



Careers Programme


Sunshine 8

At Shorefields we like to refer to the word “career” as an individual’s pathway through life. We hope to support all our students to have “careers” that are progressive, meaningful, autonomous and that reflects their hopes, ambitions, personal preferences and needs.

In Sunshine Classes the curriculum is topic based, ensuring links to the National Curriculum for English, Maths and Science are implemented, as well as catering for the individual needs of the students. Our curriculum is based on a combination of knowledge and skills. We would like our students to develop meaningful and functional knowledge and skills that will support their adult life. Cookery, gardening, art, phonics, reading, PSHE and RSE also form part of the weekly timetable with the work differentiated according to the needs of the student.

	SUNSHINE 8	G.B
<p>Grow throughout life</p> <p>Grow throughout life by learning and reflecting on yourself, your background and your strengths:</p>	<ul style="list-style-type: none"> • Being aware of people who can help them – Most students know who can help them, as they are introduced to new scenarios, they learn about new people who can help them (work placement visits, getting out and about in the community etc) 	GB1 GB4 GB2 GB6 GB5
	<ul style="list-style-type: none"> • Recalling what they have experienced and achieved – through plenaries in lessons and reviewing the week using Tapestry and reviewing their weekend, verbal feedback from students, written feedback from parents and through uploads from Tapestry from home 	
	<ul style="list-style-type: none"> • Being willing to try something new – Creating new things in crafts/cookery, trying new foods as they become more adventurous in cookery, going to new places in their local community etc 	GB3
	<ul style="list-style-type: none"> • Being aware how they feel when they have learnt something new – we use a Feeling Chart during PSHE lessons 	GB3
	<ul style="list-style-type: none"> • Feeling positive about who they are – We explore Feelings during PSHE lessons 	GB3
	<ul style="list-style-type: none"> • Recalling what they have experienced and achieved – Lesson plenaries, reports, online photos and feedback through reports etc 	GB3
	<ul style="list-style-type: none"> • Being confident to request help – Students are encouraged to request help. Different situations are explored and the people who can help us at the time when help is needed, through PSHE and RSE. We have a class code for the lessons and we encourage students to be aware of their circle of trust. The circle of trust is a group of staff/parents/carers who they trust and can go to for help. 	GB3
<ul style="list-style-type: none"> • Being willing to challenge themselves – students are given challenges to meet their personal goals in a number of lessons/sessions, getting out and about in the community, going to new places, taster sessions at new providers/during enterprise sessions 	GB3	

	<ul style="list-style-type: none"> • Recognising their successes in learning – Plenaries and Tapestry, we also display their amazing work in class and corridors 	<p>GB3</p>
<div data-bbox="161 197 341 427" style="text-align: center;">  Explore possibilities </div> <p data-bbox="108 472 328 607"><u>Explore the full range of possibilities open to you</u></p>	<ul style="list-style-type: none"> • Describing tasks that they have carried out – plenaries, weekend news, telling staff and other students about their experiences, teaching others about something new they have learned. PSHE and Enterprise • Discovering the jobs that help the school to run – Students learn about the different jobs people do in school as part of Careers and helping out in school • Recognising jobs that involve harvesting, making, providing a service or finding out – students learn about different types of jobs through work related learning and about identifying different jobs people do when out and about in the local community • Being able to identify the subjects and topics they are learning about –a timetable supports students to identify and make links with the topics they are learning about • Being able to give examples of jobs in different sectors – students have opportunities to identify jobs through work related learning and when out in the community, identifying the role a person is in for instance, bus driver, supermarket worker. Encounters with different work sectors during Careers Week. • Participate in activities that will give them a better understanding and knowledge about future options – students participate in activities that take them into the community more frequently to access a wide range of opportunities. Students also have opportunities to access the Provider Programme which gives them experience of the different types of provider they could attend when they leave college, having meaningful and suitable encounters with employers. Make visits to a range of local 19+ provisions as part of the schools Provider Programme. Year 14 external work experience where appropriate (Including all pre and post work paper work), Transition Planning meetings (both student and parent/carer where appropriate). Their future is also discussed with them and their parents at their EHCP review SEND Forward Transition event. • Use a range of recourses to explore possibilities - real world experiences, role play, access to online resources, games, specialist areas in school to access work related learning; garden, café. Students and families encouraged to explore information on our website, info boards and watch videos (On line transition event) about future opportunities. Whole school events during Careers Week. SEND Forward Transition event. 	<p>GB1 GB3</p> <p>GB4</p> <p>GB5</p> <p>GB3</p> <p>GB6 GB5</p> <p>GB2 GB5 GB3 GB6 GB7 GB8</p> <p>GB2 GB3 GB7 GB8</p>
<div data-bbox="188 1771 330 2011" style="text-align: center;">  Manage career </div> <p data-bbox="108 2018 328 2119"><u>Manage your career actively, make the most of</u></p>	<ul style="list-style-type: none"> • Enjoying work-based role-plays – students have opportunities to role play and join in some actual activities that replicate work-based roles, work related learning, café, garden and enterprise skills. Resources available and lesson plans where role play is used to offer practical learning across subjects (Career Boxes). “Little City” during Careers Week. • Imagining different possibilities about who they could possibly become – stories, access to activities through the Provider Programme, enterprise and work-related learning 	<p>GB1 GB2 GB4 GB3 GB6</p> <p>GB6 GB3</p>

<p>opportunities and learn from setbacks</p>	<ul style="list-style-type: none"> • Being willing to keep going and not give up/Being pro-active about trying different approaches to solving challenges – students are supported to try new things, adjustments are made to support best outcomes for students, staff, time, additional learning prior to new experiences. Focus weeks, e.g. ‘Let’s Focus’ or ‘Pink Day’ to encourage children to explore how to look after their mental health and share positive stories about overcoming challenges. • Looking forward to what they are going to learn next – students find out about what’s coming next through reflections and news shared in class from other students and activities. Planning takes place with students to enable them to be fully included in decisions about their future. Discussions during Transition Planning Meetings about what and where students could access to learn in the future. 	<p>GB3</p> <p>GB4 GB8</p>
<div style="text-align: center;">  <p>Create opportunities</p> </div> <p>Create opportunities by being pro-active and building positive relationships with others.</p>	<ul style="list-style-type: none"> • Recognising when they have achieved something for themselves – Sharing through Tapestry, events and displays, plenary. Photo evidence and sharing this with students so they can see their achievements and within their Annual reviews • Being aware that other people can help them meet their needs – students are encouraged to request help from the right person. For instance, ask for a nurse. Showing gratitude through making Thank You cards and recognising others who help them – e.g. after visits. Praising asking for help, identifying roles of people within the school and community. • Being able to carry out a delegated task - Students get involved in morning tasks and other routine tasks in the classroom through volunteering. Introduction of schedules/calendars, modelling behaviour. Following plans whilst cooking. • Developing the ability to participate in social play- there are many opportunities to become involved in social play each day, through lunch time activities and through Enterprise skills. Students take part in team building skills and work together to solve problems/decide on projects. • Being able to explain what a visitor told them about their job –Careers week, Vehicle Day, Students are encouraged to talk and ask questions to many different professionals operating them. Careers Week visiting professionals, builder, florist, beautician and baker. Police Day 09/02/24. Sunshine 8 attended all the work stations and met with a range of Police Officers. • Being able to describe what their needs are -PSHE, through the day as their needs develop and need to be met • Being able to make a positive contribution in group play – PSHE, lunch time activities and Enterprise • Thinking about questions they would like to ask a visitor about their job, work related learning - opportunities to develop this area over the school Careers Week and “SEND Forward” transition events. Careers Week, finding out about jobs and pre planning questions. Class session recapping what they have found out about different jobs 	<p>GB1 GB3</p> <p>GB4 GB3</p> <p>GB6 GB4</p> <p>GB3 GB4 GB5</p> <p>GB2 GB5 GB6 GB3</p> <p>GB3 GB4</p> <p>GB6</p> <p>GB5 GB6 GB7</p>

	<ul style="list-style-type: none"> • Raise money for charity or run a mini enterprise. - PSHE and Enterprise sessions Cooking in the café to sell to others in the school – e.g. jacket potatoes, Fundraising for local charities in class, Including themed days, e.g. Pink Day or Children in Need. Christmas Bazaar – planning/buying/making something to sell or raffle. Counting money Games and activities to promote different roles and teamwork 	<p>GB4 GB6</p>
 <p>Balance life and work</p> <p><u>Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.</u></p>	<ul style="list-style-type: none"> • Recognising when they have done something to help Others- Praise for helping and supporting others Roles, rights and responsibilities in class • Being aware that people do paid work for financial and other rewards – learning about money and work-related learning, using a reading scheme Making Sense of Money that is read and the activities practiced. The scheme is about a family and their individual financial responsibilities and how they all get their money in different ways. Students also learn about their own families and where money comes from, about different ages and stages in life and how different people get money. • Being able to distinguish between work and rest – PSHE students learn about the importance of sleep and relaxation, about leisure activities and the importance of looking after the whole person- food, physically and mentally • Being aware of health and safety rules at school –Personal class rules are discussed each year and students refer to them. They also learn about personal health and safety in PSHE. • Exploring going to work/School/ College and coming home again – This is touched on through the reading scheme Making Sense of Money. A travel trainer from the Essex Travel Trainers visit bi annually. • Being aware of how to use money – Students look at budgeting money in different areas of the curriculum. In Making Sense of Money, students look at how they budget their money can make a large impact, for instance catching a bus or walking, making a packed lunch or buying lunch out. Students look at living costs and budgeting for a simple meal • Recognising how they can help keep themselves safe at school – PSHE: personal safety, a Red Cross first aid course, internet safety, class rules • Being aware that they and others can play a part in helping to ensure that people are treated well at work/school/College -PSHE: Unit about kindness, mental health awareness • Being aware of how money can be earned This topic is covered in a number of ways across the curriculum, PSHE: Work related learning, Making Sense of Money. There is a wide range of enterprise activities across the year, where students earn money for their efforts and vote on how they can spend it 	<p>GB1 GB3 GB2</p> <p>GB4 GB2 GB3</p> <p>GB3 GB4</p> <p>GB4 GB2</p> <p>GB4</p> <p>GB3 GB4</p> <p>GB4 GB3</p> <p>GB4 GB2</p>
		<p>GB1</p>



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.

• **Exploring jobs that people do outdoors** – work related learning in the classroom PSHE we look at different types of jobs. Students also have opportunities to go on Provider experience days over a number of weeks. Some of those involve work outside.

Horticultural area – different job roles to undertake and explore.

Observing others while out in the community – e.g. different job roles we may see at the zoo or in the gardens/parks.

School trips, observing jobs and roles in garden centres, zoo, farm, park

GB6
GB5
GB3
GB6

• **Exploring the jobs that people do to help them** – work related learning as students look at people who help us and the jobs they do. There is also opportunity for students to take part in experience days when people from different career backgrounds come to school

GB6
GB4
GB3

• **Recognising when work is depicted in a story** –Using reading schemes where people have different types of jobs, working together as a group to read the stories and play the games

GB4

• **Being aware that working life was different in the past**

History days and experiences.

Community visits: including to museums and other historic places.

GB4
GB6

• **Exploring the jobs that people do to help each other** – There are a number of opportunities in school for students to be able to identify people who help others, the office, kitchen staff, TAs and Medical staff.

GB4

PSHE sessions are used to explore a range of jobs including those that help us.

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