

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.

At Key Stage 4 we want every pupil to feel inspired and prepared for the world of work. The Careers, Employability and Education curriculum supports pupils to overcome the challenges in progressing from school to further learning and the workplace. Pupils will be given the opportunity to engage with external ambassadors through employer interactions, external and internal competitions and events, and through work experience to ensure that the needs of all pupils are met, and to encourage them to start thinking about their futures, in post-16. This curriculum provides pupils with an opportunity to achieve The Prince's Trust Award, Certificate and Diploma in Personal Development and Employability Skills (PDE), which recognises a breadth of personal skills, qualities and attitudes required by employers across a range of sectors.

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 Years 10 and 11 is to support the development of nine core competencies, identified as critical components of what it means to 'be enterprising'. These are: problem solving, communication, teamwork, resilience, confidence, initiative, organisation, creativity and financial capability.

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.

Year	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, Skills Builder Gatsby Benchmarks
Year 10 Careers and Employability	Autumn	Developing yourself through careers, employability and enterprise education. Vocabulary Self-awareness, self-determination, strengths, preferences, wellbeing, progress, achievements.	Self-Awareness: Describe yourself, your strengths and preferences. Self-Determination: Be able to focus on the positive aspects of your wellbeing, progress and achievements.	LITERACY Reading Look at pictures Reading with support Reading independently Using a dictionary Talk or write about text/pictures Ask questions Answer questions Give opinion Listen to an opinion Role play Develop vocabulary Comprehend Infer information Research Writing Practise handwriting Practise spelling Write with support Write independently Plan, draft, edit
	Spring	Learning about careers and the world of work. Vocabulary Career, work, job satisfaction, business, industry, organisation structure.	Exploring Careers and Career Development: Describe different explanations of what careers are and how they can be developed. Investigating Work and Working Life: Give examples of different kinds of work and why people's satisfaction with their working lives can change. Understanding Business and Industry:	

			Give examples of different business organisational structures.	Write for a purpose Present work Correct own work Act on feedback Take notes Summarise
	Summer	<p>Developing your career management and employability skills.</p> <p><u>Vocabulary</u> Careers information, advice and guidance, employability, qualities, skills, initiative, enterprise, entrepreneur.</p>	<p>Making the most of Careers Information, Advice and Guidance: Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services.</p> <p>Preparing for Employability: Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable.</p> <p>Showing Initiative and Enterprise: Recognise when you are using qualities and skills that entrepreneurs demonstrate.</p>	<p><u>GPS/Spoken Language</u> Use knowledge of the alphabet Use and correct punctuation Speak coherently Take part in discussion Use new vocabulary Present information and opinions Act on feedback for spoken language</p> <p>NUMERACY</p> <p><u>Functional skills/knowledge</u> Recognise coins and understand their value Use coins to make a given total Add coins</p>
<p>Year 11 Careers and Employability</p> <p><i>Princes' Trust Planning for Personal Development</i></p>	Autumn	<p>Developing yourself through careers, employability and enterprise education.</p> <p><u>Vocabulary</u> Self-improvement, career, employability, enterprise.</p>	<p>Self-Improvement as a Learner: Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences.</p>	<p>Find change Know to wait for change/receipt following a transaction Read an analogue clock Read a digital clock Use a timetable Know the days of the week Know the months of the year</p>
<p>Year 11 Careers and Employability</p> <p><i>Princes' Trust Work Experience</i></p>	Spring	<p>Learning about careers and the world of work.</p> <p><u>Vocabulary</u> Labour market, equality, diversity, inclusion, stereotypes, discrimination, working practices, health and safety.</p>	<p>Investigating Jobs and Labour Market Information (LMI): Be aware of what labour market information (LMI) is and how it can be useful to you.</p> <p>Valuing Equality, Diversity and Inclusion: Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you.</p> <p>Learning about Safe Working Practices and Environments:</p>	<p><u>Measurement Skills</u> Estimate length/capacity/mass/time/temp Measure length/capacity/mass/time/temp Record length/capacity/mass/time/temp Sequence events</p> <p><u>Statistics Skills</u> Draw a pictogram/bar/tally/line/pie chart Interpret a pictogram/ bar/tally/line/pie chart</p> <p><u>Statistics Knowledge</u> Know how to group tally marks into 5s. Know that graphs have scales. Know that pictogram icons can be worth more than one.</p> <p>SMSC</p>

			Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you.	
Year 11 Careers and Employability <i>Prince's Trust Career Planning</i>	Summer	Developing your career management and employability skills. <u>Vocabulary</u> Financial capability, budget, choice, opportunity, decisions, planning, qualifications, skills, experience.	Developing Personal Financial Capability: Show that you can manage your own budget and contribute to household and school budgets. Identifying Choices and Opportunities: Know how to identify and systematically explore the options open to you at a decision point. Planning and Deciding: Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need. Handling Applications and Selection: Know how to prepare and present yourself well when going through a selection process. Managing Changes and Transitions: Show that you can be positive, flexible and well-prepared at transition points in your life.	<u>Spiritual</u> Explain own beliefs Enjoy learning about themselves Enjoy learning about others Enjoy learning about the world around them Use imagination Be Creative Reflect on own success <u>Moral</u> Recognise right and wrong Respect the law Understand consequences Investigate moral and ethical issues Offer reasoned views <u>Social</u> Socialise with other pupils and other people Mix with pupils or other people from different ethnic backgrounds Visit other communities Volunteer Cooperate with others Resolve conflict Accept British values Engage in British values Accept the rule of law Accept individual liberty Demonstrate mutual respect Show tolerance for those with different faiths and beliefs Contribute positively to life in modern Britain <u>Cultural</u> Understand own ethnic background

<p>Autumn Enterprise Design Company</p> <p><i>Prince's Trust Team Skills</i></p> <p><i>Princes Trust Practising Leadership Skills</i></p>	<p>1 - 6</p>	<p>Design Company – Skills Builder Project Following the creative process of a design company, pupils will gain an understanding of graphic design, production and sales. They will learn how to use text and image to portray a brand identity, develop a prototype and sell their design. Each team will compete to earn the most orders at the Design Fair.</p> <p>Session 1: Gathering Information Learners explore how essential skills are used in the world of design by going on a local visit or virtual tour.</p> <p>Session 2: Smart Art Pupils apply Teamwork to take on different jobs in their team, as they research the world of graphic design.</p> <p>Session 3: Design Brief Pupils apply Creativity to use their imagination to come up with ideas using their design brief success criteria.</p> <p>Session 4: Bright Ideas Pupils apply Leadership to allocate tasks and help their peers, as they analyse each other's designs and finalise their group design.</p> <p>Session 5: The Final Cut Pupils apply Creativity, Leadership and Teamwork as they work together to create their final graphic design.</p> <p>Session 6: The Write Jobs Pupils apply Teamwork to get along well as a team, as they battle budget constraints and profit margins.</p>	<p>Problem Solving: I know how to select relevant information to help with problem solving, e.g. prioritising, highlighting, etc.</p> <p>Communication: I can choose appropriate information to share.</p> <p>Teamwork / Leadership: I can work with a range of people including adults.</p> <p>Resilience: I understand why resilience is important.</p> <p>Confidence: I know the difference between strengths and weaknesses.</p> <p>Initiative: I can interpret instructions and explain them in my own words.</p> <p>Organisation: I can plan ahead to undertake given tasks.</p> <p>Creativity: I know how to follow instructions to create something.</p>	<p>Understand different ethnic backgrounds Understand the range of cultures in school Understand the range of cultures in Britain Participate positively in art Participate positively in music Participate positively in cultural opportunities Interest in different faiths Interest in different cultural diversity Celebrate diversity Knowledge of different socio-economic groups in the local community Knowledge of different socio-economic groups in Britain</p> <p>British Values Democracy Rule of law Individual liberty Mutual respect Tolerance</p> <p>SKILLS BUILDER Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork</p> <p>GATSBY BENCHMARKS 1. A stable careers programme 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with further and higher education 8. Personal guidance</p>
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Session 7: Press Print
Pupils apply Leadership to divide jobs and complete tasks effectively, as they create a prototype of their design.

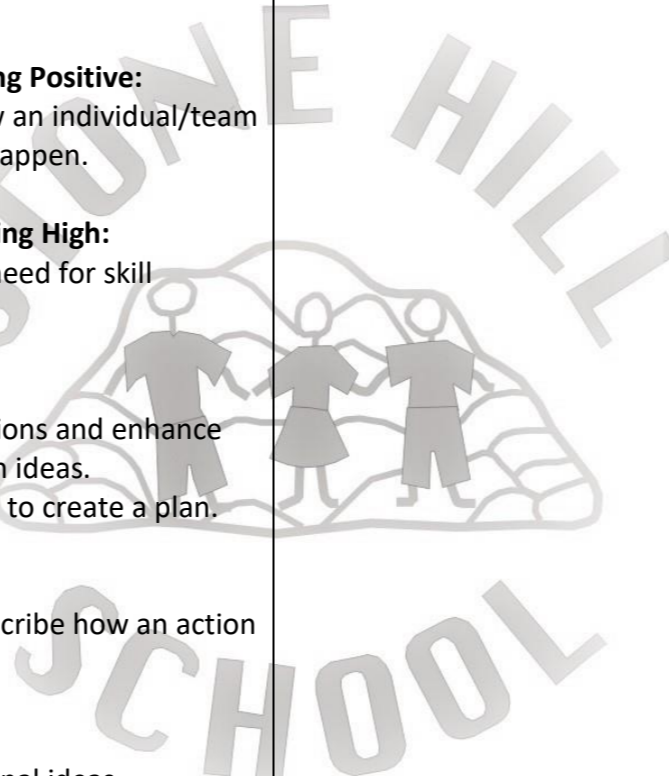
Session 8: Tell and Sell
Pupils apply Creativity to use their imagination to generate ideas for their product description and to advertise their Design Fair Exhibition.

Session 9: Test Run
Pupils apply Creativity, Leadership and Teamwork as they host the Design Fair Exhibition.

Vocabulary

Enterprise, problem solving, communication, teamwork, resilience, confidence, initiative, organisation, creativity.



<p>Spring Enterprise Big Business Challenge</p> <p><i>Prince's Trust Undertaking an Enterprise Project</i></p> <p><i>Princes Trust Customer Service</i></p>	<p>1 - 6</p>	<p>Big Business Challenge – Skills Builder Project</p> <p>During this project, pupils work in teams to create and develop a small business venture that makes a positive contribution towards the community. By the end of the project, pupils will have gained an understanding of the process involved in setting up a small business.</p> <p>Session 1: Local Visit: The World of Business Pupils explore how essential skills are used in the world of business by going on a local visit or virtual tour.</p> <p>Session 2: Engaging Entrepreneurs Pupils apply Aiming High to set challenging goals, as they explore different types of businesses.</p> <p>Session 3: Terrific Themes Pupils apply Staying Positive to keep trying and help cheer others up, as they conduct market research before narrowing down their initial business idea.</p>	<p>Problem Solving: I know what information about problems needs to be shared with peers.</p> <p>Communication: I can communicate ideas in an appropriate manner.</p> <p>Teamwork: I know how to achieve a desired outcome using the strengths of a team.</p> <p>Resilience / Staying Positive: I can describe how an individual/team has made things happen.</p> <p>Confidence / Aiming High: I understand the need for skill development.</p> <p>Initiative: I can take instructions and enhance them with my own ideas. I work with others to create a plan.</p> <p>Organisation: I know how to describe how an action plan is developed.</p> <p>Creativity: I can develop original ideas.</p>	
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Session 4: Booming Business
Pupils apply Leadership to reach a consensus on their final business idea and create a final business plan.
Session 5: Brave Branding
Pupils apply Staying Positive, Aiming High and Leadership to create marketing materials for their pop-up fair.

Session 6: Money Matters
Pupils apply Aiming High to independently set themselves challenging goals, as they make key financial decisions about their service business.

Session 7: Inquisitive Investors
Pupils apply Leadership to solve disagreements in their teams, as they provide feedback on another team's business plan.

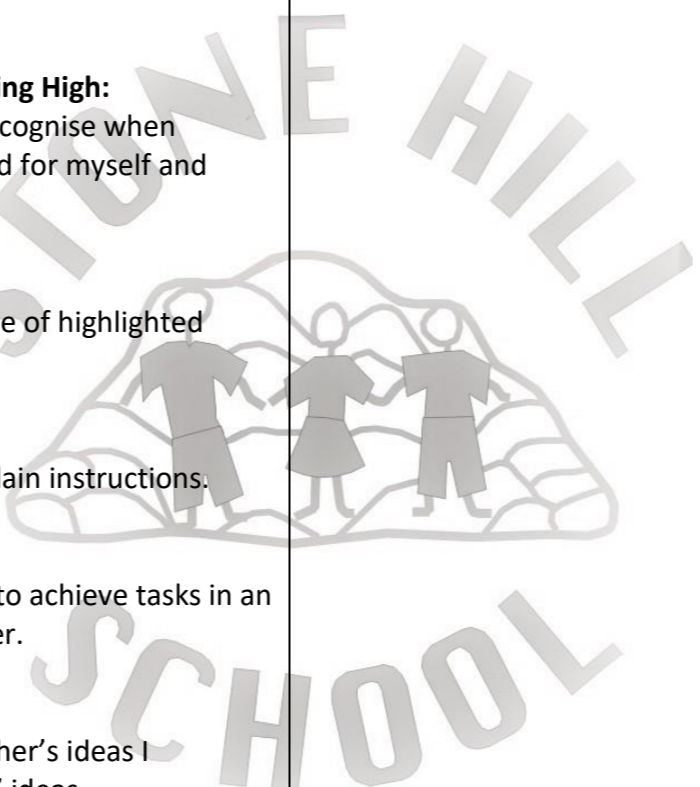
Session 8: Super Service
Pupils apply Staying Positive to encourage others to keep on trying, as they explore excellent customer service skills.

Session 9: Perfect Pop-Up
Learners apply Staying Positive, Aiming High and Leadership to deliver the pop-up fair.


Vocabulary

Enterprise, problem solving, communication, teamwork, resilience, staying positive, confidence, aiming high, initiative, organisation, creativity.



<p>Summer Enterprise Construction Counts</p> <p><i>Princes' Trust Presentation Skills</i></p> <p><i>Princes Trust Interpersonal and Self- Management Skills</i></p>	<p>1 – 6</p>	<p>Construction Counts – Skills Builder Project</p> <p>Local Visit: The World of Construction Pupils explore how essential skills are used in the world of construction by going on a local visit or virtual tour.</p> <p>Session1: Against The Clock Pupils apply Aiming High to a choose an achievable goal, as they work in a team to build a tower from limited materials.</p> <p>Session 2: Caring for Community Pupils apply Problem Solving to analyse pros and cons of different community-building solutions.</p> <p>Session 3: Amazing Architects Pupils apply Creativity to combine ideas, as they draw out the initial designs for their construction.</p> <p>Session 4: Adaptive Planning Pupils apply Problem Solving, Creativity and Aiming High to edit their designs to be more accessible and sustainable.</p> <p>Session 5: Planning Ahead Pupils apply Aiming High to plan their team stretching goals in preparation for building their models. Session 6: Building Dreams Pupils apply Creativity to reflect on how creativity applies to different roles in construction, as they begin building their models.</p> <p>Session 7: Complex Builds</p>	<p>Problem Solving: I can explain potential problems to others.</p> <p>Communication: I can communicate with a range of people including adults/business people.</p> <p>Teamwork: I share my ideas confidently and appropriately with other team members.</p> <p>Resilience / Aiming High: I know how to recognise when support is needed for myself and others.</p> <p>Confidence: I can evidence use of highlighted strengths.</p> <p>Initiative: I confidently explain instructions.</p> <p>Organisation: I support others to achieve tasks in an organised manner.</p> <p>Creativity: I can action another's ideas I recognise others' ideas.</p>	
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		<p>Pupils apply Problem Solving to reflect on the simple and complex problems they face, whilst they finish their models.</p> <p>Session 8: Persuasive Pitches Pupils apply Problem Solving, Creativity and Staying Positive to plan and deliver a short pitch about their project.</p> <p><u>Vocabulary</u> Enterprise, problem solving, communication, teamwork, resilience, confidence, initiative, organisation, leadership.</p>		
<p>Summer Enterprise Financial Capability</p> <p><i>Princes Trust Managing Money</i></p>	<p>1 - 4</p>	<p>Financial Capability – Money Skills</p> <p>Session 1: Recognising your Money Personality Pupils understand money habits, money personalities, the difference between needs and wants, and how to plan for future purchases. Pupils will reflect on their own attitude to money and spending compared to others, prioritise needs and wants in different scenarios and calculate the potential cost implications of borrowing to purchase a big item.</p> <p>Session 2: Value for Money Pupils understand how to budget and plan for the future, and are encouraged to consider value for money.</p>	<p>How to Manage Money: I understand that planning my spending helps me to stay in control of my money.</p> <p>Becoming a Critical Consumer: I understand why we should all be critical consumers, thinking carefully about how we use our money. I understand why making informed decisions will help me make the most of the money I have.</p> <p>Managing risks and emotions associated with money: I can explain some of the benefits of saving, and some of the risks involved in borrowing money.</p> <p>Understanding the important role money plays in our lives:</p>	

	<p>Pupils will be able to understand the difference between income and expenditure and will complete and critique a sample personal budget.</p> <p>Session 3: Next Steps in your Financial Journey Pupils will understand bank accounts, compare different types of bank accounts, and realise the benefits of saving. Pupils will be able to consider the advantages and disadvantages of borrowing to fund a purchase, compare bank account features and understand how they could suit different individuals. Pupils will use key terminology and interpret a bank statement by answering questions.</p> <p>Session 4 - Dealing with Financial Dilemmas Pupils will recognise what can influence our financial habits, as well as understand common types of financial fraud and how to help stay safe online. Pupils will be able to understand that people have different attitudes to money, will discuss common financial mistakes and threats and understand of how to help keep their financial information safe from fraud.</p>	<p>I can describe how having a job will allow me to achieve certain goals in my life including financial ones.</p>	
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Intended impact:
Careers, Employability and Enterprise Education equips our children with important life skills which will enable them to become effective citizens, employees, employers, entrepreneurs and leaders of the future. Children will leave school equipped with skills, experiences and aspirations to take their next steps and succeed.