

# Windsor Park Middle School

## Careers Policy and Plan 2025-26



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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'*

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## Introduction

Windsor Park CE Middle School acknowledges our statutory duties under the following legislation [Careers Guidance and access for Education and Training Providers](#) (May 2025). 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 has links to our School Development Plan. The school Careers Plan is based on the DfE document [Careers guidance and access for education and training providers](#) (May 2025) 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. communication, team work, time management, 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:

Annie Grattage –Executive 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

#### 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 form tutors, Heads of House, SENCO to identify and support students with careers
- Brief support staff involved with delivery of CEAG
- 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 CE 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 CE Middle School uses the CDI Framework for KS2 and KS3 which is based around a number of themes:

**Grow throughout life** - Grow throughout life by learning and reflecting on yourself, your background and your strengths

**Explore possibilities** - Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces

**Manage career** - Manage your career actively, make the most of opportunities and learn from setbacks

**Create opportunities** - Create opportunities by being proactive and building relationships with others

**Balance life and work** - Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community

**See the 'big picture'** - See the big picture by paying attention to how the economy, politics and society connect with your own life and career

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

	<b>Learning outcome statement</b>	<b>Lessons/activities contributing to this outcome</b>	
		<b>Subject</b>	
Grow throughout life	Be able to explain how you acted on help, recognising what you want to learn next and when you are successful.	Art/DT	
		Computing	Discussing how technology allows us to understand those who have different identities and backgrounds. Challenges in difficult programming but reflecting on what they have achieved through feedback.
		English	Up-levelling of writing pieces, producing own/peers' WWW and EBI Comparing own experiences and feelings with characters from texts studied
	Be willing to take on challenges that help you to grow, recording and commenting on what you have experienced and achieved.	French	Progress sheets at the end of a unit of work allow them to record what they've achieved and a target they set for themselves going forward. Focus on spoken French – being brave, having a go including in front of their peers not just in pairs. Opportunities threaded throughout the curriculum in Y5 and Y6 including a dedicated unit of work on 'Vive la France'. It allows pupils to explore in greater depth the culture and traditions of French speaking countries.
		Humanities	
	Be able to relate to people whose identities and backgrounds are different to yours.	Maths	Recognising how successful they were on tests and using their own judgement to fill gaps. Skills check allows children to challenge themselves consistently and seeing their improvements.
		Music	Discussing and performing music from a diverse range of backgrounds, considering the people and their culture. Performing in front of peers and challenging ourselves on a range of instruments.
		PE	Progress sheets being used to track attainment and set targets. Frequent personal challenges encourage students to be brave and resilient.
		PSHE	Discussing British Diversity, multi culturalism, racism and stereotyping Talking about mental health, self-belief, confidence and values
		RE	Up-levelling of written work. Learning about different cultures.
		Science	Discussion on different scientists and the challenges they faced. Up levelling of work and the challenge of some difficult tasks requiring them to work things out based on knowledge. Putting themselves in others situation to look at different sides to scientific and moral arguments.

		Whole-school	Carrying out duties within: ECO team, Student council
Explore possibilities	<p>Be able to explain what tasks you would like and like least about particular jobs and finding out about the qualities and skills needed to do a caring job.</p> <p>Describe a local business, how it is run and the products and/or services it provides.</p> <p>Be able to design a scheme for classifying a set of jobs and exploring the connection between uniform and status.</p> <p>Be able to explain what interests you about particular jobs, recognising that the subjects and topics that you take further can lead to qualifications and making progress in your careers.</p>	Art/DT	
		Computing	Discussions had around businesses that focus on ICT. How we use computing on a day-to-day basis to help other jobs. Scheme on Word, PowerPoint, Excel to use within jobs and present information.
		English	Instructional writing – children complete various pieces of writing, linking to the texts studied in class where they have written instructions in roles of characters.
		French	Discussions to avoid the trap of a language qualification meaning you'll be a translator, interpreter or teacher. Display in classroom to help these discussions.
		Humanities	
		Maths	Discussions about how maths is used every day in workplaces, particularly with regard to financial and time-management. Financial problems threaded throughout curriculum.
		Music	Discussions on the application of music in a broad range of careers. Units such as Film and Game music give insight on how composers use technology to develop soundtracks for games, apps, etc.
		PE	Understanding how a team works; playing to your strengths to contribute towards a shared goal. Understanding the nonperforming roles within a team e.g. manager. Exposed to people within the sporting industry e.g. coach, lifeguards. Half-termly career pathways (displays / discussions).
		PSHE	Careers unit where we discuss different types of jobs, their salaries as well as the educational journey in how to get those jobs. Discuss different types of jobs of people that come into school, such as an MP.
		RE	Learning about uniform and belonging. Developing empathy for those with a variety of different roles.
			Science
	Whole-school	Careers Week activities	
Manage career	Be aware that choice and opportunity make careers possible and to be able to make a step-by-step plan to enable you to achieve	Art/DT	
		Computing	Pros and Cons discussed with working within ICT. Spoken about technology having a different purpose to people and disappointment can be overcome with technological advance.
		English	Children can identify their own WWWs (what went well) within their work and use this to ensure progress is consistent. Children also up level based on their EBI (even better ifs) and can verbally explain how they have overcome difficulties.

	something you would like to be able to do.	French	Reflective learning encouraged. Ca va ou difficile? Then discussing positive effect of finding it difficult but still being successful.
	<p>To recognise your achievement when you have learnt something new even if you found it difficult initially.</p> <p>Be aware that having backup plans can help overcome the disappointment or bring a different reward if your main plan does not work out.</p> <p>Be able to weigh up the pros and cons of a choice you are thinking of making.</p>	Humanities	
		Maths	Recognising where children are on the right lines and praising resilience and not giving up.
		Music	Recognising the many cross- curricular links that we cover studying music. Acknowledging success in mastering complex skills that require dexterity and have a positive impact on our mental health., i.e. Positive impacts of performing/singing together.
		PE	Leadership in PE program – students apply to be a Team Manager. Evaluating and analysing team and individual performances.
		PSHEE	Mental health unit when talking about self-confidence and believing in our abilities as well as discussing our moral values.
		RE	Learning about life choices, making good decisions and consequences
		Science	Pupils often have to weigh up pros and cons of situation's, pupils complete reflection section at the end of each topic.
		Whole-school	Deciding whether to go on voluntary trips
Create opportunities	Be able to identify possible new jobs that might be needed in the future.	Art/DT	
	<p>Be able to respond to trusted adults who can help you identify your needs, reflecting on what you achieved and what you would do differently or better next time.</p> <p>Be able to take on different work-related roles in group play or teamwork, including as leader when required.</p>	Computing	Discussions around technological advances having caused new jobs in the last decade, jobs will depend on changes in technology. Individuals leading on teamwork during presentations.
		English	Using verbal communication within the classroom with various members of staff. Children work in groups/partners/teams in various roles to present their ideas to the rest of the class.
		French	Lots of discussions around technology and languages especially since the pandemic. Languages needed in gaming, online content etc. Group and pair work, where they take on different roles. Presentation skills – weather forecast. Really challenging for some pupils who are reluctant to address the whole class.
		Humanities	
		Maths	Work with computing teacher to introduce how maths links with computing and new technological jobs. Bakery and theme park projects, give children roles within a team, and how the relationship between them will work in the future.

	To explore how people relate to each other in work settings and explain what you found out from a visitor about setting up your own business.	Music	Discussions of how music will be used in emerging technologies. Ensemble work reinforces teamwork values, performing as a group with specific roles and responsibilities within that dynamic.
		PE	Experiencing different roles within a team e.g. captain. coach.
		PSHEE	Due to the nature of the topics in PSHCEE, we often discuss how people should and have to conduct themselves at work compared to school and what is expected of people in different places of work. We also often do group or teamwork where students have a chance to explore working together, taking turns in different roles as well as leading.
		RE	Play the Orange Game, from FairTrade
		Science	Pupils take on different roles in group work, responsible for key jobs in an experiment. Pupils often evaluate their methods in science. Looking at modern problems and how we might need to solve them in the future.
		Whole-school	Applying for roles, such as: ECO club, student council, house captains.
Balance life and work	<p>Be aware of what charities do and how they can be a charity worker, recognising that people seek different rewards when considering paid work that they'd like to do.</p> <p>Be able to explain the idea of division of labour with reference to the work that is done in the home.</p> <p>Be able to make decisions about saving, spending and budgeting.</p> <p>To be aware that imbalances between people's life and work affects your wellbeing and</p>	Art/DT	
		Computing	Discussions around how people work from home. Children use Teams every lesson to demonstrate how this is possible. E-safety unit to help show how to keep yourselves and others safe online.
		English	Children work around the theme of 'differences' (e.g. Wonder) to identify and discuss various barriers that other children may face and how we can challenge similar barriers within our own school/personal lives.
		French	Charity work - médecins sans frontières in Summer Term Y5. Curriculum content looks at school life, homework etc contrasted with leisure activities, sport etc.
		Humanities	
		Maths	Financial acumen, different tasks involving administration management and finance.
		Music	Discussions of the challenges certain people and groups have faced throughout musical history (Slavery, Black History and Music), Musical ground breakers. The impact that music has had in raising awareness of issues – song writing/charity.
		PE	Safety when exercising – policies and protocols. Personal responsibility to keep yourself fit and healthy. Being taught how to accept decisions which may go against them in a sporting setting.

	that people's work needs change during their lives.	PSHE	In PSHE we often look at mental health charities as well as charities such as Red Nose Day and Children in Need. Unit about Money; we discuss pocket money, what students have to do to earn them in the home as well as discussing savings, spending, budgeting and how a bank works. In the Mental health unit we discuss what is meant by wellbeing and how this is achieved both at school and at work and how to achieve a good work life balance. In our Anti-bullying unit we discuss the importance of telling staff if there is any issue and how talking to people that can help you will improve your wellbeing as well as safety. In our diversity unit we discuss protected characteristics and how their rights are protected.
	To be able to recognise what you can do to help keep yourself and others safe at school.	RE	Learn about how and why people do charitable work Learn about inequality
	To be able to recognise unfair barriers to opportunity and be willing to challenge them.	Science	Looking at scientist in history and the challenges they have faced. Health and safety in science and linking to jobs where same precautions are needed.
		Whole-school	Making decisions about saving and spending in whole-school events e.g. the book fair
See the big picture	To be aware of what the author is encouraging you to think about when work is a theme in a story.	Art/DT	
	To be able to consider if the information you have found is accurate/reliable.	Computing	Making sure when using the computer, we understand where safe and reliable websites are, and how to find them. Technology may be different when they start their career so this discussion leads onto how they may need new skills and adaptations.
	To be aware of trends that hint at how working life may change for you by the time you embark on your career.	English	Children use reading analysis via a range of different texts to think about authors' intentions and themes in their stories.
		French	Questions from pupils often spark the debate of fact vs fiction especially around culture/traditions including authentic resources. Galettes des Rois - do they really sit under the table and choose who has each slice of cake? Online content – video clips, websites etc usually queried as real not fake and discussed.
	To be able to explore jobs and ways of working that help to protect the environment and exploring what you and others can do	Humanities	
		Maths	Identify trends that may require them to adapt differently to the ever-changing world.
	Music	Discussion of music/lyrics that highlight social issues and change. Representation of groups throughout musical history and breaking down certain stereotypes.	

	to prevent people having to do harmful work.	PE	Discussion of technology being used in sport e.g. VAR, Hawkeye
	To be able to explore the benefits and possible drawbacks of scientific and technological developments that affect how people do their work.	PSHE	We often discuss fake news and how it is important to verify our resources. In the careers unit we look at new careers that are coming, such as work in AI and other emerging technologies.
		RE	Look at religious and non-religious beliefs about the environment
		Science	Pupils often evaluate information in terms of is it trustworthy or biased. Health and safety is a big part of science and we often link this to real job situations.
		Whole-school	Being a part of ECO club and exploring how these roles help to protect the environment

### Key Stage 3

	<b>Learning outcome statement</b>	<b>Learning Activities/Opportunities</b>	
Grow throughout life	<p>Be aware of the sources of help and support available and responding positively to feedback.</p> <p>Be aware that learning, skills and qualifications are important for career.</p> <p>Be able to challenge yourself and try new things, recording achievements.</p> <p>Be aware of heritage, identity and values.</p>	Art/DT	
		Computing	Idea award exemplifies careers and how they work within society. Challenges entering new programming skills which are very difficult.
		English	Children are aware what is expected of them in their assessments and what skills they require for further education. Children are aware (through verbal feedback) that the effort they put into their work will be reflective of how others view their potential.
		French	Continual references to transferable skills they gain from learning a language. Memory expansion, deduction, analysis, outperform non-language learners academically etc Progress sheets at the end of a unit of work allow them to record what they've achieved and a target they set for themselves going forward.
		Humanities	
		Maths	Recognising how successful they were on tests and using their own judgement to fill gaps. Skills check allows children to challenge themselves consistently and seeing their improvements.
		Music	Developing skills that have been proven to improve thinking skills – playing instruments. Challenging ourselves and working outside of our natural comfort zone-performing in front of others.
		PE	Leadership in PE Program – Sports Leaders / Team Managers Understanding the values of being a good sportsperson and how to apply these to everyday life situations. Y8 – Standon Bowers residential trip.
		PSHE	
		RE	Up-leveilling of written work. Learning about different cultures.
		Science	Discussion on different scientists and the challenges they faced. Up levelling of work and the challenge of some difficult tasks requiring them to work things out based on knowledge. Putting themselves in others situation to look at different sides to scientific and moral arguments.

		Whole-school	Careers Week and careers events
Explore possibilities	<p>Be aware of the range of possible jobs and of the range of different sectors and organisations where you can work.</p> <p>Be aware that many jobs require learning, skills and minimum qualifications and of the range of ways that organisations undertake recruitment and selection.</p> <p>Be able to identify common sources of information about the labour market education system.</p> <p>Be aware of the range of different sectors and organisations where you can work.</p> <p>Be aware of the main learning pathways (e.g. university, college and apprenticeships).</p>	Art/DT	
		Computing	Continuous discussion on how every workplace will require some level of computing experience. Work on excel and word to allow use of key skills. Work focused on building foundation level GCSE skills.
		English	Through various writing tasks, children are aware that literacy skills are important when writing letters, completing CVs etc in order to gain a career in later life. Children are also taught the importance of good oracy/listening skills.
		French	Discrete Careers/Why learn a language lesson at start of Y7 and Y8. This acts as the springboard for future discussions. Display in Room 17 – careers/languages. Discussions from this. Discussions around language skills being valuable with or without formal qualification. Quote examples from business.
		Humanities	
		Maths	Discussion to students, need a maths GCSE to apply and work within jobs. Most careers now expect maths GCSE.
		Music	Throughout various topics the idea of jobs within the music sector is discussed. Composition, advertising, Media etc.
		PE	Made aware of different career paths within the sport sector. This is done through visitors, trips and events as well as class discussions. Sports Leaders – encouraged to continue in high school with a leadership qualification.
		PSHE	Careers unit in where we discuss all these issues.
		RE	Learning about uniform and belonging. Developing empathy for those with a variety of different roles. Understanding the caste system.
		Science	Start of topic sheets have jobs linked to topic, often discussed with pupils. In some topics we also do a career focus if it links well to the learning.
		Whole-school	External visitors/talks on different pathways post 16

Manage career	<p>Be aware that career describes your journey through life, learning and work.</p> <p>To be able to look forward to the future, imagining a range of possibilities for yourself in your career.</p> <p>To be aware that different jobs and careers bring different challenges and rewards.</p> <p>To be able to learn from setbacks and challenges.</p> <p>To manage the transition into secondary school.</p>	Art/DT	
		Computing	Different uses of technology allow for a different range of skills to help with any job. Foundational GCSE subject knowledge applied.
		English	Every week, children can identify their own WWWs (what went well) within their work and use this to ensure progress is consistent. Children also up level based on their EBI (even better ifs) and can verbally explain how they have overcome difficulties.
		French	Discrete Careers/Why learn a language lesson at start of Y7 and Y8. This acts as the springboard for future discussions. Display in Room 17 – careers/languages. Discussions from this. Transfer tests with rationale for doing them. Song writing session/transfer activity with Head of Languages from TAHS.
		Humanities	
		Maths	Children to visit Thomas Alleyne's for maths activities.
		Music	Development and nurture of a skill outside of the general academic. Awareness of the positive perception this can create – broadening skill sets.
		PE	Sporting opportunities created with the local high school to aid transition. These involve older students / leaders and PE staff and often happen in the high school grounds. Having to deal with defeat at various levels; in lessons, extra-curricular competitions or school fixtures. Dealing with disappointed regarding team selection.
		PSHE	Careers unit in where we discuss all these issues.
		RE	Learning about life choices, making good decisions and consequences
		Science	Pupils often have to weigh up pros and cons of situation's, pupils complete reflection section at the end of each topic.
Whole-school	Transition days to respective high schools		
Create opportunities	To have developed friendships and relationships with others.	Art/DT	
		Computing	Self-learning on IDEA award. Excel used to create business accounts to demonstrate entrepreneurship.

	Be aware that it is important to take initiative in your learning and life.	English	Various texts (e.g. Can You See Me, Private Peaceful, The Tempest) showcase the importance of having stable relationships and how to maintain them.
	Be aware that building a career will require you to be imaginative and flexible.	French	Pair work, groupwork and project work allows them to take on varying roles. Presentation to class is about life skills for future career. Really challenging for some pupils who are reluctant to address the whole class. Feedback from peers – constructively – also used as skills for future life.
	To have developed the ability to communicate your needs and wants.	Humanities	
	Be able to identify a role model and be aware of the value of leadership.	Maths	Lesson on income tax of entrepreneurialism and self-employment. Kids taught to be resilient.
	Be aware of the concept of entrepreneurialism and self-employment.	Music	At various points students will take on different roles of responsibility as they work in groups, pairs, individually across a variety of styles and instruments
		PE	Team games where students get to experience several roles within a group and develop teamwork skills. Y8 Standon Bowers residential.
		PSHE	Due to the nature of the topics in PSHCE, we often discuss how people should and have to conduct themselves at work compared to school and why being able to work with others is an important life skill, especially in working life. We look at all these issues in the Careers unit.
		RE	Learn about Fair Trade
		Science	Pupils take on different roles in group work, responsible for key jobs in an experiment. Pupils often evaluate their methods in science. Looking at modern problems and how we might need to solve them in the future.
		Whole-school	Applying for Student Senior Leadership team
Balance life and work	Be aware of the concept of work-life balance and that physical and mental wellbeing are important.	Art/DT	
	Be aware of money and that individuals and families have to actively manage their finances.	Computing	E-safety topics talk about mental well-being within computing. This also involves discussions about different stages of life with technology and social media.
	Be aware of the ways that you can be involved in your family and community.	English	Injustices and prejudices are highlighted through the theme 'Can You Hear My Voice' where children are taught how to challenge social stereotypes and how to overcome any barriers these may cause.
		French	Some discussion around this end of Y7 and start of Y8 about the cost of the French trip, our rationale for instalments, potentially making the trip accessible. Rationale for Opal Coast vs Paris. Curriculum – leisure activities – importance of physical activity to look after mental well-being as well as general 'down time' being important. Equally

	Be aware of different life stages and life roles.		when looking at school/work life, discussion about the value of work to people's self-esteem etc.
	Be aware of rights and responsibilities in the workplace and in society, recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces.	Humanities	
		Maths	Financial acumen, different tasks involving administration management and finance.
		Music	Importance of music for well-being and maintaining a healthy mental environment.
		PE	Mental health and physical health and the role physical activity plays in this is discussed frequently. The PE Dept challenge stereotypes in sport frequently through discussion and these topics are often the focus of our VIPERS. We promote sporting opportunities within the community and organise visits and support events locally.
		PSHE	Careers unit When looking at how to be a good citizen (citizenship) In year 7 students look at Stereotypes, prejudice and protected characteristics.
		RE	Learn about how and why people do charitable work Learn about inequality
		Science	Looking at scientist in history and the challenges they have faced. Health and safety in science and linking to jobs where same precautions are needed.
		Whole-school	Careers Week activities that focus on misconceptions
See the big picture	Be aware of a range of different media, information sources and viewpoints.	Art/DT	
		Computing	Use of various media within the lessons. Vector graphics introduced in year 8. Talks of how technology is improving year on year and how do we respond to this.
	Be aware that there are trends in local and national labour markets and that trends in technology and science have implications for career.	English	The Truman Show SOW is used in year 8 as media platform to expose the children to various sources of which to communicate information, including facts and opinions.
		French	Y8 digital technology unit of work. Discussions around what is fake and what isn't. Effectiveness of different platforms. Views on what they think online content and social media will look like in the future.

	Be aware of the relationship between career and the natural environment.	Humanities	
		Maths	Identify trends that may require them to adapt differently to the ever-changing world.
	Be aware of the relationship between career, community and society and of the relationship between career, politics and the economy.	Music	Awareness of social changes, political influence, historical context on the changing sound of music. Emergence of specific genres and context.
	PE	We use a variety of news articles as the focus of our VIPERS and these often cover topics involving those listed.	
	PSHE	Politics unit- looking at who makes the decisions and how we can influence this. Also looking at the job of an MP. Looking at fake news and what information is reliable.	
	RE	Look at religious and non-religious beliefs about the environment	
	Science	Pupils often evaluate information in terms of if it is trustworthy or biased. Health and safety is a big part of science and we often link this to real job situations	
	Whole-school	Careers Week and events that focus on these relationships	

### 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.	<p>Renewing of 'Careers in maths' display board.</p> <p>NSPCC Number Day – enterprise and fund raising. Explaining the work of charities.</p> <p>Maths on Merseyside competition and winner to the university to look at maths options.</p> <p>Selected Year 8's to St Mary's for maths transition work to experience working in a school.</p>	<p>Selected Year 8s to work with Bank on real life banking module.</p> <p>Problem Solving investigations linked to enterprise.</p> <p>JCB STEM G&amp;T careers and enterprise day.</p>	3, 4, 5, 6, 7

Department: English

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>When students arrive at school, we will be asking them to write about what their interests are etc.</p> <p>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>Harry Potter visit.</p> <p>Reading focus on how characters skills enable him to be successful in his chosen career.</p> <p>All year groups have the opportunity to enter national writing competitions.</p>	<p>Students to research careers/FE/HE areas of interest. Create job profiles.</p> <p>Youth Speaks competition for selected Year 8 students.</p> <p>KS2 Handwriting competitions.</p> <p>All year groups have the opportunity to enter national writing competitions.</p>	<p>KS2 Book Drive - Exposes children to different authors, teaches children a life lesson in giving and receiving.</p> <p>Write a personal CV (focusing on the skills necessary for their chosen career (s) using job profiles from the Autumn term) with a personal statement.</p> <p>All year groups have the opportunity to enter national writing competitions.</p>	<p>3, 4, 5, 6,</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>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>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>3, 4, 5, 6</p>

STEM careers display in the department is regularly updated.	STEM careers display in the department is regularly updated.  Big Bang at the NEC	STEM careers display in the department is regularly updated.	
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Department: Art

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
KS3 – lesson on “What is art good for?” looking at the Ken Robinson Education debate.	KS2 – lesson on “What jobs can you do through pursuing art?”  Year 7 – Eden Project artist workshop including a discussion on life as an artist.	Year 8 – TAHS art exhibition.  Year 8 – Options discussions about GCSE and A-Level art.	3, 4, 5, 6

Department: DT

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
Year 6 – Bridge Project civil engineering (tarmac)  Year 7 – Industrial Skills Textiles sourcing sustainably  Year 8 – Dimensions industrial link project. Industrial data use anthropometrics/ ergonomics	Food hygiene in a professional kitchen.  Food – Tesco ethical/cultural foods.  Food – Tesco (sponsored coordinator) impact of sugar  Food miles – costing	Ethical manufacturing  Corporate company links – Team Cuisine  Industrial skills using plastic manufacturing  Jaguar Land Rover careers engineer team challenge	3, 4, 5

		Learning to use professional drawing orthographic design grids – cafeque	
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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>KS2 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 French trip</p> <p>Diversity Day</p>	<p>Year 8 – discussion around MFL benefits and value of GCSE.</p> <p>Year 8 transfer activities delivered by Head of Languages from TAHS.</p>	<p>3, 4</p>

Department: Humanities

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Year 5 – Where in the world are we? 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</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>2, 3, 4, 5, 6</p>

discussing how studying History and Geography has helped their career.  Careers display, linking jobs to Humanities learning.			
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Department: ICT

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Year 5 and 6 – Network development</p> <p>Year 7 – Media and Impact of technology. Licensing and legal issues in work, presenting and e-safety.</p> <p>Year 8 – Binary code and app development. Binary used in computing, app development as a possible future job.</p>	<p>Year 5 and 6 – Introduction to programming</p> <p>Year 7 – Programming and Networks. Network development and cyber security roles.</p> <p>Year 8 – Systems and Python. Artificial intelligence and sophisticated coding.</p>	<p>Year 5 and 6 – Introduction to excel and physical computing.</p> <p>Year 7 – Modelling data and programming. Use of complicated Excel formula.</p> <p>Year 8 – Web development and vector graphics, web development jobs available and graphic design linked to computing.</p>	4, 5

Department: L4L

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
All Years – Child Line (counselling service) ‘What does it mean to be a counsellor?’	Year 5 and 6 – Human rights and war ‘The role of rescue workers’	All years – the role of MPs and what happens in Parliament.	2, 3, 4, 5, 6

<p>Year 6 – Police cadets (throughout the year depending on when the police can deliver these sessions)</p> <p>The role of the police force – linked to bullying and cyber bullying and Crime in year 7 and 8.</p>	<p>Year 5 and 6 – banking and money Year 5 and 6 – Citizenship</p> <p>The role of the police force – linked to bullying and cyber bullying and Crime in year 7 and 8.</p>	<p>Year 7: Looking at British diversity, multi culturalism, stereotyping, prejudice, protected characteristics and racism.</p> <p>Year 8 – Careers education explicit module. Looking at jobs, salaries, cost of living and aspirations.</p>	
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Department: Music

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Choir All years – teamwork, presentation skills. Performing with peers in and out of school</p> <p>Young 6 Disney – Influence of Multi Nationals on culture. Career opportunities within.</p> <p>Year 7. Film music and careers in performing arts. How music is used in a variety of media.</p> <p>Year 8 Song Writing and career pathways.</p>	<p>Choir All years – teamwork, presentation skills. Performing with peers in and out of school</p> <p>Year 5 The orchestra – Teamwork, roles within a group.</p> <p>Young 6 Game music – development of music in the computing age. App development, game composition.</p> <p>Year 7 Folk Music – the importance of music and identity. Cultural capital.</p> <p>Year 8 Scales- performing skills, working in teams and collaboration</p>	<p>Choir All years – teamwork, presentation skills. Performing with peers in and out of school</p> <p>Year 5 Journey into Space – composition to support storylines. Work within the media.</p> <p>Year 6 Music and Art- roles within the Arts.</p> <p>Year 7 Writing Music – Composition skills.</p> <p>Year 8 Composition/Variation - adapting music for a variety of situations.</p>	<p>2, 3, 4,</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>Exposure to and engagement with professional sports coaches during extra-curricular clubs and lessons.</p> <p>Leadership in PE Program</p> <p>National School Sports Week</p>	<p>3, 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>	<p>4</p>

## Assemblies

	Gatsby Benchmarks
Assemblies by speakers from a variety of backgrounds, jobs, careers, education providers, employers and employees throughout the year.	2, 5, 7

## Other Provision linked to Careers

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<ul style="list-style-type: none"> <li>Headteacher from TAHS addresses Year 8 parents and students re options at Year 9 and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>Careers Fair at TAHS</li> <li>Careers Week</li> <li>National Apprenticeship Week</li> </ul>	<ul style="list-style-type: none"> <li>Summer Fayre – enterprise</li> <li>Year 8 visit from an apprenticeship training provider</li> </ul>	2, 3, 5, 7