

Educating
Tomorrow's
Women



Central Foundation Girls' School

Careers Plan

2019 - 2020

Central Foundation Girls' School (Voluntary Aided)

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Careers Plan (2019 – 2020)

Central Foundation Girls' School (CFGS) is a Rights Respecting School and as such places the United Nations Convention on the Rights of the Child (UNCRC) at the heart of the school's culture and ethos. CFGS is committed to the best possible outcomes for its students; helping them to develop a positive self-image, increase their self-confidence; and, raise their aspirations. The school strives to provide all girls with a range of appropriate information and guidance and a variety of work-related opportunities to ensure they are equipped with the skills and knowledge required to make informed future career decisions and manage the choices presented to them as they arise in the future.

According to the DfE Statutory guidance for governing bodies, school leaders and school staff, January 2018, Section 42A of the Education Act 1997 requires governing bodies to ensure that all students are provided with independent, impartial careers guidance from Year 8 to Year 13. This includes working with the local authority to support more vulnerable students including those with special educational needs and disabilities (SEND); those who are disengaged or are at risk of becoming not in education, employment or training (NEET). This careers development plan is designed to improve students' access to information and in so doing develop every student's talents and abilities to their fullest potential by ensuring that the rights inherent in the UNCRC, including the right to the best possible education, are respected.

The aims and vision for CFGS, according to CFGS Strategic Plan (2017-2018) is to: "transform lives through our high expectations and high standards for all. Challenge and support each other to excel through our passion for learning. Value all members of our community and celebrate success. Empower ourselves to be a positive, creative, innovative and inspirational community". In achieving these aims, the CFGS careers policy (March, 2018) contributes to the overall aims of the school by helping students develop the knowledge, skills and confidence to make realistic and informed decisions about their future career and work-related options and to manage the transition between key stages of their education, training and/or work. The school places a strong emphasis on giving students up-to-date, accurate and impartial information, guidance and advice enabling them to analyse themselves as work-ready individuals. This occurs in a range of careers-related interventions where students are encouraged to reflect on their skills, qualities and interests and identify what they need to do to improve these so as to prepare for future careers and employment. Through a planned PSHEE programme, delivered by tutors, students are given the chance to investigate and explore future choices and progression routes. At aged 16 and 18 students are prepared through guidance, advice and support to make realistic and informed choices about their education, including college and university applications, apprenticeships, traineeships and work. Opportunities to gain work experience is central to the school's desire that all students will be able to scrutinise working environments through experiential opportunities and through presentations offered by professionals and other external bodies.

CFGS Careers Plan is based on the Department for Education (DfE) document Careers guidance and access for education and training providers (January, 2018).

Central Foundation Girls' School Careers Plan: Aims

At Central Foundation Girls' School, our Careers Education, Information, Advice and Guidance (CEIAG) seeks to:

- Provide students with good quality independent and impartial careers advice, which allows them to make informed choices about their future careers so that they are able to fulfil their true potential.
- Provide advice and guidance, which is student-focused and steers students based on their interests, skills and abilities.
- Contribute to raising student aspirations and achievements by encouraging them to aim high and to consider a range of career options that are available to them.
- Develop students' employability skills, enabling them to assess their progress and work towards becoming work ready.
- Provide students with the opportunity to engage with meaningful real-life interactions with employers through work experience; work place visits; assemblies; employer workshops and through the PSHEE programme.
- Provide students with a range of careers and work-related learning opportunities that is inclusive, promotes equality and challenges stereotyping.
- Develop students' motivation for pursuing careers that offer career progression as a long-life process.
- Provide targeted intervention and support to all students at key transition points in their education.

CEIAG has Four Key Elements:

Over the years people have used different labels to describe the processes involved in helping young people to develop the knowledge; skills and attitudes they need to take control and manage their career development. In this way, the term 'careers work' covers four processes, namely careers education, careers information, careers advice and careers guidance. These **four processes** are interrelated and feature in the careers programmes include the following:

- **Careers Education** is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work-experience and other forms of work-related learning.

- **Work-Related Learning** is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experience of work.
- **Careers Information** is the provision of information and resources about courses, occupations and career paths.
- **Careers Advice and Guidance** go together. Whilst **careers advice** is more in-depth explanation of information and how to access and use information. It is important to state that this advice is provided by trained staff who are competent and able to provide career guidance work. **Careers guidance** is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

Senior Leader: Saiqua Zaneb (Assistant Headteacher) Careers Leader: Claudette Bailey-Morrissey

CEIAG: The Role of the Careers Leader

- Strategic leadership of CEIAG across the school
- Prepare and implement the careers plan
- Provision of a planned CEIAG programme / development of annual careers plan
- Schemes of work for careers education
- Monitor CEIAG provision and take up of careers guidance
- Commission and negotiate service level agreements (SLAs)
- Analysis and track destination data
- Establish, maintain and develop relationships with employers, further education, higher education, training and apprenticeship providers
- Liaise with tutors, Head of Years, SENCO to identify and support students with careers guidance
- Secure student access to personal careers guidance (IAG)
- Promote careers across the curriculum; liaise with the PSHEE Coordinator to plan and contribute to the careers strand of the careers-related learning programme as part of PSHEE)
- Lead in house training / CPD for staff
- Brief and support staff involved with the delivery of CEAIG
- Maintain own CPD
- Review and evaluate CEIAG (Quality assure CEIAG)
- Report to SLT and Governors on CEIAG

The Gatsby Benchmarks

With the publication of the government's Careers Strategy in December 2017 and the Careers Statutory Guidance in January 2018 all schools are expected to achieve all eight Gatsby Benchmarks by the end of 2020. The Gatsby Benchmarks are an excellent framework for planning and improving the careers provision at CFGS. Below are CFGS results from the Compass Tracker tool, completed in July 2018, with national comparisons.

EIGHT BENCHMARKS	Compass Tracker Result (July 2018)
<p>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.</p>	<p>76% (National: 4%)</p>
<p>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</p>	<p>0% (National: 30%)</p>
<p>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.</p>	<p>71% (National: 9%)</p>
<p>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.</p>	<p>25% (National: 13%)</p>
<p>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.</p>	<p>0% (National: 37%)</p>
<p>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.</p>	<p>100% (National: 39%)</p>
<p>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.</p>	<p>66% (National: 8%)</p>
<p>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.</p>	<p>100% (National: 46%)</p>

The Gatsby Benchmarks

Below are the updated CFGS results from the Compass Tracker tool, completed in June 2019, with last year's figures and national comparisons.

EIGHT BENCHMARKS	Compass Tracker Result (July 2018)	Compass Tracker Result (June 2019)
<p>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.</p>	<p>76% (National: 4%)</p>	<p>88% (+12%) (National 4%)</p>
<p>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</p>	<p>0% (National: 30%)</p>	<p>80% (+80%) (National 32%)</p>
<p>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.</p>	<p>71% (National: 9%)</p>	<p>72% (+1%) (National 13%)</p>
<p>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.</p>	<p>25% (National: 13%)</p>	<p>75% (+50%) (National 26%)</p>
<p>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.</p>	<p>0% (National: 37%)</p>	<p>100% (+100%) (National 38%)</p>
<p>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.</p>	<p>100% (National: 39%)</p>	<p>75% (-25%) (National 37%)</p>
<p>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.</p>	<p>66% (National: 8%)</p>	<p>95% (+29%) (National 13%)</p>
<p>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.</p>	<p>100% (National: 46%)</p>	<p>100% (National 49%)</p>

Careers Education Programme

Central Foundation Girls' School (CFGs) is committed to providing a planned and stable CEIAG programme with clear student outcomes for all students (based on the CDI Framework for Careers, Employability and Enterprise Education, March 2018). The careers education programme is delivered through the PSHEE programme and covers selected topics from the Core Theme: Living in the Wider World. Below is an overview of student entitlement at CFGs.

Student Entitlement

Career related activity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
The Access Project				√	√	√	√
Assemblies	√	√	√	√	√	√	√
Apprenticeship Assemblies and Workshops					√	√	√
Bird and Bird Pioneer Programme				√	√	√	√
Careers Education Lessons (through PSHEE)	√	√	√	√	√	√	√
Careers and Employability Days	√	√	√				
Careers Fair	√	√	√	√	√	√	√
Compass Mentoring Programme				√			
Employability workshops				√	√	√	√
Employee Mentoring (Targeted Students)				√	√	√	√
Employer Talks/Visits	√	√	√	√	√	√	√
Enterprise Activities	√	√	√	√			
KS4 Further Education Taster Days				√	√		
KS5 Higher Education Taster Days				√	√	√	√
Kennedys Mentoring Programme				√		√	
Mock Interviews				√		√	
Mosaic Mentoring Programme			√				
National Citizen Service (NCS)					√		
One-to-One Guidance Interviews (IAG)					√	√	√
STEM Employer Visits			√	√	√		
STEM Trips and Workshops	√	√	√				
Tutor Programme	√	√	√	√	√	√	√
Work Place Visits (One-Day Events)	√	√	√	√	√		
Work Experience (One to Two Weeks)				√	√	√	√
Visits from Further and Higher Education				√	√	√	√

CEIAG By Year Group (2019 – 2020) Sixth Form Activities**6th Form Careers Calendar Activities**

Month / Date	Activity/Event	Type of CEIAG or Work-Related Activity	Partnership	CDI Framework Gatsby Benchmarks
September 2019 – May 2020	Sixth Form one-to-one Careers Interviews	Careers Interview / Personal Guidance	Tower Hamlets Education Business Partnership	CDI Framework: 4, 10, 14, 15, 17 Benchmarks: 3, 8
September 2019 – December 2020	Sixth Form One-to-One Meetings	UCAS Support	The Access Project	CDI Framework: 4, 10, 14, 15, 17 Benchmarks: 3, 8
September 2019 – May 2020	The Girls' Network Mentoring Programme	Mentoring / Encounters with Employers and Employees	The Girls' Network	CDI Framework: 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 5, 8
September 2019	Sixth Form and HE Education Event	Encounters with He and Employers	NA	CDI Framework: 4, 10, 14, 15, 17 Benchmarks: 3, 7, 8
September 2019	Year 12 and 13 English Women's Rights Fair	Encounters with He and Employers	NA	CDI Framework: 4, 10, 14, 15, 17 Benchmarks: 3, 7, 8
September 2019	Year 13 Into University Session	Insight Day / Encounters with HE	IntoUniversity	CDI Framework: 7, 10, 14, 15, 17 Benchmarks: 3, 7, 8
October 2019	Year 12 Into University Session	Insight Day / Encounters with HE	IntoUniversity	CDI Framework: 7, 10, 14, 15, 17 Benchmarks: 3, 7, 8
October 2019	Year 13 Apprenticeship Fair	Apprenticeship Information Event	NA	CDI Framework: 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 5, 8
November 2019	A Level Media BFI Newspaper Workshop	Subject Workshop	NA	CDI Framework: 4, 10, 14, 15 Benchmarks: 3, 5, 7, 8
November 2019	The Access Project Year 12 Assembly: Accessing Selective Universities	University Information Assembly	The Access Project	CDI Framework: 7, 10, 14, 15, 17 Benchmarks: 3, 7, 8
November / December 2019	Sixth Form Workshop: A Level Choices	Guidance Workshop and Support	The Access Project	CDI Framework: 4, 10, 14, 15, 17 Benchmarks: 3, 8

CEIAG By Year Group (2019 – 2020) Sixth Form Activities Continued.....**6th Form Careers Calendar Activities**

Month / Date	Activity/Event	Type of CEIAG or Work-Related Activity	Partnership	CDI Framework Gatsby Benchmarks
December 2019	Apprenticeship Assembly	Apprenticeship Information Assembly	Amazing Apprenticeships	CDI Framework: 10, 14, 15 Benchmarks: 2, 3, 5, 8
December 2019	Careers Fair (3 rd December 2019)	Encounters with Employers and Employees	NA	CDI Framework: 4, 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 4, 5, 7, 8
January 2020	The Access Project Workshop: Year 12 University Choices	Encounters with HE	The Access Project	CDI Framework: 10, 12, 15 Benchmarks: 3, 7, 8
January / February 2020	The Access Project Workshop: UCAS and Transition to University	Addressing Students' Needs / Personal Guidance	The Access Project	CDI Framework: 10, 12, 15 Benchmarks: 3, 7, 8
January 2020	Year 13 Into University Event	Encounters with HE	IntoUniversity	CDI Framework: 10, 14 Benchmarks: 3, 7, 8
February 2020	Year 12 English NT Film Trip	Linking Curriculum Learning to Careers	NA	CDI Framework: 10, 14 Benchmarks: 3, 4
February / March 2020	Year 12 Enrichment Assembly	Enrichment Information Assembly	The Access Project	CDI Framework: 10, 12, 15 Benchmarks: 3, 7, 8
March 2020	Year 12 Head to Head Practice Interviews	Practice Interviews / Personal Guidance	Tower Hamlets Education Business Partnership	CDI Framework: 10, 11, 14, 15, 16 Benchmarks: 3, 4, 5, 8
March 2020	UCAS HE Exhibition	Encounters with HE	UCAS	CDI Framework: 10, 12, 15 Benchmarks: 3, 7, 8
March 2020	Careers Week (2 nd – 6 th March)	Career Talks / Encounters with Employers and Employees	NA	CDI Framework: 4, 5, 7, 10, 14 Benchmarks: 2, 3, 4, 5, 8
April / May 2020	The Access Project Year 12 UCAS Parent Event	Personal Guidance	The Access Project	CDI Framework: 10, 12, 15 Benchmarks: 3, 7, 8
July 2020	Post-18 Next Steps	HE/Apprenticeships	NA	CDI Framework: 10, 12, 15 Benchmarks: 3, 7, 8

CEIAG By Year Group (2019 – 2020) Year 11 Activities

Year 11 Careers Calendar Activities				
Month / Date	Activity/Event	Type of CEIAG or Work-Related Activity	Partnership	CDI Framework Gatsby Benchmarks
September 2019	Year 10 and Year 11 Dance Trip to the English National Ballet	Dance / Linking Curriculum Learning to Careers	NA	CDI Framework: 10, 14 Benchmarks: 3, 4
September 2019 – June 2020	Year 11 Access Project Tutorial Programme	Subject tutorials / Addressing Students' Needs	The Access Project	CDI Framework: 10, 15, 17 Benchmarks: 3, 8
September – December 2019	Year 11 Careers Interviews. Students have access to independent and impartial careers advice and guidance	One-to-one careers interviews / Personal Guidance	Prospects	CDI Framework: 4, 10 Benchmarks: 3, 8
September 2019 – June 2020	Year 11 College Open Days Students are informed during assemblies and tutor time	Open days / Encounters with FE	NA	CDI Framework: 10, 14, 15, 17 Benchmarks: 3, 7, 8
November 2019	GCSE Media BFI Newspaper Event	Subject Workshop/Visit	NA	CDI Framework: 4, 10, 14, 15 Benchmarks: 3, 5, 7, 8
November 2019	Year 11 Tutor Programme: <ul style="list-style-type: none"> • Post 16 Options and Personal Careers Planning • Introduction to Work Experience 	Careers Education lesson activities / Linking Curriculum Learning to Careers	NA	CDI Framework: 4, 10, 11, 12, 14, 15, 17 Benchmarks: 1, 3, 8
November / December 2019	The Access Project A level Workshop Changes	Personal Guidance	The Access Project	CDI Framework: 10, 14, 15, 17 Benchmarks: 3, 8
December 2019	Careers Fair (3 rd December 2019)	Encounters with Employers and Employees	NA	CDI Framework: 4, 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 4, 5, 7, 8
December 2019	Year 11 Evening of Success Grade 5+	Career Talks / Personal Guidance	NA	CDI Framework: 10, 14, 15, 17 Benchmarks: 3, 8

CEIAG By Year Group (2019 – 2020) Year Activities Continued....

Year 11 Careers Calendar Activities				
Month / Date	Activity/Event	Type of CEIAG or Work-Related Activity	Partnership	CDI Framework Gatsby Benchmarks
January 2020	Year 11 Into University Event	Encounters with HE	IntoUniversity	CDI Framework: 10, 14 Benchmarks: 3, 6, 8
January 2020	Year 11 Parents' Evening (15 th January 2020)	Parents Evening / Addressing Students' Needs	NA	CDI Framework: 10, 14, 15, 17 Benchmarks: 3, 8
January 2020	One-to-One A Level Choices	One-to-one careers interviews / Personal Guidance	The Access Project	CDI Framework: 10, 14 Benchmarks: 3, 6, 8
February 2020	Year 11 Access Project Goldsmith University Trip (20 students) February half term 2020	University Trip / Encounters with HE	The Access Project	CDI Framework: 10, 14 Benchmarks: 3, 6, 8
February / March 2020	Revision Workshop Techniques	Addressing Students' Needs/Personal Guidance	The Access Project	CDI Framework: 10, 14 Benchmarks: 3, 6, 8
March 2020	Careers Week (2 nd – 6 th March)	Career Talks / Encounters with Employers and Employees	NA	CDI Framework: 4, 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 4, 5, 8
July 2020	Year 11 Work Experience	Work Experience / Experiences of Workplaces	Tower Hamlets EBP	CDI Framework: 4, 5, 6, 7, 10, 14, 15, 17 Benchmarks: 2, 3, 5, 6
August 2020	GCSE Results Day Personal guidance and support available	GCSE Results Day / Addressing Students' Needs	Tower Hamlets Education Business Partnership	CDI Framework: 10, 14, 15, 17 Benchmarks: 3, 8

CEIAG By Year Group (2019 – 2020) Year 10 Activities**Year 10 Careers Calendar Activities**

Month / Date	Activity/Event	Type of CEIAG or Work-Related Activity	Partnership	CDI Framework Gatsby Benchmarks
September 2019 – July 2020	Year 10 Bird and Bird Pioneering Programme (6 students)	Mentoring / Encounters with Employers and Employees	Bird and Bird	CDI Framework: 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 5, 8
	Year 10 Mentoring Programme with Kennedys (20 students)	Mentoring / Encounters with Employers and Employees	Kennedys / Tower Hamlets Education Business Partnership	CDI Framework: 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 5, 8
	Year 10 Compass Mentoring Programme (24 students)	Mentoring / Encounters with Employers and Employees	Compass	CDI Framework: 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 5, 8
September 2019	Year 10 and Year 11 Dance Trip to the English National Ballet	Dance / Linking Curriculum Learning to Careers	NA	CDI Framework: 10, 14 Benchmarks: 3, 4
October 2019	Year 10 The Yard Theatre Trip	Drama / Linking Curriculum Learning to Careers	NA	CDI Framework: 10, 14 Benchmarks: 3, 4
October 2019	Year 10 Into University Session	Insight Day / Encounters with HE	IntoUniversity	CDI Framework: 7, 10, 14, 15, 17 Benchmarks: 3, 7, 8
November 2019	Year 10 Drama visit to Donmar Theatre	Drama / Linking Curriculum Learning to Careers	NA	CDI Framework: 10, 14 Benchmarks: 3, 4
November 2019	Year 10 Head to Head Practice Interviews	Encounters with Employers and Employees	Tower Hamlets Education Business Partnership	CDI Framework: 4, 10, 11, 14, 15 Benchmarks: 3, 4, 5
November 2019	Year 10 Suture for the Future Event (60 students)	Linking Curriculum Learning to Careers	UCL	CDI Framework: 4, 11, 10, 14, 15 Benchmarks: 4, 5, 7
December 2019	Careers Fair (3 rd December 2019)	Encounters with Employers and Employees	NA	CDI Framework: 4, 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 4, 5, 7, 8

CEIAG By Year Group (2019 – 2020) Year 10 Activities Continued.....**Year 10 Careers Calendar Activities**

Month / Date	Activity/Event	Type of CEIAG or Work-Related Activity	Partnership	CDI Framework Gatsby Benchmarks
December 2019	Year 10 Evening of Success Grade 5+	Raising Student Aspirations / Addressing Students' Needs	NA	CDI Framework: 4, 5, 6, 7, 10, 14, 15, 17 Benchmarks: 2, 3, 5, 6
January 2020	Year 10 Raising Aspirations Day	Raising Student Aspirations / Addressing Students' Needs	Clifford Chance	CDI Framework: 4, 5, 6, 7, 10, 14, 15, 17 Benchmarks: 2, 3, 5, 6
January 2020	Year 10 Leadership Aspirational Conference	Raising Student Aspirations / Addressing Students' Needs	NA	CDI Framework: 4, 5, 6, 7, 10, 14, 15, 17 Benchmarks: 2, 3, 5, 6
February 2020	Year 10 Access Project Trip to Oxford University	University visit / Encounters with HE	The Access Project	CDI Framework: 7, 10, 14, 15, 17 Benchmarks: 3, 7, 8
February 2020	Year 10 Drama Barbican Box Theatre Making Project	Theatre Visit / Linking Curriculum Learning to Careers	The Barbican	CDI Framework: 10, 14 Benchmarks: 3, 4
February 2020	Year 10 Into University Session	Insight Day / Encounters with HE	IntoUniversity	CDI Framework: 7, 10, 14, 15, 17 Benchmarks: 3, 7, 8
March 2020	Careers Week (2 nd – 6 th March)	Career Talks / Encounters with Employers and Employees	NA	CDI Framework: 4, 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 4, 5, 8
April / May 2020	The Access Project Workshop: One-to-One University Pathways	Addressing Students' Needs / Personal Guidance	The Access Project	CDI Framework: 7, 10, 14, 15, 17 Benchmarks: 3, 7, 8
June 2020	Year 10 GCSE Geography Physical Geography Fieldwork Loughton Essex	Geography Fieldwork / Linking Curriculum Learning to Careers	NA	CDI Framework: 10, 14 Benchmarks: 3, 4
July and August 2020	Year 10 KPMG Work Experience and Mentoring	Work Experience and Mentoring	KPMG	CDI Framework: 4, 5, 6, 7, 10, 14, 15, 17 Benchmarks: 2, 3, 5, 6

CEIAG By Year Group (2019 – 2020) Year 9 Activities

Year 9 Careers Calendar Activities				
Month / Date	Activity/Event	Type of CEIAG or Work-Related Activity	Partnership	CDI Framework Gatsby Benchmarks
September – December 2019	Year 9 Mosaic Mentoring Programme	Mentoring / Encounters with Employers and Employees	Mosaic	CDI Framework: 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 5, 8
October 2019	Year 9 Into University Session	Insight Day / Encounters with HE	IntoUniversity	CDI Framework: 7, 10, 14, 15, 17 Benchmarks: 3, 7, 8
November 2019	Year 9 Employability and Careers Options Event	Career Options / Addressing Students' Needs	Tower Hamlets Education Business Partnership	CDI Framework: 6, 10, 14, 15 Benchmarks: 3, 4, 5
November 2019	KS3 Tower Hamlets Book Award Event (10 students)	Linking Curriculum Learning to Careers	Tower Hamlets Education Business Partnership	CDI Framework: 10, 14 Benchmarks: 3, 4, 5
December 2019	Year 9 Guided Choices Option Lessons	Options Lessons / Addressing Students' Needs	NA	CDI Framework: 1, 4, 10, 14 Benchmarks: 3, 4, 8
December 2019	Careers Fair (3 rd December 2019)	Encounters with Employers and Employees	NA	CDI Framework: 4, 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 4, 5, 7, 8
January 2020	Year 9 Guided Choices Evening (240 students)	Options Evening / Addressing Students' Needs	Tower Hamlets Education Business Partnership	CDI Framework: 1, 4, 10, 14 Benchmarks: 3, 4, 8
March 2020	Year 9 Into University Session	Insight Day / Encounters with HE	IntoUniversity	CDI Framework: 7, 10, 14, 15, 17 Benchmarks: 3, 7, 8
March 2020	Careers Week (2 nd – 6 th March)	Career Talks / Encounters with Employers and Employees	NA	CDI Framework: 4, 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 4, 5, 8
April 2020	Year 9 Into University Session	Insight Day / Encounters with HE	IntoUniversity	CDI Framework: 7, 10, 14, 15, 17 Benchmarks: 3, 7, 8

CEIAG By Year Group (2019 – 2020) Year 9 Activities Continued.....

Year 9 Careers Calendar Activities				
Month / Date	Activity/Event	Type of CEIAG or Work-Related Activity	Partnership	CDI Framework Gatsby Benchmarks
June 2020	Year 9 Into University Session	Insight Day / Encounters with HE	IntoUniversity	CDI Framework: 7, 10, 14, 15, 17 Benchmarks: 3, 7, 8
June 2020	Year 9 Livery Schools Event	Careers Fair / Encounters with Employers and Employees	Worshipful Company	CDI Framework: 4, 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 4, 5, 8

CEIAG By Year Group (2019 – 2020) Year 8 Activities

Year 8 Careers Calendar Activities				
Month / Date	Activity/Event	Type of CEIAG or Work-Related Activity	Partnership	CDI Framework Gatsby Benchmarks
November 2019	Year 8 Into University Event	Encounters with HE	IntoUniversity	CDI Framework: 10, 14 Benchmarks: 3, 6, 7, 8
November 2019	KS3 Tower Hamlets Book Award (10 students)	Linking Curriculum Learning to Careers	Tower Hamlets Education Business Partnership	CDI Framework: 2, 10, 12, 14 Benchmarks: 4, 5
December 2019	Careers Fair (3 rd December 2019)	Encounters with Employers and Employees	NA	CDI Framework: 4, 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 4, 5, 7, 8
January 2020	Year 8 Into University Event	Encounters with HE	IntoUniversity	CDI Framework: 10, 14 Benchmarks: 3, 6, 7, 8
March 2020	Careers Week (2 nd – 6 th March)	Career Talks / Encounters with Employers and Employees	NA	CDI Framework: 4, 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 4, 5, 8
April 2020	Year 8 Parent's Evening	Parents Evening / Addressing Students' Needs	NA	CDI Framework: 10, 14, 15, 17 Benchmarks: 3, 8
May 2020	Year 8 Careers and Employability Event	Career Options / Addressing Students' Needs	Tower Hamlets Education Business Partnership	CDI Framework: 6, 10, 14, 15 Benchmarks: 3, 4, 5, 8

CEIAG By Year Group (2019 – 2020) Year 7 Activities

Year 7 Careers Calendar Activities				
Month / Date	Activity/Event	Type of CEIAG or Work-Related Activity	Partnership	CDI Framework Gatsby Benchmarks
September 2019 – July 2020	Year 7 Stepping Stones Once a Fortnight	Raising Student Aspirations / Addressing Students' Needs	Stepping Stones	CDI Framework: 1, 2, 10, 14, 15, 17 Benchmarks: 3, 4
December 2019	Year 7 Kidzmania Trip	Workplace Simulation / Linking Curriculum Learning to Careers	NA	CDI Framework: 4, 6, 9, 10, 14, 15, 17 Benchmarks: 3, 4, 5, 6
December 2019	Year 7 Into University Event	Encounters with HE	IntoUniversity	CDI Framework: 10, 14 Benchmarks: 3, 6, 8
December 2019	Careers Fair (3 rd December 2019)	Encounters with Employers and Employees	NA	CDI Framework: 4, 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 4, 5, 8
January 2020	Year 7 Into University Event	Encounters with HE	IntoUniversity	CDI Framework: 10, 14 Benchmarks: 3, 6, 8
March 2020	Careers Week (2 nd – 6 th March)	Career Talks / Encounters with Employers and Employees	NA	CDI Framework: 4, 10, 11, 14, 15, 16, 17 Benchmarks: 2, 3, 4, 5, 8
May 2020	Year 7 Careers and Employability Event	Career Options / Addressing Students' Needs	Tower Hamlets Education Business Partnership	CDI Framework: 6, 10, 14, 15 Benchmarks: 3, 4, 5
July 2020	Year 7 Parent's Evening	Parents Evening / Addressing Students' Needs	NA	CDI Framework: 10, 14, 15, 17 Benchmarks: 3, 8
July 2020	Year 7 Kidzmania Trip	Workplace Simulation / Linking Curriculum Learning to Careers	NA	CDI Framework: 4, 6, 9, 10, 14, 15, 17 Benchmarks: 3, 4, 5, 6

PSHEE and Careers Education Programme (Year 7)

Year Group	Autumn 1		Autumn 2	
	Relationships	Health & Wellbeing	Living in the Wider World	Relationships
Year 7	<p>Lesson 1: Friendships</p> <ul style="list-style-type: none"> • What makes a good friendship? • What are the qualities of a good friend? <p>Lesson 2: Romantic relationships</p> <ul style="list-style-type: none"> • What will it be like when I have a romantic relationship? • What do I need to know about dating? 	<p>Lesson 3: Boosting self-esteem & confidence</p> <ul style="list-style-type: none"> • To recognise personal strengths and skills and understand how these link to self-esteem and confidence. <p>Lesson 4: Boosting self-esteem & confidence-Empowering tomorrow's women</p> <ul style="list-style-type: none"> • To understand how to remain confident as women, despite various challenges that may occur. 	<p>Lesson 5: Work today and how work has changed</p> <ul style="list-style-type: none"> • To define different job roles. • To identify different ways of working. <p>Lesson 6: The difference between a job and a career</p> <ul style="list-style-type: none"> • To define a career. • To describe the difference between a job and a career. 	<p>Lesson 7: Boys and girls- is there a difference?</p> <ul style="list-style-type: none"> • Think about whether boys and girls receive equal respect. • Consider a range of situations related to gender and stereotypes. <p>Lesson 8: Changing relationships</p> <ul style="list-style-type: none"> • How do my relationships with family and friends change as I grow older? • How do I deal with conflicts with my friends?

Year Group	Spring 1		Spring 2	
	Health & Wellbeing	Relationships	Health & Wellbeing	Living in the Wider World
Year 7	<p>Lesson 9: Recognising what influences our health</p> <ul style="list-style-type: none"> • To understand what can influence our diet. <p>Lesson 10: Personal Hygiene</p> <ul style="list-style-type: none"> • To understand the nature of personal hygiene. • To identify and understand personal hygiene routines. 	<p>Lesson 11: How do we cope with loss and bereavement?</p> <ul style="list-style-type: none"> • Explore what 'loss and bereavement' might mean. • Consider ways that people may cope with loss. • Discuss different ways of dealing with death. 	<p>Lesson 12: First aid – The Basics</p> <ul style="list-style-type: none"> • To understand how to use first aid in everyday situations. <p>Lesson 13: St John's Ambulance First Aid Lesson</p> <ul style="list-style-type: none"> • To understand how to deal with emergency situations, be able to use CPR and/or put a person in the recovery position 	<p>Lesson 14: Skills & qualities</p> <ul style="list-style-type: none"> • To describe different skills and qualities needed to do different job roles. • To identify your own skills and qualities. <p>Lesson 15: What sort of work do you want to do?</p> <ul style="list-style-type: none"> • To identify your own strengths, weaknesses, opportunities and areas for development.

PSHEE and Careers Education Programme (Year 8)

Year Group	Autumn 1		Autumn 2	
	Relationships	Health & Wellbeing	Health & Wellbeing	Living in the Wider World
Year 8	<p>Lesson 1: Why are friends important?</p> <ul style="list-style-type: none"> • Understand that positive friendships are important in our lives? • Understand that friendships can cause strong feelings and emotions? <p>Lesson 2: Relationships</p> <ul style="list-style-type: none"> • To learn about the different types of relationships. • To understand the qualities needed to maintain good relationships. • To understand that most relationships go through positive and negative phases and need to be maintained. 	<p>Lesson 3: The purpose and importance of immunisation and vaccinations</p> <ul style="list-style-type: none"> • To understand the purpose and importance of vaccinations • To explain the purpose of different vaccinations offered at school <p>Lessons 4 & 5: Mental and emotional, Managing change</p> <ul style="list-style-type: none"> • To understand the characteristics of mental and emotional health. • To understand the prevalence of different types of mental health problems and common symptoms. • To understand certain changes as normal parts of growing up • To learn strategies to improve our mental and emotional wellbeing. 	<p>Lessons 4 & 5: Mental and emotional, Managing change</p> <ul style="list-style-type: none"> • To understand the characteristics of mental and emotional health. • To understand the prevalence of different types of mental health problems and common symptoms. • To understand certain changes as normal parts of growing up. • To learn strategies to improve our mental and emotional wellbeing. 	<p>Lesson 6: What does it mean to be enterprising?</p> <ul style="list-style-type: none"> • To understand the skills and qualities required to be an effective entrepreneur. <p>Lesson 7: Thinking like an entrepreneur</p> <ul style="list-style-type: none"> • To identify the ways an entrepreneur uses skills and qualities for creating new opportunities and projects.

PSHEE and Careers Education Programme (Year 8) Continued...

Year Group	Spring 1		Spring 2	
	Relationships	Health & Wellbeing	Health & Wellbeing	Living in the Wider World
Year 8	<p>Lesson 8: Romantic Relationships</p> <ul style="list-style-type: none"> • What happens when I start having romantic relationships? • In terms of physical affection, how do I know what's right? • What are signs of healthy and unhealthy relationships? • How can romantic relationships affect my friendships? <p>Lesson 9: Changing relationships</p> <ul style="list-style-type: none"> • Understand that all families experience high and lows. • Consider strategies for coping when there are family arguments. • Looking at some of the issues affecting young people. 	<p>Lesson 10: The benefits of physical activity & importance of sleep</p> <ul style="list-style-type: none"> • To know what kinds of exercise there are. • To understand why exercise is important. • To understand the importance of sleep and exercise and how to have a good balance of activity and rest. <p>Lessons 11 & 12 : Legal and Illegal Substances and the law</p> <ul style="list-style-type: none"> • To learn about the effects of tobacco and the law relating to its supply, use and misuse. • To learn about the effects of shisha and cannabis. • To understand the law relating to its supply, use and misuse. 	<p>Lessons 11 & 12 : Legal and Illegal Substances and the law</p> <ul style="list-style-type: none"> • To learn about the effects of tobacco and the law relating to its supply, use and misuse. • To learn about the effects of shisha and cannabis. • To understand the law relating to its supply, use and misuse. <p style="text-align: center;">Relationships</p> <p>Lesson 13: Divorce</p> <ul style="list-style-type: none"> • How does divorce change family relationships? • Where do I get help if I need support and advice about relationships? 	<p>Lesson 14: Starting a business</p> <ul style="list-style-type: none"> • To identify and learn about the factors that need to be considered when starting a business. <p>Lesson 15: How much can you remember?</p> <ul style="list-style-type: none"> • To recap the role of an entrepreneur and self-employment.

PSHEE and Careers Education Programme (Year 9)

Year Group	Autumn 1		Autumn 2	
	Relationships	Health & Wellbeing	Health & Wellbeing	Living in the Wider World
Year 9	<p>Lesson 1: More than Friends</p> <ul style="list-style-type: none"> To consider the good things about relationships To consider what can be difficult about relationships Developing romantic feelings <p>Lesson 2: What if I don't want to</p> <ul style="list-style-type: none"> To practise a strategy to help you make choices. Use the strategy to help you advise others. Think about the issues surrounding 'early sex'. 	<p>Lesson 3: The importance of balance between work, leisure and exercise</p> <ul style="list-style-type: none"> To understand the dangers of stress and how to maintain a balanced life. To identify ways of working smarter to avoid over working <p>Lessons 4 & 5: Eating disorders</p> <ul style="list-style-type: none"> To learn about how body image is represented in the media. To learn about anorexia and bulimia and their effects on the body. To learn about binge eating and its effects on the body. To understand how you can seek help or help others who have an eating disorder. 	<p>Lessons 4 & 5: Eating disorders</p> <ul style="list-style-type: none"> To learn about how body image is represented in the media. To learn about anorexia and bulimia and their effects on the body. To learn about binge eating and its effects on the body. To understand how you can seek help or help others who have an eating disorder. 	<p>Lesson 6: Managing your money</p> <ul style="list-style-type: none"> To understand what budgeting is. To understand the importance of budgeting and being aware of how to spend money. <p>Lesson 7: How much things cost</p> <ul style="list-style-type: none"> To understand the importance of disposable income and how much products and service cost.

PSHEE and Careers Education Programme (Year 9) Continued...

Year Group	Spring 1		Spring 2	
	Relationships	Health & Wellbeing	Living in the Wider World	Relationships
Year 9	<p>Lesson 8: What is abuse?</p> <ul style="list-style-type: none"> • What are the different kinds of abuse? • What are the signs of abuse? • Who can help in situations where a child is being abused? <p>Lesson 9: Is commitment important in relationships</p> <ul style="list-style-type: none"> • To think about marriage and stable relationships. • Discuss marriage and other partnership ceremonies. • To look at the significance of commitment vows. 	<p>Lessons 10 & 11: Factual information about alcohol and the law</p> <ul style="list-style-type: none"> • To learn how alcohol affects us in the short term and long term. • Consider the effects of alcohol on society and the law regarding consumption. 	<p>Lesson 12: Credit and Debit</p> <ul style="list-style-type: none"> • To understand the difference between credit and debit and how these can be managed in everyday life. <p>Lesson 13: Taxation</p> <ul style="list-style-type: none"> • To understand how taxes are used to pay for services. • To identify how paying taxes affects peoples' lives. 	<p>Lesson 14: Who can help me keep safe?</p> <ul style="list-style-type: none"> • Explore a range of issues which affect personal safety. • Consider the warning signals that tell us when we need help. • Learn about different ways of responding to problem situations. • Identify agencies that can help with these problems. <p>Lesson 15: How do I manage my feelings?</p> <ul style="list-style-type: none"> • Recognise a range of strong emotions that affect how we feel. • Reflect on how people can overcome negative feelings.

PSHEE and Careers Education Programme (Year 9) Continued...

Year Group	Summer 1		
	Health & Wellbeing		
Year 9	Lesson 16: 'Experimental' and 'Occasional' substance use <ul style="list-style-type: none"> To understand what drugs are and to be aware of their effects on the body. To be aware of the risks and consequences of 'experimental' and 'occasional' substance use. 		

PSHEE and Careers Education Programme (Year 10)

Year Group	Autumn 1		Autumn 2	
	Relationships	Health & Wellbeing	Living in the Wider World	Relationships
Year 10	Lesson 1: Relating to others <ul style="list-style-type: none"> Understanding the different types and levels of relationships The factors that make relationships successful or difficult The place of rights, responsibilities and respect in relationships Lesson 2: Family life <ul style="list-style-type: none"> The different ways that families operate The challenges of bringing up a family Family budgeting 	Lesson 3: Cancer Awareness and Understanding <ul style="list-style-type: none"> To increase awareness of cancers that more commonly affect young people and women specifically To understand common symptoms of these types of cancer and learn what actions can reduce the risk of these Lesson 4: Keeping Personal Information Safe <ul style="list-style-type: none"> To identify types of personal information. To understand the importance protecting private information. 	Lesson 5 and 6: Your Rights & Responsibilities at work <ul style="list-style-type: none"> To define rights and responsibilities. To identify the rights and responsibilities of employees. 	Lesson 7: Changing family relationships <ul style="list-style-type: none"> How do our relationships with our parents change in adolescence? What are some of the challenges of being a parent? Lesson 8: Bereavement <ul style="list-style-type: none"> What is bereavement? What are some stages of the grieving process?

PSHEE and Careers Education Programme (Year 10) Continued...

Year Group	Spring 1		Spring 2	
	Health & Wellbeing	Living in the Wider World	Relationships	Health & Wellbeing
Year 10	<p>Lesson 9: Reducing risk and minimising harm online</p> <ul style="list-style-type: none"> To understand potential risks and identify ways to protect ourselves online <p>Lesson 10: The media portrayal of idealised men and women</p> <ul style="list-style-type: none"> To understand how the media portray men and women and how this impacts on body image. 	<p>Lesson 11: Bullying in the workplace</p> <p>To identify how bullying manifests itself in the workplace.</p> <p>Lesson 12: The work community</p> <ul style="list-style-type: none"> To understand what is meant by community. To understand the support available to employees who are unhappy at work. 	<p>Lesson 13: Unhealthy relationships</p> <ul style="list-style-type: none"> Knowledge and understanding where young people are vulnerable in their relationships: grooming and domestic violence Where to turn for help and support 	<p>Lesson 14: Body Shape</p> <ul style="list-style-type: none"> To identify different body types. To understand the impact of the ideal body shape on young people.

Year Group	Spring 1			
	Living in the Wider World	Health & Wellbeing		
Year 10	<p>Lesson 15: Communication at work</p> <ul style="list-style-type: none"> To understand the purpose and importance of business communication. To understand the difference between internal and external methods of communication. <p>Lesson 16: Communication: an art or a science?</p> <ul style="list-style-type: none"> To identify types of communication methods and the importance of body language when communicating. 	<p>Lesson 17: Taking increased responsibility for your own health</p> <ul style="list-style-type: none"> To understand the importance of being responsible for your health and wellbeing. To understand what action to take when a health concern arises. 		

PSHEE and Careers Education Programme (Year 11)

Year Group	Autumn 1		Autumn 2	
	Relationships	Health & Wellbeing	Living in the Wider World	Relationships
Year 11	<p>Lesson 1: Romantic Relationships</p> <ul style="list-style-type: none"> • What is important when forming a romantic relationship? • What makes a healthy romantic relationship. <p>Lesson 2: When relationships go wrong</p> <ul style="list-style-type: none"> • Types of abuse that can occur in relationships. 	<p>Lesson 3: Stress and Anxiety</p> <ul style="list-style-type: none"> • To identify situations when stress is likely to occur. • To understand practical ways to manage stress. <p>Lesson 4: Managing Exam Stress</p> <ul style="list-style-type: none"> • To identify different exam stress warning signs. • To recognise strategies for managing exam stress. 	<ul style="list-style-type: none"> • Lesson 5: Post 16 options and Personal careers planning • To identify the options available after GCSEs. • To understand the importance of planning next steps. <p>Lesson 6: Introduction to Work experience</p> <ul style="list-style-type: none"> • To understand the purpose of work experience along with its benefits. 	<p>Lesson 7: Marriage</p> <ul style="list-style-type: none"> • What are the differences between traditional and modern marriages? • What is cohabitation? <p>Lesson 8: Forced and Arranged Marriages</p> <ul style="list-style-type: none"> • To understand the difference between an arrange marriage and a forced marriage? • To understand what a forced marriage is and what it is not. • To understand the cultural context of forced marriages.

PSHEE and Careers Education Programme (Year 11) Continued...

Year Group	Spring 1		Spring 2	
	Health & Wellbeing	Living in the Wider World	Relationships	Living in the Wider World
Year 11	<p>Lesson 9: Emotional Health</p> <ul style="list-style-type: none"> To understand the benefits of physical and emotional wellbeing. <p>Lesson 10: Mental Health (Self Harm)</p> <ul style="list-style-type: none"> To understand the meaning of self-harm. To recognise possible life events that may lead to self-harm. 	<p>Lesson 11: Making a good impression</p> <ul style="list-style-type: none"> To identify the link between smart dress and having a positive attitude. <p>Lesson 12: Positive Attitudes and Behaviours at Work</p> <ul style="list-style-type: none"> To identify different organisational rules and procedures. To reflect on your own attitude and behaviour. 	<p>Lesson 13: Divorce</p> <ul style="list-style-type: none"> What is divorce? What is the impact of divorce on the family? How can you cope with divorce? <p>Lesson 14: Teenage Pregnancies</p> <ul style="list-style-type: none"> What are the causes of unplanned pregnancy? What do you do if you think you or someone you know is pregnant? 	<p>Lesson 15: Communication at Work</p> <ul style="list-style-type: none"> To understand the purpose and importance of business communication. <p>Lesson 16: Communication: an Art or a Science?</p> <ul style="list-style-type: none"> To identify types of communication methods and the importance of body language when communicating.

PSHEE Overview Sixth Form – Planning: Living in the Wider World

Year 12 PSHEE Overview and Lessons

Year	Term	Core Theme	Lesson 1:	Lesson 2:
12	Autumn Term (2)	Rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy	<ul style="list-style-type: none"> Exercise their legal right and responsibilities; and know who can support them if they have a grievance. 	<ul style="list-style-type: none"> Exercise their consumer rights; Know who can help if they feel they have a grievance.
	Spring Term (2)	How to develop employability, team working and leadership skills and develop flexibility and resilience	<ul style="list-style-type: none"> Understand and use knowledge and skills to access further and higher education options and training, including apprenticeships. 	<ul style="list-style-type: none"> Produce concise and compelling curriculum vitae. Prepare for and undertake interviews; understand the role of referees and references.
	Summer Term (2)	How to make informed choices and be enterprising and ambitious in life, education and work	<ul style="list-style-type: none"> Match career to personal interests, attributes and skills. Develop a life plan that identifies personal aspirations and sets compelling goals. 	<ul style="list-style-type: none"> Balance ambition with realism. Identify how the benefits offered by unattainable ambitions can still be met in realistic ways.

Year 13 PSHEE Overview and Lessons

Year	Term	Core Theme	Lesson 1:	Lesson 2:
13	Autumn Term (2)	How to develop employability, team working and leadership skills and develop flexibility and resilience	<ul style="list-style-type: none"> Identify examples from their own lives that can evidence where they have demonstrated specific qualities sought by employers (including effective team working; working inclusively; creativity and problem solving; responding to change; respecting diversity; showing initiative; working independently and to deadlines; taking personal responsibility; working to direction) 	<ul style="list-style-type: none"> Apply for future roles; 'market' themselves by promoting their personal 'brand', including personal presentation. Recognise and celebrate cultural diversity. Understand what is meant by the global market.
	Spring Term (2)	How personal financial choices can affect oneself and others, student finance, budgeting on a salary and about rights and responsibilities as consumers	<ul style="list-style-type: none"> Manage contracts; understand the process of renting items and accommodation; know who can support them if they need help. Plan their budget, especially when living away from home for first time. 	<ul style="list-style-type: none"> Understand savings options; know where to save, when to save and why. Understand and manage debt, differentiating between 'good' and 'bad' debt.