A white tree with colorful balls and a ball in the middle

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The Wildings Careers Curriculum Statement

The Wildings curriculum is structured around the Wildings Tree, having Roots, Shoots and Fruits. The Roots and Shoots run through every aspect of our provision. This curriculum is deliberate in every aspect and aims to meet the Social, Emotional and Mental Health needs of the young people alongside helping them to recover and grow physically, mentally and academically.

* Our Roots focus on three areas, being safe, attending and building emotional maturity through Thrive.
* Our shoots build on this and focus on relationship with self, peers and adults, alongside emotional literacy.
* Our Fruits, that come after the roots and shoots are strong, are based around academic, physical and vocational recovery and growth.

**Intent:**

At the Wildings, we have the ambition that every young person will leave school at, or above, age related expectations in all areas of the curriculum. We believe that this will enable them to lead happy, independent lives and be able to maintain positive relationships.

The Careers curriculum aims to:

* prepare young people for life post-education.
* develop an understanding of different career paths and challenge stereotypes.
* develop an understanding of the differences between school and work.
* inspire young people to chase and achieve their dreams.
* help young people to access information on the full range of post-16 education and training opportunities.
* support young people after leaving school.
* offer targeted support.
* instil a healthy attitude towards work.

**Implementation:**

The roots and shoots curriculum is delivered in a holistic way by all adults at the Wildings, alongside specific teaching. We recognise the acute SEMH needs of our young people, that are detailed in their EHCP’s. Implementation plans are used in lessons to support regress towards meeting the targets in the EHCPs.

This includes:

* Co-regulation
* Greeting young people
* Breaktime
* Attuning
* Thrive - Thrive strategies specific to young people’s Thrive profile
* Personalised Wellbeing and Emotional Development program alongside Thrive

At:

* Lunch Time
* Enrichment
* Breakfast times
* Within lessons and activities

Careers is the fruit of our tree as young people are preparing for the world of further education and working life. Careers education however is taught at every step and is included in the spiral curriculum in the PSHE “living in the wider world.” Our Careers curriculum has also been developed to consider the updated Career Development Institute.

Within Careers we structure and sequence our curriculum in the following areas:

* A spiral programme that is embedded in the Living in the Wider World strand of the PSHE curriculum. Builds on prior learning as young people progress through school.
* PSHE association thematic model framework is used.
* Flexible so as to meet the individual learning needs and requirements for each young person.
* Included in our 1:1 Personal, Social, Health and Economic (PSHE) sessions. Young people have PSHE sessions at least twice a week, unless they are in recovery. If a young person is in recovery within PSHE sessions then Thrive takes precedence.
* Space is given to revisit misconceptions and recap prior learning.
* Careers Development Institute (CDI) topics and framework are used. Every half term a different theme will be explored at a place that is developmentally appropriate for the age and stage of the young person. These topics are: Grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture.
* The Compass tool is used to audit the whole school’s Careers provision against Gatsby’s eight benchmarks.
* Young people from year 7 will have access to an individual Morrisby’s platform account and will be able to start their Careers learner passport, complete questionnaires, log activities, sessions and any work experience.
* Young people will have Careers South West advice in year 10.
* Work experience in the wider community where appropriate for the age and stage of the young person.
* Activities in school that promote skills needed for future employment. e.g., Teamwork, problem solving, relational, self-awareness.

**Impact:**

We want to know if the young people can remember more and if they can do more.

The impact of our Careers curriculum is that they:

* be tolerant and inclusive, embracing diversity and overcoming barriers
* positively contribute to society
* make goals for the future and achieve them
* be successful in their chosen career
* self-reflect, be confident and develop a higher self esteem
* be respectful of others creating a positive digital footprint
* know where to go for help, support and careers advice when they need it
* to live independently
* develop skills for interviews and CV writing
* know how to keep themselves and others safe in the workplace

**Monitoring and Evaluation:**

We monitor and evaluate this impact by:

* Talking to young people
* Visiting lessons.
* Looking through books and work
* Formative and summative assessments
* Young people Self-assessment

Learning outcomes achieved throughout sessions will be entered on young people’s individual progress trackers. Progress data will be collected from percentages of learning outcomes achieved at enhancing levels. Trackers and data will be completed half termly.

Last updated: 16/11/23