

Young Citizen & Careers - National Curriculum Content Coverage Map (19/20)

| <u>Young Citizen & Career Spiral Skills</u> | <u>Number of modules covering skill</u> |
|---|---|
| Democracy & Justice | 4 |
| Rights & Responsibilities | 6 |
| Identities & Diversity | 5 |
| Self-improvement | 8 |
| Interpersonal Skills | 7 |
| Preparation for Employment | 9 |

Intent

The Careers curriculum at Pioneer House High School aims to raise aspirations, and provide opportunities for students to develop the skills to achieve their full potential, alongside the opportunity to experience different career pathways. The planned programme of sequential learning opportunities intends to support students in making decisions during the key transition points in their learning journey through school. Pioneer House provides guidance on how to source employment opportunities and develop their employability skills throughout their lives. Through the provision of impartial Careers Education, Information, Advice and Guidance (CEIAG) through partnership working with external agencies, we aim to provide a multi-faceted approach to Careers Education. This, along with skills-based activities and practical employment skills across the whole school curriculum are an integral part of the careers curriculum offer which prepares our students to access meaningful work experience opportunities in Key Stages 4 and 5.

The Careers curriculum has been developed to engage local employers, both in school and externally, to support our students in becoming employable and aspirational in accordance with the Gatsby Benchmarks. At Key Stage 3, the curriculum provides opportunities for students to recognise the importance of being aware of their skills and working to develop them. As such, the curriculum in Years 7, 8 and 9 is focused on developing students' employability skills alongside an understanding of the ever-changing world of work. The careers curriculum is well supported by our Young Citizen and Enabling Enterprise curriculum and supports students to further build on their skills for success which are embedded throughout the whole school curriculum. The Pioneer House High School Careers Curriculum provides opportunities for students to learn about a range of different job types and recognise how their skills are a valuable asset to employers, and at Key Stage 3, ensures that students are well placed to access the accredited Preparation for Employment curriculum in Key Stage 4 which in turn ensures that students are exceptionally well prepared for their next steps.

| | My Life: My Future | | | Exploring the World of work | | | Jobs in My Local Area | | |
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| KS3 – RP1 | are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs. | | | about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future; | | | develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood | | |
| | the functions and uses of money, the importance and practice of budgeting, and managing risk. | | | L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life | | | about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future; | | |
| Knowledge | to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; | | | L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them | | | that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment | | |
| | to resolve differences by looking at alternatives, making decisions and explaining choices; | | | L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) | | | L6. about the different groups that make up their community; what living in a community means | | |
| | to look after their money and realise that future wants and needs may be met through saving. | | | L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) | | | L7. to value the different contributions that people and groups make to the community | | |
| | L31. to identify the kind of job that they might like to do when they are older | | | | | | | | |
| Skills Coverage | L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) | | | | | | | | |
| | Democracy & justice | Rights & responsibilities | Identity & diversity | Democracy & justice | Rights & responsibilities | Identity & diversity | Democracy & justice | Rights & responsibilities | Identity & diversity |
| | Self-improvement | Interpersonal skills | Preparation for Employment | Self-improvement | Interpersonal skills | Preparation for Employment | Self-improvement | Interpersonal skills | Preparation for Employment |

| | Benefits of employment | People and Jobs | Research Project – A local employer |
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| <p>KS3 – RP2</p> <p>Knowledge</p> <p>Skills Coverage</p> | <p>develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood</p> <p>are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.</p> <p>the functions and uses of money, the importance and practice of budgeting, and managing risk.</p> <p>about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;</p> <p>to look after their money and realise that future wants and needs may be met through saving.</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> | <p>the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p> <p>about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> | <p>develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood</p> <p>the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p> <p>about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;</p> |

| | Democracy & justice | Rights & responsibilities | Identify & diversity | Democracy & justice | Rights & responsibilities | Identify & diversity | Democracy & justice | Rights & responsibilities | Identify & diversity |
|--|--|---------------------------|----------------------------|---|---------------------------|----------------------------|---|---------------------------|----------------------------|
| | Self-improvement | Interpersonal skills | Preparation for Employment | Self-improvement | Interpersonal skills | Preparation for Employment | Self-improvement | Interpersonal skills | Preparation for Employment |
| | Skills and Qualities | | | Applying for a Job | | | Interview Skills | | |
| KS3 – RP3 Knowledge | <p>to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> | | | <p>develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood</p> <p>are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.</p> <p>the functions and uses of money, the importance and practice of budgeting, and managing risk.</p> <p>to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;</p> <p>L12. how to assess the reliability of sources of information online; and how to</p> | | | <p>to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images LINK TO INTERVIEWS AND APPLICATIONS.</p> | | |

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| Skills Coverage | L31. to identify the kind of job that they might like to do when they are older | | | make safe, reliable choices from search results | | | | | |
| | | | | L13. about some of the different ways information and data is shared and used online, including for commercial purposes | | | | | |
| | | | | L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid | | | | | |
| | L31. to identify the kind of job that they might like to do when they are older | | | | | | | | |
| | Democracy & justice | Rights & responsibilities | Identify & diversity | Democracy & justice | Rights & responsibilities | Identify & diversity | Democracy & justice | Rights & responsibilities | Identify & diversity |
| | Self-improvement | Interpersonal skills | Preparation for Employment | Self-improvement | Interpersonal skills | Preparation for Employment | Self-improvement | Interpersonal skills | Preparation for Employment |