

The Pines School Careers Programme 2024-25



Year 1

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Additional	CDI Framework
Learning about and exploring work and careers (Benchmark 2 and 4)	<p>Topic: Come and Play - explore jobs related to Retail and Sales.</p> <p>Explore jobs people do in shops and toy shops (Working on a till, stacking shelves, cleaning).</p>	<p>Topic: Weather and Seasons - explore jobs related to Media and Internet.</p> <p>Explore jobs people do on TV and Film (Presenters, Actors, YouTube personalities).</p>	<p>Topic: People who help us - explore jobs related to Hospitality.</p> <p>Explore jobs people do in the service industry (restaurants, cinemas, supermarkets).</p>	EHCP Review Paperwork – child and parents’ views - child views and aspirations.	Explore possibilities Balance life and work
Encounters with employers and experiencing work (Benchmark 5 and 6)	<ul style="list-style-type: none"> • Shop role play. • Exploring and playing with money. • Explore pictures / sensory experience of toy shops. • Explore toys. 	<ul style="list-style-type: none"> • Explore recording and watching videos / taking and looking at pictures and photos. • Explore familiar people or characters on TV, Film and the Internet. • Film / presenting role play. 	<ul style="list-style-type: none"> • Explore role play relating to restaurants / serving / cooking. • Explore food and kitchen equipment. • Explore pictures / sensory experience of a range of familiar shops / places of entertainment. • Explore making simple recipes (popcorn / DT food planning). 	Visits to shops in the local community.	See the big picture

Year 2

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Additional	CDI Framework
Learning about and exploring work and careers (Benchmark 2 and 4)	<p>Topic: My School and Me - explore jobs related to Property and Construction.</p> <p>Explore jobs relating to maintenance (School caretaker, electrician, and plumber).</p>	<p>Topic: Young Gardeners - explore jobs related to Agriculture.</p> <p>Explore jobs relating to Agriculture (Farmer, picker and farm shop worker).</p>	<p>Topic: Journeys - explore jobs related to Leisure, sport and Tourism.</p> <p>Explore jobs relating to Tourism (Bus driver, train driver, pilot, boat Captain).</p>	<p>EHCP Review Paperwork – child and parents’ views - child views and aspirations.</p>	<p>Explore possibilities Balance life and work</p>
Encounters with employers and experiencing work (Benchmark 5 and 6)	<ul style="list-style-type: none"> • Play and activities related to fixing things. • Explore building and construction activities. • Explore tools and construction equipment. • Explore pictures / sensory experience of people who fix things at home and school. 	<ul style="list-style-type: none"> • Visit the school allotment. • Plant seeds and watch them grow. • Explore pictures / sensory experience of farming. • Farming role play. • Explore farm equipment / animals / animals care. 	<ul style="list-style-type: none"> • Explore sensory experiences of going on holiday. • Explore work uniforms. • Role play activities related to travel – pilot, bus driver etc. • Explore toys related to transport. • Explore sensory experience related to travel. 	<p>Visits to the school’s allotment and local parks.</p>	<p>See the big picture</p>

Year 3

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Additional	CDI Framework
<p>Learning about and exploring work and careers (Benchmark 2 and 4)</p>	<p>Topic: Once Upon a Time - explore jobs related to Arts, Audio/Video Technology, and Communication.</p> <p>Explore jobs relating to the Arts (Authors, Book illustrators).</p>	<p>Topic: Caring for Others - explore jobs related to Social Care and Education.</p> <p>Explore jobs relating to education (Play workers, Teachers, Teaching Assistants).</p>	<p>Topic: Body Wise - explore jobs related to Healthcare.</p> <p>Explore jobs relating to social care and health care (Care workers, doctors and nurses).</p>	<p>EHCP Review Paperwork – child and parents’ views - child views and aspirations.</p>	<p>Explore possibilities Balance life and work</p>
<p>Encounters with employers and experiencing work (Benchmark 5 and 6)</p>	<ul style="list-style-type: none"> • Explore sensory stories. • Explore art activities related to topic texts. • Explore pictures / sensory experience of the stories covered. • Explore pictures of famous authors, illustrators and stories. • Complete art activities related to the stories explored. 	<ul style="list-style-type: none"> • Take part in school role play activities. • Explore pictures / sensory experience of clubs/school. • Explore pictures of school staff and their roles. • Explore different education buildings; secondary school, colleges and universities etc. 	<ul style="list-style-type: none"> • Take part in care role play activities – looking after babies. • Explore pictures of doctors and nurses. • Explore equipment and objects related to healthcare. • Take part in first aid role play activities. 	<p>Visits health practitioners (paramedic visit, nurse visit).</p>	<p>See the big picture</p>

Year 4

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
Learning about and exploring work and careers (Benchmark 2 and 4)	<p>Topic: The Great Outdoors - explore jobs related to Transport and Logistics.</p> <p>Explore jobs relating to Transport (Truck drivers, delivery drivers, and bus and train drivers).</p>	<p>Topic: To the Rescue - explore jobs related to Law, Public Safety and Security.</p> <p>Explore jobs relating to the Public Safety (Police, Fire and Law).</p>	<p>Topic: Creepy Crawlies - explore jobs related to Environment and animal care.</p> <p>Explore jobs relating to Animal Care (Zoo keeper, farmer, pet shop owner and dog groomer).</p>	<p>EHCP Review Paperwork – child and parents’ views - child views and aspirations.</p>	<p>Explore possibilities Balance life and work</p>
Encounters with employers and experiencing work (Benchmark 5 and 6)	<ul style="list-style-type: none"> • Explore sensory activities related to travel and transport. • Explore images / sensory experiences related to train and bus stations. • Explore role play related to travel and transport. • Take part in delivery role play activities. • Explore how products are shipped around the country / world. 	<ul style="list-style-type: none"> • Explore equipment used by police and firefighters. • Role play police and fire first responders. • Explore uniforms of police, fire and courtroom. • Explore images and sensory experiences related to courtrooms and prisons. 	<ul style="list-style-type: none"> • Explore and role playing looking after animals. • Explore pictures / sensory experience of Zoos and farms. • Animal shop role play. • Explore adverts related to zoos, safaris. 	<p>Visit to local farms / pet shop.</p> <p>Travel on local transport (school minibus, train, bus).</p> <p>Visit from PCSO.</p>	<p>See the big picture</p>

Year 5

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
Learning about and exploring work and careers (Benchmark 2 and 4)	<p>Topic: Come Dine With Me - explore jobs related to Hospitality.</p> <p>Explore jobs relating to working in a kitchen (Chef, waiter, food servers and delivery drivers).</p>	<p>Topic: Reach for the Stars - explore jobs related to Engineering and Manufacturing.</p> <p>Explore jobs relating to engineering (Builder, architect, rocket / airplane engineer).</p>	<p>Topic: Fighting Fit - explore jobs related to Leisure and sport.</p> <p>Explore jobs relating to Sport (Fitness instructor, sports coach, professional sportsperson and physiotherapists).</p>	<p>EHCP Review Paperwork – child and parents’ views - child views and aspirations.</p>	<p>Explore possibilities Balance life and work</p>
Encounters with employers and experiencing work (Benchmark 5 and 6)	<ul style="list-style-type: none"> • Explore making and serving simple recipes. • Explore equipment used in the kitchen. • Explore uniforms within the kitchen. • Visit secondary food room. • Visit the school’s kitchen to explore equipment. • Explore making a pop up café. 	<ul style="list-style-type: none"> • Explore the tools and equipment found on a building site. • Explore factories / engineering – images and videos of car manufacturing. • Explore building and construction activities. • Explore jobs linked to space travel – Space X. 	<ul style="list-style-type: none"> • Explore working, visiting a gym. • Take part in a fitness circuit / Joe Wicks video. • Explore the roles of physiotherapists. • Take part in sports coaching activities (leading a game or activity). • Explore famous and local sports people. 	<p>Visit to a café / restaurant.</p> <p>Visit to the school’s kitchen.</p>	<p>See the big picture</p>

Year 6

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
Learning about and exploring work and careers (Benchmark 2 and 4)	<p>Topic: Around the World in 80 day - explore jobs related to Leisure and Tourism.</p> <p>Explore jobs related to Leisure and Tourism (Tourist Guide, Holiday Rep, Flight Attendant, and Travel Rep).</p>	<p>Topic: Chocolate - explore jobs related to Science and Pharmaceuticals.</p> <p>Explore jobs related to food development and manufacturing (Product development, factory worker).</p>	<p>Topic: Eco Warriors - explore jobs related to Charity and Voluntary work.</p> <p>Explore jobs related to Charities (Fundraising, working in charity shops and volunteering in the community).</p>	<p>EHCP Review Paperwork – child and parents’ views - child views and aspirations.</p>	<p>Explore possibilities Balance life and work</p>
Encounters with employers and experiencing work (Benchmark 5 and 6)	<ul style="list-style-type: none"> • Explore holidays, booking holidays and holiday adverts. • Explore different forms of holiday travel and the jobs related to travel. • Role play jobs related to travel (e.g. hotelier) • Explore hotels and the variety of jobs in a hotel. 	<ul style="list-style-type: none"> • Explore the manufacturing of processed foods. • Explore working on a factory line. • Design new food products. • Make and market new foods (different cookie recipes). 	<ul style="list-style-type: none"> • Explore a variety of local and national charities. • Explore working in a charity shop / business. • Explore local community projects. • Complete a community activity e.g. litter pick. • Take part in a fundraising activity. 	<p>Charity / fundraising / volunteering activity.</p>	<p>See the big picture</p>

Year 7

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
Learning about and exploring work and careers (Benchmark 2 and 4)	<p>Topic: Reduce, Reuse, Recycle – explore jobs related to Engineering and Manufacturing</p> <p>Explore jobs related to engineering; car designer, factory worker, architect, product designer etc.</p>	<p>Topic: Let it Grow – explore jobs related to Agriculture</p> <p>Explore jobs relating to Agriculture; Crop and Livestock Farmer, machine operator, farm labourer etc.</p>	<p>Topic: Lights, Camera, Action – explore jobs related to Arts, Audio/Video Technology, and Communication</p> <p>Explore jobs relating to the Audio/Video Technology, and Communication; Camera operator, photographer, audio engineer, music production etc.</p>		<p>Explore possibilities</p> <p>Balance life and work</p>
Encounters with employers and experiencing work (Benchmark 5 and 6)	<p>Tower building competition</p> <p>Visit to / explore Engineering or Manufacturing employers e.g. Jaguar Land Rover, Mondelez, Jewellery Quarter etc.</p>	<p>Careers and Enterprise Week</p> <p>Allotment Visit – planting. Explore / visit farms.</p>	<p>Pines Radio Station – Jingle Competition</p>	<p>Opportunities for internal WEX through applying for an internal job.</p>	<p>See the big picture</p>
Encounters with further and higher education (Benchmark 6)		<p>Careers and Enterprise Week (visits and encounters with further education providers)</p>	<p>Explore / visit provision Post-16 linked to the Arts e.g. Pinc College, BOA, Art courses at local colleges (BMET/SSCB). Visit Ikon Gallery, Birmingham Museum</p>		<p>Create opportunities</p>
Personal guidance and addressing the needs of each student (Benchmark 3 and 8)				<p>EHCP Review Paperwork – child and parents’ views. Complete EHCP child views and aspirations work.</p> <p>Developing key work skills through the curriculum including effective</p>	<p>Grow throughout life</p> <p>Manage Career</p>

				communication and problem solving.	
				Access to STEM subjects	
PfA Outcomes	<p><u>Employment</u></p> <ul style="list-style-type: none"> • Exploring different careers • Continue to build personal / vocational profile • Transition to new settings <p><u>Developing Independence</u></p> <ul style="list-style-type: none"> • Developing independent living skills • Developing social communication skills • Developing independence – food, money and travel • Accessing the community with increasing independence 				

Year 8

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
Learning about and exploring work and careers (Benchmark 2 and 4)	<p>Topic: Material Monsters – explore jobs related to Property and Construction</p> <p>Explore jobs related to construction; crane operator, brick layer, carpenter, scaffolder etc.</p>	<p>Topic: Staying Alive – explore jobs related to Science and Pharmaceuticals</p> <p>Explore jobs related to Science and Pharmaceuticals; Pharmacist, medical lab worker, chemical engineering, forensics etc.</p>	<p>Topic: Blue Planet – explore jobs related to the Environment and animal care.</p> <p>Explore jobs relating to Animal Care; Vet, veterinarian nurse, animal shelter worker etc.</p>		<p>Explore possibilities Balance life and work</p>
Encounters with employers and experiencing work (Benchmark 5 and 6)	<p>Explore employment linked to property or construction e.g. explore / visit to IKEA / visit from Wilmott Dixon</p>	<p>Careers and Enterprise Week</p> <p>Explore work related to science. Visit from paramedics / science student. Visit Millennium Point</p>	<p>Explore jobs related to animal care. Visit a farm (Sheldon Country Park / Oak Tree Farm), pet shop</p>	<p>Opportunities for internal WEX through applying for an internal job</p>	<p>See the big picture</p>
Encounters with further and higher education (Benchmark 6)	<p>Explore training within the construction industry</p>	<p>Careers and Enterprise Week (visits and encounters with further education providers)</p>			<p>Create opportunities</p>
Personal guidance and addressing the needs of each student (Benchmark 3 and 8)				<p>EHCP Review Paperwork – child and parents’ views. Explore skills.</p> <p>Developing key work skills through the curriculum including</p>	<p>Grow throughout life Manage Career</p>

				<p>effective communication and problem solving.</p> <p>Access to STEM subjects</p>	
PfA Outcomes	<p><u>Employment</u></p> <ul style="list-style-type: none"> • Exploring different careers • Continue to build personal / vocational profile • Transition to new settings • Starting micro-enterprises <p><u>Developing Independence</u></p> <ul style="list-style-type: none"> • Developing independent living skills • Developing social communication skills • Developing independence – food, money and travel • Accessing the community with increasing independence 				

Year 9

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
Learning about and exploring work and careers (Benchmark 2 and 4)	<p>Topic: What am I – explore jobs related to Hospitality</p> <p>Explore jobs people do in the service industry; Hairdresser, beauty therapist, restaurant owner, chef, sous chef, waiter, guide etc.</p>	<p>Topic: Crash, Bang Wallop – explore jobs related to Law, Public Safety and Security</p> <p>Explore jobs relating to Public Safety; Security guard, different job roles in the police and fire service (front line / forensics), paramedics etc.</p>	<p>Topic: My Changing World – explore jobs related to the Media and Internet</p> <p>Explore jobs people do related to the Media and the internet; TV and Radio Presenters, camera operators, editors, graphic designers, IT support etc.</p>		<p>Explore possibilities</p> <p>Balance life and work</p>
Encounters with employers and experiencing work (Benchmark 5 and 6)	<p>Explore / visit a hospitality setting e.g. SENtre, local cafe.</p> <p>Organise a Pop up Café / cake sale</p>	<p>Careers and Enterprise Week (visits and encounters with further education providers)</p> <p>Explore jobs related to law. E.g. Visit from PCSO Clarke. Visit to SafeSide Birmingham</p>	<p>Explore the Pines Radio Station / music room</p> <p>Explore jobs related to the media. Visit to BBC Birmingham. Visit to recording / radio studio (BBC/Capital)</p>	<p>Opportunities for internal WEX through applying for an internal job.</p>	<p>See the big picture</p>
Encounters with further and higher education (Benchmark 6)		<p>Careers and Enterprise Week (visits and encounters with further education providers)</p>	<p>Visit local college / university to explore media pathways</p>		<p>Create opportunities</p>
Personal guidance and addressing the needs of each student (Benchmark 3 and 8)				<p>EHCP Review</p> <p>Paperwork – child and parents’ views. Explore future options</p>	<p>Grow throughout life</p> <p>Manage Career</p>

				<p>Developing key work skills through the curriculum including effective communication and problem solving.</p> <p>Access to STEM subjects</p>	
PfA Outcomes	<p><u>Employment</u></p> <ul style="list-style-type: none"> • Subject option choices - thinking about university and college, picking the right subjects for future career goals • Exploring different careers • Understanding requirements for HE • Structured careers advisory sessions <p><u>Developing Independence</u></p> <ul style="list-style-type: none"> • Developing independent living skills • Developing social communication skills • Developing independence – food, money and travel • Accessing the community with increasing independence 				

Year 10

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
Learning about and exploring work and careers (Benchmark 2 and 4)	<p>Topic: Growing Up – explore jobs related to Retail and Sales</p> <p>Explore jobs people do in retail; Sales assistant, manager, shelf stacker, buyer, advertising manager etc.</p>	<p>Topic: My Community – explore jobs related to Charity and Voluntary work</p> <p>Explore jobs related to Charities and Voluntary work; Office manager / admin support, Promotion and sales etc.</p>	<p>Topic: Staying Safe – explore jobs related to Finance</p> <p>Explore jobs related to Finance: Bank worker, mortgage / financial advisors, investment manager etc.</p>	<p>Beginning ASDAN: My Independence and Employability courses.</p> <p>Beginning accredited courses</p>	<p>Explore possibilities Balance life and work</p>
Encounters with employers and experiencing work (Benchmark 5 and 6)	<p>Explore jobs related to retail and sales. Visit to Mercedes, TESCOs, Co-Op</p>	<p>Careers and Enterprise Week (visits and encounters with employers)</p> <p>Local community litter pick / school recycling</p>	<p>Explore jobs related to leisure or tourism. Visit to SENtre or Action Sports</p>	<p>Opportunities for internal WEX through applying for an internal job</p>	<p>See the big picture</p>
Encounters with further and higher education (Benchmark 6)		<p>Careers and Enterprise Week (visits and encounters with further education providers)</p>	<p>Explore courses related to leisure, sport or tourism.</p>	<p>Visit to QAC, HBVC, Queensbury</p>	<p>Create opportunities</p>
Personal guidance and addressing the needs of each student (Benchmark 3 and 8)			<p>Meeting with Careers Advisor. Creation of Careers Plan</p>	<p>EHCP Review Paperwork – child and parents views. Exploring pathways</p> <p>Developing key work skills through the curriculum including</p>	<p>Grow throughout life Manage Career</p>

				effective communication and problem solving	
PfA Outcomes	<p><u>Employment</u></p> <ul style="list-style-type: none"> • Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful • Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed • GCSEs / NVQs / Entry level qualifications • Vocational options <p><u>Developing Independence</u></p> <ul style="list-style-type: none"> • Developing independent living skills • Developing social communication skills • Developing independence – food, money and travel • Accessing the community with increasing independence 				

Year 11

Gatsby Benchmark	Autumn Term	Spring Term	Summer Term	Ongoing	CDI Framework
Learning about and exploring work and careers (Benchmark 2 and 4)	<p>Topic: Health and Wellbeing – explore jobs related to Healthcare</p> <p>Explore jobs relating to health care (Care workers, doctors, nurses, Occupational Therapists, mental health support workers etc.</p>	<p>Topic: Families – explore jobs related to Social Care and Education</p> <p>Explore jobs relating social care and education (Play leaders, Teachers, Teaching Assistants, social workers, youth workers, lecturers etc.</p>	<p>Topic: Out and About – explore jobs related to Transport and Logistics</p> <p>Explore jobs relating to Transport (Couriers, Truck drivers, delivery drivers, and bus and train drivers etc.</p>	<p>Beginning ASDAN: My Independence and Employability courses.</p> <p>Beginning accredited courses</p>	<p>Explore possibilities Balance life and work</p>
Encounters with employers and experiencing work (Benchmark 5 and 6)		Careers and Enterprise Week (visits and encounters with further education providers)		Opportunities for internal WEX through applying for an internal job	See the big picture
Encounters with further and higher education (Benchmark 6)	Explore jobs related to healthcare	Explore jobs related to social care. Visit to Abbey Rose	Explore jobs related to transport. Visit to New Street. Travel on public transport	Post-16 transition activities	Create opportunities
Personal guidance and addressing the needs of each student (Benchmark 3 and 8)				<p>EHCP Review Paperwork – child and parents’ views. Exploring future options and Post-16 pathways</p> <p>Developing key work skills through the curriculum including effective</p>	Grow throughout life Manage Career

				communication and problem solving	
PfA Outcomes	<p><u>Employment</u></p> <ul style="list-style-type: none"> • Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful • Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed • GCSEs / NVQs / Entry level qualifications • Vocational options <p><u>Developing Independence</u></p> <ul style="list-style-type: none"> • Developing independent living skills • Developing social communication skills • Developing independence – food, money and travel • Accessing the community with increasing independence 				