

Elms School



Key Stage 4

Pathways At the start of Year 10, pupils at Elms School will start the courses that will lead them to their first major set of qualifications at the age of 16. Most of these are compulsory at Elms school as everyone needs to study English, Maths, Science, Religion, PHSE, Physical Education, Art, Food and two options.

Careers and Next Steps

There are various websites which pupils and parents/carers can access to support their decision making and where key subject choices could determine future job choices. –

[Careers advice - job profiles, information and resources | National Careers Service](#) Provides information, advice and guidance to help individuals make decisions on learning, training and work. Young people can explore over 800 different career profiles and learn more about skills needed for potential new careers.

[icould](#) Young people can explore a range of different career options and be inspired by real life stories from those who are currently following those career pathways.

[Careers - BBC Bitesize](#) - This website is packed full of resources for young people to understand more about the world of work, including advice from people who have found the right path for them. The website also provides access to many BBC programmes featuring careers and the world of work.

[Success at School: Careers advice for schools and students](#) - Careers Advice for students and parents. Young people and parents can explore careers, find out about top employers, and search for the latest advice, jobs, courses and more. Parents can register for their own newsletter and you can download student and parent guides.

All further education and training providers, university and apprentice providers have key subject and career information on their own websites.



Careers Provision at Elms

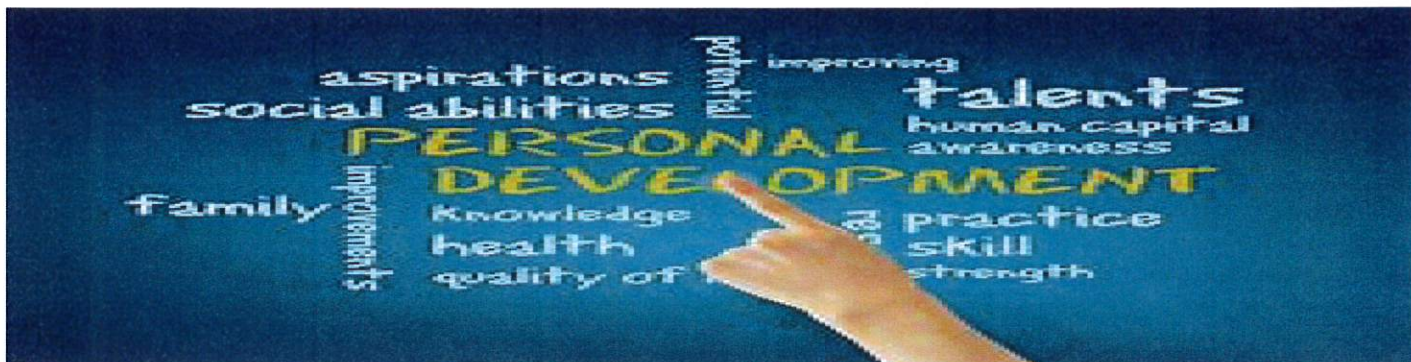
A principal aim of Elms careers programme is to prepare young people for life beyond school and college. Elms School is committed to providing a comprehensive and high quality careers programme, to support all of our students' knowledge and understanding of how to manage their own lifelong learning and career path. Our programme aims to raise all students' aspirations, irrespective of age, background, ability or SEND, and to develop our students' employability skills across the school so that they are best prepared for their lives both during their time at Elms, and in the future.

This is an outline of our careers programme. Please note that this may be subject to change, as opportunities come up, for example. Not also, that not all events are available for all students (some companies or providers stipulate small groups, for example). A number of events are integrated into the school careers & PSHE programme, as well as specific events that are organised (as and when opportunities arise) to enable all pupils to have access to careers information. Elms school also offer providers an opportunity to come into school to speak to pupils and/or their parents/careers during the academic year.

Elms School Pathway to Employment

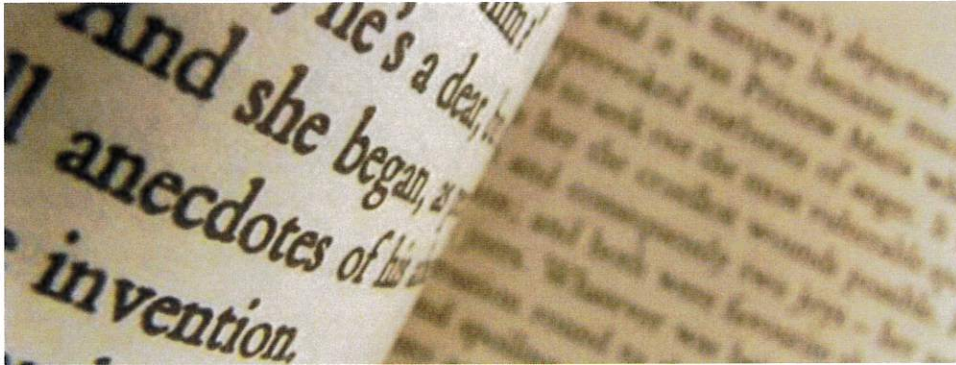
Year 7	<p><u>Exploring the future.</u></p> <p>Tutorial PHSE help pupils to self-evaluate their 'strengths' and 'areas to develop' to make decisions. Jobs, roles and sectors that are new to the job market. Taught through the Jigsaw PHSE program: British values; diversity; identity; community; finance; barriers and solutions; responsibilities</p>	
Year 8	<p><u>Exploring the pupils' interests.</u></p> <p>Tutorial PHSE help pupils to self-evaluate their 'strengths' and 'areas to develop' to make decisions. Complete Virtual Work Experience. Pupils have access to impartial careers guidance through KSent special schools network and the Kent & Medway Enterprise Careers hub.</p>	<p>In addition to specific careers related learning, students have access to the following:</p> <ul style="list-style-type: none"> •Careers Week promoting previous jobs of teacher. •Work experience opportunities •Assemblies from a range of employers/ employees •Curriculum areas linking their subjects to careers. •External career fair opportunities for year 9,
Year 9	<p><u>Focus on building aspirations</u></p> <p>Tutorial PHSE to help pupils form a deeper understanding about themselves and their future (hopes, interests and ambitions). Links to careers are made throughout the academic year in subjects and PSHE topics. Option choices assembly / fair.</p>	

Personal Development



Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, peer on peer abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media Risk and emergency contacts Positive and negative relationships	Equality including in the workplace, in society, in relationships Equality Act 2010 Vulnerable groups including disability and hidden disability Workplace expectations Rights and responsibilities Power and control in relationships, coercive control Benefits of multi-cultural societies Equity, equality and inequality My health	Impact of physical health in reaching goals, relationships and reaching goals, resilience, work/life balance, connections and impact on mental health, balanced diet, vital organs, blood donation, benefits of helping others, online profile and impact on future goals and employability	Improving health, mental health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, substances and the body, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, intimacy, healthy relationship with self Attraction, love, lust Relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, Impact on family understanding love, fake news Pornography	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support
Year 11 (15-16)	Becoming an adult. Age limits and the law Relationships and the law, consent, coercive control, peer on peer abuse, domestic abuse, honour-based, violence, arranged and forced marriages The Equality Act 2010 The law on internet use and pornography Social media concerns, sexting Keeping safe, emergency situations, key advice, first aid, scenarios and consequences		Anxiety, solution focused thinking, sleep, relaxation, Aspiration on; career, finances, budgeting, borrowing, relationships, Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, employment, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility issues, contraception, consent, pregnancy facts and myths, pregnancy choices including adoption, abortion, bringing up a baby, financial implications, identifying a range of risks including rape and strategies for staying safe Expectations in relationships	Stages of intimate relationships, positive and negative connotations of sex, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, peer on peer abuse, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	

English Language



Career Options

English is central to all careers nowadays. In every workplace, you will need to communicate effectively, whether in writing or verbally. If you love English, careers that use these skills a lot include teaching, journalism, and advertising.

Subject content

Paper 1: • In preparation for section A, pupils will read a range of literature fiction texts to consider how writers use narrative and descriptive techniques to capture the interest of readers.

- In section B, pupils will write their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a stimulus.

Paper 2: • In preparation for section A, pupils will read linked sources from different time periods and genres and consider how each presents perspectives to influence the reader.

- In preparation for section B, pupils produce written texts to specified audience, purpose and form in which they give their own perspective.

Pupil will complete the exam pathway to match their ability level from Entry Level, Functional skills to GCSE.

Assessment

Qualification aims and objectives.

Paper 1:

Reading (40 marks) (25%) – one single fiction text 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2:

Reading (40 marks) (25%) – two linked texts 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Speaking and listening

A short speech on a topic of the pupils choice with questions to prompt further speaking.

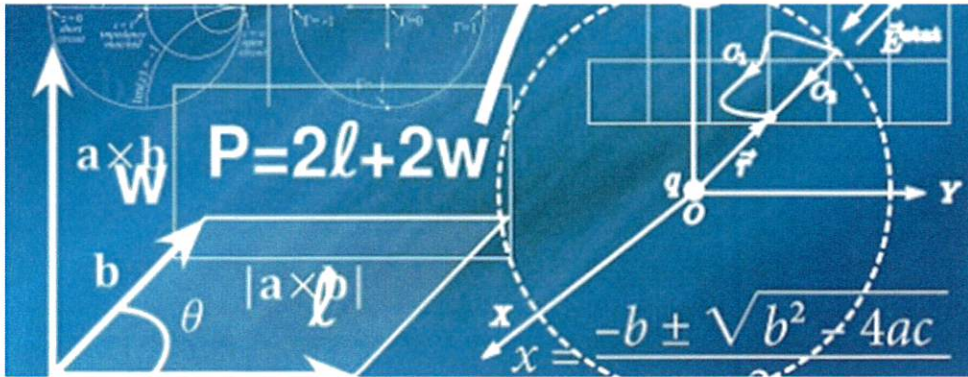
Why Study ...?

English language will increase your employability. Through the development of your reading, writing and spoken skills, you will become more creative thinkers and more confident speakers. Being able to express yourself clearly is a fundamental life skill.

Mathematics

Career Options

Mathematics is required by most employers in the majority of career paths including: Engineering, Surveying, Science related fields, Education, Accounting, Management, and many more



Subject content

Mathematics subject content has been designed to ensure that all students will develop confidence and competence with both the basic foundation content and the additional foundation content.

The content is organised into broad topic areas:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry
5. Probability
6. Statistics

The subject content will be delivered in a way that will allow all pupils to

1. use and apply standard techniques,
2. reason, interpret and communicate mathematically
3. solve problems within mathematics and in other contexts

Assessment

Qualification aims and objectives.

All pupils will study for Mathematics at either GCSE, Functional Skills or Entry Level.

The course will enable all pupils to

- develop fluency, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

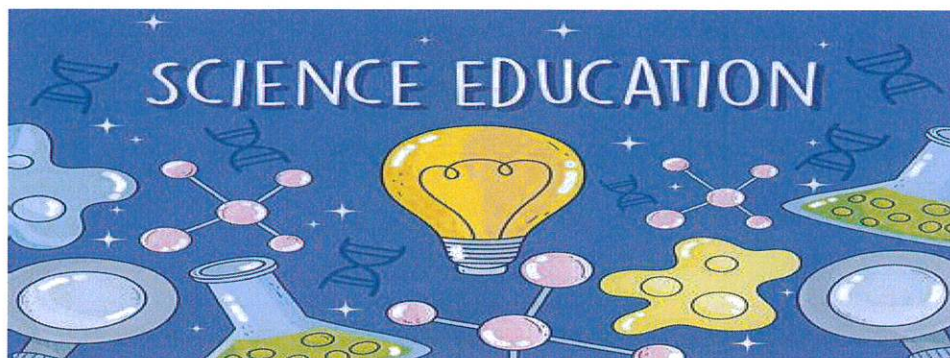
All pupils will be entered at a level that will maximise their final grade.

Assessment could take place at a number of point throughout the academic year when the learner is capable of pass that course. GCSE exam will take place at the end of Year 11.

Why Study ...?

GCSE Mathematics is highly valued by employers and is often a key requirement for entry into apprenticeships, further and higher education. You will further develop your fluency, reasoning and analytical skills. These skills will be invaluable in your life beyond school.

Science



Career Options

Examples of careers opportunities include: medicine; physiotherapist; chemist; beautician; plumber; nurse; surveyor; engineer; farmer; sports trainer; lawyer; journalist; computer games developer.

Subject content

The specification comprises six components. Each component has two assessments: one externally set and one internally set.

The six components meet the Programme of Study Key Stage 4 requirements.

Biology

- 1. Component 1- Biology: The human body
- 2. Component 2 - Biology: Environment, evolution and inheritance

Chemistry

- 3. Component 3 - Chemistry: Elements, mixtures and compounds
- 4. Component 4 - Chemistry: Chemistry in our world

Physics

- 5. Component 5 - Physics: Energy, forces and the structure of matter
- 6. Component 6 - Physics: Electricity, magnetism and waves

Assessment

Qualification aims and objectives.

Students should submit evidence from **all six** components.

How it's assessed

- Externally-set assignment: 45 minutes
- each test is worth 20 marks
- weighting 57%

Class assignments

Students must submit evidence for **all six** components. These are assessments of practical tasks set by the teacher and marked against the marking criteria provided in the Scheme of assessment.

- Teacher-devised assignment
- each piece of practical work is worth 15 marks
- weighting 43%

Why Study ...?

Science provides a foundation for many science-related and unrelated careers. The course aims to: - develop scientific knowledge through the disciplines of biology, chemistry and physics as well as enabling pupils to understand the nature, processes and methods of science through different types of scientific enquiry that help them answer scientific questions about the world around them.

Physical Education



Career Options

PE Teacher
Sports Coach
Physiotherapist
Armed Forces
Uniformed Services

Subject content

Pearson BTEC Level 1 Introductory Award in Sport

Unit A2: Developing a Personal Progression Plan

This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

Unit SP5: How Exercise Affects the Body

In this unit, you will carry out tests to measure how exercise affects your body. You will explore how your heart, lungs, muscles and bones work together to help you perform. You will show your skills and your understanding of this subject through practical activities and by carrying out tests.

Assessment

Qualification aims and objectives.

Unit A2: Developing a Personal Progression Plan

In this unit you will:

- A Explore the skills and behaviours needed to meet personal progression goal.
- B Produce a progression plan to meet intended progression goal.

Unit SP5: How Exercise Affects the Body

In this unit you will:

- A Carry out tests to measure the effects of exercise on the body.
- B Manage information and communicate test results.

Why Study ...?

This course is ideal for anyone who has a passion for PE, sport, fitness, health and wellbeing or a love of being active. It will help you to understand the importance of being fit, how to plan and complete your own training sessions, how to improve your sporting performance and develop your skills as a Leader.

This course is NOT 100% practical based. You will have most of your lessons in a classroom

BTEC Home Cooking



Career Options

This course could lead to entry into any hospitality or catering based professions or apprenticeship. It also provides life skills of food preparation and cooking that you need for independent living.

Subject content

Learners will gain understanding of how to economise when planning meals to cook at home. The unit will encourage learners to transfer skills learnt to other recipes to continue cooking for themselves and their families and to inspire others by passing on their knowledge. The unit is based on the proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing.

Assessment

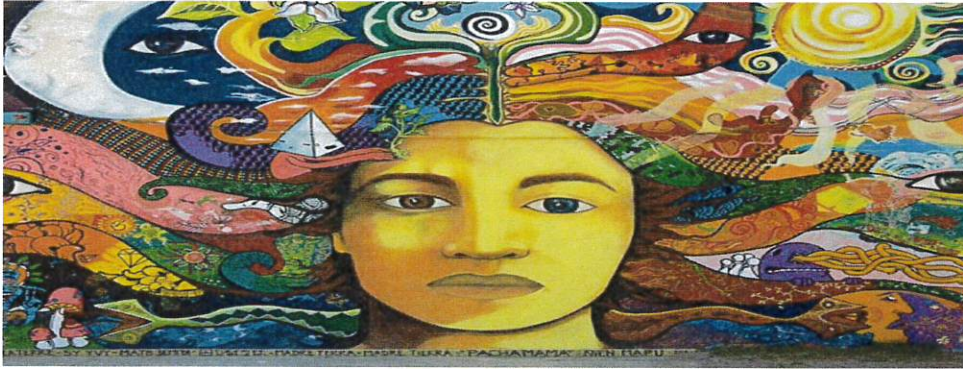
Qualification aims and objectives.

- 1.1 Plan a nutritious two-course meal.
- 2.1 Select and prepare ingredients for recipes for a nutritious, two-course meal.
- 2.2 Use cooking skills when following the recipes.
- 2.3 Demonstrate food safety and hygiene throughout the preparation and cooking process.
- 2.4 Apply presentation skills when serving the meal.
- 3.1 Explain ways to economise when cooking at home.
- 4.1 Identify ways information about cooking meals at home from scratch has been passed on to others.

Why Study ...?

This is a great course to lead onto a wide range of career areas such as Chef de partie, Commis chef, Concierge, Executive chef, Front of house manager, Head waiter, Housekeeper, Maître d'hôte, Pastry chef and Sous chef. The hospitality industry is the 4th biggest employer in the UK, account for 3.2 million jobs through direct employment and further 2.8 million indirectly, which makes studying for a career within industry a worthwhile choice.

ART



Career Options

Fine Art prepares you for a variety of careers by encouraging your creative process – showing you how to refine and develop an idea in a way that will be central to any creative career – in particular careers in design, fashion or marketing.

Subject content

If you have a particular passion to create art through drawing, painting, mixed-media and other art-based processes, and want to increase your practical skills and improve your analytical, communication and research abilities, then Fine Art is a great choice for you. A Fine Art course helps you to develop a way of seeing things and making sense of the world around you in a unique and personal way. Expressing your own thoughts, concepts and ideas is a truly important aspect of ourselves. We have explored such themes such as 'Identity', 'Icons', 'Portraiture', 'Current Events', 'Natural Based Forms' and many other themes that can be interpreted in many personalised ways. Art students are required to develop knowledge, understanding and skills relevant to Fine Art through integrated practical, critical, and contextual study that encourages direct engagement with original works and practice within the world of both contemporary and historical art practice. Students may work in any medium or combination of media, including digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.

Assessment

Qualification aims and objectives.

- Component 1 Portfolio 60%: produce a sustained project and a selection of further work that represents the course of study. You will produce an arrangement of work that will be developed from different starting points and themes that will lead you to create and develop your own ideas.
- Component 2 Externally set assignment 40%: There is an externally set task paper. You get plenty of preparation time, plus ten hours of supervised time. This project will be your individual choice and you decide how you approach it, including the choice of materials. It is a real opportunity to show off those Fine Art skills in an independent assignment.
- AO1: Develop ideas through investigations.
- AO2: Exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights.
- AO4: Demonstrates understanding of visual language.

Why Study ...?

The transferable skills you'll gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers. ART based study can be defined as practice that involves the development of personal work and lines of enquiry determined by the need to explore an idea, convey an experience, or respond to a theme or issue.

3D Design



Career Options

Fine 3D design prepares you for a variety of careers by encouraging your creative process – showing you how to refine and develop an idea in a way that will be central to any creative career – in particular careers in design, sign making or marketing.

Subject content

Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

Knowledge and understanding

To show how sources relate to historical, contemporary, cultural, social, environmental and creative contexts.

To generate ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission. Understand different materials, wood, plastics, metals and textiles and their properties.

Skills

To use three-dimensional techniques and processes, appropriate to students' personal intentions, for example: model making, constructing, surface treatment, assembling and modelling.

Assessment

Qualification aims and objectives.

- Component 1 Portfolio 60%: produce a sustained project and a selection of further work that represents the course of study. You will produce arrange of work that will be developed from different starting points and themes that will lead you to create and develop your own ideas.
- Component 2 Externally set assignment 40%: There is an externally set task paper. You get plenty of preparation time, plus ten hours of supervised time. This project will be your individual choice and you decide how you approach it, including the choice of materials. It is a real opportunity to show off those 3D design skills in an independent assignment.
- AO1: Develop ideas through investigations.
- AO2: Exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights.
- AO4: Demonstrates understanding of visual language.

Why Study ...?

The transferable skills you'll gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers. 3D design based study can be defined as practice that involves the development of personal work and lines of enquiry determined by the need to explore an idea, convey an experience, or respond to a theme or issue.

Digital Skills



Career Options

Web designer • programmer • IT support • APP designer • Animator • Video game designer • Illustrator • IT jobs that do not exist yet

Subject content

The objectives of this qualification are to enable learners to:

- understand how to protect devices and data
- communicate socially and professionally using technology apply digital skills in personal and business situations
- use digital resources to facilitate own career progression
- apply digital skills in personal and business situations
- understand how to maintain safety and security when using data and devices find and use information
- use digital resources to facilitate own learning and career progression
- communicate socially and professionally using technology
- use word processing software to create straightforward text and documents

Assessment

Qualification aims and objectives.

Mandatory units

Level 1

Unit 01 Using and managing information.

Unit 02 Keeping yourself and others safe when using digital devices.

Unit 03 Communicating and collaborating online.

Unit 04 Digital career development.

Level 2

Unit 01 Find and use information.

Unit 02 Safety and security when using data and digital devices.

Unit 03 Communicating and collaborating online.

Unit 04 Using word processing software.

Why Study ...?

If you enjoy being using IT, want to increase your practical skills and improve your use of different applications, Digital Skills is a great choice. Learning IT skills in the modern world is a way of making things more efficient and making sense of the world around you. It can help you with further study and prepare you for the world of work.

Graphics Communications



Career Options

Artist • Fashion design • Graphic design • Theatre designer • Animator • Video game designer • Illustrator • Museum curator • Photographer • Architecture • Product design • Textiles design • Ceramics • Advertising • Publishing • Interior design • Fashion and media journalism • Hair and make-up design • Retail

Subject content

If you have a particular interest in creating imagery and responses that relates to the Graphic and Advertising Industry through the use of digital editing software and more traditional drawing and artistic methods, then the Graphic Communication course could be your choice. Be aware that a significant amount of time is spent using a PC in this subject. We have explored in the past Design Briefs that have looked at 'Company Re- Branding', 'Book Illustration', 'Experimental Typography', 'Magazine Covers' that have allowed students to explore their own ideas. Graphics helps to develop a way of seeing things and making sense of the world around you, especially the communication of imagery that surrounds us in our daily lives. It can help you with further study and prepare you for the world of work. Students are required to develop knowledge, understanding and skills relevant through integrated practical, critical, and contextual study that encourages direct engagement with original works and practice within contemporary and historical Design contexts.

Possible areas studied: • Digital media • Illustration • Advertising • Packaging design • Communication graphics

Assessment

Qualification aims and objectives.

- Component 1 Portfolio 60%: You will produce arrange of Graphic communication work that will be developed from different Design Briefs and Starting points that will lead you to creating and developing your own ideas and responses through digital applications.

- Component 2 Externally set assignment: There is an externally set task paper. You get plenty of preparation time, plus ten hours of supervised time. This is worth 40 % of your total marks. This project will be your individual choice and you decide how you approach it, including the way that you create your outcomes using Graphic Design methods and approaches.

Components 1 and 2. • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Why Study ...?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, graphic communication is a great choice. Art and design subjects are a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work. Learn how to design visual materials to convey information, ideas, meaning and emotions in response to a given or self-defined brief. Areas of study include communication graphics, advertising, branding, package design and typography

Textiles



Career Options

Fine Textiles prepares you for a variety of careers by encouraging your creative process – showing you how to refine and develop an idea in a way that will be central to any creative career – in particular careers in design, fashion or marketing.

Subject content

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Within the context of textile design, students will demonstrate the ability to use textile design techniques and processes, appropriate to students' personal intentions, for example: weaving, felting, stitching and printing.

Knowledge and understanding

Show how sources relate to cultural, social, historical, contemporary, environmental and creative contexts which might be determined or influenced by functional or non-functional considerations.

To generate ideas, feelings, forms, and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints.

Assessment

Qualification aims and objectives.

- Component 1 Portfolio 60%: produce a sustained project and a selection of further work that represents the course of study. You will produce an arrangement of work that will be developed from different starting points and themes that will lead you to create and develop your own ideas.
- Component 2 Externally set assignment 40%: There is an externally set task paper. You get plenty of preparation time, plus ten hours of supervised time. This project will be your individual choice and you decide how you approach it, including the choice of materials. It is a real opportunity to show off those Textile skills in an independent assignment.
- AO1: Develop ideas through investigations.
- AO2: Exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights.
- AO4: Demonstrates understanding of visual language.

Why Study ...?

The transferable skills you'll gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers. Textile based study can be defined as practice that involves the development of personal work and lines of enquiry determined by the need to explore an idea, convey an experience, or respond to a theme or issue.