

Long Term Planning Subject: Futures (CEIAG/Careers Education)

Key Stage 5			
Learning Objectives Pupils should learn to...	Gatsby reference	Possible teaching activities	Learning outcomes Pupils will be...
Developing yourself through careers, employability and enterprise education			
(1) Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work	3	<ul style="list-style-type: none"> Students complete a personal skills audit and review. Students complete a questionnaire about their likes, dislikes, aspirations for the future (if the student is able to express this). This is used in their EHCP meeting each year to help plan an individualised program to help them achieve their goals for the future. 	Self-aware
(2) Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own progress, achievement and wellbeing	3	<ul style="list-style-type: none"> Students pick up cards that present them with various career dilemmas (e.g. my results are worse than expected, my results are better than expected) and must explain to a partner how they would let it impact on their future 'career story' Students co-construct a personal statement for an application they are making with the aid of a trusted adult. <p>Students can identify what they think they are good at and like doing.</p>	Self-determined
(3) Be proactive in taking part in careers, employability and enterprise activities and experiences and assessing the benefits to you as a learner	3	<ul style="list-style-type: none"> Students select an activity in which to participate that will give them evidence of a track-record or relevant experience that will stand them in good stead when they submit their applications. Students can reflect on whether they have enjoyed something or not. What would they change? 	Self-improving as a learner
Learning about careers and the world of work			
(4) Reflect on changing career processes and structures and their effects on people's experience and management of their own career development	2	<ul style="list-style-type: none"> Students can identify the different pathways offered to them when they leave school. 	Exploring careers and career development

Taken from the CDI Careers Education Framework KS2, KS3, KS4 & Post 16. Can be delivered discretely or stand alone. Please adapt to meet your cohorts specific needs and abilities. Consider links to PHSE Scheme and Preparation for Adulthood.

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(5) Recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about improving people's satisfaction with their working lives in the future	2	Students have some understanding of what a job is and similarities and differences in jobs. <ul style="list-style-type: none"> • Students can understand some of the reasons why people go to work and why it is important. 	Investigating work and working life
(6) Explain how what businesses do, the way they operate and the way they measure success is changing	5	<ul style="list-style-type: none"> • Students take part in a school enterprise. 	Understanding business and industry
(7) Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans	5	<ul style="list-style-type: none"> • Students understand that some jobs are different. You cannot just do any job. 	Investigating jobs and labour market information (LMI)
(8) Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others	3	<ul style="list-style-type: none"> • Students show understanding that like school people in workplaces/jobs have to follow rules as well and behave in a way that is kind to others 	Valuing equality, diversity and inclusion
(9) Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices	4	<ul style="list-style-type: none"> • Students investigate a range of health and safety issues. • Students can identify people that will help them. 	Learning about safe working practices and environments

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Developing your career management and employability skills			
(10) Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of careers information, advice and guidance.	2	<ul style="list-style-type: none"> • Students will have an interview with our careers advisor. • Students will work with PCP Team producing a document about themselves to use after school. 	Making the most of careers information, advice and guidance (CEIAG)
(11) Explain how you are developing your employability to meet your own expectations and the expectations of employers and co-workers.	4,5,6	<ul style="list-style-type: none"> • Students review what they have learned about a job from participation in work experience and/or voluntary work. • Students evaluate their contribution to the work of a team. 	Preparing for employability.
(12) Develop and apply enterprise qualities and skills in your approach to learning, work and career planning.	4,5,6	<ul style="list-style-type: none"> • Students will participate in enterprise activities. • Students take part in a reality-show type of competition to win a young entrepreneur of the year award. 	Show initiative and enterprise.
(13) Show how you have developed your personal financial capability to improve the future decisions you need to take about everyday living, further study, training and work.	3	Students have some understanding of the importance of money in their lives. This can range from recognising coins to preparing a budget for an enterprise project depending the level of the student.	Developing personal Financial capability.
(14) Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you.	2	<ul style="list-style-type: none"> • Students make plans beforehand to get the most out of a careers and opportunities fair. • Students research what options are available for them when they leave school. EHCP. Visits and taster sessions at post 16 provisions.	Identifying choices and opportunities.
(15) Know how to make career enhancing plans and decisions.	3	<ul style="list-style-type: none"> • Where able students have some input into their individual learning plan. 	Planning and deciding

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(16) Know how to prepare for, perform well and learn from participating in selection processes.		<ul style="list-style-type: none"> • Students are able to communicate their needs. • Students practise filling in online forms. • Students practise how to perform well when completing a group problem-solving exercise as part of a team. 	Handling applications and interviews
(17) Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions.		<ul style="list-style-type: none"> • Students show some understanding of transition and change in life Students express changes and transitions they have already experienced.. 	Managing changes and transitions