**Curriculum Intent on a Page**

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| **Subject** | **Careers**  |
| **Subject Teacher**  | **Mr B. Singh** |

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| **Intent statement – Our Curriculum Objectives**  |
| **What will our pupils experience throughout their Career's curriculum at Pine Green Academy?**Access to careers learning from Year 7 onwards - learning that is linked through their Preparing for Adulthood curriculum provision and also explicitly delivered sessions; a careers curriculum that has contributions and feedback from them, their families, school staff and external employers; engagement with many different employers throughout Year 7 to Year 11 in variety of formats such as assemblies, visits, talks, project work, careers events; unbiased careers advice and support from a careers leader; working with them and their families as they prepare for their future and for life after Pine Green Academy; staff who are committed to and passionate about helping them develop as they make key decisions and prepare for their future pathways. |
| **Curriculum Sequencing** |
| Pupils will have access to a careers curriculum from Year 7 onward via Preparing for Adulthood and from Year 10 this will be routinely monitored and evaluated to ensure it is fit for purpose. Pupils will meet and talk with previous students to find out about their experiences and aspirations. There will be close working relationship with our Enterprise Advisor from Black Country Consortium to support mentoring pupils in KS4. There will be experiences of different work experiences via Work ‘n Learn Partnership and environments as well as meaningful encounters with the world of work. The pupils will experience careers fairs and skills workshops - through Black Country Consortium and the LA initiatives, namely Work with Wolves and Work Pays. |
| **Our Long-Term Plan**  |
| **Year 10 –**  Discreet lessons covering saving and managing money, employment and monetary management, employability skills, targeted advertising, exploring pay slips, employment rights, consumer rights, rights and responsibilities, what is an entrepreneur, types of employment and paperwork, banks and money, role of trade unions. Prisons for the Future project.**Year 11 -** Discreet Lessons covering post-16 options, planning for future, personal branding, interview preparation, time management, stress management, resilience and growing up. New Reality TV show project. |
| **Assessment Opportunities**  |
| There are no National Curriculum grade boundaries or levels for careers. Students self-assess at the end of every topic to monitor progression. Formative assessment questioning is also provided at the end of each topic. Their progression and performance are measured against the 8 Gatsby Benchmarks monitored and evaluated on the Compass+ Platform. |

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| **Pine Green Curriculum**  |
| **Our Curriculum**  | **Department Opportunities**  |
| **Confidence, Independence & Resilience** | Students cover a wide range of different topics to build a number of skills to help foster confidence in themselves and their abilities. Lessons involve a lot of group discussions, multimedia, written work, brainstorming sessions, quizzes and theory, giving the students a very rounded careers education.  |
| **Be Kind: Empathy & Compassion whilst valuing diversity**  | There are a number of topics woven into the careers curriculum which address these issues directly. These include, but are not limited to, *Diversity and Inclusion; Importance of Happiness, Prejudice and Discrimination, Breaking Down Stereotypes in Society.*  |
| **Cultural Awareness** | There are a number of topics woven into the careers curriculum which address these issues directly. These include, but are not limited to; *Diversity, Prejudice and Discrimination, getting to know people, Rights and responsibilities.*  |
| **Aspirations**  | Pupils will know that they have a valued and important part to play in the world in which they live, and they can and are motivated to contribute to society in a way which best suits their interests and skillsPupils will know the value of having work and commitments in their lives |
| **Preparedness for the future**  | Pupils will have a successful transition on from Year 11 into Post 16Pupils will have had experience of a wide range of opportunities, interests and options so they are best placed to make informed decisions about their future choicesPupils will develop the skills needed for them to be employable, whether that is voluntarily or paidPupils will know about and make use of the range of support and advice that is available to them to support their choices and decision making as they progress on from Pine Green Academy. |

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| **Vulnerable Students checklist** |
| **SEND** | **PP** |
| * Evidence of Learning
* Writing Frames
* Picture to Text and vice versa
* Use of Bonus Points Rewards on Sleuth
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* Writing Frames
* Picture to Text and vice versa
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| **Covid Catch Up**  |
| **Skills Gaps** | **Knowledge Gaps**  |
| Careers is a new subject at Pine Green so skills gaps are not clear as each year group is starting age related topics horizontally in KS4 | Careers Education was not taught at Pine Green before COVID, so all students are undertaking the learning from the same point. |

**Pine Green Curriculum**

The key principles behind the design of our curriculum are for our pupils to:

· Become confident, independent and resilient

· Be kind; showing empathy and compassion whilst valuing diversity

· Make good progress in all areas of the curriculum from their starting points when they initially join us

· Become more culturally aware about their local area as well as nationally and internationally.

· Develop and enhance their aspirations for the future and know that these can be reached through hard work and determination

· Be well prepared for the challenges that awaits them in the world. Ultimately, we want all of our pupils, to be the best they can be, making a positive contribution to the world they live in