



Session	Learning Focus	Lesson intentions & learning	Resources
Yr 7: Who am I?	<i>Students to consider their aspirations for the future relating to house, transport, leisure time, etc.</i>	<ul style="list-style-type: none"> ○ Students taught about setting aspirational goals for future careers ○ Students taught to challenge expectations that limit choices ○ Students to consider the lifestyle decisions they want when they are older by choosing all the things they want to have as an adult including costs 	Bank of England https://www.bankofengland.co.uk/education/econome Barclays life skills https://barclayslifeskills.com/educators
Yr 7: First jobs – My Bright Future	<i>Students to have a basic understanding of different jobs and their salaries.</i>	<ul style="list-style-type: none"> ○ Students to know about a broad range of careers ○ Students taught about challenging stereotypes with certain people doing certain jobs – focus on equality of opportunity ○ Students to look at the relationship between income and lifestyle, choices and necessities based on a monthly income ○ Students to use their job and budget for a month – then reflect on their dream cloud can they have all of it based on the job they are doing 	
Yr 7: Living within budget	<i>Students to understand the financial implications of their chosen careers and look at budgeting,</i>	<ul style="list-style-type: none"> ○ Students to know about the abilities and qualities required for different jobs. ○ Students taught about making safe financial decisions, about saving, spending and budgeting. ○ Students to go back to their dream cloud and change their choices based on what they can afford 	
Yr 7: Communities & work	<i>Students to know how jobs fit within a community, what jobs will be available in an area based on the industry there.</i>	<ul style="list-style-type: none"> ○ Students taught about ethical and unethical business practices, and consumerism. ○ Students will be looking at how jobs and careers link to the community ○ Students to create community maps identify essential and desirable services 	
Yr 7: Careers & subjects	<i>Students to then start to link the different career paths the various subjects in school.</i>	<ul style="list-style-type: none"> ○ Students will use all information from the day to link the careers looked at to different elements of the community and record these on their START profiles ○ Students to consider what happens when they can't find a job within the community 	



<p>Yr 8: Apprenticeships and T Levels</p>	<p><i>Students to understand what apprenticeships and T Levels are: students to begin to consider why some people may follow each path</i></p>	<ul style="list-style-type: none"> ○ Students to know the meaning of apprenticeship and to know the laws and employer/employee expectations ○ Students to know the different levels of apprenticeships ○ Students to listen to and read about life as an apprentice and to recognise the skills that would be needed 	
<p>Yr 8: Job Roles and Progression</p>	<p><i>Students to show understanding of what a job role is and to develop their understanding and comprehension of what job progression is</i></p>	<ul style="list-style-type: none"> ○ Students to know the difference between job role and job title ○ Students to use resources to understand what a job title means and to consider how well they help them to understand the role ○ Pupils to practise reading a job role, being able to recognise the skills necessary, based on their comprehension 	
<p>Yr 8: Labour Market Information</p>	<p><i>Students to understand what LMI is and to know where to find this information and how this information helps individuals when looking for employment.</i></p>	<ul style="list-style-type: none"> ○ Students will consider where a source of information is considered trustworthy, and what makes it trustworthy. ○ Students to be taught where to find LMI and why it is important to be aware of this ○ Students to practise using these skills to complete a job information sheet 	
<p>Yr 8: Fairness at work</p>	<p><i>Students to understand what prejudice and discrimination are and how this can be evidenced in a place of work – students to know how they can address this in a place of work.</i></p>	<ul style="list-style-type: none"> ○ Students to learn about and consider gender stereotyping and whether they believe this is something they are aware of and if so where and how ○ Students will look at stereotyping in various job roles and how these may be challenged 	
<p>Yr 8: Career pathways</p>	<p><i>Students to be introduced to different career pathways that are available and the different levels of study that may be</i></p>	<ul style="list-style-type: none"> ○ Students to read terms and conditions and consider why these are important for personal knowledge ○ Students to learn how that can ensure they are able to make informed decisions ○ Students to think about how they will make informed decisions in year 9 for their options; explaining to them that they are on their career pathway now 	



	<i>needed/required for each pathway.</i>		
Yr 9: Pop up business	<i>Pupils to examine what it takes to start an independent short-term business.</i>	<ul style="list-style-type: none"> ○ Students taught to be enterprising with skills like problem-solving, communication, teamwork, leadership, risk-management, and creativity ○ Pupils to work in small groups to develop a pop-up business – focusing on what is the product, marketing, skills needed for this role 	
Yr 9: Careers tree	<i>Students to learn about different types of work and the jobs that are linked to them.</i>	<ul style="list-style-type: none"> ○ Students to be aware of different types of employment and career pathways they can take (building on knowledge from year 8) ○ Students to undertake the careers tree quiz find out an area of work that they might find suitable ○ Students to then further investigate jobs linked to that area of work which are considered suited to them 	
Yr 9: Curriculum careers: Key Decisions	<i>Students to learn about careers linked to specific areas of the curriculum.</i>	<ul style="list-style-type: none"> ○ Students to be aware of their GCSE options and how careers can link to specific subjects. ○ Students to look at wages connected to different jobs ○ Use Science as the example 	
Yr 9: People skills: First Impressions	<i>Students to assess what skills are needed to make them more employable in the career area they are interested in.</i>	<ul style="list-style-type: none"> ○ Students to know how to give and act upon constructive feedback. ○ Students to self-analyse what skills and experience they think they would need for their chosen career/job ○ Students to explain why the pre-identified skills are wanted from employers and then give examples of what evidence they must show them ○ Students to look at example ‘potential employees’ and discuss why they would/wouldn’t employ them 	
Yr 9: Moving On (SWOT Analysis): Support and guidance	<i>Students to self-reflect on their own strengths and weaknesses relating to career development; skills, weaknesses and</i>	<ul style="list-style-type: none"> ○ Students to be able to work towards aspirations and set meaningful, realistic goals for the future. ○ Students to self-analyse their strengths, weaknesses, opportunities, and threats to success. 	



	<i>opportunities to develop themselves.</i>	<ul style="list-style-type: none"> ○ Students to then link these to creating an action plan for their future with specific reference to year 9 options that are coming up. 	
Yr 10: Post 16 options and labour market information	<i>Students to know the different options available to them after year 11 and to explain the pros/cons of each and to begin considering which to take.</i>	<ul style="list-style-type: none"> ○ Pupils to consider the options that they are aware of and know for after their GCSEs; pupils to reflect on what they might want to do ○ Pupils to work through the options, considering the positives and negatives of each option for them ○ Reflect on what they find most appealing and begin to think about where they will apply ○ Complete thinking ahead questionnaire and update START with information 	
Yr 10: Going to University	<i>Students to be introduced to key higher education terms, to be aware of student finance, to be introduced to day-to-day life at university</i>	<ul style="list-style-type: none"> ○ Pupils to know what UCAS stands for ○ Pupils to consider finances for university: examine student finance and what they will be expected to pay for ○ Work through a mock budget sheet for university ○ Pupils to read an account from a university student and to decide the skills needed to cope with studying at university ○ Examine pros and cons of attending university 	
Yr 10: Learning through work	<i>To build on prior knowledge of what apprenticeships, traineeships and T levels are and to know how to search for these options</i>	<ul style="list-style-type: none"> ○ Pupils to show what they know about apprenticeships – teacher to address any misconceptions/queries ○ Pupils to know what their options are and how each of the following are different: apprenticeship, traineeship, and T levels ○ Pupils to be shown how to search and find these options so that they are comfortable and confident with the process 	
Yr 10: Treatment at work	<i>Students to know expectations on companies in relation to equality, inclusion, and diversity and to be able to explain how to recognise</i>	<ul style="list-style-type: none"> ○ Pupils to know what the expectations of employers are for: Inclusion, Equality, Health and Safety and Workplace diversity ○ Pupils to explore present barriers in the workplace and how to recognise these 	



	<i>and challenge barriers in the workplace</i>	<ul style="list-style-type: none"> ○ To understand rights and responsibilities for staying healthy and safe at work 	
Yr 10: Employability	<i>Students to understand what ‘soft skills’ are and to know the key employability soft skills wanted by employers – pupils to be able to explain how they are developing their own soft skills</i>	<ul style="list-style-type: none"> ○ Pupils to be able to list employability skills that employers want and explain why they want them ○ Pupils to be able to explain how they are developing their soft skills ○ To begin to use this knowledge to inform future planning for careers and jobs. 	
Yr11: Study plans	<i>Students to create individualised study plans for their GCSEs.</i>	<ul style="list-style-type: none"> ○ Students to create a study plan using their school timetables linking revision days to lessons studied and when homework is set. ○ Pupils to also factor in hobbies outside of school and other commitments. 	Rise above https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17#examstress
Yr 11: CVs	<i>Students to understand what a good CV contains and create one they can use.</i>	<ul style="list-style-type: none"> ○ Pupils to know about application processes and how to write a CV and personal statement. ○ Students to know what a CV is and how they are used. ○ Students to evaluate existing CVs for good and bad aspects, and be able to justify their view ○ Students to create their own CV that they can use 	Monster – CV tips https://www.monster.co.uk/career-advice/article/cv-tips
Yr 11: Interview skills	<i>Students to know what interviews entail and to focus on developing skills which will help them succeed in them.</i>	<ul style="list-style-type: none"> ○ Students to know how to give and act upon constructive feedback. ○ Students should be able to use feedback constructively when planning for future. ○ Students to consider how to prepare for an interview and why these things will help – using BBC news video as prompt 	BBC News – interviews https://www.bbc.co.uk/news/av/business-18506451/how-to-perform-well-in-job-interviews



		<ul style="list-style-type: none"> ○ Students to work in pairs to have a go at interviewing each other and giving feedback on what went well, and how they could improve 	
Yr 11: Different types of careers - Researching careers	<i>Students to research potential careers they would possibly pursue, and to then research a career path plan that they would create which helps them to understand the requirements of how to get that job.</i>	<ul style="list-style-type: none"> ○ Students to learn about private, public and not-for-profit job sectors ○ Students to create a career profile like the example ones given for their chosen job. ○ Career profile must include career development, employment outlook, entry requirements, job description, related jobs, salary and conditions and training. 	
Yr 11: Next Steps	<i>Students use information from throughout the day to set SMART and achievable targets focusing particular on career action plans post GCSE level.</i>	<ul style="list-style-type: none"> ○ Students to be able to work towards aspirations and set meaningful, realistic goals for the future. ○ Students to be able to evaluate strengths and interests in relation to career development ○ Students need strategies for overcoming challenges or adversity ○ Students to do a self-evaluation in relation to the career they are planning on going into ○ Students to set SMART targets to create an action plan from Post-16 which would enable them to reach their desired job/career area 	
Yr 12: Money sense	<i>Students to understand the importance of budgeting, and knowledge on how to budget wages earned.</i>	<ul style="list-style-type: none"> ○ Students to understand how to effectively budget and elevate savings options. ○ Students to know how to prevent and manage debt, including understanding credit rating and pay day lending. ○ Students to understand about minimum wage and wage slips, what information is on them and what they mean. 	<p>Natwest Money sense https://natwest.mymoneysense.com/home/</p> <p>HSBC financial education https://www.hsbc.co.uk/savings/financial-education/</p>
Yr 12: Cost of moving away	<i>Students to learn about the costs of moving out the family home</i>	<ul style="list-style-type: none"> ○ Students to look at the costs of moving out and how they budget for this. 	



	<i>and how to manage finances in order to successfully do this.</i>	<ul style="list-style-type: none"> ○ Students to look at different types of properties e.g. single rented, shared accommodation, etc. ○ Students to also look at other outgoings and how to budget for them e.g. food shops, fuel, etc. 	
Yr 12: Taxes	<i>Students to understand what taxes are and how they are used by the government. Students should now about how much they will be taxed linked to income.</i>	<ul style="list-style-type: none"> ○ Students to understand what taxes are and how they are used by the government ○ Students to understand there are different types of taxes and how much of your wage they take 	
Year 12: Post 18 options	<i>Students to look at the different options available after finishing year 13, helping them make informed plans for post 18.</i>	<ul style="list-style-type: none"> ○ Students to know about post 18 options and career pathways ○ Students to learn about all post-18 options, university, sponsored degrees, apprenticeship, gap year, etc. ○ Students to mind map potential options and evaluate pros/cons of each, they will then rank them in order of preference and decide which is the most suitable option for them 	
Yr 12: Buying a car	<i>Students to look at the financial implications of buying a car, but also the additional responsibilities that come with it e.g., safe driving, road tax, etc.</i>	<ul style="list-style-type: none"> ○ Students to research the financial implications of buying a car. ○ Students will need to produce a PowerPoint on lesson costs, fuel, tests, type of car wanted, etc. 	<p>Gov.uk – buying a car https://www.gov.uk/buy-a-vehicle</p> <p>Money advice service https://www.moneyadviceservice.org.uk/en/categories/how-to-buy-a-car</p>
Yr 13: Team Building Skills: working as part of a team and developing communication	<i>External session by Bloomberg Marketing Manager (Mrs C Betterley). To work on a real-life marketing campaign in their groups – this will mirror a task they would possibly have to undertake when interviewing for employment.</i>	<ul style="list-style-type: none"> ○ Students to be able to comprehend what the task is asking from them ○ Students to communicate with each other; designating roles within the group and identifying their own and each other’s strengths ○ Students to compile a presentation that articulately explains their ideas and deliver to employer. 	



<p>Yr 13: Interviews</p>	<p><i>Students to undertake mock interviews to build on skills needed and to focus on interview techniques to help them be successful.</i></p>	<ul style="list-style-type: none"> ○ Students to recap over skills needed building on yr11 session ○ Students to know what a competency-based interview is and what it can entail ○ Students will do practice competency-based interviews and give feedback on what went well and how they can improve their technique. 	<p>Barclays lifeskills – interviews https://barclayslifeskills.com/i-want-to-prepare-for-an-interview/school?campaign=Google_RS-2018_LifeSkills_Parents_Generic_Exact&chnnl=PSG&gclid=EA1aIQobChMI6eLk8NeA6AIViKztCh0MXQGOEAYASAAEgLcefD_BwE&gclsrc=aw.ds</p>
<p>Yr 13: UCAS</p>	<p><i>Students who are attending university will have time allocated to making applications to universities and then finalising post-18 career plans.</i></p>	<ul style="list-style-type: none"> ○ Students to spend time making UCAS applications and writing personal statements ready to send. ○ Students will also research universities they are thinking of attending looking for open days, types of accommodation if needed, etc. 	<p>UCAS https://wwwucas.com/</p>
<p>Yr 13: Borrowing/lending</p>	<p><i>Students to understanding the implications of borrowing/lending money from banks and other money sources.</i></p>	<ul style="list-style-type: none"> ○ Students to know how to prevent and manage debt, including understanding credit rating and pay day lending. ○ Students to look at different sources of 'lending' and know what they entail ○ Students to look at example scenarios and give advice on how they should proceed and the money source they should use 	<p>Natwest Money sense https://natwest.mymoneysense.com/home/</p> <p>HSBC financial education https://www.hsbc.co.uk/savings/financial-education/</p>
<p>Yr 13: CVs</p>	<p><i>Students are supported to update/create their own CV to be used for job applications. Students will also have time to research and finalise post-18 options.</i></p>	<ul style="list-style-type: none"> ○ Students who are not attending university are to update CVs and write cover letters for job applications. ○ Students to research and create a next steps plan for post-18 which includes where applications for job, apprenticeships, etc. may be made. 	<p>Monster – CV tips https://www.monster.co.uk/career-advice/article/cv-tips</p>