



## Careers Curriculum Statement Intent

	<b>Careers Curriculum Statement Intent</b>
<p><b>Intent summary</b></p>	<p>CEIAG is an essential part of the school curriculum which allows for an <b>effective transition</b> between school and the world of work. Hayle Academy will provide a range of opportunities for students to <b>develop transferable skills, explore career pathways available to them and the qualifications required</b>. Effective CEIAG can support students in making well informed decisions about learning and work and can <b>raise aspirations and in turn raise achievement</b>. Students will be provided with a range of opportunities to engage in activities that will further develop their skills and knowledge about the wider world of work. CEIAG also aims to inform students about the wide range of careers available to them <b>locally, nationally and internationally</b>. Hayle Academy not only aims to deliver the statutory requirements of CEIAG but to support students through <b>exceptional one to one guidance</b> throughout their five year journey.</p>
<p><b>KS3 Specific Intent</b></p>	<p><b>Raise Aspirations:</b> Encourage students to start thinking about their future career ambitions and the importance of education in achieving them.</p> <p><b>Develop Self-Awareness:</b> Help students understand their strengths, interests, skills, and values, and how these relate to potential careers.</p> <p><b>Introduce Career Options:</b> Expose students to a variety of careers and industries, ensuring they are aware of the diversity of opportunities available.</p> <p><b>Enhance Employability Skills:</b> Begin to develop key skills such as teamwork, communication, problem-solving, and decision-making.</p> <p><b>Support Career Exploration:</b> Provide opportunities for students to explore different careers through activities like work shadowing, guest speakers, and interactive workshops.</p> <p><b>Foster an Understanding of the Labour Market:</b> Begin to educate students about the changing nature of work, including emerging sectors and technological developments.</p>
<p><b>KS4 Specific Intent</b></p>	<p><b>Support Informed Decision-Making:</b> Help students make informed decisions about their post-16 options (e.g., college, apprenticeships, vocational training, or employment). Provide clear information about different career pathways, including academic routes (A-Levels, vocational qualifications) and non-academic routes (apprenticeships, work-based learning).</p> <p><b>Develop Personal Career Action Plans:</b> Encourage students to create personalized career action plans based on their skills, interests, and aspirations. Support them in setting short- and long-term goals related to education, training, and career ambitions.</p> <p><b>Enhance Employability Skills:</b> Provide opportunities to develop essential employability skills, such as communication, teamwork, leadership, resilience, time management, and problem-solving. Encourage students to build skills that are relevant to their chosen career paths (e.g., IT skills, technical abilities, or customer service skills).</p> <p><b>Raise Awareness of the Labour Market:</b> Introduce students to current trends in the labour market, including sectors with growing job opportunities (e.g., STEM, digital industries, healthcare, etc.). Discuss the impact of technological advancements, automation, and other factors on future job prospects.</p> <p><b>Provide Career Exploration and Exposure:</b> Offer opportunities for students to interact with professionals from a range of industries through work experience, workplace visits, guest speakers, or virtual job shadowing. Encourage students to explore career options in more depth through interactive workshops, career fairs, and sector-specific activities.</p> <p><b>Develop Financial Literacy and Understanding of Careers in Context:</b> Provide insights into salary expectations, the cost of living, and financial planning in relation to different career choices. Encourage students to explore the pros and cons of various career paths, including job satisfaction, work-life balance, and advancement opportunities.</p> <p><b>Support for Post-16 Transitions:</b> Offer advice and guidance on applying for post-16 education, apprenticeships, and jobs, including personal statement writing, CV creation, and interview preparation. Provide guidance on understanding application processes, deadlines, and entry requirements for colleges, apprenticeships, and training programmes.</p> <p><b>Explore Work-Based Learning and Apprenticeships:</b> Increase awareness of apprenticeships and other vocational pathways, and how they offer a blend of learning and hands-on experience. Provide information on how to find, apply for, and succeed in apprenticeships or work-based training schemes.</p>



### Careers Curriculum Implementation - General Principles

The careers strategy for Hayle Academy is unbiased towards any particular career path, and instead promotes a full range of technical and academic options for pupils. It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future and is delivered in a variety of ways including:

Discretely within each schools PSHE provision

Embedded as part of each subject's curriculum

During planned workshops and interventions

Within a planned work experience programme and working towards the successful delivery of the Modern Work Experience Guarantee for first delivery Sept 2026

**Delivery methods will include:**

Careers within the curriculum

Careers fairs

Interactive workshops

Employer and professional guest speakers

Work experience and virtual placements

Career-focused research tasks

Personality and career aptitude tests

Employability skills (communication, listening, problem solving)

### Careers Curriculum Implementation - Time Allocation

Each year group will have the following allocation where they follow a specific and planned Careers Curriculum within Global Values)

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Lessons allocated</b>	3	3	3	3	3
<b>Percentage of Global Values curriculum time</b>	8.0%	8.0%	8.0%	16.0%	16.0%

### Careers Curriculum Implementation - Pupil Organisation

Where careers education is delivered in GV lessons, students are grouped in the following ways: variable year on year depending on timetabling

Where careers education is delivered in tutor time, students are in mixed ability groups.

Where careers education is delivered in subject areas, students are groups as per that subject organisation.

Alternatively, students may be targeted for specific activities based on age, interest or identified need.

### Careers Curriculum Implementation - Accumulation of Knowledge and Retrieval

**Self-Assessment and Reflection:** Students will engage in activities that help them assess their own interests, strengths, and areas for development (e.g., through personality quizzes or skills audits).

**Introduction to Careers Information:** Students will learn how to access and use career-related information, including online resources, job descriptions, and career pathways.

**Exploring Future Choices:** Students will explore a wide range of careers, including academic, vocational, and apprenticeship routes.

**Developing Decision-Making Skills:** Students will participate in activities designed to enhance their ability to make informed decisions about their future studies and career options.

**Understanding the World of Work:** Students will gain insight into workplace cultures, roles, and expectations, perhaps through workplace visits, guest speakers, or practical activities.

**Building Key Skills:** Students will engage in activities that help them develop essential skills for the workplace, including communication, problem-solving, and teamwork.

**Awareness of Qualifications and Pathways:** Students will learn about the qualifications and pathways that lead to different careers, including how GCSE choices and further education impact future opportunities.

**Engagement with Employers and Professionals:** Provide opportunities for students to interact with professionals from various fields to discuss their career journeys and gain real-world insight.

#### Careers Curriculum Implementation - Universal provision (including reading and digital implementation)

Feedback, in the form of live feedback or whole class feedback, focus on a selection of skills specific to the learning aim. Peer and self-assessment typically take place as a checklist. Regular verbal and live feedback is used in the majority of activities.

Retrieval toolkit with a selection of T+L strategies used within GV. This includes activities that revisit the repeat concepts.

Students have the opportunity for group work across all five years to develop collaborative approaches and respect for others.

#### Careers Curriculum Implementation - Adapted / Targeted Provision for SEND

All students with an EHCP receive additional IAG from CSW, beginning in Year 9

Opportunities for visits to post-16 providers with specific opportunities for students with SEN are provided from Year 8 onwards eg. Visits to Kehalland

Prioritised appointments for IAG with school careers guidance lead.

#### Careers Curriculum Implementation - Adapted / Targeted Provision for disadvantage

Prioritised appointments for IAG with school careers guidance lead.

Prioritised enhanced pathway opportunities

#### Careers Curriculum Implementation - Enriched Provision

Opportunities to raise aspiration eg. Scholars Programme

Opportunities are given for students to attend and experience a variety of opportunities that raise aspirations and challenge eg. Oxbridge application sessions, scholarship information

### Careers Curriculum Statement Impact

**Destinations data** is used to assess strength of provision in 2 key ways:

- NEET figures
- Ongoing post-16 and post-18 - DSA information

**Pre and post reflections** are used prior to IAG

**Pre and post reflections** are used prior to events

*Future skills surveys (2024-25+)*

**Gatsby Benchmarks** are reviewed every term by Careers HubCloS

### Careers Curriculum Impact - Quality Assurance

CEC Careers Impact System

Trust QA

Monitoring

The careers programme at Hayle Academy is delivered through a range of activities including: Global Values lessons, subject curriculum schemes of learning, Broad Horizons Sessions, tutorial sessions and the

**Monitoring includes:**

Learning walks

Curriculum development meetings

Student voice

Feedback from events; parents, students, employers and staff

School Improvement Team meetings

Book looks

**Evaluation activities are used to measure the impact of these events.**

**Evaluation includes:**

Analysis of careers tracking

Feedback from career advisor meetings

Lesson observations

Work scrutiny

Student voice questionnaires

Destination data

Careers Programme (each and every in bold)						
Week	ARR Class 1 and 2	Year 7	Year 8	Year 9	Year 10	Year 11
1						Year 11 IAG begins
2					Block Work Exp Launch (5 days)	
3	Year 1 follows Year 7 Year 2 follows Year 8 Year 3 follows Year 9 Year 4 follows Year 10 Year 5 follows Year 11	Using the wider world: How can our research help to solve future careers?	Using the wider world: Research leading professions (links)	Using the wider world: Jobs 19 (links) 1989	Provider Access Assembly (PE)	Provider Access Assembly (PE)
4		Using the wider world: How will our research help to solve future careers?	Using the wider world: Research leading professions (links)	Using the wider world: Jobs 19 (links) 1989	Provider Access Assembly (PE)	Provider Access Assembly (PE)
5		Using the wider world: What is the wider world?	Using the wider world: Research leading professions (links)	Using the wider world: Jobs 19 (links) 1989	Provider Access Assembly (PE)	Provider Access Assembly (PE)
6		Using the wider world: What is the wider world?	Using the wider world: Research leading professions (links)	Using the wider world: Jobs 19 (links) 1989	Using in the wider world: What is the wider world?	Using in the wider world: Jobs 19 (links) 1989
7		Using the wider world: What is the wider world?	Using the wider world: Research leading professions (links)	Using the wider world: Jobs 19 (links) 1989	Using in the wider world: What is the wider world?	Using in the wider world: Jobs 19 (links) 1989
<b>AUTUMN HALF TERM</b>						
National Green Careers Week - Activities across the school						
8				Year 10 Career Interviews begin with Students with SEND in SEND	Using in the wider world: What is the wider world?	Using in the wider world: Jobs 19 (links) 1989
9					Using in the wider world: What is the wider world?	Using in the wider world: Jobs 19 (links) 1989
10	Year 1 follows Year 7 Year 2 follows Year 8 Year 3 follows Year 9 Year 4 follows Year 10 Year 5 follows Year 11				Using in the wider world: What is the wider world?	Using in the wider world: Jobs 19 (links) 1989
11		MWEX Assembly	MWEX Assembly	MWEX Assembly		Post-16 Information Evening
12						Application Stations
13						Application Stations
14						Application Stations
<b>CHRISTMAS BREAK</b>						
15			CAF Programme Monitoring with Northumbria and Plymouth University (10 targeted students)	Year 10 Option Process	Vulnerable/Targeted students Year 10 IAG Session	
16			CAF Programme Monitoring with Northumbria and Plymouth University (10 targeted students)	Year 10 Option Process		
17	Year 1 follows Year 7 Year 2 follows Year 8 Year 3 follows Year 9 Year 4 follows Year 10 Year 5 follows Year 11		CAF Programme Monitoring with Northumbria and Plymouth University (10 targeted students)	Year 10 Option Process		
18			CAF Programme Monitoring with Northumbria and Plymouth University (10 targeted students)	Year 10 Option Process		
19			CAF Programme Monitoring with Northumbria and Plymouth University (10 targeted students)	Year 10 Option Process		
20			CAF Programme Monitoring with Northumbria and Plymouth University (10 targeted students)	Year 10 Option Process		
National Apprenticeship Week - Activities across the school						
<b>SPRING HALF TERM</b>						
21			CAF Programme Monitoring with Northumbria and Plymouth University (10 targeted students)			
22	Year 1 follows Year 7 Year 2 follows Year 8		CAF Programme Monitoring with Northumbria and Plymouth University (10 targeted students)			
23			CAF Programme Monitoring with Northumbria and Plymouth University (10 targeted students)			
National Careers Week - Activities across the school						
24	Year 1 follows Year 9 Year 4 follows Year 10 Year 5 follows Year 11	Science Week Assemblies (Career Linkage)	CAF Programme Monitoring with Northumbria and Plymouth University (10 targeted students)	Science Week Assemblies (Career Linkage)	Work Exp Week (2 days)	Science Week Assemblies (Career Linkage)
25			CAF Programme Monitoring with Northumbria and Plymouth University (10 targeted students)			
26			CAF Programme Monitoring with Northumbria and Plymouth University (10 targeted students)			
<b>EASTER BREAK</b>						
27					Year 10 IAG begins	YEP Referral Process
28	Year 1 follows Year 7 Year 2 follows Year 8 Year 3 follows Year 9 Year 4 follows Year 10 Year 5 follows Year 11					
29						
30						
31						
32						
<b>SUMMER HALF TERM</b>						
33		Hayle Town Careers Fayre	Hayle Town Careers Fayre	Hayle Town Careers Fayre		
34						
35	Year 1 follows Year 7 Year 2 follows Year 8 Year 3 follows Year 9 Year 4 follows Year 10 Year 5 follows Year 11		Year 8 CAS programme University BUSINESS DAY	Year 9 Whole Year University Experience Day	Year 10 Whole Year College Taster Day	
36						
37						
38						
Bosporus Horizons Week - Activities across the school						
		Careers in Public Services Day (MWEX)	STEM Engineering Day with SWW (MWEX)	CMA On-site Engineering MWEX ( 1 Innov)	Post-16 Pathway Day	
				MWEX Day		
<b>SUMMER BREAK</b>						

## Global Values Careers Sequence Overview

### ARB Class 1 and Class 2

Year 1 - Careers sequence as Year 7 topics (see below)

Year 2 - Careers sequence as Year 8 topics (see below)

Year 3 - Careers sequence as Year 9 topics (see below)

Year 4 - Employment Pathway A) My Enterprise Project - develops work skills. B) Work Experience – develop your working skills in a workplace and thinking about what you need to get a job. C) Getting a Job – preparing for employment, consider your skills and qualities and the job that suits you.

Year 5 - Support with preparing for post 16 access to courses, apprenticeships or working. Making additional college visits and preparing for post 16 courses. Support with preparations for exams.

### Year 7

Living in the wider world:

Living in the wider world:

Living in the wider world:

### Year 8

Living in the wider world:

Living in the wider world:

Living in the wider world:

### Year 9

Living in the wider world:

Living in the wider world:

Living in the wider world:

Living in the wider world:

### Year 10

Living in the wider world: Why is financial literacy important?

Living in the wider world:

Living in the wider world:

Living in the wider world:

### Year 11

Living in the wider world: Xello Year 11 Lesson 1 Work Values

Living in the wider world:

Living in the wider world:

Living in the wider world:

Strategic Documents		
Document	Location	Review Date
CEIAG Potocols	<a href="https://truropenwithacade">https://truropenwithacade</a>	Annually
Provider Access Statement	<a href="https://truropenwithacade">https://truropenwithacade</a>	Bi-Annual nect review March 2027
Previous Cohort Activity Survey results (NEET data)2025 Leavers (unconfirmed) <b>2.06%</b>	<a href="https://truropenwithacade">https://truropenwithacade</a>	NA
Careers Hub report 2025	<a href="https://truropenwithacade">https://truropenwithacade</a>	Annually
Future Skills Schedule	<a href="https://truropenwithacade">https://truropenwithacade</a>	NA
Careers Guidance Protocols	<a href="#">Year 10 Careers</a>	NA
Activity Guide	<a href="#">TPAT activity guide (2).png</a>	Annually
FSQ Report	<a href="#">Annex A - Progress</a>	NA
LMC Monitoring	<a href="#">04.02.26</a>	NA
LMC Report (latest)	<a href="https://docs.google.com/do">https://docs.google.com/do</a>	Annually

Compass Tracking (New framework 2025-26)					
	Trust Average	National Average	<a href="#">Aut 2025</a>	Spring 2026	Sum 2026
1. A stable careers programme	90	86	85		
2. Learning from career and labour market information	90	89	95		
3. Addressing the needs of each pupil	84	84	79		
4. Linking curriculum learning to careers	69	76	100		
5. Encounters with employers and employees	97	88	88		
6. Experiences of workplaces	89	81	93		
7. Encounters with further and higher education	76	77	84		
8. Personal guidance	97	89	100		

<b>Priority 1: Benchmark 4 – Linking Curriculum Learning to Careers</b>
<b>Cross-Trust Collaboration on Gatsby Benchmark 4 Using AI</b> owing to implementation of new Connect Curriculum
<b>Aim:</b>
Strengthen and standardise the delivery of <b>Gatsby Benchmark 4 (Linking Curriculum Learning to Careers)</b> across the trust.
Use of AI to identify missed opportunities for embedded careers learning, aligned with <b>Gatsby Benchmarks, Skills Builder, and EqualEx.</b>
Create subject exemplars that can be replicated across all networks.
<b>Impact</b>
Clear and consistent BM4 practice across schools, reducing variability.
Provide direction for employers in terms of resources required.
Increased teacher confidence in identifying and embedding career-linked learning.
More explicit linkages between curriculum content and future careers pathways.
A scalable, low-workload model that strengthens CEIAG evidence for Ofsted and trust-wide evaluation.

<b>Priority 2: Benchmark 5&amp;6 – Implementing the Modern Work Experience Guarantee and using Work Experience to support inclusion</b>
<b>Modern Work Experience Pilot</b>
<b>Aim:</b>
Plan for new <b>Modern Work Experience</b> expectation and create a model that incorporates blended, flexible and skills-driven placements.
Create a scalable trust-wide blueprint for future delivery.
Ensure employers structure their engagement around the <b>EqualEx</b> framework.
<b>Impact</b>
Compliance for September 2026
A well-evaluated blueprint ready for wider rollout.
More consistent and inclusive employer placements across the school.
Improved clarity between student skill development and employer expectations.
Strengthened partnerships with employers who better understand trust CEIAG frameworks.
<b>Extended Work Experience Programme for Inclusive Provision</b>
<b>Aim</b>
Provide extended and personalised placement opportunities for students who benefit from additional real-world learning.
Embed long-term work experience as part of inclusive pathways, particularly for SEND, SEMH and at-risk learners.
<b>Impact</b>
Increased engagement and improved attendance for targeted students.
Enhanced employability skills, confidence and personal development.
Reduced NEET risk through structured and supportive workplace exposure.
Stronger employer relationships and improved community links.

<b>Priority 3: Strengthen Benchmark 7 Across the Trust</b>
<b>Aim:</b>
Create an FE/HE Partner Network, establishing guaranteed annual encounters .
Develop a centralised schedule of provider encounters across KS3–KS5.
<b>School-Level Actions:</b>
At least two FE/HE encounters per year group, planned in advance.
Use digital platforms to ensure remote encounters (especially for geographically isolated schools).
Capture meaningful student reflections as evidence

<b>Priority 4: Transition</b>
<b>Cross-Phase &amp; Cross-Discipline Work: Cornwall-Wide Careers Action Plans</b>
<b>Aim</b>
Establish a continuous and progressive <b>careers learning journey</b> beginning in Year 5 and extending through post-16.
Strengthen transition between phases and improve the consistency of CEIAG across the county.
Work collaboratively with Cornwall Council, local employers and wider CEIAG stakeholders.
<b>Impact</b>
A coherent careers pathway that ensures continuity for all learners.
Earlier exposure to careers concepts, improving aspiration and preparedness by KS3.
Stronger alignment between CEIAG provision and local labour market priorities.
Enhanced regional collaboration positioning the trust as a CEIAG leader.



Intent	Implementation
<b>Ensure PP can access tier 2 and tier 3 vocabulary</b>	<ol style="list-style-type: none"> <li>1. Key term differentiated points tasks</li> <li>2. Key term and examples</li> <li>3. Teacher oral vocabulary awareness (assume no prior knowledge of careers vocabulary including financial literacy)</li> </ol>
<b>Increase the cultural capital of PP students</b>	<ol style="list-style-type: none"> <li>5. Images to support content</li> <li>6. Short video clips to support content</li> <li>7. Include a range of places and cultures in lesson activities</li> </ol>
<b>Identify and rectify misconceptions in PP work</b>	<ol style="list-style-type: none"> <li>8. More live marking of PP work compared to non PP</li> <li>9. Target PP during pre-teaching interventions</li> <li>10. Effective green pen in PP books, including redrafting</li> </ol>
<b>Staff confidently aware of the PP students in each class</b>	<ol style="list-style-type: none"> <li>11. Use of Arbor to identify PP as completing register</li> <li>12. PP rationale on seating plans</li> <li>13. PP on mark books</li> </ol>
<b>Priority access policy</b>	<ol style="list-style-type: none"> <li>14. Prioritise appointments for careers advisor</li> <li>15. Refer to Your Future if at risk of NEET</li> <li>16. Post-16 application support</li> <li>17. YEP Referrals where applicable</li> <li>18. Scholars Programme</li> <li>19. CAST Programme</li> </ol>

KS3	KS4
develop interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is developing a willingness to reflect on their experiences	develop interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes <b>developing a willingness to reflect on their experiences</b>
developing an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues developing an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain	developing an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues developing an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
<b>developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance</b>	<b>developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance</b>
developing knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	developing knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
developing knowledge of, and respect for, different people's faiths, feelings and values	developing knowledge of, and respect for, different people's faiths, feelings and values
developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education	developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education
<b>developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate</b> <b>developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy</b>	<b>developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate</b> <b>developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy</b>
developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities	developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
<b>developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults</b>	<b>developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults</b>
developing the ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	developing the ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
developing the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England	developing the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
developing the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities enabling acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate an understanding of the consequences of their behaviour and actions	developing the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities enabling acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate an understanding of the consequences of their behaviour and actions
enabling participation in and respond positively to artistic, musical, sporting and cultural opportunities	enabling participation in and respond positively to artistic, musical, sporting and cultural opportunities
enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media	enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media
enabling the use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	enabling the use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
<b>enabling unbiased careers advice</b>	<b>enabling unbiased careers advice</b>
promoting a sense of enjoyment and fascination in learning about themselves, others and the world around them	promoting a sense of enjoyment and fascination in learning about themselves, others and the world around them
promoting a use of imagination and creativity in their learning	promoting a use of imagination and creativity in their learning
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
<b>promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique</b>	<b>promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique</b>
promoting understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	promoting understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
promoting experience of work, and contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire	promoting experience of work, and contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire
<b>supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully</b>	<b>supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully</b>
supporting willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	supporting willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

supporting students ambition	supporting students ambition
<p>the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>the operation of Parliament, including voting and elections, and the role of political parties</p> <p>the precious liberties enjoyed by the citizens of the United Kingdom</p>	<p>parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the human rights and international law the legal system in the UK, different sources of law and how the law helps society deal with complex problems</p> <p>the precious liberties enjoyed by the citizens of the United Kingdom</p>
<p>the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p> <p>the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p> <p>the functions and uses of money, the importance and practice of budgeting, and managing risk.</p>	<p>diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p> <p>The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p> <p>income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.</p>
<p>A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.</p>	<p>A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.</p>
<p>The need for rules to make a happy, safe and secure environment to live and work.</p>	<p>The need for rules to make a happy, safe and secure environment to live and work.</p>
<p>Protection of your rights and the rights of others around you.</p>	<p>Protection of your rights and the rights of others around you.</p>
<p>Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.</p>	<p>Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.</p>

## 1. Connect Curriculum

**Why?** Equity of knowledge and skills.

**How?**

- Adopt, adapt, advance the Connect Curriculum
- The planned curriculum is inclusive to all learners.
- It is adapted to the pupils needs.

## 2. Positive Relationships

**Why?** Sense of belonging.

**How?**

- Clear roles and boundaries
- Communicate kindness
- Combine assertiveness with warmth
- Always be the adult.

## 3. Predictable Routines

**Why?** Safe and secure.

**How?**

- Students know what to expect.
- Meet and greet at the door
- iPads out
- Activation task
- 3,2,1 to signal attention.

## 4. Securing Attention

**Why?** Attention is the foundation for learning.

**How?**

- Signal for attention(3,2,1) Insist for attention
- Silence is golden
- iPads down.



# Equity 8

## 5. Read to Learn

**Why?** Reading removes barriers.

**How?**

- Every lesson a reading lesson
- Literacy toolkit
- Reading culture Supporting students to read.

## 6. Talk to Learn

**Why?** Confidence and social mobility.

**How?**

- Structured talking
- Think Pair Share
- Say It Again Better
- Cold Calling.

## 7. Modelling Handover

**Why?** Accelerates learning, supports independence and resilience.

**How?**

- Live modelling
- Support with scaffolding Metacognitive talk
- I Do - We Do - You Do

## 8. Checking for Understanding

**Why?** Identify and address misconceptions.

**How?**

- Questioning: Cold Calling
- Show me
- Quizzing
- Think Pair Share