**Careers Curriculum**

**KS1 & 2**

**Grow throughout life:**

* To identify who can help – Alongside the SoSafe model. Being confident to request help – e.g using communication aid, symbols or sign to make needs known. Student may sign toilet to a member of staff. Student may lead an adult by their hand towards a desired location.
* Recognising their successes in learning – Showing a positive response to an outcome. E.g if a student uses a switch to answer a question and the response is a cheer, student will recognise this is positive. Student may respond positively to praise from an adult.
* Being willing to challenge themselves – showing some level of resilience, accept support from an adult, respond to using dots and timers during work activities.
* Exploring what they have experienced and achieved – Reflecting on prior knowledge, repeating something e.g if they have formed the letters for their name, are they able to do this again the following?
* Feeling positive about people whose identities and backgrounds are different to theirs - forming friendships or trusting relationships with those around them.
* To recognise positive things about self.

**Explore Possibilities**

* Exploring what people do whose jobs involve caring for children and keeping them safe – Knowing who can help them within the school environment. Recognising some community workers who help us e.g At least 1 meaningful encounter with an employer – public services. Who can help? In line with SoSafe.
* Being able to give examples of jobs in different sectors - Access the community, have encounters and experiences (Shop assistants, waiters etc.) Be aware of the different local businesses and the products and services offered.
* Being able to explain their views about similarities and differences between jobs – Playing different role play jobs, recognising uniform or equipment for a certain job. E.g Selecting the resources for “doctor” from a selection or 2 or more.
* Learn about different jobs through curriculum – links within lessons.
* Investigating similarities and differences between men’s and women’s work clothes

Where appropriate, to give student voice as part of their own EHCP; e.g person centred planning. -Recognise strengths, areas of need, likes, dislikes, preferences, future hopes and dreams and education through the process of writing a futures plan. Which will support the students voice within the EHCP. – Staff to adapt using symbols, pictures, videos. Students to respond in preferred method of communication

**Manage Career**

* Recognising that they and other people like to choose the work they do – making choices between two or more. E.g when painting, choose the colour of paint.
* Looking forward to what they are going to learn next – responding to marker music, responding to familiar stories etc.
* Describing a goal or target they are working towards – Showing some awareness of the task they are doing.
* Being proactive about trying different approaches to solving challenges – show resilience if something does not work at first. E.g if playing with a new toy, try different ways before giving up.
* Recognising that decisions can have unexpected consequences – Start to show aware of danger and class expectations.

**Create Opportunity**

* Being able to describe what their needs are – show an awareness of help needed. E.g if walking up the stairs, show an awareness that they are not steady and reach out for adult guidance.
* Being aware of how to communicate with co-workers and customers in work settings – To work and play alongside others, learning to share space and resources - playing role play with another in an appropriate way. Use some appropriate communication (personalised to individual communication method).
* Being able to make a positive contribution in group play or teamwork based on a business activity – Having a part in a show performance e.g Harvest / Christmas. E.g singing and signing.
* Thinking about questions they would like to ask a visitor about their job. – Respond appropriately to a visitor. E.g Show some awareness of the job role. Differentiated for individuals.
* Choosing what they want to achieve and the way they go about it – What do they want to learn to be more independent, what do they want to do for their education, is there something they want to do that they don’t already do.

**See the big picture**

* Being aware of how work is portrayed differently in different stories – identifying good characters and bad characters. E.g Watching and responding to a pantomime. Link stories to STEM activities. One STEM session per year.
* Recognising that the way that work is shown is not always accurate/reliable – having at least one encounter with an employer.
* Exploring how resources can help aid work.
* • Exploring the jobs that people do to help each other
* To engage with staff and students in different key stages – being aware of adults and peers who are in future stages at school (shared time in the lunch hall, engage in the assemblies of other key stage groups, play in the playground with others).
* To recognise things they may do when moving to another key stage, say what they would like to try.

**Balance Life and work**

* Recognising the contribution they make to the work that is done in the home – knowing about some life skills – identifying what they see parents doing in the home.
* Being aware of what volunteers do and how they can be a volunteer – meeting a volunteer, doing some simple volunteering tasks such as giving to the needy at harvest festival.
* Exploring the rewards they would like to get from paid work – identifying the things they like to do which cost money, ie Ipad
* Being aware that overwork is harmful to people’s health – knowing why we need rest and sleep.
* Recognising how they can help keep themselves safe at school – recognising dangers, following routines, knowing what to do and where to go if the fire alarm is sounded.
* Exploring what happens in the first few days when people start work – When first joining a new class, ice breakers and getting to know one another.
* Being aware that they and others can play a part in helping to ensure that people are treated well at work – understanding and modelling being kind to others.
* Being aware of how money can be earned – Playing shops, cafes etc – role play.