

Key to indicate which aspect of curriculum provides most coverage of CDI learning aims:

	Tutor Programme: Wellbeing, PSHE, SMSC, Zones		Core PSHE		Careers meetings		Residential (24h) curriculum, including PfA		Thrive		EHCP Annual Review/Academic Review process		Careers week / careers events		Transition activities: Options/Post 16/18		Specific lessons / curriculum area
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Key Stage 3 Learning aims	Autumn activity	Spring activity	Summer activity	RAG	Gatsby Benchmark
Grow throughout life	<p><b>being aware of the sources of help and support available and responding positively to feedback:</b> Tutor teams and key working to identify support through Academic Review meetings.</p> <p><b>being aware of heritage, identity and values:</b> Through 'what is important to me?' section of EHCP process (reviewed annually)</p> <p><b>being willing to challenge themselves and try new things:</b> Personal targets on placement plans and Thrive targets published on pupil passport and included in learning journeys.</p>				
		<p><b>being aware that learning, skills and qualifications are important for career:</b> Meeting with tutors to discuss options process and follow up with career leader; use of JED to create bespoke plan linked to aspirations.</p>	<p><b>recording achievements:</b> Record of Achievement completed by tutor team and key worker (if residential)</p>		
	<p><b>being aware of the range of possible jobs:</b> PSHE programme around what is a job? JIGSAW resources to support.</p> <p><b>being aware of the range of ways that organisations undertake recruitment and selection:</b> PSHE programme around what is a job? JIGSAW resources to support.</p>	<p><b>identifying common sources of information about the labour market education system; and being aware of the range of different sectors and organisations where they can work:</b> Careers week tutor activities to explore LMI</p>	<p><b>being aware of the main learning pathways (e.g. university, college and apprenticeships):</b> Tutor / career lead follow up to option process in Y9 to set out a five-year plan for each pupil based on what is important to them.</p> <p><b>being aware that many jobs require learning, skills and minimum qualifications:</b> Linked to above and as a result of having a JED print out linked to areas of interest.</p>		
Manage Career	<p><b>looking forward to the future:</b> Various sources of ongoing input and support; Thrive, mentoring, annual review process, academic review days.</p> <p><b>learning from setbacks and challenges:</b> Reflection on record of achievement; reflection during annual reviews and academic review days.</p>				
	<p><b>being aware that career describes their journey through life, learning and work:</b> PSHE programme around what is a job? JIGSAW resources to support.</p> <p><b>imagining a range of possibilities for themselves in their career:</b> PSHE programme around what is a job? JIGSAW resources to support.</p> <p><b>being aware that different jobs and careers bring different challenges and rewards:</b> PSHE programme around what is a job? JIGSAW resources to support.</p>	<p><b>managing the transition into secondary school and preparing for choosing their GCSEs:</b> guided through options process initially by tutor and then through meeting with Deputy Headteacher.</p>			
Create opportunities	<p><b>developing friendships and relationships with others:</b> settling in time at start of new school year to establish relationships in new group; wellbeing time at the start of every school day.</p> <p><b>developing the ability to communicate their needs and wants:</b> through tutoring and key working (for residential students); time provided at annual review; through effective student voice activities; student council to represent student voice.</p> <p><b>being able to identify a role model and being aware of the value of leadership:</b> tutor / key worker identified for every student; developing an understanding of leadership through mentoring from older pupils and process of student council.</p> <p><b>being aware that it is important to take initiative in their learning and life:</b> tutoring, mentoring and key working</p>				
		<p><b>being aware that building a career will require them to be imaginative and flexible:</b> PSHE programme around what is a job? JIGSAW resources to support.</p> <p><b>being aware of the concept of entrepreneurialism and self-employment:</b> PSHE programme around what is a job? JIGSAW resources to support.</p>			
Balance life and work	<p><b>being aware of the concept of work-life balance:</b> Through the PSHE curriculum with a strong emphasis on wellbeing; also, through the school curriculum with wellbeing timetabled at the start of each school day.</p> <p><b>being aware that physical and mental wellbeing are important:</b> Through the PSHE curriculum with a strong emphasis on wellbeing; also, through the school curriculum with wellbeing timetabled at the start of each school day.</p> <p><b>being aware of rights and responsibilities in the workplace and in society:</b> This is covered through our SMSC curriculum throughout the school year, where rights of the child are researched with regard to a range of chosen countries and compared to conditions in the UK.</p>				
	<p><b>being aware of money and that individuals and families have to actively manage their finances:</b> Preparation for Adulthood curriculum and work around shopping/budgeting in independent house system; maths lessons based on money and the cost of everyday items.</p> <p><b>being aware of the ways that they can be involved in their family and community:</b> Community inclusion covered through the Preparation for Adulthood curriculum;</p>				

	<p><b>recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces:</b> PSHE programme around ??? JIGSAW resources to support.</p>	<p><b>being aware of different life stages and life roles:</b> This will be covered specifically in PSHE; also reinforced during careers meeting with career lead.</p>		
See the big picture	<p><b>being aware of a range of different media, information sources and viewpoints:</b> during tutor sessions throughout the year, students will have the opportunity to research, read news articles and discuss sources of information throughout the SMSC and PSHE tutor-based curriculum.</p>			
	<p><b>being aware of the relationship between career, community and society:</b> preparation for Adulthood curriculum will help students develop a sense of community.</p>			
	<p><b>being aware of the relationship between career and the natural environment:</b> Science lessons to support the learning about environmental careers and also the impact that environmental change is having on uncertainty for our future career choices.</p>	<p><b>being aware that there are trends in local and national labour markets:</b> LMI is covered in detail during careers week in term 4.</p> <p><b>being aware that trends in technology and science have implications for career:</b> LMI is covered in detail during careers week in term 4; follow up work around careers that didn't exist 10 years ago and creative work around careers that might exist in the future.</p>	<p><b>being aware of the relationship between career, politics and the economy:</b> Specific PSHE lessons on the economy and the impact this has on careers (E.g., government reducing size of Armed Forces, Local increase in policing, etc).</p>	

Key Stage 4 Learning aims	Autumn activity	Spring activity	Summer activity	RAG	Gatsby Benchmark
Grow throughout life	<b>responding positively to help, support and feedback:</b> Tutor teams and key working to identify support through Academic Review meetings; Personal targets on placement plans and Thrive targets published on pupil passport and included in learning journeys.				
	<b>positively engaging in learning and taking action to achieve good outcomes:</b> Tutor teams and key working to identify support through Academic Review meetings; Personal targets on placement plans and Thrive targets published on pupil passport and included in learning journeys.				
	<b>recognising the value of challenging themselves and trying new things:</b> Personal targets on placement plans and Thrive targets published on pupil passport and included in learning journeys.				
	<b>reflecting on their heritage, identity and values:</b> Ongoing throughout the weekly tutor-based SMSC course.				
		<b>considering what learning pathway they should pursue next:</b> IAG meetings with careers advisor	<b>reflecting on and recording achievements, experiences and learning:</b> Record of Achievement completed by tutor team and key worker (if residential)		
Explore possibilities	<b>researching the learning and qualification requirements for jobs and careers that they are interested in:</b> Each KS4 student has an action plan that records the IAG meetings that take place with the careers advisor. They would be expected to complete research after each session and this would be shared with key staff.				
	<b>considering what jobs and roles are interesting:</b> Linked to IAG process, but also completed in school with Careers Lead and through use of JED.				
	<b>recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it:</b> Pupil voice prior to EHCP annual review and then ongoing academic reviews with tutor team.	<b>researching the labour market and the education system:</b> During careers week through activities around LMI. <b>researching the range of workplaces and what it is like to work there:</b> During careers week through activities linked to sectors such as hospitality, construction, public services	<b>researching how recruitment and selection processes work and what they need to do to succeed in them:</b> focused activities with each student around supporting them into the work place.		
	<b>thinking about how they deal with and learn from challenges and setbacks:</b> Through Thrive programme and other 1:1 activities to support individuals (sand tray/key working).				
Manage Career	<b>building their confidence and optimism about their future taking steps to achieve in their GCSEs and make a decision about their post-16 pathway:</b> post 16 transition activities around application processes and supporting students through this. <b>making plans and developing a pathway into their future:</b> post 16 transition activities around application processes and supporting students through this.	<b>recognising the different ways in which people talk about career and reflecting on its meaning to them:</b> through meaningful encounters with employers, set up through Enterprise Advisor <b>considering the risks and rewards associated with different pathways and careers:</b> as a result of reflecting on employer meetings			
Create opportunities	<b>developing friendships and relationships and reflecting on their relationship to their career:</b> Through Preparation for Adulthood programme	<b>starting to take responsibility for making things happen in their career:</b> Through ongoing engagement with Careers advisor and follow up sessions with careers leader. <b>researching entrepreneurialism and self-employment:</b> as a result of IAG meetings	<b>being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them:</b> in response to setbacks with application processes or through having a back plan in case qualifications are not achieved at required level.		
	<b>being willing to speak up for themselves and others:</b> Student council and other student voice activities				
	<b>being able to discuss roles models and reflect on leadership:</b> PHSE programme – activities resourced through JIGSAW programme.				
Balance life and work	<b>reflecting on the different ways in which people balance their work and life:</b> Through the PSHE curriculum with a strong emphasis on wellbeing; also, through the school curriculum with wellbeing timetabled at the start of each school day.				
	<b>reflecting on their physical and mental wellbeing and considering how they can improve these:</b> Through the PSHE curriculum with a strong emphasis on wellbeing; also, through the school curriculum with wellbeing timetabled at the start of each school day.				
	<b>developing knowledge of rights and responsibilities in the workplace and in society:</b> PHSE programme – activities resourced through JIGSAW programme. <b>identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces:</b> PHSE programme – activities resourced through JIGSAW programme.	<b>recognising the role that money and finances will play, in the decisions that they make and, in their life and career:</b> Through Preparation for Adulthood programme <b>recognising the role that they play in their family and community and considering how that might shape their career:</b> Through Preparation for Adulthood programme	<b>considering how they want to move through different life stages and manage different life roles:</b> Careers meetings and careers events; follow up sessions with careers lead linked to meeting employers.		
See the big picture	<b>evaluating different media, information sources and viewpoints:</b> during tutor sessions throughout the year, students will have the opportunity to research, read news articles and discuss sources of information throughout the SMSC and PSHE tutor-based curriculum.				
	<b>exploring the relationship between career and the environment:</b> Science lessons to support the learning about environmental careers and also the impact that environmental change is having on uncertainty for our future career choices.	<b>exploring local and national labour market trends:</b> LMI is covered in detail during careers week in term 4 <b>exploring trends in technology and science:</b> LMI is covered in detail during careers week in term 4; follow up work around careers that didn't exist 10 years and creative work around careers that might exist in the future.	<b>exploring the relationship between career, community and society</b> <b>exploring the relationship between career, politics and the economy</b>		