 

**Curriculum area: Curriculum Leader: Date: Feb 2023**

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| **Year group** | **How does your subject contribute to the Careers, Employability and Enterprise curriculum?** | **What are the activities used?** | Developing yourself through careers, employability and enterprise education | Learning about careers and the world of work | Developing your career management, employability and enterprise skills |
| **7** | Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England  Understanding of the consequences of their behaviour and actions  Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues  Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds  Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.  Use of imagination and creativity in their learning willingness to reflect on their experiences.  Rule of Law -  Mutual Respect - listening to each others views and ideas  Democracy - Well ordered classroom with everything packed away properly - everyone knows where to find things e.g. headphones / music, use the equipment and clear away sensibly  Individual Liberty - individual skills development / confidence building, using a talent, developing a talent | * Singing as a team / choir * Anti-Bullying project in drama * Applying acting scenarios to real life scenarios - devising * Music - working in the Performing Arts Industry includes techniques used in lessons on the Music Sequencer * Social skills - working as pairs or in small groups - being tolerant of each other in these situations in both drama and music * Considering others feelings and emotions when creating plays and characters * Activities that challenge preconceptions and stereotypes * History of music and drama in relation to actual practitioners * Participating in all activities * Reflecting on tasks - using feedback to ensure work is improved upon | 1, 2, 3 | 8, 9 | 12, 15, 17 |
| **8** | Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England  Understanding of the consequences of their behaviour and actions  Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues  Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds  Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.  Use of imagination and creativity in their learning willingness to reflect on their experiences.  Rule of Law -  Mutual Respect - listening to each others views and ideas  Democracy - Well ordered classroom with everything packed away properly - everyone knows where to find things e.g. headphones / music, use the equipment and clear away sensibly  Individual Liberty - individual skills development / confidence building, using a talent, developing a talent | * Applying acting scenarios to real life scenarios - devising * Music - working in the Performing Arts Industry includes techniques used in lessons on the Music Sequencer * Social skills - working as pairs or in small groups - being tolerant of each other in these situations in both drama and music * Considering others feelings and emotions when creating plays and characters * Activities that challenge preconceptions and stereotypes * History of music and drama in relation to actual practitioners * Participating in all activities * Reflecting on tasks - using feedback to ensure work is improved upon * Pantomime unit in drama analyses job roles within the theatre * Film music unit in music reflects upon the job roles of film music and song composers in the Music Industry | 1, 2, 3 | 7, 8, 9 | 12, 15, 17 |
| **9** | Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England  Understanding of the consequences of their behaviour and actions  Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues  Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds  Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.  Use of imagination and creativity in their learning willingness to reflect on their experiences.  Rule of Law -  Mutual Respect - listening to each others views and ideas  Democracy - Well ordered classroom with everything packed away properly - everyone knows where to find things e.g. headphones / music, use the equipment and clear away sensibly  Individual Liberty - individual skills development / confidence building, using a talent, developing a talent | * Applying acting scenarios to real life scenarios - devising * Music - working in the Performing Arts Industry includes techniques used in lessons on the Music Sequencer * Social skills - working as pairs or in small groups - being tolerant of each other in these situations in both drama and music * Considering others feelings and emotions when creating plays and characters * Activities that challenge preconceptions and stereotypes * History of music and drama in relation to actual practitioners * Participating in all activities * Reflecting on tasks - using feedback to ensure work is improved upon * Pantomime unit in drama analyses job roles within the theatre * Film music unit in music reflects upon the job roles of film music and song composers in the Music Industry * Links to the Btec course using rehearsal logs showing progress | 1, 2, 3 | 4, 7, 8, 9 | 10, 14, 15, 17 |
| **10** | Vocational course related to real scenarios from the Performing Arts Industry | * Job roles in the Performing Arts Industry are built into the coursework * Visitors from people working in the Performing Arts Industry e.g. Scare Acting workshop by actor from the Blackpool Dungeons * Participating in all activities * Reflecting on tasks - using feedback to ensure work is improved upon * Applying acting scenarios to real life scenarios - devising * Social skills - working as pairs or in small groups - being tolerant of each other in these situations in both drama and music * Considering others feelings and emotions when creating plays and characters * Activities that challenge preconceptions and stereotypes * Using rehearsal logs * Coursework deadline giving a sense of order and urgency as would be found at work | 1, 2, 3 | 4, 5, 6, 7, 8, 9 | 10, 11, 12, 14, 15, 17 |
| **11** | Vocational course related to real scenarios from the Performing Arts Industry | * Job roles in the Performing Arts Industry are built into the coursework * Visitors from people working in the Performing Arts Industry e.g. Scare Acting workshop by actor from the Blackpool Dungeons * Participating in all activities * Reflecting on tasks - using feedback to ensure work is improved upon * Applying acting scenarios to real life scenarios - devising * Social skills - working as pairs or in small groups - being tolerant of each other in these situations in both drama and music * Considering others feelings and emotions when creating plays and characters * Activities that challenge preconceptions and stereotypes * Using rehearsal logs * Coursework deadline giving a sense of order and urgency as would be found at work | 1, 2, 3 | 4, 5, 6, 7, 8, 9 | 10, 11, 12, 14, 15, 17 |

 

The framework presents learning outcome statements for pupils and students across seventeen important areas of careers, employability and enterprise learning. These statements show progression from Key Stage 2 through to post-16 education.

**Three core elements of Careers, Employability and Enterprise:**

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| **Developing yourself through careers, employability and enterprise education** | **Learning about careers and the world of work** | **Developing your career management and employability skills** |
| 1. Self-awareness 2. Self-determination 3. Self-improvement as a learner | 1. Exploring careers and career development 2. Investigating work and working life 3. Understanding business and industry 4. Investigating jobs and labour market information (LMI) 5. Valuing equality, diversity and inclusion 6. Learning about safe working practices and environments | 1. Making the most of careers information, advice and guidance 2. Preparing for employability 3. Showing initiative and enterprise 4. Developing personal financial capability 5. Identifying choices and opportunities 6. Planning and deciding 7. Handling applications and interviews 8. Managing changes and transitions |