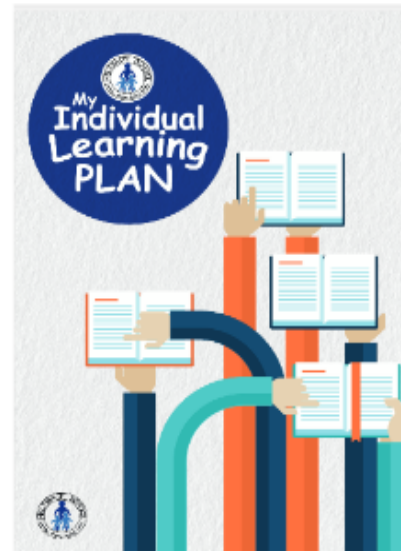
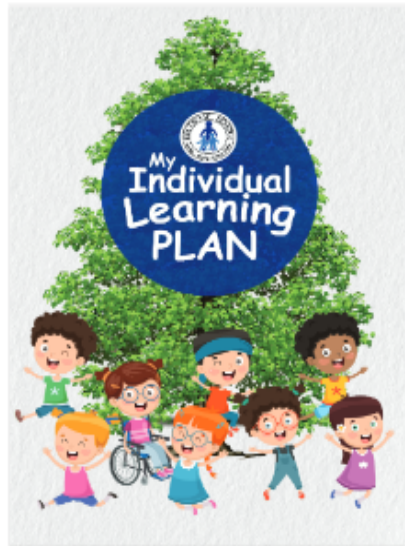



Heltwate School


‘My Future Operational Plan’





ENGAGE

	Engage	Examples/activities/links	Outcomes
 <p>Grow throughout life</p>	<p>Who am I? Children encounter activities and experiences. Children show emerging awareness of activities and experiences. Children begin to respond consistently to familiar people, events and objects. Children begin to be proactive in their interactions. Children begin to use PECS Children can make their needs known using PECS. Children begin to communicate intentionally. Children use emerging conventional communication. Children encounter activities and experiences. Children repeat copy, imitate between ten and fifty single words, signs or phases. Children combine two ideas or concepts. Show an interest in people who help us. Be aware of feelings when learning something new. Engage with a range of activities. Learning through play. Learning from role models in school and out in the community. Being aware of behavioural expectations in school and at home. Be willing to try something new. Following instructions. Follows routine. Asks for help.</p>	<p>Sensory circuits. Learning through play. Heltwate Golden rules. Sensory play experiences Bucket activities Walks PECS Messy play. Communication/PECS/Speaking and listening.</p>	<p>Knows their own name. Make their needs known. Enjoy listening to stories about people and their working lives.</p> <p>Engage/take part in play activities that allow learners to articulate their strengths and what they enjoy doing and ways of recording their achievements</p> <p>Join in a chosen activity.</p> <p>Join in with an adult direct task. Children begin to show an emerging sense of differences.</p>

 Explore possibilities	<p>Engage with role play. Be aware of jobs in class and around school. Be aware of jobs around the home. Engage with jobs in class and around school. Engage with jobs at home. Explore a range of clothing that people wear for different jobs. Help with tasks. Celebrate talents and abilities. Identify what they have been learning about Children begin to be proactive in their intentions.</p>	<p>Jobs chart within the classroom. Role play with dressing up clothes. Good work assemblies. Sensory play activities All about me Likes and dislikes Messy play</p>	<p>Engage with learning about different jobs in school. Make choices Observe and take notice of things</p>
 Manage career	<p>Engage with AA skills Develop communication skills. Engage actively with visitors. Enjoy role play. Make choices with tasks. Use their imagination to explore their dreams and aspirations.</p>	<p>Music man. Jo Jingles. Speaking and listening activities.</p>	<p>Improve communication skills and be able to make choices Engage with activities for short periods of time Show interest in others</p>
 Create opportunities	<p>Be aware that you belong to a group. Identify different groups in the community. Engage with hands-on activities. Be aware of classroom responsibilities. Explore different opportunities. Meet visitors. Being aware that other people can meet their needs. To be able to follow a two part instruction.</p>	<p>Religious education/PSHE/SRE Jobs chart in the classroom. Horse Riding. Frog life. Forest School.</p>	<p>Demonstrate engagement in a group. Engage in different opportunities. Play with different toys and resources</p>
 Balance life and work	<p>Show enjoyment. Role plays a scenario. Explore work and rest. Recognise when you have been kind to someone. Explore money in different situations. Sensory experiences through music and dance and sensory play.</p>	<p>NSPCC number day. Numeracy lessons. PSHE/SRE lessons. MM productions visiting in school. Visits to shops. Sensory circuits/ Interactive sensory room.</p>	<p>Children communicate intentionally Engage in snack Children have an emerging understanding of what is right, wrong, fair and unfair.</p>

 See the big picture	<p>RE/PSHE/ILPs/EHCP</p> <p>Learning through play.</p> <p>Be aware of jobs from the past.</p> <p>Listen attentively to stories.</p> <p>Engage with sensory stories.</p> <p>Be exposed to different types of work.</p> <p>Be aware of technology in the community. Engage with technology that can help us.</p> <p>Curriculum days.</p> <p>Work with parents and families</p> <p>Work with groups in the community.</p> <p>School events.</p>	<p>https://jobsliveuk.com/national-apprenticeship-week-2023/</p> <p>Interactive library sessions.</p> <p>Book week/Careers.</p> <p>Mothers day in school.</p> <p>Fathers day in school</p> <p>Christmas performances.</p> <p>Christmas craft fete.</p>	<p>Children initiate and maintain short conversations.</p> <p>Children respond to others in group situations.</p> <p>Children take part in role play.</p> <p>Children respond appropriately to questions.</p> <p>Children listen attentively.</p> <p>Children understand what is right, wrong, fair and unfair.</p> <p>Children can give an opinion</p>
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EXPLORE

	Explore	Examples/activities/links	Outcomes
 Grow throughout life	<p>Be aware of people who help us. Play to learn about ourselves.</p> <p>Be confident to request help.</p> <p>Be willing to be challenged.</p> <p>Feel positive about identities and backgrounds that are different to their own.</p> <p>Being aware of behavioural expectations in school and at home.</p> <p>Be able to follow rules and expectations.</p> <p>To embrace new things.</p>	<p>Horse riding.</p> <p>Learning through play.</p> <p>Heltwate's Golden Rules</p>	<p>Describe what you enjoy doing. Describe something that you would like to be able to do and how you might achieve it.</p> <p>Be able to hold a conversation with adults and display good listening skills</p> <p>Enjoy listening to stories about people and their working lives</p> <p>Describe or show what you enjoy doing.</p> <p>Describe or show something that you would like to be able to do and how you might achieve it</p>
 Explore possibilities	<p>Be aware of different jobs and workplaces.</p> <p>Find out about different professions and jobs in school.</p> <p>Explore a range of diversity experiences through role play.</p> <p>Explore role play experiences</p> <p>Explore work resources.</p> <p>Give examples of different jobs</p> <p>Explore opportunities in the community.</p> <p>Visits shops and places of work.</p> <p>Meet visitors in school.</p>	<p>Horse riding.</p> <p>Forest School</p> <p>Jo Jingles</p> <p>Music man.</p> <p>School activities</p> <p>School visitors</p> <p>Community visits (where appropriate)</p> <p>Visit the Munchbox Cafe</p>	<p>Talk about the different jobs in school</p> <p>Explore different jobs in school</p> <p>Engage with activities and explore resources linked to jobs</p>

	<p>Thinking about questions they might ask a visitor. To know who keeps them safe in school, at home and in the community. Take part in different activities and show enjoyment</p>	<p>Swimming Sports - YDP</p>	<p>Explore activities which recognise that people have different talents, abilities and attitudes</p> <p>Be aware of many different types of workplace, e.g. hospital, farm, office</p>
 Manage career	<p>Imagine different possibilities about who they might become. Have an aspiration for a career. Be willing to keep going. Enjoy and explore. Explore choices and opportunities, such as activities, trips and visits. Be aware of goals they are striving for. Explore characters in stories. Exploring if characters in stories made the right decisions.</p>	<p>Role play different jobs Make choices in activities Be supported to work on personal goals Experience different characters in stories Experience making positive choices</p>	<p>Enjoy opportunities to role play different jobs Show awareness that you find some things easier than others and you have skills you would like to develop Explore options presented to you</p>
 Create opportunities	<p>Be able to carry out a range of tasks. Identify and engage in a range of jobs within school. Take on work related tasks in class groups or role play. Develop awareness of how to communicate with others. Developing social skills. Developing play skills. Initiate conversations with others. Starting to be aware of their own actions and how that may affect others. Develop classroom responsibilities. Respond to trusted adults who can help them identify their needs. Describe what their needs are.</p>	<p>Horse riding. Forest School Jo Jingles Music man. Interactive library.</p>	<p>Demonstrate through actions and activities that you belong to various groups and communities</p> <p>Explore likes and dislikes in given opportunities Explore and experience how you are changing and growing Experience teamwork Contribute to a whole school activity like baking or making for charity</p>
 Balance life and work	<p>Recognise jobs that need to be done around the home. Be aware of what volunteers do in the community. Know how to treat people kindly. Be aware of how people earn money. Be able to identify work places. Be aware of health and safety rules in school. Be aware of money and what it is used for. Be aware of why people have bank accounts and what they are used for. Sensory experiences.</p>	<p>Earwig/Independent living/Money. Sensory circuit. Interactive sensory room. Home and school activities Playing with money in a role play shop PSHE lessons on kindness, helping, staying safe Role play opportunities home - sweeping, cooking, cleaning Visitors into school</p>	<p>Explore roles and chores that you perform at home and school Learn about why people wear uniforms and protective clothing Role play a scenario, e.g. a shop using real coins Be aware of how to help others Show emotions for what you enjoyed about meeting a visitor who came to school Share what's special about everyone in your class Show kindness</p>



See the big picture

RSE/PSHE/ILPs/EHCP/RE/FBV?

Learning through play.

Preparing for adulthood.

Role play.

Stories, trips, visits that are job related.

Shopping, cooking.

Curriculum days. School events.

Visits to - Kids Country, Shopping, Cafes,

Visitors.

Bretton Baptist Church, Holy Spirit Church, CROPS, uniformed services, BIFFA, PeterBoro rabbit, Father Christmas, Mrs Claus.

Work with parents and families.

Work with groups in the community.

Charity events.

Christmas performances.

Christmas fete.

MM theatre productions.

Outside visitors for assemblies.

RE lessons - Harvest, Christmas

PSHE - community


Be able to share and show kindness

Explore different types of work

Find out about jobs that grandparents or older people in the community used to do

Be aware of the three 'R's: reduce, reuse, and recycle

DEVELOP



	Develop	Examples/activities/links	Outcomes
 <p>Grow throughout life</p>	<p>Be confident to request support. Identify goals.</p> <p>Work towards identified goals</p> <p>Recognise success in learning. Celebrate their success.</p> <p>Be willing to be challenged. Be willing to challenge themselves.</p> <p>Recognise what they want to learn next.</p> <p>Talk about their talents.</p> <p>Talk about their strengths.</p> <p>Identify their weaknesses and identify next steps to improve.</p> <p>Manage their feelings and responses to different or difficult situations.</p> <p>Build resilience.</p> <p>Being able to follow rules and expectations in school and at home and out in the community.</p> <p>Being aware of the laws of the land.</p> <p>To identify new things and experiences.</p> <p>To take part in new experiences.</p>	<p>Celebration assemblies.</p> <p>Horse riding.</p> <p>Heltwate golden rules.</p> <p>PSHE lessons from scheme- Skills for Learning</p> <p>School Council</p> <p>PE and YDP - challenge, resilience</p> <p>FBV work - rule of law</p> <p>Accreditation work (where appropriate)</p> <p>Trips and visits to workplaces</p> <p>Trips and visits in the local community</p> <p>Try new foods</p> <p>Develop independence - pastoral curriculum</p>	<p>Show interest in learning about occupations and ways of life that you have not previously come across</p> <p>Talk about whether there are men's jobs and women's jobs</p> <p>Demonstrate an awareness that some sources of information and advice are untrustworthy. Start to develop the skills to be able to identify reliable sources about jobs and work</p> <p>Demonstrate progress towards some of the areas on the PfA document</p> <p>Work towards outcomes on their EHCP</p> <p>Show interest in learning about occupations and ways of life that you have not previously come across</p> <p>Speak to others about your needs, wants, interests and opinions</p> <p>Describe yourself and your abilities in positive terms</p>



			Recognise when someone makes comments that stereotype a group of people
 Explore possibilities	Develop life skills. Explore different workplace jobs. Explain views about workplace jobs. Be able to identify different jobs. Explore what people do in different jobs. Be aware of different jobs in school. Explore jobs that make the school operational. Explore and identify clothes and equipment people use in their jobs. Know what is possible for them. Thinking about questions they would ask a visitor. Exploring how people relate to each other in work settings. Identifying skills that would be needed for the world of work. To be able to explain what they are interested in.	Belonging to one of the groups in school for Dojo. Attending groups outside of school. Church, scouts. Religious Education lessons. PSHE/SRE lessons on behaviour/conduct Careers day/ Book week. Visitors into school. Heltwate independent living/ Health/ Earwig. Frog life. https://jobsliveuk.com/national-apprenticeship-week-2023/ FBV - protected characteristics Staying safe -NSPCC PANTS Online Safety Lessons	Be able to describe different workplaces according to the type of work that goes on in them, e.g. growing things, making things, providing services Identify jobs that friends, family and community members do Recognise that there are different ways of learning and achieving your goals Be able to describe different workplaces according to the type of work that goes on in them, e.g. growing things, making things, providing services Know right from wrong Manners behaviour
 Manage career	Develop life skills, (shopping, crossing road etc). Describe goals they are working towards. Be aware of future choices and opportunities. Try to problem solve. Learn to reflect on choices made. Learn to reflect on different situations. Recognising their achievement when they have learnt something new. Managing their feelings and disappointment. Building resilience.	Heltwate independent living/ Community safety/Earwig. EHCP's/Personal targets. PSHE/RE lessons. Good work assemblies. Visits to or from business - like Morgan Sindall or Biffa Work experiences - in house/role play/actual Engagement with employers and employees My Future day work and evidence PSHE - managing feelings EHCP targets and goals Activities linked to Pfa ASDAN Accreditation (where appropriate)	Express what it means to have a career or Future using the examples of positive role models Enjoy opportunities to role play different jobs Identify roles within the classroom/school e.g. litter picking and be able to identify skills needed to perform them Develop confidence and look forward to new challenges faced during periods of change, e.g. when preparing to move from main site to StG or new class Talk about why you have used certain resources to solve a problem
 Create opportunities	Take part in trips and visits. Developing friendships. Make choices about what they want to achieve. Take on work jobs in group play. Explain what they have found out from people who have visited the school. Identify jobs.	Residential school trips. PSHE/RE lessons. Heltwate Independent living/Community safety/Earwig. PEC's and alternative communication aids. Visit a Food Bank or community group Visit a community cafe Discrete lessons on the world of work and jobs	Meet and talk to members of the community such as aid organisations and people who work in the area Be aware that people often have more than one job/career in their lifetime Share your opinions on things that matter to you and share their views

	<p>Develop friendships and relationships with others. Develop the ability to communicate their needs and wants. Start to take responsibility for their own actions. Carry out classroom responsibilities. To know what their needs are.</p>	<p>School Council - FBV - the right to vote Class Dojo Big Ideas FBV - protected characteristics Rules in school - Rule of Law MacMillan Coffee Morning My Future Day Christmas Craft Fair</p>	<p>Agree and follow the rules for your group and classroom and understand how rules help you and promote inclusivity Take an active part in an enterprise activity. E.G school fair</p>
 Balance life and work	<p>Learning about different charities. Taking part in school charity events. Be aware of what volunteers do and how they care. To know how they can become a volunteer. Be aware of the life cycle. Show enjoyment in different activities. Role play a scenario. Explore work and rest. Recognise kindness and how to show kindness. Explore use of money in different situations. Develop their understanding of how money can be used and saved. Be aware of bank accounts and what they are used for. Sensory experiences. Recognise strategies they can use to keep themselves safe at school, at home and out in the community. Recognise strategies to support them with their well-being.</p>	<p>Charity day events in school. Science lessons. PSHE/SRE/RE lessons. Munch box cafe. Earwig/Independent living/Money. Mindfulness/Meditation. Shopping trips. Leisure activities ASDAN PDP (where relevant in Y9) Class Dojo - Big Ideas - empathy Money Matters - Barclays Life Skills Visits to shops Role play shopping Working and being paid for jobs Discrete lessons linked to world of work MacMillan charity activity Children in Need charity activity Harvest work - Foodbanks Visitors in school - Anglian Water, Morgan Sindall FBV - respect/rule of law</p>	<p>Understanding what hobbies are and the importance that they play in people's leisure time. Be aware that different people enjoy different things Be aware of how to be safe and considerate to others' feelings in the playground and in the classroom Understand the link between work and money and how it is spent Take part in a charity activity Describe what you learned from meeting a visitor who came to school Identify and respect the differences and similarities between people Recognise the concept of right and wrong within society</p>
 See the big picture	<p>PSHE/RE/ILP's/EHCP. Preparing for adulthood. Class based play and activities. Assemblies. Work with parents and families. Work with groups in the community. Problem solving.</p>	<p>CROPs/Bretton Baptist Church, assemblies. Celebration assemblies. Visits to places of worship. Visits to the wellbeing cafe. Online safety lessons Internet safety day PSHE</p>	<p>Be aware that what you see or hear may or may not be true Describe different jobs, e.g. the jobs involved in getting food onto your plate. Identify some of the parts of a job that sound exciting.</p>

	<p>School events like - Curriculum days. Visits to places like Kids Country, Shopping, Cafes, Visitors in.</p> <p>Bretton Baptist Church, Holy Spirit Church, CROPS, uniformed services, BIFFA, PeterBoro rabbit, Father Christmas, Mrs Claus.</p>	<p>Munchbox Cafe visit</p> <p>Harvest - food production</p> <p>Jobs in the past</p>	<p>Explore jobs that no longer exist or have changed considerably because of advances in technology</p> <p>Learn about how people and other living things have different needs and the responsibilities of caring for them</p>
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DISCOVER HELTWATE

	Discover Heltwate	Examples/activities/links	
 <p>Grow throughout life</p>	<p>Being able to explain how they acted on help. Recognising what they want to learn next and when they are successful Being willing to take on challenges that help them to grow Recording and commenting on what they have experienced and achieved Relating to people whose identities and backgrounds are different to theirs</p>	<p>Take part in activities that introduce new occupations and lifestyle choices, e.g. a visit to a sustainable community or a visit to a workplace. Visits to local faith centres like Gudwara or church or Mosque. ASDAN Accreditation work Transition visits College open evening events Visitors into school Careers Advice Personal attributes PSHE lessons Lessons around FBV - respect, equality, discrimination</p>	<p>Describe what you are like, what you are good at and what you enjoy doing. Explain how you might achieve something that is important to you. Be aware of how to use sources of information and advice to find out what you want to know about careers, studying and working. Develop awareness into how your own skills and abilities may support your success in the working world Describe what you are like, what you are good at and what you enjoy doing Recognise the harm caused by stereotyping and discrimination and the importance of treating people equally and fairly</p>
 <p>Explore possibilities</p>	<p>Being able to explain what tasks they would like and like least about particular jobs Finding out about the qualities and skills needed to do a caring job Trips and visits to local businesses and community groups to explore LMI Being confident to request help recognising their successes in learning Being willing to challenge themselves Exploring what they have experienced and achieved</p>	<p>Accreditation work Careers lessons Visits to community College visits and transition days Visitors in school Discrete lessons on jobs that family and friends do PSHE - likes/dislikes Caring for others Asking for help when working EHCP targets and challenges through this PfA activities</p>	<p>Identify jobs that friends, family and community members do Be aware that many jobs require skills, qualifications and aptitudes that can only be gained via an apprenticeship, degree or college course and how this impacts on our aspirations. Be able to describe different workplaces according to the type of work that goes on in them, e.g.</p>

			growing things, making things, providing services Can demonstrate good manners and behaviour and know the difference between right and wrong.
 Manage career	At least 2 experiences of local providers (colleges local to Heltwate) Work experience or meaningful experiences of work (in house and external) Being able to explain what interests them about particular jobs Exploring the connection between uniforms and status Being aware that jobs are made up of tasks Exploring what people do whose jobs involve caring for children and keeping them safe Being able to give examples of jobs in different sectors Being able to explain their views about similarities and differences between jobs Investigating similarities and differences between men's and women's work clothes Being able to explain what they are gaining from the subjects and topics they are learning about	https://jobsliveuk.com/national-apprenticeship-week-2023/ ASDAN Accreditation work Career journeys Visitors into school who are role models Opportunities to explore jobs Meet people who have had different jobs Writing job applications Role Play scenarios Visits to StG for transition EHCP outcomes meetings - linked to PfA Preparing for Adulthood experiences and opportunities	Identify key point(s) in the career journey of someone who is a role model to you Enjoy opportunities to role play different jobs Be able to write an application for a classroom/ school role and why you want to apply for the role and why you are suitable with support Identify ways of making positive transitions such as moving to StG
 Create opportunities	Discovering new jobs that are just coming into being being supported to describe what their needs are Help with choosing what they want to achieve and the way they go about it being aware of how to communicate with co-workers and customers in work settings being able to make a positive contribution in group play or teamwork based on a business activity thinking about questions they would like to ask a visitor about their job	Visitors to support ASDAN work Trips to places like LUSH Role play in learning Team games and role play activities Make choices for different things Role play asking for help, building independence School and class rules Head Boy/Girl - FBV - rule of law School Council work MacMillan Charity activity Children in Need activity Craft Fairs - create an enterprise opportunity	Understand that the ability to take part in effective team working influences the working environment Be able to compare information about choices open to you and voice your preferences Be able to face challenges positively by gathering information, seeking help and acting Agree and follow the rules for your group and classroom and understand how rules help you and promote inclusivity Take an active part in an enterprise activity. E.G school fair


 <p>Balance life and work</p>	<p>Sensory sessions Rewarding hard work Recognising the contribution they make to the work that is done in the home Being aware of what volunteers do and how they can be a volunteer Exploring the rewards they would like to get from paid work Being aware that overwork is harmful to people's health Recognising how they can help keep themselves safe at school Exploring what happens in the first few days when people start work Being aware that they and others can play a part in helping to ensure that people are treated well at work Being aware of how money can be earned</p>	<p>PSHE - differences and similarities Simulate the life of an adult - work, leisure, health family, recreation Work for the 4 areas of PfA Take part in leisure activities through the curriculum ASDAN Accreditation PSHE - staying safe in the community, online, Wellbeing and mental health Relaxation and mindfulness Making a budget - going shopping Money and banking MacMillan Children in Need - giving - impact of charity work Meet employers and employees - Biffa LUSH Equality - FBV - race, gender, age, ethnicity</p>	<p>Understanding what hobbies are and the importance that they play in people's leisure time. Be aware that different people enjoy different things Be aware of how to keep yourself safe and well physically and mentally when you are learning and playing Show that you can make considered decisions about saving, spending and giving Take part in a charity activity Take part in an employer encounter with a senior and an entry level employee Identify and respect the differences and similarities between people Recognise the concept of right and wrong within society</p>
 <p>See the big picture</p>	<p>being aware of how work is portrayed differently in different stories recognising that the way that work is shown is not always accurate/reliable exploring how working life is changing for people now being aware of how scientific and technological aids help people do their work exploring work practices in the school environment that promote sustainability exploring the jobs that people do to help each other</p>	<p>ASDAN My Independence Exploring different careers and job roles Visits to employers Career related learning through topic work Explore different college courses available to them Transition work PSHE - caring for others RE - harvest - where food comes from and the jobs involved.</p>	<p>Explore the role of TV, Internet, the press, and other media in portraying careers Describe different jobs, e.g. the jobs involved in getting food onto your plate. Identify some of the parts of a job that sound exciting. Learn about how people and other living things have different needs and the responsibilities of caring for them</p>



DISCOVER @ST GEORGES

	Discover StG	Examples/activities/links	Outcomes
 Grow throughout life	Being able to explain how they acted on help. Recognising what they want to learn next and when they are successful Being willing to take on challenges that help them to grow Recording and commenting on what they have experienced and achieved Relating to people whose identities and backgrounds are different to theirs	Positive Footprints – Learning about your qualities and skills through literacy https://primary-careers.careersandenterprise.co.uk/resources/exploring-skills-through-language Take part in activities that introduce new occupations and lifestyle choices, e.g. a visit to a sustainable community or a visit to a workplace	Develop insights into how your own skills and abilities may support your success in the working world. Talk about whether there are men’s jobs and women’s jobs.
 Explore possibilities	Being able to explain what tasks they would like and like least about particular jobs Finding out about the qualities and skills needed to do a caring job Trips and visits to local businesses and community groups to explore LMI Being confident to request help recognising their successes in learning Being willing to challenge themselves Exploring what they have experienced and achieved	Accreditation work Careers lessons Visits to community College visits and transition days	Widening participation activities put on by charities, training and/or apprenticeship providers, local colleges and universities
 Manage career	At least 2 experiences of local providers (colleges local to Heltwate) Work experience or meaningful experiences of work (in house and external) Being able to explain what interests them about particular jobs Exploring the connection between uniforms and status Being aware that jobs are made up of tasks Exploring what people do whose jobs involve caring for children and keeping them safe Being able to give examples of jobs in different sectors Being able to explain their views about similarities and differences between jobs Investigating similarities and differences between men’s and women’s work clothes Being able to explain what they are gaining from the subjects and topics they are learning about	College Open Days @StG ACE NCS - Enterprise Talentino modules (where appropriate) https://jobsliveuk.com/national-apprenticeship-week-2023/	Evidence goes towards Gatsby Benchmarks Students learn employability skills Students learn about local job information Students successfully apply for college courses relevant to their interests and needs.

 <p>Create opportunities</p>	<p>Being able to describe what their needs are Choosing what they want to achieve and the way they go about it Being aware of how to communicate with co-workers and customers in work settings Being able to make a positive contribution in group play or teamwork based on a business activity Thinking about questions they would like to ask a visitor about their job Identifying possible new jobs that might be needed in the future Responding to trusted adults who can help them identify their needs Reflecting on what they achieved and what they would do differently or better next time Exploring how people relate to each other in work settings Being able to take on different work-related roles in group play or teamwork, including as leader when required Explaining what they found out from a visitor about setting up their own businesses Create opportunities by being proactive and building relationships with others</p>	<p>PSHE Role play scenarios like the cafe DofE work NCS work</p>	
 <p>Balance life and work</p>	<p>Sensory sessions Rewarding hard work Recognising the contribution they make to the work that is done in the home Being aware of what volunteers do and how they can be a volunteer Exploring the rewards they would like to get from paid work Being aware that overwork is harmful to people's health Recognising how they can help keep themselves safe at school Exploring what happens in the first few days when people start work Being aware that they and others can play a part in helping to Ensure that people are treated well at work Being aware of how money can be earned</p>	<p>DofE - Love in a Box</p>	
 <p>See the big picture</p>	<p>Dreams and Aspirations (ILPs) goals. Positive minds/growth mindset NCS/work experience DofE Bring learning together Linking learning experiences</p>	<p>PSHE/RSE Monday assemblies</p>	

STEPPING ON

	Stepping On	Examples/activities/links	OUTCOMES
 Grow throughout life	<p>Self assessment - What am I good at now? What do I want to get better at?</p> <p>Learning about form filling</p> <p>Finding out about me and the choices I have</p> <p>Being willing to take on challenges that help them to grow</p> <p>Recording and commenting on what they have experienced and achieved</p> <p>Relating to people whose identities and backgrounds are different to theirs</p> <p>Asking for help</p>	<p>Leisure activities</p> <p>Accreditation work linked to EQUALS areas and ASDAN PP</p> <p>For example:</p>	<p>Demonstrate an awareness that some sources of information and advice are untrustworthy.</p> <p>Start to develop the skills to be able to identify reliable sources.</p> <p>Show interest in learning about occupations and ways of life that you have not previously come across.</p> <p>Speak to others about your needs, wants, interests and opinions.</p> <p>Describe yourself and your abilities in positive terms.</p> <p>Recognise when someone makes comments that stereotype a group of people</p>
 Explore possibilities	<p>Communication</p> <p>Vocational Studies - exploring opportunities through curriculum learning</p> <p>Visits to community groups, spaces</p> <p>Visits to colleges (2 meaningful experiences)</p> <p>Student passports</p> <p>Transition information</p> <p>Likes and dislikes</p> <p>What do I want to do in the future?</p> <p>Finding out about jobs</p>	<p>Vocational studies activities</p> <p>Examples:</p> <p>Visits to colleges</p> <p>PSHE - about me</p> <p>College placements</p> <p>Exploring different jobs - like Postman</p>	<p>Identify jobs that friends, family and community members do.</p> <p>Recognise that there are different ways of learning and achieving your goals.</p> <p>Be able to describe different workplaces according to the type of work that goes on in them, e.g. growing things, making things, providing services.</p> <p>Can demonstrate good manners and behaviour and know the difference between right and wrong.</p>
 Manage career	<p>Visitors into school - sports inspirational speakers</p> <p>Dreams and Aspirations on ILP and EHCP</p> <p>Goldhay Arts</p> <p>Experience a range of opportunities through curriculum related learning like role play, tuck shop</p> <p>Learning about different jobs</p>	<p>Problem solving activities</p> <p>Accreditation links to ASDAN PP and EQUALS</p> <p>Such as:</p>	<p>Express what it means to have a career using the examples of positive role models.</p> <p>Enjoy opportunities to role play different jobs Identify roles within the classroom/school e.g. litter picking and be</p>

			<p>able to identify skills needed to perform them.</p> <p>Develop confidence and look forward to new challenges faced during periods of change, e.g. when preparing to move from Heltwate to a new setting.</p> <p>Talk about why you have used certain resources to solve a problem</p>
 <p>Create opportunities</p>	<p>Develop Communication and communication skills</p> <p>Enterprise work through the Munchbox Cafe, horticulture, animal care</p> <p>Exploring links to college courses</p> <p>Gain AQA UAS Units to gain qualifications</p>	<p>Visits to college</p> <p>Extended transition and bespoke opportunities</p> <p>Accreditation work</p> <p>School rules</p> <p>School Council</p> <p>FBV - rule of law - voting</p> <p>Making choices</p> <p>Munchbox Cafe</p> <p>Be interviewed for a job - role play</p>	<p>Meet and talk to members of the community such as aid organisations and people who work in the area.</p> <p>Be aware that people often have more than one job/career in their lifetime.</p> <p>Share your opinions on things that matter to you and share their views.</p> <p>Agree and follow the rules for your group and classroom and understand how rules help you and promote inclusivity</p> <p>Take an active part in an enterprise activity.</p>
 <p>Balance life and work</p>	<p>work through EQUALS AND ACCREDITATION THROUGH ASDAN</p> <p>PERSONAL PROGRESS- Leisure and Recreation Units</p> <p>Enrichment opportunities like personal care, music, cooking, dancing, library</p> <p>Experiences of visiting leisure facilities like libraries, community groups</p> <p>Visiting shops to support development of life skills</p> <p>Being supported to recognise unfair barriers to opportunity and being willing to challenge them</p> <p>being able to make decisions about saving, spending and budgeting</p>	<p>ASDAN PP</p> <p>EQUALS UNITS (not accredited)</p> <p>Charity events like MacMillan</p> <p>Children in Need</p> <p>Internet safety</p> <p>Meeting visitors</p> <p>Right and wrong</p> <p>PSHE lessons</p> <p>Leisure activities and enjoyment</p> <p>Personal choices</p> <p>Meet visitors in and out of school</p> <p>Working with and using money</p> <p>Shopping</p>	<p>Understanding what hobbies are and the importance that they play in people's leisure time.</p> <p>Be aware that different people enjoy different things.</p> <p>Be aware of how to be safe and considerate to others' feelings in the playground and in the classroom.</p> <p>Understand the link between work and money and how it is spent.</p> <p>Take part in a charity activity.</p> <p>Describe what you learned from meeting a visitor who came to school Identify and respect the differences and similarities between people.</p> <p>Recognise the concept of right and wrong within society</p>



See the big picture

Being engaged and involved in the Student Council
Awareness of politics - Youth Parliament and the right to vote
Equality and diversity
Exploring jobs and ways of working that help to protect the environment

Caring for others
Opportunities in the community (Goldhay)
Focus on jobs
Jobs in the past
Accreditation work, for example:

Be aware that what you see or hear may or may not be true.
Describe different jobs, e.g. the jobs involved in getting food onto your plate. Identify some of the parts of a job that sound exciting.
Explore jobs that no longer exist or have changed considerably because of advances in technology.
Learn about how people and other living things have different needs and the responsibilities of caring for them