

Intent:

To engage learners in business creation and equip them with valuable knowledge and understanding, skills, attitudes and qualities that will be important to them throughout their lives, providing them with confidence to access lifelong learning and employment opportunities.

		Cycle A (2023-24)	Cycle B (2024-25)	Cycle C (2025-26)
Autumn	1	<ul style="list-style-type: none"> Business <i>To explore and create a product to market. Craft Focus</i> 	<ul style="list-style-type: none"> Business <i>To explore and create a product to market. Autumn Focus</i> 	<ul style="list-style-type: none"> Business <i>To explore and create a product to market. Interior Focus.</i>
	2	<ul style="list-style-type: none"> Retail <i>To explore and engage with employment within retail understanding health & safety.</i> 	<ul style="list-style-type: none"> Commercial <i>To explore and engage with employment within commercial settings understanding health & safety.</i> 	<ul style="list-style-type: none"> Catering <i>To explore and engage with employment within catering understanding health & safety.</i>
Spring	1	<ul style="list-style-type: none"> Horticulture <i>To explore and engage employment within horticulture understanding health & safety.</i> 	<ul style="list-style-type: none"> Computing <i>To explore and engage with employment within Computing understanding online safety.</i> 	<ul style="list-style-type: none"> Health & Beauty <i>To engage with a wide range of employment within health and beauty understanding health & safety.</i>
	2	<ul style="list-style-type: none"> Factory <i>To explore and engage employment within a factory understanding health & safety.</i> 	<ul style="list-style-type: none"> Public Services <i>To explore and engage with employment within retail understanding health & safety.</i> 	<ul style="list-style-type: none"> Labour <i>To explore and engage with a range of different labouring jobs understanding health & safety.</i>
Summer	1	<ul style="list-style-type: none"> Business <i>To explore and create a product to market. Horticulture Focus</i> 	<ul style="list-style-type: none"> Business <i>To explore and create a product to market. Community Focus</i> 	<ul style="list-style-type: none"> Careers <i>To explore careers across a range of different sectors.</i>
	2	<ul style="list-style-type: none"> Hospitality <i>To explore and engage with employment within hospitality understanding health & safety.</i> 	<ul style="list-style-type: none"> Administration <i>To explore and engage with employment within administration understanding health & safety.</i> 	<ul style="list-style-type: none"> Business <i>To explore and create a product to market. Food Focus</i>

<p>Running throughout each cycle</p>	<p><u>Spiritual, Moral, Social and Cultural Development</u></p> <p>The spiritual development of learners is shown by their:</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. • Knowledge of, 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. • Use of imagination and creativity in their learning. • Willingness to reflect on their experiences. <p>The moral development of learners is shown by their:</p> <ul style="list-style-type: none"> • 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. <p>The social development of learners is shown by their:</p> <ul style="list-style-type: none"> • Use of a range of social skills in different contexts, for example working and socialising with other learners, 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. • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <p>The cultural development of learners is shown by their:</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of different cultures in the college and further afield as an essential element of their preparation for life in modern Britain. • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. 	<p><u>Fundamental British Values</u></p> <p>Individual Liberty:</p> <ul style="list-style-type: none"> • Freedom of speech to make own decisions. <p>Mutual Respect:</p> <ul style="list-style-type: none"> • Treating others as you would want to be treated. <p>Tolerance:</p> <ul style="list-style-type: none"> • Learning about other cultures and faiths and listening to viewpoints. <p>Rule of Law:</p> <ul style="list-style-type: none"> • Understanding rules and why they are important.
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