

## Pathways Yearly Overview 2021- 2022

	Autumn		Spring		Summer	
	1	2	1	2	1	2
	Developing yourself through careers, employability and enterprise education	Learning about careers and the world of work		Developing your career management , employability and enterprise skills		
Stage 1	<p><b>Self-awareness</b> – describe what you are like, what you are good at</p> <p><b>Self-determination</b> – talk positively about how you look after yourself and make things happen</p> <p><b>Self-improvement as a learner</b> – identify what you like about learning from careers, employability and enterprise activities and experiences</p>	<p><b>Exploring careers and careers development</b> – be aware that careers are different and develop in different ways</p> <p><b>Investigating work and working life</b> – be aware that people feel differently about the different kinds of work they do</p> <p><b>Understanding business and industry</b> – describe a local business, how it is run and the products and/or services that it provides</p> <p><b>Investigating jobs and labour market information</b> – describe the main types of employment in your area past, present and emerging</p>	<p><b>Valuing equality, diversity and inclusion</b> – be aware that we have the same rights, duties and responsibilities when it comes to treating people fairly.</p> <p><b>Learning about safe working practices and environments</b> – know how to keep yourself safe when you are working and what the law says to protect workers from being exploited</p> <p><b>Making the most of careers, information , advice and guidance</b> – be aware of the help that is there for you and how to make good use of it</p>	<p><b>Preparing for employability</b> – Pupils write a job description for a babysitter and even hold mock interviews</p> <p><b>Showing initiative and enterprise</b> – show that you can use your initiative and be enterprising. Pupils could take part in a design, production and marketing game of a chosen product.</p>	<p><b>Developing personal financial capital</b> – show that you can make decisions about saving spending and giving e.g. where does your money come from and what happens to it</p> <p><b>Identifying choices and opportunities</b> – know how to make good use of information about post-primary subjects, special time and options e.g. make a podcast about your perceptions of senior school</p> <p><b>Planning and deciding</b> – know how to make plans and decisions carefully e.g. make a T-chart of pros and cons of a choice you might consider</p>	<p><b>Handling applications and selection</b> – know how to make a good impression when you want people to choose you e.g. write a personal manifesto for a mock election</p> <p><b>Managing changes and transitions</b> – know how to handle transitions including those that are challenging e.g. use maps to trace routes from school to home or a new place</p>
Stage 2	<p><b>Self-awareness</b> – describe yourself, your strengths and your preferences</p> <p><b>Self-determination</b> – tell positive stories about your well-being, progress and achievement</p> <p><b>Self-improvement as a learner</b> – explain how you have benefitted as a learner from careers, employability, enterprise activities and experiences</p>	<p><b>Exploring careers and careers development</b> – describe different ways of looking at people's careers and how they develop</p> <p><b>Investigating work and working life</b> – identify different kinds of work and why people's satisfaction with their working lives can change</p> <p><b>Understanding business and industry</b> – describe the organisation and structure of different types of business</p> <p><b>Investigating jobs and labour market information</b> – be aware of what labour market information (LMI) and how it can be useful to you</p>	<p><b>Valuing equality, diversity and inclusion</b> – identify how to stand up to stereotyping and discrimination that might be damaging to you and those around you</p> <p><b>Learning about safe working practices and environments</b> – be aware of the laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you</p>	<p><b>Preparing for employability</b> – recognise the qualities and skills that help to make a young person employable and provide evidence of any that you have demonstrated or experienced.</p> <p><b>Showing initiative and enterprise</b> – recognise when you are using the qualities and skills that entrepreneurs need</p>	<p><b>Developing personal financial capability</b> – show that you can manage a personal budget e.g. take part in simulated challenge involving money</p> <p><b>Identifying choices and opportunities</b> – know how to look systematically at the choices/ opportunities open to you when you reach vocational options e.g. posters produced showing facts about qualifications and jobs gained within certain subjects</p> <p><b>Planning and deciding</b> – know how to negotiate and make decisions carefully to get the skills, experience you need</p>	<p><b>Handling applications and selection</b> – know how to prepare and present yourself when going through a selection process</p> <p><b>Managing changes and transitions</b> – show that you can be positive, flexible and well-prepared at transition points in your life e.g. guide for younger children on how to make successful class moves.</p>

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<p>Stage 3</p>	<p><b>Self- awareness</b> – recognise how you are changing, what you have to offer and what's important to you  <b>Self-determination</b> – explain how you use positive versions of your own story to manage your wellbeing, progress and achievement  <b>Self-improvement as a learner</b> – review and reflect upon how you have benefitted as a learner from careers, employability, enterprise activities and experiences</p>	<p><b>Exploring careers and careers development</b> – explain key ideas about careers and career development  <b>Investigating work and working life</b> – explain how work is changing and how this may impact on people's satisfaction with their working lives  <b>Understanding business and industry</b> – explain different types of businesses, how they operate and how they measure success  <b>Investigating jobs and labour market information</b> – be able to find relevant labour market information and know how to use it in your career planning</p>	<p><b>Valuing equality, diversity and inclusion</b> – recognise and challenge stereotyping, discrimination and other barriers to equality and diversity, and know your rights and responsibilities in relation to these issues  <b>Learning about safe working practices and environments</b> – be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices.</p>	<p><b>Preparing for employability</b> – show how you are continuing to develop the qualities and skills that you will need for employability e.g. filling out sample application forms, CV workshops  <b>Showing initiative and enterprise</b> – show that you can be enterprising in the way you work, learn and manage your career e.g. local employers, marketing challenge, competitions</p>	<p><b>Developing personal financial capabilities</b> – show that you can manage your own money, understand personal financial documents  Identify choices and opportunities – be able to research your education, training, employment and volunteering options including information and progression pathways  <b>Planning and deciding</b> – know how to make plans and decisions carefully including problem solving and dealing with influences e.g. role play conflict resolution passive, aggressive and assertive</p>	<p><b>Handling applications and selection</b> – know your rights and responsibilities in a selection process e.g. quiz about equality of opportunity questions that interviewers cannot ask and why or mock interviews  <b>Managing changes and transition</b> – review and reflect on previous transitions to help improve preparation for future moves in education, training and employment e.g. pupils design and update program for induction in sixth form or employment</p>
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Our Careers learning is split into three stages. This is to enable a more personalised style of learning in keeping with the ethos of the school operating a 'stage not age' policy. We have adapted the programme using the CDI framework.

It grants teachers the flexibility to decide and adapt learning to meet the needs of the cohort they are working with. Careers education forms as part of the PSHE curriculum until students reach the 14-19 programme in which the lessons are discrete.