

# Windsor Park Middle School

## Careers Policy and Plan 2023-24



Author: J Bailey – Strategic Careers Lead

Date: September 2023

Approved by Headteacher: \_\_\_\_\_

Lisa Wilbraham-Jones

Date: 24/11/23

Approved by Board of Governors: \_\_\_\_\_

Duncan Goodfellow

Date: 27/11/23

RESPECT *'clothe yourself with compassion, kindness, humility, gentleness and patience'*

RESILIENCE *'I can do anything through Christ who strengthens me'*

RESPONSIBILITY *'for God gave us a spirit not a fear, but a power and love and self-control'*

## Index

| Page Number | Item                            |
|-------------|---------------------------------|
| 2           | Introduction                    |
| 3           | Aims and Purpose                |
| 3           | Team Roles and Responsibilities |
| 5           | The Gatsby Benchmarks           |
| 5           | Overview                        |
| 6           | Programme                       |
| 23          | Curriculum Map                  |

## Introduction

Windsor Park Middle School acknowledges our statutory duties under the following legislation [Careers Guidance and access for Education and Training Providers](#) (Jan 2023). Our aim is for all students to achieve their personal best and for all young people to be supported to find their next best step. In early careers education, this translates as every student knowing themselves, their likes and dislikes to help inform their future choices. As students' progress through our school, careers education will increasingly focus on the choices they will face and how to approach them.

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study. Students need help to make choices and manage transitions: to do this effectively they need good quality careers education, information, advice and guidance. This Careers Plan sets out how the school provides a fit-for-purpose careers programme which will provide our students with the knowledge, inspiration and ability to take ownership of their own futures which will enable them to succeed in their chosen career paths.

We will help our students develop high aspirations and consider a broad and ambitious range of careers. We hope that by inspiring every pupil through more real-life contacts with the world of work, they will be able to put in context other areas of their education and increase their motivation to learn. We measure their progress by using the Future Skills Questionnaire.

A formal Careers Programme is in place indicating the importance of employability, careers & enterprise education. The careers programme is clearly linked to the School Development Plan. The school Careers Plan is based on the DfE document [Careers guidance and access for education and training providers](#) (Jan 2023) and the [Gatsby Benchmarks](#) .

## **Aims and purpose**

- Prepare students for the transition to the next stage of their education and for life beyond compulsory education (higher education and the world of work).
- Support students in making informed decisions which are suitable and ambitious for them.
- Provide students with well-rounded experiences.
- Develop enterprise and employability skills including skills for self-employment
- Support inclusion, challenge stereotyping and promote equality of opportunity
- Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support students in the curriculum and in their careers - aligned to Local Skills Improvement Plan and the Careers Employer Competency Framework
- Inspire and motivate students to develop their aspirations.

## **Team Roles and Responsibilities**

To maintain and run an effective Careers Programme the Academy has an identified CEIAG Team:

Jodie Bailey –Deputy Headteacher/Strategic Careers Lead (DipCEG)

- Oversight of a planned Careers Education Programme, including policy, programme and development plan
- Monitor and evaluate Careers Education provision through Compass assessment, vision setting, Careers Hub engagement and working towards Gold Standard Modelling
- Statutory Duty Compliance
- Budget and resource management
- Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
- Liaise with tutors, Heads of House, SENCO to identify and support students with careers guidance
- Promote careers across the curriculum; liaise with PSHE lead and directors of subject to plan careers education
- Lead in house training / CPD for staff
- Brief and support staff involved with delivery of CEIAG
- Maintain own CPD
- Review and evaluate CEIAG (Quality assure CEIAG)
- Report to SLT and Governors on CEIAG
- Advise SLT and Governors on policy, strategy and resources for CEIAG

Kjersti Bould - PHSEE Lead

- Schemes of work for careers education within PHSEE

#### Gemma Newbon – Careers Operational Support

- Collection, analysis and tracking of destination data
- Support in the promotion of careers across the curriculum
- Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
- Liaise with tutors, Heads of House, SENCO to identify and support students with careers
- Brief and support staff involved with delivery of CEAIG
- Maintain own CPD
- Facilitate encounters with employers, education and training providers

#### **Subject teachers**

- Integrate careers into the curriculum, evaluated as part of the whole-school quality assurance cycle
- Engage with careers CPD through opportunities to attend CPD sessions, teacher encounters.

#### **Governors**

- Understanding and supporting the Careers Policy and Programme
- Engage with CPD
- Evaluate and challenge the current provision as part of the reporting process into the governing body

#### **All teaching staff**

- Link curriculum areas to careers
- Support the development of employability skills
- Promote progression routes within their curriculum area
- Develop external links to support careers within curriculum areas

## The Gatsby Benchmarks

Windsor Park Middle School's careers plan supports the achievement of the eight Gatsby benchmarks:

### **Benchmark 1: A Stable Careers Programme**

*Every school and college should have an embedded programme of career education and guidance that is known and understood by Students, parents, teachers, governors and employers.*

### **Benchmark 2: Learning from Career and Labour Market Information**

*Every Student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information*

### **Benchmark 3: Addressing the Needs of Each Student**

*Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each Student. A school's careers programme should embed equality and diversity considerations throughout.*

### **Benchmark 4: Linking Curriculum Learning to Careers**

*All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.*

### **Benchmark 5: Encounters with Employers and Employees**

*Every Student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.*

### **Benchmark 6: Experiences of Workplaces**

*Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.*

### **Benchmark 7: Encounters with Further and Higher Education**

*All Students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.*

### **Benchmark 8: Personal Guidance**

*Every Student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.*

## Overview

| Career related activity   | Year 5 | Year 6 | Year 7 | Year 8 |
|---------------------------|--------|--------|--------|--------|
| Assembly                  | ✓      | ✓      | ✓      | ✓      |
| Careers lessons           |        |        | ✓      | ✓      |
| Visits from/ to employers | ✓      | ✓      | ✓      | ✓      |
| Work experience           |        |        |        | ✓ *    |
| Visits from FE / HE       |        |        |        | ✓      |
| Enterprise Activities     |        |        | ✓ *    | ✓ *    |

|                         |  |  |   |   |
|-------------------------|--|--|---|---|
| Careers Talks           |  |  | ✓ | ✓ |
| External careers events |  |  |   | ✓ |

\* not whole cohort.

Additional activities / events will be added to the provision for each year group throughout the year as opportunities arise.

### Programme

The careers programme at Windsor Park Middle School uses the CDI Framework which is based around three areas:

#### **Self-Development**

Developing through careers, employability and enterprise education. Students understand themselves and influences on them.

#### **Careers Exploration**

Learning about careers and the world of work. Students investigate opportunities in learning and work.

#### **Career Management**

Developing your career management and employability skills. Students make and adjust plans to manage change and transition.

As part of the programme, we adapt and tailor the provision to meet the needs of all students, including disadvantaged and SEND. The programme is reviewed annually with input from all stakeholders, including students, parents, teachers and the governing body. At the point of transition, we ensure that every student has received their Gatsby Benchmark entitlement.

## Key Stage 2

|   |             | Learning outcome statement  | Things you know that work   | Lessons/activities contributing to this outcome   |  |
|---|-------------|---|---|---|--|
| Developing yourself through careers, employability and enterprise education | 1           | Describe what you are like, what you are good at and what you enjoy doing with reference to the Skills Competency Framework, Employability Skills and careers readiness | You know what you like and enjoy doing<br>You can describe what you are good at             | • Art Y5&6  | • Aut 1- 2 lessons on self-portraits   |
|   |             |   |   | • DT Y5   | • Aut 1 intro themselves, what DT they have done and what they feel are their strengths  |
|   |             |   |   | • English Y5  | • Aut – getting to know you lesson<br>• Spr – Angel of Nitshill Road/Wonder  |
|   |             |   |   | • Maths   | • Self-evaluation with FMU grids, half termly  |
|   |             |   |   | • Music Y5  | • Aut: Storyline Compositions (8 lessons) – reflecting on what your strengths you have on certain instruments to develop compositions            |
|   |             |   |   | • Music Y6  | • Aut – Animals Compositions (8 lessons) – reflecting on what your strengths you have on certain instruments to develop compositions             |
|   |             |   |   | • PHSEE Y5<br>• PHSEE Y6<br>• PHSEE Y8  | • Aut 1 “All about me”<br>• Spr 1 “Who am I” - self esteem<br>• Sum 2 Careers – do job quiz  |
|   |             |   |   | • RE  | • Work on the Trinity and the characteristics of Allah   |
|   | • French Y5 | • Aut 1 - “All about me”/je me présente   |   |   |  |
|   | • PE        | • Aut 1 - Application process for roles within the PE Departments Leadership Program  |   |   |  |
|   | 2           | Talk positively about how you look after yourself and make things happen  | You can speak positively about yourself and what you have done so far to make things happen | • Computing   | • Open night, pupils demonstrating   |
|   |             |   |   | • DT  | • Aut 1- Yr7-8 business team activities where students take ownership of the project and adopt roles explain how they have achieved their goals. |
|   |             |   |   | • English Y5  | • Spr – Wonder/Angel of Nitshill Road  |
|   |             |   |   | • English Y6  | • Summer – Travel and Adventure<br>• Autumn – Wild World<br>• Library lessons  |
| • Maths   |             |   |   | • Self-evaluation with FMU grids, half termly   |  |
| • Music Y5  |             |   |   | • Aut: Storyline Compositions (8 lessons) – Whenever a group performs, the students are asked what they have done well in the performance/composition (self-assessment) |  |

|  |  | Learning outcome statement  | Things you know that work   | Lessons/activities contributing to this outcome   |   |   |
|--|--|---|---|---|---|---|
|  |  |   |   | <ul style="list-style-type: none"> <li>• Music Y6</li> <li>• French Y5</li> <li>• PHSEE Y5</li> <li>• PSHEE Y6</li> <li>• PHSEE Y8</li> <li>• PE Y5 &amp; 6</li> <li>• RE</li> <li>• Science</li> <li>• Art Y6</li> </ul> | <ul style="list-style-type: none"> <li>• Aut – Animals Compositions (8 lessons) – Whenever a group performs, the students are asked what they have done well in the performance/composition (self-assessment)</li> <li>• Aut 2 – En form – healthy/unhealthy foods</li> <li>• Aut 1 – “All about me” – state what they are good at/their talents.</li> <li>• Sum 2 “Healthy living”</li> <li>• Aut 1 – “Who am I” – self esteem</li> <li>• Sum 2 “Health and exercise”</li> <li>• Sum 2 – Careers – job quiz</li> <li>• Throughout the year (Fitness) Factors contributing to a ‘Healthy Active Lifestyle’</li> <li>• Throughout the curriculum</li> <li>• Spr - keeping healthy topic</li> <li>• Aut 2- Peculiar portraits (image and how they perceive others)</li> </ul> |   |
|  | 3  | Identify what you are like about learning from careers, employability and enterprise activities and experiences | You can describe what you have learnt and enjoyed from career, employability and enterprise learning activities and experiences | <ul style="list-style-type: none"> <li>• PHSEE Y5</li> <li>• PHSEE Y6</li> </ul>  | <ul style="list-style-type: none"> <li>• Spr 2 “Citizenship – money, wants and needs” – discuss why we have to work and what jobs we want</li> <li>• Spr 2 “Citizenship - money, debt and savings” – resources from banks like Barclays, looking at what salaries different jobs have.</li> </ul>   |   |
|  |  |   |   | <ul style="list-style-type: none"> <li>• Art Y5&amp;6</li> </ul>  | <ul style="list-style-type: none"> <li>• Aut 1- artist studies and how their successes were different, obstacles overcome (2 lessons)</li> </ul>  |   |
|  | Learning about careers and the world of work | 4   | Be aware that people’s careers are different, and they develop in different ways  | Using famous people e.g., authors, sports people look at how their careers developed  | <ul style="list-style-type: none"> <li>• English Y6</li> </ul>  | <ul style="list-style-type: none"> <li>• Aut –looking at explorers</li> <li>• Looking at how the different pathways to becoming authors through author focus</li> </ul>   |
|  |  |   |   |   | <ul style="list-style-type: none"> <li>• DT Y6,Y7,Y8</li> </ul>   | <ul style="list-style-type: none"> <li>• Aut 2 Plastic manufacturing processes</li> <li>• Aut1 Dimensions live brief, jobs and roles.</li> <li>• Aut 1 Yr7-8 business team activities where students take ownership of the project and adopt roles explain how they have achieved their goals.</li> </ul> |



|  |  | Learning outcome statement | Things you know that work | Lessons/activities contributing to this outcome  |  |
|--|--|----------------------------|---------------------------|--|--|
|  |  |                            |                           |  | •  |
|  |  |                            |                           | • Hums   | • Display in room 5 including celebrities with History and Geography degrees – discussed at various points in year.  |
|  |  |                            |                           | • French   | • Display outside Room 17 – celebrities who are multilingual   |
|  |  |                            |                           | • French Y5  | • Vive la France unit helps give an insight into sporting and artistic opportunities abroad.   |
|  |  |                            |                           | Music Y6   | • Aut Animals Compositions (8 lessons) – Listening to Camille Saint-Saens ‘Carnival of the Animals’ and discussing why he wrote the musical suite  |
|  |  |                            |                           | • PE Y5&6  | • Referring to different sports people as examples to support theory work, students seeing a variety of sports people in school and/or visits  |
|  |  |                            |                           | • RE   | • Reading a page from ‘Goodnight Stories for Rebel Girls’ or ‘Boys who Dare to be Different’ every lesson  |
|  |  |                            |                           | • Science Y5   | • Topic intro sheets have careers section these are talked through at the start of the topic.<br>• Each topic has a specific career focus where pupils go into more detail on what is involved and pathways into it. |
|  |  |                            |                           | • Art Y5<br>• Art Y6   | • Aut 1 – 1 lesson on classroom etiquette.<br>• Sum – Sugar, job roles involved in production and branding   |
|  |  |                            |                           | 5  | Be aware that people feel differently about the different kinds of work they do  |
|  |  |                            | • PHSEE                   | • Y8 Sum 2 “Careers”- looking at pathways of different careers                               |  |
|  |  |                            | • DT Y5                   | • class management division split room and etiquette lesson1<br>• eam points and DT dollars. |  |

|  |   | <b>Learning outcome statement</b>  | <b>Things you know that work</b>   | <b>Lessons/activities contributing to this outcome</b>  |  |
|--|---|--|--|---|--|
|  | 6 | Describe a local business, how it is run and the products and/or services it provides                      | You are aware of the different local businesses and the products and services offered                              | <ul style="list-style-type: none"> <li>• Hums Y5</li> <li>• Hums Y6</li> </ul>  | <ul style="list-style-type: none"> <li>• Aut 1 - analyse their town and its amenities (2 lessons)</li> <li>• Aut 2 – visit to Francis Redfern's cottage, Museum of Uttoxeter life</li> </ul>                                     |
|  |   |  |  | <ul style="list-style-type: none"> <li>• PHSEE Y5</li> <li>• PSHCEE Y6</li> <li>• PSHCEE Y8</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Spr 2 Looking at banking</li> <li>• Spr 2 Looking at banking <ul style="list-style-type: none"> <li>• Sum 2 Looking at local pathways and local jobs</li> </ul> </li> </ul>             |
|  |   |  |  | <ul style="list-style-type: none"> <li>• PE Y5&amp;6</li> </ul>   | <ul style="list-style-type: none"> <li>• Reference (continuous) to local sports clubs / facilities.</li> </ul>   |
|  |   |  |  | <ul style="list-style-type: none"> <li>• Science Y6 and Y8</li> </ul>   | <ul style="list-style-type: none"> <li>• Spr - keeping healthy topic. Pupils take on the role of a GP looking at lifestyle choices and advising patients</li> </ul>  |
|  |   |  |  | <ul style="list-style-type: none"> <li>• Art Y5</li> <li>• Art Y8</li> </ul>  | <ul style="list-style-type: none"> <li>• Sum 2 Landscapes. Local artists that have designed sculptures and art locally.</li> <li>• Aut 2 – Graffiti locally and worldwide. Comparisons and debate.</li> </ul>                    |
|  | 7 | Describe the main types of employment in your area: past, present and future (LSIP)                        | As part of your local history project, you can state what have been the changes in employment in your village/town | <ul style="list-style-type: none"> <li>• Hums Y6</li> </ul>   | <ul style="list-style-type: none"> <li>• Aut 2- local history study – look at trade directories (1 lesson)</li> </ul>  |
|  |   |  |  | <ul style="list-style-type: none"> <li>• Computing</li> </ul>   | <ul style="list-style-type: none"> <li>• E Safety</li> </ul>   |
|  | 8 | Be aware that we have the same rights, duties and responsibilities when it comes to treating people fairly | You can say how people should be treated and know who to talk to if something is wrong                             | <ul style="list-style-type: none"> <li>• DT</li> </ul>  | <ul style="list-style-type: none"> <li>• This runs a thread throughout all of the work we do, based on the fact that the multi discipline means that we vary in strengths and skills respect independence.</li> <li>•</li> </ul> |
|  |   |  |  | <ul style="list-style-type: none"> <li>• English Y5&amp;6</li> </ul>  | <ul style="list-style-type: none"> <li>• Kensuke's Kingdom/Wolf Brother/Wonder/Angel of Nitshill Road/The Explorer</li> </ul>  |
|  |   |  | <ul style="list-style-type: none"> <li>• Hums Y6</li> </ul>  | <ul style="list-style-type: none"> <li>• Aut 2, How life has changed 1750-1900 – factories and health and safety –over the topic</li> </ul> |  |

|  |   | <b>Learning outcome statement</b>   | <b>Things you know that work</b>   | <b>Lessons/activities contributing to this outcome</b>  |  |
|--|---|---|--|---|--|
|  |   |   |  | <ul style="list-style-type: none"> <li>• Music Y5</li> <li>• Music Y6</li> </ul>  | <ul style="list-style-type: none"> <li>• Aut Storyline Compositions (8 lessons) – Whenever a group performs all students must listen in silence, applaud and discuss what went well about the composition (peer-assessment)</li> <li>• Aut Animals Compositions (8 lessons) – Whenever a group performs all students must listen in silence, applaud and discuss what went well about the composition (peer-assessment)</li> </ul> |
|  |   |   |  | <ul style="list-style-type: none"> <li>• PHSEE</li> </ul>   | <ul style="list-style-type: none"> <li>• Ongoing in all year groups</li> </ul>   |
|  |   |   |  | <ul style="list-style-type: none"> <li>• RE</li> </ul>  | <ul style="list-style-type: none"> <li>• Throughout the curriculum</li> </ul>  |
|  |   |   |  | <ul style="list-style-type: none"> <li>• Art Y5&amp;6</li> </ul>  | <ul style="list-style-type: none"> <li>• All terms – Intro to health and safety before every practical activity. Discuss risks and how things would be done in industry</li> </ul>   |
|  |   |   |  | <ul style="list-style-type: none"> <li>• PE</li> </ul>  | <ul style="list-style-type: none"> <li>• Reference to good sportsmanship.</li> </ul>   |
|  | 9 | Know how to keep yourself safe when you are working and what the law says to protect workers from being exploited | You can follow safety rules to keep yourself and others safe when working at school. | <ul style="list-style-type: none"> <li>• Computing</li> </ul>   | <ul style="list-style-type: none"> <li>• E Safety</li> </ul>   |
|  |   |   |  | <ul style="list-style-type: none"> <li>• DT</li> </ul>  | <ul style="list-style-type: none"> <li>• This is woven into every lesson; all lessons have H &amp; S aspects that need to be highlighted and adhered to. Self and others workshop and kitchen</li> </ul>   |
|  |   |   |  | <ul style="list-style-type: none"> <li>• French Y5</li> </ul>   | <ul style="list-style-type: none"> <li>• Food tasting in January and the importance of following all safety rules</li> </ul>   |
|  |   |   |  | <ul style="list-style-type: none"> <li>• Hums Y6</li> </ul>   | <ul style="list-style-type: none"> <li>• Sum 2, Tudor Storyteller Day – working with props and paints</li> </ul>   |
|  |   |   |  | <ul style="list-style-type: none"> <li>• Music Y5&amp;6</li> </ul>  | <ul style="list-style-type: none"> <li>• Aut (1 lesson) – establishing safety/ground rules before using instruments at all</li> </ul>  |
|  |   |   | <ul style="list-style-type: none"> <li>• PE Y5&amp;6</li> </ul>                      | <ul style="list-style-type: none"> <li>• Safety guidelines (continuous) set out at the start of every activity</li> </ul> |  |
|  |   |   | <ul style="list-style-type: none"> <li>• PHSEE Y5&amp;6</li> </ul>                   | <ul style="list-style-type: none"> <li>• Spr 1 Human Rights</li> </ul>  |  |
|  |   |   | <ul style="list-style-type: none"> <li>• Science</li> </ul>                          | <ul style="list-style-type: none"> <li>• Throughout- safe practices in the lab</li> </ul>                                 |  |

|  |    | Learning outcome statement   | Things you know that work   | Lessons/activities contributing to this outcome  |  |
|--|----|--|---|--|--|
|  |    |  |   | <ul style="list-style-type: none"> <li>DT</li> </ul>   | <ul style="list-style-type: none"> <li>We always talk about industry and signposting and how we can get help with this future education, apprenticeships, life skills</li> </ul>   |
|  |    |  |   | <ul style="list-style-type: none"> <li>English Y5</li> </ul>   | <ul style="list-style-type: none"> <li>Spr – Angel of Nitshill Road</li> <li>Spring – Wonder</li> <li>Aut – Wild World</li> </ul>  |
|  |    |  |   | <ul style="list-style-type: none"> <li>English Y6</li> </ul>   | <ul style="list-style-type: none"> <li>Summer – Crime and Equality</li> </ul>  |
| Developing your career management and employability skills | 10 | Be aware of the help that is there for you and how to make good use of it  | You can identify when you may need help or assistance and who can provide it whilst at school | <ul style="list-style-type: none"> <li>Maths</li> </ul>  | <ul style="list-style-type: none"> <li>Self-evaluation with FMU grids, half termly</li> </ul>  |
|  |    |  |   | <ul style="list-style-type: none"> <li>PHSEE</li> </ul>  | <ul style="list-style-type: none"> <li>Ongoing in all year groups</li> </ul>   |
|  |    |  |   | <ul style="list-style-type: none"> <li>RE</li> </ul>   | <ul style="list-style-type: none"> <li>Signposting of support</li> </ul>   |
|  |    |  |   | <ul style="list-style-type: none"> <li>English Y5</li> </ul>   | <ul style="list-style-type: none"> <li>Sum – Kensuke’s Kingdom</li> <li>Spr- Angel of Nitshill Road</li> </ul>   |
|  |    |  |   | <ul style="list-style-type: none"> <li>Art Y5&amp;6</li> </ul>   | <ul style="list-style-type: none"> <li>Aut 2 Christmas card competition from Staffs County Council. (extra-curricular)</li> </ul>  |
|  | 11 | Children write a job description for a babysitter and hold mock interviews | You can identify the skills and qualities needed for this job using personal experiences      | <ul style="list-style-type: none"> <li>DT</li> </ul>   | <ul style="list-style-type: none"> <li>Making bake sales etc, ice cream making raising funds.</li> <li>DT have head technicians they are learning to take control of disseminating jobs, interviewing others, accountability, all looking at the qualities needed for the role.</li> </ul> |
|  | 12 | Show that you can use your initiative and be enterprising                  | You can show how to work in a team and bring your talents to complete a challenge             | <ul style="list-style-type: none"> <li>English</li> </ul>  | <ul style="list-style-type: none"> <li>Extra-curricular opportunity – Ingestre Hall residential week</li> <li>English lunchtime clubs</li> </ul>   |
|  |    |  |   | <ul style="list-style-type: none"> <li>French</li> </ul>   | <ul style="list-style-type: none"> <li>Interhouse competition where they work in a mixed KS team.</li> </ul>   |
|  |    |  |   | <ul style="list-style-type: none"> <li>Hums</li> <li>Hums Y6</li> <li>Hums Y5</li> </ul>   | <ul style="list-style-type: none"> <li>House Competitions</li> <li>Sum 2 -Storyteller day</li> <li>Various group work challenges: Sum 1 -Taj Mahal and Mount Everest task</li> </ul>   |
|  |    |  |   | <ul style="list-style-type: none"> <li>Maths</li> </ul>  | <ul style="list-style-type: none"> <li>Group work + Reasoning tasks – varied timings</li> </ul>  |
|  |    |  | <ul style="list-style-type: none"> <li>Music Y5</li> </ul>                                    | <ul style="list-style-type: none"> <li>Aut Storyline Compositions (8 lessons) – Performing compositions at the end of the lesson to peers</li> </ul> |  |
|  |    |  | <ul style="list-style-type: none"> <li>Music Y6</li> </ul>                                    |  |  |

|  |    | <b>Learning outcome statement</b>   | <b>Things you know that work</b>   | <b>Lessons/activities contributing to this outcome</b>                       |  |
|--|----|---|--|--|--|
|  |    |   |  |  | <ul style="list-style-type: none"> <li>Aut Animals Compositions (8 lessons) – Performing compositions at the end of the lesson to peers</li> </ul>   |
|  |    |   |  | <ul style="list-style-type: none"> <li>PE Y5&amp;6</li> </ul>                | <ul style="list-style-type: none"> <li>How to contribute positively to a team is a focus throughout the year.</li> </ul>   |
|  |    |   |  | <ul style="list-style-type: none"> <li>DT Y6</li> </ul>                      | <ul style="list-style-type: none"> <li>when making choices about cooking, cheaper ingredients. Team cuisine.</li> <li>Aut 1 Yr7-8 business team activities where students take ownership of the project and adopt roles explain how they have achieved their goals.</li> </ul> |
|  | 13 | Show that you can make considered decisions about saving, spending and giving | You can show how to make an informed decision based on looking at a range of saving products | <ul style="list-style-type: none"> <li>Maths</li> </ul>                      | Throughout the Key Stage, mainly as reasoning and enrichment tasks (Particularly Autumn, with place value and 4 operations)  |
|  |    |   |  | <ul style="list-style-type: none"> <li>PHSEE Y5</li> <li>PHSEE Y6</li> </ul> | <ul style="list-style-type: none"> <li>Spr 2 “Citizenship – money, wants and needs”</li> <li>Spr 2 “Citizenship - money, debt and savings”</li> <li>Salaries within specific jobs</li> </ul>   |
|  |    |   |  | PSHCEE Y8  |  |
|  |    |   |  | <ul style="list-style-type: none"> <li>Science</li> </ul>                    | <ul style="list-style-type: none"> <li>Each topic has a specific career focus where pupils go into more detail on what is involved and pathways into it.</li> </ul>  |
|  |    |   |  | <ul style="list-style-type: none"> <li>Art Y5&amp;6</li> </ul>               | <ul style="list-style-type: none"> <li>All terms – decisions on how to display work in books and planning for final pieces</li> <li></li> </ul>  |
|  | 14 | Know how to make good use of information about post-primary options for you   | You can identify who are the next providers of education in your area                        | Computing  | <ul style="list-style-type: none"> <li>Initial planning for programming activities</li> </ul>  |
|  | 15 | Know how to make plans and decisions carefully                                | You can say what you will need to do differently when taking on a new challenge              | <ul style="list-style-type: none"> <li>Science</li> </ul>                    | Planning investigations and reviewing/evaluating how successful they were and sources of potential error.  |
|  |    |   |  | <ul style="list-style-type: none"> <li>DT YR7</li> </ul>                     | Planning projects, design solutions clock project  |
|  |    |   |  | <ul style="list-style-type: none"> <li>English</li> </ul>                    | <ul style="list-style-type: none"> <li>KS2 – planning lessons for writing, editing and drafting</li> </ul>   |

|  |    | <b>Learning outcome statement</b>                                     | <b>Things you know that work</b>                                       | <b>Lessons/activities contributing to this outcome</b>  |  |
|--|----|---|--|---|--|
|  |    |   |  | <ul style="list-style-type: none"> <li>• Hums Y5&amp;6</li> <li>• Hums Yr 6</li> <li>• PE Y5&amp;6</li> </ul> | <ul style="list-style-type: none"> <li>• Throughout all topics, self-evaluation plenaries. Many lessons where we analyse sources and come to a conclusion</li> <li>• Sum 2 -Henry VII decision lesson</li> <li>• (Invasion games) Plan and deliver a warmup and small drills to a small group.</li> <li>• (Invasion games) Tactical awareness during games.</li> </ul> |
|  |    |   |  | <ul style="list-style-type: none"> <li>• Computing</li> </ul>   | <ul style="list-style-type: none"> <li>• E Safety</li> </ul>   |
|  |    |   |  | <ul style="list-style-type: none"> <li>• French</li> </ul>  | <ul style="list-style-type: none"> <li>• Pupil voice during QA cycles</li> </ul>   |
|  | 16 | Know how to make a good impression when you want people to choose you | You can say what you need to do to impress people in a given situation | <ul style="list-style-type: none"> <li>• English Y5</li> <li>• English Y6</li> <li>• English</li> </ul>       | <ul style="list-style-type: none"> <li>• Sum – Kensuke’s kingdom</li> <li>• Spr – Angel of Nitshill Road</li> <li>• Sum – Crime and Equality</li> <li>• Extra-curricular opportunity – Ingestre Hall residential week</li> </ul>   |
|  |    |   |  | <ul style="list-style-type: none"> <li>• Art Y5</li> <li>• Art Y6</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Aut 1 – transitioning in the Art Department following new instructions and learning new skills.</li> <li>• Sum 2 – given independent tasks to prepare for KS3 double lessons.</li> </ul>  |
|  |    |   |  | <ul style="list-style-type: none"> <li>• English Y5</li> <li>• English</li> </ul>                             | <ul style="list-style-type: none"> <li>• Spr – Angel of Nitshill Road</li> <li>• Aspiring to meet end-of-year targets and responding to feedback (weekly)</li> </ul>   |
|  |    |   |  | <ul style="list-style-type: none"> <li>• PE</li> </ul>  | <ul style="list-style-type: none"> <li>• Team selection try outs.</li> </ul>   |
|  | 17 | Know how to handle transitions including those that are challenging   | You can set yourself realistic goals in making the next transition     | <ul style="list-style-type: none"> <li>• Hums Y6</li> <li>• Hums</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Sum 2, Discuss expectations for Key Stage 3</li> <li>• Each year group has the following year’s I can statements in their book.</li> </ul>  |
|  |    |   |  | <ul style="list-style-type: none"> <li>• Maths</li> </ul>   | <ul style="list-style-type: none"> <li>• Self-evaluation following SAT scores and moving to new Key Stage</li> </ul>   |
|  |    |   |  | <ul style="list-style-type: none"> <li>• PE Y6</li> </ul>   | <ul style="list-style-type: none"> <li>• Transitioning to the next age version of Games e.g., 7-side netball</li> </ul>  |

|  |  | Learning outcome statement | Things you know that work | Lessons/activities contributing to this outcome                                    |  |
|--|--|----------------------------|---------------------------|--|--|
|  |  |                            |                           | <ul style="list-style-type: none"> <li>PSHCEE Y8</li> <li>DT Y8 and YR7</li> </ul> | <ul style="list-style-type: none"> <li>Sum 2 – Transition to high school – looking at their new school and change.</li> <li>Transition unit Transition into KS3</li> </ul> |

### Key Stage 3

As a middle school, our main focus at Key Stage 3 is on Self-Development and Careers Exploration as many of the outcomes under the heading of 'Developing your career management and employability skills' are more applicable to older learners. However, we work closely with our feeder High School to ensure that students receive a well-rounded careers education programme over the course of KS3 and beyond.

| Self-Development |  |  |  |   |
|------------------|--|--|--|---|
| Outcome          | Rationale  | Learning Outcome   | Learning Activities/Opportunities  |   |
| Self-awareness   | Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity and mental well-being. | Describe yourself, your strengths and your preferences with reference to the Skills Competency Framework, Employability Skills and careers readiness | <ul style="list-style-type: none"> <li>Art Y8</li> </ul>                     | <ul style="list-style-type: none"> <li>Spr 2 – self-portraits 6 lessons</li> </ul>  |
|                  |  |  | <ul style="list-style-type: none"> <li>DT Y7&amp;8</li> </ul>                | <ul style="list-style-type: none"> <li>Awareness of your own strengths and weaknesses, make informed design decisions work with others and identify areas for development from class feedback.</li> </ul>                           |
|                  |  |  | <ul style="list-style-type: none"> <li>English</li> </ul>                    | <ul style="list-style-type: none"> <li>Peer assessment (identify strengths and areas for development)</li> </ul>  |
|                  |  |  | <ul style="list-style-type: none"> <li>French</li> </ul>                     | <ul style="list-style-type: none"> <li>Self-evaluation forms done after every unit of work and evaluations done within the course of lessons.</li> </ul>  |
|                  |  |  | <ul style="list-style-type: none"> <li>Hums Y7&amp;8</li> </ul>              | <ul style="list-style-type: none"> <li>Many self-evaluative plenaries throughout all topics</li> </ul>  |
|                  |  |  | <ul style="list-style-type: none"> <li>Maths</li> </ul>                      | <ul style="list-style-type: none"> <li>Self-evaluation half termly</li> </ul>   |
|                  |  |  | <ul style="list-style-type: none"> <li>Music Y7&amp;8</li> </ul>             | <ul style="list-style-type: none"> <li>Aut (8 lessons) At the end of each alternative lesson, students will perform their work to their peers and self-assess, understanding what each member of the group's strength is</li> </ul> |
|                  |  |  | <ul style="list-style-type: none"> <li>PHSEE Y7</li> <li>PHSEE Y8</li> </ul> | <ul style="list-style-type: none"> <li>Aut 1 Personal values and choices</li> <li>Aut 1 Self-confidence and self esteem</li> <li>Sum 2 – Careers – job quiz</li> </ul>  |

|                    |  |   |  |  |
|--------------------|--|---|--|--|
|                    |  |   | <ul style="list-style-type: none"> <li>• PE Y7&amp;8</li> </ul>                      | <ul style="list-style-type: none"> <li>• (Team games – understanding your own strengths and how to utilise these within a team. Self – evaluation is prominent in these SOWs.</li> <li>• Aut 1 - Application process for roles within the PE Departments Leadership Program</li> </ul> |
|                    |  |   | <ul style="list-style-type: none"> <li>• Science</li> </ul>                          | <ul style="list-style-type: none"> <li>• Dissuasion of the ethics and morals surrounding scientific practices and treatments.</li> </ul>   |
|                    |  |   | <ul style="list-style-type: none"> <li>• RE</li> </ul>                               | <ul style="list-style-type: none"> <li>• Work on characteristics of God</li> </ul>   |
| Self-determination | Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve. | Be able to focus on the positive aspects of your well-being, progress and achievements. | <ul style="list-style-type: none"> <li>• House Competitions</li> </ul>               |  |
|                    |  |   | <ul style="list-style-type: none"> <li>• DT</li> </ul>                               | <ul style="list-style-type: none"> <li>• Perseverance in new topics and learning new skills and techniques; reflection and determination.</li> </ul>   |
|                    |  |   | <ul style="list-style-type: none"> <li>• English</li> </ul>                          | <ul style="list-style-type: none"> <li>• Improve engagement time in accelerated reader</li> <li>• Taking responsibility for choosing where to quiz on their books</li> </ul>   |
|                    |  |   | <ul style="list-style-type: none"> <li>• French Y8</li> </ul>                        | <ul style="list-style-type: none"> <li>• Focus during transfer tests for high school.</li> </ul>   |
|                    |  |   | <ul style="list-style-type: none"> <li>• Hums Y7&amp;8</li> <li>• Hums Y7</li> </ul> | <ul style="list-style-type: none"> <li>• Self-tracking assessment grids</li> <li>• Aut 1 –Neolithic Revolution -self-assessment and peer assessment against success criteria</li> </ul>  |
|                    |  |   | <ul style="list-style-type: none"> <li>• Maths</li> </ul>                            | <ul style="list-style-type: none"> <li>• Self-evaluation half termly + Flight Paths</li> </ul>   |
|                    |  |   | <ul style="list-style-type: none"> <li>• Music Y7&amp;8</li> </ul>                   | <ul style="list-style-type: none"> <li>• Aut (8 lessons) At the end of each alternative lesson, students will perform their work to their peers and self-assess, understanding what each member of the group's strength is</li> </ul>  |
|                    |  |   | <ul style="list-style-type: none"> <li>• PHSEE Y7</li> <li>• PHSEE Y8</li> </ul>     | <ul style="list-style-type: none"> <li>• Aut 1 Personal values and choices</li> <li>• Sum 2 – Mental health</li> <li>• Aut 1 Self-confidence and self esteem</li> <li>• Sum 2 Mental health</li> </ul>   |
|                    |  |   | <ul style="list-style-type: none"> <li>• PE Y7&amp;8</li> </ul>                      | <ul style="list-style-type: none"> <li>• Fitness (continuous). Students set themselves targets and review progress.</li> </ul>   |



|  |  |   |              |   |
|--|--|---|--------------|---|
| Self-improvement as a learner            | Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.                               | Explain how you have benefitted as a learner from career, employability and enterprise learning activities and experiences. | • Art Y7     | • Spr – Pop Art module looking at brand promotion through pop art                 |
|  |  |   | • DT Y8      | • Dimensions project careers and industry link. Smith of Derby link.              |
|  |  |   | • Hums Y7&8  | • Many self-evaluative plenaries throughout all topics                            |
|  |  |   | • Hums Y7    | • Neolithic Revolution project task   |
|  |  |   | • Maths      | • Bank links (AJH)  |
|  |  |   | • PHSEE all  | • Behaviour for learning – maximising learning potential                          |
|  |  |   | • PHSEE Y7   | • Aut 1 Personal values and choices   |
|  |  |   | • PHSEE Y8   | • Aut 1 Self-confidence and self esteem   |
|  |  |   |              | • Sum 2 Mental health   |
|  |  |   | PE           | • Evaluation process (games, dance, fitness and gym)                              |
| <b>• Careers Exploration</b>             |  |   |              |   |
| Exploring careers and career development | Career exploration expands individuals' horizons for actions and opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the careers experiences of others and contribute in important ways to the career wellbeing of others. | Describe different explanations of what careers are and how they can be developed.  | • DT Y8      | • Dimensions  |
|  |  |   |              | • Smith of Derby clock projects and competitions                                  |
|  |  |   |              | • DT jobs contracts and work expectations, meetings and writing job descriptions. |
|  |  |   | • English Y8 | • Aut – Sherlock Holmes: careers in law enforcement and medicine                  |
|  |  |   |              | • Spr – careers week  |
|  |  |   | • French     | • Display specifically on careers in languages                                    |
|  |  |   | • Y7 &8      | Sept 20   |
|  | • Why learn a language discrete lesson which also touches on pathways with languages.  |   |              |   |
| • Hums                                   | • Display of famous people and careers   |   |              |   |
| • Hums Yr 7&8                            | • Aut 1 -Lesson on careers – top trumps Geography careers, links to individuals discussing how studying History has helped their career.   |   |              |   |
| • Maths                                  | • Bank links (AJH)   |   |              |   |
| • PHSEE Y8                               | • Sum 2 Careers  |   |              |   |
| • Science                                | • Spr 2 Big bang NEC   |   |              |   |
|  | • Careers notice board   |   |              |   |

|  |   |   |  |   |
|--|---|---|--|---|
|  |   |   |  | <ul style="list-style-type: none"> <li>Each topic has a specific career focus where pupils go into more detail on what is involved and pathways into it.</li> </ul>   |
| Investigating work and working life              | Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in peoples' lives. They learn what constitutes good or decent work and how to find it for themselves.   | Give examples of different kinds of work and why people's satisfaction with their working lives can change. | <ul style="list-style-type: none"> <li>English Y8</li> </ul>                     | <ul style="list-style-type: none"> <li>Aut – Sherlock Holmes: careers in law enforcement and medicine</li> <li>Spr – careers week</li> </ul>  |
|  |   |   | <ul style="list-style-type: none"> <li>Hums Y8</li> <li>Hums Y7&amp;8</li> </ul> | <ul style="list-style-type: none"> <li>Spr 2 – immigration (why people journey to other countries) – 2 lessons</li> <li>Lesson looking at people talking about their experiences of work and how studying History has helped them.</li> </ul> |
|  |   |   | <ul style="list-style-type: none"> <li>PHSEE Y8</li> </ul>                       | <ul style="list-style-type: none"> <li>Sum 2 Careers</li> </ul>   |
|  |   |   | <ul style="list-style-type: none"> <li>RE</li> </ul>                             | <ul style="list-style-type: none"> <li>Buddhism and life choices (1 lesson).</li> </ul>   |
|  |   |   | <ul style="list-style-type: none"> <li>Science</li> </ul>                        | <ul style="list-style-type: none"> <li>Careers notice board</li> </ul>  |
| Understanding business and industry              | Understanding sizes and types of business and business, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.                | Give examples of different business organisational structures.  | <ul style="list-style-type: none"> <li>PHSEE Y8</li> </ul>                       | <ul style="list-style-type: none"> <li>Sum 2 Careers</li> </ul>   |
|  |   |   | <ul style="list-style-type: none"> <li>PE Y8</li> </ul>                          | <ul style="list-style-type: none"> <li>Standon Bowers residential trip</li> </ul>   |
| Investigating jobs and labour market information | Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information. | Be aware of what job and labour market information is and how it can be useful to you.                      | <ul style="list-style-type: none"> <li>English Y8</li> </ul>                     | <ul style="list-style-type: none"> <li>Spr – careers week</li> </ul>  |
|  |   |   | <ul style="list-style-type: none"> <li>French Y8</li> </ul>                      | <ul style="list-style-type: none"> <li>Y8 Diversity Day workshop – migration/work, contribution of China globally/</li> </ul>   |
|  |   |   | <ul style="list-style-type: none"> <li>Hums Y7&amp;8</li> </ul>                  | <ul style="list-style-type: none"> <li>Throughout all topics, interpretation and source analyse skills, Year 7, Spring – China economic growth (2 lessons)</li> </ul>   |
|  |   |   | <ul style="list-style-type: none"> <li>Maths + Computing</li> </ul>              | <ul style="list-style-type: none"> <li>costings, budgeting + wages</li> </ul>   |
|  |   |   | <ul style="list-style-type: none"> <li>PHSEE</li> </ul>                          | <ul style="list-style-type: none"> <li>Y8 Sum 2 Careers</li> </ul>  |
|  |   |   | <ul style="list-style-type: none"> <li>Science</li> </ul>                        | <ul style="list-style-type: none"> <li>Spr 2 Big bang NEC</li> </ul>  |

|  |   |  |                   |   |
|--|---|--|-------------------|---|
| Valuing equality, diversity and inclusion              | Individuals need to share the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so. | Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you.  | • Art Y7          | • Aut – collaborative art, working individually and creating final pieces from controversial artists and icons  |
|  |   |  | • DT              | • Ethical manufacturing, upcycling and waste Diversity in food.   |
|  |   |  | • English Y7      | • Summer – Can You See Me?  |
|  |   |  | • French Y8       | • Spr Diversity Day   |
|  |   |  | • Hums Y8         | • Spr 2, Diversity Day<br>• Spr 2 Who are we module – looking at immigration and population changes (whole half term)<br>• Sum 1 – Slavery today – Human rights act |
|  |   |  | • Music Y8        | • Aut (8 lessons) Songwriting: Students are writing songs about what is important to them and presenting their current work to their peers at the end of the class  |
|  |   |  | • PHSEE Y7        | • Sum 1 British diversity<br>• Ongoing in year 8  |
|  |   |  | • RE<br>• Science | • Throughout the whole curriculum<br>• Careers display items chosen to counter stereotyping   |
|  |   |  | • PE 7&8          | • Playing a number of sports from around the world. Valuing each member of the team or opponent. Promote gender equality in the sporting world.                     |
| Learning about safe working practices and environments | Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.  | Be aware of the laws and byelaws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you. | • Art Y7&8        | • All terms – health and safety before new skills and final pieces. Art room rules  |
|  |   |  | • DT              | • Lessons throughout all the learning experiences health and safety in industry type practice   |
|  |   |  | • Hums Y8         | • Sum 1, Modern Day Slavery (1 lesson)  |
|  |   |  | • PE Y7&8         | • Safety guidelines (continuous) set out at the start of every activity   |
|  |   |  | • Science         | • Throughout talking about health and safety in the lab/comparison to working practices   |
| <b>• Career Management</b>                             |   |  |                   |   |

|   |   |   |   |  |
|---|---|---|---|--|
| Making the most of careers information, advice and guidance | Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one to one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met. | Identify your personal networks of support, including how to access and make the most of impartial face to face and digital careers information, advice and guidance. | • English Y8  | • Spr – careers week   |
|   |   |   | • Hums Y7&8   | • Throughout all topics, source analysis and interpretation skills   |
|   |   |   | • PHSEE Y8  | • Summer 2 Careers   |
| Preparing for employability                                 | Preparing for employability is about enabling individuals to gain the skills and experiences they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self-advocacy and staying healthy.  | Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable.   | • English Y7 & 8  | • Spr – careers week<br>• All year – opportunity to develop oracy skills   |
|   |   |   | • French Y8   | • Y8 Paris trip  |
|   |   |   | • Hums Y7&8   | • Constantly reminding them every lesson what purpose is of the content and skills being developed.  |
|   |   |   | • Maths   | • how to apply skills to a particular challenge and identify appropriate strategies  |
|   |   |   | • Music Y7&8  | • Aut (8 lessons) – when reflecting on compositions students will be recognising their strengths and how develop them in future lessons  |
|   |   |   | • PE Y8   | • Leadership in PE program   |
|   |   |   | • DT Y8   | • Understanding food and nutrition.<br>• Aut 1 Yr7-8 business team activities where students take ownership of the project and adopt roles, make business plans, explain how they have achieved their goal, receive table points and DT dollars. |
|   |   |   | • PHSEE Y8<br>• Science   | • Sum 2 Careers<br>• Spr 2 Big bang NEC<br>• Aut 2 / Spr 1 Y8 health and fitness topic.  |
| Showing initiative and enterprise                           | Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-  | Recognise when you are using the qualities and skills that entrepreneurs demonstrate  | • House competitions  |  |
|   |   |   | • Y8 fundraising for leavers event<br>• Y7 Ryman Enterprise Challenge |  |

|  |  |  |  |  |
|--|--|--|--|--|
|  | taking and demonstrate drive and determination, especially in a business sense.  |  | <ul style="list-style-type: none"> <li>• Hums Y7</li> <li>• Eden Project – sustainability tasks</li> </ul> |  |
|  |  |  | <ul style="list-style-type: none"> <li>• DT</li> <li>• Team cuisine chef competition</li> </ul>            |  |
|  |  |  | <ul style="list-style-type: none"> <li>• PE Sports leaders taking ownership of clubs.</li> </ul>           |  |
| Developing personal financial capability | Being able to calculate and compare costs and benefits of living, education, training and employment options, considering any financial support that might be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future. | Show that you can manage a personal budget and contribute to household and school budgets. | <ul style="list-style-type: none"> <li>• Maths</li> </ul>  | <ul style="list-style-type: none"> <li>• Bank links (AJH), Money questions, used as enrichment and reasoning to apply skills across the Key Stage</li> </ul>   |
|  |  |  | <ul style="list-style-type: none"> <li>• PSHCEE Y5</li> <li>• PSHCEE Y6</li> </ul>                         | <ul style="list-style-type: none"> <li>• Spr 2 “Citizenship – money, wants and needs” – discuss why we have to work and what jobs we want</li> <li>• Spr 2 “Citizenship - money, debt and savings” – visit from bank and discuss what salaries different jobs have.</li> </ul> |
|  |  |  | <ul style="list-style-type: none"> <li>• RE</li> </ul> <p>French Y8</p>                                    | <ul style="list-style-type: none"> <li>• Christian Aid ‘Oranges game’ (two lessons)</li> </ul> <p>Y8 Paris trip managing their own spending/budgeting over the week</p>  |
|  |  |  | <ul style="list-style-type: none"> <li>• DT YR 8</li> </ul>  | <ul style="list-style-type: none"> <li>• Cooking and budgeting</li> </ul>  |

|                                       |   |  |                          |   |
|---------------------------------------|---|--|--------------------------|---|
| Identifying choices and opportunities | Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned. | Know how to identify and systematically explore the options open to you at a decision point.                                     | • English Y8             | • Spr – careers week  |
|                                       |   |  | • Hums Y7&8              | • Throughout -research skills and evaluative skills to make a conclusion  |
|                                       |   |  | • Maths                  | • Reasoning questions and challenge used as enrichment and reasoning to apply skills across the Key Stage   |
|                                       |   |  | • PHSEE Y7<br>• PHSEE Y8 | • Aut 1 Personal values and choices<br>• Aut 1 Self-confidence and self esteem<br>• Sum 2 Careers   |
|                                       |   |  | • Science                | • Spr 2 Big bang NEC<br>• Each topic has a specific career focus where pupils go into more detail on what is involved and pathways into it.                       |
| Planning and deciding                 | Individuals need to know how make and carry out carefully considered and negotiated decisions and plans. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.  | Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need. | • DT                     | • In all projects research and reflection along with development and adaptation take place, through input and trial and error skills are gained to equip students |
|                                       |   |  | • English Y7 & 8         | • Spr – careers week<br>• Aut – applying for position of librarian  |
|                                       |   |  | • Hums Y7&8              | • Throughout topics debate issues and come to a conclusion after analysing evidence.  |
|                                       |   |  | • Hums Yr 8              | • Sum 1- Earthquake proof buildings task  |
|                                       |   |  | • Maths                  | • Team challenges + enrichment activities   |
|                                       |   |  | • Science                | • Planning investigations and reviewing/evaluating how successful they were and sources of potential error.   |
|                                       |   |  | • PSHEE Y7               | • Aut 1 Personal values and choices   |
| • PE Y7&8                             | • Games (continuous) – making plans and decisions to changing circumstances   |  |                          |   |
| Handling applications and interviews  | Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills  | Know how to prepare and present yourself when going through a selection process  | • SSLT                   |   |
|                                       |   |  | • Art                    | • All terms – art dept Instagram account to promote art dept.   |
|                                       |   |  | • English Y8             | • Spr – careers week<br>• Aut – applying for position of librarian  |
|                                       |   |  | • Music                  | • Ongoing throughout the year. Students will be demonstrating their abilities (developing their confidence) whenever they are                                     |

|                                  |   |  |               |  |
|----------------------------------|---|--|---------------|--|
|                                  | including the use of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointments.  |  |               | performing. Prepares them for difficult situations and how to be resilient                     |
|                                  |   |  | • PHSEE Y8    | • Sum 2 Careers  |
|                                  |   |  | • PE Y8       | • Leadership in PE program - written application   |
|                                  |   |  | • DT Year 7/8 | • DT technician's roles. Leadership, applications and interviews.                              |
| Managing changes and transitions | Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions. | Show that you can be positive, flexible and well prepared at transition points in your life. | • English Y8  | • Transfer test and transition module with TAHS  |
|                                  |   |  | • Maths       | • Extra transition visits to TAHS, preparation and individual work prior to transition testing |
|                                  |   |  | • French Y8   | - Spr/Summer transfer tests and preparation of grammar booklet to take to TAHS                 |
|                                  |   |  | • Hums Yr 8   | • Sum 2 - Transition tests and GCSE example questions.   |
|                                  |   |  | • PHSEE Y8    | • Sum 2 transition to high school  |
|                                  |   |  | • PE Y7&8     | • Attending sporting events and fixtures supported by TAHS and their Young Leaders             |
|                                  |   |  | • RE          | • Work on hopes and aspirations  |

### Careers Curriculum Map

#### Department: Maths

| Autumn term  | Spring term  | Summer Term   | Gatsby Benchmarks |
|--|--|---|-------------------|
| All years study Number, including calculations, with an emphasis on money and transactions that will be useful in the world of work. | Renewing of 'Careers in maths' display board.<br><br>NSPCC Number Day – enterprise and fund raising. Explaining the work of charities. | Selected Year 8s to work with Bank on real life banking module.<br><br>Girls' careers in maths Day at TAHS. | 4, 5, 7, 3        |

|  |  |   |  |
|--|--|---|--|
|  | <p>Maths on Merseyside competition and winner to the university to look at maths options</p> <p>Selected year 8s to St Mary's for maths transition work to experience working in a school.</p> | <p>Problem Solving investigations linked to enterprise.</p> <p>JCB STEM G&amp;T careers and enterprise day.</p> |  |
|--|--|---|--|

**Department: English**

| Autumn term   | Spring term  | Summer Term  | Gatsby Benchmarks |
|---|--|--|-------------------|
| <p>Year 5 – When students arrive at school, we will be asking them to write about what their interests are etc.</p> <p>Year 6 – Create a fact file about how to look after themselves/survive in the wild.</p> <p>Research and write a biography/fact file for their chosen explorer with a focus on their chosen career progression.</p> <p>Year 6 – Ingestre trip</p> <p>Year 8 – reading focus on how Sherlock Holmes' skills enable him to be successful in his chosen career</p> | <p>Year 8 – Students to research careers/FE/HE areas of interest. Create job profiles.</p> | <p>Year 6 – Careers research at the end of the unit.</p> <p>Year 7 – Career Profile on chosen 'everyday hero' during war time. Write a personal statement outlining the skills and aspirations of their hero.</p> <p>Year 8 – Write a personal CV (focussing on the skills necessary for their chosen career (s) using job profiles from the Autumn term) with a personal statement.</p> | <p>4, 5</p>       |

**Department: Science**

| Autumn term | Spring term | Summer Term | Gatsby Benchmarks |
|-------------|-------------|-------------|-------------------|
|             |             |             |                   |



|  |   |  |                |
|--|---|--|----------------|
| <p>All SOW are linked to appropriate career paths which are shared with students.</p> <p>Each topic has a specific career focus where pupils go into more detail on what is involved and pathways into it.</p> <p>STEM careers display in the department is regularly updated.</p> | <p>All SOW are linked to appropriate career paths which are shared with students.</p> <p>Each topic has a specific career focus where pupils go into more detail on what is involved and pathways into it.</p> <p>STEM careers display in the department is regularly updated.</p> <p>Big Bang at the NEC</p> <p>Eden Project</p> | <p>All SOW are linked to appropriate career paths which are shared with students.</p> <p>Each topic has a specific career focus where pupils go into more detail on what is involved and pathways into it.</p> <p>STEM careers display in the department is regularly updated.</p> | <p>4, 5, 6</p> |
|--|---|--|----------------|

**Department: Art**

| Autumn term  | Spring term   | Summer Term  | Gatsby Benchmarks |
|--|---|--|-------------------|
| <p>KS3 – lesson on “What is art good for?” looking at the Ken Robinson Education debate.</p> <p>Year 6 – Ingestre Hall arts centre trip.</p> | <p>KS2 – lesson on “What jobs can you do through pursuing art?”</p> <p>Year 7 – Eden Project artist workshop including a discussion on life as an artist.</p> | <p>Year 8 – TAHS art exhibition.</p> <p>Year 8 – Options discussions about GCSE and A-Level art.</p> | <p>4, 5, 6</p>    |

**Department: DT**

| Autumn term   | Spring term  | Summer Term   | Gatsby Benchmarks |
|---|--|---|-------------------|
| <p>Year 6 – Bridge Project civil engineering (tarmac)</p> <p>Year 7 – Industrial Skills Textiles sourcing sustainably</p> <p>Year 8 – Dimensions industrial link project. Industrial data use anthropometrics/ ergonomics</p> | <p>Food hygiene in a professional kitchen.</p> <p>Food – Tesco ethical/cultural foods.</p> <p>Food – Tesco (sponsored coordinator) impact of sugar</p> <p>Food miles – costing</p> | <p>Ethical manufacturing</p> <p>Corporate company links – Team Cuisine</p> <p>Industrial skills using plastic manufacturing</p> <p>Jaguar Landrover careers engineer team challenge</p> <p>Learning to use professional drawing orthographic design grids – cafeque</p> | <p>4, 5</p>       |

**Department: French**

| Autumn term   | Spring term   | Summer Term   | Gatsby Benchmarks |
|---|---|---|-------------------|
| <p>KS3 ‘why learn a language?’ stand-alone lesson which focusses on the types of careers that linguists can follow.</p> <p>From 2020 KS2 will have a differentiated approach to meet the same aim as KS3 discrete lessons – it’s not simply communication, there are other benefits of learning a language.</p> | <p>Classroom displays updated with applications/opportunities for those with language skills.</p> <p>Y8 Paris trip</p> <p>Diversity Day</p> | <p>Year 8 – discussion around MFL benefits and value of GCSE.</p> <p>Year 8 workshop at TAHS for selected pupils – includes how languages can benefit your future job/career.</p> | <p>4</p>          |

**Department: Humanities**

| Autumn term  | Spring term  | Summer Term   | Gatsby Benchmarks |
|--|--|---|-------------------|
| <p>Year 5 – Where in the world are we?<br/>Focus on where you would like to live.</p> <p>Year 5 – What is History?</p> <p>KS3 – Why study history and geography? One off lessons looking at careers from studying both subjects including top trumps games and clips of people from different industries discussing how studying History and Geography has helped their career.</p> <p>Careers display, linking jobs to Humanities learning.</p> | <p>Year 6 – Fantastic places – planning and costing</p> <p>Year 7 – China – job market – how it affects us now and could affect us in the future depending on our career choices.</p> <p>Year 7 - Eden Project</p> | <p>Year 8 – Discussion of History and Geography at GCSE.</p> <p>KS3 - Discussion of the value of History and Geography degrees in the job market.</p> | <p>4, 5, 6</p>    |

**Department: ICT**

| Autumn term  | Spring term                                       | Summer Term                    | Gatsby Benchmarks |
|--|---|--------------------------------|-------------------|
| <p>Year 7 - E-Safety. Home-globally wider community.</p> | <p>Coding/programming linked to industry use.</p> | <p>Engineering disassembly</p> | <p>4, 5</p>       |

|  |   |  |  |
|--|---|--|--|
| <p>Year 8 – CAD use, costing, Gantt charts for project management, spreadsheet costings, and budget projections.</p> | <p>Year 8 – A-Level style study project</p> <ul style="list-style-type: none"> <li>• Referencing</li> <li>• GANNT charts</li> <li>• Research</li> <li>• Dissertation writing</li> </ul> | <p>Computer networking locally and globally</p> <p>Computer engineering building/disassembly<br/>Computer development-based systems<br/>Careers aspirations.</p> |  |
|--|---|--|--|

**Department: L4L**

| Autumn term  | Spring term  | Summer Term   | Gatsby Benchmarks    |
|--|--|---|----------------------|
| <p>Year 5 – Human rights and war ‘The role of rescue workers’</p> <p>Year 6 – Police cadets</p> <p>All Years – Child Line (counselling service) ‘What does it mean to be a counsellor?’</p> <p>The role of the police force – linked to bullying and cyber bullying and Crime in year 7 and 8.</p> | <p>All years – the role of MPs and what happens in Parliament.</p> <p>Year 6 – Human rights and war ‘The role of rescue workers’</p> <p>Year 5 and 6 – banking and money –</p> | <p>Year 8 – Careers education explicit module. Looking at jobs, salaries, cost of living and aspirations.</p> | <p>4, 6, 5, 3, 2</p> |

**Department: Music**

| Autumn term  | Spring term   | Summer Term  | Gatsby Benchmarks |
|--|---|--|-------------------|
| <p>Year 5 Young Voices – team work, presentation skills</p> <p>Young 6 Carnival of the animals – group work</p> <p>Year 7 film music and careers in performing arts</p> <p>Year 8 Song Writing and career pathways</p> | <p>Year 5 the orchestra – team work</p> <p>Year 6</p> <p>Year 7 Folk Music</p> <p>Year 8 Scales</p> | <p>Year 5 Journey into Space</p> <p>Year 6 Music and Art</p> <p>Year 7 Writing Music</p> <p>Year 8 Composition</p> | <p>4, 2,</p>      |

**Department: PE**

| Autumn term  | Spring term   | Summer Term   | Gatsby Benchmarks |
|--|---|---|-------------------|
| <p>Exposure to and engagement with professional sports coaches during extra-curricular clubs and lessons.</p> <p>Leadership in PE Program</p> <p>Y8 Standon Bowers Residential</p> | <p>Exposure to and engagement with professional sports coaches during extra-curricular clubs and lessons.</p> <p>Leadership in PE Program</p> <p>Y8 Careers in Sport lessons.</p> | <p>Exposure to and engagement with professional sports coaches during extra-curricular clubs and lessons.</p> <p>National School Sports Week utilising local professional sports people</p> <p>Leadership in PE Program</p> | <p>4, 5</p>       |

**Department: RE**

| Autumn term | Spring term | Summer Term | Gatsby Benchmarks |
|-------------|-------------|-------------|-------------------|
|             |             |             |                   |

|   |   |  |   |
|---|---|--|---|
| <p>What's in a name lesson on Sikhism, talk about CV's and discrimination (Year 8)</p> <p>Trinity –Roles and responsibilities (Year 7)</p> <p>Explain the concepts of Creation and stewardship in Christianity.(Year 8)</p> | <p>Impact of Christian beliefs on the choices Christians make in their lives. (Year 5)</p> <p>Lesson on Street Pastors (Year 8)</p> | <p>Hinduism topic – caste system (1 lesson, Year 5) Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. (year 6)</p> <p>Jesus' teaching challenges Christians to embody this transformation in their individual lives, church communities, and in the wider world. (Year 7)</p> <p>The call for social justice (including peace-making and care of the Earth) as an indicator of how far they are living as the People of God (Year 8)</p> | 4 |
|---|---|--|---|

### Assemblies

|  |                   |
|--|-------------------|
|  | Gatsby Benchmarks |
| Assemblies by speakers from a variety of backgrounds, jobs, careers, education providers, employers and employees throughout the year. | 2, 5              |

### Other Provision linked to Careers

| Autumn term  | Spring term  | Summer Term  | Gatsby Benchmarks |
|--|--|--|-------------------|
| <ul style="list-style-type: none"> <li>Principal from TAHS addresses year 8 parents and students re options at year 9 and beyond.</li> </ul> | <ul style="list-style-type: none"> <li>Carers Fair at TAHS</li> <li>Careers Week w/b 19<sup>th</sup> February</li> </ul> | <ul style="list-style-type: none"> <li>Summer Fayre – enterprise</li> <li>Year 8 visit from DBC training (apprenticeship training provider)</li> </ul> | <u>2, 3, 5, 7</u> |