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| **KS3** | **Autumn** | **Spring** | **Summer** |
| Cycle 1  19/20 | My ROA File /  Transitional Review | Transition Review/  Our community jobs within | All About Me  Leisure activities |
| Overview | The students will use the Transition plan document to explore different areas of their life:   * **How I communicate**: Learning about the importance of communication and the many ways in which we can communicate and reflect on their own means of communication. * **Things that are important to me** – Friend and family, religion, cultural needs, What are my dream and What does a good day look like? * **Keeping safe and healthy** – What are my health needs, medication, my diet, personal safety, what make me feel happy and what I need to do to keep healthy. * **My family** – What do my parents / carers want for me now and in the future and how can my parents/carers help me.     Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting.  During this time they will also be working on their Record of Achievement. The ROA folder will be introduced to year 7’s who will have the opportunity to start their folder by reflect on their achievements from Primary school and thinking about their Aspirations for Belvue. Students will be accessing this work at their current point of education either year 7,8 or 9  The Transition Plan and the ROA will both be ongoing working documents that will be added to creating a personalised profile of each student, as they progress through Belvue school and college. | Continuation of the Transition plan document:   * **Transport and travel** – Different ways we can travel, how the students travel to school and the responsibilities that coincide with independent travel. * **Money** – Banks and opening an account, Coping with money and budgeting, Independent living funds * **Work, training and day time activities** – Interests, types of work, supported employment, work experience and What job I would like to do?   Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting.  In addition:  Students will explore the meaning of community and identify the communities that they belong to and the responsibilities that come with this. Students will identify the different jobs that are present in their communities such as; shop assistant, teacher, policeman, fireperson, GP and bus/transport workers. They will spend time in their local community discovering the different outlets on the high street for example supermarket, hairdresser and coffee shops and the roles that are carried out within them. Students will spend time researching the different jobs identifying the skills and qualities that are needed to do them. | Continuation of the Transition plan document:   * **Friendships** – Who are my friends, how did I meet them and how do we stay in touch and how do we make friends? * **How I want to live** – Where I want to live, who I want to live with, Will I need support? Who will support me * **Having fun and friends** – Identify Leisure activities within our community and accessing them, hobbies, holidays and support that might be needed.   Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting.  In addition:  Students will learn their personal details and be able to complete these on a variety of documents in a variety of ways. They will spend time discovering their different qualities and strength as well as likes and dislikes. They will reflect on their previous terms work and discuss and share what jobs they feel they may like to do and why. They will have the opportunity to role play and explore these jobs further.  Students will reflect on their families and the different roles or jobs that their family members do. |
| Gatsby Benchmark covered | 2. Learning from careers and labour market information  4 Linking curriculum learning to careers  3. Addressing the needs of each student  8. Personal guidance | 2. Learning from careers and labour market information  3. Addressing the needs of each student  4 Linking curriculum learning to careers  5. Encounters with employers and employees  8. Personal guidance is Connexions doing interviews?? | 2. Learning from careers and labour market information  4 Linking curriculum learning to careers  3. Addressing the needs of each student  8. Personal guidance |
| Cycle 2  20/21 | My ROA File /  Transitional Review | Transitional Review /  Jobs in our School | Transitional Review /  People who help us |
| Overview | The students will use the Transition plan document to explore different areas of their life:   * How I communicate: Learning about the importance of communication and the many ways in which we can communicate and reflect on their own means of communication. * Things that are important to me – Friend and family, religion, cultural needs, What are my dream and What does a good day look like? * Keeping safe and healthy – What are my health needs, medication, my diet, personal safety, what make me feel happy and what I need to do to keep healthy. * My family – What do my parents /carers want for me now and in the future and how can they help me.     Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting. | Continuation of the Transition plan document:   * Transport and travel – Different ways we can travel, how the students travel to school and the responsibilities that coincide with independent travel. * Money – Banks and opening an account, Coping with money and budgeting, Independent living funds * Work, training and day time activities – Interests, types of work, supported employment, work experience and What job I would like to do?   Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting.  In addition:  Students will review the meaning of community and identify the communities that they belong to and the responsibilities that come with this. Students will identify the different jobs that are present in their school community such as; teaching assistant, teacher, cleaner, family worker and head teacher. They will carry out task such as, looking at and writing job descriptions, matching photos to job titles, interviewing staff, creating job adverts and identifying qualities and skills that may be required for different jobs. | Continuation of the Transition plan document:   * Friendships – Who are my friends, how did I meet them and how do we stay in touch and how do we make friends? * How I want to live – Where I want to live, who I want to live with, Will I need support? Who will support me * Having fun and friends – Identify Leisure activities within our community and accessing them, hobbies, holidays and support that might be needed.   Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting.  In addition:  Students will have the opportunity to consider the different people in their lives, the different types and levels of relationships they have and the way in which these individuals support and influence them and how they spend time together.  They will identify people within their local community who might be able to help them and how they might go about gaining this help and in what situation they may need it. |
|  | 2. Learning from careers and labour market information  4 Linking curriculum learning to careers  3. Addressing the needs of each student  8. Personal guidance | 2. Learning from careers and labour market information  4 Linking curriculum learning to careers  3. Addressing the needs of each student  5. Encounters with employers and employees  8. Personal guidance | 2. Learning from careers and labour market information  4 Linking curriculum learning to careers  5. Encounters with employers and employees  3. Addressing the needs of each student  8. Personal guidance |
| Cycle 3  21/22 | My ROA File /  Transitional Review | Transitional Review /  Finding out about Health Related Jobs | Transitional Review /  Key Skills for Different Jobs |
| Overview | The students will use the Transition plan document to explore different areas of their life:   * How I communicate: Learning about the importance of communication and the many ways in which we can communicate and reflect on their own means of communication. * Things that are important to me – Friend and family, religion, cultural needs, What are my dream and What does a good day look like? * Keeping safe and healthy – What are my health needs, medication, my diet, personal safety, what make me feel happy and what I need to do to keep healthy. * My family – What do my parents / carers want for me now and in the future and how can they help me   Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting. | Continuation of the Transition plan document:   * Transport and travel – Different ways we can travel, how the students travel to school and the responsibilities that coincide with independent travel. * Money – Banks and opening an account, Coping with money and budgeting, Independent living funds * Work, training and day time activities – Interests, types of work, supported employment, work experience and What job I would like to do?   Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting.  In addition:  Students will review the meaning of community and reflect on the communities that they belong to and the responsibilities that come with this.  They will identify the different jobs that are present in the Health sector, from the school nurse to different posts in a hospital.  They will discover the necessary qualifications that are required for each role, in order to better understand their choices for the future. Students will access this learning through different means and complete a variety of differentiated tasks to fulfil its Learning Objectives.  This topic will also include visits and activities such as:  Visit to a hospital or care home.  Visit to school from NHS trust.  Interview the school nurse. | Continuation of the Transition plan document:   * Friendships – Who are my friends, how did I meet them and how do we stay in touch and how do we make friends? * How I want to live – Where I want to live, who I want to live with, Will I need support? Who will support me * Having fun and friends – Identify Leisure activities within our community and accessing them, hobbies, holidays and support that might be needed.   Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting.  In addition:  Students will explore different personal skills and qualities and their meanings. They will have the opportunity to look at job descriptions and specifications, at a level that they can access. This will lead to them creating a profile for the job that they are interested in. They will reflect on their personal Learning Intentions (personalised targets given to them) to support them in taking responsibility for their own development and understanding how this starts to pave the way to widening their opportunities.  As the students’ progress through the Key Stage they will be supported to focus on their own interests, qualities and skills with the aim to identify jobs in which they can thrive as individuals. |
|  | 2. Learning from careers and labour market information  4 Linking curriculum learning to careers  3. Addressing the needs of each student  8. Personal guidance | 2. Learning from careers and labour market information  4 Linking curriculum learning to careers  3. Addressing the needs of each student  8. Personal guidance  5. Encounters with employers and employees | 2. Learning from careers and labour market information  4 Linking curriculum learning to careers  3. Addressing the needs of each student  8. Personal guidance |

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| **KS4** | **Autumn 1** | **Spring 1** | **Summer 1** |
| **Cycle 1**  **21/22** | **Name and describe different job roles** | **Skills and personal qualities for different Jobs** | **Writing a CV** |
| Overview | ***For KS4, students will also be expected to start the year by reviewing their transition document, in order to make sure they have applied previous experiences and learning in the form of their hopes, expectations, etc. For most students this will take place in Autumn term, however, those in year 10 that require longer, this can be carried to Spring Term as well.***  ***This work should be taken as part of the Annual review for Year 11, as it is a transition year and it will be directly linked to the transition interview that all students in year 11 will have with an external agency in order to better identify their future path in the form of courses available that support their ambitions for their future employment and careers.***  The teacher will encourage the students to look beyond the obvious choices of firefighter and policeman or doctor to other roles where they can flourish as individuals in the work place. This topic will be intrinsically working with skills and qualities, enabling them to better understand and describe the different roles.  They will have the opportunity to look at different fields, from health to education and catering.  This topic will be supported by the previous learning in KS3 and will look at further understanding of the jobs as a reality, including courses available to get there. Which will be linked with the Spring term topic.  Careers Enterprise work experience activities and encounters. | This topic will be a very close continuation to the one of the previous term, allowing the students to have a clearer understanding of what they would need to do and work on in order for them to have a specific job.  During this term, the students will be asked to identify and match a number of skills and qualities to different roles.  Depending on the students, they will explore this using photos, symbols, word cards, etc.  Possible visits would include: | Following on from the previous terms, at this point the students will have an understanding of their own skills and qualities, as well as those needed for different roles.  Based on this, they will have the opportunity to use google or a dictionary to write a definition of what is a CV  To look at examples of CVs  List and describe the information they may find on a CV e.g name, date of birth, skills and personal qualities, school/college they attend, qualifications and achievements, work experience, reference  State why a CV might be used when applying for a job  Identify why a reference is needed in a CV  Using a template provided by the teacher, they will plan, draft and produce their own CV using a laptop or depending on the student, using a range of symbols to present themselves. |
|  | 2. Learning from careers and labour market information  4 Linking curriculum learning to careers  3. Addressing the needs of each student  8. Personal guidance  5. Encounters with employers and employees  6. Experiences of workplaces  7. Encounters with further and higher education | 2. Learning from careers and labour market information  4 Linking curriculum learning to careers  3. Addressing the needs of each student  8. Personal guidance  5. Encounters with employers and employees  6. Experiences of workplaces  7. Encounters with further and higher education | 2. Learning from careers and labour market information  4 Linking curriculum learning to careers  3. Addressing the needs of each student  8. Personal guidance  5. Encounters with employers and employees  6. Experiences of workplaces  7. Encounters with further and higher education |
| **Cycle 2**  **20/21** | **Communication in the workplace** | **Develop my leadership and teamwork skills** | **Completing a job application form** |
| Overview | ***For KS4, students will also be expected to start the year by reviewing their transition document, in order to make sure they have applied previous experiences and learning in the form of their hopes, expectations, etc. For most students this will take place in Autumn term, however, those in year 10 that require longer, this can be carried over to Spring Term as well.***  ***This work should be taken as part of the Annual review for Year 11, as it is a transition year and it will be directly linked to the transition interview that all students in year 11 will have with an external agency in order to better identify their future path in the form of courses available that support their ambitions for their future employment and careers.***  Throughout this term, the students will have the opportunity to first understand the importance of communication, regardless of where and then more specifically in the work place.  They will then explore different ways of communicating, verbal, non-verbal and in writing.  The lessons will provide the opportunity to role play in groups and pairs, having to defend a position in a specific scenario that can be found in the work place.  For those students who are non-verbal, it is adamant that they are aware of the importance to develop other augmentative communication methods, such as Makaton and symbols, so that they are confident in their own skills. | This term, the focus will be on work groups. The students will be asked to take active part in different groups, being assigned different roles in within them. The emphasis of this is in the understanding and development of:  Work hard  Listen to the others  Communicate their desires  Make the final decisions  Encourage the others in their tasks  Maintain a positive attitude; and  Take responsibility for the outcome of the project.  This projects, will take the form of games for some students, from lego (similar to lego therapy) to strategy games. Other students will be immersed in different role plays more workplace based. | Since at this point all students will have a clear understanding of skills and qualities, this term will be all about how to put it in writing and the mastery of “selling yourself” for a specific job.  They will be supported to do this by the previous experience on how to write a CV, being able to clearly cover the mandatory personal information, experience and training. From this, they will then be supported to develop specific statement to support their application.  The range of resources utilised for this topic will range from laptops to symbols. |
|  | 2. Learning from careers and labour market information  4 Linking curriculum learning to careers  3. Addressing the needs of each student  8. Personal guidance  6. Experiences of workplaces | 2. Learning from careers and labour market information  4 Linking curriculum learning to careers  3. Addressing the needs of each student  8. Personal guidance  6. Experiences of workplaces | 2. Learning from careers and labour market information  4 Linking curriculum learning to careers  3. Addressing the needs of each student  8. Personal guidance  6. Experiences of workplaces |