


Summary of CEIAG (Careers education) at WHS School

(Key Stage 2 follow SCARF – Life Curriculum)

PSHE Learning Opportunities for CEIAG

Year 2

 RSHE/PSHE– Stage 2 Yearly Overview– LP-Nightingale 2022/23															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Me and my Relationships Our ideal classroom (1), Our ideal classroom (2), How are you feeling today? Bullying or teasing? Don't do that! Types of bullying, being a good friend, let's all be happy!							Valuing Difference What makes us who we are? How do we make others feel? My special people, when someone is feeling left out, An act of kindness, Solve the problem							
Spring	Keeping Myself Safe Harold's picnic, How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept							Rights and Responsibilities Getting on with others, When I feel like erupting, Feeling safe, How can we look after our environment?, Harold saves for something special, Harold goes camping, Playing games							
Summer	Being my Best You can do it!, My day, Harold's postcard - helping us to keep clean and healthy, Harold's bathroom, My body needs, What does my body do?							Growing and Changing A helping hand, Sam moves away, Haven't you grown!, My body, your body, Respecting privacy, Basic first aid							

PSHE Learning Opportunities

- L3. About things they can do to help look after their environment.
- L10. What money is; forms that money comes in; that money comes from different sources.
- L11. That people make different choices about how to save and spend money.
- L13. That money needs to be looked after; different ways of doing this

CEIAG and Gatsby Benchmarks - Learning Outcomes.

- PHSE programme. (GB1)
- Careers linked in Curriculum. (GB4)


Children will be able to:

- Understand that people have choices about what they do with their money.
- Know that money can be saved for a use at a future time.

- Explain how they might feel when they spend money on different things.
- What is money?
- Where does money come from?
- How do we use money?
- How does money benefit (help) us?
- What would the world be like if people didn't have money?
- Do you think people have always had money?
- What do we mean by spending and saving?
- Identify what they like about the school environment.
- Identify any problems with the school environment (e.g., things needing repair);
- Make suggestions for improving the school environment.
- Recognise that they all have a responsibility for helping to look after the school environment.

PSHE Learning Opportunities for CEIAG

Year 3

 RSHE/PSHE- Yearly Overview–Stage 3-HI– Sheeran 2022/23															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Me and my Relationships As a rule, My special pet, Tangram team challenge, Looking after our special people, How can we solve this problem?, Dan's dare, Thinks, Friends are special							Valuing Difference Family and friends, My community, Respect and challenge, Our friends and neighbours, Let's celebrate our differences, Zeb							
Spring	Keeping Myself Safe Safe or unsafe?, Danger or risk?, The Risk robot, Alcohol and cigarettes: the facts, Super Searcher, None of your business!, Raisin challenge (1), Help or harm?							Rights and Responsibilities Our helpful volunteers, Helping each other to stay safe, Recount task, Harold's environment project, Can Harold afford it?, Earning money							
Summer	Being my Best Derek cooks dinner! (healthy eating), Poorly Harold, For or against?, I am fantastic!, Getting on with your nerves!, Body team work, Top talents							Growing and Changing Relationship tree, Body space, Secret or surprise?, My changing body, Basic first aid							

PSHE Learning Opportunities

- L6. About the different groups that make up their community; what living in a community means.
- L7. To value the different contributions that people and groups make to the community.
- L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.
- L9. About stereotypes, how they can negatively influence behaviours and attitudes towards others, strategies for challenging stereotypes
- L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.
- L19. That people's spending decisions can affect others and the environment (e.g., Fair trade, buying single-use plastics, or giving to charity).
- L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.
- L26. That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.

- L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.
- H25. About personal identity, what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).
- H27. To recognise their individuality and personal qualities.
- R21. About discrimination: what it means and how to challenge it.

CEIAG and Gatsby Benchmarks - Learning Outcomes.


- PHSE programme. (GB1)
- Labour market information. (GB2)
- Students have different Careers advice (diversity and equality considered) (GB3)
- Careers linked in Curriculum. (GB4)

Children will be able to:

- Know what a stereotype is, and how stereotypes can be unfair, negative, or destructive
- Recognise the factors that make people similar to and different from each other.
- What Diversity means is, and the values within communities.
- Define the term 'community'.
- Identify the different communities that they belong to.
- Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
- Define what a volunteer is.
- Identify people who are volunteers in the school community.
- Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
- Identify their achievements and areas of development.
- Understand the terms 'income', 'saving' and 'spending'.
- Recognise that there are times we can buy items we want and times when we need to save for items.
- Suggest items and services around the home that need to be paid for (e.g., food, furniture, electricity etc.)
- Explain that people earn their income through their jobs.
- Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)

PSHE Learning Opportunities for CEIAG

Year 4

 RSHE/PSHE-Stage 4-Yearly Overview-MB-Hargreaves 2022/23															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Me and my Relationships An email from Harold!, Ok or not ok? (part 1), Ok or not ok? (part 2), Human machines, Different feelings, When feelings change, Under pressure							Valuing Difference Can you sort it?, Islands, Friend or acquaintance?, What would I do?, The people we share our world with, That is such a stereotype!							
Spring	Keeping Myself Safe Danger, risk or hazard?, Picture wise, How dare you!, Medicines: check the label, Know the norms ,Keeping ourselves safe, Raisin challenge (2)							Rights and Responsibilities Who helps us stay healthy and safe?, It's your right, How do we make a difference?, In the news!, Safety in numbers, Logo quiz, Harold's expenses, Why pay taxes?							
Summer	Being my Best What makes me ME!, Making choices, SCARF hotel, Harold's Seven Rs, My school community (1), Basic first aid							Growing and Changing What makes me ME!, Making choices, SCARF hotel, Harold's Seven Rs, My school community (1), Basic first aid							

PSHE Learning Opportunities

- R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.
- R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g., physically, in personality or background.
- R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
- L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.
- L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
- L7. To value the different contributions that people and groups make to the community.
- L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.
- L9. About stereotypes, how they can negatively influence behaviours and attitudes towards others, strategies for challenging stereotypes.
- L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.
- L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.

- L20. To recognise that people make spending decisions based on priorities, needs and wants.
- L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.

CEIAG and Gatsby Benchmarks - Learning Outcomes.


- PHSE programme. (GB1)
- Labour market information. (GB2)
- Students have different Careers advice (diversity and equality considered) (GB3)
- Careers linked in Curriculum. (GB4)

Children will be able to:

- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs, and festivals).
- Define the word *respect* and demonstrate ways of showing respect to others' differences.
- Understand and identify stereotypes, including those promoted in the media.
- Understand the reason we have rules.
- Suggest and engage with ways that they can contribute to the decision-making process in school (e.g., through pupil voice/school council).
- Recognise that everyone can make a difference within a democratic process.
- Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'.
- Understand how a payslip is laid out showing both pay and deductions.
- Prioritise public services from most essential to least essential.
- Define what a volunteer is.
- Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.

PSHE Learning Opportunities for CEIAG

Year 5

 RSHE/PSHE– Stage 5-Yearly Overview –Phillips BW– 2022/23															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Me and my Relationships Collaboration Challenge!, Give and take, How good a friend are you?, Relationship cake recipe, Being assertive, Our emotional needs, Communication							Valuing Difference Qualities of friendship, Kind conversations, Happy being me, The land of the Red People, Is it true?, It could happen to anyone							
Spring	Keeping Myself Safe 'Thinking' about habits, Jay's dilemma, Spot bullying, Ella's diary dilemma, Decision dilemmas, Play, like, share, Drugs: true or false?, Smoking: what is normal?, Would you risk it?							Rights and Responsibilities What's the story?, Fact or opinion?, Rights, responsibilities and duties, Mo makes a difference, Spending wisely, Lend us a fiver!, Local councils							
Summer	Being my Best Getting fit, It all adds up!, Different skills, My school community (2), Independence and responsibility, Star qualities?, Basic first aid, including Sepsis Awareness							Growing and Changing How are they feeling?, Taking notice of our feelings, Dear Hetty, Changing bodies and feelings, Growing up and changing bodies, It could happen to anyone, Help! I'm a teenager - get me out of here!, Dear Ash, Stop, start, stereotypes							

PSHE Learning Opportunities

- R11. What constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.
- R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.
- R21. About discrimination: what it means and how to challenge it.
- L3. About the relationship between rights and responsibilities.
- L9. About stereotypes,
- how they can negatively influence behaviours and attitudes towards others, strategies for challenging stereotypes.
- L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.

- L19. That people's spending decisions can affect others and the environment (e.g., Fair trade, buying single-use plastics, or giving to charity).
- L20. To recognise that people make spending decisions based on priorities, needs and wants.
- L21. Different ways to keep track of money.
- L22. About risks associated with money (e.g., money can be won, lost or stolen) and ways of keeping money safe.
- L24. To identify the ways that money can impact on people's feelings and emotions.
- L28. About what might influence people's decisions about a job or career (e.g., personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).
- L30. About some of the skills that will help them in their future careers e.g., teamwork, communication and negotiation.
- H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.

CEIAG and Gatsby Benchmarks - Learning Outcomes.

- PHSE programme. (GB1)
- Labour market information. (GB2)
- Students have different Careers advice (diversity and equality considered) (GB3)
- Careers linked in Curriculum. (GB4)

Children will be able to:

- Identify characteristics of passive, aggressive and assertive behaviours.
- Understand and rehearse assertiveness skills.
- Recognise that some people can get bullied because of the way they express their gender.
- Give examples of how bullying behaviours can be stopped.
- Define the differences between responsibilities, rights, and duties.
- Discuss what can make them difficult to follow.
- Identify the impact on individuals and the wider community if responsibilities are not carried out.
- State the costs involved in producing and selling an item.
- Suggest questions a consumer should ask before buying a product.
- Define the terms loan, credit, debt, and interest.
- Suggest advice for a range of situations involving personal finance.
- Identify their own strengths and talents.
- Identify areas that need improvement and describe strategies for achieving those improvements.

PSHE Learning Opportunities for CEIAG

Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Me and my Relationships Working together, Let's negotiate, Solve the friendship problem, Assertiveness skills (formerly Behave yourself - 2), Behave yourself, Dan's day, Don't force me, Acting appropriately, It's a puzzle							Valuing Difference OK to be different, We have more in common than not, Respecting differences, Tolerance and respect for others, Advertising friendships!, Boys will be boys? - challenging gender stereotypes							
Spring	Keeping Myself Safe Think before you click!, Traffic lights, To share or not to share?, Rat Park, What sort of drug is...?, Drugs: it's the law!, Alcohol: what is normal?, Joe's story (part 1) , Joe's story (part 2)						Rights and Responsibilities Two sides to every story, Fakebook friends, What's it worth?, Jobs and taxes, Action stations!, Project Pitch (parts 1 & 2), Happy shoppers - caring for the environment, Democracy in Britain 1 - Elections, Democracy in Britain 2 - How (most) laws are made								
Summer	Being my Best Five Ways to Wellbeing project, This will be your life!, Our recommendations, What's the risk? (1), What's the risk? (2), Basic first aid, including Sepsis Awareness						Growing and Changing Helpful or unhelpful? Managing change, I look great!, Media manipulation, Pressure online, Is this normal?, Dear Ash, Making babies, What is HIV?								

PSHE Learning Opportunities

- R21. About discrimination: what it means and how to challenge it.
- R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.
- R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g., physically, in personality or background.
- L9. About stereotypes, how they can negatively influence behaviours and attitudes towards others, strategies for challenging stereotypes.
- L20. To recognise that people make spending decisions based on priorities, needs and wants.
- L21. Different ways to keep track of money.
- L22. About risks associated with money (e.g., money can be won, lost or stolen) and ways of keeping money safe.
- L24. To identify the ways that money can impact on people's feelings and emotions.
- L27. About stereotypes in the workplace and that a person's career aspirations should not be limited by them.

- L28. About what might influence people's decisions about a job or career (e.g., personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).
- L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.
- L30. About some of the skills that will help them in their future careers e.g., teamwork, communication, and negotiation.
- L31. To identify the kind of job that they might like to do when they are older.
- H28. To identify personal strengths, skills, achievements, and interests and how these contribute to a sense of self-worth.
- H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.
- H35. About the new opportunities and responsibilities that increasing independence may bring.

CEIAG and Gatsby Benchmarks - Learning Outcomes.

- PHSE programme. (GB1)
- Labour market information. (GB2)
- Students have different Careers advice (diversity and equality considered) (GB3)
- Careers linked in Curriculum. (GB4)


Children will be able to:

- Demonstrate a collaborative approach to a task.
- Describe and implement the skills needed to do this.
- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.
- Define what is meant by the term stereotype.
- Recognise how the media can sometimes reinforce gender stereotypes.
- Recognise that people fall into a wide range of what is seen as normal.
- Challenge stereotypical gender portrayals of people.
- Explain some benefits of saving money.
- Describe the different ways money can be saved, outlining the pros and cons of each method.
- Describe the costs that go into producing an item.
- Suggest sale prices for a variety of items, taking into account a range of factors.
- Explain what is meant by the term *interest*.
- Recognise and explain that different jobs have different levels of pay and the factors that influence this.
- Explain the different types of tax (income tax and VAT) which help to fund public services.
- Identify aspirational goals.
- Describe the actions needed to set and achieve these.

(Key Stage 3/4 follow PHSE Association)

PSHE Learning Opportunities for CEIAG

Year 7



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Health and Wellbeing Transition and safety • how to identify, express and manage their emotions in a constructive way • how to establish and manage friendships • how to improve study skills • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid							Living in the Wider World Developing skills and aspirations • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices							
	Spring	Relationships Diversity • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others						Health and Wellbeing Health and puberty • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support							
Summer		Relationships Building relationships • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate con-						Living in the Wider World Financial decision making • how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour							

PSHE Learning Opportunities

PoS refs: R15, R39, L1, L4, L5, L9, L10, L12

- Develop skills and aspirations Careers,
- Teamwork and enterprise skills
- Raise aspirations

CEIAG, CDI Framework and Gatsby Benchmarks - Learning Outcomes.

- PHSE programme. (GB1)
- Labour market information. (GB2)
- Students have different Careers advice (diversity and equality considered) (GB3)
- Careers linked in Curriculum. (GB4)

Children will learn:

- How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity
- About a broad range of careers and the abilities and qualities required for different careers
- About equality of opportunity
- How to challenge stereotypes, broaden their horizons and how to identify future career aspirations
- About the link between values and career choices
- Financial decision making.

PSHE Learning Opportunities for CEIAG

Year 8

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15		
Autumn	Health and Wellbeing Drugs and alcohol • about medicinal and recreational drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes									Living in the Wider World Community and careers • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices								
		Spring	Relationships Discrimination • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination								Health and Wellbeing Emotional wellbeing • about attitudes towards mental health • how to challenge misconceptions stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies							
			Summer	Relationships Identity and relationships • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill								Living in the Wider World Digital literacy • about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions						

PSHE Learning Opportunities

PoS refs: R39, R41, L3, L8, L9, L10, L11, L12

- Community and careers
- Equality of opportunity in careers and life choices
- Different types and patterns of work

CEIAG, CDI Framework and Gatsby Benchmarks - Learning Outcomes.

- PHSE programme. (GB1)
- Labour market information. (GB2)
- Students have different Careers advice (diversity and equality considered) (GB3)
- Careers linked in Curriculum. (GB4)

Children will learn:

- About equality of opportunity in life and work
- How to challenge stereotypes and discrimination in relation to work and pay
- About employment, self-employment, and voluntary work
- Digital Literacy
- How to set aspirational goals for future careers and challenge expectations that limit choices

PSHE Learning Opportunities for CEIAG - Year 9

RSHE/PSHE– Stage 9-Yearly Overview –New Class AGr2022/23															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Health and Wellbeing Peer influence, substance use and gangs • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol							Living in the Wider World Setting Goals • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards asp and set meaningful, realistic goals for the future • skills for decision making							
	Spring	Relationships Respectful relationships • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services							Health and Wellbeing Healthy lifestyle • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination						
Summer		Relationships Intimate relationships • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about facts and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online							Living in the Wider World Employability skills • about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online						

PSHE Learning Opportunities

PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14

- Learning strengths,
- Career options and
- Goal setting as part of the GCSE options process

CEIAG, CDI Framework and Gatsby Benchmarks - Learning Outcomes.


- PHSE programme. (GB1)
- Labour market information. (GB2)
- Students have different Careers advice (diversity and equality considered) (GB3)
- Careers linked in Curriculum. (GB4)

Children will learn:

- About transferable skills, abilities, and interests
- How to demonstrate strengths
- About different types of employment and career pathways
- How to manage feelings relating to future employment
- How to work towards aspirations and set meaningful, realistic goals for the future
- About GCSE and post-16 options
- Skills for decision making
- Employability Skills

PSHE Learning Opportunities for CEIAG

Year 10/11

 RSHE Year 10/11 Yearly Overview– JSa– Whittaker 2022/23																		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15			
Autumn	Relationships Communication in relationships * about core values and emotions * about gender identity, gender expression and sexual orientation * how to communicate assertively * how to communicate wants and needs * how to handle unwanted attention, including online * how to challenge harassment and stalking, including online * about various forms of relationship abuse * about unhealthy, exploitative and abusive relationships * how to access support in abusive relationships and how to overcome challenges							Living in the Wider World Next steps * how to use feedback constructively when planning for the future * how to set and achieve SMART targets * effective revision techniques and strategies * about options post-16 and career pathways * about application processes, including writing CVs, personal statements and interview technique * how to maximise employability, including managing online presence and taking opportunities to broaden experience * about rights, responsibilities and challenges in relation to working part time whilst studying * how to manage work/life balance										
Spring	Health and Wellbeing Independence * how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) * emergency first aid skills * how to assess emergency and non-emergency situations and contact appropriate services * about the links between lifestyle and some can-						Relationships Families * about different types of families and changing family structures * how to evaluate readiness for parenthood and positive parenting qualities * about fertility, including how it varies and changes * about pregnancy, birth and miscarriage * about unplanned pregnancy options, including abor-											
Summer	Health and Wellbeing Building for the future * how to manage the judgement of others and challenge stereotyping * how to balance ambition and unrealistic expectations * how to develop self-efficacy, including motivation, perseverance and resilience * how to maintain a healthy self-concept * about the nature, causes and effects of stress * stress management strategies, including maintaining healthy sleep habits * about positive and safe ways to create content online and the opportunities this offers * how to balance time online						Living in the Wider World Work experience * how to evaluate strengths and interests in relation to career development * about opportunities in learning and work * strategies for overcoming challenges or adversity * about responsibilities in the workplace * how to manage practical problems and health and safety * how to maintain a positive personal presence online * how to evaluate and build on the learning from work experience											

PSHE Learning Opportunities

PoS refs: H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23

PoS refs: H2, H3, H4, H8, H12, L22

PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21

- Preparation for and readiness for work
- Building for the future Self-efficacy,
- Stress management,
- Future opportunities
- Application processes,
- Skills for further education,
- Employment and career progression

CEIAG, CDI Framework and Gatsby Benchmarks - Learning Outcomes.

- PHSE programme. (GB1)
- Labour market information. (GB2)
- Students have different Careers advice (diversity and equality considered) (GB3)
- Careers linked in Curriculum. (GB4)

- Work experience. (GB5)
- Workplace visits. (GB6)
- Visits to Colleges. (GB7)
- Careers advice from a qualified Careers advisor. (GB8)

Children will learn:

- How to evaluate strengths and interests in relation to career development
- About opportunities in learning and work
- Strategies for overcoming challenges or adversity
- About responsibilities in the workplace
- How to manage practical problems and health and safety
- How to maintain a positive personal presence online
- How to evaluate and build on the learning from work experience
- How to manage the judgement of others and challenge stereotyping
- How to balance ambition and unrealistic expectations
- How to develop self-efficacy, including motivation, perseverance, and resilience
- How to maintain a healthy self-concept
- About the nature, causes and effects of stress
- Stress management strategies, including maintaining healthy sleep habits
- About positive and safe ways to create content online and the opportunities this offers
- How to balance time online
- How to use feedback constructively when planning for the future
- How to set and achieve SMART targets
- Effective revision techniques and strategies
- About options post-16 and career pathways
- About application processes, including writing CVs, personal statements, and interview technique
- How to maximise employability, including managing online presence and taking opportunities to broaden experience
- About rights, responsibilities, and challenges in relation to working part time whilst studying
- How to manage work/life balance
- Work experience

The Gatsby benchmarks

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.
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 best use of available information.
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.
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 future career paths.
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.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
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.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career 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.

Career Development Framework Handbook

KS3, KS4 and Post 16

Manage career

Explore possibilities

Grow throughout life

See the big picture

Balance life and work

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 positive 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.





Grow throughout life

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

Key Stage 3

being aware of the sources of help and support available and responding positively to feedback

being aware that learning, skills and qualifications are important for career

being willing to challenge themselves and try new things

recording achievements

being aware of heritage, identity and values

Key Stage 4

responding positively to help, support and feedback

positively engaging in learning and taking action to achieve good outcomes

recognising the value of challenging themselves and trying new things

reflecting on and recording achievements, experiences and learning

considering what learning pathway they should pursue next

reflecting on their heritage, identity and values

Post 16

actively seeking out help, support and feedback

taking responsibility for their learning and aiming high

seeking out challenges and opportunities for development

reflecting on and recording achievements, experiences and learning and communicating them to others

planning their next steps in learning and work

discussing and reflecting on the impact of heritage, identity and values



Explore possibilities

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

Key Stage 3

being aware of the range of possible jobs

identifying common sources of information about the labour market education system

being aware of the main learning pathways (e.g. university, college and apprenticeships)

being aware that many jobs require learning, skills and minimum qualifications

being aware of the range of different sectors and organisations where they can work

being aware of the range of ways that organisations undertake recruitment and selection

Key Stage 4

considering what jobs and roles are interesting

researching the labour market and the education system

recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it

researching the learning and qualification requirements for jobs and careers that they are interested in

researching the range of workplaces and what it is like to work there

researching how recruitment and selection processes work and what they need to do to succeed in them

Post 16

developing a clear direction of travel in their career and actively pursuing this

actively seeking out information on the labour market and education system to support their career

having a clear understanding of the learning pathways and qualifications that they will need to pursue their career

actively researching and reflecting on workplaces, workplace culture and expectations

analysing and preparing for recruitment and selection processes



Manage career

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

Key Stage 3

being aware that career describes their journey through life, learning and work

looking forward to the future

imagining a range of possibilities for themselves in their career

being aware that different jobs and careers bring different challenges and rewards

managing the transition into secondary school and preparing for choosing their GCSEs

learning from setbacks and challenges

Key Stage 4

recognising the different ways in which people talk about career and reflecting on its meaning to them

building their confidence and optimism about their future

making plans and developing a pathway into their future

considering the risks and rewards associated with different pathways and careers

taking steps to achieve in their GCSEs and make a decision about their post-16 pathway

thinking about how they deal with and learn from challenges and setbacks

Post 16

being able to describe the concept of career and say what it means to them

building their confidence and optimism about their future and acting on it

actively planning, prioritising and setting targets for their future

considering the risks and rewards of different pathways and career and deciding between them

managing the transition into the post-16 learning context and preparing for post-18 transitions

being proactive about being resilient and learning from setbacks



Create opportunities

Create opportunities by being proactive and building positive relationships with others

Key Stage 3

developing friendships and relationships with others

being aware that it is important to take initiative in their learning and life

being aware that building a career will require them to be imaginative and flexible

developing the ability to communicate their needs and wants

being able to identify a role model and being aware of the value of leadership

being aware of the concept of entrepreneurialism and self-employment

Key Stage 4

developing friendships and relationships and reflecting on their relationship to their career

starting to take responsibility for making things happen in their career

being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them

being willing to speak up for themselves and others

being able to discuss roles models and reflect on leadership

researching entrepreneurialism and self-employment

Post 16

building and maintaining relationships and networks within and beyond the school

being proactive about their life, learning and career

being creative and agile as they develop their career pathway

representing themselves and others

acting as a leader, role model or example to others

considering entrepreneurialism and self-employment as a career pathway



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

Key Stage 3

being aware of the concept of work-life balance

being aware that physical and mental wellbeing are important

being aware of money and that individuals and families have to actively manage their finances

being aware of the ways that they can be involved in their family and community

being aware of different life stages and life roles

being aware of rights and responsibilities in the workplace and in society

recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces

Key Stage 4

reflecting on the different ways in which people balance their work and life

reflecting on their physical and mental wellbeing and considering how they can improve these

recognising the role that money and finances will play, in the decisions that they make and, in their life and career

recognising the role that they play in their family and community and considering how that might shape their career

considering how they want to move through different life stages and manage different life roles

developing knowledge of rights and responsibilities in the workplace and in society

identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces

Post 16

planning for the kind of balance of work and life that they want

taking action to improve their physical and mental wellbeing

beginning to manage their own money and plan their finances (e.g. thinking about student loans)

actively shaping their involvement in their family and community as part of their career planning

planning for different life stages and considering the different life roles that they want to play

being aware of their role in ensuring rights and responsibilities in the workplace and in society

taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them



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

Key Stage 3

being aware of a range of different media, information sources and viewpoints

being aware that there are trends in local and national labour markets

being aware that trends in technology and science have implications for career

being aware of the relationship between career and the natural environment

being aware of the relationship between career, community and society

being aware of the relationship between career, politics and the economy

Key Stage 4

evaluating different media, information sources and viewpoints

exploring local and national labour market trends

exploring trends in technology and science

exploring the relationship between career and the environment

exploring the relationship between career, community and society

exploring the relationship between career, politics and the economy

Post 16

evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career

exploring and responding to local and national labour market trends

exploring and responding to trends in technology and science

exploring and responding to the relationship between career and the environment

exploring and responding to the relationship between career, community and society

exploring and responding to the relationship between career, politics and the economy