term II theme: 'Looking after myself and straying safe'. • Lower School students are supported to follow safety rules to keep themselves and others safe when working at school. Students have support to know how to keep themselves safe in different areas of the school and in different activities. • Students have several opportunities through the PSHE curriculum and in Personal Programmes to learn about personal safety. Online safety is also addressed in our ICT curriculum. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living

Developing your career management and employability skills			
Area of learning	Learning Outcome Statement.	Gatsby reference	Delivery:
10. Making the most of careers information, advice and guidance	Be aware of where to get help when you need it.	2	<ul style="list-style-type: none"> • PSHE Curriculum: ‘What is a Job?’ (Summer Term, Year 1). ‘Jobs for the future’ (Summer Term, Year 1). What do you want to be when you grow up? (Summer Term, Year 3). • Students are encouraged to identify when they may need help or assistance and who can provide it whilst at school. • Links to Preparation for Adulthood: Employment, Community Inclusion ,
11. Preparing for employability	Identify your key qualities and skills Next step: identify key qualities and skills that link to different jobs.	4,5,6	<ul style="list-style-type: none"> • PSHE curriculum: ‘Who I am’ (Autumn Term, Year 1, 2 and 3). • Students have daily opportunities to share what they are good at. • Students record their views ahead of annual review of EHCP. They recognise what they are good at and what they have done well. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living
12. Showing initiative and enterprise	Show that you can use your initiative and be enterprising	4,5,6	<ul style="list-style-type: none"> • PSHE curriculum: ‘Money, paying in shops’ (Summer Term, Year 1, 2 and 3). • Cross-curriculum project weeks allow for direct experience of enterprise skills. Students work together to create an end product. • Opportunities to take part in Christmas card design competition, charity fundraising events, making and selling items for different occasions. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion ,
13. Developing personal financial capability	Show that you can make decisions about how to spend your money	3	<ul style="list-style-type: none"> • PSHE curriculum: ‘Money, paying in shops’ (Summer Term, Year 1, 2 and 3). • Curriculum learning: weekly money lessons within the EMPOWER maths curriculum. • Personal programmes that link to money. • Opportunities to spend money within school (for example charity cake sales). • Opportunities to use The Shed Shop. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion
14. Identifying choices and opportunities	Know how to make simple choices and decisions that are important to you.	2	<i>Due to Covid restrictions opportunities to access lunchtime clubs and Friday activities are not currently available in the same way. However, students will be encouraged throughout the day to make choices about how they spend their leisure time at breaks, lunchtimes and choice time.</i>

			<ul style="list-style-type: none"> • Students make choices about how to spend their leisure time, choice time and what they have for their dinners. 10 a day- choices towards balancing mental health • Personal programmes that look at explicitly at making choices and decisions. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living
15. Planning and deciding	Know how to make plans and decisions	3	<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. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living
16. Handling applications and interviews	Know how to make a good impression on other people	3	<ul style="list-style-type: none"> • PSHE curriculum: ‘Who I am’ (Autumn Term, Year 1, 2 and 3). • Students put themselves forward to be a member of the School Council each year (if they wish to). They tell their class mates why they should vote for them. • Students are encouraged to adhere to the school values. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living
17: Managing changes and transitions	Identify ways of managing transitions	3	<p><i>Transitions can be difficult for many of our students. As well as thinking about transitions from Lower School to Middle School or from class to another we must also consider daily transitions from one lesson to another for some of our students.</i></p> <ul style="list-style-type: none"> • Students have support to manage transitions throughout the day, around the school. The aim would be for all students to manage this as independently as they are able to. These transitions maybe support with visuals or transitional objects. • New tutor group morning in July 2021. • Students have transition books to help them move to their new classes. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living