

Careers and Citizenship LTP 26-27

Semi Formal and Formal

Careers and Preparation for Adulthood skills to work towards a learning for life curriculum linking to the Gatsby Benchmarks and Department of Education's Preparation for Adulthood themes.

Phase	Year A			Year B			Year C		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
First School	Careers will be delivered through role play and free play; employer encounters and PSHE to allow pupils an insight into the community, linking with goals for the future. Classes will also participate in Inclusive Careers Week Activities, as appropriate.								
HS1 In formal-expressive art and careers/ citizenship is swapped on a half termly basis. PLUS- 10 hours MWE where appropriate	Enterprise Working towards Christmas Coffee Morning- Linking with Financial Literacy and a linked Employer Encounter/ Workplace Visit - What is Enterprise? - Plan a project - Encounter/ Visit - Prepare for Enterprise - Coffee Morning - Reflection- did it all link? What did we learn? What next?	Independent Living Skills - What does independence look like to me? - What can I do by myself? (self-care) - What do I want to get better at? (self-care) - What tasks can I do by myself? (household) - What do I want to get better at? (household)	Life Beyond School Thinking about next steps, destinations and pathways relevant to your cohort- book a campus tour or visitor as appropriate - Options- Quiz - Aspirations - LMI (Labour Market Information) - Career Case Study- what is the pathway? - Invite a speaker (link to CCS) - Reflection- did it all link? What did we learn? What next?	Enterprise Working towards Christmas Coffee Morning- Linking with Financial Literacy and a linked Employer Encounter/ Workplace Visit - What is Enterprise? - Plan a project - Encounter/ Visit - Prepare for Enterprise - Coffee Morning - Reflection- did it all link? What did we learn? What next?	Independent Living Skills - What skills have I developed this year? (link to ILIs if appropriate) - What is a bank account for? - Meet with a DWP advisor - Reflection- did it all link? What did we learn? What next? - What can you do with a library account? - Using BorrowBox (need laptops and library numbers)	Life Beyond School Thinking about next steps, destinations and pathways relevant to your cohort- book a campus tour or visitor as appropriate - Hard Skills- what are they? - Strengths and Areas for Development - What careers use my skills? - Invite a speaker (Careers Advisor) - Potential Pathways - Reflections- did it all link? What next?			
HS2 SEMI FORMAL	Citizenship Rights and Responsibilities - What are rights? - What are responsibilities? - UNCRC (UN Convention of	Life Beyond School Thinking about next steps, destinations and pathways relevant to your cohort - Soft Skills- what are they? - Strengths and Areas for Development	Hobbies and Interests How interests and hobbies can build future PFA skills/ opportunities - Hobbies and jobs- what's the difference? - What hobbies do you have?	Citizenship Who runs the UK and who gets our vote? - School council nominations - What is voting? - Political parties and choices - Role of government	Enterprise Working towards Spring Enterprise- Linking with Financial Literacy and a linked Employer Encounter/ Workplace Visit - What is Enterprise? - Plan a project	Independent Living Skills - What skills have I developed this year? (link to ILIs if appropriate) - What is a bank account for? - Meet with a DWP advisor - Reflection- did it all link? What did	Citizenship What laws do we follow and why? - What is the law? - Why should we follow the law? - Why do laws change?	Life Beyond School Thinking about next steps, destinations and pathways relevant to your cohort - Options- Quiz - Aspirations - LMI (Labour Market Information)	Independent Living Skills - What community resources do we use? (library/ nhs/ travel/ shop/ bank) - How to book an appointment - How to book a holiday

	the Rights of a Child) - Human rights - Are everyone's rights the same (UK and abroad) - Discussion and Debate	- What careers use my skills? - Invite a speaker (Careers Advisor) - Potential Pathways - Reflections- did it all link? What next?	- Try a new hobby/ share a friend's - Can a hobby become a career? - Transferrable skills - Reflections- did it all link? What next?	- What matters to us? (discussion and debate) - Parliament day	- Encounter/ Visit - Prepare for Enterprise - Coffee Morning - Reflection- did it all link? What did we learn? What next?	we learn? What next? - Bus travel- how does it work? - Registering for a Concessionary Bus Pass	- Police and their roles - Courts and their roles - Discussion and debates	- Career Case Study- what is the pathway? - Invite a speaker (link to CCS) - Reflection- did it all link? What did we learn? What next?	- Budgeting- shopping - Budgeting- bills - Budgeting- leisure activity (Ensure budgeting activities reference minimum wage/ average income/ average PIP)
HS2 FORMAL (plus, monthly walks to the library to access road safety and community resources)	CAREERS My Goals and Skills Thinking about next steps, destinations and pathways relevant to individuals. - Soft Skills- what are they? - Strengths and Areas for Development - What careers use my skills? - Invite a speaker (Careers Advisor) - Potential Pathways - Reflections- did it all link? What next?	CAREERS Life Beyond School Thinking about next steps, destinations and pathways relevant to your cohort - Options- Quiz - Aspirations - LMI (Labour Market Information) - Career Case Study- what is the pathway? - Invite a speaker (link to CCS) - Reflection- did it all link? What did we learn? What next?	CAREERS Hobbies and Interests How interests and hobbies can build future PFA skills/ opportunities - Hobbies and jobs- what's the difference? - What hobbies do you have? - Try a new hobby/ share a friend's - Can a hobby become a career? - Transferrable skills - Reflections- did it all link? What next?	CAREERS My Goals and Skills Thinking about next steps, destinations and pathways relevant to individuals. - Soft Skills- what are they? - Strengths and Areas for Development - What careers use my skills? - Invite a speaker (Careers Advisor) - Potential Pathways - Reflections- did it all link? What next?	CAREERS Enterprise Working towards Spring Enterprise- Linking with Financial Literacy and a linked Employer Encounter/ Workplace Visit - What is Enterprise? - Plan a project - Encounter/ Visit - Prepare for Enterprise - Coffee Morning - Reflection- did it all link? What did we learn? What next?	CAREERS Independent Living Skills - What skills have I developed this year? (link to ILIs if appropriate) - What is a bank account for? - Meet with a DWP advisor - Reflection- did it all link? What did we learn? What next? - Bus travel- how does it work? - Registering for a Concessionary Bus Pass	CAREERS My Goals and Skills Thinking about next steps, destinations and pathways relevant to individuals. - Soft Skills- what are they? - Strengths and Areas for Development - What careers use my skills? - Invite a speaker (Careers Advisor) - Potential Pathways - Reflections- did it all link? What next?	CAREERS Life Beyond School Thinking about next steps, destinations and pathways relevant to your cohort - Options- Quiz - Aspirations - LMI (Labour Market Information) - Career Case Study- what is the pathway? - Invite a speaker (link to CCS) - Reflection- did it all link? What did we learn? What next?	CAREERS Independent Living Skills - What community resources do we use? (library/ nhs/ travel/ shop/ bank) - How to book an appointment - How to book a holiday - Budgeting- shopping - Budgeting- bills - Budgeting- leisure activity (Ensure budgeting activities reference minimum wage/ average income/ average PIP)
	PFA Living Skills Audit (from a checklist, what can I already do- check, what would I like to do/ get better at- set goals) <i>Differs to careers soft skills (above)</i> Time management-	PFA Helping around the house (using appliances (kettles, toasters, microwave, vacuum), cleaning and tidying, making beds, laundry) Financial Literacy	PFA Community (Local resources, community support, volunteering- what do I need/ what do I like? what can I access? How do I access it?) Self-Advocacy (communication skills, confidence, rights,	PFA Living Skills Audit (from a checklist, what can I already do- check, what would I like to do/ get better at- set goals) Time management- (timetables, planning, coping	PFA Helping around the house (using appliances (kettles, toasters, microwave, vacuum), cleaning and tidying, making beds, laundry) Financial Literacy	PFA Community (Local resources, community support, volunteering- what do I need/ what do I like? what can I access? How do I access it?) Self-Advocacy (communication skills, confidence, rights,	PFA Living Skills Audit (from a checklist, what can I already do- check, what would I like to do/ get better at- set goals) <i>Differs to careers soft skills (above)</i> Time management-	PFA Helping around the house (using appliances (kettles, toasters, microwave, vacuum), cleaning and tidying, making beds, laundry) Financial Literacy	PFA Community (Local resources, community support, volunteering- what do I need/ what do I like? what can I access? How do I access it?) <i>Links with Careers Summer to allow for visits and linked experiences.</i>

	(timetables, planning, coping with change, rotas etc.)	(bank accounts, budgeting (regular and one off), sources, scams etc.)	responsibilities, active participation in appointments (where appropriate))	with change, rotas etc.)	(bank accounts, budgeting (regular and one off), sources, scams etc.)	responsibilities, active participation in appointments (where appropriate))	(timetables, planning, coping with change, rotas etc.)	(bank accounts, budgeting (regular and one off), sources, scams etc.) <i>Will be reinforces in Summer Careers Unit with linked visits</i>	Self-Advocacy (communication skills, confidence, rights, responsibilities, active participation in appointments (where appropriate))
	CITIZENSHIP Local Democracy Project To reflect on current local issues and actions that individuals and the council could take. - Identify a range of local issues - Select an issue of focus - Develop an action plan and presentation - Present to others - Create a petition - Prepare final contribution for the Local Democracy Day	CITIZENSHIP Rights and Responsibilities - What are rights? - What are responsibilities? - UNCRC (UN Convention of the Rights of a Child) - Human rights - Are everyone's rights the same (UK and abroad) - Discussion and Debate	CITIZENSHIP International Law - What is the law? - Are laws the same in every country? - Case Study Country- What are their laws? - Comparison to UK (same different) - Context- why are these laws different? - Discussion and debates	CITIZENSHIP Local Democracy Project To reflect on current local issues and actions that individuals and the council could take. - Identify a range of local issues - Select an issue of focus - Develop an action plan and presentation - Present to others - Create a petition - Prepare final contribution for the Local Democracy Day	CITIZENSHIP Who runs the UK and who gets our vote? - School council nominations - What is voting? - Political parties and choices - Role of government - What matters to us? (discussion and debate) - Parliament day	CITIZENSHIP The role of Government vs Charities - What is charity? - What is the role of the Government? - Local Charity Case Study - National Charity Case Study - Where does the money go? - Discussion and debates	CITIZENSHIP Local Democracy Project To reflect on current local issues and actions that individuals and the council could take. - Identify a range of local issues - Select an issue of focus - Develop an action plan and presentation - Present to others - Create a petition - Prepare final contribution for the Local Democracy Day	CITIZENSHIP What laws do we follow and why? - What is the law? - Why should we follow the law? - Why do laws change? - Police and their roles - Courts and their roles - Discussion and debates	CITIZENSHIP Rule of Law Why is the rule of law important in a democracy? - What does equality 'before the law' mean? - Explore the history of rights legislation. - How does the rule of law apply to those in power? - What is the link between international law and Human rights?
Strand 6	Strand 6 Research and Applications Thinking about next steps, destinations and pathways relevant to individuals. - What are my interests? - What are my goals?	Strand 6 Career Skills Linking own goals and skills towards a personal career journey - What are my goals? - What skills link with my aspirations? - Careers Quiz	Strand 6 Life Beyond School <i>Including Inclusive Careers Week in Summer 2.</i> - What are my goals? - Hobbies and Interests - Volunteering - Advocacy resources	Strand 6 Research and Applications Thinking about next steps, destinations and pathways relevant to individuals. - What are my interests? - What are my goals?	Strand 6 Career Skills Linking own goals and skills towards a personal career journey - What are my goals? - What skills link with my aspirations? - Careers Quiz	Strand 6 Life Beyond School <i>Including Inclusive Careers Week in Summer 2.</i> - What are my goals? - Hobbies and Interests - Volunteering - Advocacy resources			

	▫ Invite a speaker (Careers Advisor) ▫ Visit the LBS fair ▫ Potential Pathways- find out more ▫ How to fill out an application form ▫ Encounters ▫ Workshops ▫ Reflections- did it all link? What next?	▫ LMI (Labour Market Information) ▫ CVworkshop ▫ Encounter ▫ Link to work experience ▫ Potential Pathways- find out more ▫ Reflections- did it all link? What next?	▫ Local Government ▫ Goal setting ▫ Develop communication/ interview skills ▫ Case Study- follow a person's career journey/ pathway- more than one route. ▫ Encounters ▫ Workshops ▫ Reflections- did it all link? What next?	▫ Invite a speaker (Careers Advisor) ▫ Visit the LBS fair ▫ Potential Pathways- find out more ▫ How to fill out an application form ▫ Encounters ▫ Workshops ▫ Reflections- did it all link? What next?	▫ LMI (Labour Market Information) ▫ CV workshop ▫ Encounter ▫ Link to work experience ▫ Potential Pathways- find out more ▫ Reflections- did it all link? What next?	▫ Local Government ▫ Goal setting ▫ Develop communication/ interview skills ▫ Case Study- follow a person's career journey/ pathway- more than one route. ▫ Encounters ▫ Workshops ▫ Reflections- did it all link? What next?		
	Careers and PFA are taught throughout the Strand 6 Curriculum, with pathways focusing on Catering and Hospitality, Horticulture, Enterprise and Independent Living Skills. In Strand 6 a ‘real-life’ approach to learning is taken, designed to support the Preparing for Adulthood Goals. For those it is appropriate, we offer the Duke of Edinburgh Award for pupils interested in this qualification, alongside volunteering opportunities. We are proud to offer our Strand 6 students the fabulous opportunity to work in our café and Relish Cafeteria. The Café serves staff and parents for selected sessions per week.							
Strand 6 PFA Years A and B	Autumn PfA- Living Skills <u>Home management</u> Making Beds Laundry- Sorting clothes by fabric and colour/ folding and putting away *basic ironing* Using a washing machine -reading labels Identifying repairs And what to do. -changing lightbulbs etc *Last session -hot task independence*	Spring PfA- Living Skills <u>Clearing and cleaning and time management</u> Vacuuming and sweeping floors/ dusting furniture Cleaning bathrooms and kitchens Washing windows and mirrors Taking out rubbish and recycling Creating cleaning schedules -planning daily and weekly routines *Last session -hot task independence*	Summer PfA- Living Skills <u>Home Safety</u> Fire safety awareness Safe use of appliances Basic first aid knowledge (x2 sessions) Emergency procedures Home security practices					
Strand 6 Citizenship Years A and B	Autumn- Citizenship <u>Rights and responsibilities</u> 1 What are rights? 2 My responsibility to others 3 Rights and Responsibilities at School 4 Rights and Responsibilities at Home 5 Rights, Responsibilities and Making Good Choices 6 My Rights, My Responsibilities	Spring- Citizenship – <u>My voice matters</u> <u>Voting and making decisions.</u> <u>Listening to others respectfully</u> 1 People have different opinions 2 Listening respectfully 3 Sharing my ideas respectfully 4 Making decisions together	Summer- Citizenship <u>Creating a change in our school/community.</u> Current issue or topic 1 Investigate 2 Gather opinions 3 Plan Action 4 Take Action					

		5 What is voting 6 Class election	5 Take Action 6 Evaluate Impact	
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	Careers/ Citizenship	
	Semi-formal	Formal
FS1	Careers week in summer term	
FS2		
FS3		Careers week in summer term
HS1	30 mins	30 mins
HS2	30 mins	30-60 mins
Strand 6	30 mins per week.	
In FS1-FS3 (semi formal/ formal) careers is covered in 'Careers Week' annually. In HS1 (semi formal/ formal) expressive art and careers are swapped on a weekly or half termly basis. In HS2 (semi formal/ formal) careers/ citizenship are taught weekly.		

Modern Work Experience

For learners who it is appropriate, they will also engage in meaningful 'modern work experience'. By the end of Year 11, they will have accessed the equivalence of two weeks or 50 hours of meaningful work experience. These will be logged on individual trackers as each learner's experiences will be unique to them.

In HS1- they will engage in 2 days/ 10 hours

In HS2- they will engage in 8 days/ 40 hours

In Strand 6- they will engage in weekly work experience (Catering/ Horticulture/ Enterprise)

NOTE- Encounters and visits do not count towards MWE hours

Examples include:

- **In School enterprise or work experience:** Cafe 4/ Cafe 6, Groundskeeping (semi-independent tasks, not taught), Fayres (semi-independent shifts), Relish, Volunteering
- **Virtual or Blended Placements:** Remote or hybrid experiences allow for greater accessibility, offering insights into roles without requiring travel or in-person capacity, often supported by virtual platform tools
- **Employer-Led Projects or Competitions:** Instead of shadowing, students work in groups on specific business challenges, such as creating a marketing campaign for a local business or competing in a fintech challenge.
- **Workplace "Safaris" and Short Rotations:** Students visit multiple companies in a single sector or rotate through different departments within one large company to understand various functions.
- **Long-Term Mentoring & Coaching:** A series of conversations or ongoing mentorship with a professional, providing deep insight into a chosen career path.
- **Industry-Specific Immersive Workshops:** Tailored workshops, such as visiting a hospitality company for hands-on culinary preparation, safety, and business-facing skills.
- **Enrichment Programmes:** In partnership with businesses, running vocational clubs or skills-building sessions, such as coding clubs or young enterprise initiatives

-ADDITIONAL PLAN FOR-

Small-Group Site Visits: Early exposure, starting in Year 7 or 8, allowing students to tour workplaces and see "what looks ordinary to us" to inspire their future ambitions.

College and Training Provider Visits: Early exposure, starting in Year 7 or 8, allowing students to tour workplaces and see "what looks ordinary to us" to inspire their future ambitions. Repeat and small group focus visits in HS2 to inform next step conversations and future applications.