POLICY
DOCUMENT

Careers Policy

Joseph Clarke School

Key Elements

This policy sets out how Joseph Clarke School's careers education, information, advice and guidance, provides pupils with the knowledge, skills to make choices to achieve their ambitions and goals. It also includes the school's provider access statement in section 6, in line with the January 2023 legislation.

Last Reviewed: September 2026

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1 Careers Education, Information, Advice and Guidance (CEIAG)

Pupils at Joseph Clarke School are taught knowledge, skills and attitudes to become as independent as they can be and to prepare for adulthood.

1.1 Rationale and commitment to Careers Education, Information, Advice and Guidance (CEIAG)

At Joseph Clarke School, careers education, information, advice and guidance ensure that pupils leave with the right tools and values to help prepare them for adulthood. The school supports pupils to consider their future options, realise their potential and decide how their skills and experiences fit with future employment opportunities. We prepare pupils for their preferred pathway whether that is to continue with further education, employment, training, supported or independent living. We use a person-centred approach with the young person's voice at the heart. We are committed to our strong track record for supporting to shape our pupils' destinations towards full time paid employment and/or supported living or access to our own successful supported internships namely 'Project Search' in partnership with BARTS NHS Trust and DfN Project Search We keep abreast of education training routes pre- and post-16.

All pupils in KS4 have access to a Careers Leader/adviser. This role aims to inspire and motivate our pupils about the for the world of work, ensuring ambitious, achievable aspirations are considered for a range of careers available. Our Careers Policy is supported and enhanced by our PSHE policy.

The school participates in local Careers and Enterprise hubs and networking meetings. All pupils have an Education and Health Care Plan to support their special education needs and disabilities and the school works closely with the placing local authority in this context to identify a pupils' goals and future aims. This partnership ensures we can access the services available to support pupils achieve their goals.

The school shares the belief and ambition that many of our pupils are capable of sustaining meaningful full-time paid employment with the right preparation and support. Joseph Clarke School regularly celebrates and promotes the achievements of our pupils at every possible opportunity, inviting the wider school community and external partners to participate in relevant aspects of the careers curriculum. Please see Appendix 3 or overview. The school explores all routes with pupils; including apprenticeships, supported internships, further education, employment opportunities and social care placements. This is reviewed annually at each pupils' EHCP review.

The school is committed to reducing the number of 16-19-yearolds who are not in education, employment or training (NEETs) by ensuring our careers education is ambitious and integral to our curriculum intent and implementation. The overwhelming majority of our pupils remain with us until aged 19 and are then supported onto their next destination. Our school is highly ambitious for all our pupils' future.

1.1.1 Our careers education:

- Is underpinned by evidence-based practice e.g. the National Careers Council objectives and the SEND Gatsby Benchmark Toolkit and is reviewed online termly
- Ensures that all pupils understand the range of career routes open to them and how to access information
- Encourages pupils to think about their aspirations and explore the world of work throughout their early years and primary education
- Is embedded within the early years, primary, secondary and post-16 PHSE curriculum

- Has strong links with local employers e.g. Aston Group, DWP, Tesco and local charity shops
- Helps pupils develop relevant competencies through our Life Skills curriculum so they can transfer their knowledge and skills, be resilient and adaptable within changing sectors and economies e.g. our dedicated life skills teaching provision that includes our café and chalet
- Works with parents and carers to raise aspiration and awareness about career routes and further education pathways
- Advocates to encourage employers to recognise the business benefits, contribution and capabilities of young people with SEND
- Provides professionally qualified independent career development professionals to provide face-to-face guidance during transition years so that there is a multi-agency approach to job exploration and transition support
- Ensures that all leavers have a planned progression route through robust pathway planning, involving parents, carers and borough representatives in Person Centred Reviews (PCRs)
- Integrates career management skills into a broad and balanced curriculum
- Collects and maintain accurate data for each pupil around their education, training and employment destinations
- Creates opportunities for an alumni network and inspiring role models for current pupils

1.2 Legislation and wider policy

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.
This policy complies with our funding agreement and articles of association.
We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our website.

1.3 Trustees

The statutory duty requires Trustees to ensure that all registered pupils at the school are provided with independent careers guidance from Year 7. However, learning about jobs and the world of work does begin for our pupils as part of the curriculum in early years and primary classes

Our trustees are regularly updated about our careers education and impact through reports to the Board of Trustees and updates during Trustee school visits, when they meet pupils and staff. The Trust Board have access to the

school's improvement planning and self-evaluation. The Trust's strategic planning and reporting, including the Annual Report incorporates information about careers education and our pupils' destinations. Our Trustees approve our Careers policy and updates. They are reminded and aware of their statutory duty to ensure;

- Careers guidance is presented in an impartial manner, by level 7 Registered professional with the CDI
- Careers guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Careers guidance given promotes the best interests of the pupils to whom it is given
- they provide clear advice to the school staff on which they can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements.
- They are informed by the requirements and key principles for good careers guidance set out in the 'Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.' Department for Education paper dated January 2018
- They strategically look at destination data and outcomes of teaching and learning specific to CEIAG
- A nominated Trustee will oversee the school's CEIAG.

2 Careers Education

Curriculum Outline

The post-16 curriculum includes a pathway on the World of Work. Class teachers fully support pupils and discuss futures by delivering World of Work lessons which embed inspiration and aspiration, not just advice. This includes broadening pupils' horizons, challenging stereotypical thinking about the kind of careers which individuals might aspire to. They use appropriate methods to do this which might include group, one-to-one teaching, coaching or mentoring methods. Raising the aspirations of our pupils is a key value we all hold at Learning in Harmony Trust, ensuring the information we provide is current and relevant. Our Careers Curriculum builds progressively from awareness to preparation for employment or further education. Lessons are adapted to meet individual learning needs, including those following sensory or informal pathways.

Teachers identify the interests, strengths and motivations of pupils and use these as a basis for planning support.

Some of the education areas covered include;

- Curriculum Vitae (CVs)Covering Letters
- Interviews techniques
- Job researching
- Attire
- Volunteering and Work Experience
- Career talks
- Role expectations
- Work related skills and knowledge
- Open days/experiences / careers fairs
- Employer lead training
- BTEC Workskills

Informal Tactile Careers Programme (SEN)

Informal learners explore the world of work through sensory-rich and hands-on experiences that foster curiosity, communication, and independence. These sessions are linked closely with PSHE themes and life skills outcomes.

- Job Role Discovery Boxes – tactile props linked to different jobs (e.g. chef, gardener, shop assistant).
- Sensory Career Corners – themed play and exploration zones such as a café, post office, or workshop.
- Uniform Dress-Up Days – trying on workwear and tools to explore job roles.
- Texture & Sound Matching – identifying job-related sounds (keyboard, hammer, till) and tactile objects.
- Workplace Role Play – running a mini shop, café, or cleaning station.
- Enterprise Projects – creating and selling items such as crafts or baked goods.
- Community Visits – exploring workplaces, meeting staff, and learning about local jobs.

2.1.1 Work Related Learning and Work Experience

Pupils identified as sufficiently independent to be supported in external work experience placements and undertake a real-life supported work experience placement within the local community and our recently completed 'learning café' has been designed to give those pupils needing more support a worthwhile experience of the world of work and an opportunity to interact with the public in a safe way.

The school has had pupils placed in local charity shops, libraries, cafes and retail shops and we have recently formed a partnership with Highams Park Tesco who collaborate with the charity Blind in Business. This allows pupils to enhance the skills developed within the school environment, develop their employability skills, and move forward to becoming work ready; achieving paid employment, apprenticeships and internships. Pupils are encouraged to reflect on their work experience and keep a learning log. We also offer mock interview sessions with local employers that give a realistic opportunity for our pupils to interact with those in business.

The school is able to offer two dedicated, bespoke provisions 'in house' for careers education: our training café St Louis and life skills chalet, both introduced in the academic year 2023-24.

The chalet provides a unique opportunity for pupils here at Joseph Clarke School to transfer existing skills as well as learning new skills in a functional and meaningful setting. The chalet is a fully furnished one-bedroom apartment that provides pupils with the opportunity to learn about the care and attention that a home requires, whilst practicing their skills in a safe environment.

The training St Louis Café in Vincent Road is where pupils will go to complete their work experience and careers education. Pupils will learn valuable skills such as cooking, preparing beverages, waiting tables and interacting with customers. The café will be staffed by our older pupils, many of whom have a vision impairment. Our pupils will develop important life skills and gain valuable work experience. The Pupils are timetabled to work in the café and supported by members of staff.

2.1.2 In the classroom

Examples of jobs include and careers-related responsibility posts – taking the register, collect all the home-school books in, update the classroom date and visual timetable, contributing to displays.

2.2 External Partners

Joseph Clarke School works with local charities and companies to provide a range of experiences for our pupils. We are committed to this practice as we find it is more meaningful and moves teaching and learning into the real-world context. Joseph Clarke School welcomes other educational bodies to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships as outlined in the amendment to the Technical and Further Education Bill, where appropriate.

Employers may be able to;

- Volunteer and attend events
- Mentor and give pupils/staff advice
- Deliver business presentations or workshops
- Provide pupils with a taste of life at work
- Offer mock interviews

3 Careers Information

3.1 National Careers Service

Young people are encouraged to access the support provided over-the-telephone and online by careers services to 13-18-year olds for information, advice and guidance on learning, training and work opportunities. The website contains over 750 job profiles, and each of them gives you the essential information you need on what the job involves and how to get into it. The site also has a job market information section about the job situation in your local area and you can also talk to an adviser – www.nationalcareersservice.direct.gov.uk. The service offers confidential and impartial advice, supported by qualified careers advisers.

3.2 Waltham Forest Local Offer

Waltham Forest Local Offer supports young people (aged 14 to 25 years), their parents, carers and health and care professionals to find out about the wide range of options available for young adults post-16. It provides the opportunity to talk with service providers and professionals, to ask about further education, preparation for employment, social and leisure activities, individual support and much more.

3.3 National Careers Week & National Apprenticeship Week

Josep Clarke School participates annually in National Careers Week each March, which runs throughout the school to inform and raise aspirations amongst our pupils. This is a great opportunity for our pupils to focus on their future whilst engaging with a range of organisations and training providers. We are committed to offering a careers and Transitions Fair each year. Our pupils are encouraged to think about what career options are available through an opportunity to speak to a wide array of course providers and employers from the local area. The providers will offer information on vocational courses, apprenticeships and traineeships courses, college courses and they will have the opportunity to speak to each organisation they are interested in. For national Careers week staff will also be delivering different workshops on Careers with an Emphasis on linking different curriculum areas to careers. During National Apprenticeship week in January, we invite employers to talk to learners about, what is an Apprenticeship and what it is like being an Apprentice for different companies and type of what that they will be expected to do on an Apprenticeship.

3.4 Partnerships with mainstream schools

Pupils following GCSE, A-Level and BTEC pathways attending lessons at the partnership mainstream school are invited and supported to attend Careers Fairs and relevant age- or stage-appropriate assemblies. They join mainstream peers to receive careers information on a range of possible pathways in Higher Education, apprenticeships, sixth form colleges or apprenticeships, as well as advice on application processes and dates.

4 Supported Internship Programme – Project SEARCH

Supported Internships are aimed pupils that have an Educational Health and Care Plan. Project SEARCH is a supported internship programme the Trust provide for young people with learning disabilities and/or those on the autistic spectrum. It is a unique business led, one-year education to work programme that takes place entirely in the workplace.

Our Project SEARCH supported internship programmes are run in partnership between our host employer (BARTS Health NHS Trust), education establishments (Learning in Harmony Trust and local schools/colleges) and supported employment services. It offers total workplace immersion, facilitates a seamless combination of employability skills introduction, career exploration and hands-on training through a series of job rotations within the host business.

Project SEARCH runs five days a week, for a full academic year. Typically, interns complete three work placements between 10 – 12 weeks in length. Interns learn to travel independently to the workplace, follow the BARTS Health NHS Trust induction, undertake new employee checks, Occupational Health guidelines as well as work to the Trusts visions, values and behaviours. Our pupils have successfully been employed as Pathology Medical Laboratory Assistants, Ward Supports, Healthcare Assistants, Ward Hosts, Endoscopy Technicians, Medical Records Clerks, Porters, Medical Engineering Assistants, Stores Operatives, Pharmacy Assistants, X-Ray Imaging Assistants, Receptionists, Ward Clerks and much more.

Our Trust (Learning in Harmony Trust) delivers two programmes with 26 interns across Whipps Cross and St Bartholomew's Hospitals. Pupils attending Joseph Clarke School can access and apply for a place on these supported internships.

5 Careers Advice and Guidance

5.1 Independent and Impartial Careers Information, Advice and Guidance

Joseph Clarke School fulfils its Statutory Duty to secure access to independent, impartial careers guidance for pupils, by working with a suitably qualified careers advisor experienced at providing careers advice to pupils with special education needs and disabilities. We understand that it is crucial for young people to have high-quality and impartial information and guidance to get the most out of their learning, to enable successful progression from one stage to another and to inform the important choices that young people make for future career aspirations.

Parents, teachers and pupils can request a careers appointment at any time, when they think it would benefit transition, progression or pathway planning. We also offer every KS4 pupil a 45min one-to-one careers meeting with a qualified advisor each summer term. The Careers Advisor will draw on the SEND local offer published by the local authority. The Careers Advisor records the Careers guidance notes on Compass + and leaners will be able to access a produce

The service we buy in is external to the school ensuring impartiality, ensuring no bias or favouritism towards a particular education, training or profession. This is provided face-to-face and over the phone and includes all of the education, training and employment opportunities on offer, and signposted to study programmes that will support pupils transition into paid employment. This advice includes information regarding supported internships for young people with EHCPs, traineeships, apprenticeships and qualifications that will enable young people to study at higher education, where appropriate. We ensure that parents are part of this process to ensure a collaborative approach. Pupils are also given advice and guidance from staff members who have known them for a long time, helping pupils to explore their options. This may be during PCRs and World of Work lessons. Our level 7 Qualified Careers Advisor is registered with the Careers Development Institute (CDI), with professional indemnity insurance.

5.2 Parent/Carer Involvement

Joseph Clarke School works in partnership with parents/carers, care providers and other agencies to ensure that pupils are supported holistically in their onset development. We do this by the use of home-school books, newsletters, parents' evenings, coffee mornings, Twitter, school website, events and PCRs. We share course information and careers fairs to help inform the decision-making process. Useful website links are also available on our school website: www.josephclarkeschool.org.uk.

Joseph Clarke School makes parents/carers aware of events which will enrich, enhance and add to the curriculum offered at Learning in Harmony Trust, including workshops, activities and events. The Trust reminds parents/carers that at Learning in Harmony Trust we promote gender-neutral careers and request that parents/carers do the same. The Trust encourages parents with personal budgets to use this to access activities that promote greater independence and to learn important life skills which are transferable to the world of work. A young person's life inside and outside school needs to include opportunities that enhance their personal development and the chance to explore activities that extend their interests. We highlight these wider opportunities and encourage pupils to participate. We initially start the discussions about life after school from Year 7. During annual PCRs we complete Pathway Plans; exploring options for the future of the pupil. Parents/Carers are invited to Careers fair held at the school yearly. Parents can also request careers related information were learners careers related activities are tracked for every learner at the school using Compass +

5.3 Raising the Participation Age (RPA)

The law requires all young people in England to continue in education or training until at least their 18th birthday. RPA is not quite the same as the school leaving age as it doesn't mean young people have to stay on at school as young people have the option to choose alternative education and training routes. The majority of our pupils stay with us into Post 16 and then transition into social care, further education or a supported internship.

6 Provider Access Statement (please see our separate statement on the website)

6.1 Introduction

This Section sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer.

6.1.1 Pupil entitlement

All pupils in years 7-14 are entitled to:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- Understand how to make applications for the full range of academic and technical courses.

6.2 Management of provider access requests

6.2.1. Procedure

A provider wishing to request access should contact the school's careers leaders:

The Careers Leader Sam McCarthy who is supported by SLT Member Ross Burrell (Deputy Principal)

~~Ross Burrell and Sam McCarthy are Joseph Clarke School's Careers Leaders~~ who can be contacted by

email as follows: Email: ross.burrell@lihtrust.uk /~~-~~sam.mccarthy@lihtrust.uk

Telephone: 020 8523 4833

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6.3 Opportunities for access

A number of events, integrated into the school's careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers e.g:

1. Annual Careers and Transition Fair
2. Presentations to families from internal and external providers eg. Sight Support Group, One Place East.
3. Assemblies
4. Work experience. Providers are encouraged to leave or send a copy of their prospectus or other relevant literature with the careers leaders who will make this accessible to pupils, parents and staff. Please see above for the careers leader's contact details.

7 Appendix 2: Careers Programme

The Department for Education SEND Code of Practice 2015 states it is important that young people start to think about their aspirations as early as possible and that from year 9 (annual review) at the latest, there is help to start planning for a successful transition to adulthood.

Students participate in a programme of Careers Education and Preparing for Adulthood, complementing and supporting the Careers Information, Advice and Guidance provision within school. The Careers Programme is tailored to each curriculum pathway and then personalised where appropriate. Our Careers Programme has been designed to link to the SEND Gatsby Benchmarks. It is delivered explicitly through PSHE lessons, National Careers Week and is embedded through the wider curriculum, for example, through:

- opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise
- the development of students' self-advocacy, negotiation, decision-making and transition skills
- purposeful interactions with a range of trusted and familiar adults including school staff and visitors
- recognition of the learner voice and the active involvement of young people in decisions that affect their future, both individually and collectively
- developing the skills for independent travelling

Careers advice and guidance take many forms and is personalised to each individual student, depending on the students' needs. This also forms part of the annual Person-Centred Review meetings and personalised outcomes are written accordingly.

SEND Careers Programme Overview
Academic Year 2026 -27 Joseph Clarke

THE CAREERS & ENTERPRISE COMPANY

Vision Statement
Careers education is not a one -off event or an extra lesson. It is part of how we prepare learners for adulthood. We support learners' aspirations and help them make informed decisions about their next steps towards their career ambitions.

Contact: Sam McCarthy (Careers leader)
Email: sam.mccarthy@lihtrust.uk
Telephone: 020 8523 4833

Milestones and Learning Outcomes

Key Stage 3 Yr 7-9

- Develop self-awareness, confidence, and aspirations
- Introduce the concept of work, roles, and community participation

Key Stage 4 Yr 10 - 11

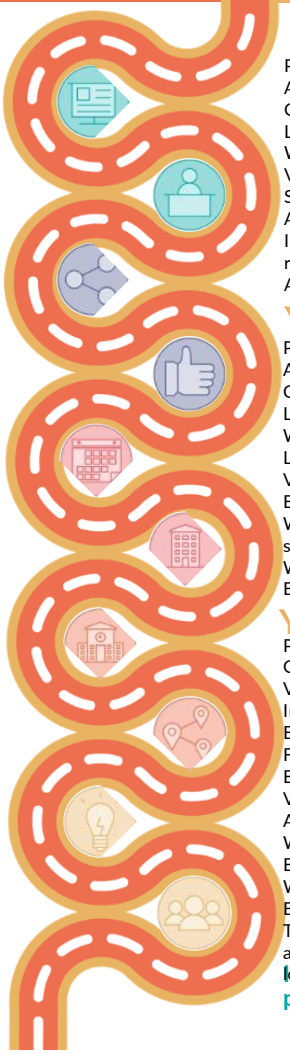
- Explore career pathways and next step options
- Begin to plan transition routes
- Build independence and employability skills

Key Stage 5 Yr 12 - 14

- Prepare for adulthood and employment
- Increase independence and community participation
- Make informed post-19 choices

Additional Information

- Curriculum links: Careers learning is embedded across PSHE, Life Skills, vocational subjects.
- Employer engagement: Partnerships with local employers and organisations such Organiclea
- Monitoring & evaluation: Student voice, destination data, and Compass+ tracking.
- Responsibility: Careers Lead oversees delivery and review with support from staff and external partners.



Key Events and Experiences

Yr 7 -9

PSHE Careers units
Assemblies
Careers Advice 1:1's
Life Skills
Work experience
Visits in local community including St Louis Café
Attend In School Career Fairs
In class Workshops including Job role play lessons / Enterprise Activities

Yr 10 – 11

PSHE Careers units
Assemblies
Careers Advice 1:1's
Life Skills
Work experience Opportunities St Louis café
Visits in local community
External SEND Careers for Waltham Forest /External speakers talks Workshops CV Writing, Mock interview / Enterprise Activities

Yr 12-14

PSHE- Careers units /Assemblies
Careers Advice 1:1's
Visit to Project Search Supported Internships programmes Year 13-14
External SEND Careers for Waltham Forest
External speakers talks Workshops
Visits in local community
Attend External SEND Careers Fair for Waltham Forest
External speakers talks Workshops CV Writing, Mock interviews with Employers / Enterprise Activities / Timetabled Work Experience internal and External Opportunities including local charity shop

Inspiring and preparing young people for the world of work.

8 Appendix 3: PSHE Curriculum

Primary PSHE Curriculum Overview

Joseph Clarke School use material from the PSHE Association schemes of work for Primary, Secondary and Key Stage 5 pupils.

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Secondary PSHE Curriculum Overview

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	**Transition and safety** Transition to secondary school and personal safety in and outside school, including first aid	**Developing skills and aspirations** Careers, teamwork and enterprise skills, and raising aspirations	**Diversity** Diversity, prejudice, and bullying	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact, and FGM	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries	**Financial decision making** Saving, borrowing, budgeting and making financial choices
Year 8	**Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use	**Community and careers** Equality of opportunity in careers and life choices, and different types and patterns of work	**Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	**Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	**Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks
Year 9	**Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	**Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	**Employability skills** Employability and online presence
Year 10	**Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	**Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	**Exploring influence** The influence and impact of drugs, gangs, role models and the media	**Addressing extremism and radicalisation** Communities, belonging and challenging extremism	**Work experience** Preparation for and evaluation of work experience and readiness for work
Year 11	**Building for the future** Self-efficacy, stress management, and future opportunities	**Next steps** Application processes, and skills for further education, employment and career progression	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.	**Independence** Responsible health choices, and safety in independent contexts	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

Key Stage 5 PSHE Curriculum Overview

KS5 PSHE EDUCATION: LONG-TERM OVERVIEW

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Living in the wider world	Summer 1 Relationships	Summer 2 Health & wellbeing
Year 12	**Mental health and emotional wellbeing** • Mental health and emotional wellbeing • Managing stress • Body image • Healthy coping strategies	**Readiness for work** • Career opportunities • Preparing for the world of work	**Diversity and inclusion** • Living in a diverse society • Challenging prejudice and discrimination	**Planning for the future** • Exploring future opportunities • Post-18 options • The impact of financial decisions	**Respectful relationships** • Consent • Assertive communication • Positive relationships and recognising abuse • Strategies for managing dangerous situations or relationships	**Health choices and safety** • Independence and keeping safe • Travel • First aid • The impact of substance use
Year 13	**Independence** • Responsible health choices • Managing change • Health and wellbeing, including sexual health, into adulthood	**Next steps** • Application processes • Future opportunities and career development • Maintaining a positive professional identity	**Intimate relationships** • Personal values, including in relation to contraception and sexual health • Fertility • Pregnancy	**Financial choices** • Managing money • Financial contracts • Budgeting • Saving • Debt • Influences on financial choices	**Building and maintaining relationships** • New friendships and relationships, including in the workplace • Personal safety • Intimacy • Conflict resolution • Relationship changes	

PSHE Curriculum

Programme of Study:

	Autumn 1 Health and Wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Stage 1	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Stage 2	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work Problem solving through enterprise	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks

Stage 3	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Respectful relationships Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Stage 4	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Stage 5	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
Stage 6	Health & wellbeing Develop self-efficacy, including motivation,perseverance. Maintain a healthy self-concept. Balance ambition and unrealistic expectations. Manage the judgement of others and challenge stereotyping.	Understanding Options Understanding different options/Pathways,Sixth Form,FE,Specialist College RNC,,HE Apprenticeships Supported Internships Careers PSHE Speakers,Visits to Careers Fairs Setting and Managing SMART targets linked to Careers Interviews	Preparing for Adulthood/ Future Health Independent living Community inclusion (visit to local community Organizations ,Businesses) Employment (Work experience, JC Cafe Organiclea) Supported Internships Project Search What matters,reflection, tasks, Career Journey, My strengths, Dream Future, aspirations	Next Steps Application processes, and skills for fur-ther education, employment and career progression Managing realistic career options about application processes, including writing CVs, personal statements and interview technique . effective revision techniques and strategies	Emotional Wellbeing Developing resilience Building and maintaining Interpersonal relationships Understanding Social enterprise. Understanding and using self-advocacy.	Life Skills Financial literacy Self-awareness. Empathy. Critical thinking. Creative thinking. Decision-making. Problem-solving. Effective communication. Understanding Entrepreneurship Using Chalet for further life skills practice .
Stage	Responsible health	Understanding different	Communication in	Application	Continue to	Financial literacy

7	choices, and safety in independent contexts. Continue to maintain a healthy self-concept and improve self-esteem and self-confidence.	options/Pathways,FE,HE,RNC Apprenticeships Supported Internships - Project Search Careers Speakers,Visits Setting and Managing SMART targets linked to Careers Interviews	relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse What matters,reflection skills tasks, Career Journey, My strengths, Dream Future, aspirations	processes, and skills for fur-ther education, employment and career progression Managing realistic career options Developing CV, Interview Skills, Job application practice effective revision techniques and strategies	develop self-efficacy, including motivation, perseverance and resilience. stress management strategies, including maintaining healthy sleep habits. How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation	Self-awareness. Empathy. Critical thinking. Creative thinking. Decision-making. Problem-solving. Effective communication. Developing Entrepreneurship Skills

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