

Intent:

Stone Hill School understands the importance of providing all our pupils with the skills and knowledge required to make effective decisions; especially in relation to future education, training and employment options. At Stone Hill, we have high aspirations for all our pupils. We believe that a well-structured and highly effective programme of Careers, Employability and Enterprise Education will play a key role in how we prepare our young people for a safe, independent life.

The key aim of the curriculum is for pupils to develop an understanding of careers and work-related information that develops their sense of enquiry, not only about careers and further education but also of how the skills developed in school are applicable and integral ingredients in the modern workplace. The Careers, Employability and Enterprise Education curriculum at Stone Hill School is aligned with the eight Gatsby Benchmarks, a framework of excellence, based on national and international research defining all the elements of very best practice.

Careers, Employability and Enterprise Education at Key Stages 1 and 2 will broaden pupils' horizons and raise aspirations, giving them a wide range of experiences of the world of work. This curriculum seeks to introduce children to ideas about the work they might want to do in the future and encourage a first-hand understanding of the world of work. It is about opening doors, showing pupils the vast range of possibilities open to them and helping to keep their options open for as long as possible. This curriculum encourages a range of attributes, skills, and behaviours that can be encouraged in this early stage of a child's life that will leave them in the best possible position as they begin their transitions to secondary education and to future life.


Enterprise is about trying new things, working with others, using initiative and having ambition. At Stone Hill School, Enterprise is about 'Making Ideas Happen!' The intent of the Enterprise curriculum across Key Stages 1 and 2 is to support the development of four core competencies, identified as critical components of what it means to 'be enterprising'. These are: problem solving, communication, teamwork and resilience. Throughout Key Stages 1 and 2, pupils are taught important Enterprise competencies through every day curriculum activities and Enterprise projects, developing links with local Enterprise education providers wherever possible.

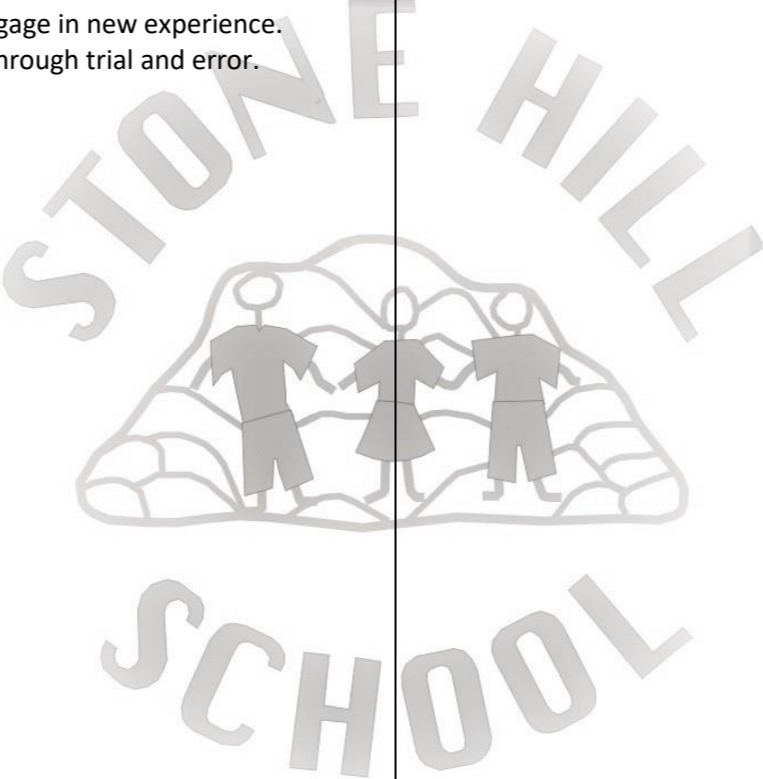
Employability and Enterprise skills are embedded across all aspects of the curriculum, and leaders of all subjects contribute to the assessment of pupils' progress and experiences linked to the Gatsby Benchmarks, Skills Builder and Learning Behaviours. We also plan multiple opportunities for our pupils to use their employability and enterprise skills in real world situations through, for example, role play, enterprise projects, encounters with employers and visits out of school.

Class / Project	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Learning Behaviours Gatsby Benchmarks
Careers and Employability Classes 3 – 6	All year	<p>Invite volunteers from the world of work to visit and talk with children about their work.</p> <p>Investigate the role of the emergency services.</p> <p>Explore jobs in the local community.</p> <p>Find out who can help us in school.</p> <p>Talk about our likes and dislikes.</p> <p>Create one page profiles about ourselves.</p> <p>Understand the importance of making good choices.</p> <p>Organise career-related learning trips e.g. to a workplace, museum or university.</p> <p>Use online learning materials in the classroom such as games, videos, role play, and individual/ group activities to find out about the world of work.</p> <p>Explore the diverse routes adults have taken to get their current job e.g.</p>	<p>Excite and motivate children about their learning by linking and embedding in the curriculum strong connections between education and the world of work.</p> <p>Broaden children's horizons and raise aspiration.</p> <p>Help children see a clear link and purpose between their learning experiences and their future.</p> <p>Challenge stereotypes that children and their parents often have about jobs and the people who do them.</p> <p>Support the raising of standards of achievement and attainment for all children.</p> <p>Help children learn more about their own talents and abilities and instil greater confidence.</p> <p>Reinforce the importance of numeracy and literacy in later life.</p>	<p>LITERACY</p> <p>Reading</p> <p>Look at pictures</p> <p>Reading with support</p> <p>Reading independently</p> <p>Talk or write about text/pictures</p> <p>Ask questions</p> <p>Answer questions</p> <p>Give opinion</p> <p>Listen to an opinion</p> <p>Role play</p> <p>Develop vocabulary</p> <p>Comprehend</p> <p>Writing</p> <p>Make marks on material</p> <p>Practise handwriting</p> <p>Practise spelling</p> <p>Write with support</p> <p>Write independently</p> <p>Write for a purpose</p> <p>Present work</p> <p>Correct own work</p> <p>Act on feedback</p> <p>GPS</p> <p>Use knowledge of the alphabet</p>

		<p>vocational (Incl. apprenticeships), academic, starting their own business etc.</p> <p><u>Vocabulary</u> Work, job, career, employment, college, Post 16, university.</p>		<p>Start to use punctuation Use correct punctuation Make sounds to communicate Take part in discussion Use new vocabulary Present information and opinions</p> <p>NUMERACY</p> <p><u>Functional skills/knowledge</u> Recognise coins and understand their value Use coins to make a given total</p>
<p>Enterprise Class 3 Crash Landing</p>	1 - 4	<p>Crash Landing - Skills Builder Project</p> <p>Stage 1: Visiting the Landing Site Pupils apply Problem Solving and Creativity to learn about the challenge, then in pairs, visit and investigate the alien landing site.</p> <p>Stage 2: Imagining Aliens Pupils apply Problem Solving and Creativity by working in pairs to imagine what the aliens and their planet might look like, using clues to help them.</p> <p>Stage 3: Welcome to our World Pupils apply Leadership and Teamwork by working in pairs to show the aliens what makes us happy and our world welcoming.</p> <p>Stage 4: Goodbye, Aliens! Pupils apply Leadership and Teamwork by working in pairs to give a short 'Show and Tell' presentation about the day and say goodbye to the aliens.</p> <p><u>Vocabulary</u> Problem solving, communication, teamwork, resilience, leadership, creativity.</p>	<p>Problem Solving / Creativity: I have my own ideas. I can make links to real life.</p> <p>Communication: I can share my ideas. I can listen to others' ideas.</p> <p>Teamwork / Leadership: I can work in a small group with support.</p> <p>Resilience: I am willing to have a go. I keep trying.</p>	<p>Add coins Find change Know to wait for change/receipt following a transaction</p> <p><u>Measurement Skills</u> Estimate length/capacity/mass/time/temp Measure length/capacity/mass/time/temp Record length/capacity/mass/time/temp</p> <p>SMSC</p> <p><u>Spiritual</u> Enjoy learning about themselves Enjoy learning about others Enjoy learning about the world around them Use imagination Be Creative Reflect on own success</p> <p><u>Moral</u> Offer reasoned views</p> <p><u>Social</u> Socialise with other pupils and other people Cooperate with others Resolve conflict Engage in British values Demonstrate mutual respect Contribute positively to life in modern Britain</p>

<p>Enterprise Class 4 Groovy Gardeners</p>	<p>1 - 4</p>	<p>Groovy Gardeners – Skills Builder Project</p> <p>During this project, pupils will explore the role of a gardener and work in teams to design and plant their own ‘Groovy Gardens’. At the end of the project, learners will welcome friends and family on a tour of the new garden area.</p> <p>Local Visit: Community Gardens Pupils explore how essential skills are used in the world of gardening by going on a local visit or virtual tour.</p> <p>Stage 1: Into Nature Pupils apply Listening by responding to songs, rhymes and phrases from others, as they explore gardens further and make a scarecrow.</p> <p>Stage 2: Green Fingers Pupils apply Teamwork by taking it in turns with other children, as they decide what to plan in their garden.</p> <p>Stage 3: Thyme to Grow Pupils apply Speaking by sharing information with a person they know, as they plant their seeds and create invitations for their garden tour.</p> <p>Stage 5: Groovy Garden Tour Pupils experience the excitement and challenges of a garden tour. Pupils will welcome friends and family on a tour of the new garden area.</p> <p><u>Vocabulary</u> Problem solving, communication, speaking, listening, teamwork, resilience.</p>	<p>Problem Solving: I can think of ideas. I can choose ways to do things.</p> <p>Communication / Speaking / Listening: I can share my ideas. I can listen to others’ ideas.</p> <p>Teamwork: I can work with others to achieve a common goal with support.</p> <p>Resilience: I can initiate activities. I seeking challenge.</p>	<p>Cultural Understand the range of cultures in school Participate positively in art Participate positively in cultural opportunities Interest in different faiths Knowledge of different religions in Britain</p> <p>British Values Democracy Rule of law Individual liberty Mutual respect Tolerance</p> <p>LEARNING BEHAVIOURS Reflective Learner Effective Participator Independent Enquirer Team Worker Resourceful Thinker Self Manager</p> <p>GATSBY BENCHMARKS 1. A stable careers programme 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 8. Personal guidance</p>
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<p>Enterprise Class 5 Brilliant Bakes</p>	<p>1 - 6</p>	<p>Brilliant Bakes – Skills Builder Project</p> <p>During this project, pupils will explore the journey from ingredients to bakery, in a fun, interactive project which sees them work in teams to sell their own ‘Brilliant Bakes’ at their very own pop-up bakery.</p> <p>Local Visit: Gathering Ideas Pupils explore how essential skills are used in the world of baking by going on a local visit or virtual tour.</p> <p>Stage 1: In The Mix Pupils apply Teamwork by taking it in turns with other members of their teams, as they taste examples of baked goods.</p> <p>Stage 2: On A Roll Pupils apply Staying Positive by saying why people can be happy or sad, as they complete tasks to create their bakery brand.</p> <p>Stage 3: Making and Baking Pupils apply Problem Solving by following instructions to solve a problem, as they design their stall and make their brilliant bakes.</p> <p>Stage 4: Brilliant Bakeries Pupils apply Problem Solving, Staying Positive and Teamwork to role-play dealing with customers in preparation for their pop-up bakery. Pupils work in teams to sell their own ‘Brilliant Bakes’ at their very own pop-up bakery.</p> <p>Reflection: Bake To The Future Pupils reflect on the successes of their Brilliant Bakery and on the skills used throughout the project.</p> <p><u>Vocabulary</u> Problem solving, communication, teamwork, resilience, staying positive.</p>	<p>Problem Solving: I have found ways to solve problems.</p> <p>Communication: I can take my turn to speak and to listen.</p> <p>Teamwork: I can take turns with other children. I can work with other children to do something together.</p> <p>Resilience / Staying Positive: I have a ‘can do’ attitude. I enjoy challenge.</p>	
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<p>Enterprise Class 6 Fabulous Fashion</p>	<p>1 - 6</p>	<p>Fabulous Fashion – Skills Builder Project</p> <p>During this project, pupils will explore the world of fashion, dressing up and costume. They will explore the role of a fashion designer, visit a local shop or fashion display and create their very own ‘fabulous fashions’. Finally, they will welcome their family and friends to their own Fashion Show.</p> <p>Stage 1: Dress to Impress Pupils apply Listening by listening to others for a short period of time. They take part in a catwalk show and share items of their own clothing.</p> <p>Local Visit: Fashion Around Us Pupils explore how essential skills are used in the world of fashion by going on a local visit or virtual tour</p> <p>Stage 2: Knitty Gritty Pupils apply Listening by using their imagination during role play, as they decide on the themes, colours and materials for their own designs.</p> <p>Stage 3: In Stitches Pupils apply Teamwork by taking it in turns with other pupils, as they design and create their own ‘fabulous fashions’.</p> <p>Stage 4: Today’s The Day Pupils apply Listening, Creativity and Teamwork to prepare for the Fashion Show by dressing up and practising their catwalk moves.</p> <p>Reflection: I am a Fashion Designer Pupils reflect on the successes of their ‘fabulous fashions’ and on the skills used throughout the project. Pupils experience the excitement and challenges of a fashion show.</p> <p>Vocabulary Problem solving, communication, listening, teamwork, resilience.</p>	<p>Problem Solving: I have found new ways to do things.</p> <p>Communication / Listening: I respect others’ ideas.</p> <p>Teamwork: I know why teams are sometimes better than working by myself. I am happy to help with different jobs in my team</p> <p>Resilience: I can take a risk. I can engage in new experience. I learn through trial and error.</p>	
<p>Intended impact:</p>				

Through Careers, Employability and Enterprise Education children will begin to understand the world of work and will have developing knowledge of jobs and employment opportunities in the school and the local community. Children will be able to identify a range of attributes, skills, and behaviours that people need to enter the workforce. Children will have knowledge and experience of local workplaces within the Doncaster area and will understand that people work to make a living.

Children will develop the four core enterprise competencies that will allow them to access Enterprise at KS3:

Problem Solving: The ability to collect and examine information, think creatively, and analyse situations to generate solutions to problems.

Teamwork: The ability to build team engagement, collaborate, share knowledge and explain ideas to others whilst recognising your own and others creativity.

Communication: The ability to listen, write and speak effectively to present and exchange information and ideas in a creative, clear and concise manner.

Resilience: The ability to persist when facing setbacks whilst adjusting to pressure and creatively adapting to different/varying circumstances.

The achievement of learning outcomes will also support development of learning behaviours that underpin all curriculum areas.

