



Woodlands Academy Careers Programme

At Woodlands Academy, our focused mission revolves around ensuring that every pupil receives not only the requisite academic skills and knowledge but also the vital real-life skills essential for their successful transition beyond our institution. We are dedicated to equipping our pupils with the tools they need for the best possible outcomes as they depart from our Academy.

Central to our approach is the belief that each student should have the opportunity to follow a carefully considered, individualised pathway beyond the age of 16. This pathway is thoughtfully designed to align with their unique skills, needs, and interests, ensuring a continued positive engagement with education or training as they mature into young adults.

To support this vision, the Careers Education and Guidance Policy at Woodlands Academy has been meticulously crafted. This policy aligns seamlessly with our institution's overarching goals and remains at the forefront of advancements in careers education, especially concerning the Gatsby Benchmarks. Our curriculum is purposefully designed to foster a comprehensive understanding among pupils of their individual interests, strengths, and areas for growth within the professional sphere and lifelong learning. It comprises a meticulously structured array of activities that leverage real-world scenarios, fostering the development of knowledge, competencies, and insights directly applicable in professional settings. This approach includes immersive experiential learning opportunities, insights into professional settings and practices, and the cultivation of essential employability skills.



Woodlands Academy Careers Vision

Our primary goal for all our pupils is to empower them to lead as independent a life as possible, enabling them to interact with diverse individuals, partake in community activities, and make meaningful contributions. This journey towards independence may vary for each student; some may pursue employment and autonomous living, while others may look to participate in society whilst being supported with living.

We view a young person's career as their unique life journey, encompassing not only formal education and work but also all aspects of life and the pursuit of independent living. This broader definition of "career" underpins our approach throughout this policy.

Our vision for our Careers programme is to provide our pupils with a diverse range of experiences. These experiences are designed to boost their self-confidence, enhance motivation, and foster a comprehensive understanding of the world of work and the many opportunities available to them.

Our Approach

At Woodlands Academy, we are committed to providing every pupil with a comprehensive, well-rounded curriculum that equips them for the challenges of adulthood. Our unique approach integrates the Careers programme seamlessly into our Life Skills curriculum, ensuring that pupils are fully prepared for the future. This programme has been meticulously crafted to align with the school's objectives and the latest developments in careers education, specifically in relation to the Gatsby Benchmarks. Our structured programme of study empowers pupils to explore their interests, identify their strengths and areas for growth in the context of the professional world and lifelong learning. Through carefully planned activities, we immerse our pupils in the world of work, facilitating the acquisition of valuable knowledge, skills, and insights essential for success in the workplace, including experiential learning opportunities, in-depth understanding of work environments and practices, and the cultivation of essential work-related skills.

The Woodlands Academy Careers programme is designed to:

- Foster high aspirations among our young people, preparing them for a fulfilling adult life.
- Cultivate career awareness and empower pupils to take charge of their personal career development.



- Facilitate smooth transitions, such as the transition from school to college, apprenticeships or the workforce.
- Offer hands-on opportunities for pupils to gain real-world work experience.
- Equip pupils with the skills to navigate careers information and make well-informed choices.
- Tailor pathways to the unique needs and aspirations of each young person, guided by their EHCP and future goals.
- Champion the importance of choice for both pupils and their families.
- Provide avenues for pupils to attain nationally recognised qualifications, when appropriate.
- Ensure compliance with statutory requirements and adhere to guidance from the DFE.
- Integrate the regional Local Enterprise Partnership (D2N2) Careers, Employability, and Enterprise Framework into our comprehensive school planning and learning approach.

Intent

This policy serves as our guiding framework, allowing us to not only meet essential legal requirements but also to fulfil our core school objectives. These objectives revolve around empowering our pupils to reach their full potential, facilitating seamless transitions into adulthood, and ultimately equipping them to thrive in various aspects of life. We aim to enhance our pupils' prospects, instil in them a sense of community engagement, and prepare them diligently to navigate the challenges and seize the opportunities that await them in the world of work.

We actively fulfil our statutory obligation to provide Careers Education, Information, Advice, and Guidance (CEIAG) through the following means:

- Implementation of a comprehensive Careers Curriculum.
- Facilitating meaningful Work Experience and fostering Employer Engagement.
- A wide range of industry visits which include tours and employer interviews.
- Arranging school trips to college 'taster' and 'open' days to broaden pupils' horizons.
- Offering access to work-related learning modules categorised into three vital areas:
 1. Understanding Myself: Focusing on individual skills and self-awareness.
 2. Opportunities and Choices: Building awareness of opportunities and honing decision-making skills.
 3. Learning from Experience: Gaining a broader perspective, learning from others, and enhancing awareness of workplace health and safety.
- Providing ongoing staff development in the field of careers education to ensure the highest quality guidance and support for our pupils.



Life Skills - useful information

The Life Skills Curriculum is based on four strands: **Domestic, Financial, Social and Health.**

The four strands are based on helping children work towards the four outcomes from **Preparing For Adulthood**, the term widely used to *describe the process of moving from childhood into adulthood*:

- Living independently.
- Employment and training (continuing education, training or getting a job)
- Community inclusion (having friends and participating in the local community)
- Health (being as healthy as possible, including moving into adult health services)

Each strand is split into 3 areas which are covered on a half-termly basis giving us a 2 year cycle. Each of these areas is split into three tiers – **Beginning, Experienced and Expert** to help learners access activities and experiences appropriate to their needs (ie age and/or pathway).

The Life Skills curriculum was put together using a number of sources including learning milestones and targets from the EQUALS curriculum (particularly from their My Independence, My Cooking, My Physical Wellbeing, My Thinking and Problem Solving and My Communication schemes of work) along with targets around independent living from the Autism Education Trust.

Gatsby Benchmarks

The Life Skills Curriculum has been designed to help us meet the Gatsby Benchmarks.

The 8 Gatsby Benchmarks are:

- A stable careers programme
- Learning from careers and labour market information
- Addressing the needs of each student.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.

Life Skills Accreditation

Accreditation for children in the Green Pathway is available through the WJEC **Essential Skills For Work and Life** award.

Developments

The school built a Life Skills room which simulates a real living environment (rather like a self-contained flat) which gives children the chance to develop a range of skills based around independent living.

Implementation



The Careers programme at

empower our pupils with the skills and knowledge needed for success in their future careers and the professional world. We believe in delivering practical, hands-on career education that is integrated across various subjects.

Woodlands Academy is designed to

To enhance careers education at Woodlands Academy, our programme will be implemented through:

- Careers curriculum embedded within the Life Skills curriculum.
- Ongoing work experience at Nottingham Bike Works.
- Futures careers advisory service for Year 9,10 and 11.
- Nottingham Forest Think Big Project
- Goal Setting.
- Gatsby Benchmarking.
- Careers links within Maths, English, Science and PSHE.
- Careers being at the heart of the curriculum.
- Development of skills required for a range of jobs covered in school and during off-site visits.
- A wide range of industry visits to showcase the different roles that are available.
- Supporting the young person and family with careers advice and transition information.

Pupil Needs

The Careers Education Programme has been specifically tailored to address the unique requirements of pupils at Woodlands Academy. It has been structured in a way that allows for differentiation to ensure that pupils progress through activities that align with their respective stages of career exploration, planning, and development. The careers programme is underpinned by our Equity, Diversity and Inclusion (EDI) principals.

At Woodlands Academy, we prioritise personalised education, placing pupils into distinct pathways that align with their individual learning needs and EHCP targets. Our Careers curriculum, seamlessly integrated within the Life Skills programme, is thoughtfully tailored to cater to these three different pathways. Within each pathway, we implement a range of activities and learning objectives to nurture pupils' careers knowledge and skills, adapting them to their specific developmental stages.

The integration of our Careers curriculum within the Life Skills programme allows us to initiate the career-focused learning journey at an early stage. As pupils progress through our school, the depth and specificity of their Careers knowledge and skills deepen. In Year 7 and continuing through to Year 11, we introduce pupils to regular industry visits as a pivotal component of this evolving educational experience.

Impact Statements and End Points

At Woodlands Academy, our pupils for adulthood through a series of functional learning. This progress is



make significant strides in preparing practical life skills activities and characterised by:

- Tailored growth from their individual starting points, reflecting developmental achievements over time.
- Sequential and memory-building learning, encouraging both the acquisition of new knowledge and its retention.
- Comprehensive readiness for the subsequent stages of their lives.
- A joyful approach to learning and active engagement, fostering a genuine interest in various career pathways.
- A deepening understanding and knowledge of diverse workplace environments and post 16 education opportunities.
- The cultivation of work-related skills and proficiency in training.
- The nurturing of independent living skills for increased self-sufficiency.
- Active participation in society and the local community.
- A commitment to maintaining good health and adopting a healthy lifestyle.
- Access to valuable careers advice when needed.
- Empowering pupils to lead lives post-school that prioritise independence to the greatest extent possible.

Curriculum Plan

At Woodlands Academy, the integration of careers lessons into the life skills curriculum. The curriculum follows the focus of each half-term, ensuring a comprehensive and progressively tailored approach to the development of career awareness and readiness among pupils.

This holistic approach to career education extends beyond traditional academic subjects, fostering personal development, motivation, and self-confidence while adhering to recognised educational standards and guidelines.

Below is an outline of how the Careers curriculum is embedded into the Life Skills curriculum. The Careers curriculum focuses on both developing knowledge and also experiences through industry visits.

Term	Life Skills Focus	Pathway		
		Yellow	Green	Blue
		Medium Term Plan	Medium Term Plan	Medium Term Plan



<p>Cycle 2 2023-24 Autmn 1</p>	<p>Social: Relationships</p>	<p>Dress-Up Play: Provide costumes and props that represent different professions where relationships are an important part of the job (e.g., doctor, waiter, school staff) and encourage children to role-play these roles.</p> <p>Community Helper Discussions: Have discussions about community helpers (police officers, teachers, doctors) and their roles and relationships with/in society. Show pictures or books about these professions.</p> <p>Art and Craft: Create simple crafts related to different jobs where relationships are important, like making Police hats, badges, or shop assistant apron. Use art to illustrate what they want to be when they grow up.</p> <p>Storytelling: Read age-appropriate books that feature characters with careers that are relevant to relationships. Ask children questions about the characters' jobs and what they like about them.</p> <p>Career Puzzles: Provide puzzles or games that feature different jobs. Discuss the roles as children work on the puzzles.</p> <p>Role-Play Centres: Set up different play centres in the classroom, such as a pretend restaurant and have customers and wait staff forming professional relationships and assisting their customers. A</p>	<p>Role-Playing Scenarios: Create role-playing scenarios where pupils take on different job roles. They can act out situations that require teamwork and communication to solve problems or complete tasks.</p> <p>Team-building Activities: Engage pupils in team-building exercises like building a tower from household materials / COJO equipment or solving puzzles together. Discuss how these activities relate to the workplace.</p> <p>Career Exploration Book: Provide each student with a journal to document their thoughts and reflections about careers they're interested in and how relationships factor into those professions.</p> <p>Create a Classroom Business: Organise a classroom "business" where pupils take on different roles (manager, cashier, marketing, etc.) and work together to achieve a common goal, emphasising teamwork and cooperation.</p> <p>Community Service Projects: Engage pupils in volunteer or community service projects where they work together to help others. Discuss how these experiences relate to teamwork and giving back to the community.</p> <p>Artistic Expression: Encourage pupils to create artwork, poems, or short stories that summarise relationships and collaboration in different careers.</p>	<p>Artistic Expression: Encourage pupils to create artwork, poems, or short stories that summarise relationships and collaboration in different careers.</p> <p>Career Day Presentation: Assign pupils' different professions to research and present to the class. Encourage them to discuss the types of relationships and collaborations they found to be important in those careers.</p> <p>Team-building Activities: Engage pupils in team-building exercises like building a tower from household materials / COJO equipment or solving puzzles together. Discuss how these activities relate to the workplace.</p> <p>Career Exploration Book: Provide each student with a journal to document their thoughts and reflections about careers they're interested in and how relationships factor into those professions.</p> <p>Mock Interviews: Have pupils participate in mock job interviews. Afterward, provide feedback on their communication and interpersonal skills, highlighting the importance of these skills in the job application process.</p> <p>Career-themed Debates: Organise debates where pupils take on roles representing different careers and discuss the relevance of relationships and teamwork in their chosen professions.</p> <p>Career Research Projects: Assign research projects where pupils investigate specific careers, focusing on how relationships and networking contribute to success in those fields.</p> <p>Social Media and Online Etiquette: Teach pupils about the importance of digital communication and online relationships. Discuss how their online presence can impact their future careers.</p>
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		<p>doctor's office and the reception staff will greet patients or a construction site with toy tools and they will be talking with the customer about the tasks ahead.</p>		
<p>Cycle 2 2023-24 Autmn 1</p>	<p><u>Industry Visit</u> Social- Relationships:</p>	<p>Create a classroom workplace. This lesson aims to introduce Yellow Pathway children to the concept of a workplace by transforming their classroom into a dynamic and imaginative learning environment. Through hands-on activities and role-play, children will explore different roles, responsibilities, and collaborative play within the context of a classroom workplace.</p>	<p>Industry visits provide pupils with the chance to connect with professionals, build relationships, and expand their network. These connections can prove invaluable when seeking work experience jobs, or mentorship in the future.</p> <p>Pupils to explore different career options. They can better identify their interests, strengths, and preferences, aiding in informed career decisions.</p> <p>Meeting employers face-to-face allows pupils to understand industry expectations, job requirements, and the skills employers value most.</p> <p>During industry visits, pupils can observe real-world challenges and witness how professionals tackle them. This exposure encourages critical thinking and problem-solving skills development, which are highly sought after.</p> <p>Questioning Skills: Encouraging pupils to ask questions during industry visits fosters curiosity and a deeper understanding of the industry. This skill is vital not only for learning but also for effective communication and problem-solving in the workplace.</p> <p>Reflective Learning: After each industry visit, pupils are encouraged to reflect on their experiences. This</p>	<p>Industry visits provide pupils with the chance to connect with professionals, build relationships, and expand their network. These connections can prove invaluable when seeking work experience jobs, or mentorship in the future.</p> <p>Pupils to explore different career options. They can better identify their interests, strengths, and preferences, aiding in informed career decisions.</p> <p>Meeting employers face-to-face allows pupils to understand industry expectations, job requirements, and the skills employers value most.</p> <p>During industry visits, pupils can observe real-world challenges and witness how professionals tackle them. This exposure encourages critical thinking and problem-solving skills development, which are highly sought after.</p> <p>Questioning Skills: Encouraging pupils to ask questions during industry visits fosters curiosity and a deeper understanding of the industry. This skill is vital not only for learning but also for effective communication and problem-solving in the workplace.</p> <p>Reflective Learning: After each industry visit, pupils are encouraged to reflect on their experiences. This reflection helps them connect the dots between what they learned during the visit and other work</p>



			reflection helps them connect the dots between what they learned during the visit and other work that has been completed in Life Skills.	that has been completed in Life Skills. List the details of how to apply for such a job or the progressions route required to qualify to be able to do that particular job.
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<p>Cycle 2 2023-24 Autmn 2</p>	<p>Financial: Managing Money</p>	<p>To introduce Yellow Pathway to the concept of money and basic financial awareness through age and developmental appropriate activities and discussions.</p> <p>Introduction to Money: Show Yellow Pathway children real coins, emphasising their different sizes and colours. Use tactile materials such as textured play money for hands-on exploration. Engage in a simple activity where children exchange play money for small items (e.g., toy blocks or snacks). Reinforce the idea that money is used to "buy" things.</p> <p>Identifying coins: Focus on one coin type (e.g., a penny or a 10p) at a time. Show the chosen coin, emphasising its name and value. Use interactive games or puzzles with oversized coin images for tactile recognition. Engage in a simple sorting activity where children categorise coins by type.</p> <p>Saving Money Explain the concept of saving by using simple visuals (e.g., pictures of a piggy bank). Provide children with their own "savings jar" or container to decorate. Offer play money and encourage children to "save" a portion of it in their savings jar. For some, it will be appropriate to discuss the idea that they can use their saved money to buy something special in the future.</p>	<p>Introduction to Money Begin with a discussion on what money is and where it comes from. Introduce different forms of money (coins, notes, digital payments). Play interactive games to recognise and count different coin values. Monopoly can be played with notes or credit card format. Discuss the basic idea of money as a tool for purchasing goods and services.</p> <p>Budgeting Basics Explain what a budget is and why it's important. Engage pupils in creating a simple budget for a hypothetical scenario (e.g., planning a trip out with friends or their family (depending on age)). Encourage discussions about setting financial goals and saving money for specific purposes. Use age-appropriate resources to illustrate the concept of income and expenses.</p> <p>Making Informed Choices Present pupils with different spending scenarios (e.g., choosing between buying a game or saving for a bigger item). Encourage group discussions on the pros and cons of each choice. Explore the concept of needs vs. wants. Use real-life examples to illustrate the consequences of financial decisions.</p> <p>Saving and Setting Goals Discuss the benefits of saving money for the future. Guide pupils in setting achievable financial goals (e.g., saving for a bike or a game). Encourage them to</p>	<p>Introduction to Financial Literacy Begin with a discussion on why financial literacy is important. Define key financial terms (e.g., income, expenses, budget). Explore different aspects of financial literacy (saving, investing, budgeting). Discuss the impact of financial decisions on personal well-being.</p> <p>Budgeting and Income Explain the purpose and benefits of budgeting. Discuss different sources of income (e.g., pocket money, part-time jobs, benefits (children may know some things but it is important to provide them with correct information). Engage pupils in creating a simple budget for a hypothetical scenario. Encourage discussions about managing income and expenses.</p> <p>Saving and Investing Discuss the difference between saving and investing. Explain various savings options (e.g., savings accounts, certificates of deposit). Introduce the concept of basic investments (e.g., stocks, bonds). Encourage pupils to explore the idea of long-term financial goals.</p> <p>Activities to support learning: Activity Planning: In pairs or individually, ask the pupils to plan their dream day by choosing activities and estimating the costs associated with each one. They should consider transportation costs, entrance fees, food expenses, and any other relevant costs for each activity. Encourage them to be creative and select</p>
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		<p>Counting and Spending Money: Use tactile materials (e.g., real coins or large play coins) for counting practice. Set up a simple pretend shop with a few items for "purchase." Provide each child with a limited amount of play money. Help children count their money and choose an item to "buy." Reinforce the concept of money as a means of exchange for goods.</p>	<p>create a simple savings plan, including setting aside a portion of their pocket money or earnings. Explore the concept of interest and how it can help grow savings over time.</p>	<p>activities that genuinely reflect their interests and desires.</p> <p>Creating a Budget: Have pupils create a budget for their dream day by listing all the activities they've chosen and their respective estimated costs. Calculate the total estimated cost for the day.</p>
<p>Cycle 2 2023-24 Autmn 2</p>	<p><u>Industry Visit</u> Financial: Managing Money</p>	<p>For Yellow Pathway, A way to cultivate money management skills in a classroom setting is by creating a hands-on experience like setting up a cafe. In this engaging activity, pupils can take on various roles, from preparing food items to serving customers, all within the safe and imaginative environment of role-play. Whether they're baking delicious treats or arranging biscuits, this practical exercise not only instils a fundamental understanding of money as a means of exchange but also encourages teamwork, decision-making, and the development of essential life skills, all while having fun and reinforcing the concept of financial transactions in a meaningful way.</p>	<p><u>Industry visits:</u></p> <p>Offering pupils valuable real-world insights into managing money by exposing them to various financial aspects of different businesses and industries. These visits can include:</p> <p>Bank Visits: Trips to local banks allow pupils to understand how banks operate, the importance of saving, and the basics of managing a bank account. They can also learn about interest rates, loans, and financial services.</p> <p>Retail shops: Visiting retail businesses helps pupils grasp the concepts of budgeting, price comparison, and making informed purchase decisions. They can explore sales, discounts, and the value of money in different contexts.</p> <p>Manufacturing: Tours of manufacturing facilities demonstrate how companies manage their finances to produce products efficiently. Pupils can learn about production costs, pricing strategies, and</p>	<p><u>Industry visits:</u></p> <p>Offering pupils valuable real-world insights into managing money by exposing them to various financial aspects of different businesses and industries. These visits can include:</p> <p>Bank Visits: Trips to local banks allow pupils to understand how banks operate, the importance of saving, and the basics of managing a bank account. They can also learn about interest rates, loans, and financial services.</p> <p>Retail shops: Visiting retail businesses helps pupils grasp the concepts of budgeting, price comparison, and making informed purchase decisions. They can explore sales, discounts, and the value of money in different contexts.</p> <p>Manufacturing: Tours of manufacturing facilities demonstrate how companies manage their finances to produce products efficiently. Pupils can learn about production costs, pricing strategies, and the financial aspects of supply chains.</p>



			<p>the financial aspects of supply chains.</p> <p>Restaurants: Visiting restaurants exposes pupils to the restaurant industry's financial aspects, including pricing menus and understanding profit margins. It also highlights the importance of budgeting in hospitality.</p> <p>Supermarkets: These visits teach pupils about food shopping on a budget, comparing prices, understanding unit costs, and the value of meal planning to manage household expenses.</p>	<p>Restaurants: Visiting restaurants exposes pupils to the restaurant industry's financial aspects, including pricing menus and understanding profit margins. It also highlights the importance of budgeting in hospitality.</p> <p>Supermarkets: These visits teach pupils about food shopping on a budget, comparing prices, understanding unit costs, and the value of meal planning to manage household expenses.</p>
<p>Cycle 2 2023-24 Spring 1</p>	<p>Domestic: Household Routines</p>	<p>Introduction to Household Routines and Career Exploration</p> <p>Begin with a sensory-friendly discussion on why household routines are important. Introduce the concept of home management careers using tactile materials and simple visuals. Use tactile objects or symbols to represent common household tasks and their connection to these careers. Engage in a sensory activity where pupils explore tactile representations of home management careers.</p> <p>Kitchen and Culinary Careers</p> <p>Create a sensory-friendly environment for discussing cooking skills and their relevance to culinary careers. Demonstrate simplified cooking techniques and meal preparation using tactile materials.</p>	<p>Introduction to Household Routines and Career Exploration</p> <p>Begin with a discussion on why household routines are essential in daily life. Introduce the concept of home management careers, such as interior design, housekeeping, and gardening. Create a list of common household tasks and discuss how they relate to these careers. Engage in a career exploration activity where pupils research and present one home management career.</p> <p>Kitchen and Culinary Careers</p> <p>Discuss the importance of cooking skills and their relevance to culinary careers. Engage pupils in age-appropriate cooking</p>	<p>Introduction to Household Routines and Career Exploration</p> <p>Begin with a discussion on why household routines are essential for daily life. Introduce the concept of home management careers, such as interior design, housekeeping, and property management. Create a list of common household tasks and discuss how they relate to these careers. Engage in a career exploration activity where pupils research and present one home management career.</p> <p>Kitchen and Culinary Careers</p> <p>Discuss the importance of cooking skills and their relevance to culinary careers. Demonstrate basic cooking techniques and meal preparation. Engage pupils in cooking activities. Explore career options in the culinary arts, such as chefs, bakers, and nutritionists.</p>



		<p>Engage pupils in sensory cooking activities. Explore simplified careers in the culinary arts, such as chefs or bakers, through tactile and sensory experiences.</p> <p>Cleaning and Home Maintenance Careers</p> <p>Use sensory-friendly materials to discuss cleaning and home maintenance tasks and their importance. Demonstrate simplified cleaning techniques and home maintenance concepts using tactile and sensory approaches. Engage pupils in sensory-friendly activities related to cleaning and home upkeep. Explore simplified careers in housekeeping or gardening through tactile and sensory experiences.</p>	<p>activities. Explore careers in the culinary arts, such as chefs, bakers, and nutritionists.</p> <p>Cleaning and Home Maintenance Careers</p> <p>Discuss cleaning and home maintenance tasks and their significance. Demonstrate basic cleaning techniques and home maintenance basics. Assign specific tasks to pupils, focusing on cleaning and organising. Explore careers in housekeeping, maintenance, and gardening.</p> <p>Organisation and Interior Design Careers</p> <p>Discuss the importance of organisation and aesthetics in home management. Demonstrate organisation techniques and basic interior design principles in an age-appropriate manner. Engage in hands-on activities related to organising and decorating a space. Explore careers in interior design, organisation consulting, and home staging.</p>	<p>Cleaning and Home Maintenance Careers</p> <p>Discuss cleaning and home maintenance tasks and their importance. Demonstrate cleaning techniques and home maintenance basics. Assign specific tasks to pupils, focusing on cleaning and home upkeep. Explore careers in housekeeping, maintenance, and property management.</p> <p>Organisation and Interior Design Careers</p> <p>Discuss the importance of organisation and interior design in home management. Demonstrate organisation techniques and basic interior design principles. Engage in hands-on activities related to organising and decorating a space. Explore careers in interior design, organisation consulting, and home staging.</p> <p>Budgeting, Financial Management, and Real Estate Careers</p> <p>Explain the concept of budgeting and its relevance to household routines. Discuss the importance of financial responsibility. Engage in practical activities where pupils create a household budget and explore financial management tools. Explore careers in finance, real estate, and property management.</p>
<p>Cycle 2 2023-24 Spring 1</p>	<p><u>Industry Visit</u> Household Routines</p>	<p>Yellow Pathway can look at the type of jobs you could be paid for. This can include completing tasks for Dojo points in the life skills room. Different roles can be imbedded with the school day routines: Setting the Table Specialist: Children can learn how to set the table properly for</p>	<p><u>Industry visits:</u></p> <p>Offering pupils valuable real-world insights into household routines and how these are linked to careers by exposing them to various financial aspects of different</p>	<p><u>Industry visits:</u></p> <p>Offering pupils valuable real-world insights into household routines and how these are linked to careers by exposing them to various financial aspects of different businesses</p>



<p>meals. This job not only enhances fine motor skills but also instils a sense of organisation and responsibility. They could earn "Dojo points" for each successful table setting.</p> <p>Laundry Assistant: Yellow pathway children can help with laundry by sorting clothes by colour or type, placing them in the washing machine, or folding small items like socks. This teaches them basic sorting and matching skills.</p> <p>Gardening Apprentice: Gardening can be a rewarding activity for all children. They can learn to water plants, pick weeds, or harvest simple vegetables. This job introduces them to the concepts of nurturing and patience.</p> <p>Toy Organiser: Encourage children to tidy up their play area by organising toys. This job fosters a sense of order and cleanliness while also improving their categorisation skills.</p> <p>Recycling Ambassador: Teach children about the importance of recycling by assigning them the task of sorting recyclables from regular trash. This promotes environmental awareness and responsibility.</p>	<p>businesses and industries. These visits can include:</p> <p>Local Bakery: A visit to a local bakery can introduce children to the world of culinary careers. They can observe bakers in action, learn about baking processes. Gardening Centre: A trip to a gardening centre can teach children about careers related to gardening and landscaping. They can explore different plants, learn about plant care, and understand the role of gardeners and landscapers. Cleaning Service Company: Visiting a cleaning service company can provide insights into careers in housekeeping. Children can see how cleaning professionals work and learn about the importance of cleanliness and organisation. Supermarket: A visit to a supermarket can help children understand various careers in the food industry. They can meet supermarket employees, explore different sections, and learn about the importance of stocking and organisation. DIY Shop: A trip to a DIY shop can introduce children to careers related to home maintenance and repair. They can see tools and materials used by professionals and learn about jobs like carpentry and plumbing.</p>	<p>and industries. These visits can include:</p> <p>Restaurant: A visit to a culinary school or restaurant can expose pupils to careers in the culinary arts. They can observe professional chefs in action, learn about cooking techniques, and understand the workings of a commercial kitchen. DIY Shop and Construction Site: Exploring a home improvement store and visiting a construction site can provide insights into careers related to home maintenance, renovation, and construction. Pupils can learn about trades like carpentry, plumbing, and electrical work. Interior Design Firm: Visiting an interior design firm allows pupils to explore careers in interior design and decoration. They can see design concepts, interact with designers, and learn about the creative aspects of home aesthetics. Gardening and Landscaping Company: A trip to a gardening and landscaping company introduces careers in horticulture and landscaping. Pupils can witness how professionals create and maintain outdoor spaces. Hotel or Hospitality Venue: Touring a hotel or hospitality venue provides an understanding of careers in hospitality and housekeeping. Pupils can observe hotel management, housekeeping staff, and learn about customer service roles. Elderly Care Facility: Visiting an elderly care facility allows pupils to explore careers in caregiving and healthcare. They can interact with caregivers, understand daily routines in a care setting, and gain empathy for the elderly.</p>
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Cycle 2 2023-24 Spring 2	Health: Medicine	Planning in progress	Planning in progress	Planning in progress
Cycle 2 2023-24 Spring 2	<u>Industry Visit</u> Health: Medicine	Planning in progress	Planning in progress	Planning in progress
Cycle 2 2023-24 Summer 1	Social: Communication	Planning in progress	Planning in progress	Planning in progress
Cycle 2 2023-24 Summer 1	<u>Industry Visit</u> Social: Communication	Planning in progress	Planning in progress	Planning in progress



Cycle 2 2023-24 Summer 2	Financial: Employment	planning in progress	planning in progress	planning in progress
Cycle 2 2023-24 Summer 2	<u>Industry Visit</u> Financial: Employment	planning in progress	planning in progress	planning in progress
Cycle 1 2024-25 Autmn 1	Domestic: Kitchen Skills	planning in progress	planning in progress	planning in progress
Cycle 1 2024-25 Autmn 1	<u>Industry Visit</u> Domestic: Kitchen Skills	planning in progress	planning in progress	planning in progress
Cycle 1 2024-25 Autmn 2	Heath: Diet and Exercise	planning in progress	planning in progress	planning in progress
Cycle 1 2024-25 Autmn 2	<u>Industry Visit</u> Heath: Diet and Exercise	planning in progress	planning in progress	planning in progress
Cycle 1 2024-25 Spring 1	Social: Community Inclusion	planning in progress	planning in progress	planning in progress
Cycle 1 2024-25 Spring 1	<u>Industry Visit</u> Community Inclusion	planning in progress	planning in progress	planning in progress
Cycle 1 2024-25 Spring 2	Financial: Shopping	planning in progress	planning in progress	planning in progress
Cycle 1 2024-25 Spring 2	<u>Industry Visit</u> Financial: Shopping	planning in progress	planning in progress	planning in progress
Cycle 1 2024-25 Summer 1	Domestic: Personal Care	planning in progress	planning in progress	planning in progress
Cycle 1 2024-25 Summer 1	<u>Industry Visit</u> Domestic: Personal Care	planning in progress	planning in progress	planning in progress



Cycle 1 2024-25 Summer 2	Health: Wellbeing	Planning in progress	Planning in progress	Planning in progress
Cycle 1 2024-25 Summer 2	<u>Industry Visit</u> Health: Wellbeing	Planning in progress	Planning in progress	Planning in progress

Careers Lead: Paul Wyles

Careers Programme Date: September 2023

Principal Name Andrew Morgan

Principal signature

Governor Name Adrian Armstrong

Governor signature Adrian Armstrong

Midpoint Review Date: Jul 2024

Review Date: September 2026