

Careers



Learning Outcomes

The content of this grid has been informed by the Career Development Institute's (CDI) Career Development Framework and adapted to reflect the diverse needs of learners at The Redway School. For many of our pupils, the concept of a 'career' differs from that of their mainstream peers. At The Redway School, we take a broader approach, recognising a career as a 'Pathway Through Life', encompassing the experiences, skills and opportunities that support pupils in preparing for adulthood and achieving their individual aspirations. For this reason, our bespoke careers curriculum extends beyond employment and incorporates the four key areas of the Preparing for Adulthood (PfA) framework: Employment, Community Inclusion, Independent Living and Good Health. This approach ensures that careers education is meaningful, accessible and relevant to all learners, regardless of their pathway, abilities or future destinations.

Employment			
By the end of KS5 pupils should know:	Redway Pre- Formal Pathway	Redway Semi-Formal Pathway	Redway Formal Pathway
	Encounter → Foundation	Core Development →	Enrichment → Enhancement
	The Pupil Can	The Pupil Can	The Pupil Can
 Grow Throughout Life: Grow throughout life by learning and reflecting on yourself, your background and your strengths.			
Understand who can help us and reflect on their advice.	See English – Listening Skills • Show an awareness of caregivers. • Recognise familiar people. • Recognise a change in caregiver. • Develop familiarity with support staff. • Experience shared sensory activities with a familiar adult. • Will take part in Sensory choice-making sessions	See also English – Listening Skills • Being aware of familiar and unfamiliar adult. • Identify trusted adults • Develop confidence with familiar community members • Seek support through communication • Asking for help	See also English – Listening Skills • Explain what they did when offered help. • Know that some sources of advice and information are untrustworthy. • Be able to identify reliable resources. • Respond to simple instructions containing 3 or more key words.

Careers



Learning Outcomes

	• Show preferences for: ○ activities ○ people ○ environments • Develop anticipation of familiar routines. • Respond to familiar adults • Build secure relationships • Show an awareness of familiar routines and support. • Anticipate familiar routines and support. • Recognise key people in school and home • Experience collaborative activities.	• Respond to 1 key word instructions. • Respond to 2 key word instructions. • Engage with transition professionals • Greet different school staff. • Follow symbol schedules. • Experience visits from employers, job coaches, and community helpers • Take part in partner activities. • Take part in teamwork activities. • Develop confidence in working with others • Recognise praise and encouragement • Respond positively to simple feedback	• Understand what a safe relationships is. • Communicate with unfamiliar adults • Will meet social care teams where appropriate. • Identify trusted adults and helpers • Understand different support roles. • Be able to ask for support appropriately from a range of people. • Clearly communicate needs • Clearly communicate worries • Clearly communicate preferences • Develop confidence in self-expression
To recognise and reflect on personal successes and achievements.	• To experience positive feedback: ○ Auditory ○ Physical ○ Visual • To show an awareness of positive feedback: ○ Auditory ○ Visual ○ Physical To react to positive feedback:	• Have a growing awareness of cause and effect. • Will engage in celebration activities. • Will name their achievements: • verbally • by making a choice from symbol/photo	• Identify when they have done well • Beginning to understand “why” something is a success. • Identify what they are good at • Identify of what they need more practice with. • Complete a simple evaluation of a task/activity.

Careers



Learning Outcomes

	○ Auditory ○ Visual ○ Physical • To experience celebration activities. • To respond to celebration activities.	• Will take part in a simple evaluation by choosing photos/symbols of activities when asked “What went well?” • Is able to express pride in their achievements.	• Begins to explain success in simple terms • Participates in reflection routines • Evaluating strengths and areas for development • Linking achievements to future pathways. • Give feedback to others • Receive and accept feedback from others. • Identify strengths in self • Identify strengths in others • Reflect on past success • Set future goals • Use SMART targets. • Answer questions including: ○ What have I achieved? ○ Why is this an achievement? ○ What skills did I use? ○ What am I most proud of? ○ What would I improve next time? • Uses reflection to inform future actions
To challenge myself, aim high, and work	• To experience trying a new activity/environment.	• Try a new activity	• Challenge themselves by trying something new

Learning Outcomes

towards achieving my goals.	• Show engagement in a supported activity • Respond to encouragement • Participates in a familiar activity with full support • Shows awareness (eye gaze, movement, vocalisation) when encouraged to “try” • Repeats an action with support (e.g. pressing a switch, reaching) • Take part in an activity with support • Show a response when encouraged to try. • Engaging in sensory “work-like” tasks (e.g. pressing a switch to activate something) • Persists for a short time when encouraged • Recognises when a task is finished	• Happy to try a more challenging activity, • Keep going with support • Identify a simple goal with support. • Begin to complete a simple goal • Attempts a task with prompts (e.g. completing a simple puzzle, turn-taking) • Choose between activities. • Try a task and keep going with support • Complete a simple job • Completing classroom jobs (e.g. tidying, handing out items) • Trying unfamiliar activities with encouragement • Staying on task for a short period • Beginning to understand “finished” and success	• Aim for a simple goal • Work towards a goal and achieve it with some independence • Will choose to complete a task with some level of challenge • Stays engaged even when the task feels difficult • Works through steps to complete a task • Talks about success (verbally, symbol, or AAC) • Choosing tasks/jobs and seeing them through • Managing small challenges without giving up straight away • Understanding that effort leads to success • Beginning to express preferences about future activities or roles
To explore and understand identity, heritage, values, and background, and how they shape us.	• Shows awareness during sensory story about family or identity. • Responds differently to familiar and unfamiliar voices. • Demonstrates preference between two familiar objects linked to home/culture.	• Recognises own name. • Identifies members of immediate family. • Chooses favourite activity and communicates preference. • Sorts familiar/unfamiliar people.	• Matches own name to photograph. • Participates in discussions about favourite foods, music or celebrations. • Identifies something that makes them unique.

Learning Outcomes

	• Explores tactile items representing heritage (fabric, food packaging, artefacts). • Participates in mirror activities recognising own reflection. • Responds during name recognition activities. • Engages in sensory exploration of celebrations or traditions. • Experiences music from home or culture. • Shows recognition of personal belongings. • Will experience activities from different cultures including: ○ Foods ○ Music ○ Clothing ○ Celebrations	• Recognises photos representing own culture or traditions. • Matches objects to celebrations or family traditions with support. • Answers simple closed questions about themselves. • Joins in with a familiar song or greeting from home or school. • Identifies something that belongs to them. • Expresses a simple preference during a cultural activity. • When taking part in a cultural activity will indicate "like" or "don't like" (through words, symbols, signing, facial expression, or gesture) when exploring: ○ Foods ○ Music ○ Clothing ○ Celebrations	• Recognises similarities with classmates. • Chooses values important to them (kindness, sharing, helping). • Participates in role play about family or friendships. • Answers simple questions about themselves. • Explains who is important in their life. • Identifies personal interests. • Identifies who is important in their life. • Identifies traditions celebrated at home • Compares own family traditions with another person's. • Creates a family tree • Recognises similarities and differences within the class community. • Know that language, religion, culture or hobbies contribute to identity.
To identify and plan the next steps needed to support my future learning,	• Shows engagement during a sensory story about growing, learning or future experiences.	• Participates in choosing the next classroom activity. • Identifies something they are good at.	• Chooses a learning activity they would like to improve • Follows a simple visual sequence to complete a task.

growth, and aspirations.	• Anticipates a familiar learning routine. • Chooses a preferred reward after completing a task. • Engages with objects representing future activities (work tools, college symbols, hobbies). • Participates in transition between activities with support. • Responds positively to praise after completing a task. • Shows awareness of completing a simple task. • Uses preferred communication method to request "more" or "again." • Demonstrates increasing attention during structured learning. • Experiences shared celebration of achievements • Shows enjoyment when revisiting previously learned activities. Post 16: • Responds positively to familiar staff from a new placement or college.	• Identifies a favourite activity. • Chooses a reward after completing learning. • Identifies an adult who helps them learn. • Selects a simple learning goal from picture choices. • Chooses what they would like to learn next from a choice of 2 represented pictorially or verbally. • Recognises when they need help during an activity • Participates in celebrating personal successes. Post 16: • Shows increasing confidence during repeated visits to new environments. • Identifies where they will go after leaving school using symbols or photographs. • Chooses activities they would like to do as an adult. • Identifies people who will help them after leaving school. • Participates in visits to college or day services.	• Identifies personal strengths • Completes a self-assessment of recent learning scaffolded with symbols/photos etc. • Sets one achievable short-term learning goal with support. • Sets one achievable short-term learning goal independently. • Identifies who can support their learning. • Create an action plan to help them achieve their goals. • Reviews progress towards a previous goal. • Can identify future interests. • Discusses future careers. Post 16: • Identifies daily living skills they are learning (cooking, shopping, cleaning). • Participates in planning a weekly activity timetable. • Identifies one personal goal for adulthood (e.g., travel, cooking, making friends). • Identifies their destination after leaving school (college, supported living, day service).
--	---	--	---

Careers



Learning Outcomes

	• Participates in a visit to a future placement. • Recognises familiar objects associated with their future setting. • Anticipates a familiar transition routine using visual or sensory cues. • Makes a choice about leisure activities for adulthood • Participates in meeting new adults supporting transition. • Demonstrates familiarity with symbols representing home, college or day service. • Participates in a transition review using photos or sensory objects.	• Identifies favourite community locations. • Expresses preferences about future routines. • Shares what they enjoy doing with new staff.	• Identifies support they will continue to need as an adult. • Participates in their annual review or transition meeting. • Produces a presentation about their future aspirations, interests and support needs. • Develops a personal transition action plan outlining goals for the first six months after leaving school.
 Explore Possibilities: Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces			
To learn about different jobs, the tasks they involve, and the things I like and am good at.	• Responds to sensory experiences linked to different jobs (e.g., chef, gardener, cleaner, artist). • Explores objects linked to different jobs. • Shows awareness of people carrying out familiar jobs. • Shows enjoyment during a practical work-related task.	• Selects a preferred job-related activity from choices. • Takes part in a group activity exploring different jobs. • Recognises that people have different roles in the community. • Chooses a job activity they enjoy. • Identifies jobs people do in school with support.	• Identifies jobs people do in school. • Sorts jobs into simple categories. • Names different jobs they know. • Be aware of different job sectors. • Sorts jobs into simple groups. • Matches skills to different jobs. • Identifies tools or equipment used for different jobs.

Careers



Learning Outcomes

	• Recognises familiar adults in work roles. • Experiences a simple classroom job role. • Explores clothing or equipment linked to a job. • Anticipates a familiar work-related routine. • Participates in a community visit linked to a job role. • Takes part in a group activity exploring different jobs with support. • Has contact with people who have different roles in the community.	• Takes part in a classroom job role with support. • Identifies equipment used in different jobs. • Communicates tasks they like doing. • Communicates tasks they do not like doing. • Explores different community jobs through visits or videos. • Chooses a preferred future activity.	• Communicates about jobs they have seen or experienced. • Takes part in a work-related activity. • Chooses a job or role they would like to find out more about.
To explore the different jobs that help people, understand the tasks involved, and recognise the skills and qualities needed for caring roles.	• Responds to sensory activities linked to caring jobs (e.g., nurse, carer, teacher, vet). • Explores objects used in caring roles. • Recognises familiar people who provide care and support. • Experiences activities that help other with support. • Explores clothing or equipment linked to caring jobs. • Anticipates a familiar caring routine.	• Responds to photographs or videos of people helping others. • Participates in a simple helping activity. • Participates in role-play activities linked to caring jobs. • Identifies people who help in school and the community. • Explores equipment used by caring workers. • Takes part in a helping task at school.	• Identifies when someone may need help or support. • Identifies equipment used in caring jobs. • Identifies their own caring qualities. • Takes part in a helping activity or responsibility. • Know why caring jobs are important. • Identifies something they are good at that could help others.

Careers



Learning Outcomes

	• Takes part in community experiences involving helpers. • Shows recognition of people who support them. • To have contact with those who help others: ○ Teacher ○ TA ○ OT ○ Physio ○ SALT	• Participates in role-play of a caring job. • To recognise the various staff in school who have caring roles: ○ Teacher ○ TA ○ OT ○ Physio ○ SALT	• Recognise environments where caring jobs may take place: ○ School ○ Hospital ○ Care Homes • Learn about the following caring careers: ○ Nurse ○ Doctor ○ Vet ○ Carer ○ Firefighter ○ Teacher • To identify the names of people in school who have caring roles: ○ Teacher ○ TA ○ OT ○ Physio ○ SALT
To learn about work clothes and equipment, what they are used for, and how they help people do their jobs.	• Explores different work clothes and uniforms through sensory activities. • Explores equipment used in different jobs. • With support explores safety equipment such as helmets, gloves, or aprons. • Explores tools linked to familiar jobs.	• Independently explores safety equipment such as helmets, gloves, or aprons. • Responds to adults explaining the purpose of clothing or equipment. • Communicates a preferred uniform or equipment item. • Recognises different work uniforms.	• Matches uniforms to jobs. • Identifies equipment used in different jobs. • Identifies why people wear uniforms. • Sorts clothing and equipment into job groups. • Identifies different work uniforms.

Careers



Learning Outcomes

	- Shows preference for different work-related activities. - Participates in a sensory story about different jobs.	- Matches uniforms to jobs with support. - Chooses a favourite uniform or job item. - Takes part in dressing up as different workers. - Identifies safety items used at work. - Explores equipment used by workers in school or the community. - Communicates which work items they like or dislike.	- Identifies safety clothing and equipment. - Compares different work uniforms. - Identifies equipment they have used in activities or work experience. - Chooses a job uniform or equipment linked to their interests. - Identifies a job they would like to explore further and the equipment it uses.
To recognise the subjects and topics I learn about, understand the skills and knowledge I gain from them, and explore how learning can support my future goals and career pathways.	- Shows engagement across different curriculum activities. - Participates in a music activity. - Participates in a gardening or outdoor activity. - Participates in an art or creative activity. - Participates in a cooking activity. - Responds differently to familiar learning environments (classroom, sensory room, kitchen, garden). - Shows an awareness of familiar equipment used in lessons. - Shows enjoyment during a favourite activity.	- Chooses between two learning activities. - Know what lessons they are taking part in. - Identifies different subjects using pictures or symbols. - Matches learning activities to subjects. - Identifies their favourite lesson. - Participates in practical learning activities. - Identifies something they are good at in school. - Match activity/skill to a lesson.	- Talks about their favourite lesson. - Recognises that different lessons teach different skills. - Recognises that learning helps people prepare for adult life. - Names the subjects they study. - Identifies their favourite subject and selects a reason why when given options. - Identifies a subject they find difficult. - Joins in discussions about skills they use outside school. - Identifies things they are good at in school.

Careers



Learning Outcomes

	Communicates that they would like to continue or stop an activity.		- Identifies skills they would like to improve. - Identifies a future job or activity linked to a subject they enjoy. - Identifies one next step in their learning.
To learn about different ways of continuing my education and the steps I need to take for my future.	Post 16 - Participates in visits to a college, day service, or community setting. - Explores objects from a future setting. - Meets new adults who may support them after school. - Takes part in activities similar to those in adult settings. - Participates in simple daily routines linked to adult life. - Recognises familiar adults supporting transition. - Shows enjoyment during visits or transition activities. - Participates in celebrating new experiences. - Shows increasing confidence in new environments.	Post 16 - Identifies where they will go after leaving school using pictures or symbols. - Chooses activities they would like to do after school. - Participates in visits to future settings. - Identifies skills they are learning for adult life. - Follows a visual timetable during a transition visit. - With support develops a goal for adulthood.	Post 16 - Names different places people can go after leaving school. - Talks about where they would like to go after school. - Identifies activities they would like to do as an adult. - Identifies skills they need for adult life. - Identifies people who can help them after school. - Participates in discussions about life after school. - Identifies a skill they would like to improve. - Recognises that learning continues after school. - Identifies things they are looking forward to. - Creates a simple transition profile - Explains why learning is important after school.

Careers



Learning Outcomes

			• Talks about skills they are developing now for the future. • Participates in planning their next steps. • Identifies one action they can take to prepare for the future.
 Manage Career - Manage your career actively, make the most of opportunities and learn from setbacks			
To explore what a career is, understand that people choose different types of work, and recognise that interests, choices and opportunities can shape the future.	• Experiences a career-themed activity. • Briefly looks at or attends to a work-related object or person. • Explores a work-related object using touch, sight or another sense. • Makes a simple intentional response to continue an activity (e.g. reaches, looks, vocalises). • Demonstrates consistent engagement in familiar career-themed sensory experiences. • Engages with sensory activities linked to work roles. • Explores objects associated with different jobs. • Anticipates a favourite career-themed activity.	• Makes a choice between two work-related objects or activities. • Matches simple objects to a job with support. • Takes part in role-play based on different jobs. • Can choose between two different jobs or activities. • Communicates a favourite job or activity. • Identifies something they enjoy doing. • Makes simple links between interests and jobs. • Shows curiosity about unfamiliar jobs.	• Explains, with support, why they like a particular job or activity. • Recognises that learning helps prepare for future opportunities. • Can explain that a career is a job or type of work someone chooses. • Identifies a range of different careers. • Describes what people do in different jobs. • Understands that different jobs require different skills. • Explains how interests can influence career choices. • Identifies their own interests and strengths.

Careers



Learning Outcomes

	Shows enjoyment while exploring different jobs and interests.	Talks or communicates about what they might like to do in the future.	- Suggests jobs linked to their interests. - Understands that people can change careers. - Recognises that learning and practice help develop skills for work. - Understands that different opportunities are available to different people. - Can discuss simple choices that may affect future opportunities. - Shows respect for a wide variety of careers. - Understands that making positive choices now can help achieve future goals.
To recognise my achievements, develop confidence in learning new things, and look forward to future learning opportunities.	- Tolerates taking part in a new activity. - Shows awareness of praise or encouragement. - Responds to a familiar adult celebrating their success. - Engages with a preferred activity. - Explores a new activity with adult support. - Shows a positive reaction (e.g. smile, vocalisation, movement) when successful.	- Identifies something they are good at. - Shares an achievement using their preferred communication method. - Tries a new activity with support. - Shows increasing confidence when attempting new learning. - Recognises that practice helps them improve. - Chooses a favourite learning activity.	- To explore different jobs and workplaces through role-play and practical activities. - Identifies personal achievements. - Explains why they are proud of an achievement. - Demonstrates confidence when trying something new. - Understands that mistakes help us learn. - Sets a simple personal learning goal.

Careers



Learning Outcomes

	• Demonstrates anticipation during a familiar learning activity. • Makes an intentional response to continue an activity. • Shows interest in exploring objects linked to their achievements. • Re-engages after encouragement. • Responds to celebration (e.g. clapping, certificate, music, praise). • Demonstrates enjoyment when trying something new.	• Identifies something they would like to learn when given a choice. • Accepts encouragement to keep trying. • Celebrates their own success with others. • Communicates about something they would like to do next.	• Identifies something they would like to improve. • Talks about new skills they would like to learn. • Recognises that learning continues throughout life. • Describes how learning can help in the future. • Reflects on progress made over time. • Shows resilience when faced with a challenge. • Looks forward to future learning opportunities and can explain why.
To keep going when things are hard, try a different way, and have a back-up plan.	• Tolerates taking part in a challenging activity. • Shows awareness when an activity changes. • Continues an activity with adult reassurance. • Accepts support to complete a task. • Responds positively to encouragement. • Re-engages after a pause or break. • Tries an activity again with adult support.	• Participates in a simple problem-solving activity with support. • Remains engaged when an activity becomes more difficult. • Continues with a task after encouragement. • Tries again if something does not work the first time. • Accepts help when completing a difficult task. • Recognises that some tasks are harder than others. • Attempts a new way of completing a task when prompted.	• Understands that having another idea or "Plan B" can be helpful. • Persists with a task when it becomes challenging. • Demonstrates resilience after making a mistake. • Identifies when a strategy is not working. • Chooses a different strategy to solve a problem. • Understands the purpose of having a back-up plan. • Suggests an alternative solution if their first idea does not work.

Learning Outcomes

	• Explores a different object or activity when prompted, with support. • Makes an intentional response to continue an activity. • Responds to praise for trying.	• Makes a simple choice between two ways of solving a problem. • Understands that there can be more than one solution. • Uses familiar strategies to solve simple problems. • Demonstrates confidence when trying something new. • Recognises that mistakes help us learn. • Shows resilience after experiencing difficulty. • Completes a task using an alternative method with support. • Celebrates success after overcoming a challenge.	• Explains how practice improves performance. • Demonstrates confidence when facing unfamiliar challenges. • Seeks appropriate help when needed. • Encourages others to keep trying. • Understands that setbacks are part of learning. • Applies resilience and flexible thinking to complete new challenges independently.
To make good choices by thinking about different options and getting ready for the next step.	• Experiences taking part in activities involving simple choices. • Shows awareness when presented with two options. • Makes a simple choice using their preferred communication method. • Shows a preference for one object, activity or person. • Explores different options through sensory experiences.	• Makes a simple choice between two options. • Identifies something they like or prefer. • Understands that different choices lead to different outcomes. • Chooses between familiar activities with support. • Chooses between familiar activities independently	• Identifies different options before making a choice. • Explains why they chose one option over another. • Recognises that choices have consequences. • Considers the advantages and disadvantages of simple choices. • Makes informed choices in familiar situations.

Careers



Learning Outcomes

	• Responds positively to familiar routines and transitions. • Anticipates the next step in a familiar routine. • Accepts support during changes to routines or activities. • Shows increasing confidence when making choices. • Participates in preparing for the next activity with adult support.	• Recognises that everyone can make different choices. • Follows simple steps to prepare for a new activity. • Recognises upcoming changes in routine. • Accepts support when preparing for the next step. • Identifies what they might need for a new activity when given choices. • Shows confidence when making everyday choices.	• Understands that people may make different choices. • Identifies what they need to prepare for the next step. • Reflects on whether a choice was successful. • Suggests how they could make a better choice next time. • Prepares independently for a new activity or transition. • Understands that making positive choices helps prepare for the future.
 Create opportunities - Create opportunities by being proactive and building positive relationships with others			
To explore how jobs can change over time and imagine new jobs that could exist in the future.	• Experiences taking part in activities about different jobs. • Shows awareness of work-related objects or sounds. • Explores job-related objects using their senses. • Responds to adult-led role play about different jobs. • Engages with stories, songs or sensory experiences about jobs. • Demonstrates curiosity when introduced to something new.	• Shows interest in familiar and unfamiliar job-related activities. • Makes a simple choice between two job-related objects or activities. • Shows enjoyment when exploring new ideas through play. • Demonstrates increasing engagement in activities about different and future jobs. • Identifies familiar jobs from pictures, symbols or objects. • Understands that jobs can be different.	• Participates in imaginative play with adult support. • Recognises that new jobs can be created. • Suggests what a future job might involve with support • Understands that technology and people's needs can create new jobs. • Participates in discussions or activities about jobs of the future. • Shares ideas about a job they would invent.

Careers



Learning Outcomes

	• Responds to changes in role-play or sensory activities. • Maintains attention during a future-themed activity.	• Takes part in role play about different jobs. • Explores how jobs may change over time. • Matches tools or equipment to different jobs. • Chooses a favourite job or role-play activity. • Communicates ideas about a new or imaginary job. • Shows curiosity about jobs they have not seen before.	• Identifies jobs that have changed over time. • Identifies examples of jobs that did not exist in the past. • Describes how a current job might change in the future. • Suggests ideas for new jobs that could exist in the future. • Explains what skills a future job might require. • Uses imagination to design or describe an original job. • Explains how their imaginary job could help people. • Understands that careers continue to change over time. • Discusses how future changes may create new opportunities. • Reflects creatively on how work might look in the future.
To explore different jobs through role play and practise communicating with other people.	• Experiences role-play activities based around different jobs. • Explores job-related objects or props. • Explores role-play resources using their senses.	• Shows interest in pretending to use work-related objects. • Recognises different jobs during role-play activities. • Takes part in simple workplace role play.	• Identifies a range of different jobs to role play. • Takes on different roles during workplace scenarios. • Communicates appropriately with others during role play.

Learning Outcomes

	• Responds to familiar adults during role play. • Experiences shared play with adult support. • Responds to another person's communication (e.g. eye gaze, gesture, vocalisation). • Participates in simple turn-taking activities. • Demonstrates enjoyment when interacting with others. • Responds positively to praise and encouragement.	• Uses objects appropriately during imaginative play. • Communicates with others during role play using their preferred communication method. • Responds to questions or instructions during role play. • Takes turns during a shared activity. • Works alongside another pupil during role play. • Chooses a role to act out, with support. • Demonstrates confidence when communicating with others. • Participates in simple workplace scenarios with support. To include: ○ Shop ○ Café ○ Doctor's surgery ○ Receptionist • Reflects, with support, on how they communicated during the activity.	• Uses appropriate greetings and polite language. • Takes turns and listens to others during group activities. • Adapts communication depending on the role they are playing. • Solves simple problems during role-play activities. • Works cooperatively with others to complete a workplace task. • Demonstrates confidence when speaking or communicating with others. • Reflects on what good communication looks like in a workplace. • Explains why communication is important in different jobs. • Applies communication and teamwork skills independently during role-play activities. • Participates in simple workplace scenarios independently. To include: ○ Shop ○ Café ○ Doctor's surgery ○ Receptionist
--	--	---	---

Learning Outcomes

To work with others, take on different roles, and complete shared tasks.	• Experiences taking part in a shared activity. • Shows awareness of other people during group activities. • Responds to familiar adults during shared tasks. • Engages with shared resources or objects. • Participates alongside others with adult support. • Responds to turn-taking opportunities. • Accepts support to complete part of a shared activity. • Maintains attention during a group activity. •	• Takes part in a group activity. • Works alongside others to complete a shared task with support. • Takes turns during group activities. • Completes a simple delegated task with support. • Follows simple instructions during teamwork. • Takes on a simple role during role play or group work with support. • Recognises that everyone has a different job to do. • Contributes to a group activity using their preferred communication method. • Works cooperatively with peers and adults. • Shows confidence when trying different roles.	• Helps another person during a shared task. • Takes on a simple role during role play or group work independently. • Works cooperatively with others to achieve a shared goal. • Completes an allocated task within a group with support. • Completes an allocated task within a group independently. • Understands the importance of everyone contributing. • Takes on different roles during group activities. • Adapts to different responsibilities when needed. • Supports other members of the group. • Communicates effectively during teamwork. • Demonstrates responsibility for completing their role. • Solves simple problems as part of a team. • Takes a leadership role when appropriate. • Encourages and supports others to complete shared tasks.
--	--	--	---

Careers



Learning Outcomes

			• Reflects on how well the team worked together. • Identifies ways they could improve their contribution to future group activities.
 Balance Life and Work - Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.			
To recognise different jobs that help at home and understand how I can help.	Covered within: Home Management	Covered within: Home Management	Covered within: Home Management
To learn about volunteering and helping in my community.	• Tolerates taking part in activities about helping others. • Shows awareness of familiar people who help in school or the community. • Explores objects linked to helping roles. • Responds to stories, songs or sensory activities about helping others. • Experiences a shared helping activity with adult support. • Shows awareness in helping activities.	• Engages alongside others during a community-themed activity. • Demonstrates enjoyment when helping another person. • Shows increasing confidence when taking part in helping activities. Identifies people who help in school. • Understands that volunteers help others. • Recognises different ways people can help. • Takes part in simple helping activities.	• Reflects, with support, on how they helped someone else. • Recognises that everyone can make a positive contribution. • Understands that helping others benefits the community. • Communicates ways they can be helpful. • Explains what volunteering means. • Identifies different volunteer roles in the community. • Describes ways volunteers help others.

Careers



Learning Outcomes

	• Uses their preferred communication method during a helping activity. • Experiences simple classroom jobs with support. •	• Completes a simple classroom job or responsibility with support. • Helps another person with support. • Demonstrates kindness during shared activities. • Shows responsibility for a simple task. • Takes part in a group activity that helps others.	• Explains why volunteering is important. • Identifies ways they can help at school or in the community. • Takes responsibility for completing a helpful task. • Works cooperatively with others to help the community. • Recognises that everyone can contribute in different ways. • Demonstrates kindness and respect when helping others. • Suggests ways they could volunteer or support others in the future. • Reflects on how helping others makes a positive difference. • Shows pride in contributing to their school or community. • Understands that helping others is an important part of preparing for adult life.
To understand that people work for money and other rewards.	NA	• Engages with activities involving exchanging or using pretend money. • Responds positively to rewards for completing an activity. • Shows increasing engagement in activities about work and rewards.	• Understands that people work to earn money. • Recognises that people also work for other reasons. • Identifies non-financial rewards of work (e.g. helping others, making friends, learning skills, achievement).

Careers



Learning Outcomes

		• Participates in classroom jobs or responsibilities with support. • Identifies a job they would enjoy trying when given a choice. • Demonstrates that they feel proud of their work. • Explores what they enjoy doing during practical activities.	• Matches jobs with simple rewards or outcomes. • Recognises that different people enjoy different jobs. • Participates in classroom jobs or responsibilities. • Identifies a job they would enjoy trying. • Compares financial and non-financial rewards of work. • Recognises that enjoyment and wellbeing can influence career choices. • Identifies the rewards they would value in their future adult life. • Understands that people balance money, interests and personal satisfaction when choosing work.
To understand the importance of balancing work, rest and wellbeing, and make healthy choices.	See: • Design Technology: Cooking and Nutrition • RSHE: Healthy Lifestyles • Careers: Good Health	See: • Design Technology: Cooking and Nutrition • RSHE: Healthy Lifestyles • Careers: Good Health	See: • Design Technology: Cooking and Nutrition • RSHE: Healthy Lifestyles • Careers: Good Health
To recognise how to keep myself and	Covered within: • RSHE: Self Care, Support and Safety	Covered within: RSHE: Self Care, Support and Safety	Covered within: RSHE: Self Care, Support and Safety

Learning Outcomes

others safe at school.			
To learn about the first days in a new job and a typical work routine.	- Shows anticipation of the next step in a familiar routine. - Responds positively to transitions between activities.	- Participates in simple sequencing activities with support. - Demonstrates enjoyment during work-themed role play. - Follows a familiar routine with adult support. - Participates in activities about different parts of the day. - Shows increasing engagement in work routine activities. - Recognises that people have daily work routines. - Identifies things people might need for work when given items to choose from. - Follows a simple work-related routine during class activities with support. - Is able to follow new routines with support.	- Understands that people travel to and from work. - Participates in role play about starting a new job. - Sequences simple events in a working day. - Recognises that the first day in a new job can be different. - Takes part in discussions about workplace routines. - Follows a simple work-related routine during class activities. - Recognises that different jobs have different routines. - Reflects, with support, on what happens during a typical working day. - Identifies the different stages of a typical working day. - Identifies what someone might need to prepare before going to work. - Recognises that starting a new job may involve learning new skills. - Reflects on how routines help people feel confident and organised.

Careers



Learning Outcomes

To understand how people earn, use and manage money by making simple spending and saving choices.	Covered within: Careers: Independent Framework - Money	Covered within: Careers: Independent Framework - Money	Covered within: Careers: Independent Framework - Money
To understand that everyone should be treated fairly and know how to respond to unfairness	Covered within: RSHE: Respectful Relationships	Covered within: RSHE: Respectful Relationships	Covered within: RSHE: Respectful Relationships
 See the big picture - See the big picture by paying attention to how the economy, politics and society connect with your own life and career			
To recognise different jobs in stories and talk about what they mean.	NA – Covered above	- Shows awareness of story characters. - Looks at pictures or objects linked to different jobs. - Responds to familiar characters in stories. - Shows interest in characters carrying out different jobs. - Participates in simple role play linked to a story.	- Identifies different jobs shown in stories. - Matches story characters to their jobs. - Recognises what a character does in their job. - Takes part in discussions about story characters. - Recognises that different stories include different types of work.

Careers



Learning Outcomes

		• Responds to questions or prompts about story characters when given a choice of answers. • Uses pictures, symbols or words to identify jobs. • •	• Participates in role play based on story characters. • Identifies how a character helps others through their job. • Expresses a preference for a favourite job in a story. • Recognises that stories can help us learn about jobs. • Shares simple ideas about what a character is doing. • Compares two different jobs shown in stories. • Reflects, with support, on what they learned about jobs from a story.
To understand that information about jobs can be real or made up, and learn how to find information we can trust.	NA	NA	• Identifies different sources of information about careers. • Recognises that stories may not accurately represent real jobs. • Understands that websites, books and adults can provide information about careers. • Identifies trusted sources of information about jobs. • Explains why it is important to check whether information is accurate. • Recognises that some information may be out of date or incorrect.

Careers



Learning Outcomes

			• Asks questions to help decide whether information can be trusted. • Uses reliable sources to find information about a job. • Explains how trusted adults can help find accurate information. • Reflects on where they found information and why they trusted it. • Understands that using reliable information helps people make informed choices about their future.
To explore how technology helps people at work and understand that it can bring both benefits and challenges.	Covered within: • Computing	Covered within: • Computing • Identifies technology used in different jobs. • Matches simple tools or devices used at work to symbols/photos. • Participates in activities using technology safely. • Recognises that different jobs use different types of technology. • Explores technology through practical activities.	Covered within: • Computing • Recognises that technology helps people do their work. • Matches technology to familiar jobs. • Understands that technology can make some jobs easier. • Communicates how technology helps people. • Recognises that people still need skills when using technology. • Understands that technology is changing the way people work. • Identifies simple examples of technology at school or home.

Careers

Learning Outcomes



		• Reflects, with support, on how technology helped complete a task. • Recognises that technology has changed the way many people work. • Explains some benefits of technology in the workplace. • Identifies some challenges of using technology at work. • Understands that technology can create new jobs and change existing ones. • Recognises the importance of learning new skills to use technology. • Discusses how technology can improve safety or efficiency at work. • Explains why people need to use technology responsibly. • Reflects on how technology could affect future jobs. • Expresses opinions about the advantages and disadvantages of technology in the workplace. • Understands that technology can create opportunities as well as challenges in the world of work.
--	--	--

Learning Outcomes

To explore outdoor jobs and those that help care for the environment and understand how people can work sustainably.	• Experiences taking part in activities about nature and the environment. • Shows awareness of outdoor environments. • Explores natural materials using their senses. • Responds to stories, songs or sensory activities about caring for the environment. • Shows interest in objects or symbols linked to outdoor jobs. • Experiences simple activities such as watering plants or tidying. • Responds positively to outdoor learning experiences. • Experiences simple recycling or tidying activities.	• Demonstrates enjoyment when taking part in caring-for-the-environment activities. • Takes part in simple activities such as watering plants or tidying with support. • Participates in simple recycling or tidying activities with support. • Takes part in ‘work activities’ outdoors with support. • Takes part in recycling or litter-picking activities with support. • Helps care for plants, gardens or outdoor spaces with support. • Recognises tools or equipment used in outdoor jobs.	• Takes part in simple activities such as watering plants or tidying. • Participates in simple recycling or tidying activities independently. • Identifies jobs that help care for the environment. • Takes part in ‘work activities’ outdoors. • Understands that people can help protect nature. • Identifies simple ways to care for the environment at school. • Takes part in recycling or litter-picking activities. • Helps care for plants, gardens or outdoor spaces • Understands that looking after the environment helps everyone. • Participates in activities that promote sustainability. • Makes simple choices that help reduce waste. Communicates ways they can help care for the environment. • Recognises that different jobs help protect the environment. • Reflects, with support, on how they helped care for the environment.
--	---	--	---

Careers

Learning Outcomes



Jobs			
To explore different workplaces and community spaces through real-world visits, and discover which environments and tasks match our personal interests.	• Will experience school sessions from visitors about careers. • Will experience real world visits (fire stations, farms etc.) • Will experience textures associated with the workplace (e.g., cold retail shelves, smooth office desks, rough outdoor materials) when supported. • Demonstrates an anticipatory response when presented with a familiar sensory cue signaling the start of a recurring community trip. • Uses consistent cues (e.g., turning head away, pushing an object back, smiling) to show like or dislike for a specific workplace smell or sound. • Directs attention toward an external employee. • Demonstrates recognition when re-encountering a specific sensory trigger (e.g., the specific scent of a garden centre or the distinct hum of a supermarket) on a subsequent visit. • To experience a shared communicative exchange with an	• To select a preferred workplace environment or specific exploration task when presented with two clear visual symbols or objects. • To use a communication aid to express a basic need or question to a community worker. • To follow a simple sequence to complete a community routine, such as entering a library, handing over a book, and leaving with support. • To concentrate on a chosen, adapted community task (e.g., sorting items by colour, stacking broad containers) with support. • To navigate safely through a public environment. • To participate in a simple turn-taking exchange during a transaction, such as passing money/a card to a cashier and waiting for a receipt. • To identify and indicate a specific work activity they "like" or "dislike" after a visit.	• To independently carry out a multi-step workplace task by following a visual checklist, schedule, or list of symbols. • To independently: ○ seek help ○ ask for clarification ○ request a break from an unfamiliar person in a workplace. • To work cooperatively in a small peer group to complete a structured community project, such as packing a donation box or setting up tables. • To identify a problem in a workplace task. • To take ownership of a designated personal role or responsibility for the duration of a community trip. • To construct a basic review or log of a workplace visit. • To identify the tasks completed and rating their personal interest in that job sector.

Careers

Learning Outcomes



	unfamiliar adult or employee within a community setting. • To engage in supported exploration of work-related items, such as feeling different uniform materials or smooth packaging. • To establish feelings of safety and regulation in a busy community environment with the support of a familiar adult.	• To join a small-group work-related demonstration in a community setting. • To join a small-group work-related demonstration at school.	
To explore work experience opportunities within the school and wider community.	• To remain calm in busy internal school work environments. • To show physical or sensory awareness (e.g., turning head, widening eyes) when encountering active work roles out in the local community. • To demonstrate a visible reaction when encountering real-world work items brought into the classroom. • To experience the sensory transitions associated with internal school work, such as the smell of lunch preparation. • To tolerate being transitioned to and from a local community work setting (e.g., a local café or charity shop) alongside a familiar adult.	• To select a preferred internal school work experience opportunity (e.g., working with the site team vs. working in the kitchen) • To complete a single structured task within an internal school work placement (e.g., wiping a dining table or shredding paper). • To sort photos of local community jobs into those that take place "indoors" and those that take place "outdoors." • To travel safely to an internal school work placement from the classroom by following a familiar route. • To wear specific work-wear (e.g., a high-vis vest, a hairnet, or an ID	• To identify the differences between an internal school work opportunity and an external community work opportunity. • To select a specific community work experience sector (e.g., retail, hospitality, animal care) and give a reason for their interest. • To complete a basic "application form" or interview process for a desired internal school work role. • To complete a short block of work experience in the school or community by independently following a multi-step visual checklist. • To actively participate in planning the journey to an external

Careers



Learning Outcomes

	• To show recognition or anticipation of an internal work exploration routine when presented with a specific tactile object of reference (e.g., a lanyard or an apron). • To communicate comfort or discomfort in an external community workspace via facial expressions, physical posture, or vocalisations. • To experience a brief, supportive interaction with a school staff member or community worker during. • To participate in a classroom sensory story that simulates the atmosphere of an external community workplace.	badge) required for an internal or external taster session. • To indicate whether they would like to visit a specific community work placement again. • To work alongside peers to complete an internal community-style task. • To engage in two distinct types of work tasks to experience different styles of work.	community work placement, including identifying the transport needed. • To consistently follow the health and safety rules of a specific workplace opportunity. • To maintain a simple daily or weekly work experience diary, using text, symbols, or photos to record tasks completed. • To look at a completed community work taster and state one specific skill they need to practice further before returning to that workplace.
--	--	--	--