

Careers, Preparation for Adulthood & Post-16- Entitlement Framework 2026–2027

Preparing for Adulthood and a Life of Choice and Opportunity

At Pencalenick, preparing young people for adulthood is not something that begins in Year 11. It runs throughout school life.

Our aim is to help every pupil develop the skills, confidence, experiences, independence and self-belief they need for life beyond Pencalenick.

Careers education is part of this, but it is only one part. Preparation for life also happens when a pupil travels somewhere new, stays in Residential, joins a club, takes responsibility, completes an AQA Unit Award, volunteers, speaks up about something that matters to them, learns how to keep themselves safe or discovers something they did not know they could do.

Every pupil's journey will be different. Our role is to make that journey ambitious, meaningful and relevant to them.

Our Foundations

Four principles run through our approach.

Protective Behaviours

Pupils learn about their right to feel safe, recognise their own feelings, develop networks of support and understand the difference between feeling safe, taking positive risks and being unsafe. These skills matter in school, relationships, the community and future workplaces.

Belonging & Mattering

Pupils should feel safe, known, valued and that they make a difference. A strong sense of belonging provides the foundation from which young people can participate, take appropriate risks, develop confidence and imagine a future for themselves.

Pupil Voice & Empowerment

We want pupils to experience having a voice, not simply be asked for their opinion. Regular pupil voice and half-termly empowerment opportunities help pupils make

choices, influence change and increasingly participate in decisions about their own lives and futures.

Restorative Practice

We help pupils develop relationships, understand the impact of their actions, repair harm and move forward. Communication, empathy, problem solving and taking responsibility are skills for school, work, relationships and adult life.

Together these foundations support our wider ambition:

Pupils are seen, celebrated and experience success

The Pencalenick Entitlement

Across Years 7–11, pupils are entitled to opportunities in six connected areas.

Know Myself & Have a Voice

Recognising strengths and interests, expressing preferences, making choices, contributing to pupil voice and becoming increasingly involved in decisions about the future.

Build Skills for Life & Work

Developing the eight Skills Builder skills alongside communication, independence, self-advocacy, resilience and practical skills for everyday life.

Experience the World

Learning beyond the classroom through visits, community learning, employers, workplaces, cultural experiences, sport, creativity, outdoor learning and experiences beyond pupils' everyday lives.

Participate, Lead & Contribute

Joining clubs, taking responsibility, volunteering, participating in leadership opportunities and making a meaningful contribution to school and the wider community.

Prepare for Adulthood

Developing across the four Preparation for Adulthood areas:

Careers • Independent Living • Friends, Relationships & Community • Good Health

Prepare for My Next Step

Exploring careers and post-16 possibilities, meeting employers and providers, experiencing workplaces, receiving appropriate careers guidance and preparing carefully for transition beyond Pencalenick.

Opportunities for Every Pupil

The entitlement is brought to life through a growing range of experiences across the school.

Duke of Edinburgh

From **September 2026**, our Duke of Edinburgh programme provides pupils with structured opportunities to develop independence, volunteering, physical activity, skills, teamwork and expedition experiences.

DofE is not separate from Preparation for Adulthood: it provides real opportunities for pupils to practise the skills they will need beyond school.

AQA Unit Award Scheme

From **September 2026**, AQA Unit Awards provide another way of recognising pupils' achievements.

Units can recognise practical, vocational and personal development across areas such as employability, independent living, community participation, environment and outdoor learning, sport and wellbeing, creative activities, leadership and practical skills.

This means that meaningful achievements which may not sit within a traditional qualification can still be recognised and celebrated.

Residential

Our Residential provision provides opportunities for pupils to experience greater independence away from the classroom.

Across their time at Pencalenick, pupils will have opportunities to access the school's Residential offer, with experiences designed to develop practical living skills, relationships, confidence, routines, decision-making and independence.

Residential is therefore an important part of our **Preparation for Life** offer rather than something separate from the school day.

Leadership & Volunteering

Pupils have opportunities to take responsibility and make a contribution through our Leadership & Volunteering programme.

Opportunities include School Leaders, Helping Friends, Planet Protectors, Show Team, School Helpers, Sport Leaders, Community Helpers, Job Skills and Creative & Tech.

The emphasis is on genuine participation: doing something useful, developing skills and understanding that pupils can make a difference.

Clubs & Enrichment

Clubs give pupils opportunities to discover interests, develop friendships, try something new and build skills outside formal lessons.

Alongside enrichment events, trips, visitors, workshops and community experiences, they form an important part of our cultural capital offer.

We want pupils to leave Pencalenick having experienced more of the world than when they arrived.

A Journey from Year 7 to Year 11

Our entitlement develops as pupils move through school.

YEAR 7 — DISCOVER ME <i>Who am I? What do I enjoy? What am I good at?</i>
YEAR 8 — EXPLORE POSSIBILITIES <i>What can I try? What is happening beyond school?</i>
YEAR 9 — BUILD MY FUTURE <i>What might adulthood look like for me? What choices do I have?</i>

YEAR 10 — EXPERIENCE & PREPARE <i>How can I use my skills in real situations?</i>
YEAR 11 — MY NEXT STEP <i>Where am I going next? What will help me get there?</i>

This is a progression rather than a checklist. Experiences are adapted to pupils' pathways, communication, needs, aspirations and individual starting points.

2026–27 Programme

Our monthly programme connects Careers, Preparation for Adulthood and Post-16 with our existing **Assembly and Pupil Voice & Empowerment Calendar**.

AUTUMN 1 — I BELONG

September

Belonging • Strengths • Participation • New Opportunities

The year begins with belonging: knowing our school, recognising our strengths and understanding that everyone has something to contribute.

September also sees the start of our **Duke of Edinburgh and AQA Unit Award opportunities**, alongside clubs, Skills Builder and Leadership & Volunteering.

Pupils begin exploring the opportunities they would like to experience during the year.

October

Community • Contribution • Voice • Independence

Pupils take learning beyond the classroom through community experiences, volunteering, leadership and practical independence.

Our first **Empowerment Event** gives pupils an opportunity to turn pupil voice into action.

AUTUMN 2 — HOW WE TREAT ONE ANOTHER

November

Relationships • Rights • Respect • Responsibility

Anti-Bullying Week and **UK Parliament Week** provide opportunities to explore relationships, rights, voice and responsibility.

Protective Behaviours and restorative approaches help pupils think about safe relationships, speaking up, resolving difficulties and how we treat others — important skills for relationships, communities and workplaces.

Our **Autumn Careers Fair** introduces pupils to people, workplaces and possibilities beyond school.

December

Giving • Volunteering • Teamwork • Community

Pupils use their skills to contribute through volunteering, enterprise, performance and community activity.

The term provides opportunities to celebrate achievement across DofE, AQA Unit Awards, leadership, clubs, Skills Builder and enrichment.

SPRING 1 — I KNOW MYSELF AND KEEP MYSELF SAFE

January

Knowing Myself • Safety • Skills • Confidence

Pupils explore strengths, feelings, personal safety and the skills they use in different situations.

Protective Behaviours, Skills Builder and Preparation for Adulthood come together through practical activities about independence, communication, decision-making and positive risk-taking.

A further **Empowerment Event** provides an opportunity for pupils to make decisions and influence change.

February

Safe Futures • Work • Choices • Next Steps

National Apprenticeship Week helps pupils discover different routes into adulthood and employment.

Older pupils explore post-16 options, workplace expectations, applications and interviews, while younger pupils encounter a wider range of jobs and possibilities.

SPRING 2 — IDENTITY, CULTURE AND DIFFERENCE

March

Careers • Identity • Opportunity • Aspiration

National Careers Week, alongside wider awareness and cultural events, provides opportunities to explore the diversity of people, careers and pathways available.

Our **Spring Careers Fair** focuses on **skills in the world of work**, helping pupils connect their own developing skills with real occupations.

Our half-termly **Empowerment Event** continues to develop pupil influence and participation.

April

Culture • Community • Independence

Learning focuses on experiencing the wider world, developing independence and recognising different communities, cultures and ways of living.

Community learning and cultural experiences broaden pupils' horizons and help develop the knowledge and confidence needed to participate beyond school.

SUMMER 1 — THE WORLD BEYOND THE CLASSROOM

May

Experience • Work • Community • Adventure

This half term deliberately gets pupils out into the world.

Work-related learning, employer encounters, community experiences, DofE, Residential, outdoor learning, volunteering and enrichment provide opportunities to practise skills in real situations.

STEM and teamwork activities also support preparation for the **2027 LEGO League event at the naval base in Cornwall.**

Another **Empowerment Event** gives pupils opportunities to influence and contribute.

SUMMER 2 — MY FUTURE AND MY INFLUENCE

June

Opportunity • Cornwall • Participation • Future

The **Royal Cornwall Show, Blue Light Day and Sports Day** provide very different opportunities to encounter organisations, careers, communities and experiences.

Our **Summer Careers Fair** has a stronger **My Next Step** focus, bringing together post-16 providers, employers, training and community opportunities.

July

Achievement • Transition • Celebration

July celebrates the journey pupils have made.

The **Summer Fair** provides opportunities for enterprise, hospitality, creativity, volunteering and leadership.

For Year 11, **Graduation and Prom** recognise their achievements and mark their transition beyond Pencalenick.

The final **Empowerment Event** celebrates pupil influence, participation and contribution.

Across school we celebrate achievements from **AQA Unit Awards, DofE, Skills Builder, Leadership & Volunteering, clubs, enrichment, qualifications and personal achievements.**

One Programme — Many Opportunities

The important thing is not that every pupil completes exactly the same activities.

It is that every pupil has a rich and ambitious entitlement to:

belong • have a voice • feel and keep safe • build relationships • develop skills • become more independent • experience culture • contribute • lead • volunteer • experience workplaces • understand their choices • achieve • prepare for their next step

Preparing for life — not simply preparing to leave school.

Pencalenick Class Entitlement

Alongside our whole-school Careers, Preparation for Adulthood and Personal Development programme, every class has an important role in preparing pupils for life beyond Pencalenick.

Teachers retain flexibility to plan learning, visits and experiences that respond to the interests, needs and opportunities of their class. However, a pupil's access to important experiences should not depend upon which class they are in.

The **Class Entitlement** therefore sets out the minimum opportunities every pupil should receive each academic year. Classes are encouraged to go beyond this entitlement wherever possible.

Every pupil, every year

Entitlement	Minimum expectation
Careers through the curriculum	Careers and the world of work are explicitly connected to classroom learning at least once each half term , helping pupils understand where their learning and skills might be used beyond school.
Preparation for Adulthood	Each half term includes at least one meaningful practical learning experience linked to Employment, Independent Living, Friends/Relationships/Community or Good Health.
Community & Life Skills	Pupils take part in at least one community-based independence/life-skills experience each half term . This could include shopping, ordering food, visiting a café, using community facilities, accessing leisure opportunities, visiting a library, planning a journey or completing a practical task.

Entitlement	Minimum expectation
Travel & Transport	Every pupil has opportunities to develop their understanding of travel and transport at least once each term . This should include practical experience of public transport where appropriate, alongside journey planning, timetables, road safety, asking for help and understanding how they might travel as an adult.
Cultural Capital	Every class provides at least one dedicated cultural-capital experience each term which takes pupils beyond their usual experiences. This could include a beach, woodland, National Trust property, museum, gallery, theatre, heritage site, sporting venue, library, garden or significant Cornish landmark.
World of Work	In addition to whole-school Careers Fairs, every class provides at least two additional encounters with the world of work each year . This could be an employer visit, workplace visit, guest speaker, virtual encounter or employer-supported project.
Skills Builder	The eight essential skills are explicitly taught, recognised and celebrated through classroom learning and experiences. Pupils are helped to understand which skill they are developing and where that skill is useful in adult life .
Leadership & Contribution	Every pupil has opportunities to take responsibility and contribute to something beyond their own learning. This may be through Leadership & Volunteering, classroom responsibilities, pupil voice, community activity, environmental work or supporting a school event.
Clubs & Enrichment	Pupils are actively supported to access the school's clubs and enrichment offer. Where a pupil experiences barriers to participation, staff consider how these can be reduced rather than assuming the opportunity is unsuitable.

Entitlement	Minimum expectation
Pupil Voice & Empowerment	Classes participate in the weekly pupil-voice programme and half-termly Empowerment Events , with communication adapted so every pupil has a meaningful opportunity to contribute.
Belonging & Mattering	Every pupil has regular opportunities to experience success, have achievements recognised, contribute to their class and school and understand that their presence and contribution matter.
Protective Behaviours	Opportunities are used throughout the year to develop pupils' understanding of feeling safe, personal networks, choice and control, positive risk-taking and asking for help — including when learning in the community.
Restorative Practice	Pupils are supported to develop the relationship skills needed for adult life: communicating needs, listening, understanding impact, solving problems, taking responsibility and repairing relationships.
Reflection & Celebration	Following significant trips, visitors, work-related or community experiences, pupils are supported to recognise what they did, what they learned and which skills they used .

The minimum experience

Put simply, regardless of class, during **every academic year** a Pencalenick pupil should experience:

6+ community/life-skills experiences

at least one each half term

3+ cultural-capital experiences

at least one each term

3+ travel and transport learning opportunities

at least one each term

6+ explicit curriculum-to-careers/PfA connections

at least one each half term

2+ additional encounters with employers/the world of work

alongside the whole-school careers programme

6 Empowerment opportunities

one each half term

What counts as a good experience?

The entitlement is **not about creating trips for the sake of meeting a number.**

A supermarket visit in which pupils plan a meal, make a list, travel by bus, locate items, communicate with staff, manage a budget and pay for their shopping could simultaneously develop **independent living, travel, communication, numeracy, careers awareness and several Skills Builder skills.**

Likewise, a visit to a National Trust property could combine **cultural capital, travel training, heritage, communication, community participation, environmental learning and encounters with people working in tourism, hospitality, conservation and land management.**

Equity does not mean identical

Our pupils have different starting points, needs and levels of independence. Fairness does not mean that every pupil completes exactly the same activity in exactly the same way.

For one pupil, travel learning might mean independently reading a timetable and catching a public bus. For another it might mean recognising their vehicle, practising road safety, tolerating a new journey, communicating where they want to go or learning who they can ask for help.

The **experience and ambition are universal; the level of support and intended outcome are personalised.**

Teacher agency

The entitlement deliberately does not prescribe exactly **where** a class must go or **how** teachers must deliver each experience.

Teachers know their pupils and should be able to respond to curriculum learning, pupil interests, local opportunities and individual Preparation for Adulthood outcomes.

Appendix- Bank of opportunities and experiences

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1. Curriculum experiences

Area	Possible experiences and opportunities
English & Communication	Write a CV; complete an application; practice interviews; telephone skills; write professional emails; complete forms; read instructions; follow recipes; read timetables; research jobs; presentations; debates; public speaking; communicate wants/needs; ask for help; speak to unfamiliar adults; customer-service role play; read signs/notices; write reviews; produce posters/adverts; listen and respond; advocate for yourself.
Maths for Life	Money; budgeting; comparing prices; shopping; calculating change; wages/payslips; bills; household budgeting; bank accounts; saving; measuring; cooking quantities; time; timetables; journey times; calendars; appointments; planning events; data; costing an activity; enterprise profit/loss.
Science	STEM careers; experiments; environmental science; health; nutrition; hygiene; first aid links; sustainability; energy; gardening/growing; animal care; scientific workplaces; laboratory careers; engineering; practical problem solving.
Computing/Digital	Online safety; email; online applications; job searching; digital CVs; spreadsheets; coding; LEGO League; robotics; digital creativity; presentations; workplace technology; accessibility technology; scams; passwords; online banking awareness; digital communication.

Area	Possible experiences and opportunities
PSHE/RSHE	Relationships; consent; boundaries; personal safety; Protective Behaviours; Safety Continuum; healthy relationships; friendships; managing conflict; restorative practice; emotional regulation; health; accessing healthcare; money; rights; responsibilities; equality; discrimination; workplace behaviour; self-advocacy; community participation; adulthood.
Humanities	Local area; Cornwall; democracy; Parliament; rights; citizenship; cultures; religions; diversity; heritage; maps; journey planning; local industries; tourism; environment; sustainability; understanding the wider world.
Creative Arts	Art exhibitions; photography; design; crafts; music; DJing; performance; theatre; backstage roles; set/prop design; marketing; creative careers; public performance; Arts Award where appropriate; visiting galleries/theatres.
PE & Sport	Fitness; teamwork; leadership; Sport Leaders; Sports Day; leisure facilities; swimming where offered; walking; outdoor activity; healthy lifestyles; trying unfamiliar sports; sporting venues; sports careers; planning personal activity.
Food/Hospitality	Plan meals; shop; budget; cook; food hygiene; serve others; table setting; washing up; café skills; customer service; hospitality events; menus; catering; preparing food for Residential/events; hospitality careers.
Outdoor/Forest	Forest School; woodland management; tree identification; conservation; gardening; growing food; navigation; maps; orienteering; geocaching; tools; outdoor safety; environmental careers; Woodland Trust projects.
Vocational/Practical	DIY; basic maintenance; practical construction; plumbing activities where appropriate; tools; health and safety; horticulture; enterprise; craft production; workplace routines; following instructions; quality checking.

Area	Possible experiences and opportunities
Across every subject	Explicit career links; “where would I use this in adult life?”; employer links; Skills Builder; communication; independence; problem solving; teamwork; creativity; leadership; staying positive and aiming high.

2. Experiences within the Pencalenick school offer

This is where the breadth becomes particularly strong.

Careers and employment: three Careers Fairs across the year; careers adviser; individual careers guidance; employer encounters; guest speakers; workplace visits; work experience; careers linked to subjects; CVs; applications; interview practice; careers research; National Careers Week; National Apprenticeship Week; encounters with training providers; supported-employment awareness; supported internships; apprenticeships; job sectors; challenging stereotypes; transition support.

Preparation for Adulthood: independent living; shopping; cooking; budgeting; laundry; making a bed; looking after possessions; personal organisation; accessing services; communication; healthy living; relationships; community inclusion; employment preparation; decision-making; choice and control.

Residential: staying away from home; evening routines; preparing meals; cooking; washing; laundry; bedding; sharing spaces; leisure time; relationships; personal organisation; increased independence; asking for support; preparing Residential spaces; practical household skills.

Duke of Edinburgh: volunteering; physical activity; developing a skill; planning; expedition experiences; navigation; teamwork; resilience; outdoor learning; preparation; equipment; food planning; positive risk-taking; reflection and achievement.

AQA Unit Awards: recognised achievement across employability, life skills, independent living, community participation, environmental learning, leadership, sport, creative learning, hospitality, STEM, practical skills and other appropriate curriculum experiences.

Skills Builder: Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork — taught explicitly and then recognised across real experiences.

Leadership & Volunteering: School Leaders; Helping Friends; Planet Protectors; Show Team; School Helpers; Sport Leaders; Community Helpers; Job Skills; Creative & Tech; increasing levels of responsibility; volunteering; contributing to school improvement.

Clubs: sport; creativity; music; practical activities; outdoor activities; technology; special interests; social opportunities; trying something new; pupil-led opportunities.

Voice & empowerment: weekly voice questions; class discussion; accessible communication; surveys; school improvement voice; careers/destination voice; half-termly Empowerment Events; contributing to EHCPs; making choices; influencing decisions; representing others; leadership meetings.

Whole-school events: assemblies; awareness days/weeks; Careers Fairs; Blue Light Day; Sports Day; Summer Fair; performances; charity events; fundraising; celebration events; Graduation; Prom; enrichment days; theme days.

Cultural capital: theatre; music; art; museums; heritage; sport; nature; significant places; experiences beyond Cornwall; London; PGL/residential experiences; visiting somewhere pupils have never been; meeting people with different experiences and occupations.

Belonging & Mattering: being known; experiencing success; having achievements noticed; contributing; being trusted with responsibility; celebrating individual strengths; belonging to a club/team; pupil leadership; seeing your contribution make a difference.

Protective Behaviours: right to feel safe; Safety Continuum; early warning signs; networks; asking for help; choice/control/time; safe and unsafe situations; positive risk-taking; safety in relationships; community safety; workplace safety.

Restorative Practice: resolving disagreement; listening to another perspective; understanding impact; repairing harm; taking responsibility; problem solving; rebuilding relationships; working successfully with others.

3. Class-based entitlement experiences

Regardless of teacher or class, pupils could expect opportunities to:

- make at least **six meaningful community/life-skills connections or experiences each year**, such as shopping, café skills, using local facilities, cooking for a purpose or completing an everyday-life task;

- experience at least **three deliberately planned cultural-capital opportunities**, including experiences such as coast/beach, heritage, National Trust, museum/gallery, theatre/performance, nature, sport or another significant place;
- have at least **three travel and transport learning experiences**, including public transport where appropriate, journey planning, road safety, timetables, tickets/fares, recognising stops and knowing how to seek help;
- experience explicit **careers/PfA connections within classroom learning every half term**, plus at least **two additional encounters with employers or workplaces** beyond centrally organised Careers Fairs;
- take part in weekly pupil voice and each half-termly Empowerment opportunity;
- encounter Skills Builder throughout their learning and be helped to recognise the skills they have actually used;
- have opportunities for responsibility, leadership, contribution and volunteering;
- reflect upon important experiences rather than simply “going on a trip” — *What did I do? What did I learn? What skill did I use? How might this help me in adult life?*

4. Community, independence and wider-world experiences

This is probably the biggest bank and gives teachers ideas without prescribing exactly where every class goes.

Travel: walk a planned route; road crossing; bus; train; buy/use a ticket; read a timetable; identify a stop; use a bus station/train station; plan a journey; use maps; recognise landmarks; cope with delays; ask transport staff for help; travel with decreasing adult support.

Shopping & money: supermarket; convenience shop; market; clothes shop; charity shop; compare prices; make a shopping list; find products; use staffed/self-service tills; cash/card awareness; budget; collect a receipt; return an item; choose within a budget.

Food & hospitality: café; restaurant; takeaway; bakery; order independently; read a menu; communicate dietary requirements; pay; calculate cost; supermarket-to-meal experience; visit a hotel; meet hospitality employees; prepare/serve food.

Using community services: library; leisure centre; post office; bank awareness; council facilities; community centre; pharmacy; GP/dentist awareness;

police/fire/ambulance encounters; recycling centre; accessing appropriate support services.

Cornwall: beach; coastal path; woodland; countryside; Truro; local towns; Royal Cornwall Show; heritage sites; gardens; National Trust properties; museums; galleries; theatres; farms; harbours; tourism attractions; local businesses; environmental projects.

Nature and environment: beach clean; woodland conservation; tree planting/care; biodiversity; gardening; growing food; recycling; sustainability; outdoor cooking; walking; navigation; environmental volunteering.

Culture: theatre performance; cinema with purposeful learning; museum; gallery; historic building; live music; library event; cultural festival; heritage site; significant Cornish location; different food/cultural experiences; visiting a city; experience outside Cornwall.

Sport and leisure: gym; swimming pool; sports centre; football/rugby venue; bowling; climbing; walking; accessible recreation; park; organised sporting event; learning how to access leisure independently.

Employment: supermarket workplace; café; hotel; farm; visitor attraction; garden/horticulture; construction; trades; office; university; public services; healthcare; creative industries; radio/media; technology; engineering; hospitality; retail; environment/conservation; education; sport/leisure.

Public services: Blue Light Day; police; fire and rescue; ambulance; Coastguard; RNLI; local authority; armed forces where appropriate; understanding what services do, how to contact them and employment within them.

Volunteering: charity; community group; environmental project; fundraising; school event; helping younger/other pupils; community clean-up; supporting an event; food/community initiatives; conservation.

Post-16: college visit; specialist provider; FE taster; training provider; supported internship provider; apprenticeship encounter; employer; campus tour; travel route to prospective placement; meet future staff; transition days; practise the actual journey.

Everyday adult life: choose and book an activity; make an appointment; wait appropriately; ask for information; use a public toilet safely; pack a bag; choose appropriate clothing; manage belongings; follow a schedule; make a purchase;

communicate a problem; change a plan; understand opening times; manage free time;
access leisure; ask for assistance.