

# Careers PSHE Programme

	Topics and intent overview	INTENT In this unit of work, students learn...	IMPACT Measurable outcomes – students will be able to
Year 7	<p><b>Wider World</b>  <b>Focus: Study skills (in the classroom and beyond), goal-setting.</b></p> <p><b>Intent overview:</b> To prepare and equip students with the skills and strategies to understand, meet and exceed the expectations of the world beyond the classroom.  <a href="#">WW - Unit 1</a>  Lesson 1: How can I organise my time? (L1, L6,L9)  Lesson 2: Email Etiquette (L1, L6, L9)  Lesson 3: Stereotypes, visible difference (L10)  Lesson 4: Gender Stereotypes (L10)  Lesson 5: Personal Space</p> <p><b>Wider World</b>  <b>Focus: Life skills and life goals. Future planning, management and organisation</b></p> <p><b>Intent overview:</b> to equip and support students as they prepare for life beyond school, so they may be able to organise and manage themselves in a good and effective manner.  <a href="#">WW - Unit 2</a>  Lesson 1: Unifrog (L2)  Lesson 2: Job Profiles (L3, L9)  Lesson 3: Routes into careers (L12)  Lesson 4: Budgeting (L15)  Lesson 5: What does this mean for me now? (L2, L3, L9, L12)</p>	<ul style="list-style-type: none"> <li>• <b>L1.</b> study, organisational, research and presentation skills</li> <li>• <b>L6.</b> the importance and benefits of being a lifelong learner</li> <li>• <b>L2.</b> to review their strengths, interests, skills, qualities and values and how to develop them</li> <li>• L3. to set realistic yet ambitious targets and goals)</li> <li>• <b>L9.</b> the benefits of setting ambitious goals and being open to opportunities in all aspects of life</li> <li>• <b>L10.</b> to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</li> <li>• <b>L2.</b> to review their strengths, interests, skills, qualities and values and how to develop them</li> <li>• <b>L3.</b> to set realistic yet ambitious targets and goals</li> <li>• <b>L9.</b> the benefits of setting ambitious goals and being open to opportunities in all aspects of life</li> <li>• <b>L12.</b> about different work roles and career pathways, including clarifying their own early aspirations</li> <li>• <b>L15.</b> to assess and manage risk in relation to financial decisions that young people might make</li> </ul>	<ul style="list-style-type: none"> <li>• about equality of opportunity in life and work.</li> <li>• how to challenge stereotypes and discrimination in relation to work and pay.</li> <li>• how to set aspirational goals for future careers and challenge expectations that limit choices.</li> <li>• how to approach study in a purposeful way, including how to organise themselves, conduct research and create/carry out presentations.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• able to target set for the future and establish plans</li> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• how to be a discerning consumer of information online including understanding that information</li> <li>• to be able to realistically plan and organise life goals and understand how to set goals for the future</li> </ul>