

CIEAG & Work Experience 2026-27 LTP

Intended Careers Curriculum for Primary Exploration and Growth

We believe that every child deserves the opportunity to explore their strengths, interests and future possibilities, no matter their starting point or individual needs. Our careers education curriculum is designed to be inspiring, inclusive and accessible, supporting children with SEND to develop a sense of identity, purpose and belonging in the wider world. Through sensory experiences, storytelling, role play, visits and encounters with the world of work, our careers curriculum is carefully adapted to meet the needs of our learners, ensuring that all children can imagine a positive future for themselves and begin to see their place in it.

We aim to:

- Broaden aspirations by exposing pupils to a diverse range of jobs, roles and life pathways in a way that is meaningful and engaging.
- Develop key life skills such as communication, teamwork, problem solving and independence through real life contexts and practical experiences.
- Foster self-awareness and confidence, helping pupils to recognise their unique abilities and understand how these can be used in the world around them.
- Promote inclusion and community links, encouraging positive relationships with local employers, families and role models.

Intended Careers Curriculum for KS3

Exploring Myself and the World of Work

As our pupils enter KS3, our careers curriculum is focused on transition and planning, real-world readiness and individual aspirations. We recognise that preparing for adulthood looks different for every young person with SEND, and we are committed to helping each pupil take confident next steps into further education, training or adult life. We want to ensure that by the end of KS3, each learner has a growing sense of identity and possibility, with access to careers education that reflects their individual learning needs and long-term goals.

We aim to:

- Deepen understanding of personal strengths, preferences and challenges, encouraging pupils to explore what they might like to do in the future.
- Introduce a broader range of employment sectors, helping pupils make connections between their learning and the real world.
- Provide experiential learning through workplace visits, enterprise activities, and interactions with professionals.
- Develop core employability skills such as timekeeping, personal presentation, following instructions and working as part of a team.
- Offer differentiated pathways and personalised guidance about future options such as supported internships, vocational training, college or independent living.
- Promote independence and functional life skills through curriculum links to real-life contexts, preparing pupils for adulthood.

Key Stage & Theme	Term	Planned Activities		Gatsby Benchmarks		Outcomes & PfA Links	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
KS3 Exploring Myself and the World of Work	Autumn AUT1: Developing Self : Skills and Attitudes AUT2: Teamwork	<ul style="list-style-type: none"> • Work and discussions surrounding <ul style="list-style-type: none"> ○ Strengths ○ Dreams ○ Interests • Enterprise Phase 1: Exploring ideas and gathering information to inspire class fishing enterprise projects. • Prep for Young Seafood Chef of the Year Competition (identified Year 9 pupils) 	<ul style="list-style-type: none"> • FSQ – Entry questionnaire • Enterprise Phase 2: Planning the business and managing the budget. • Money Management Workshop (Barclays) • Employer Encounters • Young Seafood Chef of the Year (identified pupils Y9) 	GB1: A stable careers programme GB2: Learning from career and labour market information GB3: Addressing the needs of each pupil GB4: Linking curriculum learning to careers GB8: Personal guidance	GB2: Learning from career and labour market information GB3: Addressing the needs of each pupil GB4: Linking curriculum learning to careers GB5: Encounters with employers and employees	I can identify things I am good at and things I enjoy. I can talk about or show my strengths, interests and skills. I will begin to think about what I would like to do when I am older.	I can work alongside other people to complete a task. I can identify ways I can help a team. I will practise communicating, sharing, taking turns and solving problems with others.
	Spring SPR1: Daily Routines and working patterns SPR2: Work Experience Activities Internal Work Experience (Y9)	<ul style="list-style-type: none"> • Enterprise Phase 3: Designing, testing and improving products: Dragons Den • Work Experience Interviews (Year 9) • Employer Encounters • WiME Event 	<ul style="list-style-type: none"> • Enterprise Phase 4: Making products and teamwork • Internal Work Experience (Year 9) • Employer Encounters • (Fish industry encounters TBC) Linked with school wide enterprise project 	GB3: Addressing the needs of each pupil GB4: Linking curriculum learning to careers GB5: Encounters with employers and employees GB6: Experiences of workplaces	GB3: Addressing the needs of each pupil GB4: Linking curriculum learning to careers GB5: Encounters with employers and employees GB6: Experiences of workplaces	I can recognise some of the routines and expectations of a workplace. I can follow instructions and complete a task. I will practise being on time, prepared and ready to learn or work.	I can take part in a work-related activity or work experience placement. I can use some of my skills in a workplace or realistic work environment. I will practise being responsible, communicating with others and completing tasks.

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		<ul style="list-style-type: none"> Open doors – Get into construction event (TBC) 					
	<p style="text-align: center;">Summer</p> <p style="text-align: center;">Sum1: Reflection and Peer Feedback to Y7&Y8</p> <p style="text-align: center;">Sum2: Transition Support</p>	<ul style="list-style-type: none"> Enterprise Phase 5: Marketing – telling people about the business and prep for market day. Employer Encounters Y9 to feedback to Y7 & 8 re: work experience 	<ul style="list-style-type: none"> Enterprise Phase 6: Fishing enterprise market – selling products. Transition workshops Parents Evening FSQ Exit Questionnaire Introduction to Careers Advisor – Amy Bunce YPSS – Year 9. 	<p>GB1: A stable careers programme</p> <p>GB3: Addressing the needs of each pupil</p> <p>GB4: Linking curriculum learning to careers</p> <p>GB5: Encounters with employers and employees</p> <p>GB8: Personal guidance</p>	<p>GB1: A stable careers programme</p> <p>GB3: Addressing the needs of each pupil</p> <p>GB6: Experiences of workplaces</p> <p>GB7: Encounters with further and higher education</p> <p>GB8: Personal guidance</p>	<p>I can talk about something I enjoyed or achieved during my work experience.</p> <p>I can identify a skill I have developed.</p> <p>I will listen to feedback and identify something I could improve.</p>	<p>I can identify some jobs, activities or occupations that interest me.</p> <p>I can identify something I would like to learn or experience in the future.</p> <p>I will begin to identify my next steps towards adulthood.</p>

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Knowledge – CIEAG & Work Experience KS3: Functional			
PFA Area	Year 7	Year 8	Year 9
Education, Employment & Meaningful Occupation	<ul style="list-style-type: none"> Know that people have different jobs and roles. know that people use different skills when they work. Know own strengths, interests and things that are enjoy. know that the things learned at school can help in the future. Know that there are different ways people can spend their time meaningfully, including work, volunteering, hobbies and activities. 	<ul style="list-style-type: none"> Know that different jobs require different skills and qualities. Know some skills that employers value, such as teamwork, communication, reliability and problem-solving. Know more about my own strengths, interests and preferences. Know how some of my school and practical skills could be used in different jobs. Know that people can access work through different routes, including employment, volunteering, enterprise and work experience. 	<ul style="list-style-type: none"> Know personal skills and qualities that could be useful in the workplace. Know what employers expect from people at work, including being reliable, prepared, respectful and responsible. Know about different jobs, workplaces and meaningful occupations of interest. Know that support may be needed or reasonable adjustments to help be successful at work. Know about different future pathways, including further education, training, employment, volunteering and meaningful occupation.
Independent Living	<ul style="list-style-type: none"> Know what it means to be independent. Know how to follow familiar daily routines. Know how to make choices about everyday activities. Know now some basic money concepts, including recognising coins/notes and understanding that things have different prices. Know some of the things that can be done independently. Know when help is needed. 	<ul style="list-style-type: none"> Know how routines help to complete tasks independently. Know how to manage simple responsibilities, such as looking after belongings and completing household tasks. Know the difference between things that are needed and things that are wanted. Know how money is used when shopping and paying for things. Know that different people need different levels of support to live independently. 	<ul style="list-style-type: none"> Know more about the responsibilities involved in becoming an adult. Know how to make safe choices when completing everyday tasks. Know how to use money in increasingly realistic situations. Know how to use routines, timetables and appointments to organise my day. Know what can be done independently. Know what support may be needed in the future.
Community Inclusion, Friends & Relationships	<ul style="list-style-type: none"> Know what a community is. Know some of the places and services in my local community. Know what makes a positive friendship. Know that people have different feelings, opinions and needs. Know some basic rules for staying safe in the community. 	<ul style="list-style-type: none"> Know how to behave appropriately in different community settings. Know how to communicate appropriately with familiar and unfamiliar people. Know the importance of personal space, boundaries and respectful relationships. Know how to stay safe when travelling around familiar places. Know how people can contribute to their local community. 	<ul style="list-style-type: none"> Know how to participate safely and appropriately in different community and workplace environments. Know how to communicate my preferences, needs and boundaries. Know how to recognise safe and unsafe relationships. Know how to seek help if I feel unsafe or uncomfortable. Know different ways to contribute to my community, including volunteering, work and meaningful activities.

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Health & Wellbeing	<ul style="list-style-type: none">• Know some things that help me to stay healthy.• Know why food, exercise, sleep and hygiene are important.• Know different emotions and how they can make me feel.• Know some things that help me to feel calm and safe.• Know who to talk to when help is needed.	<ul style="list-style-type: none">• Know how different lifestyle choices can affect my health and wellbeing.• Know strategies that can help me manage different emotions.• Know how to recognise when I am becoming worried, upset or unwell.• Know how to communicate basic health needs.• Know which trusted adults and services can support me.	<ul style="list-style-type: none">• Know how to take increasing responsibility for my own health and wellbeing.• Know strategies that help me manage change, challenges and difficult emotions.• Know how to communicate my health needs and ask for appropriate support.• Know how to access appropriate trusted adults and health services.• Know what helps me to feel safe, confident and ready for transition.
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Key Stage & Theme	Term	Planned Activities		Gatsby Benchmarks		PfA Outcome Links	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
KS4 Developing Skills and Making Choices	Autumn Aut1: Developing Self: Goals/Targets Aut2: Collaboration and Communication	<ul style="list-style-type: none"> Enterprise Phase 1: Exploring ideas and gathering information to inspire class fishing enterprise projects. Yr11 EHCP Meetings Preparation for Young Seafood Chef of the Year Competition (identified Year 10 pupils). Employer encounters Virtual Work Experience Individual Careers advice and Guidance – Amy Bunce YPSS 	<ul style="list-style-type: none"> FSQ – Entry questionnaire Enterprise Phase 2: Planning the business and managing the budget. Year 11 Work Experience Interviews Year 11 Work Experience Placements Year 11 EHCP Meetings Employer Encounters Young Seafood Chef of the Year Competition (identified Year 10 pupils). 	GB1: A stable careers programme GB2: Learning from career and labour market information GB3: Addressing the needs of each pupil GB4: Linking curriculum learning to careers GB8: Personal guidance	GB3: Addressing the needs of each pupil GB4: Linking curriculum learning to careers GB5: Encounters with employers and employees GB6: Experiences of workplaces	I can identify my strengths, interests and skills. I can identify jobs, activities or occupations that interest me. I can identify goals that are important to me. I can make choices about my learning and future.	I can communicate appropriately with others in a work-related activity. I can work as part of a team to complete a task. I can work with different people and respect their ideas and opinions. I can communicate my needs, feelings and ideas.
	Spring Spr1:	<ul style="list-style-type: none"> Enterprise Phase 3: Designing, testing and improving 	<ul style="list-style-type: none"> Enterprise Phase 4: Making products and teamwork 	GB3: Addressing the needs of each pupil GB4: Linking	GB1: A stable careers programme GB3: Addressing the needs of each pupil	I can complete familiar tasks with increasing independence.	I can identify the skills I need for my future pathway. I can identify things I can do

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	<p>Demonstrating Independence</p> <p>Spr2: Confidence Building Transition support</p>	<p>products: Dragons Den</p> <ul style="list-style-type: none"> Year 11 Work Experience Placements Open Doors Construction Event Employer encounters 	<ul style="list-style-type: none"> Year 10 Work Experience Interviews Year 11 Work Experience Placements Transition visit – Linkage Year 11 Transition visit – CPA Willows Campus Year 11 Transition Visit – GIFHE Employer encounters 	<p>curriculum learning to careers</p> <p>GB5: Encounters with employers and employees</p> <p>GB6: Experiences of workplaces</p>	<p>GB5: Encounters with employers and employees</p> <p>GB6: Experiences of workplaces</p> <p>GB8: Personal guidance</p>	<p>I can recognise when I need help and ask for support.</p> <p>I can follow instructions, complete tasks and take responsibility for my role.</p> <p>I can use strategies that help me manage challenges.</p>	<p>independently and things I need support with.</p> <p>I can communicate what helps me to feel confident and prepared for change.</p> <p>I can identify people and services who can support me as I move towards adulthood.</p>
	<p>Summer</p> <p>Sum1: Y10 Internal and External Work Experience</p> <p>Y11 Transition Support</p> <p>Sum2: Y11 Transition Support</p>	<p>Enterprise Phase 5: Marketing – telling people about the business and prep for market day.</p> <ul style="list-style-type: none"> Y11 Work Experience Placements Individual transition support Teacher transition meetings with CPA Post 16 Teacher/ Parent transition meetings (Post 16 transitions) Employer encounters 	<p>Enterprise Phase 6: Fishing enterprise market – selling products.</p> <ul style="list-style-type: none"> FSQ Exit Questionnaire Parents Evening Introduction to Careers Advisor – Amy Bunce YPSS – Year 10 Taster sessions Linkage – Year 10. Taster sessions GIFHE – Year 10. Taster sessions CPA Willows Campus – Year 10. Employer encounters 	<p>GB3: Addressing the needs of each pupil</p> <p>GB5: Encounters with employers and employees</p> <p>GB6: Experiences of workplaces</p> <p>GB8: Personal guidance</p>	<p>GB1: A stable careers programme</p> <p>GB3: Addressing the needs of each pupil</p> <p>GB4: Linking curriculum learning to careers</p> <p>GB5: Encounters with employers and employees</p> <p>GB6: Experiences of workplaces</p> <p>GB8: Personal guidance</p>	<p>I can use my skills in a workplace or work-related environment.</p> <p>I can demonstrate appropriate workplace behaviours.</p> <p>I can participate safely and appropriately in a workplace or community setting.</p> <p>I can complete work-related tasks and routines with increasing independence.</p>	<p>I can talk about what I have achieved and the skills I have developed.</p> <p>I can identify what I would like to improve.</p> <p>I can identify skills I need to develop for greater independence.</p> <p>I can identify ways I can contribute to my community through work, volunteering or meaningful activities.</p> <p>I can communicate what is important to me and contribute to planning my future.</p>

Knowledge – CIEAG & Work Experience KS4: Functional

PFA Area	Year 10	Year 11
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Education, Employment & Meaningful Occupation	<ul style="list-style-type: none"> • Know the skills and qualities that are useful in different jobs. • Know what employers expect, including being reliable, responsible, prepared and respectful. • Know how personal strengths, interests and skills can link to jobs and meaningful activities. • Know what happens during work experience and why it is useful. • Know different routes into work, including further education, training, volunteering and supported employment. • Know that some people may need additional support or reasonable adjustments at work. 	<ul style="list-style-type: none"> • Know personal strengths, interests and skills and how these relate to future pathways. • Know different options for education, employment, training, volunteering and meaningful occupation. • Know the behaviours and expectations required in different workplaces. • Know what support or reasonable adjustments may be needed to access a future pathway. • Know their intended or preferred next destination. • Know the steps needed to move towards their chosen pathway.
Independent Living	<ul style="list-style-type: none"> • Know the responsibilities involved in becoming more independent. • Know how to complete everyday tasks such as preparing food, managing belongings and following routines. • Know how money is used when shopping and making spending choices. • Know the difference between essential and non-essential spending. • Know how calendars, clocks and timetables help with organising daily life. • Know which tasks can be completed independently and when support may be needed. 	<ul style="list-style-type: none"> • Know the responsibilities involved in adult life. • Know how to complete everyday tasks with increasing independence. • Know how money can be used to make purchases and manage simple budgets. • Know how to organise time, appointments and personal responsibilities. • Know that people have different living arrangements and may require different levels of support. • Know which aspects of adult life they can manage independently and where ongoing support may be needed.
Community Inclusion, Friends & Relationships	<ul style="list-style-type: none"> • Know how to behave appropriately in community, work and social settings. • Know how to communicate appropriately with different people. • Know the importance of personal space, boundaries and respectful relationships. • Know how to stay safe when travelling in familiar places. • Know how to access familiar community facilities and activities. • Know different ways to contribute to the community, including volunteering, enterprise and work. 	<ul style="list-style-type: none"> • Know how to access and participate safely in their community. • Know how to communicate needs, preferences and personal boundaries. • Know the characteristics of safe and unsafe relationships and how to seek help. • Know how to travel safely to familiar places and what support is available. • Know how employment, volunteering, leisure and meaningful activities can support community participation. • Know which people and services can provide support after leaving school.
Health & Wellbeing	<ul style="list-style-type: none"> • Know how everyday choices can affect physical and emotional wellbeing. • Know strategies that can help manage emotions, stress and changes to routines. • Know how to recognise when they are unwell or need support. • Know how to communicate health needs and concerns. • Know the importance of attending health appointments and following appropriate advice. • Know who can provide support with physical and emotional wellbeing. 	<ul style="list-style-type: none"> • Know how responsibility for personal health and wellbeing increases during adulthood. • Know how to communicate health needs, preferences and concerns. • Know how to access appropriate health and wellbeing support. • Know strategies for managing change, anxiety, challenges and new situations. • Know what supports positive physical and emotional wellbeing. • Know who to contact for support with health and wellbeing after leaving school.

Intended Careers Curriculum for Post 16

Future You: Building Skills for Life

As Students move into our post-16 provision, we build directly on the foundations established at KS4, shifting from exploration and aspiration towards preparation, application and sustained independence. Our careers programme at this stage is rooted in real-world contexts and personalised pathways, enabling young people to develop the skills, confidence and resilience they need to transition successfully into adulthood.

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Key Stage & Theme	Term	Planned Activities		Gatsby Benchmarks		PfA Outcome Links	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
6 th Form Preparation for Adulthood	Autumn1 Developing Self: Aspirations, Strengths and Future Goals	<ul style="list-style-type: none">• Enterprise Phase 1: Exploring ideas and gathering information to inspire class fishing• Identify individual strengths, interests, skills and aspirations.• Explore employment, volunteering, meaningful activities and social care options where appropriate.	<ul style="list-style-type: none">• Enterprise Phase 2: Planning the business and managing the budget.• EHCP Reviews – Year 14 next steps.• Develop budgeting, money recognition, pricing and purchasing skills.• Explore different job roles and responsibilities within the enterprise project.• Practise communication, teamwork, problem-solving and following instructions.	GB1: A stable careers programme GB2: Learning from career and labour market information GB3: Addressing the needs of each pupil GB4: Linking curriculum learning to careers GB5: Encounters with employers and employees GB8: Personal guidance	GB1: A stable careers programme GB2: Learning from career and labour market information GB3: Addressing the needs of each pupil GB4: Linking curriculum learning to careers GB5: Encounters with employers and employees GB8: Personal guidance	I can identify my strengths, interests and skills. I can identify jobs, activities or occupations that interest me. I can identify goals that are important to me. I can make choices about my learning and future. I can communicate my preferences and aspirations to people who support me.	I can recognise and use money in familiar situations. I can make choices when planning and purchasing items. I can communicate appropriately with others during a work-related activity. I can work as part of a team to complete a task. I can recognise different job roles and responsibilities.
	Autumn 2 Enterprise, Money Management and Employability Skills						

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		<ul style="list-style-type: none"> • EHCP reviews and annual review preparation. • Employer encounters and virtual work experience. • Individual careers advice and guidance. • Introduce and review personal career goals and transition plans. 	<ul style="list-style-type: none"> • EHCP reviews and next-step planning for Year 14 students. • Work experience planning, preparation and placement discussions. • Employer encounters and curriculum-linked careers activities. 				I can begin to understand the support I may need to achieve my future goals.
	<p style="text-align: center;">Spring</p> <p style="text-align: center;">Applying Skills: Work Experience and Workplace Readiness</p> <p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Independence, Teamwork and Exploring Future Pathways</p>	<ul style="list-style-type: none"> • Enterprise Phase 3: Designing, testing and improving products: Dragons Den • Individual transition support • Internal and external work experience opportunities. • Develop workplace behaviours, including punctuality, communication, appropriate dress and following instructions. • Practise completing work-related tasks within catering, animal care, horticulture and independent living. • Explore workplace expectations, health and safety and reasonable adjustments. • Employer encounters and individual careers guidance. 	<ul style="list-style-type: none"> • Enterprise Phase 4: Making products and teamwork • Individual transition support • Continue internal and external work experience placements. • Develop independent travel, community access and personal safety skills where appropriate. • Explore supported internships, supported employment, volunteering, college courses, day opportunities and other meaningful pathways. • Practise problem-solving, resilience and managing changes to routines. • Individual transition support and reviews of EHCP outcomes. • Liaise with families, colleges, employers and relevant support services to plan next steps. 	<p>GB3: Addressing the needs of each pupil</p> <p>GB4: Linking curriculum learning to careers</p> <p>GB5: Encounters with employers and employees</p> <p>GB6: Experiences of workplaces</p> <p>GB8: Personal guidance</p>	<p>GB1: A stable careers programme</p> <p>GB3: Addressing the needs of each pupil</p> <p>GB4: Linking curriculum learning to careers</p> <p>GB5: Encounters with employers and employees</p> <p>GB6: Experiences of workplaces</p> <p>GB8: Personal guidance</p>	<p>I can complete familiar work-related tasks with increasing independence.</p> <p>I can follow instructions and complete tasks safely.</p> <p>I can recognise appropriate workplace behaviours.</p> <p>I can identify when I need help and ask for support.</p> <p>I can use my skills in practical and work-related environments.</p>	<p>I can work with others and contribute to a shared task.</p> <p>I can identify things I can do independently and things I need support with.</p> <p>I can make choices about activities and future opportunities.</p> <p>I can identify people and services who can support me as I move towards adulthood.</p> <p>I can use strategies that help me manage change and challenges.</p>

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		<ul style="list-style-type: none"> Review progress towards personal employment and independence goals. 					
	<p style="text-align: center;">Summer 1</p> <p style="text-align: center;">Work Experience, Community Participation and Transition Planning</p> <p style="text-align: center;">Summer 2</p> <p style="text-align: center;">Celebrating Achievement, Evaluating Progress and Preparing for Adulthood</p>	<ul style="list-style-type: none"> Enterprise Phase 5: Marketing – telling people about the business and prep for market day. Individual transition support Internal and external work experience placements. Develop customer service, communication, teamwork and money-handling skills. Practise participating in community-based activities and meaningful occupations. Individual transition planning and preparation for post-education destinations. Liaison with families, social care, adult services, colleges and employers where appropriate. Review progress towards EHCP outcomes and future aspirations. 	<ul style="list-style-type: none"> Enterprise Phase 6: Fishing enterprise market – selling products. FSQ Exit Questionnaire Parents Evening Individual transition support Review work experience and reflect on skills developed. Parents' evening and transition meetings. Finalise individual transition plans and identify next steps for Year 14 students. Celebrate achievements, progress and personal development. Review careers goals, EHCP outcomes and the support required for the next stage of adulthood. 	<p>GB2: Learning from career and labour market information</p> <p>GB3: Addressing the needs of each pupil</p> <p>GB4: Linking curriculum learning to careers</p> <p>GB5: Encounters with employers and employees</p> <p>GB6: Experiences of workplaces</p> <p>GB8: Personal guidance</p>	<p>GB1: A stable careers programme</p> <p>GB3: Addressing the needs of each pupil</p> <p>GB4: Linking curriculum learning to careers</p> <p>GB5: Encounters with employers and employees</p> <p>GB6: Experiences of workplaces</p> <p>GB8: Personal guidance</p>	<p>I can use my skills in a workplace or work-related environment.</p> <p>I can demonstrate appropriate behaviours when working with others.</p> <p>I can participate safely in a workplace or community setting.</p> <p>I can identify activities and opportunities that are meaningful to me.</p> <p>I can contribute to planning my transition into adult life.</p>	<p>I can talk about what I have achieved and the skills I have developed.</p> <p>I can identify what I would like to improve.</p> <p>I can identify skills I need to develop for greater independence.</p> <p>I can communicate my preferences, aspirations and support needs.</p> <p>I can identify ways I can contribute to my community through work, volunteering or meaningful activities.</p> <p>I can contribute to planning my future and preparing for adulthood.</p>