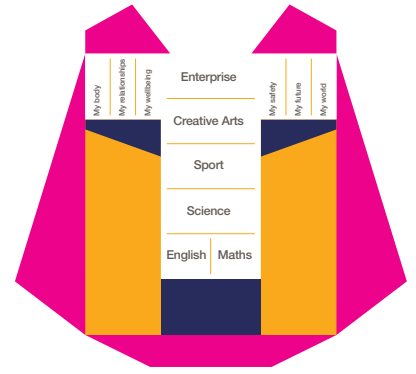


My Future



Our 'Future' curriculum has three steps.

Build

In the 'Build' stage students will develop their personal skills, self-perception and self-reflection to discover educational and employment routes. The curriculum aims to support students to find the practical pathway to fulfilling destinations.

Grow

When they reach the 'Grow' stage, students will discover a range of careers at all stages we want to ensure the possibilities are explored in a non-biased way, that don't just focus on "favourable routes". Some of our students may only be on short term placements and others may be long term. Some of our students have special educational needs and undiagnosed needs, but irrespective of this, we aim to provide the personal guidance they need.

Launch

By the time students complete the 'Launch' stage they will have accessed a range of guest speakers, trips and visits as well as workshops will help to enhance the teaching and learning. Connections with further and higher education will be sought to further increase aspiration and promote curiosity through organisations and events such as Careers Hubs regionally and National Careers Week (virtual careers fair) while students are encouraged to reflect on their behaviours and attitudes, key skills and qualities needed for careers learning, further education, employment and healthy work/life balance. Transitions will also have been put in place to ensure our young people reach secure destinations.

Build

The knowledge and skill to:

- › Know important skills and qualities that need to be assessed and developed throughout their careers education.
- › Understand healthy and unhealthy financial arrangements and budgets and suggestions which can improve them.
- › Link their learning in their careers education to their other learning in English, PSHE, Enterprise, ICT, British Values.
- › understand challenges in future job markets and the impact this might/will have
- › understand how their hobbies, interests and passions which might lead to professional work or might be an enjoyable and fulfilling way to enjoy leisure time.
- › understand benefits of having leisure time to enjoy hobbies, travel, have holidays, spend time with friends and/or family are to mental health and can support a healthy work/life balance.
- › understand the different types of media we consume and articulate the pros and cons of different types of media.
- › evaluate the difference between fact and opinion so they become able to make decisions about how reliable and suitable a source is for their needs at that moment.
- › understand the links between social media and negative affects on mental health and what support and strategies are available to support them.
- › understand the brain and how it develops to inform their understanding of how we physiologically learn.
- › understand what support they have the right to receive in the workplace so their needs are met
- › understand key events in the timeline of women and work history and the ongoing fight for equality in the workplace, exploring issues such as gender pay gap and the Equality Act 1979
- › use digital skills and technology they will need in everyday life. They will be able to identify how different job roles utilise technology differently.
- › Know key characteristics of different types of employment ie. Self-employed, part-time work, sessional/seasonal work, and zero hour contracts
- › Know the key industries and organisations in the UK which make up the majority of the UK workforce (NHS/ Industry/ Civil Service)

Grow

The knowledge and skill to:

- › Use various methods of assessing strengths and weaknesses of their qualities and skills in order to develop self-reflection and self-improvement
- › Understand potential future careers and the sectors and industries available
- › Use different tools such as mood boards, goal setting and SMART targets to develop strategies to support them in their futures
- › Access public institutions to in order to support their personal and work-related development such as charities, organisations, government programmes – there might also be opportunities for trips and attending events to signpost these networks
- › Understand brain development and how learning is retained over time so they can develop study skills and skills for independent revision and self-improvement that suit their individual needs
- › Understand the history and contemporary role of workplace trade unions.
- › Make future targets to further improve important skills and qualities that need that they need to develop; time management, financial health and knowledge, personal hygiene, communication skills (online and in person) as well qualities in which they can continually practice including self-confidence, motivation, resilience and persistence
- › Forecast their financial situation and income based on a chosen future career and create a projected budget of their annual and monthly spending (including covering housing, food, leisure costs, travel)
- › build a portfolio of work to evidence the links in their learning in their careers education to their other learning in English, PSHE, Enterprise, ICT, British Values
- › Understand the impact of the kinds of challenges in future job markets and the impact this might/will have
- › Understand the pros and cons of working in the public and private sectors and identify characteristics of both
- › Understand protected characteristics and the law and how this is put in place to try and ensure equality and equity in the workplace.
- › Understand different potential hobbies, activities, sports and leisure activities including heritage and arts institutions, access green spaces and the countryside to exercise and expand the opportunities they have to practice a good work/life balance
- › Understand the difference between fact and opinion so they become able to make decisions about how reliable and suitable a source is for their needs at that moment.
- › See the links between social media and negative effects on mental health by providing evidence and sources to support their claims and suggest what support and strategies are available to support those who need help.
- › Develop individual learning plans to support their individual career goals both short and long term; this will include any research, additional reading, setting deadlines and goals
- › Access support they have the right to receive in the workplace so their needs are met
- › See the importance and injustice of sharing the histories and contemporary examples of workplace discrimination to ensure they know their rights and responsibilities today in the workplace
- › Use digital skills they have previously assessed as needing improvement to support their confidence and knowledge of digital skills and technology they will need in everyday life and how to use them
- › Understand the key characteristics between different types of employment ie. Self-employed, part-time work, sessional/seasonal work, and zero hour contracts
- › Know the key industries and organisations in the UK which make up the majority of the UK workforce (NHS/ Industry/ Civil Service) and identify careers and career routes in each sector which might interest them

Launch

The knowledge and skill to:

- › Understand First Aid, Lifting and Handling and Safeguarding
- › Develop knowledge of financial health including how to avoid or manage debt
- › Feel able to manage workplace conflict
- › Manage workplace Stress
- › Understand their employee rights to support them with cross-disciplinary workplace skills post-16
- › Develop their individual portfolios of cross-curricula work which supports their career development which will include when complete – examples of model cover letters, a CV, multiple assessments of skills, behaviours, attitudes and qualities including assessments of strengths and weaknesses.
- › Develop a 5 year plan for further education, training, apprenticeships or work researched and evaluate the value of which path and career route they take and why it may suit their needs. This will also need to include information about transitional skills and individualised transitional needs. Some learners might be interested in wider exploration of work and careers including part-time work whilst studying before leaving school.
- › Conduct themselves correctly in job interviews, apprenticeship and college interviews to prepare for the opportunities available post-16 both as interviewers and interviewees with peers and will offer and receive feedback which will be recorded in their portfolios
- › Attend a careers fair (virtual or in person) as part of National Careers Week and visit or research their local Careers Hub
- › Utilise revision guides including their exam timetables, revision notes and cards for each subject and complete mock papers which pass at least the minimum criteria for a pass at their expected levels
- › Complete an invoice, showing understanding of knowing how to cash a cheque and summarise the difference between credit and debit to support their financial health in the future
- › Understand how to pay income tax and the difference between PAYE and self-employment and the consequences of not paying taxes
- › Know what is available in the welfare system to support British Citizens in need and what resources are available and how to access them
- › Know the different types of communication and where the most appropriate time and place to use them (text, email, whatsapp, letter, phonecall) including evidence in their portfolios of best practice in these communications