

Careers education: CDI spiral curriculum																
Supports Gatsby 1 by providing a stable careers programme with clear learning outcomes.																
LEARNING JOURNEY																
CDI LEARNING AREA	Year 7			Year 8			Year 9			Year 10			Year 11			
2 3 8 [1]	Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths.	Who am I?			What are my interests?			What are my skills?			Reflecting on my career journey: past, present and future			What are my employability skills?		
		15m	60m		15m	60m		15m	60m		15m	60m		15m	60m	
2 7 [2]	Explore Possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	Exploring possibilities: dream jobs			Job applications: superhero CVs			What comes after school: the main learning pathways			Exploring employer profiles			Post 16 – Choices, Choices		
		15m	N/A		15m	60m		15m	N/A		15m	N/A		15m	60m	
2 7 8 [3]	Manage Career Manage your career actively, make the most of opportunities and learn from setbacks.	What is a career?			Challenges and rewards of work			Decision making: choosing what to study at KS4			What type of career is best for me?			Decision making: choosing your post-16 pathway		
		15m	60m		15m	60m		15m	60m		15m	60m		15m	60m	
2 6 7 [4]	Create opportunities Create opportunities by being proactive and building positive relationships with others.	What is an entrepreneur?			Creating the life you want: making a vision board			Taking control of your career journey			Preparing to go on work experience*			Researching volunteering and paid work		
		15m	60m		15m	60m		15m	60m		15m	60m		15m	60m	
2 3 6 7 [5]	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.	What is a work-life balance?			What does success mean to me?			Working and earning: managing your money			Wellbeing in the workplace			Money talks: apprenticeships vs. higher education		
		15m	60m		15m	60m		15m	60m		15m	60m		15m	60m	
2 3 6 [6]	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.	Careers and the future			Careers and the climate			What is the labour market and why is it important?			In person, hybrid, and remote: what works best?			Is AI a threat to our jobs?		
		15m	60m		15m	60m		15m	60m		15m	60m		15m	60m	
3 8 [7]	Psychometric testing lessons	Using the Interests profile N/A N/A Using the Personality profile N/A N/A Using the Work environments profile N/A N/A Using the Skills profile part 1: Skills quiz N/A N/A Using the Skills profile part 2: Skills test N/A N/A												Using the Interests profile N/A N/A Using the Personality profile N/A N/A Using the Work environments profile N/A N/A Using the Skills profile part 1: Skills quiz N/A N/A Using the Skills profile part 2: Skills test N/A N/A		
4 [8]	Linking careers to curriculum template	Careers in the curriculum templates (11-14) Careers in the curriculum templates (14-16) Careers in the curriculum templates (16-18)												Careers in the curriculum templates (11-14) Careers in the curriculum templates (14-16) Careers in the curriculum templates (16-18)		

*Preparing for a personal guidance one-to-one and Preparing to go on work experience lessons can be used repeatedly with students in any year group before a one-to-one guidance meeting or work experience placement.

Two weeks' worth of work experience (broken down into one weeks' worth of work experience activities in years 7 to 9 and one week's worth of work experience placement(s) in year 10 and 11) is currently not yet a mandatory requirement, but a policy aspiration.

[1] Supports Gatsby 2 by providing examples of the value of learning and qualifications and their connection to career.

Supports Gatsby 3 by showing students how recording achievements can support lifelong learning and reflection.

Supports Gatsby 8 by helping students to prepare for a personal guidance interview, giving them opportunities to reflect on what activities they have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.

[2] Supports Gatsby 2 by encouraging exploration and analysis of information about the labour market.

Supports Gatsby 7 by creating opportunities for pupils to find out about the full range of educational and training pathways.

[3] Supports Gatsby 2 by illustrating common career challenges and examining how they can be overcome.

Supports Gatsby 7 by discussing the way in which a commitment to lifelong learning can open up new opportunities and support progression.

Supports Gatsby 8 by helping students to prepare for a personal guidance interview, giving them opportunities to reflect on what activities they have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.

[4] Supports Gatsby 2 by encouraging exploration of entrepreneurship and self-employment as a career route.

Supports Gatsby 6 by preparing students for work experience.

Supports Gatsby 7 by discussing the way in which a commitment to lifelong learning can open up new opportunities and support progression.

[5] Supports Gatsby 2 by raising awareness of rights and responsibilities in the workplace and providing examples of work/life balance.

Supports Gatsby 3 by challenging stereotypes and their relationship to life roles, work/life balance and career destinations.

Supports Gatsby 6 by encouraging pupils to use their experiences of work to find out about how others balance work with life.

Supports Gatsby 7 by recognising learning as a part of life which people need to make time for.

[6] Supports Gatsby 2 by providing labour market data, policies and issues for analysis and discussion.

Supports Gatsby 3 by challenging stereotypes and their relationship to life roles, work/life balance and career destinations.

Supports Gatsby 6 by supporting pupils to think about how organisations operate, what they contribute to society and the economy and what they might be

lauded or criticised for.

[7] Supports Gatsby 3 by providing personalised psychometric results.

Supports Gatsby 8 by generating information which can be used in 1:1 guidance sessions.

[8] Supports Gatsby 4 by providing a template for subject teachers to link their subject area to careers.