



Woodlane High School

achieving success in a nurturing environment

Subject Policy:

**Personal, Social, Citizenship,
Health, Economic Education
(PSCHE) and Programme of
Careers, Education,
Information and Guidance**

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Du Cane Road London W12 0TN

Tel: 0208 743 5668 | **Fax:** 0208 743 9138

Headteacher: Claire Maynard | **E-mail:** admin@woodlane.lbhf.sch.uk

Web: www.woodlane.lbhf.sch.uk

Rationale – What is the evidence base for selected strategies and curriculum choices?

This section is kept succinct to ensure this policy remains accessible to a variety of audiences. Please review our Teaching and Learning Policy for further information on our whole school approach and evidence informed practice. We have selected 3 subject specific areas of focus to highlight our evidence informed practice, as follows:

Cultural Capital: how we prepare pupils to be independent/informed British Citizens.

In PSCE at Woodlane High School, we encourage pupils to become independent whilst learning about our core British Values and being a good British Citizen. In 2021, the Social Mobility Commission released a report called *Against the Odds*, which aims to support “greater progress for secondary students facing socio-economic disadvantage.” The report details the best practice seen within schools to support pupils from backgrounds not dissimilar to Woodlane’s key catchment area.

The report defines Cultural Capital as: *“A student’s cultural capital is the total nonfinancial assets that student possesses as a result of their cultural knowledge and experiences.”* Within schools that offered the best examples and therefore greatest progress within Cultural Capital, *“teachers perceived that students’ cultural capital was increased through a variety of compensatory experiences, which usually necessitated travel.”* Teachers reflected commonly that, *“The students don’t step foot out of their own towns ... so [they] don’t see the bigger picture.”* Furthermore, Cultural Capital was expanded to, *“knowledge about careers, conversations at home, and parental expectations.”*

Due to the wide range of ways that schools have interpreted the concept of Cultural Capital, many different approaches have been taken. Some of the most effective approaches included,

- *“One school altered the mathematics curriculum to incorporate exercises regarding the use of mathematics in the workplace.”*
- *“Another had introduced a literacy intervention to increase students’ vocabulary.”*
- *“A third invited family members to its breakfast club to encourage family discussions.”*
- *“Some schools paid for trips, others had specifically designed trips with the curriculum in mind, such as visiting a site relevant to a GCSE English text.”*

Learning about the world and their place in it, is therefore fundamental to the growth of a child’s Cultural Capital, and is at the heart of all of the structure of the PSCE Curriculum. It is applied through the range of topics, activities, visits and speakers listed within the curriculum map.

https://assets.publishing.service.gov.uk/media/60dc34c88fa8f50aad4ddb0a/Against_the_odds_report.pdf

RSE - SoSAFE: How we sensitively approach topics about relationships

Pupils attending Woodlane may come to school with a range of barriers to learning, such as difficulties with maintaining and developing friendships and relationships. Therefore, the PSCH curriculum is designed to provide our pupils with engaging lessons differentiated to their individual needs.

SoSAFE Social and Sexual Safety is a programme that provides a visual teaching tool which enables learners to develop their abilities in managing and communicating about their relationships. The program covers all degrees of interaction; from a student's expectations of strangers, to the intricacies of an intimate relationship. SoSAFE moves away from making feelings-based decisions so we can enable and empower our learners to make their own judgments about what is okay to do with specific people. SoSAFE provides a format which is portable and easy to understand, meaning that any student can discuss their relationships at any time.

The SoSafe approach has been adopted at Woodlane, primarily to give students a set of 'rules' for different relationships. This ensures that they are better placed to realise when a relationship may not be acceptable and then have the tools to report potential abuse. The primary focus of SoSAFE is to help students with SEND to build and maintain healthy relationships and friendships.

SoSAFE is created and operated by The Picture Exchange Communication System® (PECS®), whose evidence-based practice has been developed through extensive research since 1994, and continues to have an expanding body of research supporting its effectiveness. Research articles from all over the world about the efficacy of PECS for learners of various ages, diagnoses, and settings have been published in peer-reviewed journals, text books, and professional periodicals.

<https://pecs-unitedkingdom.com/training-series/sosafe-training/>

Financial Independence

Pupils attending Woodlane may come to school with a range of barriers to learning, including difficulties in understanding their own finance, how financial system work, and the importance of finance. The PSCH curriculum provides regular and consistent opportunities for pupils to engage in lessons that support their current and future financial learning and stability. Lessons are always differentiated to their needs, and are designed alongside regular enterprise opportunities to implement practice with money and finances.

The Financial Education Quality Mark is an accreditation service for financial education resources that have been created for use with children and young people. It is awarded to resources that support high quality teaching and learning about money.

The Financial Education Quality Mark gives those delivering financial education confidence that the materials they are using contain accurate and up-to-date information, are of the highest educational value, and are engaging and relevant for young people. Through evaluation, supported by Young Enterprise, the Financial Education Quality Mark service also helps resource producers to understand the impact of their resource. The school uses resources with this quality mark to ensure they are up to date and relevant to our pupils.

<https://www.young-enterprise.org.uk/teachers-hub/financial-education/support-training/the-quality-mark/>

Intent – What is Woodlane aiming to achieve through its PSCE curriculum and Careers Programme of Study?

- To provide an outstanding, multi-sensory and personalised curriculum.
- To help pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.
- To support and enable pupils to develop an understanding of themselves, their sense of self and to build confidence and self-esteem.
- To promote the importance of leading a healthy lifestyle and physical and mental well-being.
- To support and develop skills in social communication in order to communicate effectively and build positive relationships.
- To understand governance, democracy their role in the wider community and to respect all faiths and diversity.
- To develop an understanding of the rights and responsibilities of citizens.
- To be able to assert themselves and know strategies to keep themselves safe in the wider world.
- To understand and be able to apply key principles of online safety.
- To understand and develop skills in financial capability.
- To prepare pupils for work experience and the world of work.
- To ensure all pupils leave Woodlane well prepared for their transition to college and adulthood through careers education learning opportunities that are interwoven through the whole school curriculum.

- To allow pupils to understand what is required for them to take their place as a suitably qualified and responsible adult within modern Britain.
- To pave the way for aspiration and social mobility through a range of engaging learning opportunities.
- To provide high quality careers education and support to enable our pupils to access the most appropriate next stage of learning post-16.
- In Key Stage 4 pupils are working towards a smooth transition from secondary school into either further education or vocational studies.
- Pupils are prepared and educated about the changes that will take place once they leave Woodlane High School.
- Pupils are encouraged to develop independence skills to increase confidence about the changes that will take place post-16, and prepare them for the world of work.

Implementation – *How is the Woodlane PSHE curriculum and Careers Programme of Study delivered?*

Curriculum Delivery

- Pupils have full access to the PSHE Association Programme of Study and The Citizenship National Curriculum, which is differentiated to meet pupils' learning needs and styles.
- Woodlane High School's Drugs, Alcohol and Tobacco Policy and Relationships and Sex Education Woodlane Policy inform the content of the lessons and are adapted to meet the individual learners' needs.
- The PSHE curriculum is designed to be challenging, supportive and appropriate to each pupil's stage of development.
- The PSHE Curriculum offers opportunities for cross-curricula learning, to ensure pupils make significant personal development, including:
 - ✓ Educational visits;
 - ✓ Police workshops on knife crime and general safety;
 - ✓ MIND mental health workshops;
 - ✓ Travel training and road safety sessions;
 - ✓ Work experience placements for pupils in Year 11;
 - ✓ One to one career advice;
 - ✓ Theme days and key skills day;
 - ✓ Emergency life-saving skills based on the St John's Ambulance scheme;
 - ✓ Christmas shop enterprise project;
 - ✓ Resilience RSE workshops;
 - ✓ Personal hygiene sessions with guidance from the school nurse;

- ✓ SaLT strategies/Word Aware integrated in to teaching;
 - ✓ OT strategies integrated into teaching;
 - ✓ Careers workshops;
 - ✓ Communication development through in-class drama.
- The KS3 PSCH curriculum is taught through 1.67 hours of lessons per week, (6.68% of curriculum time).
 - The Year 10 PSCH curriculum is taught through with 1.67 hours per week, (6.68% of curriculum time). Year 11 have drop down sessions for SRE, CEIAG, guest speakers and other relevant workshops.
 - The PSCH curriculum is designed to build and expand on previous skills, knowledge and understanding over a 4-year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall and to integrate new knowledge into larger ideas (view our PSCH curriculum map in appendix).
 - Some pupils opt to follow a Vocational Studies programme through their Key Stage 4 options. This provides further target opportunities to build key careers and employment skills, (view the Vocational Studies curriculum map in appendix).
 - The Vocational Studies curriculum is taught through 1.67 hours of lessons per week, (6.68% of curriculum time) in both Year 10 and Year 11.

Teaching and Learning

- PSCH lessons are taught by a subject specialist SEND teacher.
- Vocational Studies are taught by a qualified and experienced SEND teacher.
- The PSCH Subject Leader is well qualified, possessing a QTS within Primary Education, with a specialist in SEND as well as, SRE trained and a qualified youth worker.
- The PSCH curriculum is differentiated broadly into 3 levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation is implemented as required.
- PSCH and Vocational Studies homework is provided on a standardised format and is differentiated to provide the appropriate level of challenge.
- In PSCH and Vocational Studies we have a 3-tiered approach to supporting a pupil's learning, including:

Universal – this is the teaching your child will receive from the PSCH subject teacher and will include adaptations to match learning needs. All classes:

- ✓ have high quality, personalised lessons that are multi-sensory and dyslexia friendly;
- ✓ have opportunities for homework support;
- ✓ are supported by a teaching assistant (TA);

- ✓ have a maximum of 12 pupils per class to ensure there is a high level of support available from the teacher and TA;
- ✓ have opportunities to use ICT to engage learning;
- ✓ have integrated speech, language and communication support;
- ✓ are supported either directly or indirectly by speech and language therapists.

Targeted – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child’s learning. This takes the form of a graduated four-part approach of a) assessing your child’s needs, b) planning the most effective and appropriate intervention, c) providing this intervention and d) reviewing the impact on your child’s progress towards individual learning outcomes. Interventions may include:

- ✓ specific targeted small group Relationships and Sex Education interventions;
- ✓ targeted work to build on social skills;
- ✓ targeted work with the Occupational Therapist and SALT;
- ✓ targeted work on travel training, road safety and keeping safe in the wider community;
- ✓ small group work with the police to support any safety concerns;
- ✓ mental health and well-being support;
- ✓ financial capability and money skills;
- ✓ careers advice and guidance;
- ✓ interview and work experience preparation;
- ✓ school nurse sessions to support hygiene.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional in order to plan for the best possible learning outcomes for your child.

Assessment

- Pupils collate Pupil Achievement Books, where they showcase their best work and progress over time in PSCE,
- Our bespoke Flight Path is used to track the progress of pupils in PSCE and determine expected outcomes from different starting points (click here for further details).
- The PSCE subject teacher uses a range of formative and summative assessment procedures to assess progress and attainment, including:
 - ✓ daily marking (click here for teaching and learning policy);
 - ✓ self/peer assessment;
 - ✓ informal/formal assessments;

- ✓ B-Squared etc;
- ✓ AQA – Unit Award Scheme, (Vocational Studies).

Impact – *What difference is the PSCHÉ curriculum and Careers Programme of Study making on pupils?*

- The vast majority of pupils meet or exceed their expected progress in PSCHÉ.
- All pupils leave Woodlane with having taken part in an appropriate work experience placement. 100% of pupils report to feeling more confident following their work experience placements and feel it has been useful for them.
- All pupils who opt to take the Vocational Studies programme achieve a range of Unit Award Scheme units appropriate to their level, age and understanding.
- Pupils will gain a range of skills relevant to employment and their future career paths.
- Pupils are well-prepared for the next stage of their education and working life through their preparation for college, adulthood and the world of work. This remains a key priority and our success is reflected in the fact that no pupil has left Woodlane NEET (Not in Education, Employment or Training) in the last 8 years.
- All pupils learn about consent in RSE sessions and how to keep themselves safe.
- All pupils have named person they can talk to in school if they feel sad, worried or confused.
- All pupils learn how to use ‘Zones of Regulation’ and the how to use ‘Tool boxes’ to help manage their self-regulation.
- All pupils learn about puberty and the physical and emotional aspects of growing up.
- All pupils learn about healthy relationships and consent.
- Pupils understand the value of leading a healthy lifestyle and physical and emotional wellbeing.
- All pupils develop their social and communication skills to enable them to have positive and healthy friendships and other relationships.
- All pupils develop an appreciation and respect of different cultures and diversity.
- Pupils develop skills in financial capability and take part in an enterprise Project.
- All pupils learn to appreciate British values and their importance.
- All pupils learn that they have rights.
- All pupils develop an understanding of governance and democracy.
- All pupils will engage with AQA Unit award scheme and work towards a range of certificates linked to PSCHÉ and Careers, and through the Vocational Studies programme.

- All pupils in year 11, complete an end of year questionnaire.
- All pupils in year 11, complete reviews of their work experience and the information recorded.
- Pupils have a clear understanding of how to keep themselves safe through DAT sessions, Resilience SRE sessions, Emergency Life Saving Skills sessions and police workshops.
- Woodlane pupils have successfully gone into paid employment, Higher Education including University.
- The vast majority of pupils leave Woodlane as independent travellers.

* Please see annual SEF/SIP for further details.

Appendix

PSCHE Curriculum Map – What will the pupils learn and when?

Year 7		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		New Beginnings: <ul style="list-style-type: none"> Likes and dislikes What is important to me? Rules Identifying Feelings What can I do if I am feeling sad or need to calm down? What makes a good friend? Social skills School life 	My identity and Working with Others: <ul style="list-style-type: none"> Identity What am I good at? What makes me special? It's good to be me Social skills Working with others and teamwork Understanding myself and set targets 	Healthy Choices: <ul style="list-style-type: none"> What are healthy choices Healthy foods Planning healthy meals Dangers of smoking Oral hygiene Personal hygiene Mental health and well being Building resilience 	Money & Me: <ul style="list-style-type: none"> UK Stirling Using money in the real world Spending and saving Cost of items Getting good value Currencies around the world Financial capability 	London Citizenship: <ul style="list-style-type: none"> The Queen London: my city Government Voting Culture and diversity What is my culture? What makes London a great city? Presentation skills 	Growing Up: <ul style="list-style-type: none"> Becoming a teenager Gender Puberty Responsibility for personal hygiene What are the good and bad aspects of growing up? Me in the future What jobs would we like to have as a grown up? World of work
		Skills, knowledge, attitudes and values All <ul style="list-style-type: none"> Identify one thing they like and dislike Introduce themselves Name staff at school Name a school rule Identify some simple feelings <ul style="list-style-type: none"> Names important people their life Talk about people who help us at school Recognise what makes them happy or sad Identify one or two things they could do to calm themselves down if they are feelings upset, angry or over excited 	<ul style="list-style-type: none"> List what makes them special Begin to consider what makes up their identity Recognise a personal strength Consider other people around them Name some simple ways we can work together and what team work looks and sounds like 	<ul style="list-style-type: none"> Identifies fruits and vegetables Knows some food is good for them Understand that smoking hurts the body Know they should brush their teeth Knows the use of soap, toothbrush, shampoo Identify how we clean ourselves and name some items we use to keep ourselves clean Name some feelings Identify who they can talk to if worried or upset 	<ul style="list-style-type: none"> Identify coins up to £1 Say one thing they would like to buy Identify how they or their peers spend money Identify one or two things that a family spends money on and understand that is costs money to run a household Recognise and record the pence and pound symbol 	<ul style="list-style-type: none"> Name positive and negative aspects of living in the capital Name one or two famous landmarks in the UK Identify a picture of the reigning monarch Make choices and name one thing they would do if they were King or Queen for the day Name one or two aspects that makes up a person's culture and reflect on their own culture Know what a vote is / how old you can vote from 	<ul style="list-style-type: none"> Know they grow / body changes Identify different genders Name some body parts Identify public and private places Know to ask permission before you touch someone at school – consent Identify good and bad touching Identify one change that takes place during puberty Recollect and identify the importance of personal hygiene To name different professions and think about one job they might like to do in the future

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	Most	<ul style="list-style-type: none"> - Identify and record things they like and dislike - Describe themselves and name family members - Identify things that are important to them - Identify a range of feelings and what makes them feel happy or excited - Name some strategies to support them managing their own feelings - Talk about people we can ask for help 	<ul style="list-style-type: none"> - Identify aspects of identity and recognise what their personal strengths - Will be aware that our facial expression, tone of voice and actions create meaning. - Identify positive ways to work together - Accepts other's ideas and opinions - Relates own experience to that of others 	<ul style="list-style-type: none"> - Identify some aspects of a healthy lifestyle - Plan healthy meals for a day - Identify how smoking hurts the body - Understand key elements of oral hygiene and how to brush our teeth - Describe why we clean ourselves - Identify food groups - Name people who they can talk to at school and at home if they are feeling worried - Know that everyone has mental health 	<ul style="list-style-type: none"> - Name all of the denominations of UK Sterling and put them into value order. - Begin to add and subtract money up to 50p - Identify ways to save money - Identify what a family spends money on associated costs with running a house - Find out the cost of items and write the pound and pence symbol correctly - Is aware of other currencies / countries that have the same currency - Euro 	<ul style="list-style-type: none"> - Name positive and negative aspects of living in London and give some of their own examples - Consider what makes an effective and formal presentation - Identify the Queen from her picture and consider her role - Name some aspects that makes up a person's culture and reflect on their own culture - Recall how old you can vote from and name a political party in the England 	<ul style="list-style-type: none"> - Name most parts of the body - Know humans have babies - Identify changes that take place during puberty - Talk about people we can ask for help - Explain the importance of personal hygiene - Understand what consent is and identify examples - Identify physical differences between males and females - Name private parts of the body using medical words - Consider the positive aspects of growing up - Name different professions and think about what jobs they might like to do in the future
	Some	<ul style="list-style-type: none"> - Discuss what they like and dislike giving reasons why - Talk about themselves and their family, discussing what is important to them and offering explanations - Explore a range of feelings they have and identify what might trigger certain feelings - Name a range of strategies they can use at home and at school to help manage negative feelings - Explain why we have rules and the risks of not having rules 	<ul style="list-style-type: none"> - Reflect on and consider in detail what makes up their identity and recognise their personal strengths - Will understand what some key social skills are and why they are important when we interact with each other - Reflect on their own team work skills and set themselves a target – for the year - Will make links between skills used in school and skills used in the wider world 	<ul style="list-style-type: none"> - Identify a range of aspects that makes up a healthy lifestyle and reflect on how healthy their own lifestyle is. They will be able to plan healthy meals for the day taking into account the different food groups - Explain the damaging effects of smoking - consider why some people smoke. - Explore the idea of addiction and how people can access help and support - Understand key elements of oral hygiene and how to 	<ul style="list-style-type: none"> - Identify what they spend their money on and how this will change as they get older - Identify what a family spends money on, running a house. They will understand that as an adult money must be budgeted for and prioritised - Will be able to find out the cost of the same items at two different shops and evaluate which offers better value. - They will consider what value means and be critical consumers, considering the quality 	<ul style="list-style-type: none"> - Name positive and negatives of living in London, explaining their ideas and giving reasons. <i>Some will go on to consider solutions to problems</i> - Talk about the role of the Queen and reflect on the purpose of the monarchy - Identify where help is needed and use their power as King or Queen for the day positively - Name some aspects that makes up a person's culture and reflect on their own culture and what diversity means 	<ul style="list-style-type: none"> - Explain and identify physical and emotional changes that take place during puberty - Explain mood swings related to puberty - Explain the importance of personal hygiene and the social impact of being unclean - Explain consent and coercion - Name different professions and think about what jobs they might like to do in the future - Will set themselves a goals plan for the next 5 and 10 years, where do they want to be, job etc

			<ul style="list-style-type: none"> - Show some key things about their own interests and hobbies - Identify the personal qualities in themselves 	<ul style="list-style-type: none"> - brush our teeth effectively - Understand that everyone has good and bad days - Know to access professional help and support 	<ul style="list-style-type: none"> - of the product and if cheaper is always better - Calculates change £ and pence - Add and subtract money up to £5 - Explore the benefits and difficulties of different currency 	<ul style="list-style-type: none"> - Take constructive interest in the local community - Identify ways in which a community may work or not work 	
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Year 8		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Personal Safety & Emergency Life Skills: <ul style="list-style-type: none">• Safe and unsafe people and situations• Knife crime / gangs• Stranger danger• Emergencies and emergency services• E-safety• Can I role play calls to emergency services?• How to contact emergency services and hoax calls• The role of the police and other emergency services• Emergency life skills• How to respond if someone is hurt, unconscious, choking, bleeding seriously or having a suspected heart attack?• Recovery position		Friendship and Other Relationships: <ul style="list-style-type: none">• What is a friend?• What do I look for in a friend?• Friendship skills• Confidence and self esteem• Signs of healthy and unhealthy relationships• Bullying• E-safety• Grooming / Extremism• Boyfriend / Girlfriend	Rights, Needs, Wants and Responsibilities: <ul style="list-style-type: none">• Needs vs wants• Responsibility• Human rights<ul style="list-style-type: none">- The rights of the child• Fairness• Prejudice• Discrimination and equality	The World Around Me: <ul style="list-style-type: none">• Similarities and differences between me and others• Community• Culture and diversity• Respect and tolerance• Celebrations around the world• Religions around the world	Making Healthy Choices <ul style="list-style-type: none">• What is healthy?• What is unhealthy?• What makes up a healthy diet?• Personal hygiene• Puberty• Mental health and emotional wellbeing• Stress• How can I keep my body and mind healthy?• Where can I go for help if I need it?
Skills, knowledge, attitudes and values	All	<ul style="list-style-type: none">- Suggests who a stranger might be- Knows not to talk to strangers- Knows not to accept anything from a stranger- Knows location of emergency exits at school- Gives examples of household products which are harmful- Points out a police uniform or car- Suggests the role of the police- Role plays a call to the emergency services- Knows hoax calls are dangerous- Identify options if they get lost- Recognise if a person is hurt- Name safe people in uniform- Know humans need food and water to live- Know how to get help- Dangers of carrying a knife		<ul style="list-style-type: none">- Identify actions which are kind- Identify actions which are cruel- Identify how they feel when someone is unkind- Identify things they consider right or wrong- Talks about how important people should care for each other- Show an understanding of right and wrong- Know not to talk to strangers online- Talk about people who we can ask for help- Show some awareness of the different types of relationships	<ul style="list-style-type: none">- Identify areas of responsibility- Identify the basic need – food, water money- Say one thing they want vs need- Identify how they feel when someone is unkind- Identify some selfish/violent behaviour- Identify things in a story they consider right or wrong- Identify their own responsibilities- Identify fair and unfair situations- Know that everyone has rights- Name some human rights	<ul style="list-style-type: none">- Identify groups they belong to- Aware that different cultures give names in different ways- Identify things people belonging to a community do together- Can identify some physical similarities/differences between themselves and friends- Talk about the differences between themselves and others in the class- Name one religion other than their own	<ul style="list-style-type: none">- Identify food groups- Name people who they can talk to at school and at home if they are feeling worried- Know that everyone has mental health- Discuss differences between feelings- Identify what makes them feel happy and sad- Know they only get two set of teeth- Name different types of personal hygiene

Most	<ul style="list-style-type: none"> - Can say their address – know where they live - Knows the term poisonous - Knows liquids, plants and other things may be poisonous - Knows liquid in a container may be dangerous - Knows why you must wear a seatbelt - Knows each medicine has a specific use - Knows not to touch a syringe without permission - Identify tools which may be dangerous - Knows places to cross the road safely - Knows the Green Cross Code - Identifies dangers of railway lines and water ways - Identify strategies to use if they feel threatened - Suggest ways to keep themselves safe in different situations - Recognise safe and unsafe situations - Know how to help someone who is choking - Know how to help someone who is bleeding seriously - Know how to put someone into the recovery position - Dangers and risks of carrying a knife 	<ul style="list-style-type: none"> - Identify similarities and differences in peoples likes and dislikes - Manage their frustration and ask for help - Identify a single step action and a consequence - Demonstrate an awareness of the needs of others - Accepts directions from a peer - Identify things that are right or wrong- - Describe how they feel when; excluded, shouted at and teased - Suggest what they would do if treated unkindly - Know ways to stay safe when online, what to do - Who to talk to when they feel something is not right - Say what they can do with different people 	<ul style="list-style-type: none"> - Suggest rules for the classroom - Identify the positive and negative rules - Allow everyone in the group to have their say - Appreciate the problems of others - Understand the idea of taking a vote - Discuss who should be allowed to vote - Identify why they break some rules - Suggest how a rule could be modified - Adapt their ideas to cater for the needs of others - Know it is wrong to treat people differently because of their race/gender etc. - Name a range of human rights - Show empathy 	<ul style="list-style-type: none"> - Recognise the importance of different people in a community i.e. school - Identify different types of communities - Identify some similarities and differences in peoples like and dislikes - Know that all animals need food, air, warmth and water - Identify some local environment concern - Think about ways to improve local environment concern - Identify benefits of belonging to a community - Understand what 'Fair Trade' means - Name at least 2 of main 6 religions 	<ul style="list-style-type: none"> - Consider the social and health elements of personal hygiene - Identify 5 food groups - Know that people have different diets - Know that bacteria and viruses can affect health - Know ways in which they can catch germs - Know food is needed for us to be active - Know how to protect themselves from germs - Set themselves a simple health target - Be aware of the effect of exercise on the heart rate - Knows that the body changes shape during puberty - Know that puberty may bring psychological and emotional changes
Some	<ul style="list-style-type: none"> - Knows not to take other people's medicine - Identify safe methods of storing medicine at home - Explains why drugs can have harmful effects - Describe measures to make homes safer - Take action to control a risk - Identifies what happens to people who break the law - Be able to help someone who is hurt - Be able to help someone who is choking - Be able to help someone who is bleeding seriously - Be able to help someone who is having a suspected heart attack - Be able to perform CPR - Know the signs of a conscious and unconscious casualty - Explains how carrying a knife can have an impact on Yours and others lives. 	<ul style="list-style-type: none"> - Knows how to be friends again - Describe someone else's positive points - Identifies how to cope with bad feelings - Identify some selfish behaviour - Identify some physical and emotional bullying – impact it may have on others - Describe examples of good and bad role models - Treat everyone in the group with equal consideration - Explains how to stay safe online - Identify grooming and how to seek help 	<ul style="list-style-type: none"> - Know the terms minority and majority - Consider the idea of individual and group responsibility - Consider how responsibilities may be stereotyped by gender or age - Identify how their actions affects others in a negative/positive way - Identify how other people's action affects themselves - Explain their rights - Explains how responsibilities change with age 	<ul style="list-style-type: none"> - Discuss how they can help members of their community - Identify ways they are active members of their community - Discusses benefits of being responsible for something - Identify how everyone in their community can be treated equally - Name the six main religions around the world 	<ul style="list-style-type: none"> - Identify some carbohydrates and proteins - Be aware that medicines are drugs - Understand the purpose of the heart - Know that blood moves through the body - Know some germs can be spread through blood and saliva - Know that puberty may bring psychological and emotional changes

Year 9		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Money Matters Enterprise Project: <ul style="list-style-type: none"> Financial capability living in the wider world Identifying money and using money in the real world Needs vs wants Savings vs spending Budgeting, debt, bank accounts, application forms Being enterprising – Christmas stall 		Our Global Environment: <ul style="list-style-type: none"> Litter, recycling, waste The impact of global warming Personal and shared responsibility The role of charities Refugees Homelessness 	Healthy Relationships: <ul style="list-style-type: none"> Signs of a healthy and unhealthy friendship Feelings – towards different people Consent Good and bad touch Assertion Mental health and wellbeing Accessing support 	The UK: <ul style="list-style-type: none"> Counties in the UK Cities in the UK Government, political parties, taking a vote and democracy Creating my own political party 	Celebrating Difference and Diversity: <ul style="list-style-type: none"> Diversity Other cultures and traditions My culture and traditions Respecting and celebrating diversity LBGQT+
Skills, knowledge, attitudes and values	All	<ul style="list-style-type: none"> Recognise coins and add up with 1p / 5p Identify some needs and wants of money Understand the need to keep money safe Identify some places to spend their money Understand what debt is Be able to complete the main sections of a bank application form Give examples of ways to save money Considers a simple budget Suggests how money can be raised for good causes Describes the use of a bank account Know what an ATM is and how it works Make an item to sell at a stall Say what profit is 		<ul style="list-style-type: none"> Know what an environment is Know that litter impacts on people and animals Identify at least one cause and effect from global warming Identify some charities Identify good and bad points in an environment Identify simple ways an environment can be improved Show awareness of what homelessness is 	<ul style="list-style-type: none"> Name kind and unkind actions Know that words can hurt Identify feelings and how our bodies are connected to how we feel Identify examples of consent Know the rules of touching Know how to say no Know different between feelings linked to different people 	<ul style="list-style-type: none"> Name the four countries in the UK Identify London on a map Know the government is based in London and meet in the houses of parliament Identify the Prime Minister Understand the idea of taking a vote Know that you have to be 18 to vote 	<ul style="list-style-type: none"> Identify different celebrations around the world Name some similarities and differences in ourselves Name some similarities and differences in celebrations around the world Know to respect each other regardless of race, gender or ability Identify rights and needs
	Most	<ul style="list-style-type: none"> Recognise coins and add up multiples of ten Distinguish between needs and wants Understand the benefits of saving and consider choices Be able to name different local banks and identify one benefit of having a bank account Explain what debt is and why some people get into debt Be able to complete some sections of a bank application form Discusses ways we are encouraged to shop and 		<ul style="list-style-type: none"> Understand the impact of litter on people and creatures Understand the notion of personal and shared responsibility Know that global warming is happening and be able to name a range of causes and effects 	<ul style="list-style-type: none"> Recognise signs of a healthy and unhealthy relationship Identify feelings and what parts of the body are connected to feelings of happiness, excitement, anxiety, worry Identify examples of consent 	<ul style="list-style-type: none"> Name the four countries in the UK and cities within each country Know the government is voted for a meet in the houses of parliament Identify the Prime Minister and talk about their role Understand the idea of democracy 	<ul style="list-style-type: none"> Explore different celebrations around the world Compare similarities and differences in ourselves Explore similarities and differences in celebrations around the world Describe how prejudice might feel

		<ul style="list-style-type: none"> spend - Recognises that shopping around may save money - Know what debt is - Suggests reasons for saving - Plan and make an item, making profit 	<ul style="list-style-type: none"> - Be able to talk about the work of charities - Identify different ways to care for the environment of the setting - Recognises that some people are volunteers in the community - Say one reason why someone may be homeless 	<ul style="list-style-type: none"> - Understand the rules of touching and good and bad touch - Demonstrate assertion skills - Recognise signs of mental health issues and give examples of who they could talk to for support - knows how to make friends again 	<ul style="list-style-type: none"> - Work in a group to create an imaginary political party and suggest some simple policies 	<ul style="list-style-type: none"> - Identify examples of situations that are fair or unfair
	Some	<ul style="list-style-type: none"> - Recognise coins and notes and add up a variety of coins and work out change - Understand the benefits of saving and identify what they might like to save for - Review and decide the best bank accounts on offer for young people - Be able to calculate interest - Look at the cost of borrowing money - Understands the problems of borrowing money - Understand and identify good and bad debt - Be able to complete an application form independently - Be able to complete a bank application form independently and discuss when else they will need to use this skill - Identify what it means to be enterprising - Ensure they can make profit from items they make 	<ul style="list-style-type: none"> - Understand the current and future impact of litter on people and creatures - Reflect on personal environmental impact and modify choices - Be able to name a range of causes and effects of global warming and consider actions that could reduce this - Explore the role of charities - Expresses personal and group views about social issues - Say why someone may choose to leave their home – refugees 	<ul style="list-style-type: none"> - Explain signs of a healthy and unhealthy relationship and give examples - Identify feelings and what parts of the body are connected to feelings of happiness, excitement, anxiety, worry - Talk about consent and recognise examples of coercion - Demonstrate and review skills of assertion in her peers - Show some appreciation of long term consequences 	<ul style="list-style-type: none"> - Identify their local MP - Know the role of MPs - Understand the idea of democracy and be able to explain the benefits of living in a democracy - Outlines the role of Government - recognises that parliament represents the people - Create an imaginary political party and outline viable and appealing policies to persuade classmates to vote for them 	<ul style="list-style-type: none"> - Explore and compare celebrations and traditions around the world - Identify and give examples of prejudice from history and modern day - Describe the benefits of living in a diverse community - Reflect on their own culture and heritage - Reflect on their own additional needs / areas they need help in - Identify how gender can affect people's lives - Identify how race can affect people's lives

Year 10		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Healthy Lifestyles: <ul style="list-style-type: none"> • What is a healthy lifestyle • The benefits of a healthy lifestyle • Exercise • Fizzy drinks, caffeine, junk food • Alcohol and addiction • Tobacco • Illegal drugs • Peer pressure and assertion • Having a balanced lifestyle • Emotional and mental wellbeing 		Media and Me: <ul style="list-style-type: none"> • What is media • The power of advertising • Body image • Digital manipulation in magazines and billboards • Diversity in the media • Self-esteem and wellbeing • Social media and e-safety • Influencing / influencers 	Me, Myself and I: <ul style="list-style-type: none"> • Contraception • Staying safe • Relationship values • Respecting others • Consent • Reporting • Relationships with others • Peer pressure • Law 	The World of work: <ul style="list-style-type: none"> • The benefits of work and work experience • Career development • Understanding Job adverts • Applying for jobs • CV writing • Rights at work • Pay and tax • College and transition • Apprenticeships • Application forms • My work experience choices • Professional telephone calls • Safety signs at work • Interview skills and preparation 	
Skills, knowledge, attitudes and values	All	<ul style="list-style-type: none"> - Name some elements of a healthy lifestyle - Identify different exercises and know why it is important to exercise - Understand what are healthy and unhealthy foods - Know the law, some risks and consequences drinking alcohol - Know the law, some risks and consequences of tobacco - Identify some caffeinated drinks - Know not to take someone else's medicine - Know some strategies to say no - Identify feelings and steps we can take if upset or worried - Know drugs affect the mind and body - Identifies what happens to people who break the law 		<ul style="list-style-type: none"> - Identify different types of media - Name parts of an advert - Identify how images can be changed for billboards and magazine cover - Say what they like about themselves - Name ways to stay safe when using the internet - Recognises peer pressure - Know people get paid online to try and make they do, buy items 	<ul style="list-style-type: none"> - Name a form of contraception - Say how old you can legally have sexual intercourse - Identify positive and negative relationships - Give examples of consent - Know how to report - Give an example of peer pressure - The law around different relationships - Say who they can talk to if worried - What does 'no' mean 	<ul style="list-style-type: none"> - Understand the benefits of work and work experience - Read and understand job advertisements - Know different methods of applying for work - Be able to complete a basic application form - Know rights at work - Understand choices for college - Discuss where they get their money - Identify the basic need – people need money - Develop an awareness of legal sources of money - Identify the range of jobs done by people in school/in the local area - Identify a range of jobs in the local area - Make choices about preferred options - Demonstrate what they have done - Discuss own interests or hobbies - Identify people who wear safety equipment - Identify simple safety rules - Take part in a mock interview 	
	Most	<ul style="list-style-type: none"> - Identify and explain the benefits of a healthy lifestyle - Reflect on own lifestyle - Group food into categories and plan a range of balanced and healthy meals - Explain the law, risks, consequences and effects of 		<ul style="list-style-type: none"> - Identify types they use most frequently - Explain the purpose of advertising - Explore how images of models can be manipulated 	<ul style="list-style-type: none"> - Know different types of contraception - Compare the legal adult for intercourse for different countries 	<ul style="list-style-type: none"> - Know what an apprenticeship is - Consider a simple budget - Consider how money can be earned - Identify personal qualities and qualities they admire - Consider how responsibilities might be stereotyped by gender or age 	

	<p>drinking alcohol. Explore the reasons why people chose to drink alcohol or not.</p> <ul style="list-style-type: none"> - Explain the law, risks, consequences and effects of tobacco - Discuss the reason why people chose to smoke and issues around peer pressure - Identify and classify illegal drugs, - Explore the law, risks, consequences - Use a range of strategies to say no and assert themselves - Name ways to support mental and emotional wellbeing - Know germs can be spread through blood and saliva 	<p>for print media and consider if it is fair to compare people</p> <ul style="list-style-type: none"> - Consider the good and bad elements of social media and rules to stay safe using the internet - Suggests strategies for resisting peer pressure from society and the media - Suggests strategies for resisting peer pressure from peers - Say what an influence is and what they do 	<ul style="list-style-type: none"> - What is consent and when it is used - Give examples of positive and negative relationships, including friendship - The law when it comes to 'no' - Consider the impact of peer pressure - Give examples of when they have felt peer pressured - Know who they can seek additional support from - Know how to report 	<ul style="list-style-type: none"> - Researches information to help them make decisions - Identify their own rights - Know what a CV is - Know how to complete an application form - Know how to write a letter to an employer - Consider what work they would like to do in the future - Know that there are different routes into work - Know that jobs change over time - Be able to interpret a pay slip - Identify skills used by someone at work - Identify the skills required to work at home - Describe how to use electrical equipment safely - Identify equipment and materials that should not be used without permission or supervision - Identify skills social skills required for an interview - Greet an employer appropriately - Know to maintain appropriate eye contact during an interview - Explain the benefits of work experience - Name employability skills - Explore different college options and routes into work
Some	<ul style="list-style-type: none"> - Explore the benefits of a healthy lifestyle - Reflect on own lifestyle and set realistic goals - Explain the law, risks, consequences and effects of drinking alcohol. - Explore the reasons why people chose to drink alcohol or not. - Explain the law, a range of risks and consequences of smoking tobacco. - Discuss the reason why people chose to smoke and issues around peer pressure - Identify, classify and recognise from pictures some illegal drugs - Use a range of strategies to say no and assert themselves - Understand they have a responsibility towards their own emotional and mental wellbeing - Talk about the importance of a balanced lifestyle 	<ul style="list-style-type: none"> - Define media and identify types they use most frequently, explaining its evolution - Explore and evaluate the impact of certain advertising - Explore how images of models can be manipulated for print media and evaluate the potential impact on self-esteem of young people - Recognise personal strengths and how these impact on self-esteem - Impact of social media people and society - Explain the negative side of influencers 	<ul style="list-style-type: none"> - Explore the risks of contraception and what might happen if not used correctly - Consider the impact of being in a negative / unhealthy relationship - Explain the risks of peer pressure, what can be done to reduce / stop it - Share ideas of how to stay safe in different areas of their life - Explain the importance of reporting - Investigate the laws around different relationships 	<ul style="list-style-type: none"> - Enthusiastically explore work experience placements and attempt to find own placement - Explain and evaluate what makes an effective CV - Know how to apply for work - Select from a range of sources those that appear appropriate - Identify experiences they have enjoyed/ would like to try - Investigate skills and qualifications required to do a range of work -Explore stereotypes - Explore the changing world of the workplace - Explain who are their career role models - Identify the key codes on a payslip and know they pay tax when in work - Adapt speech to meet the needs of the audience - Explain key tips for a successful interview - Take part in and know how to conduct themselves in an interview - Role play an employer and set targets - Try out professional telephone calls to potential employers

Vocational Studies Curriculum Map – What will the pupils learn and when?




Year 10		Autumn A + B	Spring C + D	Summer E + F
Content		<p>EXPLORING PERSONAL SAFETY IN OUR ENVIRONMENT / 108948</p> <p>Pupils study the content relevant to various Unit Award Scheme units during the term and have opportunities to put these skills in to practice Pupils can work in the school garden, have opportunities to experience new environments and take part in structured conversations.</p> <p>In the Autumn Term this includes:</p> <ul style="list-style-type: none"> - Observing Health and Safety requirements in school. - Understanding risk, e.g. Fire, by taking a part in fire alarm practises. - Experiencing crossing the road and general road safety. - Attending school trips. - Planning and discussing road health and safety rules. - Identifying community officers by recognising their uniform and ask for assistance. <p>Pupils will be able to recognise safety clothing, equipment and use health and safety rules in the school, in the streets, in the home and in their community. Pupils will become more aware of various risks and dangers and learn how to deal with them to stay safely</p>	<p>PERSONAL SAFETY / PSE046</p> <p>Pupils study the content relevant to various Unit Award Scheme units during the term and have opportunities to put these skills in to practice Pupils can work in the school garden, have opportunities to experience new environments and take part in structured conversations.</p> <p>In the Spring Term this includes:</p> <ul style="list-style-type: none"> - Observing Health and Safety requirements in school. - Understanding risk e.g. Fire, by taking a part in fire alarm practises. - Preparing the garden for both the Spring and Summer London Flower Society competition, - Abiding by the garden health and safety rules. - Taking part in trips to both the Wormwood Scrubs and BBC Japanese Gardens. <p>Pupils will gain an understanding about being safe in the home, when out and about outside, as well as when using the internet. They will gain knowledge and skills to help them protect themselves and stay safe at all times, including online.</p>	<p>BASIC GARDENING WITH SUPPORT / 74283</p> <p>Pupils study the content relevant to various Unit Award Scheme units during the term and have opportunities to put these skills in to practice Pupils can work in the school garden, have opportunities to experience new environments and take part in structured conversations.</p> <p>In the Summer Term this includes:</p> <ul style="list-style-type: none"> - Taking part in growing competitions, such as London Flower Society. - Taking part in school trips to places of religious interest and green spaces to further develop awareness of personal safety skills. <p>Pupils will develop their knowledge and understanding of growing their own vegetables and herbs while following the garden health and safety rules. They will also demonstrate how to use various pieces of equipment safely, to maintain a growing bed.</p>
Skills	All	<ul style="list-style-type: none"> - Recognise at least 2 health and safety symbols in the school, e.g. fire route; respond to fire drill with support - Recognise 2 items of clothing that keep us safe - Recognise 2 items of clothing of people who keep us safe in the community - Follow 2 simple safety rules in the garden, when walking out of the school gate and on school trips, with help from an adult 	<ul style="list-style-type: none"> - Name at least 2 dangers found in a home. - Name 1 correct thing to do when crossing a road - Recognise at least 1 social network website - Name at least 1 risk when using internet communication - Recognise 1 agency that gives advice on safety 	<ul style="list-style-type: none"> - Name at least 3 health and safety rules in the garden - Use at least 1 simple/not sharp tool safely. - Recognise broom, spade and cutters/secateurs. - Turn soil to prepare it for planting. - Water plants with watering can with help.




		<ul style="list-style-type: none"> - Recognise 3 items of clothing to keep us safe in hot weather - Describe and use 4 items of clothing to keep us safe in hot weather, especially when working in the school garden - Listen to an adult and cross the road with help - Point to 3 edible items in the garden or lunch hall - Recognise two hot and unsafe items at home 		
	Most	<ul style="list-style-type: none"> - Explain at least 4 symbols in the school and immediate vicinity and respond to fire drill independently - Describe 3 items of clothing to keep us safe - Name and describe at least 3 items of clothing of people who keep us safe in the community and name the job each one does - Follow at least 4 simple safety rules independently – in the school garden, when out of the school gate and on trips - Listen to an adult and cross the road next to them but independently - Name and show at least 4 edible items in the garden or lunch hall - Describe at least 3 hot, unsafe items at home 	<ul style="list-style-type: none"> - Describe at least 4 dangers (kitchen and general) and explain why they are dangers - Explain 2 correct things when crossing a road - Name at least 2 social network website and their target group - Explain at least 3 dangers of internet communication and define it - Name at least 2 agencies that give advice on safety and explain 2 things they help with 	<ul style="list-style-type: none"> - Explain at least 5 garden rules and apply them when using 2 tools. - Explain briefly 1 reason to have safety rules in the garden. - Use at least 2 tools safely. - Turn soil and make rows for seeds. - Use a watering can independently.
	Some	<ul style="list-style-type: none"> - Explain 5 signs in the school and immediate vicinity and step by step of the fire drill procedure - Describe at least 4 items of clothing to keep us safe and why we need each - Explain 4 items of clothing of people who keep up in the community and describe each job - Analyse at least 3 reasons why certain safety rules must be followed when in the school garden, outside the school gate and on school trips - Analyse at least 2 reasons to use certain items of clothing to keep us safe in hot weather. - Describe at least 2 possible consequences of not doing so - Explain the rules first and cross the road independently - Analyse how 4 hot items at home can be used safely 	<ul style="list-style-type: none"> - Provide and analyse the solutions to each danger - Describe at least 3 correct things to do and in order when crossing a road - Analyse the importance of each step - Describe at least 3 social network websites and their usage, as well as the target groups - Describe at least 3 agencies that give advice on safety and explain why some only specialize in advice for young people 	<ul style="list-style-type: none"> - Analyse at least 3 reasons to have garden health and safety rules in the garden - Use at least 3 tools, including sharp ones, correctly - Use secateurs or other sharp tools safely - Use a fork correctly to aerate the soil and explain why it is an important job - Help with putting seeds in soil and covering them - Fill up and use a watering can to water plants row by row

Year 11		Autumn A + B	Spring C + D	Summer E + F
Content		<p>PREPARING FOR COLLEGE AND/OR EMPLOYMENT / 79643</p> <p>Pupils study the content relevant to various Unit Award Scheme units during the term and have opportunities to put these skills in to practice Pupils can work in the school garden, have opportunities to experience new environments and take part in structured conversations.</p> <p>In the Autumn Term this includes:</p> <ul style="list-style-type: none"> - Mock interviews carried out by adults in the school. - Visitors and guests with relevant experience, attend to speak and conduct interviews. - Pupils practise interview technique and social communication. - Producing a basic letter or application form for a relevant job or college course. - Producing a CV. <p>During the topic, pupils will begin to identify the different ways that they can apply for a job or course and put this in to practice. Pupils will also produce a basic CV.</p>	<p>INTERVIEW SKILLS / 111189</p> <p>PREPARING FOR AN INTERVIEW / 112354</p> <p>Pupils study the content relevant to various Unit Award Scheme units during the term and have opportunities to put these skills in to practice Pupils can work in the school garden, have opportunities to experience new environments and take part in structured conversations.</p> <p>In the Spring Term this includes:</p> <ul style="list-style-type: none"> - Mock interviews carried out by adults in the school, including the questions that might be asked during a job interview. - Visitors and guests with relevant experience, attend to speak and conduct interviews. - Pupils practise interview technique and social communication. - Practicing wearing the correct clothing for a job interview. - Demonstrating correct ways in which positive body language can help in an interview situation. - Learning ways in which negative body language can hinder an interview situation. <p>Content in this term will prepare students for adult life after Woodlane, both further education and work place.</p>	<p>VISITING A LOCAL CHURCH / 75727</p> <p>ACCESS WITHIN THE COMMUNITY / 112479</p> <p>Pupils study the content relevant to various Unit Award Scheme units during the term and have opportunities to put these skills in to practice Pupils can work in the school garden, have opportunities to experience new environments and take part in structured conversations.</p> <p>In the Summer Term this includes:</p> <ul style="list-style-type: none"> - Pupils gaining the opportunity to visit a local church. - Pupils exploring and engaging in parts of their local community, finding facilities that meet their needs. - Pupils have a real-life experience of Christian worship and various artefacts used for it. - Pupils will engage in a sensory experience of listening to church music and Bible stories, as well as prayers. <p>These experience-based units will support pupils understanding of the world around them.</p>
Skills	All	<ul style="list-style-type: none"> - Identify 3 ways to apply for a job, with help - Complete a basic application form and a letter of application with help - Produce a simple CV with help - Name 3 things to prepare for an interview - Give an example of 1 positive and 1 negative thing to say or do at an interview - Take part in an interview with help 	<ul style="list-style-type: none"> - Recognise 2 types of clothing appropriate for a job interview - Name at least 1 positive and 1 negative body language and their impact at an interview - List at least 4 basic interview questions - Participate in an interview preparation discussion and share at least 1 idea - Take part in a mock interview with help and review it after 	<ul style="list-style-type: none"> - Visit at least one place of worship. - Name at least one artefact inside a church - Name at least 1 ceremony in a church - Name 1 things that happens during a service - Recognise and listen to church music for a few minutes at least - Listen calmly to a Bible story a prayer - Show knowledge of at least 3 local services - Visit/access at least 1 local service

	Most	<ul style="list-style-type: none"> - Explain at least 4 ways to apply for a job - Complete an application form and a letter following the template - Produce a simple CV following a template - Describe 5 preparation steps for an interview - Describe 2 correct and 2 negative things to say or do at an interview - Take part in an interview and answer most questions independently 	<ul style="list-style-type: none"> - Describe 4 types of clothing appropriate for a job interview - Describe 2 positive and 2 negative types of body language at an interview and their impact - Explain 6 interview questions and the answers - Participate in an interview preparation discussion and share at least 2 ideas independently - Take part in a mock interview independently and review it after with 1 comment for improvement 	<ul style="list-style-type: none"> - Describe at least 3 artefacts in a church - Describe briefly 2 ceremonies in a church - Describe 2 parts of a service - Describe church music with at least 3 adjectives and listen to it - Listen to a Bible story and a prayer and explain 1 fact about each - Explore a church and describe 2 ways how it is decorated - Explain the basic jobs of emergency services - Explain one thing people do at a: Bank, post Office, Park, Café, etc.
	Some	<ul style="list-style-type: none"> - Describe each of the procedures to apply for a job - Complete an application form and a letter independently - Produce a more detailed CV independently - Explain 7 things to prepare and analyse 2 reasons to prepare for an interview - Analyse 4 correct ways and 4 negatives at an interview and how your body language and speaking are important - Take part in an interview and answer all questions independently with detail 	<ul style="list-style-type: none"> - Explain in detail 6 types of clothing for an interview and how to get it ready - Analyse at least 4 positive and negatives types of body language at an interview and 1 consequence for using both - Discuss at least 8 questions and best answers for each - Participate in an interview preparation discussion and share at least 4 ideas and explain them - Take part in a mock interview and answer all questions and review it with 2 comments for improvement 	<ul style="list-style-type: none"> - Describe the look and use of 5 artefacts in a church - Explain 3 ceremonies in a church in more detail - Explain 3 parts of a service, including a sermon - Listen to church music and analyse its importance - Listen to a Bible story and a prayer and explain the message of each - Explore a church and analyse 3 facts about its layout - Explain 3 different risks faced by people in their community

Outline of Careers Programmes for KS3 and KS4 – *What will the pupils learn and when?*

Careers Programme KS3		 Universal	 Targeted	 Specialist
Careers Education Provision Map	Personal Development	<ul style="list-style-type: none"> - RE Trips to local cultural and religious sites (educational visits) <ul style="list-style-type: none"> ✓ Improved pupil tolerance ✓ Improved understanding of British values - Brain Blaster Day (theme day) <ul style="list-style-type: none"> ✓ Improved problem-solving skills ✓ Improved pupil enthusiasm for Maths - London Safety Challenge <ul style="list-style-type: none"> ✓ Improved pupil understanding of risk and safety in/out of the home - School Camping Residential (educational visit) <ul style="list-style-type: none"> ✓ Improved pupil independence ✓ Improved skills; cooking, cleaning, self-care, etc. - First Aid training in PSCE lessons <ul style="list-style-type: none"> ✓ Improved pupil understanding of risk and safety in/out of the home - France Residential (educational visit) <ul style="list-style-type: none"> ✓ Improved language skills and opportunities to practice skills in context - Digital Literacy Training (train the trainer) <ul style="list-style-type: none"> ✓ Improved pupil understanding of online safety and appropriate usage of technology in/out of school - Languages (club) <ul style="list-style-type: none"> ✓ Improved Spanish and French skills to with particular focus on outcomes (GCSE) 	<ul style="list-style-type: none"> - Independent Travel Training <ul style="list-style-type: none"> ✓ Improves self-confidence ✓ Prepares pupil for future life ✓ Improves pupil attendance at school and extra-curricular clubs - Grocery Shopping Visits (small group educational visits) <ul style="list-style-type: none"> ✓ Improved pupil understanding of risk and safety in/out of the home 	<ul style="list-style-type: none"> -Turning Point <ul style="list-style-type: none"> ✓ Improves pupil understanding and awareness of SRE topics, including; consent, relationships and personal safety ✓ Workshops and small group sessions to targeted student groups <p>Image in Action resources</p> <ul style="list-style-type: none"> ✓ Resources to support personalised SRE learning.
	Preparation for Work and Independent Living	<ul style="list-style-type: none"> - KS3 Key Skills Event (theme day) <ul style="list-style-type: none"> ✓ Improved basic skills including, dressing, self-care, and money management - Visits from outside speakers on jobs/careers/work topics and educational visits, e.g. Kidzania/STEM /Morgan Sindall/small business owners/ corporate industries <ul style="list-style-type: none"> ✓ Improved awareness of different careers and pathways ✓ Improved employability skills 	<ul style="list-style-type: none"> - Cooking Club (after school club) <ul style="list-style-type: none"> ✓ Improves pupil independence in the kitchen and provides basic cooking skills for independent living - Year 9 Enterprise Project <ul style="list-style-type: none"> ✓ Improves pupil independence and confidence using money management skills 	<ul style="list-style-type: none"> - Bought in careers advice and guidance <ul style="list-style-type: none"> ✓ Provides impartial and up to date careers advice allowing pupils to make more informed decisions about their future

Careers Programme KS4		 Universal	 Targeted	 Specialist
Careers Education Provision Map	Personal Development	<ul style="list-style-type: none"> - RE Trips to local cultural and religious sites (educational visits) <ul style="list-style-type: none"> ✓ Improved pupil tolerance ✓ Improved understanding of British values - Brain Blaster Day (theme day) <ul style="list-style-type: none"> ✓ Improved problem solving skills ✓ Improved pupil enthusiasm for Maths - Life skill development through ASDAN lessons <ul style="list-style-type: none"> ✓ Improved personal organisation, independence and greater understanding of own interests. - First Aid training in PSCE lessons <ul style="list-style-type: none"> ✓ Improved pupil understanding of risk and safety in/out of the home - France Residential (educational visit) <ul style="list-style-type: none"> ✓ Improved language skills and opportunities to practice skills in context - Digital Literacy Training (pupils trained to train their peers) <ul style="list-style-type: none"> ✓ Improved pupil understanding of online safety and appropriate usage of technology in/out of school - Languages (club) <ul style="list-style-type: none"> ✓ Improved Spanish and French skills to with particular focus on outcomes (GCSE) 	<ul style="list-style-type: none"> - Independent Travel Training <ul style="list-style-type: none"> ✓ Improves self-confidence ✓ Prepares pupil for future life ✓ Improves pupil attendance at school and extra-curricular clubs - Young Chef of the Year <ul style="list-style-type: none"> ✓ Improves pupil independence in the kitchen and provides basic cooking skills for life - Grocery Shopping Visits (small group educational visits) <ul style="list-style-type: none"> ✓ Improved pupil understanding of risk and safety in/out of the home 	<ul style="list-style-type: none"> -Turning Point <ul style="list-style-type: none"> ✓ Improves pupil understanding and awareness of SRE topics, including; consent, relationships and personal safety ✓ Workshops and small group sessions to targeted student groups <p>Image in Action resources</p> <ul style="list-style-type: none"> ✓ Resources to support personalised SRE learning.
	Preparation for Work and Independent Living	<ul style="list-style-type: none"> - Vocational Studies BTEC available for Year 10 and Year 11 option <ul style="list-style-type: none"> ✓ Improved employability skills including; interview technique, CV writing, first impressions etc. - Visits from outside speakers on jobs/careers/work topics <ul style="list-style-type: none"> ✓ Improved awareness of different careers and pathways ✓ Improved employability skills 	<ul style="list-style-type: none"> - William Morris Sixth Form (Y11 link programme) <ul style="list-style-type: none"> ✓ Improved pupil awareness of a new post-16 environment ✓ Improved pupil retention on post-16 courses - Hammersmith and West London College (Year 11 link programme) <ul style="list-style-type: none"> ✓ Improved pupil awareness of a new post-16 environment ✓ Improved pupil retention on post-16 courses - College Visits (Y11 & Parents) <ul style="list-style-type: none"> ✓ Improved pupil awareness of post-16 options ✓ Improved pupil retention on post-16 courses - University Links (Y11 educational visits) 	<ul style="list-style-type: none"> - Bought in careers advice and guidance <ul style="list-style-type: none"> ✓ Provides impartial and up to date careers advice allowing pupils to make more informed decisions about their future

			<ul style="list-style-type: none"> ✓ Improved pupil awareness of university options and raised aspirations - Year 11 Work Experience Programme (one-week or two-week placements) ✓ Improved pupil independence ✓ Improved awareness of the work place and understanding of professional expectations - College Transition Events and Meetings (Y11) ✓ Improved transition to new post-16 provision - Cooking Club (after school club) ✓ Improves pupil independence in the kitchen and provides basic cooking skills for independent living 	
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Gatsby Benchmarks

Woodlane High School has set out the various provision below that is in place to ensure the Gatsby Benchmarks are met. The school features as a case study within the Gatsby Benchmarks as an example of linking curriculum learning to careers.

See Page 20 of the SEND Gatsby Benchmark Toolkit.

Gatsby Benchmark 1 – A Stable Careers Programme

Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.

- *Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person responsible for it.*
 - *The careers programme should be published on the school's website so students, parents, teachers and employers can access and understand it.*
 - *The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.*
-

Provision in place to meet Benchmark 1:

Woodlane High School offers a structured careers programme throughout Key Stage 3 and 4 which is delivered primarily in PSCE lessons, ASDAN, Vocational Skills and through theme days.

A summary of the careers programme:

- The Woodlane High School Careers entitlement is in all pupil's diaries;
- Year 7 explore financial capability skills through the Money and Me scheme of learning in PSCE;
- Year 8 learn about Emergency Life Skills through the Personal Safety scheme of learning in PSCE;
- Year 9 further develop financial capability skills in the Money Matters scheme of learning and develop an enterprise project culminating in the Christmas shop created and run by year 9 pupils;
- All Key Stage 3 pupils take part in a Key Skills event in the summer term;
- All Key Stage 3 pupils have the opportunity to attend a trip to Kidzania;
- All pupils have the opportunity to take part in the Young Chef of the year competition, competing against their peers in the Borough;

Du Cane Road London W12 0TN

Tel: 0208 743 5668 | **Fax:** 0208 743 9138

Headteacher: Claire Maynard | **E-mail:** admin@woodlane.lbhf.sch.uk

Web: www.woodlane.lbhf.sch.uk

- Key Stage 4 ASDAN qualification is offered;
- In Year 10 the world of work scheme of learning is delivered in PSHE lessons in the summer term and prepares pupils for work experience placements;
- Year 11 attend William Morris and or West London college, each Thursday to support their transition post-16;
- Year 11 in the Autumn and Spring Term receive college application support;
- Year 11 take part in work experience placements for all pupils in the Spring Term;
- Year 11 receive one to one impartial carers information advice and guidance from a qualified careers advisor;
- Year 11 pupils, parents and staff attend the Next Steps Evening offering advice on progression routes for transition to college;
- Discussion regarding work experience and career options with parents at parents' evening in Year 10 and Year 11;
- Year 11 attend West London careers fair;
- Year 11 complete a leaver's questionnaire;
- Whole school Theme day linked to careers and sharing knowledge and hands on experience trying a range of careers;
- Assembly plan for the year include topics such as the world of work and celebrations of work experience placements; and
- The named Senior Leader is Tim Heapy, Deputy Head. The link careers governor is decided yearly through the Whole School Governing Body meeting in November.

Gatsby Benchmark 2 – Learning from career and labour market information

Every student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

- *By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.*
 - *Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.*
-

Provision in place to meet Benchmark 2:

- 1:1 career interview with a trained careers advisor for all pupils in the Autumn / Spring Term of Year 11;
- A 'Next Steps Evening' with parents to inform them of their future options in terms of college and apprenticeships;
- Pupils participate in careers research as part of the World of Work scheme of learning;
- Pupil destination survey and ex pupils come to talk to pupils about their college and work routes;
- Display informs pupils about previous pupils' destination routes to college and work experience placements;
- Year 12 support visits at college;
- Woodlane alumni give talks;
- Talks from people in a variety of careers to engage, inform and inspire;
- Careers trips – Kidzania for KS3 and Skills Event;
- Year 11 William Morris and West London college day each Thursday; and
- Year 11 attend west London Internship Fair about supported internships.

Gatsby Benchmark 3 – Addressing the needs of each pupil

Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme.

- *A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.*
 - *Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions. All students should have access to these records to support their career development.*
 - *Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.*
-

Provision in place to meet Benchmark 3:

- A celebration of diversity and respect for equality is fundamental to the PSCH curriculum and throughout the school;
- Culture and ethos of aspiration throughout the school demonstrated in lesson observations, assemblies, student council meeting;
- The careers programme challenges stereotypical thinking through use of activities, images, videos and discussion points;
- Records of individual one to one career advice is recorded and given to each pupil and their parents. Copies are kept in the pupils file and with the PSCH teacher;
- Accurate data for each pupil on their education, training and employment destinations for over three years are kept and updated;
- Annual reviews – evidence and tracking of careers goals;
- Whole staff meetings address pupils who are at risk of becoming a NEET and action is taken to address this;

Gatsby Benchmark 4 – Linking curriculum learning to careers

All teachers link curriculum learning with careers.

- *Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.*
 - *By the age of 14, every pupil has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.*
 - *All subject teachers emphasise the importance of succeeding in English and Maths.*
-

Provision in place to meet Benchmark 4:

- Explicit teaching of functional and employability skills delivered in lessons – all teachers;
- Year 9 Enterprise project – The Christmas Shop;
- Development and reinforcement of employability skills – team work, literacy, numeracy;
- Trip to Kidzania – all of Key Stage 3 take part and learn about and role play different careers;
- Trip to the Key Skills Event – all of Year 11 to visit this careers fair;
- Pupils research different career and college options;
- Science KS4 extra-curricular club;
- Trips related to STEM subjects (the Science museum);
- STEM related theme days and key stage 3 Key Skills event; and
- Careers notice board and entitlement in pupils' diaries.
- STEM lessons for student in key stage 3 and year 10 each week to develop key skills, as part of Numeracy and Science recovery timetable;
- Employment Advisor for school specialised in employment of SEND within STEM careers and courses;
- Hands on practical learning activities linked to STEM, across key stage 3 and key stage 4, in all sessions.

Gatsby Benchmark 5 – Encounters with employers and employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

- *Students should participate in at least one meaningful encounter with an employer every year from the age of 11.*
 - *Work with your regional LEP to make sure you are aligning to the strategic economic plan of the region.*
-

Provision in place to meet Benchmark 5:

- All Year 11 pupils take part in a work experience placement in the Spring Term;
- CV workshop and preparation in Year 11;
- Interview workshop and preparation in Year 11;
- Year 9 Enterprise project – The Christmas Shop;
- Year 10 ‘Let it Play’ careers programme of study by specialist careers workers;
- Effective preparation of work experience through World of Work unit delivered in Year 10;
- Year 11 trip to West London Internship Fair;
- Whole school Theme Day about careers, including external employers delivering sessions;
- Employment Advisor for school specialised in employment of SEND;
- Talks from employers and employees on a range of careers; and
- Use of recommended resources from Barclays LifeSkills, Natwest (see either CDI framework for careers, employability and enterprise or the London Ambitions framework for activity suggestions.)

Gatsby Benchmark 6 – Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience so they can explore their career opportunities.

- *By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.*
 - *By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.*
-

Provision in place to meet Benchmark 6:

- All pupils take part in work experience in year 11;
- The work experience placement is for 1 weeks;
- All placements are health and safety checked by the school's work experience provider and or careers lead
- Woodlane pupils will usually access their work experience placements independently. Where this is not possible, support is provided with the intention of reducing this to the most independent level throughout the placement;
- The placement is tailored to meet the needs of the pupils and is carefully matched to their interests;
- Employment Advisor for school specialised in employment of SEND;
- Pupils benefit from a range of visitors from various backgrounds who attend to share their employment/workplace experiences; and
- Pupils completing the Vocational Studies BTEC complete research modules on different workplaces and job roles.

Gatsby Benchmark 7 – Encounters with Further and Higher Education

All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.

- *By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.*
 - *By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.*
-

Provision in place to meet Benchmark 7:

- Year 10 'Let it Play' careers programme of study by specialist careers advisors;
- Qualified careers advisors deliver workshops and one to one interview which informs pupils of different academic and vocational routes for their post 16 options;
- Year 11 attend College one day per week to create link and aid the transition into further education or training post-16;
- Next steps evening for Year 11 pupils and their parents;
- Opportunities to visit a range of universities part of the 'Let it Play' organisation links;
- Offers of trips to a range of universities in London, through local careers service; and
- Trips and resources to / from London Skills Event and West London Careers Fair for KS4 pupils.

Gatsby Benchmark 8 – Personal guidance

Every student should have opportunities for guidance interviews with a career adviser.

- *Every student should have at least one of these interviews by the age of 16, and the opportunity for a further interview by the age of 18.*
-

Provision in place to meet Benchmark 8:

- Qualified careers advisors deliver workshops and where possible one to one interview which informs pupils of different academic and vocational routes for their post 16 options, for KS4;
- All pupils studying Vocational Studies BTEC receive mock job/college interviews with representatives from local businesses;
- A small number of local authorities continue to offer independent advisory services, including Careers Cluster, to meet with pupils in KS4;
- All local authorities offer impartial parental support services which can be accessed to support with transition points; and
- Most local authorities ensure that pupils have access to CEIAG through the Preparing for Adulthood sections of each pupil's Education Health and Care Plan. Various local authorities the school works with employ staff as EHCP key workers with specific responsibilities for pupils at the KS4 transition point.