

# **Careers & WRL**

## **Subject**

### **Overview**

## ROUTE 1 - Tutor Pathway (Careers and Work-relating Learning)

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
<b>Year 7</b>	<p><b>What is a job?</b></p> <p><i>Show different jobs.</i></p>	<p><b>Builders</b></p> <p><i>Discover what builders do.</i></p>	<p><b>Fitness instructor</b></p> <p><i>Discover where fitness instructors work.</i></p>	<p><b>Binmen and gardeners</b></p> <p><i>Discover where refuse collectors and gardeners work.</i></p>	<p><b>Carpenter</b></p> <p><i>Explore the job of a carpenter. Think about the materials they work with. Feel these materials and describe them.</i></p>	<p><b>Rangers</b></p> <p><i>Visit Baggeridge or similar and find out what a ranger does.</i></p>
<b>Year 8</b>	<p><b>What do you need to get a job?</b></p> <p><i>Explore what you need to do a job.</i></p>	<p><b>What are skills?</b></p> <p><i>Explore the skills needed to get a job.</i></p>	<p><b>Volunteers – working groups</b></p> <p><i>What do volunteers do? Experience a volunteering job?</i></p>	<p><b>Social care jobs</b></p> <p><i>What is a care home? Who do they look after?</i></p>	<p><b>Bird of prey keeper</b></p> <p><i>What birds are looked after? What do they do?</i></p>	<p><b>Scouts</b></p> <p><i>What are the scout groups? What do they do?</i></p>
<b>Year 9</b>	<p><b>Skills for Learning – Plan a trip or an event</b></p> <p><i>Discover the trips you could plan.</i></p>	<p><b>Skills for Learning – Plan a trip or an event</b></p> <p><i>Explore what you need to do to plan the trip.</i></p>	<p><b>Running a business</b></p> <p><i>Making items to sell</i></p> <p><i>Explore the items you may want to make.</i></p> <p><i>Careers fayre</i></p> <p><i>Learn about different jobs.</i></p>	<p><b>Running a business</b></p> <p><i>Making items to sell</i></p> <p><i>Experience making items.</i></p>	<p><b>Different jobs</b></p> <p><i>Explore different jobs.</i></p>	<p><b>Planning a Summer Themed Event</b></p> <p><i>Experience running an event.</i></p>

<b>Year 10</b>	<p><b>Enterprise project – recycling</b></p> <p><i>Discover what recycling is</i></p>	<p><b>Enterprise project – recycling</b></p> <p><i>Discover what recycling is</i></p>	<p><b>Pathways to Goals</b></p> <p><i>Explore your goals.</i></p> <p><i>Careers fayre</i></p> <p><i>Learn about different jobs.</i></p>	<p><b>Business project – Marketing and Selling</b></p> <p><i>Experience selling a project.</i></p>	<p><b>Next steps</b></p> <p><i>Discover what will happen after school.</i></p>	<p><b>Team Building</b></p> <p><i>Explore working as a team.</i></p>
<b>Year 11</b>	<p><b>Enterprise project – recycling</b></p> <p><i>Discover what recycling is.</i></p>	<p><b>Enterprise project – recycling</b></p> <p><i>Discover what recycling is</i></p>	<p><b>Pathways to Goals</b></p> <p><i>Explore your goals.</i></p> <p><i>Careers fayre</i></p> <p><i>Learn about different jobs.</i></p>	<p><b>Business project – Marketing and Selling</b></p> <p><i>Experience selling a project.</i></p>	<p><b>Next steps</b></p> <p><i>Discover what will happen after school.</i></p>	<p><b>Team Building</b></p> <p><i>Explore working as a team.</i></p>

### **Curriculum Overview**

- Route 1 Pupils undertake tasks to DISCOVER, EXPLORE and EXPERIENCE themes and opportunities within the context of the topics.
- Pupils in Years 7 and 8 engage with Work related learning through other subjects. Jobs outlined above are in line with topics covered in Duke of Edinburgh.
- Through our Work-Related learning programme, we intend on inspiring our pupils to reach their full potential.
- All pupils in upper school, receive dedicated Connexions support.
- All pupils in Years 9-11 attend work experience.
- Pupils engage in work- related learning and associated activities throughout our Tutor Pathway in years 9 to 11
- Across all term students in Rivers and Hills will take part in internal and external work experience, college visits and a careers fayre
- Pupils build on their skills developed thorough our Tutor and Specialist Pathway prepare them for their, further education and employment ambitions
- Pupils will complete a vocational profile, which can then be taken to FE to show what each pupil can complete.
- Pupils work against the 8 Gatsby benchmarks to ensure a well-rounded curriculum.

### **Skills and Knowledge Progression Year 7 & Year 8**

#### **KNOWLEDGE:**

- To identify a job from a set of images.
- To experience some jobs by completing them e.g. giving out things in the classroom etc.
- To gain an understanding of the labour market.

#### **SKILLS**

- To think about the right way to act when completing a job – be polite, smile etc.
- Skills for different jobs
- What is needed to do a job

#### **SPIRAL:**

- Skills are repeated in different contexts to embed the skills needed.
- We build upon the learning and skill development of previous years. As the children's knowledge and understanding increases, and they become more proficient in the taught skills

### **Skills, Knowledge Progression and Destinations Year 9, Year 10 and Year 11**

#### **KNOWLEDGE:**

- To develop an understanding of what jobs are and which jobs we can do.
- To understand what skills, we may need to get a job.
- To take part in a sensory career fayre to increase knowledge of jobs available.
- To develop a knowledge of workplaces
- To develop an understanding of what it is like to have a job.

#### **SKILLS**

- To take part in a job in the community through work experience or other means.
- To develop the correct skills on how to act when completing a job.
- Planning a project
- Teamwork
- Workplace visits to take part in work experience.
- Learn about the labour market

#### **SPIRAL**

- Skills are repeated in different contexts to embed the skills needed.
- We build upon the learning and skill development of previous years. As the children's knowledge and understanding increases, and they become more proficient in the skills they are learning.

## **Cross-Curricular Links**

- Route 1 Careers WRL, English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension. Writing-Transcription. Writing-Composition. Writing-VGP.
- Route 1 Careers WRL, Maths opportunities to address; Number-Place Value. Number-Addition Subtraction. Number-Multiplication and Division. Number-Fractions. Measurement. Geometry-Shape. Geometry-Position Direction. Statistics. Ratio. Algebra. Probability.
- Route 1 Careers WRL, Science opportunities to address; Analysis and Evaluation. Measurement. Vocabulary Units Symbols and Nomenclature.
- Route 1 Careers WRL, E-safety opportunities to address; Privacy and Security. Managing Online Information.

## **DESTINATIONS**

- Pupils will complete their Vocational profiles and have a Compass + profile for the work they have completed.
- Pupils will play an active part in the community, possibly with some basic jobs involved.
- Pupils will continue to live with family or supported accommodation.

## ROUTE 2- Tutor Pathway (Careers and Work-relating Learning)

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
<b>Year 7</b>	<p><b>What is a job?</b></p> <p><i>Show different jobs.</i></p>	<p><b>Builders</b></p> <p><i>Enhance knowledge of what builders do.</i></p>	<p><b>Fitness instructor</b></p> <p><i>Develop knowledge of where fitness instructors work and their job.</i></p>	<p><b>Binmen and gardeners</b></p> <p><i>Develop knowledge of where refuse collectors and gardener's work.</i></p>	<p><b>Carpenter</b></p> <p><i>Deepen knowledge of the job of a carpenter. Think about the materials they work with. Feel these materials and describe them</i></p>	<p><b>Rangers</b></p> <p><i>Visit Baggeridge or similar and find out what a ranger does.</i></p>
<b>Year 8</b>	<p><b>What do you need to get a job?</b></p> <p><i>Develop knowledge of what you need to do to get a job.</i></p>	<p><b>What are skills?</b></p> <p><i>Enhance knowledge of the skills needed to get a job.</i></p>	<p><b>Volunteers – working groups</b></p> <p><i>Deepen knowledge of what volunteers do? Experience a volunteering job.</i></p>	<p><b>Social care jobs</b></p> <p><i>Enhance knowledge of the care system for the elderly. Who do they look after?</i></p>	<p><b>Bird of prey keeper</b></p> <p><i>Enhance knowledge of what a keeper does.</i></p>	<p><b>Scouts</b></p> <p><i>What are the scout groups? What do they do?</i></p>
<b>Year 9</b>	<p><b>Route B Running a business</b></p> <p><i>Making items to sell</i></p> <p><i>Decide what items you may want to make.</i></p>	<p><b>Route B Running a business</b></p> <p><i>Making items to sell</i></p> <p><i>Think about the items you may want to make.</i></p>	<p><b>Route B Personal Progression plan</b></p> <p><i>Deepen your knowledge of what you need to succeed in life.</i></p> <p><i>Careers fayre</i></p> <p><i>Learn about different jobs.</i></p> <p><i>Vocational profile</i></p>	<p><b>Route B Plan a trip or an event</b></p> <p><i>Enhance your knowledge of the steps needed to plan the trip.</i></p>	<p><b>Route B Different jobs</b></p> <p><i>Enhance your knowledge of jobs that are easily achievable, achievable with some work and a real aspiration.</i></p>	<p><b>Route B Next steps</b></p> <p><i>Deepen your knowledge of college courses and the similarities/difference between courses/colleges .</i></p>

	<p><b>Route A Skills for Learning</b></p> <p><i>Plan a trip or an event</i></p> <p><i>Deepen your knowledge of the places you could plan a trip to.</i></p>	<p><b>Route A Skills for Learning</b></p> <p><i>Plan a trip or an event</i></p> <p><i>Deepen your knowledge of what you need to do to plan the trip.</i></p>	<p><b>Route A Running a business</b></p> <p><i>Making items to sell</i></p> <p><i>Research the items you may want to make.</i></p> <p><i>Careers fayre</i></p> <p><i>Learn about different jobs</i></p> <p><i>Vocational profile</i></p>	<p><b>Route A Running a business</b></p> <p><i>Making items to sell</i></p> <p><i>Make items.</i></p>	<p><b>Route A Different jobs</b></p> <p><i>Enhance your knowledge of different jobs you could do.</i></p>	<p><b>Route A Planning a Summer Themed Event</b></p> <p><i>Run an event.</i></p>
<b>Year 10</b>	<p><b>Route B Being organised</b></p> <p><i>Plan a trip to find out about different jobs.</i></p>	<p><b>Route B Being organised</b></p> <p><i>Look at different jobs while out on the trip.</i></p>	<p><b>Route B Pathways to Goals</b></p> <p><i>Enhance your knowledge of different pathways you could take to reach your goals.</i></p> <p><i>Careers fayre</i></p> <p><i>Learn about different jobs</i></p> <p><i>Vocational profile</i></p>	<p><b>Route B Interview techniques</b></p> <p><i>Deepen knowledge of what will be asked in an interview and how to engage positively.</i></p>	<p><b>Route B Running a business</b></p> <p><i>Making items to sell</i></p> <p><i>Deepen knowledge of the items that we could sell and how much we need to sell them for.</i></p>	<p><b>Route B Running a business</b></p> <p><i>Making items to sell</i></p> <p><i>Develop skills in making items.</i></p>

	<b>Route A Team Challenge</b>  <i>Deepen your knowledge of working as a team.</i>	<b>Route A Team Challenge</b>  <i>Complete a task and work in a group.</i>	<b>Route A Pathways to Goals</b>  <i>Enhance your knowledge of different pathways you could take to reach your goals.</i>  <i>Careers fayre</i>  <i>Learn about different jobs</i>  <i>Vocational profile</i>	<b>Route A Pathways to Goals</b>  <i>Understand ways to get to your goals by possibly attending a college.</i>	<b>Route A Interview techniques</b>  <i>Deepen your knowledge of how interviews work.</i>	<b>Route A Plan an end of term trip</b>  <i>Plan a trip.</i>
<b>Year 11</b>	<b>Route B Working with others</b>  <i>Decide what items to sell and possibly produce some market research.</i>	<b>Route B Working with others</b>  <i>Make items.</i>	<b>Route B Plan a phase activity</b>  <i>Use skills learned in other years to plan an activity for your peers.</i>  <i>Careers fayre</i>  <i>Learn about different jobs.</i>  <i>Vocational profile</i>	<b>Route B Researching a topic</b>  <i>Research a topic of choice to find out more about something you are interested in.</i>	<b>Route B Research a topic</b>  <i>Share this topic with your peers, deepening both of your subject knowledge.</i>	<b>Route B Team Building</b>  <i>Decide on how to work as a team.</i>



	<b>Route A Enterprise project – recycling</b>	<b>Route A Enterprise project – recycling</b>	<b>Route A Business project</b>	<b>Route A Business project</b>	<b>Route A Next steps</b>	<b>Route A Team Building</b>
	<p><i>Enhance knowledge of what recycling is.</i></p>	<p><i>Deepen knowledge of how to use recycled products to make new products.</i></p>	<p><i>Decide what items to sell and possibly produce some market research.</i></p> <p><i>Careers fayre</i></p> <p><i>Learn about different jobs</i></p> <p><i>Vocational profile</i></p>	<p><i>Enhance your skills in making items.</i></p>	<p><i>Find out what will happen when you finish school e.g. college.</i></p>	<p><i>Work as a team</i></p>

## Curriculum Overview

Route 2 Pupils undertake tasks to ENHANCE, DEVELOP and DEEPEN themes and opportunities within the context of the topics.

Pupils in Years 7 and 8 engage with Work related learning through other subjects. Jobs outlined above are in line with topics covered in Duke of Edinburgh.

Through our Work-Related learning programme, we intend on inspiring our pupils to reach their full potential.

All pupils in upper school, receive dedicated Connexions support.

All pupils in Years 9-11 attend work experience.

Pupils engage in work- related learning and associated activities throughout our Tutor Pathway in years 9 to 11

Across all term students in Rivers and Hills will take part in internal and external work experience, college visits and a careers fayre

Pupils build on their skills developed thorough our Tutor and Specialist Pathway prepare them for their, further education and employment ambitions

Pupils will complete a vocational profile, which can then be taken to FE to show what each pupil can complete.

Pupils work against the 8 Gatsby benchmarks to ensure a well-rounded curriculum.

## Skills and Knowledge Progression Year 7 & Year 8

### KNOWLEDGE

- To develop an understanding of what jobs are and which jobs we can do.
- To understand what skills we may need to get a job.
- Raise aspirations by researching different types of jobs.
- Information about the labour market

### SKILLS

- To think about the right way to act when completing a job – be polite, smile etc.
- Skills for different jobs
- What is needed to do a job

### SPIRAL

- We build upon the learning and skill development of previous years. As the pupil's knowledge and understanding increases, we develop their independence further to allow them to become well-rounded members of the community.
- Skills are repeated in different contexts to embed the skills needed.
- Working towards independence are within lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the theme of the lesson.

## Skills, Knowledge Progression and Destinations Year 9, Year 10 and Year 11

### KNOWLEDGE

- To develop an understanding of what jobs are and which jobs we can do.
- To understand what skills, we may need to get a job.
- To take part in a sensory career fayre to increase knowledge of jobs available.
- Business games and competitions

### SKILLS

- To take part in a job in the community through work experience or other means.
- To develop the correct skills on how to act when completing a job.
- What is needed to get a certain job.
- Planning a project
- Teamwork
- Workplace visits to take part in work experience.
- Learn about the labour market

**SPIRAL**

- We build upon the learning and skill development of previous years. As the pupil's knowledge and understanding increases, we develop their independence further to allow them to become well-rounded members of the community.
- Skills are repeated in different contexts to embed the skills needed.
- Working towards independence are within lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the theme of the lesson.

**Cross-Curricular Links**

- Route 2 Careers WRL, English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension. Writing-Transcription. Writing-Composition. Writing-VGP.
- Route 2 Careers WRL, Maths opportunities to address; Number-Place Value. Number-Addition Subtraction. Number-Multiplication and Division. Number-Fractions. Measurement. Geometry-Shape. Geometry-Position Direction. Statistics. Ratio. Algebra. Probability.
- Route 2 Careers WRL, Science opportunities to address; Analysis and Evaluation. Measurement. Vocabulary Units Symbols and Nomenclature.
- Route 2 Careers WRL, E-safety opportunities to address; Online Relationships. Online Reputation. Online Bullying. Health, Well-being and Lifestyle. Privacy and Security. Managing Online Information.

**DESTINATIONS**

- Pupils will complete their Vocational profiles and have a Compass + profile on for the work they have completed.
- Pupils will continue to college and then into employment.

## ROUTE 3 – Tutor Pathway (Careers and Work-related Learning)

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
<b>Year 7</b>	<p>What is a job?</p> <p><i>Show different jobs.</i></p>	<p><b>Builders</b></p> <p><i>Embed knowledge of what builders do.</i></p>	<p><b>Fitness instructor</b></p> <p><i>Find out where fitness instructors work and their job.</i></p>	<p><b>Binmen and gardeners</b></p> <p><i>Find out where refuse collectors and gardeners work and what they do.</i></p>	<p><b>Carpenter</b></p> <p><i>Find out the job of a carpenter. Think about the materials they work with. Feel these materials and describe them.</i></p>	<p><b>Rangers</b></p> <p><i>Visit Baggeridge or similar and find out what a ranger does.</i></p>
<b>Year 8</b>	<p><b>What do you need to get a job?</b></p> <p><i>Demonstrate knowledge of what you need to do to get a job.</i></p>	<p><b>What are skills?</b></p> <p><i>Demonstrate knowledge of the skills needed to get a job.</i></p>	<p><b>Volunteers – working groups</b></p> <p><i>Find out what volunteers do? Experience a volunteering job.</i></p>	<p><b>Social care jobs</b></p> <p><i>Apply knowledge of the care system for the elderly. Who do they look after?</i></p>	<p><b>Bird of prey keeper</b></p> <p><i>What does a keeper do?</i></p>	<p><b>Scouts</b></p> <p><i>What are the scout groups? What do they do?</i></p>
<b>Year 9</b>	<p><b>Running a business</b></p> <p><i>Making items to sell</i></p> <p><i>Decide what items you may want to make.</i></p>	<p><b>Running a business</b></p> <p><i>Making items to sell</i></p> <p><i>Demonstrate your skills to make items.</i></p>	<p><b>Personal Progression plan</b></p> <p><i>Embed your knowledge to see what you need to succeed.</i></p> <p><i>Careers fayre</i></p> <p><i>Learn about different jobs</i></p> <p><i>Vocational profile</i></p>	<p><b>Plan a trip or an event</b></p> <p><i>Apply knowledge from previous years to plan a trip.</i></p>	<p><b>Different jobs</b></p> <p><i>Find out about jobs that are easily achievable, achievable with some work and a real aspiration.</i></p>	<p><b>Next steps</b></p> <p><i>Explore college courses and the similarities/difference between courses/colleges .</i></p>

<b>Year 10</b>	<p><b>Being organised</b></p> <p><i>Plan a trip to find out about different jobs</i></p>	<p><b>Being organised</b></p> <p><i>Find out about different jobs while out on the trip.</i></p>	<p><b>Pathways to Goals</b></p> <p><i>Embed knowledge to manage your goals.</i></p> <p><i>Careers fayre</i></p> <p><i>Learn about different jobs.</i></p> <p><i>Vocational profile</i></p>	<p><b>Interview techniques</b></p> <p><i>Demonstrate knowledge of what will be asked in an interview and how to engage positively.</i></p>	<p><b>Running a business</b></p> <p><i>Making items to sell</i></p> <p><i>Demonstrate knowledge of the items that we could sell and how much we need to sell them for.</i></p>	<p><b>Running a business</b></p> <p><i>Making items to sell</i></p> <p><i>Demonstrate skills in making items.</i></p>
<b>Year 11</b>	<p><b>Working with others</b></p> <p><i>Decide what items to sell and possibly produce some market research.</i></p>	<p><b>Working with other</b></p> <p><i>Demonstrate your skills in making items.</i></p>	<p><b>Plan a phase activity</b></p> <p><i>Use skills learned in other years to plan an activity for your peers.</i></p> <p><i>Careers fayre</i></p> <p><i>Learn about different jobs.</i></p> <p><i>Vocational profile</i></p>	<p><b>Researching a topic</b></p> <p><i>Research a topic of choice to find out more about something you are interested in.</i></p>	<p><b>Research a topic</b></p> <p><i>Share this topic with your peers, deepening both of your subject knowledge.</i></p>	<p><b>Team Building</b></p> <p><i>Decide on how to work as a team.</i></p>

## Curriculum Overview

- Route 3 Pupils undertake tasks to EMBED, DEMONSTRATE and APPLY knowledge and understanding through themes and opportunities within the context of the topics.
- Pupils in Years 7 and 8 engage with Work related learning through other subjects. Jobs outlined above are in line with topics covered in Duke of Edinburgh.
- Through our Work-Related learning programme, we intend on inspiring our pupils to reach their full potential.
- All pupils in upper school, receive dedicated Connexions support.
- All pupils in Years 9-11 attend work experience.
- Pupils engage in work- related learning and associated activities throughout our Tutor Pathway in years 9 to 11
- Across all term students in Rivers and Hills will take part in internal and external work experience, college visits and a careers fayre
- Pupils build on their skills developed thorough our Tutor and Specialist Pathway prepare them for their, further education and employment ambitions
- Pupils will complete a vocational profile, which can then be taken to FE to show what each pupil is capable of.
- Pupils work against the 8 Gatsby benchmarks to ensure a well-rounded curriculum.

## Skills and Knowledge Progression Year 7 & Year 8

### KNOWLEDGE

- To develop an understanding of what jobs are and which jobs we can do.
- To understand what skills we may need to get a job.
- Raise aspirations by researching different types of jobs.
- Information about the labour market

### SKILLS

- To think about the right way to act when completing a job – be polite, smile etc.
- Skills for different jobs
- What is needed to do a job

### SPIRAL

- We build upon the learning and skill development of previous years. As the pupil's knowledge and understanding increases, we develop their independence further to allow them to become well-rounded members of the community.
- Skills are repeated in different contexts to embed the skills needed.
- Working towards independence are within lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the theme of the lesson.

## Skills, Knowledge Progression and Destinations Year 9, Year 10 and Year 11

### KNOWLEDGE

- To develop an understanding of what jobs are and which jobs we can do.
- To understand what skills, we may need to get a job.
- To take part in a sensory career fayre to increase knowledge of jobs available.
- Business games and competitions

### SKILLS

- To take part in a job in the community through work experience or other means.
- To develop the correct skills on how to act when completing a job.
- What is needed to get a certain job.
- Planning a project
- Teamwork
- Workplace visits to take part in work experience.
- Learn about the labour market

**SPIRAL**

- We build upon the learning and skill development of previous years. As the pupil's knowledge and understanding increases, we develop their independence further to allow them to become well-rounded members of the community.
- Skills are repeated in different contexts to embed the skills needed.
- Working towards independence are within lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the theme of the lesson.

**Cross-Curricular Links**

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- Route 3 Careers WRL, Science opportunities to address; Analysis and Evaluation. Measurement. Vocabulary Units Symbols and Nomenclature.
- Route 3 Careers WRL, E-safety opportunities to address; Online Bullying. Health, Well-being and Lifestyle. Privacy and Security. Managing Online Information.

**DESTINATIONS**

- Pupils will complete their Vocational profiles and have a Compass + profile on for the work they have completed. Pupils will continue to college and then into employment.