



PSHE Curriculum incorporating Social, Moral, Spiritual and Cultural elements,
BUILD elements and British Values

Term 3: Living in the Wider World (Careers and Employability) Unit for all year groups
Medium term plan in summary and the impact it will have on all students

1. To be able to develop self-awareness and be able to explain how this improves their employability.
2. To develop understanding and awareness of a range of employment opportunities and local market information to inform future choices.
3. To understand their rights and responsibilities in the workplace and how to identify and challenge discrimination.
4. To develop networks of support to help them with decision making at key transition points in education.
5. To develop enterprise skills through a range of challenges.
6. To learn the skills needed to present yourself through CVs and a range of interview processes in this changing world
7. To be able to become financially aware and understand how to achieve economic stability.
8. To use the support and guidance offered to make suitable choices when moving on to the next phase of their career journey



Medium term plan – Term 3: Living in the Wider World (CEIAG)

	Learning Outcomes	Resources needed/ Method of delivery
7	<p>Half Term 5 - Challenging Stereotypes and developing skills for work</p> <ul style="list-style-type: none"> • W1: Transition toolkit (BLS)- use p11 introducing a growth mindset to talk about what it is with icebreaker activity from p12 and exercise on p13. • W2: Activity 2- transforming your mindset p14+15 of toolkit. • W3: Activity 3- student profiles p16, 17 and extension activity on p18. • W4+5: Exploring essential skills p19-25. <p>Half Term 6 - Challenging Stereotypes and developing skills for work</p> <ul style="list-style-type: none"> • W1: Problem solving (BLS). • W2: Demonstrating your skills- quick fire activity (BLS). • W3+4 From transition toolkit p41-44 Let's talk dream job and careers and skills (BLS). • W5: From transition toolkit building financial independence- p26-28 (BLS). • W6: Recognising your money personality (BLS). • W7: Evaluation. 	<p>Assemblies: Making the most of your skills. Use of Barclays life skills (BLS) courses- teachers need to set up an account online.</p> <p>Careers day: Recognising and building personal skills lesson (BLS). What is coding? (BLS). Introduction to Start profile. What's my line? - STEM ambassadors Q+A. Challenging stereotypes in the workplace (BLS).</p>



8 Half term 5 - Developing skills for Enterprise and Employability

- W1: Setting goals (BLS).
- W2+3: Adaptability (BLS).
- W4: Staying positive (resilience) (BLS).
- W5: Understanding behaviours for work lesson (BLS).
- Listening and presenting (communication) (BLS).

Half term 6 - Developing skills for Enterprise and Employability

- W1+2: Listening and presenting (communication) (BLS).
- W3: Money skills lesson 2: value for money (BLS).
- W4: Innovation and idea generation (BLS).
- W5: The importance of challenge (quick fire activity) (BLS).
- W6: Let's talk careers quick-fire activity (BLS).
- W7: Evaluation.

Assemblies:

- Ideagen talk from CEO.
- Use of Barclays life skills courses- teachers need to set up an account online.

Careers Day:

- Putting enterprise skills into action (BLS) x2.
- Updating start profile and investigating LMI.
- Chocolate box jobs.
- Making the most of virtual work experience lesson (BLS).



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Half term 5 - Aspirations and Options

- W1: Growth mindset toolkit- importance of listening p10-11 (BLS).
- W2: Growth mindset toolkit-presenting skills p12-13 (BLS).
- W3: Growth mindset toolkit- problem solving p14-15 (BLS).
- W4: Creativity (BLS).
- W5: Growth mindset toolkit- staying positive p16-17 (BLS).
- Send them away with a growth mindset diary p36-38 for the holiday (BLS).

Half term 6 - Aspirations and Options

- W1: Get students to feedback from their diaries. What have they learnt about themselves?
- W2: Leadership (BLS).
- W3: Aiming high (proactivity) (BLS).
- W4: Skills knockout quick -fire activity (BLS).
- W5: Strategies for improving your skills quick-fire activity (BLS).
- W6: Building a positive online reputation (BLS).
- W7: Evaluation.

Assemblies:

- Option choices.
- Use of Barclays life skills courses- teachers need to set up an account online.

Careers Day:

- Bee like Me (2 sessions).
- Money skills 3: next steps in your financial journey (BLS).
- Money skills lesson 4: dealing with financial dilemmas (BLS).
- Self-confidence lesson (BLS).
- SEND self-confidence lesson (BLS).



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Half term 5 - Experiences of work

- W1: Work experience preparation booklet.
- W2: Work experience preparation booklet.
- W3: Work experience preparation booklet.
- W4: Work experience preparation booklet.
- W5: Work experience preparation booklet.

Half term 5 - Experiences of work

- W1: The journey to your career (BLS).
- W2: Negotiating and persuading (BLS).
- W3: Work place challenge quick-fire activity (BLS).
- W4: Communicating digitally in the world of work (BLS).
- W5: Money skills lesson 1- understanding and managing debt (BLS).
- W6: The Budgeting money game (BLS).
- W7: Evaluation.

Assemblies:

- Nottingham City Council alumni assembly.
- Work experience preparation.
- Use of Barclays life skills courses- teachers and students where possible need to set up an account online. Some of the activities are videos so it will be help for students to have their own headphones if possible.

Careers Day:

- ASK apprenticeships-introduction to apprenticeships.
- Career planning- using start/Unifrog profile to plan your future.
- Nottingham College- introduction to what college can offer you.
- Work experience evaluation/thank yous.
- DANCOP – introduction to education pathways.



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Half term 5 - Moving on/ transition

W1: CV skills lesson 1: writing a successful CV (BLS).

W2: CV skills lesson 2: fine tuning your CV to stand out to employers (BLS).

W3: The online career network quick-fire activity (BLS).

W4: Money skills lesson three: financial risk and security (BLS).

W5: Money skills lesson 4: future of money (BLS).

Half term 6 - Moving on/ transition

W1: Social action toolkit p16-17 introducing social action (BLS).

W2 Social action toolkit p18 (BLS).

W3+4: Social action toolkit p19-24 (BLS).

W5: Evaluation.

There is more flexibility to accommodate for mocks and revision with year 11.

Assemblies:

- Sixth form talk- how to apply
- Use of Barclays life skills courses- teachers and students where possible need to set up an account online. Some of the activities are videos so it will be help for students to have their own headphones if possible.

Careers Day:

- Interview skills lesson/ SEND interview skills lesson (BLS).
- Networking skills lesson (BLS).
- Money skills lesson two: money and work (BLS).
- DANCOP- Becoming an independent learner.
- Wellbeing toolkit (BLS).



Impact

We want all students to be able to explain how they are benefitting as a learner from careers, employability and enterprise activities and experiences.

Year 7

- To be able to describe themselves, their preferences and strengths.
- To be able to focus on the positive aspects of their wellbeing, progress and achievements.
- To be able to describe different explanations of what careers are and how they can be developed.
- To be able to give examples of different kinds of work and why people's satisfaction with their working lives can change.
- To be able to identify how to stand up to stereotyping and discrimination that is damaging to them and those around them.
- To recognise the qualities and skills they have demonstrated both in and out of the academy that will make them employable.
- To show they can manage their own budget and contribute to household and school budgets.

Year 8

- To be able to describe themselves, their preferences and strengths.
- To be able to focus on the positive aspects of their wellbeing, progress and achievements.
- To be able to give examples of different business organisational structures.
- To be aware of what labour market information (LMI) is and how it can be useful to them.
- To be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to them and those around them.
- To recognise the qualities and skills they have demonstrated both in and out of the academy that will make them employable.
- To recognise when they are using qualities and skills that entrepreneurs demonstrate.
- To show they can manage their own budget and contribute to household and school budgets.



Year 9

- To be able to describe themselves, their preferences and strengths.
- To be able to focus on the positive aspects of their wellbeing, progress and achievements.
- To be able to identify their personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services.
- To recognise the qualities and skills they have demonstrated both in and out of the academy that will make them employable.
- To show they can manage their own budget and contribute to household and school budgets.
- To know how to identify and systematically explore the options open to them at a decision point.
- To know how to make plans and decisions carefully including negotiating with those who can help them get the qualifications, skills and experience they need.
- To know how to prepare themselves well when going through a selection process.
- To show they can be positive, flexible and well-prepared at transition points in their life.

Year 10

- To recognise how they are changing, what they have to offer and what's important to them.
- To be able to explain how they manage their wellbeing, progress and achievements by telling their story in a positive way.
- To be able to discuss the skills involved in managing their own career.
- To explain how work and working life is changing and how this may impact on their own and other people's career satisfaction.
- To be able to explain different types of business organisational structures, how they operate and how they measure success.
- To be able to find LMI and know how to use it in their career planning.
- To be able to recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know their rights and responsibilities in relation to these issues.
- To be aware of their responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices.
- To show how they are developing the qualities and skills which will help them to improve their employability.
- To show they can manage financial issues related to their education, training and employment choices including knowing how to access sources of financial support that might be open to them.



Year 11

- To recognise how they are changing, what they have to offer and what's important to them.
- To be able to explain how they manage their wellbeing, progress and achievements by telling their story in a positive way.
- To be able to find LMI and know how to use it in their career planning.
- To be able to build their personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services.
- To show how they are developing the qualities and skills which will help them to improve their employability.
- To show they can be enterprising in the way they learn, work and manage their career.
- To show they can manage financial issues related to their education, training and employment choices including knowing how to access sources of financial support that might be open to them.
- To be able to research their education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals.
- To know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on them.
- To know their rights and responsibilities in a selection process and strategies to use to improve your chances of success.
- To be able to review and reflect on previous transitions to help them improve their preparation for future moves in education, training and employment.