



## Trinity Academy Newcastle Careers Education Curriculum Plan

Pupils will be...	Key Stage	Learning outcomes	Suggested Teaching and Learning activities			PSHE links	Links to events/ programme
Self-aware	2	Describe what you are like, what you are good at and what you enjoy doing	Children describe themselves to their e-pen pals- possibly across the trust? keep learning diaries and use card sorts to identify personal attributes (e.g. 'that's like me', 'that's not much like me') 'All about me' project-based learning			L1-6	Bring it on Event
	3	Describe yourself, your strengths and preferences	Year 7 All about me passport	Year 8 Buzz quiz- I could plus passport Doddle- PSHE CAREERS QUIZ	Year 9 Strengths and qualities lessons- identifying differences		
	4	Recognise how you are changing, what you have to offer and what's important to you	Year 10 Identifying skills and matching to a pathway	Year 11 National careers service quiz online Creating action plan		L1-3	Skills North East Stemtastic
	Post 16	Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work	Students could write a statement of their career values for their personal statement				National Apprenticeship Event

Self-determined	2	Explain how to get what you want	Children draw up a list of rules that they would like everyone to follow when holding class discussions.				
	3	Be able to focus on the positive aspects of your wellbeing, progress and achievements	Year 7 Explore well being	Year 8 Personal shield lesson looking at ambition, skills/qualities, values	Year 9 Exploring and reflecting on core values and the benefits of them		
	4	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way	Year 10 What skills and qualities do you need to work on for the dream job/pathway		Year 11 CV writing, selling yourself,		
	Post 16	Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievements	Students co-construct a personal statement for an application they are making (e.g. a UCAS or apprenticeship application) with the aid of a trusted adult. The adult helps them to strengthen the positive aspects of their story.				
Self-improving as a learner	2	Identify what you are learning from careers, employability and enterprise activities and experiences	Children talk and write about what they have gained from going on a visit or engaging with a visitor.				
	3	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Year 7 Pupils take charge of conducting an interview with a visitor and feedback to the visitor what they have learnt from the answers to their questions.	Year 8 Invite people into school to interview- students identify what they have learnt	Year 9 Same as year 8 differentiated questions		
	4	review and reflect upon how you are benefitting as a learner from careers,	Year 10 Start profile		Year 11 Reflect on careers fair, a lesson on self-reflection		

	employability and enterprise activities and experiences		
Post 16	show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences	Students take part in a group activity and complete a questionnaire to assess their contribution to the work of the group and what they would do differently or better next time.	

## Autumn term 2 Learning about careers and the world of work

Pupils will be...	Key Stage	Learning outcomes	Teaching and Learning activities			PSHE
Exploring careers and career development	2	give examples of what it means to have a career	Who am I?' quiz. The teacher reveals ten clues, one at a time, about the career of someone known to the children. They discuss different career patterns and structures.			L7-10  National Careers Week  National Apprenticeship Week
	3	describe different explanations of what careers are and how they can be developed	Year 7  Explore careers using platforms such as icould	Year 8  Create career journey for a chosen person- mini project	Year 9  Discussion from staff member- complete career journey	
	4	discuss the skills involved in managing your own career	Year 10  Pupils investigate career development in organisations by interviewing HR managers- grow your own policy in TRINITY? Use Jill (Enterprise advisor)	Year 11 Pupils weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers. Explore		

	Post 16	reflect on changing career processes and structures and their possible effects on your experience and management of your own career development	Students explore the notion of 'careership' by comparing and contrasting different systems of advancement, e.g. 'bureaucratic careers', apprenticeships, the training regimes of sportspeople and instant fame TV talent competitions.				
Investigating work and working life	2	give examples of what people like and dislike about the work they do	give examples of what people like and dislike about the work they do			L11-12	National volunteer week
	3	give examples of different kinds of work and why people's satisfaction with their working lives can change	Year 7 Explore charity/voluntary work, possibly take part in voluntary charity event and discuss satisfaction	Year 8 Pupils explore the similarities and differences between paid work, gift work and work in the home.	Year 9 Pupils use comprehensive website video clips to support a teacher/employer led discussion Pupils explore the purpose of work clothes/uniforms/'business attire' and whether people like or dislike wearing them		
	4	explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	Year 10 Pupils debate the pros and cons of introducing a universal basic income. Employers are invited into a humanities lesson and support the teacher when discussing local changes to work and the impact on society.	Year 11 Preparing for work experience Pupils talk to alumni about how their jobs are likely to change in the next 5-10 years.		L7-12	

	Post 16	discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction	discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction				
Understanding business and industry	2	describe a local business, how it is run and the products and/or services it provides	Pupils complete a project on shops and businesses in the high street with inputs from owners and staff who work in them. Pupils explore businesses that exist in the local area – for example on the journey to school				
	3	give examples of different business organisational structures	Year 7 Pupils investigate different types of organisational structure and consider their fitness for purpose.	Year 8 Pupils invite the school's business manager in to talk about the processes involved in contracting with businesses.	Year 9 Pupils create a visual aid that shows the contractors and suppliers linked to their own school.		
	4	explain different types of business organisational structures, how they operate and how they measure success	Year 10 Pupils compare and contrast their experience in two different enterprise simulations - one based on a shareholder model and the other on a co-operative model. An employee from both models prepares and delivers a talk and question session with the teacher.	Year 11 Research team structures using Belbin team roles			

		Pupils reflect on what organisational structure appeals most to them and why	
Post 16	explain the main reasons why business organisations change their structures	Students complete a work experience assignment into changing organisational structures and follow this up by pooling information about trends. Students use a range of comprehensive websites for researching success measures such as McKinsey's '7's'. Year 12 students considering further studies and a career in STEM subjects work alongside professional scientists and engineers to solve real-life problems in industry.	

### Spring 1

Pupils will be...	Key Stage	Learning outcomes	Teaching and Learning activities			PSHE
Investigating jobs and labour market information (LMI)	2	describe the main types of employment in your area: past, present, and emerging	Children use 'then' and 'now' photos of local workplaces and discuss the changing world of work where they live.			
	3	be aware of what labour market information (LMI) is and how it can be useful to you	Year 7 Introduction to LMI	Year 8 Pupils analyse local job vacancies using job vacancy websites/apps/newspapers and other sources.	Year 9 Pupils use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEPs, NCS and data from LMI for All	

	4	be able to find relevant labour market information (LMI) and know how to use it in your career planning	Year 10 Pupils analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans.	Year 11 Pupils use comprehensive websites to research local LMI and identify appropriate ways of interrogating the data.		
	Post 16	be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans	Students investigate trends in HE admissions and graduate employment. They consider possible implications for their own plans. Students access HE/ Careers/ Skills Fairs to gather further information about the different pathways available.			
8 - Valuing equality, diversity and inclusion	2	recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly	Children write their own accounts of news stories about discrimination and exploitation at work			
	3	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Year 7 Pupils role play incidents at work involving bullying and discrimination	Year 8 Students challenge their own understanding of stereotype and discrimination using games.	Year 9 Students identify stereotype and discrimination via scenarios	L13-14
	4	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and	Year 10 Scenario based lesson to include rights and responsibilities	Year 11 Pupils interview employers about good practice in carrying out their duties under the Equality Act 2010 'to make reasonable adjustments to their		L13-15

		know your rights and responsibilities in relation to these issues		workplaces to overcome barriers experienced by disabled people’.	
	Post 16	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	An HR manager explains company policy and staff codes of conduct on matters such as bullying and harassment in the workplace. Students give talks and lead the follow- up discussion on equality, diversity and inclusion issues trending on social media.		
9 - Learning about safe working practices and environments	2	be aware of how to keep yourself safe and well when you are learning and playing	Children run a ‘safety in the classroom’ or ‘safe travel to school’ campaign.		
	3	Be aware of the laws and bye-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	Year 7 A local employer talks about the importance of the laws and as an employer what their responsibilities to their employees are.	Year 8 Updated information shared regarding laws of school age children- students create s poster for display.	Year 9 Pupils use the information from the local authority to write a true or false quiz to test other pupils’ knowledge of the laws and bye-laws relating to employment of school-age children.
	4	Be aware of your responsibilities and rights as a student, trainee or employee for staying	Year 10 Pupils research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, and machine	Year 11 An HR consultant provides a talk on rights and responsibilities at work- Jill Brown- Enterprise adviser.	



		healthy and following safe working practices	tools in a Design and Technology workshop.		
	Post 16	recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices	A trade unionist explains the role of trade unions in helping to make work places healthier and safer. An HR consultant provides a talk on rights and responsibilities at work in preparation for a work placement		
Pupils will be...	Key Stage	Learning outcomes	Teaching and Learning activities		PSHE
10 - Making the most of careers information, advice and guidance (CEIAG)	2	be aware of where to get impartial information and support when you need it and how to make good use of it	Children compare different sources of information about the same subject (e.g. a local secondary school) and identify strategies for critiquing them.		
	3	Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services	Year 7 Pupils identify personal networks of support- create a poster for younger students.	Year 8 Year 8 pupils tell Year 7 children in a class blog about life in secondary school	Year 9 Pupils create a visual diagram to show their personal networks of support.
	4	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information,	Year 10 Pupils provide a guide to 'making the most of information, advice and guidance' in their school to support their thinking and decision	Year 11 Pupils discuss their options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received.	

		advice and guidance services	making especially at key transition points.	Pupils use their careers plan to record their thinking	
	Post 16	develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information, advice and guidance services	Students brainstorm how to access face-to-face and online help. They explain what they would do to prepare for and follow up a careers interview. Students as part of an aspirations programme are linked with a business mentor to support them.		
11 - Preparing for employability	2	identify key qualities and skills that employers are looking for	Children write a job description to walk Ellie (school dog) and hold mock interviews.		
	3	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	Year 7 Deneview students create a list of jobs they can apply for in school.	Year 8 Pupils keep and maintain a skills log recording their best demonstrations of the qualities and skills needed for employability.	Year 9 Speaker in where Employers provide an introduction to employability skills.
	4	Show how you are developing the qualities and skills which will help you to improve your employability	Year 10 Employers provide CV workshops demonstrating the latest thinking in CV presentation, what they expect to see and what they will not accept. Ask apprenticeships	Year 11 Pupils practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated.	

	Post 16	explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co- workers	Students review what they have learned about the discipline and responsibilities of work from participation in work experience and/or voluntary work. Employer mentors support students in reviewing and reflecting on the development of employability skills. Employers offer part time jobs or work shadowing to support the development of employability skills				
12 - Showing initiative and enterprise	2	show that you can use your initiative and be enterprising	Children take part in a design, production and marketing game, e.g. design a chocolate bar				
	3	Recognise when you are using qualities and skills that entrepreneurs demonstrate	Year 7 Dragons den style competition	Year 8 Short-term enterprise activities are delivered and supported by local employers	Year 9 Short-term enterprise activities are delivered and supported by local employers		
	4	Show that you can be enterprising in the way you learn, work and manage your career	Year 10 Working with local employers, pupils attend a session on techniques of successful marketing. Pupils are set a marketing challenge such as how to promote a healthy lifestyle.	Year 11 Local employers provide longer-term business competitions to develop enterprise and entrepreneurial skills			
	Post 16	develop and apply enterprise qualities and skills in your approach to	Students design two revision timetables for themselves – one taking up 15% less time than the other. They carry out a risk assessment of cutting down on the time available.				

	learning, work and career planning	Students seek volunteering opportunities to develop their enterprise and employability qualities and skills.		
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Spring term 2

Pupils will be...	Key Stage	Learning outcomes	Teaching and Learning activities			Links to careers programme
13 - Developing personal financial capability	2	Show that you can make considered decisions about saving, spending and giving	Children compare terms and conditions on a range of children's savings products			
	3	Show that you can manage your own budget and contribute to household and school budgets	Year 7 Budget for essential lesson- what is the difference between need and want.	Year 8 Pupils take part in a simulation that challenges them to manage a household budget. Natwest money sense game	Year 9 Pupils are set a budget to support them in raising funds for the school's/academy's chosen local charity. A mentor from the charity supports them in the planning stages.  *Ensure students have bank accounts	
	4	Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial	Year 10 Explore and research bursaries, funding etc for further education/ traineeships/training providers	Year 11 Pupils calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed.		

		support that may be open to you			
	Post 16	show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work	Students interview a small business adviser to explore the start-up costs involved of working for themselves e.g. equipment/ resources/ tax and other contributions and the implications of borrowing or taking out loans.		
14 - Identifying choices and opportunities	2	Be able to compare information about the secondary education choices open to you	Students design a 'pathway' of education. Produce an image of what their path has been like and how it could change		
	3	Know how to identify and systematically explore the options open to you at a decision point	Year 7 Children make a podcast of their impressions of secondary school after attending a 'taster day'.	Year 8 Decision making support.	Year 9 Pupils produce subject posters giving the facts about qualifications, skills and jobs they can gain by studying particular subjects.
	4	Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	Year 10 Research pathways available- produce a leaflet explaining post 16 options.	Year 11 Take ownership of pathway choices, arrange to spend some time with post 16/choice provider.	

	Post 16	Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you	Students research and evaluate newly emerging alternatives to the standard three-year degree course at a UCAS institution. Using comprehensive websites and attending careers/skills fairs students gather information from employers, FE, HE and the voluntary sector.		
15 - Planning and deciding	2	Know how to make plans and decisions carefully	Children make a T-chart listing pros and cons of a choice they are considering.		
	3	Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	Year 7 Pupils engage in target-setting and review activities with their tutors and subject teachers ready for transition to upper school	Year 8 Negotiation skills	Year 9 Supported decision making for pathways
	4	Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you	Year 10 Pupils take part in role plays to practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive). They discuss how to handle the consequences of their decision-making.	Year 11 Problem solving exercises	

	Post 16	know how to make career enhancing plans and decisions including developing the resilience required to sustain them	Students work in groups to design a digital decision support system (DSS) to aid career choice and discuss its potential efficacy.
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Summer term 1

Pupils will be...	Key Stage	Learning outcomes	Teaching and Learning activities			Links to careers programme
16 - Handling applications and interview	2	Know how to make a good impression on other people	Children write a personal manifesto as a candidate in a mock election. School council?			
	3	Know how to prepare and present yourself well when going through a selection process	Year 7 Pupils apply for leadership roles in the school, e.g. School Council representatives, peer mentors.	Year 8 Employers co-deliver a curriculum learning activity on presentation skills that includes the use of social media and platforms such as Linked In.	Year 9 Pupils complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates.	
	4	Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success	Year 10 Pupils discuss the use of social media, digital platforms and managing their digital footprint in relation to marketing themselves.	Year 11 Pupils take part in a mock interview in preparation for their forthcoming work experience interview and placement		
	Post 16	know how to prepare for, perform well and learn from	Students practise how to perform well when completing a group problem-solving exercise as part of a selection process. Students take			

		participating in selection processes	part in a skype interview session and are linked to a mentor to prepare them for their next steps.		
17 - Managing changes and transitions	2	identify ways of making successful transitions such as the move from primary to secondary school	Children use 'Google maps – street view' to trace their journey from home to their new school		
	3	Show that you can be positive, flexible and well-prepared at transition points in your life	Year 7 Create a plan to aid successful transition to upper school	Year 8 Discuss successful transition, create a leaflet for younger students	Year 9 Pupils create an induction programme for young people starting Trinity
	4	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	Year 10 Reflective lesson on pathways- was it the right choice, what would have been better etc.	Year 11 Discussion based.	
	Post 16	know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions	Students critique the personal transition curve model by seeing if its stages correspond to the feelings they experienced during a previous transition and they discuss its relevance to handling future transitions.		

1.A stable careers programme	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15,16 ,17
2.Learning from career and labour market information	4, 5, 6, 7, 9, 10, 11, 12, 14, 15
3.Addressing the needs of each student	1, 2, 3, 8, 10, 15, 16, 17
4.Linking curriculum learning to careers	7, 11, 16
5. Encounters with employers and employees	3, 5, 6, 7, 9, 11, 12, 17



6. Experiences of workplaces	3, 5, 6, 7, 9, 11, 13, 17
7. Encounters with further and higher education	3, 13, 14, 17
8. Personal guidance	10, 14, 15, 17