



'Individual Growth, Individual People'

Careers and Skills for success Curriculum – Engagement, Primary and Key Stage 3

Things we are good at

Stage 1 (Engagement)	Stage 2 (Primary)	Stage 3 (Key Stage 3)
<ul style="list-style-type: none"> Respond with curiosity to stimuli about the ways in which we are special 'Describe' ourselves – recognising that there is self and there are others 	<ul style="list-style-type: none"> Identify things we are good at (strengths/talents) Describe the ways in which we are special and unique Describe things that we enjoy or that make us feel happy Identify what we are good at, both in and out of school Recognise that being unique means we might like and be good at different things from other people 	<ul style="list-style-type: none"> Describe and demonstrate things we can do well and identify areas where we need help to develop Identify hopes/wishes for our future lives Identify things we can do for ourselves to help us develop our strengths and those where we need help from others Identify our hopes/aspirations; explain in simple terms how we might achieve them

Jobs people do

Stage 1 (Engagement)	Stage 2 (Primary)	Stage 3 (Key Stage 3)
<ul style="list-style-type: none"> Respond to stimuli about the different jobs adults do in school Identify some different jobs that people we know do 	<ul style="list-style-type: none"> Identify some of the ways in which different adults who work in school contribute to school life Describe a range of jobs that people might have and the qualities they might need to do them Identify a job we might like to do in the future 	<ul style="list-style-type: none"> Identify jobs people do in the wider community that can help in an emergency; explain how the community is helped through the work they do Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others Recognise how strengths, qualities and things we learn in school might link to possible future jobs



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Rules and Laws

Stage 1 (Engagement)	Stage 2 (Primary)	Stage 3 (Key Stage 3)
<ul style="list-style-type: none"> Respond to stimuli or adult modelling about the things we are allowed to do in school Give some simple examples of things we are allowed/not allowed to do in school (rules) 	<ul style="list-style-type: none"> Explain how rules help us; rules we have in the classroom and at home Identify particular rules in school that help keep us safe and how they do this 	<ul style="list-style-type: none"> Explain how rules and laws help us to live and work with other people outside of school Identify what might happen if we did not have rules and laws or if people ignored them

Taking care of the environment

Stage 1 (Engagement)	Stage 2 (Primary)	Stage 3 (Key Stage 3)
<ul style="list-style-type: none"> Respond to stimuli about the different pets people have and ways of caring for them Identify simple ways in which we may take care of people and/or animals 	<ul style="list-style-type: none"> Give reasons why it is important to take care of people, animals and all living things Describe our own home and explain how we and family members may take care of it 	<ul style="list-style-type: none"> Explain how we can take care of our school environment Explain the importance of routines in taking care of people or pets Explain what might happen if the wider environment is not taken care of, e.g. litter, graffiti, vandalism, pollution

Belonging to a community

Stage 1 (Engagement)	Stage 2 (Primary)	Stage 3 (Key Stage 3)
<ul style="list-style-type: none"> Respond to stimuli about the different groups we belong to (e.g. family, school, club, faith) Identify some different groups that we may belong to (e.g. family, school, clubs, faith) 	<ul style="list-style-type: none"> Describe things we do in the groups we belong to Describe how being part of a group makes us feel Identify specific things we take part in as a member of these groups 	<ul style="list-style-type: none"> Describe what it means to be part of a community Identify different groups that make up our community Explain how it feels to be part of a community Suggest ways we can help people to feel welcome in the different groups and communities we belong to



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Money

Stage 1 (Engagement)	Stage 2 (Primary)	Stage 3 (Key Stage 3)
<ul style="list-style-type: none"> Respond with curiosity to stimuli about what money looks like Respond with curiosity to stimuli about different items that shops sell Respond with curiosity to stimuli about some of the uses of money Recognise money, e.g. coins and notes and what it is used for Identify items in shops that are sold for money, including online 	<ul style="list-style-type: none"> Identify places or situations where money is used to pay for things, e.g. shops, café, on the bus Recognise some different ways to pay for things, e.g. coins, notes, bankcards, online, phone payment Explain some different ways of keeping money safe Identify where we may get money from and for what reasons, e.g. presents from relatives or pocket money Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us live Identify why some ways of keeping money safe might be better than others 	<ul style="list-style-type: none"> Identify what is meant by a 'need' and a 'want' in relation to spending money Give some simple examples of what be a 'need' and a 'want' Explain what it means to save money and why we might do it Explain what is meant by the term 'afford' (in the context of money) Identify possible consequences of losing money on ourselves or others; whom to go to or how to seek helps if this happens to us

Suggested teaching order

	Autumn	Spring	Summer
Year A	Things we are good at	Belonging to a community	Rules and laws
Year B	Jobs people do	Taking care of the environment (plants Spring/animals Summer)	
Year C	Thing we are good at	No explicit content	Money



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