

**Careers, work related learning and personal finance provision – PSHCE Scheme of Learning**

Updated: Sept 2020

Year group	Details	evaluation	Learning objectives
<p><b>Year 7</b></p>	<p>Careers lesson as part of L4L. This is one lesson in the Autumn Term.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>- Identifying personal goals (with a focus on careers / future life)</li> <li>- Personal attributes</li> <li>- Skills</li> <li>- Interests (and how they can relate to career choices)</li> <li>- Steps to achieving goals (broken down into week/month/year)</li> <li>- Barriers to achieving goals.</li> <li>- “My future me” – and email sent to themselves in Year 11 (which will actually be delivered) which details their future goals and aspirations.</li> </ul>		<ul style="list-style-type: none"> <li>- Understand what emotional intelligence is and how it helps to identify and achieve goals.</li> <li>- Explain how school helps in achieving goals.</li> <li>- Reflect on how you can progress in each year and how continued progressions helps to reach personal goals.</li> </ul>
<p><b>Year 7</b></p>	<p>STEM extended curriculum day in July</p>	<p>Google form for feedback after the event</p>	<ul style="list-style-type: none"> <li>- Understand what STEM is and how it relates to other subjects</li> <li>- Students gain an understanding of how inspiring STEM can be</li> </ul>

		Will be book the same company for subsequent years?	
<b>Year 8</b>	<p>5 lessons on “game of life” to include careers and personal finance. This must also include introduction to the labour market and key terms such as job vs career.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Aspirations (career and personal)</li> <li>• Introduction to impartial advice and guidance</li> <li>• Sources of information and advice</li> <li>• Introduction to careers/jobs</li> <li>• Skills analysis and matching skills to jobs</li> </ul> <p>Introduction to the labour market (Use the <a href="http://movingonmagazine.co.uk/careerometer/">http://movingonmagazine.co.uk/careerometer/</a> tool for this and the up/down game)</p> <ul style="list-style-type: none"> <li>• Introduction to decision points (Yr9, Yr11, Yr13 and beyond)</li> <li>• Tax</li> <li>• Personal finance and housing</li> </ul>	To evaluate in parent and student feedback form in March	<p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• Describe some of your dreams and aspirations</li> <li>• Explain what might happen at one of the decision points in your life</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>• List a number of places you could go to for careers advice</li> <li>• Define the word “impartial”</li> <li>• Recommend where some different people could go for impartial advice</li> <li>• Investigate Labour Market Information (LMI) for a chosen career</li> </ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>• Use a source of advice for impartial careers advice and information (Fast Tomato)</li> </ul> <p><b>Lesson 4: (Financial capability)</b></p>

			<ul style="list-style-type: none"> <li>• Be able to use the skills needed for managing the budget of a household</li> </ul> <p><b>Lesson 5 (Financial capability)</b></p> <ul style="list-style-type: none"> <li>• Explain what tax is and why we pay it</li> <li>• Describe some of the taxes we might pay</li> </ul> <p><b>Lesson 6 (Financial capability)</b></p> <ul style="list-style-type: none"> <li>• Understand the nature of credit and debit</li> </ul>
<b>Year 8</b>	The EDGE programme is launched in ECD and then continued during form times once a fortnight	Evaluated throughout the programme using pupil engagement, number of students completing the different stages of the EDGE and the use of intervention groups if necessary	<ul style="list-style-type: none"> <li>• students will identify the skills, knowledge and competencies that will help them to succeed in the future</li> <li>• students can identify that aspects of careers education are present in all subjects and experiences</li> </ul>
<b>Year 9</b>			<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Year 9</b>	An extended curriculum day which covers:	To evaluate via google form after the event. Do we need to change the	<ul style="list-style-type: none"> <li>• List attributes employers would find appealing</li> </ul>

	<ul style="list-style-type: none"> <li>- Labour market information (focusing on different pay of jobs and how close student perceptions are to these)</li> <li>- Impartial advice and guidance</li> <li>- Employability attributes</li> <li>- Mini careers fayre</li> <li>- Tax, pension and managing income</li> </ul>	employers to make it more engaging? Do they understand the concepts?	<ul style="list-style-type: none"> <li>• Describe what labour market information is used for</li> <li>• Approach employers and ask sensible, informed questions</li> </ul>
<b>Year 10</b>	<p>5 lessons to prepare for mock interview day:</p> <ul style="list-style-type: none"> <li>- Recruitment and selection</li> <li>- CV building (interests, responsibilities, soft skills) done through looking at job interviews</li> <li>- Writing a covering letter</li> <li>- Interview prep (2 lessons)</li> <li>-</li> </ul>	Via google form after mock interview day	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• To understand why businesses may need to recruit staff</li> <li>• To list the processes involved in the recruitment process</li> <li>• To know the advantages for part time and full time workers</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• To know what a CV is</li> <li>• To learn what should and shouldn't be included in a CV</li> <li>• To assess some common mistakes in CV writing</li> <li>• To work on preparing a CV that can be handed out for job opportunities</li> </ul>

			<p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>• To understand how to write an effective cover letter that accompanies you CV when applying for jobs</li> <li>• To list your own qualities that can be used to “sell yourself” in a cover letter</li> </ul> <p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>• list the purpose of an interview</li> <li>• describe how to prepare for an interview</li> <li>• evaluate body language and its affect on the interview process</li> </ul> <p><b>lesson 5:</b></p> <ul style="list-style-type: none"> <li>• evaluate positives and negatives of your personality</li> <li>• be able to convert negatives into positives in order to excel in an interview process</li> </ul>
<b>Year 10</b>	STEM extended curriculum day – MPLOY into school to teach the students about financial capability and budgeting in a business setting	Via google form after the event. This event costs money is it worth rebooking?	<ul style="list-style-type: none"> <li>• Understand how to budget within a company</li> <li>• Describe roles within a company</li> <li>• Evaluate their own “companies success”</li> </ul>

<b>Year 11</b>	<p>Personal statement and CV writing covered in extended curriculum day with Bu. These are to be focused on:</p> <ul style="list-style-type: none"> <li>- The next decision point – where they will go beyond KS4</li> <li>- Employability and their first steps into employment (eg preparing to apply for part time work)</li> </ul>	Parent and student KS4 general careers questionnaire in March	<ul style="list-style-type: none"> <li>• List key attributes to include in their own personal statement</li> <li>• Describe what to include in a CV</li> <li>• Compose a CV and personal statement</li> </ul>
<b>Year 11</b>	<p>All students receive senior staff interviews where a member of the senior leadership team discussed their latest monitoring grades or PPE results.</p> <p>The post-16 decision point is a mandatory point for discussion, with students being referred to the careers advisor where necessary.</p>		<ul style="list-style-type: none"> <li>• Students are able to relate grades to aspirations</li> <li>• Students identify weaknesses and strengths and use them to get to their next destination</li> </ul>
<b>Year 11</b>	Extended curriculum day 2 STEM companies come into the school and teach the pupils about jobs in engineering and coding in Banks	Google form for feedback after the event	<ul style="list-style-type: none"> <li>- Understand what STEM is and how it relates to other subjects</li> <li>- Students gain an understanding of how inspiring STEM can be</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>- Mock interview day</li> </ul>	Google form for feedback after the event	<ul style="list-style-type: none"> <li>• Evaluate their own interview skills</li> <li>• Improve student’s confidence in interview situations</li> </ul>

			<ul style="list-style-type: none"><li>• To reflect on employability skills and key attributes that they can personally demonstrate.</li></ul>
<b>6<sup>th</sup> Form</b>	S Moffatt (Head of 6 <sup>th</sup> Form) coordinates a range of activities across Year 12 and Year 13 including UCAS events, a post-18 day with outside speakers and alumni from a variety of industries (and some non-industry specific), university open day visits, student finance sessions and more.		

