

To use please read alongside CEIAG Progression Pathway document

CEIAG / Preparation for Adulthood Overview

This document has been rewritten to reflect the strengthened CEIAG statutory requirements, and the updated Baker Clause 2023. This builds upon and extends all previous documents.

The aims of a careers provision are the same for all young people:

- independent living and working,
- choice
- hope
- optimism
- adaptability
- resilience
- access to and engagement in decent work in all its forms
- opportunities to learn and make progress
- the pursuit of wellbeing and happiness

Where the differences lie for young people at Villa Real, is in how they need to learn, their priorities within that learning, how far they can get, at what rate they can progress and the understanding of the businesses and people around them to accommodate their needs.

This programme addresses these differences within a stable, embedded curriculum, which is understood by pupils/students, staff, governors, parents and employers.

This whole school approach provides pupils/students with quality information about study options and individual labour market opportunities. Careers and Enterprise Education is part of all lessons and the curriculum in all subjects is linked to real-world paths. Stereotypes are challenged. All pupils will have encounters with employers and employees and understand career paths open to them.

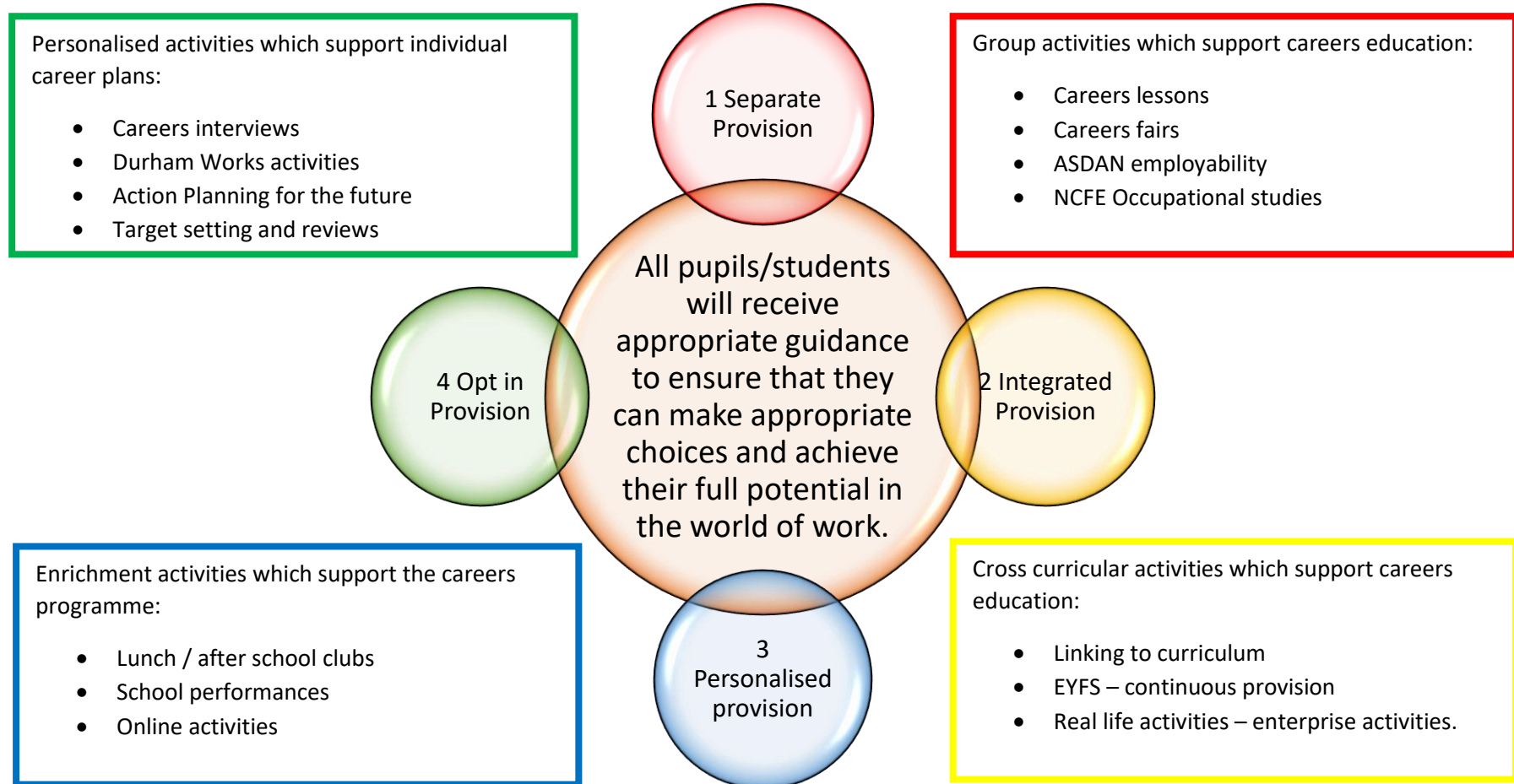
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Careers Education is mandatory from Y7, however at Villa Real we understand that early exposure to the aspirations and objectives of a solid Careers Programme will support our young people to make their full potential. As such, the programme will be in its broadest sense from EYFS and build towards carefully supported career planning at the appropriate transition point, whether that be 16 or older.

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Provision

There are a number of elements to the rolling programme which are interlinked to ensure that the provision is comprehensive and meets the needs of all pupils.



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Curriculum Sequencing

The curriculum follows the document 'CEIAG Learning objectives and suggested activities'.

There are 6 areas which will be introduced and then revisited annually to develop depth of understanding and embed key knowledge:

These areas are:

Grow Through Life

- Grow throughout life by learning and reflecting on yourself, your background and your strengths

Explore Possibilities

- Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces

Manage Careers

- Manage your career actively, make the most of opportunities and learn from setbacks

Create Opportunities

- Create opportunities by being proactive and building positive relationships with others

Balance Life and Work

- Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your engagement with your family and the wider community

See The Big Picture

- See the big picture by paying attention to how the economy, politics and society connect with your own life and career

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Objectives Overview

These should be read in conjunction with the document 'CEIAG Progression Pathway'

EYFS / KS1 / KS2	Term 1 / Autumn	Term 2 / Spring	Term 3 / Summer
Year 1 (2022 – 2023)	<p>Grow through Life Explore possibilities</p> <p><i>Know that people help them in school and at home.</i></p> <p>Link to EYFS PSED – Focus on attachment to key adults. Theme: All about me</p> <p>KS1/KS2 PSHCE: Belonging to a community – <i>jobs in the community.</i> Literacy: Set texts – looking at jobs within stories History: changes over time. Geography: Our homes / Extreme Earth</p>	<p>Manage Career Create opportunities</p> <p><i>Look for people who help us in school and at home.</i></p> <p>Link to EYFS PSED – Focus on attachment to key adults. Theme: Traditional tales</p> <p>KS1/KS2 PSHCE: Healthy lifestyles – <i>doctors and nurses.</i> Literacy: Set texts – looking at jobs within stories History: Florence nightingale / historical jobs (Vikings) Geography: Water companies role in caring for the environment</p>	<p>Balance Life and Work See the big picture</p> <p><i>Listen to stories about people working.</i></p> <p>Link to EYFS PSED – Focus on attachment to key adults. Theme: Around the World</p> <p>KS1/KS2 PSHCE: Self-care, support and safety – <i>who can help us?</i> Literacy: Set texts – looking at jobs within stories History: Local history / biographies Geography: Community</p>
Visit links	<p>Library Local Parks Shops Doctors Seven Stories Educational visits as appropriate to the group.</p>		
Year 2 (2023-24)	<p>Grow through Life Explore possibilities</p>	<p>Manage Career Create opportunities</p>	<p>Balance Life and Work See the big picture</p>

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	<p><i>Be willing to try something new.</i> Link to EYFS PSED – Theme: All about me</p> <p>KS1/KS2 PSHCE: Self-awareness Theme for Literacy: Set texts – jobs within stories History: Holidays – change over time / society Geography: Locality</p>	<p><i>Make up a job they would like to do</i> Link to EYFS PSED - Theme: Growing</p> <p>KS1/KS2 PSHCE: Keeping well Theme for Literacy: Set texts – jobs within stories History: Chronology and change, Mining Geography: Country study</p>	<p><i>Explore jobs in the past</i> Link to EYFS PSED - Theme: All around the World</p> <p>KS1/KS2 PSHCE: Keeping safe / rules and laws. Theme for Literacy: Set texts – jobs within stories History: Souter Lighthouse / Invention. Geography: Around the world / environment</p>
Visit Links	<p>Sporting activities Visiting coaches Educational visits as appropriate to the group. Library Museum visits Local Parks / monuments</p>		
Year 3 (2024-2025)	<p>Grow through Life Explore possibilities</p> <p><i>Be confident to ask for help when completing a job.</i></p> <p>KS1/KS2 PSHCE: Things we are good at Literacy: Set texts – jobs within stories History: Change over time – toys and games Geography: Fieldwork – locality</p>	<p>Manage Career Create opportunities</p> <p><i>Imagine themselves doing different jobs.</i></p> <p>KS1/KS2 PSHCE: Physical health Literacy: Set texts – jobs within stories History: Key figures in History – Rosa Parks / Romans Geography: Mountains and hills</p>	<p>Balance Life and Work See the big picture</p> <p><i>Explore jobs using science and technology to make life easier.</i></p> <p>KS1/KS2 PSHCE: Taking care of ourselves Literacy: Set texts – jobs within stories History: George Stephenson / Leisure changes Geography: Transport / personal finance</p>

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Visit Links	Shops Doctors Library Museum visits Local Parks / monuments Educational visits as appropriate to the group.
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KS3	Term 1 / Autumn	Term 2 / Spring	Term 3 / Summer
Year 1 (2022 – 2023)	<p>Grow through Life <i>Being aware of the sources of help and support available to them.</i></p> <p>Across the curriculum, CEIAG will be identified and how within the topics covered, the influence of CEIAG can be seen.</p> <p>Students will be introduced to a range of resources which can help them think about their careers. LMI is introduced.</p> <p>Explore possibilities <i>Being aware of lots of different jobs and activities.</i></p> <p>Across the curriculum, CEIAG will be identified and how within the topics covered, the influence of CEIAG can be seen.</p>	<p>Manage Career <i>Being aware that career describes their journey through life, learning and work.</i></p> <p>Across the curriculum, CEIAG will be identified and how within the topics covered, the influence of CEIAG can be seen.</p> <p>Students will be encouraged to think about what might be different in their future, and how things may have changed in their lives so far.</p> <p>Create opportunities <i>Developing Friendships and relationships with others</i></p> <p>Across the curriculum, CEIAG will be identified and how within the topics</p>	<p>Balance Life and Work <i>Being aware of the concept of work life balance.</i></p> <p>Across the curriculum, CEIAG will be identified and how within the topics covered, the influence of CEIAG can be seen.</p> <p>Students will begin to think about how they link activities in their lives, what do they do at home that they do at school, what is different.</p> <p>See the big picture <i>Being aware that careers can be seen in in lots of different media and from different viewpoints.</i></p> <p>Across the curriculum, CEIAG will be identified and how within the topics</p>

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	Students will be introduced to websites and sources of information which could help them start to think about what they could do in the future.	covered, the influence of CEIAG can be seen. Students will be asked to think about their friendships and relationships, and how this might change over time.	covered, the influence of CEIAG can be seen. Students will be asked to look at how different jobs are portrayed through the media, text books and primary sources as appropriate to the subject studied.
Visit Links	Outdoor Education Local shops Museums Library Job Centre Local Sporting Facilities Educational visits as appropriate to the group. Supermarkets / Newsagents		
Year 2 (2023-24)	Grow through Life <i>Being aware that learning skills and qualifications are important for a careers.</i> Across the curriculum, CEIAG will be identified and how within the topics covered, the influence of CEIAG can be seen. Within subject areas, students will consider how they could continue to study subjects they enjoy. Explore possibilities	Manage Career <i>Imagining themselves doing different jobs when they are older.</i> Across the curriculum, CEIAG will be identified and how within the topics covered, the influence of CEIAG can be seen. When discussing topics, as career opportunities are mentioned, students will be encouraged to consider whether they would like to do this job. Pupils to produce some evidence that they have researched a job.	Balance Life and Work <i>Being aware that physical and mental wellbeing are important.</i> Across the curriculum, CEIAG will be identified and how within the topics covered, the influence of CEIAG can be seen. Students will think about physical and mental health and how this could impact on their ability to work. How do they cope at school when they feel unwell? See the big picture

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	<p><i>Being aware that going to college or apprenticeships is a way of learning in the future.</i></p> <p>Across the curriculum, CEIAG will be identified and how within the topics covered, the influence of CEIAG can be seen.</p> <p>Students will be introduced to apprenticeships and college as possible ways of continuing education. Visiting speakers from Apprenticeships will be arranged.</p>	<p>Create opportunities</p> <p><i>Starting to take responsibility for things they like to do which could lead to a job.</i></p> <p>Across the curriculum, CEIAG will be identified and how within the topics covered, the influence of CEIAG can be seen.</p> <p>Students identify their interests across the curriculum, and outside of school. They begin to consider what jobs could link to their interests.</p>	<p><i>Know about jobs in the local area.</i></p> <p>Across the curriculum, CEIAG will be identified and how within the topics covered, the influence of CEIAG can be seen.</p> <p>Students will investigate a local employer / business. Consider the types of jobs, the size and the qualifications needed to work here. Evidence produced.</p>
<p>Visit Links</p>	<p>College Visits Apprenticeships visiting speaker Educational visits as appropriate to the group. Outdoor Education Local shops Museums Library Job Centre</p>		
<p>Year 3 (2024-2025)</p>	<p>Grow through Life</p> <p><i>Being able to challenge themselves to try new things, and celebrate their success.</i></p> <p>Across the curriculum, CEIAG will be identified and how within the topics</p>	<p>Manage Career</p> <p><i>Being aware that people have jobs for different reasons and rewards.</i></p> <p>Across the curriculum, CEIAG will be identified and how within the topics covered, the influence of CEIAG ca be seen.</p>	<p>Balance Life and Work</p> <p><i>Understand that they need to manage their own money.</i></p> <p>Across the curriculum, CEIAG will be identified and how within the topics covered, the influence of CEIAG ca be seen.</p>

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	<p>covered, the influence of CEIAG ca be seen.</p> <p>Explore possibilities <i>Being aware that there are lots of different sectors that you can work in.</i></p> <p>Across the curriculum, CEIAG will be identified and how within the topics covered, the influence of CEIAG ca be seen.</p> <p>Students think about the sectors in the local area that they could work in. They use LMI to think about where jobs can be found in this area.</p>	<p>Create opportunities <i>Being able to communicate their needs.</i></p> <p>Across the curriculum, CEIAG will be identified and how within the topics covered, the influence of CEIAG ca be seen.</p> <p>Students will show that they can communicate with familiar and unfamiliar adults in an appropriate way, using the communication systems most appropriate to them.</p>	<p>Students will look at personal budgeting. What do they need money for? Link to wants and needs activities, how do they decide what to spend money on. How might this change as they grow older. Links with local banks.</p> <p>See the big picture <i>Be aware of how science and technology affect jobs and careers.</i></p> <p>Across the curriculum, CEIAG will be identified and how within the topics covered, the influence of CEIAG ca be seen.</p> <p>Students consider how jobs have changed over time and how science and technology have changed that. For example, phones, computers, self-service tills. How have these affected jobs?</p>
<p>Visit Links</p>	<p>Visits to a variety of local business in different sectors Outdoor Education Educational Visits appropriate to the group. Banks / Building Societies</p>		

<p>KS4 & KS5</p>	<p>Term 1 / Autumn</p>	<p>Term 2 / Spring</p>	<p>Term 3 / Summer</p>
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<p>Year 1 (2022 – 2023)</p>	<p>Grow through Life <i>Positively engaging in learning and taking action to achieve good outcomes, challenging themselves to do the best.</i> Explore possibilities <i>Actively researching the local area and possible jobs.</i></p> <p>CEIAG delivered through accreditation and educational visits. Identify jobs that a subject could support or where it would be useful.</p> <p>In addition: Durham Works Project Choice Educational Visits – Careers objective for each visit.</p> <p>Refer to I Can Statements</p>	<p>Manage Career <i>What does career mean to me?</i> Create opportunities <i>Building relationships and networks and out of school.</i></p> <p>CEIAG delivered through accreditation and educational visits. Identify jobs that a subject could support or where it would be useful.</p> <p>In addition: Durham Works Project Choice Educational Visits – Careers objective for each visit.</p> <p>Refer to I Can Statements</p>	<p>Balance Life and Work <i>Developing knowledge of rights within the workplace.</i> See the big picture <i>Exploring the relationship between career and the environment.</i></p> <p>CEIAG delivered through accreditation and educational visits. Identify jobs that a subject could support or where it would be useful.</p> <p>In addition: Durham Works Project Choice Educational Visits – Careers objective for each visit.</p> <p>Refer to I Can Statements</p>
<p>Visit Links</p>	<p>Visits to a variety of local business in different sectors Outdoor Education Educational Visits appropriate to the group. Banks / Building Societies Job Centre Careers Advice</p>		
<p>Year 2 (2023-24)</p>	<p>Grow through Life <i>Enjoying trying new things and being successful.</i> Explore possibilities</p>	<p>Manage Career <i>Making a plan for moving forward in their life.</i> Create opportunities</p>	<p>Balance Life and Work <i>Considering their role in their own life and career and how this might affect their choices.</i></p>

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	<p><i>Researching the skills and qualifications of jobs they are interested in.</i></p> <p>CEIAG delivered through accreditation and educational visits. Identify jobs that a subject could support or where it would be useful.</p> <p>In addition: Durham Works Project Choice Educational Visits – Careers objective for each visit.</p> <p>Refer to I Can Statements</p>	<p><i>Knowing that they can change their minds about possible jobs and look at a range of options.</i></p> <p>CEIAG delivered through accreditation and educational visits. Identify jobs that a subject could support or where it would be useful.</p> <p>In addition: Durham Works Project Choice Educational Visits – Careers objective for each visit.</p> <p>Refer to I Can Statements</p>	<p>See the big picture <i>Exploring the relationship between career, community and society.</i></p> <p>CEIAG delivered through accreditation and educational visits. Identify jobs that a subject could support or where it would be useful.</p> <p>In addition: Durham Works Project Choice Educational Visits – Careers objective for each visit.</p> <p>Refer to I Can Statements</p>
Visit Links	<p>Visits to a variety of local business in different sectors Outdoor Education Educational Visits appropriate to the group. Banks / Building Societies Job Centre Careers Advice</p>		
Year 3 (2024-2025)	<p>Grow through Life <i>Thinking about what they want to do when they leave Villa Real.</i> Explore possibilities <i>Preparing for different recruitment processes.</i></p>	<p>Manage Career <i>Thinking about the risks and rewards of different types of job.</i> Create opportunities <i>Being willing to speak up for themselves and others.</i></p>	<p>Balance Life and Work <i>Identifying how they can challenge stereotypes and discrimination within the workplace.</i> See the big picture <i>Exploring local market trends in employment.</i></p>

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