

Intent:

To use the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work inclusion, learning about work and work practices, and learning the skills for work.

		Cycle A (2023-24)	Cycle B (2024-25)	Cycle C (2025-26)
Autumn	1	For Work: Developing Skills for Enterprise and Employment <i>To gain an understanding of conduct, health & safety, skills and abilities required for a workplace.</i>	For Work: Problem Solving Activities <i>To gain skills and experience in solving problems within the workplace.</i>	For Work: Work Simulations <i>To experience different work placements of choice and communicate preferences.</i>
	2	About Work: Knowledge of Employers <i>To learn about different types of employment and employers.</i>	About Work: Employment and Enterprise <i>To develop business enterprise skills and understand this area of employment.</i>	About Work: Careers Education <i>To work towards aspirations and final destinations.</i>
Spring	1	Through Work: Direct Experience of Work <i>To experience work within a range of different work placements.</i>	Through Work: Attitudes to Work <i>To gain understanding of the attitudes and behaviours needed in the workplace.</i>	Through Work: Conduct in the Workplace <i>To understand the behaviours needed for specific job roles.</i>
	2	For Work: Communication <i>To understand the importance of communication in a range of workplace settings.</i>	For Work: Teamwork <i>To understand the importance of teamwork in the workplace across a range of different work placements.</i>	For Work: Literacy, Numeracy, and ICT <i>To understand the importance of Literacy, Numeracy and ICT across a range of different job roles.</i>
Summer	1	About Work: Skills and Knowledge <i>To gain an understanding of different skills and abilities required for different roles.</i>	About Work: Consequences in the Workplace <i>To gain an understanding of actions and consequences within employment.</i>	About Work: The World of Work <i>To gain knowledge of employment across the world and the importance of job roles.</i>
	2	Through Work: Learning Experiences <i>To learn about different skills, advertisement, application, and interview processes.</i>	Through Work: World of Work <i>To explore different places of work to broaden understanding of different job roles and the purpose of them.</i>	Through Work: Mentoring <i>To understand destination and mentor within that role.</i>

Running throughout each cycle	<u>Spiritual, Moral, Social and Cultural Development</u> The spiritual development of learners is shown by their: • 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. The moral development of learners is shown by their: • 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. The social development of learners is shown by their: • 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. The cultural development of learners is shown by their: • 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.	<u>Fundamental British Values</u> Individual Liberty: • Freedom of speech to make own decisions. Mutual Respect: • Treating others as you would want to be treated. Tolerance: • Learning about other cultures and faiths and listening to viewpoints. Rule of Law: • Understanding rules and why they are important.
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