

Curriculum Planning Enrich Academy



Careers

A large, light green circular graphic element is positioned at the bottom left of the slide, partially overlapping the word "Careers".




Curriculum rationale & design

Careers education is integral to the curriculum. It is delivered in separate dedicated curriculum time, so that the depth of delivery is explicit and highlighted as an important topic. Topics are carefully timed to support key transition points in student's lives, particularly in a high needs settings. Students are supported to explore a wide range of aspirational pathways and make informed decisions about their futures, ensuring they are well-prepared for the world of work and further education.

The curriculum also actively promotes equality, diversity, and British Values—including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs—ensuring students are equipped to contribute positively to life in modern Britain.

Our aim is to empower all students with the confidence, resilience, and critical thinking needed to navigate the complexities of modern life and to thrive as responsible, active citizens in modern Britain.



Unit 1	Subject: Personal Development (CEIAG Focus)	Unit title: 1 How to take care of your money	Term: Summer 2
<p>Knowledge (Learn that):</p> <ul style="list-style-type: none"> • Learn that a budget compares income and expenditure, and that managing money wisely means distinguishing between needs and wants. • Learn that people can earn income in different ways (e.g. jobs, self-employment, apprenticeships) and that the minimum and living wage are legal protections for workers. • Learn that advertising and marketing influence spending decisions, and being a critical consumer helps make more conscious, ethical, and informed choices. 	<p>Core Vocabulary: Budget, incomes, expenditure, need, want, inflation, minimum wage, living wage, critical consumer, emergency fund, freelance, self-employed, conscious consumerism, impulse buying, cost of living</p>	<p>Teaching Sequence:</p> <p>L1: Spending Decisions L2: How to Budget L3: Getting a Job L4: Impact of Inflation L5: Being a Critical Consumer L6: Budgeting for a Holiday</p>	
<p>Disciplinary aims:</p> <ul style="list-style-type: none"> • Develop the ability to apply knowledge about puberty, hygiene, diet, sleep, and 	<p>Vocabulary to retrieve: British Values, individual liberties</p>		



<p>exercise to make responsible and healthy lifestyle choices that support physical and emotional wellbeing.</p> <ul style="list-style-type: none">• Learn to reflect on personal choices and demonstrate self-discipline, respect, and empathy when discussing sensitive topics and managing changes during puberty.		
---	--	--

Links to other units:

It builds on the primary and KS3 curriculum where students have learnt:

- Understanding the concept of saving and spending, the value of money, and making choices about money
- Applying knowledge of decimals to budgeting and prices
- Careers (Gatsby) – Begin to understand different types of work and income sources

The knowledge gained in Unit 1 on finance and careers forms the foundation for future financial literacy and careers education. It introduces students to key concepts such as the difference between needs and wants, which are built upon throughout the curriculum. Financial education is revisited and developed in Unit 2 (My Personal Brand), Unit 3 (Financial Decision-Making), Unit 4 (LMI and Careers), Unit 5 (Careers and Finance), and Unit 6 (Being Independent).

In Unit 3, students further develop their understanding by learning how to read a bank statement, comparing different types of payment cards and savings accounts, and exploring sources of income and employment.



In Unit 4, they focus on decision-making and careers education in preparation for GCSE options, considering a range of future pathways.

Unit 5 prepares students for mock interviews and work experience, focusing on applications, workplace expectations, and employability skills. Finally, in Unit 6, students revisit financial literacy in the context of independence, covering budgeting, take-home pay, and post-16 options.

Links to the national curriculum:

- Making financial decisions including saving, borrowing, budgeting and making financial choices.
- Different types of employment and income.
- Concepts of interest, loan, debt and tax.
- How to assess the reliability of sources of information, including online.
- To recognise and manage the influence of advertising and peer influence on financial choices.

Unit 2	Subject: Personal Development (CEIAG Focus)	Unit title: 2 Financial Decision Making	Term: Summer 2
<p>Knowledge (Learn that):</p> <ul style="list-style-type: none"> • Learn that there are a variety of features and purposes of different types of bank accounts and financial tools, including current accounts, savings accounts, debit, 	<p>Core Vocabulary: Bank account, savings account, current account, interest, debit card, credit card, APR, credit limit,</p>	<p>Teaching Sequence:</p> <p>L1: Spending Decisions</p> <p>L2: How to Budget</p> <p>L3: Getting a Job</p>	



<p>credit, and prepaid cards.</p> <ul style="list-style-type: none"> • Learn how to read and interpret a bank statement to track financial activity, manage spending, and understand transactions. • Learn that saving is important and the concepts of saving, interest, and making responsible choices when using money or credit. 	<p>deposit, overdraft</p> <p>Vocabulary to Encounter: ISA, balance, transactions, direct debit, statement</p>	<p>L4: Impact of Inflation</p> <p>L5: Being a Critical Consumer</p> <p>L6: British Values - Budgeting for a Holiday (Individual Liberties)</p>
<ul style="list-style-type: none"> • Disciplinary aims: • Develop critical thinking about personal money choices and the consequences of borrowing vs saving. • Analyse real-world financial documents like bank statements to build financial literacy. • Understand how financial behaviour impacts future independence and wellbeing. 	<p>Vocabulary to retrieve:</p> <p>Budgeting, income, spending, needs, wants, responsibility, risk, planning</p>	

Links to other units:

It builds on the Unit 1 curriculum where students have learnt:

- **Budgeting** in Unit 1
- **Consumer Responsibility** – understanding advertising, credit, and informed choices



- **Online Safety** – protecting personal information in banking and digital finance

knowledge gained in Unit 2 (Finance) builds on knowledge students have acquired in previous units notably where students were introduced to the concepts of needs, wants and budgeting – which are now explored in greater depth with reference bank statements, different types of credit and the importance of saving.

Students will revisit these themes of financial literacy in unit 5 (Finance and Careers) where they cryptocurrencies, identifying scams and money mules.

Links to the national curriculum:

- **PSHE (non-statutory guidance):**
- Managing money: income and expenditure, budgeting, saving and credit
- Understanding financial products and services
- Recognising how financial decisions can impact long-term wellbeing
- **Citizenship (KS3):**
- Understanding personal and economic responsibilities
- Exploring systems that affect financial and consumer rights