

Blue Pathway

Secondary						
	Autumn		Spring		Summer	
Year 1	Careers based Exploration: Admin and Office Moving on Event	Careers based Exploration: Hair and Beauty	Careers based Exploration: Travel, Tourism and Hospitality	Careers based Exploration: Transport and Logistics	Careers based Exploration: Leisure and Sports	Careers based Exploration: Retail
Year 2	Careers based Exploration: Construction Moving on Event	Careers based Exploration: Animal Care	Careers based Exploration: Health and Social Care	Careers based Exploration: STEM, Engineering and Manufacturing.	Careers based Exploration: Horticulture and Gardening	Careers based Exploration: Performing Arts
LINC						
	Autumn		Spring		Summer	
Year 1	Careers based Exploration: Construction Moving on Event	Careers based Exploration: Animal Care	Careers based Exploration: Health and Social Care	Careers based Exploration: STEM, Engineering and Manufacturing.	Careers based Exploration: Horticulture and Gardening	Careers based Exploration: Performing Arts
Year 2	Careers based Exploration: Admin and Office Moving on Event	Careers based Exploration: Hair and Beauty	Careers based Exploration: Travel, Tourism and Hospitality	Careers based Exploration: Transport and Logistics	Careers based Exploration: Leisure and Sports	Careers based Exploration: Retail

- Real world play (kitchens, DIY, cleaning builder / nurse / doctor)
- Making choices -Using visual timetables and choice boards to help express needs.
 - Adapting to new environments
 - Regular trips and visits to our community
 - Awareness of own (and others) feelings.
- Adult led supported strategies to manage routine, cope with difficulties and stay calm.
 - Social stories to help with difficult situations

Framework Overview for Green and Yellow Pathways



Green Pathway

Secondary					
Autumn		Spring		Summer	
<p style="text-align: center;">Grow throughout life</p> <ul style="list-style-type: none"> • Demonstrate an awareness that some sources of information and advice are untrustworthy. • Show interest in learning about occupations and ways of life that you have not previously come across • Speak to others about our needs, wants, interests and opinions • Describe yourself and your abilities in positive terms • Recognise when someone makes comments that stereotype a group of people <p style="text-align: center;">Moving on Event</p>	<p style="text-align: center;">Explore Possibilities</p> <ul style="list-style-type: none"> • Identify jobs that friends, family and community members do • Recognise that there are different ways of learning and achieving your goals • Be able to describe different workplaces according to the type of work that goes on in them, e.g. growing things, making things, providing services • Can demonstrate good manners and behaviour and know the difference between right and wrong <p style="text-align: center;">Employer Encounter. Ask someone to come in and talk about his/her job – linked to green topic.</p>	<p style="text-align: center;">Manage career</p> <ul style="list-style-type: none"> • Express what it means to have a career using the examples of positive role models • Have opportunities to role play different jobs • Identify roles within the classroom/school e.g. litter picking and be able to identify skills needed to perform them • Develop confidence and look forward to new challenges faced during periods of change. • Talk about why you have used certain resources to solve a problem 	<p style="text-align: center;">Create Opportunities</p> <ul style="list-style-type: none"> • Meet and talk to members of the community such as aid organisations and people who work in the area • Be aware that people often have more than one job/career in their lifetime • Share your opinions on things that matter to you and share their views • Agree and follow the rules for your group and classroom and understand how rules help you and promote inclusivity • Take an active part in an enterprise activity <p style="text-align: center;">STEM DAY Employer Encounter linked to STEM e.g. G's Fresh.</p>	<p style="text-align: center;">Balance life and work</p> <ul style="list-style-type: none"> • Understanding what hobbies are and why they are important • Know that different people enjoy different things • Understand the link between work and money and how it is spent • Take part in a charity activity • Describe what you learned from meeting a visitor who came to school • Identify and respect the differences and similarities between people • Recognise the concept of right and wrong within society 	<p style="text-align: center;">See the big Picture</p> <ul style="list-style-type: none"> • Be aware that what you see or hear may or may not be true • Describe different jobs, e.g. the jobs involved in getting food onto your plate. • Identify some of the parts of a job that sound exciting. • Explore jobs that no longer exist or have changed considerably because of advances in technology • Learn about how people and other living things have different needs and the responsibilities of caring for them

Complex Green

Autumn		Spring		Summer	
Grow throughout life	Explore Possibilities	Manage career	Create Opportunities	Balance life and work	See the big Picture
<ul style="list-style-type: none"> • Practise conversation with adults and listening skills • Experience listening to stories about people and their working lives • State what you enjoy doing. • Choose something that you would like to do • Contribute to an enterprise activity <p>Moving on Event</p>	<ul style="list-style-type: none"> • Learn about the different jobs in school • Be aware that there are many different types of workplace, e.g. hospital, farm, office • Participates in a conversation with peers and adults 	<ul style="list-style-type: none"> • Explore social care options • Experience what social care provides may offer • Problem solve in different situations • Act with confidence in unfamiliar situations e.g. in new places 	<ul style="list-style-type: none"> • Be introduced to the fact that you belong to various groups and communities • Say why you have chosen something, e.g. play options • Be able to describe how you are changing • Be part of a team • Contribute to an enterprise activity <p style="text-align: center;">STEM DAY</p>	<ul style="list-style-type: none"> • Demonstrate jobs that you perform at home and school • Learn about why people wear uniforms and protective clothing • Role play a job • Describe what you enjoyed about meeting a visitor who came to school • Identify what's special about everyone in your class 	<ul style="list-style-type: none"> • Learn about two different types of work • Find out about jobs that grandparents or older people in the community used to do • Be aware of the three 'R's: reduce, reuse, and recycle

Green Skills:

- demonstrate a range social, communication and independence skills
- describe interests, personal qualities and skills
- talk about their possible future aspirations and ideas
- access career related role models
- explore or experience jobs and careers through a range of real world visits
- participate in sessions from visitors on job roles, careers and future aspirations
- talk about different careers and education options.

Green Opportunities:

- Experiencing going out of school as a group and travelling on bus/train
- Real world visits (fire stations, farms etc.)
- 'What do you want to be when you grow up?' - role play
- Meeting job related role models—visitors to school
- Understanding own and others feelings. Strategies to cope and stay calm.
- Social skills, sharing toys and friends.
- Developing friendships / friendship groups, attending social clubs at school
- Developing self regulation skills with support
- Resolving upsets with visual and verbal support.

Yellow Pathway

Secondary					
Autumn		Spring		Summer	
<p>Grow throughout life</p> <ul style="list-style-type: none"> • Know how to find out what you want to know about your future. • Understand how your own skills and abilities may support your success • Describe what you are like, what you are good at and what you enjoy doing • Explain how you might achieve something that is important to you • Recognise the harm caused by stereotyping and discrimination and the importance of treating people equally and fairly <p style="text-align: center;">Moving on Event</p>	<p>Explore Possibilities</p> <ul style="list-style-type: none"> • Be aware of the main sectors of employment in your area: past, present and emerging • Be aware that some jobs require skills, qualifications that can be gained via an apprenticeship, degree or college course • Be aware that in some jobs such as retail you can work in a variety of workplaces • Know what is involved in making a good impression on other people <p style="text-align: center;">Employer Encounter. Visit a workplace and talk to employee's e.g. Waterbeach Waste Management Park</p>	<p>Manage career</p> <ul style="list-style-type: none"> • Identify key point(s) in the career journey of someone who is a role model to you • Learn about a person who has had multiple careers throughout their working life • Be able to independently write an application for a classroom/school role and why you want to apply for the role and why you are suitable • Identify ways of making positive transitions • Know how to make and adapt plans and decisions and understand that plans are likely to change and you will need a plan B 	<p>Create Opportunities</p> <ul style="list-style-type: none"> • Understand that effective Teamwork helps an environment. • Be able to compare information about choices open to you and voice your preferences • Be able to face challenges positively by gathering information and seeking help • Understand the different roles in a team included that of leader and understand that the leader doesn't need to make all the decisions for the team • Show that you can use your initiative and be enterprising by running a mini enterprise 	<p>Balance life and work</p> <ul style="list-style-type: none"> • Be aware of how to keep yourself safe and well physically and mentally • Show that you can make considered decisions about saving, spending and giving • Understand what a charity is and how charities can create change • Recognise that there are human rights and responsibilities and that they are there to protect everyone • Be empathic and socially conscious towards others <p style="text-align: center;">STEM DAY Employer Encounter linked to STEM – E.G. STEMPoint East</p>	<p>See the big Picture</p> <ul style="list-style-type: none"> • Explore the role of TV, Internet, the press, and other media in portraying careers • Describe a local business, how it is run and the products and/or services it provides • Identify jobs that are more in demand or have been created because of advances in technology • Learn about ways of carrying out shared responsibilities, e.g. becoming an eco-warrior

Uppers					
Autumn		Spring		Summer	
<p>Grow throughout life</p> <ul style="list-style-type: none"> • Being aware of the sources of help and support available and responding positively to feedback • Being aware that learning, skills and qualifications are important for career • Being willing to challenge themselves and try new things, recording achievements • Being aware of heritage, identity and values <p>Moving on Event</p> <p>Careers Fair at local Cathedral</p> <p>Careers Guidance Interview</p>	<p>Explore Possibilities</p> <ul style="list-style-type: none"> • Being aware of the range of possible jobs • Identifying common sources of information about the labour market education system • being aware of the main learning pathways (e.g. university, college and apprenticeships) • Be aware that some jobs require learning, skills and minimum qualifications • being aware of the range of different sectors and organisations where they can work • being aware of the ways that organisations undertake recruitment and selection <p>Apprenticeships talk</p>	<p>Manage career</p> <ul style="list-style-type: none"> • Being aware that career describes their journey through life, learning and work Imagining a range of possibilities for themselves in their career • Being aware that different jobs and careers bring different challenges and rewards • Starting to manage the transition to the next setting. • learning from setbacks and challenges <p>Employer Encounter. Visit a workplace and talk to employee's</p>	<p>Create Opportunities</p> <ul style="list-style-type: none"> • Developing friendships and relationships with others • Knowing it is important to take initiative in their learning and life • Being aware that building a career will require them to be imaginative and flexible • developing the ability to communicate their needs and wants • being able to identify a role model and being aware of the value of leadership • Being aware of the concept of entrepreneurialism and self-employment <p>Employer Encounter. Visit a workplace and talk to employee's</p>	<p>Balance life and work</p> <ul style="list-style-type: none"> • being aware of the concept of work-life balance • being aware that physical and mental wellbeing are important • being aware of money and that individuals and families have to actively manage their finances • being aware of the ways that they can be involved in their family and community • being aware of rights and responsibilities in the workplace and in society • recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces 	<p>See the big Picture</p> <ul style="list-style-type: none"> • being aware of a range of different media, information sources and viewpoints • being aware that there are trends in local and national labour markets • being aware that trends in technology and science have implications for career • being aware of the relationship between career and the natural environment • being aware of the relationship between career, community and society • being aware of the relationship between career, politics and the economy

Yellow Skills:

- Describe their personal qualities and skills.
- Describe how they like to learn.
- Explain what the word stereotype means and give one example of stereotyping in the world of work
- Understand that having a stereotypical view about people might limit your own career and learning options.
- Recognise the different skills you are developing in each curriculum area.
- Describe the steps you need to take in order to make a good decision about your education and possible careers options.
- Use internet to research future careers choices and criteria needed.
- Explain what careers you are interested in and which option choices and future plans will help you to reach your goals.
- Understand the different levels of qualifications that are available.
- Received support and guidance to apply for a place at local further education colleges, work training schemes supported apprenticeships, supported internship or similar appropriate provision
- Understand the skills needed to be work ready

Yellow Opportunities:

- Careers / employability sessions and curriculum links
- enterprise activities
- Work related learning / experience activities
- interview experience
- students and parents having access to labour market intelligence
- Presentations/ access to FE providers
- Careers guidance meeting
- Access to IAG in advance of end KS4 transition choices

