Curriculum Statement - FUTURES

Our Intent:	
What is the vision (big picture) for your subject?	Our Futures curriculum is designed to give students a comprehensive understanding of the modern world of work, providing a range of experiences to equip students with the essential skills, knowledge, and character needed to thrive in further education, the workplace and adult life. Our intent is to ensure every student leaves our school not only academically capable, but also career-ready, resilient, and ambitious in their aspirations.
What are the key concepts that underpin your subject?	**Personal Growth and Self-Awareness** – to help students identify their strengths and areas for development, interests, and goals, enabling them to make informed and confident decisions about their future. **Professional and Employability (Power) Skills Development** – to provide practical, real-world learning experiences that foster communication, collaboration, critical thinking and problem-solving, creativity, leadership, and digital literacy. **Awareness of and Connection to Business** – to ensure students leave school with a clear understanding of a range of business sectors, the nature and expectations of the workplace and have built a network of contacts and allies to support them as they move into the future.
Which key themes are repeated over time?	**Career Sectors, Subject Links, and Real-World Applications (Gatsby 4 & 5):** Students will develop a broad understanding of diverse career sectors, as defined within our framework. They will be able to discuss a wide range of careers in depth, including those beyond the most commonly known or 'top 10' professions. Students will learn to make meaningful connections between curriculum subjects, key skills, and their application across multiple career paths, reinforcing the relevance of learning to the world of work. **Labour Market Awareness, Powerskills, and Progression Pathways (Gatsby 2, 3, 5 & 7):** Students will demonstrate a clear ability to define and articulate key employability ('powerskills'), providing evidence of these both in written form and through spoken responses such as mock interviews, in line with current labour market demands. They will be able to discuss the labour market confidently, drawing on local, national, and international perspectives, and show an understanding of the factors that influence how and why the job market evolves over time. Students will show the ability to evaluate and discuss a range of post-16 and post-18 progression routes, including academic, vocational, and apprenticeship options, enabling them to make informed choices about their next steps. **Enterprise, Networking, and Rights in the Workplace (Gatsby 3, 5, 6 & 8):** Students will develop an understanding of the principles of business start-up, including awareness of the support services and resources available to assist with entrepreneurial ventures. They will learn how to build and maintain an inclusive and equitable professional network to support both career development and potential business aspirations. Students will be able to articulate the rights and responsibilities of workers, and know how to access appropriate guidance and support related to employment and workplace wellbeing.
What knowledge and skills will students have at the end of each key stage?	**KS2:** Students will develop an awareness of a broad and diverse range of jobs, recognising that people pursue different career paths based on their interests, skills, and qualifications. They will begin to understand the role of work in everyday life and its contribution to the wider economy. Additionally, they will learn to identify and challenge common stereotypes related to gender, ethnicity, and job roles, understanding that these should not influence or limit career aspirations. Through careers education, students will begin to build greater self-awareness by reflecting on their own strengths, preferences, and areas for growth. They will develop foundational communication and teamwork skills, which are essential in any work environment. Curiosity and questioning will be encouraged, helping students to explore the world of work with confidence and an open mind. **KS3:** Students will develop an informed understanding of the labour market and a variety of career sectors, enabling them to explore the world of work in greater depth. They will gain awareness of the wide range of post-16 pathways available, including A-levels, T-Levels, apprenticeships, and vocational routes. Students will also begin to make meaningful connections between the subjects they study in school and the careers those subjects can lead to. Through careers education, students will enhance their ability to assess their own skills, values, and interests, laying the foundation for future career planning. They will be introduced to key decision-making strategies, as well as basic goal-setting and action planning techniques. Students will also start to question and challenge common stereotypes and assumptions surrounding careers and education, promoting more open-minded and inclusive thinking about future opportunities. **KS4:** Students will gain a detailed understanding of the various post-16 pathways available to them, including sixth form, further education colleges, and apprenticeships. They will become familiar with the application processes for these routes, equipping them with the knowledge needed to navigate the next stage of their education or training. Additionally, students will be introduced to essential career management skills such as CV writing, interview preparation, and how to effectively present themselves to potential employers or educational institutions. As part of their careers education, students will develop the ability to research, compare, and evaluate a range of career and educational options. They will build key skills in personal presentation, professionalism, and communication, all of which are vital for successful engagement in the world of work or further study. Students will be supported in making informed decisions linked to their GCSE subject choices and long-term career goals, and they will gain confidence in planning their transition beyond secondary school. **KS5:** Students will develop a comprehensive understanding of the full range of post-18 options, including university, higher and degree apprenticeships, direct entry into employment, and gap year opportunities. They will explore the financial implications associated with each pathway, such as student loans, earning potential, and living costs. In addition, students will gain insight into how careers are built and sustained over time, with a focus on lifelong learning, networking, and adapting to change in a dynamic job market. Students will refine their ability to plan for their future with a high level of independence and confidence. They will develop advanced skills in creating tailored CVs, writing compelling personal statements, and performing effectively in interviews. Emphasis will be placed on self-directed learning, action planning, and making informed decisions. Furthermore, students will deepen their understanding of professional behaviours and essential employability skills, such as resilience, time management, flexibility, and accountability—preparing them for success in both higher education and the workplace. **Aspirations Employability Diploma (AED)** is delivered through a comprehensive, sequenced programme designed to simulate real-world work environments and equip students with critical employability, enterprise, and leadership skills. Building on the foundations of communication, collaboration, character, critical thinking, and creativity, the programme culminates in a series of authentic project-based experiences supported by expert, business-led guidance and feedback, digital tools, and workplace visits. The AED is built around four core components, ensuring a personalised and purposeful journey for each learner: 1. Introductory Training & Self-Reflection – Students begin the AED by building core employability skills across five key themes: Communication, Collaboration, Character, Critical Thinking & Problem Solving, and Creativity. This phase provides a solid grounding in workplace behaviours, leadership, innovation, and self-awareness, preparing students for the practical projects that follow. Students reflect on their pre-existing evidence, building an updated CV and consider what it is they need to develop further. 2. Bespoke One-to-One Mentoring & Coaching – Throughout the diploma, students benefit from tailored 1:1 sessions with members of the AED team. These sessions support personal growth, refine employability skills, and offer person-centred guidance and activity aligned with each student's ambitions and needs. Additionally, they give the student a chance to reflect on their evidence base for achieving the diploma, and to set themselves SMART targets to improve. 3. Project-Based Learning – Students engage in three progressively challenging group-based, real-world projects that develop and showcase their skills in communication, collaboration, critical thinking and problem-solving, and creativity. Students work alongside employers to create solutions to driving questions that can, in the best cases, be implemented in the real world by the young people in the form of new businesses, community projects and so on. Students use these projects to collate evidence that will achieve an award at either Bronze, Silver, Gold or Platinum Level as well as being something to add to their CVs, work portfolios and to discuss at interviews. 4. Presentation of Evidence and Viva Voce - This is a structured oral assessment where students present and reflect on their learning, development, and project work. It offers students the opportunity to articulate their experiences, demonstrate key employability skills, and discuss the evidence they have gathered throughout the programme. This type of assessment allows assessors to explore the student's understanding of the AED's core themes and to evaluate how effectively these have been applied in real-world contexts. It also provides a valuable opportunity for students to practise professional self-presentation, similar to a job interview or business pitch, and supports final judgement on whether the student has met the requirements of the diploma.
Does your curriculum intent match or exceed the breadth of the National Curriculum/Subject specification?	Our curriculum intent outlined both matches and exceeds the breadth of the National Curriculum and statutory careers education requirements. It aligns strongly with key frameworks such as the Gatsby Benchmarks, the PSHE Association Programme of Study, and the DfE Careers Strategy (2017) and its regularly updated statutory guidance, demonstrating a comprehensive and forward-thinking approach to careers education. **Career Sectors, Subject Links, and Real-World Applications (Gatsby 4 & 5):** Exceeds national specification by broadening awareness and contextualising learning deeply. **Labour Market Awareness, Powerskills, and Progression Pathways (Gatsby 2, 3, 5 & 7):** Exceeds national specification through its depth, real-world alignment, and focus on communication skills. **Enterprise, Networking, and Rights in the Workplace (Gatsby 3, 5, 6 & 8):** Exceeds national specification by embedding enterprise, ethical networking, and employment rights, ensuring students are well-prepared for both employment and self-employment.
How do you ensure that learning is sequenced effectively over time in your subject?	To ensure that learning is sequenced effectively over time in our curriculum, we have adopted a progressive, spiral approach where the three key concepts—Career Sectors, Subject Links, and Real-World Applications (Gatsby 4 & 5); Labour Market Awareness, Powerskills, and Progression Pathways (Gatsby 2, 3, 5 & 7); and Enterprise, Networking, and Rights in the Workplace (Gatsby 3, 5, 6 & 8)—are revisited annually with increasing depth, complexity, and relevance. This approach ensures that students build on prior learning year by year, with content carefully adapted to match their stage of development, decision-making points, and emerging real-world opportunities. Each concept is introduced in Key Stage 3 and developed throughout Key Stages 4 and 5, enabling students to gain both breadth and depth in their understanding of careers and employability. To further reinforce learning, subject areas across the curriculum are encouraged to interleave these key career concepts into their own planning and delivery, particularly through applied learning showcases and cross-curricular projects. This integrated model strengthens the relevance of subject knowledge and supports students in making meaningful connections between what they learn in the classroom and the world of work, ensuring a coherent and impactful careers education experience.
How have you decided what knowledge and skills you want students to learn in your subject?	The Gatsby Benchmarks and CDI Framework – These provide nationally recognised frameworks for what high-quality careers education should include. Each benchmark/development area have haped curriculum content, particularly in ensuring students receive exposure to a wide range of career sectors, pathways, and employer engagement. The PSHE Association Programme of Study – This has supported the inclusion of skills such as decision-making, self-awareness, and resilience, ensuring careers education aligns with broader personal development goals. DfE Statutory Guidance – Ensures all legal obligations are met, including delivery of accurate information about post-16 and post-18 pathways, labour market information (LMI), and access to independent careers guidance. Local and National Labour Market Intelligence (LMI) – Input from local and national employers, enterprise partnerships, and current LMI helps shape curriculum content to reflect evolving employment trends, skills shortages, and sector growth. Careers Leader speaks with industry groups such as Dorset Chamber, the Careers and Enterprise Company as well as HR Leads across industry sectors on a regular basis. Student Needs and Progression Trends – Curriculum planning is also informed by students' interests, aspirations, and the destinations data of previous cohorts, helping us tailor learning to the real choices students face. Staff, Employer, and FE/HE Provider Input – Insights from colleagues, careers professionals, employers, and post-16 providers help ensure the curriculum is current, practical, and well connected to future opportunities.
How do you plan to cater for cultural capital e.g. trips, visits, enrichment, careers, applied learning, real word application & power skills development?	Our careers curriculum is designed to build cultural capital by providing all students with rich, varied, and inclusive experiences that broaden their understanding of the world of work. This includes a wide range of trips, visits, and employer encounters, as well as in-school events that expose students to different career paths and sectors. We enhance learning through enrichment activities and applied learning, such as enterprise projects and cross-curricular challenges that link classroom content to real-world contexts. Powerskills like communication, resilience, and teamwork are developed through practical activities including CV writing, interviews, and presentations. We prioritise equitable access to all opportunities, with targeted support for disadvantaged students, and actively encourage subject areas to embed careers education through real-life applications and employer engagement, including experiences of the workplace based on the Careers and Enterprise progressive model (introduce and inspire, investigate and explore, apply and demonstrate)
What are your main instruments of the curriculum used to implement, deliver, and assess your curriculum effectively? (Materials should privilege thinking over task completion - memory is the residue of thought)	Curriculum Maps/Overviews and Progression Models – These outline the sequencing of key concepts across year groups, ensuring each stage revisits and deepens understanding in line with students' cognitive development and career decision points. Guided Reflection and Career Journals during tutor time programme of activity – Students use structured prompts and reflection tools to explore their values, strengths, and aspirations, encouraging metacognition and long-term memory retention. Applied Learning Showcase and Employer-Linked Tasks – Rather than standalone activities, we design experiences where students actively apply knowledge and powerskills in real-world contexts (e.g. enterprise challenges, mock interviews, workplace scenarios), fostering problem-solving and critical thinking to complement integrated subject-based delivery. Careers education is embedded into curriculum subjects through interleaved planning and real-life applications, strengthening relevance and recall across domains. Self and Peer Assessment Frameworks – These help students evaluate their development against clear benchmarks, improving self-awareness and ownership of progress. Feedback from Employers, Mentors, and Staff – Real-time feedback from external partners adds authenticity and supports meaningful assessment beyond the classroom.
How are you ensuring that each teacher has the requisite subject knowledge to teach effectively?	To ensure every teacher has the requisite subject knowledge to deliver the careers curriculum effectively, we provide a comprehensive and embedded programme of support, training, and guidance tailored to both subject teachers and designated careers leads. This includes fortnightly curriculum meetings for middle leaders, where careers education is discussed as part of broader curriculum planning, and fortnightly pastoral meetings, which reinforce the pastoral and progression elements of careers delivery. Additionally, targeted CPD is delivered every three weeks to Heads of School and tutor teams, ensuring ongoing development, alignment, and shared understanding of expectations. We also provide centrally developed resources, planning frameworks, and access to up-to-date labour market information, ensuring consistency and relevance across all year groups. Careers education is supported through cross-curricular link roles, employer partnerships, and real-world enrichment opportunities that develop staff knowledge and confidence. Importantly, careers education is a core element of our quality assurance strategy, with regular monitoring through learning walks, student voice, and staff feedback. This enables responsive training and supports a whole-school culture of high-quality, careers-led education.
Our Implementation:	
What will we see when we drop into your subject lessons and why?	When you drop into our subject lessons, you will see students actively exploring the real-world applications of their learning, making clear links between curriculum content and a wide range of careers. Lessons are designed to highlight how subject knowledge and transferable skills - like problem-solving, communication, teamwork, and critical thinking - are valued in the workplace. You'll notice guest speakers from industry, employer-led projects, and role-play scenarios that allow students to experience aspects of different careers first hand. This intentional focus helps students see the relevance of their learning, raises aspirations, and empowers them to make informed choices about their future pathways.
How do you adapt or tailor your curriculum to meet the needs of students with different starting points (KS2 data)?	We use KS2 data, baseline assessments, and ongoing formative feedback to understand students' starting points and personalise the curriculum to ensure all learners make meaningful progress. This approach is central not only to academic development but also to effective careers education. By identifying strengths, gaps, and interests early on, we can introduce career-related learning that is both accessible and aspirational for every student. For students needing support with foundational skills, we embed real-world contexts and employability-focused tasks to build confidence and show the relevance of learning to future opportunities. Differentiated resources, project-based learning, and employer engagement activities ensure all students can see a future for themselves in a range of sectors, regardless of their current attainment. Careers education is not a bolt-on; it's woven through the curriculum in a way that meets students where they are and supports them in moving forward confidently.
How do you stretch students who are high prior attainment?	Higher-attaining students are offered opportunities to explore complex career pathways through independent research tasks, talks from professionals, and stretch projects that develop the high-level skills valued by employers. By tailoring our curriculum, we not only meet academic needs but also open up a wide range of career possibilities—helping all students to make informed decisions and raise their aspirations.
How do you support and scaffold (visual, verbal & written) for students who are SEND?	In our classrooms, we provide targeted visual, verbal, and written scaffolding to ensure students with SEND can access learning and make progress. Visual aids such as graphic organisers, timelines, and images help students process information and understand key concepts, while verbal strategies - like simplified instructions, modelling, and repetition—support language development and engagement. Written scaffolds such as sentence starters, templates, and alternative formats help students organise their thoughts and communicate effectively. This approach directly supports our careers education by ensuring that all students, regardless of need, can access and engage with discussions around employability, the world of work, and their future pathways. We adapt careers-related content to meet individual needs - for example, by using visual job profiles, role-play scenarios, and supported work-related learning experiences. Verbal and written tasks linked to CV writing, applications, and interview skills are scaffolded to build confidence and practical understanding. By making careers education inclusive, we raise aspirations and help SEND students identify their strengths and interests, understand the skills they are developing, and plan for meaningful next steps. Our inclusive approach ensures every learner sees themselves as capable of contributing to the world beyond school.
How do you support students who are disadvantaged?	In the context of careers education, we ensure disadvantaged students have equal access to the full range of opportunities available. This includes prioritised access to employer encounters, workplace visits, careers fairs, and guidance interviews. We also offer tailored support with college applications, apprenticeships, and CV building. Financial and logistical barriers are addressed to ensure students can participate fully in trips, events, and enrichment experiences. By embedding careers learning across the curriculum and making it accessible to all, we aim to raise aspirations, broaden horizons, and ensure that disadvantaged students are aware of—and prepared for—a wide range of pathways. Our support is proactive and personalised, helping every student, regardless of background, to confidently plan for a successful future.
Our Impact:	
How are you monitoring implementation in your subject area?	Career implementation is closely monitored through a combination of quality assurance drop-ins, detailed tutor programme records, and the use of UniFrog to track student progress. Regular staff CPD sessions on a three-week rotation ensure educators stay updated on best practices. Additionally, subject curriculum overviews are regularly reviewed (half termly) to embed career education effectively within teaching.
How is knowledge remembered in your subject?	In our careers curriculum, knowledge is remembered through repeated exposure and practical application across key stages. We use a combination of interactive activities, real-world projects, and reflective tasks to reinforce learning. Regular review sessions, personalised mentoring, and opportunities to apply skills in work placements or interviews help embed knowledge deeply and build lasting career readiness.

BUDMOUTH ACADEMY WEYMOUTH
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Curriculum Overview: FUTURES

	Autumn Term		Spring Term		Summer Term	
Objectives	Understanding of career sectors (as per our definitions) (BM 4 and 5) Talk about a range of careers in depth outside the 'top 10' (BM 4 & 5) Can make links between subject areas, skills and content and their use in a range of careers (BM4)		Clear ability to define and evidence powerskills in writing and through interview as a response to demands of job market (BM 2 & 5) They can talk about the job market from a local, national and international perspective and understand why the job market changes over time (BM2) Can elucidate the rights of workers and how to get support (BM 8)		Have an understanding of business start-up and can give details on where and how they can get support (BM 3 & 5) Develop an equitable network to support career & business (BM 5& 6) Confidently able to discuss available pathways post-16 and post-opportunities (BM 2, 3 & 7)	
Year 7	**Career Sector Knowledge 1** **1a.** Wholesale, Retail and Motor **1b.** Health, Social Care and Social Work	**Career Sector Knowledge 2** **2a.** Legal, Professional, Scientific and Technical **2b.** Accommodation, Hospitality and Catering	**Career Sector Knowledge 3** **3a.** Civil Service and Administration **3b.** Education	**Career Sector Knowledge 4** **4a.** Construction and Engineering **4b.** Publishing, Broadcasting, Communication and Computers	**Career Sector Knowledge 5** **5a.** Public Sector and Public Services **Purpose 1** **1a.** What is the Purpose of Work?	**Enterprise Knowledge and Skills 1** **1a.** Meeting Business Leaders **Careers Presentations 1** **1a.** Knowledge Showcase
Year 8	**Career Sector Knowledge 6** **6a.** Art and Culture **6b.** Manufacturing	**Career Sector Knowledge 7** **7a.** Finance, Insurance and Banking **7b.** Housing and Property	**Career Sector Knowledge 8** **8a.** Agriculture and Food **8b.** Mining and Quarrying	**Career Sector Knowledge 9** **9a.** Energy and Renewable **9b.** Water, Sewerage and Waste/Recycling	**Routes Knowledge 1** **1a.** Job Market Information **1b.** Apprenticeships#1 **Enterprise Knowledge and Skills 2** **2a.** Weyforward Ideas League	**Enterprise Knowledge and Skills 2** **2a.** Weyforward Ideas League (continued) **Careers Presentations 2** **2a.** Knowledge Showcase
Year 9	**Power Skills 1** **1a.** Skills Introduction **Purpose 2** **2a.** What is the Purpose of Skill Development and Learning?	**Power Skills 2** **2a.** Communication **2b.** Collaboration **2c.** Critical Thinking and Problem Solving	**Power Skills 3** **3a.** Creativity **3b.** Learning to Learn	**Applications 1** **1a.** CV Writing	**Routes Knowledge 2** **2a.** KMC Presentation and Review **2b.** Future Skills Survey **2c.** My Future Thoughts Survey	**Enterprise Knowledge and Skills 3** **3a.** Product Design, Funding and Marketing **Product Presentations 1** **1a.** Launch Product
Year 10	**Applications 2** **2a.** Mock Interview Preparation **2b.** Mock Interview Practice	**Applications 3** **3a.** Mock Interview Feedback **Networking 1** **1a.** Developing My Network	**Work Experience 1** **1a.** Work Experience Support **Routes Knowledge 3** **3a.** Job Market Tools	**Work Experience 2** **2a.** Work Experience Support **2b.** Expectations, Preparation, Rights and Reflections **Purpose 3** **3a.** What is the Purpose of Work Experience?	**Enterprise Knowledge and Skills 4** **4a.** Starting a Business **4b.** Support for my Enterprise	**Routes Knowledge 3** **3a.** Apprenticeships#2 **3b.** Next Step Assembly **Work Experience 3** **3a.** Work Experience Final Prep **3b.** Work Experience and Learning
Year 11	**Routes Knowledge 4** **4a.** Open Days and Evenings **4b.** T-Levels **4c.** Apprenticeships#3	**Transition Support 1** **1a.** Destinations **1b.** Future Skills Survey **1c.** Happiness, Money and Meaning	**Routes Knowledge 5** **4a.** Job Market Data Analysis **4b.** Young Workers Rights **Transition Support 2** **2a.** Destinations	**Effective Revision**		**Public Exams**
Year 12	**Purpose 4** **4a.** Why am I at 6th Form? **Career Sector Knowledge 10** **1a.** Sector Deep Dive **AED Support 1** **1a.** Future Skills Survey **1b.** Understanding AED Criteria	**Career Sector Knowledge 11** **2a.** Sector Deep Dive **AED Support 2** **2a.** Project Milestones	**Financing the Next Step 1** **1a.** Student Loans **1b.** Scholarships and Bursaries **1c.** Crowdfunding and Fundraisers **1d.** Paid Work **AED Support 3** **3a.** Project Milestones **3b.** Evidence Support	**Routes Knowledge 6** **6a.** Degree Apprenticeships **6b.** University Degree **6c.** Business Start-Ups **6d.** Structured Gap Year **6e.** Other Training Routes **AED Support 4** **3a.** Project Milestones	**Work Experience 4** **4a.** Preparation **4b.** Experience **4c.** Reflection **AED Support 5** **3a.** Project Milestones **3b.** Evidence Support	**Purpose 5** **5a.** Why am I Choosing this Route? **Applications 4** **4a.** Personal Statements **4b.** Knowledge, Skills and Behaviours **4c.** Types of Interview **AED Support 6** **6a.** Evidence Support
Year 13	**Applications 5** **5a.** Support for Next Step Decision and Application	**Transition Support 3** **3a.** Future Skills Survey **3b.** Living	**Applications 6** **6a.** Support Responses to Offers **6b.** Interview Support **6c.** Finance Support	**Effective Revision**		**Public Exams**
Aspirations Employability Diploma (AED)	**Introductory Training & Self-Reflection:** Students begin the AED by developing core employability skills: Communication, Collaboration, Character, Critical Thinking, and Creativity. They explore workplace behaviours, leadership, and self-awareness while reflecting on existing evidence, updating their CV, and identifying areas for development. This foundation prepares them for the practical, real-world projects that follow.		**Project-Based Learning:** Involves students in three real-world group projects that build communication, collaboration, creative and problem-solving skills. They work with employers to develop solutions, earning awards and portfolio material for CVs and interviews.		**Presentation of Evidence and Viva Voce:** This structured oral assessment lets students present and reflect on their learning and projects, demonstrate employability skills, and discuss gathered evidence. It evaluates understanding of core themes, real-world application, and supports final diploma judgement while building professional self-presentation skills.	
	Bespoke One-to-One Mentoring & Coaching: Throughout students benefit from tailored 1:1 sessions with members of the AED team. These sessions support personal growth, refine employability skills, and offer person-centred guidance and activity aligned with each student's ambitions and needs. Additionally, they give the student a chance to reflect on their evidence base for achieving the diploma, and to set themselves SMART targets to improve.					