



Curriculum and Progression Overview

Careers & work related
learning

Plymouth High School for
Girls



CONTENTS

1. The Curriculum

a. Intent

b. Implementation

c. Impact

2. Feedback

3. Curriculum Overview and extract from PSHE curriculum overview

PSHE (Personal, Social and Health education) and citizenship provision is outlined in a separate Curriculum booklet. Careers is taught timetabled within the PSHE provision.

Intent;

To fulfil the Gatsby Benchmarks;

Grow through life by learning and reflecting on yourself, your background, and your strengths.

- Making the most of careers information, advice & guidance (CEIAG) and responding positively to feedback / actively seeking out help support and feedback
- Self-awareness: strengths, skill, interests and values; recording progress and achievements
- Self-determination: being aware that learning, skills and qualifications are important for career / positively engaging in learning / taking responsibility for their learning
- Self-improvement: being willing/ recognising the value and seeking out challenges and trying new things. By reflecting on learning outcomes from careers education, enterprise activities; participation in opportunities to enhance career options
- Awareness/reflection and discussion of heritage, identity and values

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different work places.

- Investigating the range of jobs sectors and careers they offer
- Identify common sources of information about the labour market education system
- Awareness / recognise / understand the main learning pathways
- Awareness / research jobs required learning, skills and minimum qualifications
- Being aware / research/ analyse and prepare for the range of ways that organisations undertake recruitment and selection
- Handling applications & Interviews

Manage your career actively, make the most of opportunities and learn from setbacks.

- Raising awareness and recognising/reflecting on the different ways people talk about their career as it describes their journey through life, learning and work. Describing the concept of career and what it means to them.
- Preparing for employment; looking forward to the future with confidence and imagining a range of possibilities for themselves in their career then acting on it.
- Planning and deciding; being aware that different jobs and careers bring different challenges and rewards. Considering the risks and rewards of different pathways and making an action plan towards their goals
- Managing changes and transitions
- Learning from setbacks and challenges / building resilience

Create opportunities by being proactive and building positive relationships with others

- Developing friendships and relationships with others / reflect on their relationship to their career / build and maintain relationships and networks within and beyond PHSG
- Showing initiative in their learning and life, take responsibility and be proactive with their career development
- Being aware that building a career will require imagination and flexibility / reflect on and change career ideas and strategies as they develop their career pathway
- Developing the ability to communicate their needs and wants / speak up for themselves and others

- Identifying a role model / being aware and reflect on the value of leadership. Act as a leader / role model
- Developing awareness / research / consider the concept of entrepreneurialism and self-employment

Balance your life as a worker and/or entrepreneur with our wellbeing, other interests and your involvement with your family and community.

- Being aware / reflect on/ plan a work life balance
- Being aware / reflect / take action to improve physical and mental wellbeing
- Being aware / recognise / actively shape the ways they can be involved in their family and community
- Being aware / consider and plan for different life stages and life roles
- Being aware of the rights and responsibilities in the workplace and society
- Developing personal financial capability to enable them to actively manage their finances
- Recognise / identify what they can do / take action to challenge the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

- Being aware of / evaluate the range of different media, information sources and viewpoints. Reflect on the best way to get information for their career
- Being aware /exploring / responding to the trends in local and national labour markets
- Being aware / exploring / responding to trends in technology and science have implications for careers
- Being aware / exploring / responding to the relationship between career and the natural environment
- Being aware / exploring / responding to the relationship between career, community and society
- Being aware / exploring / responding to the relationship between career, politics and the economy

Implementation

Careers is taught discretely with the Personal, Social, Health Education curriculum time.

The careers curriculum is carefully planned to enable students to make progress, as appropriate to their age and key stage of education, in order to support them in fulfilling their potential, accessing the most suitable opportunities and helping them attain the best possible outcomes, at vital points of transition.

The overview of the knowledge and skills being developed within the Careers Curriculum follows

Impact

After each module of careers within the PSHE timetabled lesson, or activity including Enterprise activities, the students complete a self-reflection which is used with them to assess their next steps

The Careers Leader also completes a Quality Assurance survey in order to assess the effectiveness and impact of that activity or series of activities. As a result of this QA process activities and lessons are adapted where appropriate

Whole school quality assurance also monitors the attitude and personal development of the students in order to assess the impact of the PSHE, careers and citizenship teaching and learning.

Feedback

PSHE and Citizenship Module Assessment Sheet

0	Module.....	5	10
---	-------------	---	-------	----

How much do I know about the topic at the beginning of the module?

0		5		10
---	--	---	--	----

How much do I know about the topic at the end of the module?

Lesson title	Skills used/gained

TARGETS –What do I need to work on in the next module?

1.

2.

Module Personal Reflection- What have I taken from this module?

--

www

Excellent notes upkeep		Excellent contributions in class	
------------------------	--	----------------------------------	--

ebi

Fill in assessment sheets as set		Contribute more in class	
----------------------------------	--	--------------------------	--

Stick in ALL sheets		Take meaningful notes	
---------------------	--	-----------------------	--

--

CURRICULUM OVERVIEW – Year 7

Aim 1 – Growth throughout life

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Being aware of the sources of help and support available and responding positively to feedback (a)	<ul style="list-style-type: none"> • Describe themselves, their strengths and preferences • Be positive about their own story and take responsibility for their own progress, achievements and wellbeing 	<p>Year 7 link subjects to careers using Careerpilot as part of the Year 7 Tutor guided PSHE programme. https://www.careerpilot.org.uk/</p> <p>During the summer term, year 7 are introduced to Unifrog; this programme is designed to help students find their future by bringing all available information into one single, impartial, user friendly platform. Students are given the opportunity to use this platform regularly throughout their time at Plymouth High with the aim to them to make the best choices, and submit the strongest applications.</p> <p>Resilience is an integral part of PHSG culture. The students have lots of opportunity to get involved in school life and take on leadership roles within school. Not all are successful in their application but all are aware that they are valued and are able to see the benefits of applying for positions which they may ultimately not get.</p> <p>In addition, this is covered in the Wellbeing curriculum in Year 7 & 8.</p>
Being aware that learning skills and qualifications are important for career (b)	<ul style="list-style-type: none"> • Tell their own story about what they are doing to make progress, raise achievement and improve their wellbeing • Recognise how they are changing • Recognise what they have to offer • Recognised what is important to them 	<p>Dedicated work with, tutor, academic tutor and subject teachers.</p> <p>Reflection on how to develop skills and learning is built into both the PSHE and the Careers Programme.</p> <p>PHSG offer lots of pastoral support where students are encouraged to offload and explore their areas of interest/concern.</p> <p>PHSG celebrates all types of achievement not just academic. The students are encouraged to find a balanced lifestyle to ensure a sense of happiness.</p>
Being willing to challenge themselves and try new things (c)	<ul style="list-style-type: none"> • Be proactive in taking part in careers, employability and enterprise activities and experiences and assessing the benefits to them as a learner 	<p>Year 7 Enterprise Days</p> <p>Encourages; Teamwork, communication, customer service, business awareness, organisation, planning and time management, problem solving and innovation, self-awareness, working to a tight deadline and public speaking/presentation skills.</p>

	<ul style="list-style-type: none"> • Extracurricular activities and curriculum enrichment week • Camping week in the Autumn Term 	<p>Given the opportunity to take part in a wide range of extracurricular activities including curriculum enrichment week.</p> <p>Breaking down barriers, teambuilding and confidence raising.</p>
Recording achievements (d)	<ul style="list-style-type: none"> • In their school planner and online 	<p>Students are encouraged to record their achievements in their school planner and make use of the action planner available in the Careerpilot programme and record activities, competences and post 16/18 intentions in Unifrog.</p>
Being aware of heritage, identity and values (e)	<ul style="list-style-type: none"> • Match skills, interests and values to requirements and opportunities in learning and the world of work • Look at Heritage 	<p>Developed in tutor time and awareness raised using Careerpilot and Unifrog.</p> <p>Dedicated Diversity Lesson in the PSHE programme.</p>

Aim 2 – Explore possibilities

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Being aware of the range of possible jobs (a)	<ul style="list-style-type: none"> • Describe different ways of looking at people’s careers & how they develop • Explain key ideas about their career & career development • Reflect on changing career processes & structures & their effects on people’s experience & management of their own career development 	<p>All year groups are encouraged to watch clips of people talking about their jobs. These can be found on many websites; Unifrog, Careerpilot and icould.com are a good starting point.</p> <p>Each year group has at least one visit from an employer either in classroom situation or in an assembly to widen their perspective of local/national job opportunities.</p> <p>Our alumni have a great presence with in school. Offering career talks, mock interviews and giving talks at presentation evenings. Having the shared experience of PHSG the students are able to identify with them and enjoy hearing about their career journey.</p> <p>The students are encouraged to speak to their family and friends to start to build their own network of people in all job sectors.</p> <p>Attend careers events such as Skills South West and Young Women in STEM careers Fair.</p> <p>Encourage to keep up to date by watching and listening to relevant current affairs on TV and radio.</p>

		<p>The students are able to and do talk to their tutors, subject teachers and careers leader/advisor about their intended career and career development.</p> <p>The students are aware of the technical revolution which is rapidly changing career opportunities. The students are responsible for logging their activities and their competences on Unifrog they are also encourage to complete and update their Post 16/18 intentions, all careers interactions are recorded on Unifrog students can access what they have done to develop their career skills during their time at PHSG. This empowers the students to take responsibility for their own career management at an early age.</p>
Identifying common sources of information about the labour market education system (b)	<ul style="list-style-type: none"> • Job Growth near me; Careerpilot programme, Unifrog LMI on each role in the Careers Library 	<p>There is a dedicated Labour Market Information section on each of the careers listed in the Careers Library on Unifrog. Students can see how jobs are predicted to grow nationally in each job profile or by using the Careerometer on Careerpilot, however, if you plan to stay local then knowing how the job market is predicted to grow in your area could help you develop your skills and target your job applications to specific job roles, industrial sectors or particular places where there are opportunities.</p>
Being aware of the main learning pathways, (University, College and Apprenticeships) (c)	<ul style="list-style-type: none"> • Unifrog has a wide range of global HE courses to explore and national apprenticeship options • Careerpilot; courses • Careerpilot; providers • Careerpilot; qualifications 	<p>Use the relevant search options to find a college or university course as well as vacancies for apprenticeships</p> <p>Find a provider, university, college, other provider, schools with 6th form, schools without 6th form near where you live</p> <p>Academic, vocational or work based qualifications are all covered in this section</p>
Being aware that many jobs require learning, skills and minimum qualifications (d)	<ul style="list-style-type: none"> • Unifrog has detailed information on what is required for each role. • Careerpilot; jobs by sector, getting in 	<p>Getting in, key facts section is an easy to use source of information which outlines the qualifications that are useful for each job sector.</p>

Being aware of the range of different sectors and organisations where they can work (e)	<ul style="list-style-type: none"> • Unifrog has lots of clips students can watch where people talk about their career • Careerpilot; jobs by sector, 	In addition, the stories section gives the students the opportunity to listen to people talk about their experiences and what attracted them to their career.
Being aware of the range of ways that organisations undertake recruitment and selection	<ul style="list-style-type: none"> • Unifrog, know how library • Careerpilot; Apprenticeships; tips - interviews 	<p>Interview tips</p> <p>This section is a very good starter for year 7 student to make themselves aware of the interview process. Within this section there is a link to Barclays lifeskills which has a dedicated section on how to prepare for an interview including;</p> <ul style="list-style-type: none"> • Practice your interview skills with a virtual job interview • Different types of interview and assessments • Assessment Centre Days; what to expect • 5 steps to the perfect interview • Handling nerves at job interviews • How not to perform in an interview • 10 steps guide on how to prepare for an interview

Aim 3 – Manage Career

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Being aware that career describes their journey through life, learning and work (a)	<ul style="list-style-type: none"> • Discuss what a career means 	Careers Week assembly.
Looking forward to the future (b)	<ul style="list-style-type: none"> • Recognise the qualities & skills needed for employability & provide evidence for those they have demonstrated both in & out of school 	Year 7 Enterprise Days and extra-curricular activities help with the development and understanding of what these qualities and skills are.

	<ul style="list-style-type: none"> • Show how they have acquired & are developing qualities & skills to improve their employability • Taking part in the Grow Career Skills that Glow badge challenge 	<p>Evidencing the development of their skills using the careerpilot action plan and or Unifrog activities, competencies and Post 16/18 Intentions.</p> <p>Students have the opportunity to begin collecting Career Skills badges by completing a wide range of challenges. They are supported by the Careers Ambassadors who run a drop-in session in the library every half term.</p>
Imagining a range of possibilities for themselves in their career (c)	<ul style="list-style-type: none"> • Complete online quizzes and personality tests on Unifrog every 6 months 	<p>These quizzes and personality tests help students start thinking about what is important to them, and the results are just a <i>suggestion</i> of things they might find interesting. This encourages them to explore possibilities and sectors that they may not previously have considered.</p>
Being aware that different jobs and careers bring different challenges and rewards (d)	<ul style="list-style-type: none"> • Watch, listen and ask questions; to employers and alumni talking about their career journey. 	<p>Unifrog, Careerpilot, Career focused assemblies & Enterprise Days</p>
Manage the transition into secondary school and preparing for choosing their GCSEs (e)	<ul style="list-style-type: none"> • Have a tutor who is a dedicated member of the year 7 tutor team • Camping week in the Autumn Term • Curriculum Enrichment week 	<p>Their experience year 7 tutor delivers all of the PSHE and wellbeing programme as well as daily registration to create a firm foundation for students to build on as they establish themselves within PHSG. This positive experience of transition is designed to help prepare students for future transitions. In addition, having face to face interaction with teachers, Careers Leader/Advisor and members of the senior leadership team really helps the students prepare for transition points in their life.</p> <p>The focus is teambuilding and to give them the opportunity to challenge themselves and boost confidence.</p> <p>Students are given the opportunity to enrol on a residential week either in the UK or abroad to help them develop independence. There are also enriching activities available in school which are designed to develop skills and interests which assist in student's decision making when they choose their GCSEs.</p>

Learning from setbacks and challenges (f)	<ul style="list-style-type: none"> Reflect on their progress and have the opportunity to discuss setbacks/challenges with a member of staff 	PHSG staff have an open-door policy which students' value very highly. With this in mind, the staff have a real understanding of the student's strengths and weaknesses and are fantastic sounding boards.
---	--	--

Aim 4 – Create Opportunity

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Developing friendships and relationships with others (a)	<ul style="list-style-type: none"> Camping week in Autumn Term 	This breaks boundaries and helps students build relationships the staff tutor team and with students who originated from different primary schools. In addition, there are 3 lessons within the PSHE programme covering friendships.
Being aware that it is important to take initiative in their learning and life (b)	<ul style="list-style-type: none"> Research education, training, apprenticeship, employment & volunteering options including information about the best progression pathways through to specific goals 	Career Based Research is carried out on an on-going basis to enable the students to make an informed choice at transitional points throughout their education.
Being aware that building a career will require them to be imaginative and flexible (c)	<ul style="list-style-type: none"> Take part in Enterprise Days, extra curriculum activities and participate in job sector specific competitions designed to develop students' skills sets and career aspirations 	Careers Skills Badges Challenge, Enterprise Days, Green Power challenge, Fashion Icon Competition, NHS Competition etc
Develop the ability to communicate their needs and wants (d)	<ul style="list-style-type: none"> Have the opportunity to learn how to set boundaries 	Within the PSHE programme lessons cover positive communication with peers and setting boundaries. Within the Wellbeing programme there is a focus on mindfulness.
Being able to identify a role model and being aware of the value of leadership (e)	<ul style="list-style-type: none"> Take part in House events and other student led activities 	Students at PHSG aspire to be part of the Head Student Team, House or Sports Captains. Every student is a member of a House and at the end of each term participate in festivals led by the House Captain. Leadership is a skill that PHSG students recognise and are keen to develop.

Being aware of the concept of entrepreneurialism and self-employment (f)	<ul style="list-style-type: none"> Recognise when they are using the qualities & skills needed to be enterprising 	Year 7 Enterprise Day
--	--	-----------------------

Aim 5 – Balance Life and work

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Being aware of the concept of work-life balance (a)	<ul style="list-style-type: none"> Plan a revision timetable for exams taking account of their work life balance. Reflecting on what went well/badly for them last time. 	PSHE and Citizen lessons. The students start to look at their own work life balance and how they need this to be happy.
Being aware that physical and mental wellbeing are important(b)	<ul style="list-style-type: none"> Gain knowledge in mental wellbeing, mindfulness and coping strategies 	Wellbeing Lessons.
Being aware of money and that individuals and families have to actively manage their finances (c)	<ul style="list-style-type: none"> Explore how family's budget 	PSHE lesson on finances.
Being aware of the ways they can be involved in their family and community (d)	<ul style="list-style-type: none"> Be involved in their family and community 	Wealth of opportunities in school and offered through tutors. Unifrog; How to be a global citizen in the know how library
Being aware of different life stages and life roles (e)	<ul style="list-style-type: none"> Look at life stages/roles 	Puberty is covered in PSHE and science. Opportunity to explore Life Career Rainbow worksheet as part of Grow Career Skills that Glow Badge Challenge.
Being aware of rights and	<ul style="list-style-type: none"> Take part in a Rights and Responsibilities quiz 	During National Careers Week

responsibilities in the workplace and in society (f)		
Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces (g)	<ul style="list-style-type: none"> To consider the injustices caused by prejudice, stereotypes and discrimination. 	Diversity topic in PSHE

Aim 6 – See the big picture

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Being aware of a range of different media, information sources and viewpoints (a)	<ul style="list-style-type: none"> Identify different kinds of work & why people's satisfaction with their working lives varies Look at/Discuss the range of media, information, sources and viewpoints 	<p>Watching clips on Unifrog, careerpilot, icould.com, etc. By attending skills & careers events. By understanding that everyone is different and that they find fulfilment in different ways. By exploring their own personality type.</p> <p>Tutor/PSHE, where do you find information and how do you know it is current and accurate? How do you know if you can trust what it is telling you? Part of e-safety messaging lesson.</p>
Being aware that there are trends in local and national labour markets (b)	<ul style="list-style-type: none"> Explore LMI using Careerpilot careerometer tool to compare jobs and Unifrog LMI section for each role in the Career Library 	Highlights the workforce change, clearly showing both growth/contraction and retirement projection over a six-year period.
Being aware that trends in technology and science have implications for career (c)	<ul style="list-style-type: none"> Learn from the past how careers developed and change through time Discuss Current affairs 	History lessons – the industrial revolution. Careerpilot, the students look at LMI to see how the job market has changed due to advances in technology. During PSHE and tutor group work, how current developments and events change the world we live in.
Being aware of the relationship between career and	<ul style="list-style-type: none"> Learn about how human actions impact on the natural environment 	Science and Geography lessons.

the natural environment (d)		
Being aware of the relationship between, career community and society (e)	<ul style="list-style-type: none"> Learn about how human actions impact on community and society To get involved with local, national and international charity work within PHSG 	History Lessons Ongoing
Being aware of the relationship between career, politics and the economy (f)	<ul style="list-style-type: none"> Learn about how human actions impact on politics and the economy. 	History lessons

CURRICULUM OVERVIEW – Year 8

Aim 1 – Growth throughout life

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Being aware of the sources of help and support available and responding positively to feedback (a)	<ul style="list-style-type: none"> Describe themselves, their strengths and preferences Be positive about their own story and take responsibility for their own progress, achievements and wellbeing 	Careers Research using Year 8 Personality tests – Buzz test & 16personalities.com & continuing to explore and update Unifrog. Resilience is an integral part of PHSG culture. The students have lots of opportunity to get involved in school life and take on leadership roles within school. Not all are successful in their application but all are aware that they are valued and are able to see the benefits of applying for positions which they may ultimately not get.
Being aware that learning skills and qualifications are important for career (b)	<ul style="list-style-type: none"> Tell their own story about what they are doing to make progress, raise achievement and improve their wellbeing Recognise how they are changing Recognise what they have to offer 	Dedicated work with, tutor, academic tutor and subject teachers. Reflection on how to develop skills and learning is built into both the PSHE and the Careers Programme. PHSG offer lots of pastoral support where students are encouraged to offload and explore their areas of interest/concern.

	<ul style="list-style-type: none"> Recognised what is important to them 	PHSG celebrates all types of achievement not just academic. The students are encouraged to find a balanced lifestyle to ensure a sense of happiness.
Being willing to challenge themselves and try new things (c)	<ul style="list-style-type: none"> Be proactive in taking part in careers, employability and enterprise activities and experiences and assessing the benefits to them as a learner Extracurricular activities and curriculum enrichment week 	<p>Year 8 Enterprise Day Encourages; Teamwork, communication, customer service, business awareness, organisation, planning and time management, problem solving and innovation, self-awareness, working to a tight deadline and public speaking/presentation skills.</p> <p>Given the opportunity to take part in a wide range of extracurricular activities including curriculum enrichment week. Supports teambuilding and confidence raising.</p>
Recording achievements (d)	<ul style="list-style-type: none"> In their school planner and online 	Students are encouraged to record their achievements in their school planner and make use of the action planner available in the Careerpilot and update the activities, competencies and Post 16/18 Intentions sections in Unifrog.
Being aware of heritage, identity and values (e)	<ul style="list-style-type: none"> Match skills, interests and values to requirements and opportunities in learning and the world of work Explore what Heritage is 	<p>Developed in tutor time and awareness raised using Careerpilot and Unifrog.</p> <p>During Year 7 PSHE programme</p>

Aim 2 – Explore possibilities

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Being aware of the range of possible jobs (a)	<ul style="list-style-type: none"> Describe different ways of looking at people's careers & how they develop Explain key ideas about their career & career development Reflect on changing career processes & structures & their effects on people's experience & management of their own career development 	<p>All year groups are encouraged to watch clips of people talking about their jobs. These can be found on many websites; Unifrog, Careerpilot, Kudos Cascaid and icould.com are a good starting point.</p> <p>Each year group has at least one visit from an employer either in classroom situation or in an assembly to widen their perspective of local/national job opportunities.</p> <p>Our alumni have a great presence with in school. Offering career talks, mock interviews and giving talks at presentation evenings. Having the shared experience of PHSG the students are able to identify with them and enjoy hearing about their career journey.</p>

		<p>The students are encouraged to speak to their family and friends to start to build their own network of people in all job sectors.</p> <p>Attend careers events such as Skills South West and Young Women in STEM careers Fair.</p> <p>Encourage to keep up to date by watching and listening to relevant current affairs on TV and radio.</p> <p>The students are able to and do talk to their tutors, subject teachers and careers leader/advisor about their intended career and career development.</p> <p>The students are aware of the technical revolution which is rapidly changing career opportunities. The students are responsible for their own career action plans with they can write in their planner or do electronically on Careerpilot and update their activities, competences and post 16/18 intentions on Unifrog. This empowers the students to take responsibility for their own career management at an early age.</p>
<p>Identifying common sources of information about the labour market education system (b)</p>	<ul style="list-style-type: none"> • Job Growth near me; Careerpilot and Unifrog platform 	<p>Students can see how jobs are predicted to grow nationally in each job profile or by using the Careerometer (Career Pilot) and , however, if you plan to stay local then knowing how the job market is predicted to grow in your area could help you develop your skills and target your job applications to specific job roles, industrial sectors or particular places where there are opportunities.</p> <p>Unifrog has detailed LMI and job growth on each role in the Careers Library.</p>
<p>Being aware of the main learning pathways, (University, College and Apprenticeships) (c)</p>	<ul style="list-style-type: none"> • Unifrog detailed global HE opportunities and a national apprenticeship finder • Careerpilot; courses • Careerpilot; providers • Careerpilot; qualifications 	<p>Use the relevant search options to find a college or university course as well as vacancies for apprenticeships</p> <p>Find a provider, university, college, other provider, schools with 6th form, schools without 6th form near where you live</p> <p>Academic, vocational or work based qualifications are all covered in this section</p>

Being aware that many jobs require learning, skills and minimum qualifications (d)	<ul style="list-style-type: none"> • Unifrog has detailed job requirements within the Careers Library • Careerpilot; jobs by sector, getting in 	Getting in, key facts section is an easy to use source of information which outlines the qualifications that are useful for each job sector. Career ideas linked to my future assessment which considers qualifications
Being aware of the range of different sectors and organisations where they can work (e)	<ul style="list-style-type: none"> • Unifrog Careers Library • Careerpilot; jobs by sector, 	In addition, the stories section gives the students the opportunity to listen to people talk about their experiences and what attracted them to their career. Explore Industries and related work areas
Being aware of the range of ways that organisations undertake recruitment and selection	<ul style="list-style-type: none"> • Unifrog know how guides • Careerpilot; Apprenticeships; tips - interviews 	Interview tips This section is a very good starter for year 8 student to make themselves aware of the interview process. Within this section there is a link to Barclays lifeskills which has a dedicated section on how to prepare for an interview including; <ul style="list-style-type: none"> • Practice your interview skills with a virtual job interview • Different types of interview and assessments • Assessment Centre Days; what to expect • 5 steps to the perfect interview • Handling nerves at job interviews • How not to perform in an interview • 10 steps guide on how to prepare for an interview

Aim 3 – Manage Career

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Being aware that career describes their journey through life, learning and work (a)	<ul style="list-style-type: none"> • Discuss what a career means 	Careers Week Assembly

Looking forward to the future (b)	<ul style="list-style-type: none"> • Recognise the qualities & skills needed for employability & provide evidence for those they have demonstrated both in & out of school • Show how they have acquired & are developing qualities & skills to improve their employability • Taking part in the Grow Career Skills that Glow badge challenge 	<p>Year 8 Enterprise Days and extra-curricular activities help with the development and understanding of what these qualities and skills are.</p> <p>Evidencing the development of their skills using careerpilot/Unifrog to log their achievements.</p> <p>Students continue collecting Career Skills badges by completing a wide range of challenges. Once they have collected all 10 badges they have the opportunity to become Careers Ambassadors for their house running a drop-in session in the library every half term.</p>
Imagining a range of possibilities for themselves in their career (c)	<ul style="list-style-type: none"> • Complete online quizzes and personality tests 	<p>These quizzes and personality tests help students start thinking about what is important to them, and the results are just a <i>suggestion</i> of things they might find interesting. This encourages them to explore possibilities and sectors that they may not previously have considered.</p>
Being aware that different jobs and careers bring different challenges and rewards (d)	<ul style="list-style-type: none"> • Watch, listen and ask questions; to employers and alumni talking about their career journey. 	<p>Unifrog, Careerpilot, Career focused assemblies & Enterprise Days</p>
Manage the transition into secondary school and preparing for choosing their GCSEs (e)	<ul style="list-style-type: none"> • Reflect on how they have changed since they joined PSHE. Identify the subjects they enjoy most • Curriculum Enrichment week 	<p>Review the careers research they completed in year 7 and update their action plan and their activities, competencies and post 16/18 intentions on Unifrog to see how they have changed. Start to consider which subjects they enjoy and link them to careers.</p> <p>Students are given the opportunity to enrol on a residential week either in the UK or abroad to help them develop independence. There are also enriching activities available in school which are designed to develop skills and interests which assist in student's decision making when they choose their GCSEs.</p>

Learning from setbacks and challenges (f)	<ul style="list-style-type: none"> Reflect on their progress and have the opportunity to discuss setbacks/challenges with a member of staff 	PHSG staff have an open-door policy which students' value very highly. With this in mind, the staff have a real understanding of the student's strengths and weaknesses and are fantastic sounding boards.
---	--	--

Aim 4 – Create Opportunity

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Developing friendships and relationships with others (a)	<ul style="list-style-type: none"> Work with students outside their friendship groups 	Year 8 Enterprise Day and Curriculum Enrichment Week. This breaks boundaries and helps students build with students who originated from different tutor groups.
Being aware that it is important to take initiative in their learning and life (b)	<ul style="list-style-type: none"> Research education, training, apprenticeship, employment & volunteering options including information about the best progression pathways through to specific goals 	Career Based Research is carried out on an on-going basis to enable the students to make an informed choice at transitional points throughout their education.
Being aware that building a career will require them to be imaginative and flexible (c)	<ul style="list-style-type: none"> Take part in Enterprise Days, extra curriculum activities and participate in job sector specific competitions designed to develop students' skills sets and career aspirations 	Careers Development Badge Challenge, Enterprise Days, Green Power challenge, Fashion Icon Competition, NHS Competition etc
Develop the ability to communicate their needs and wants (d)	<ul style="list-style-type: none"> Explore this during wellbeing lessons 	Wellbeing lessons
Being able to identify a role model and being aware of the value of leadership (e)	<ul style="list-style-type: none"> Take part in House events and other student led activities 	Students at PHSG aspire to be part of the Head Student Team, House or Sports Captains. Every student is a member of a House and at the end of each term participate in festivals led by the House Captain. Leadership is a skill that PHSG students recognise and are keen to develop.

Being aware of the concept of entrepreneurialism and self-employment (f)	<ul style="list-style-type: none"> Recognise when they are using the qualities & skills needed to be enterprising 	Year 8 Enterprise Day
--	--	-----------------------

Aim 5 – Balance Life and work

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Being aware of the concept of work-life balance (a)	<ul style="list-style-type: none"> Plan a revision timetable for exams taking account of their work life balance. Reflecting on what went well/badly for them last time. 	PSHE and Citizen lessons. The students start to look at their own work life balance and how they need this to be happy.
Being aware that physical and mental wellbeing are important(b)	<ul style="list-style-type: none"> Explore this during Wellbeing lessons 	Wellbeing lessons
Being aware of money and that individuals and families have to actively manage their finances (c)	<ul style="list-style-type: none"> Research and reflect on various aspects of household finances 	Moneysense lessons explore family's needs and wants; Your Money Matters helps with understanding of borrowing, saving, investments, credit/debit cards, risk and reward, scams and fraud,
Being aware of the ways they can be involved in their family and community (d)	<ul style="list-style-type: none"> Explore this during Wellbeing lessons 	Youth parliament, school community, student council, school charity. Wellbeing Lessons
Being aware of different life stages and life roles (e)	<ul style="list-style-type: none"> Opportunity to explore Life Career Rainbow worksheet as part of Grow Career Skills that Glow 	Badge Challenge.
Being aware of rights and responsibilities in	<ul style="list-style-type: none"> Students are given the opportunity to explore this by reading the following article in the general information area on Unifrog 	Unifrog know how guides – working in the UK, know your rights

the workplace and in society (f)		
Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces (g)	<ul style="list-style-type: none"> Look at human rights and rights of the child 	Included in the Year 7 PSHE – LGBT+ history of minority groups as well.

Aim 6 – See the big picture

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Being aware of a range of different media, information sources and viewpoints (a)	<ul style="list-style-type: none"> Identify different kinds of work & why people’s satisfaction with their working lives varies Look at/Discuss the range of media, information, sources and viewpoints 	<p>Watching clips on Unifrog, careerpilot, icould.com, etc. By attending skills & careers events. By understanding that everyone is different and that they find fulfilment in different ways. By exploring their own personality type.</p> <p>Covered in IT lessons</p>
Being aware that there are trends in local and national labour markets (b)	<ul style="list-style-type: none"> Explore LMI using Unifrog’s dedicated LMI section on every job profile in the Careers Library and Careerpilot careerometer tool to compare jobs 	Highlights the workforce change, clearly showing both growth/contraction and retirement projection over a six-year period.
Being aware that trends in technology and science have implications for career (c)	<ul style="list-style-type: none"> Learn from the past how careers developed and change through time Discuss Current affairs 	History lessons – the industrial revolution. Careerpilot, the students look at LMI to see how the job market has changed due to advances in technology. Discussed in tutor time, how current developments and events change the world we live in.
Being aware of the relationship between career and the natural environment (d)	<ul style="list-style-type: none"> Examine this in geography lessons 	Geography

Being aware of the relationship between, career community and society (e)	<ul style="list-style-type: none"> To get involved with local, national and international charity work within PHSG 	
Being aware of the relationship between career, politics and the economy (f)	<ul style="list-style-type: none"> Given the opportunity to take part in lunchtime debates 	Led by 6 th form students

Curriculum Overview – Year 9

Aim 1 – Growth throughout life

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Being aware of the sources of help and support available and responding positively to feedback (a)	<ul style="list-style-type: none"> Ask for help from tutors and make an appointment/go to the drop-in session with the careers advisor to discuss GCSE Options. Be positive about their own story and take responsibility for their own progress, achievements and wellbeing To learn what self-compassion is and how to incorporate it into their daily routines Explore team work and what makes collaborating in a team work well 	<p>Year 9 subject choices – face to face careers appointment opportunity given during the latter half of lesson time, (this must be a lesson that they can easily catch up on). Drop in sessions available once the GCSE choices booklet has been distributed.</p> <p>Build on Career skills development using Unifrog during PSHE programme. Resilience is an integral part of PHSG culture. The students have lots of opportunity to get involved in school life and take on leadership roles within school. Not all are successful in their application but all are aware that they are valued and are able to see the benefits of applying for positions which they may ultimately not get.</p> <p>Using an introduction to Mindfulness in the Unifrog know how library during PSHE lesson. Mindfulness covered as part of wellbeing.</p> <p>Researching competencies on Unifrog and recording them on the platform. To learn about and explore subject profiles suited to students’ needs. Enterprise Days</p>

Being aware that learning skills and qualifications are important for career (b)	<ul style="list-style-type: none"> To explore what makes a good leader and identify your own leadership experiences. Discussing what skills are needed in life and work Recognise how they are changing Recognise what they have to offer Recognised what is important to them 	<p>Unifrog competences know how guide. Competencies; what are they and why do they matter. Working as part of a team during Enterprise Days</p> <p>Barclays Life Skills; https://barclayslifeskills.com/young-people/ Career Kickstart; https://careerkickstart.natwestgroup.com/ Reflection on how to develop skills and learning is built into both the PSHE and the Careers Programme. PHSG offer lots of pastoral support where students are encouraged to offload and explore their areas of interest/concern. PHSG celebrates all types of achievement not just academic. The students are encouraged to find a balanced lifestyle to ensure a sense of happiness.</p>
Being willing to challenge themselves and try new things (c)	<ul style="list-style-type: none"> Be proactive in taking part in careers, employability and enterprise activities and experiences and assessing the benefits to them as a learner Extracurricular activities and curriculum enrichment week 	<p>Year 9 Enterprise Day Encourages; Teamwork, communication, customer service, business awareness, organisation, planning and time management, problem solving and innovation, self-awareness, working to a tight deadline and public speaking/presentation skills. Given the opportunity to take part in a wide range of extracurricular activities including curriculum enrichment week. Supports teambuilding and confidence raising.</p>
Recording achievements (d)	<ul style="list-style-type: none"> To understand why recording activities is important, and how students' activities are linked to their skills 	<p>Learning how to record activities and competencies on the Unifrog platform during PSHE lesson.</p>
Being aware of heritage, identity and values (e)	<ul style="list-style-type: none"> Match skills, interests and values to requirements and opportunities in learning and the world of work Discuss Heritage 	<p>Developed in tutor time and awareness raised using Unifrog during PSHE lessons.</p> <p>Dedicated lesson in PSHE programme on Year 7</p>

Aim 2 – Explore possibilities

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Being aware of the range of possible jobs (a)	<ul style="list-style-type: none"> Explore possibilities and identify areas of interest to help with careers research 	Using the Unifrog subject library during PSHE Lesson to become comfortable with using the Careers Library

	<ul style="list-style-type: none"> Describe different ways of looking at people's careers & how they develop 	<p>All year groups are encouraged to watch clips of people talking about their jobs. These can be found on many websites; Careerpilot, Unifrog and icould.com are a good starting point.</p> <p>Each year group has at least one visit from an employer either in classroom situation or in an assembly to widen their perspective of local/national job opportunities.</p> <p>Our alumni have a great presence in school. Offering career talks, mock interviews and giving talks at presentation evenings. Having the shared experience of PHSG the students are able to identify with them and enjoy hearing about their career journey.</p> <p>The students are encouraged to speak to their family and friends to start to build their own network of people in all job sectors.</p> <p>Attend careers events such as Skills South West and Young Women in STEM careers Fair.</p> <p>Encourage to keep up to date by watching and listening to relevant current affairs on TV and radio.</p> <p>The students are able to and do talk to their tutors, subject teachers and careers leader/advisor about their intended career and career development.</p> <p>The students are aware of the technical revolution which is rapidly changing career opportunities. The students are responsible for their own career action plans with they can write in their planner or do electronically on Unifrog. This empowers the students to take responsibility for their own career management at an early age.</p>
<p>Identifying common sources of information about the labour market education system (b)</p>	<ul style="list-style-type: none"> Job Growth near me; Careerpilot and programme 	<p>Students can see how jobs are predicted to grow nationally in each job profile or by using the Careerometer (Career Pilot) and , however, if you plan to stay local then knowing how the job market is predicted to grow in your area could help you develop your skills and target your job applications to specific job roles, industrial sectors or particular places where there are opportunities.</p>

	<ul style="list-style-type: none"> Unifrog Careers Library; current UK jobs and prospects 	Focus on local, UK and also USA for global comparison
Being aware of the main learning pathways, (University, College and Apprenticeships) (c)	<ul style="list-style-type: none"> Research different pathways using Unifrog and pathway specific websites 	Information about Learning Pathways; Amazing Apprenticeships; https://amazingapprenticeships.com Find and apprenticeship: http://gov.uk/apply-apprenticeship SACU; https://sacu-student.com UCAS; https://ucas.com
Being aware that many jobs require learning, skills and minimum qualifications (d)	<ul style="list-style-type: none"> Careerpilot; jobs by sector, getting in Unifrog 	Getting in, key facts section is an easy to use source of information which outlines the qualifications that are useful for each job sector. UK entry requirements
Being aware of the range of different sectors and organisations where they can work (e)	<ul style="list-style-type: none"> Careerpilot; jobs by sector, Unifrog 	In addition, the stories section gives the students the opportunity to listen to people talk about their experiences and what attracted them to their career. Explore industries and related work areas using the Unifrog Careers Library
Being aware of the range of ways that organisations undertake recruitment and selection	<ul style="list-style-type: none"> Careerpilot; Apprenticeships; tips – interviews Unifrog 	This section is a very good starter for year 9 student to make themselves aware of the interview process. Within this section there is a link to Barclays lifeskills which has a dedicated section on how to prepare for an interview including; <ul style="list-style-type: none"> Practice your interview skills with a virtual job interview Different types of interview and assessments Assessment Centre Days; what to expect 5 steps to the perfect interview Handling nerves at job interviews How not to perform in an interview 10 steps guide on how to prepare for an interview Know how library – interview top tips

Aim 3 – Manage Career

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
---------	--	--

<p>Being aware that career describes their journey through life, learning and work (a)</p>	<ul style="list-style-type: none"> • Discuss what a career means 	<p>Careers Week Assembly</p>
<p>Looking forward to the future (b)</p>	<ul style="list-style-type: none"> • Recognise the qualities & skills needed for employability & provide evidence for those they have demonstrated both in & out of school • Show how they have acquired & are developing qualities & skills to improve their employability 	<p>Year 9 Enterprise Days and extra-curricular activities help with the development and understanding of what these qualities and skills are.</p> <p>Evidencing the development of their skills using the Unifrog activities and competencies programme.</p>
<p>Imagining a range of possibilities for themselves in their career (c)</p>	<ul style="list-style-type: none"> • Complete online quizzes and personality tests • Explore Possibilities and identify areas of interest to help with careers research including company/sector specific resources 	<p>These quizzes and personality tests help students start thinking about what is important to them, and the results are just a <i>suggestion</i> of things they might find interesting. This encourages them to explore possibilities and sectors that they may not previously have considered.</p> <p>16 personalities: https://16personalities.com/ The Buzz Quiz https://sacu-student.com Using the Unifrog subject library during PSHE Lesson Career Information Resources Careercomp@nion; http://www.careercompanion.co.uk/ National Careers Service; https://nationalcareers.service.gov.uk/ Prospects; https://www.prospects.ac.uk/ Success at School: https://successatschool.org/ Jobs.ac.uk; http://jobs.ac.uk/ Medical Mavericks; https://www.medicalmavericks.co.uk/ PwC employability hub; https://www.pwc.co.uk/careers/student-careers/employability-hub.html Step into the NHS; https://www.stepintothens.nhs.uk/</p>
<p>Being aware that different jobs and careers bring</p>	<ul style="list-style-type: none"> • Watch, listen and ask questions; to employers and alumni talking about their career journey. 	<p>Careerpilot, Unifrog, Career focused assemblies & Enterprise Days National Careers Week TV; https://www.ncwtv.co.uk/</p>

different challenges and rewards (d)		
Manage the transition into secondary school and preparing for choosing their GCSEs (e)	<ul style="list-style-type: none"> • Reflect on how they have changed since they joined PSHE. Identify the subjects they enjoy most • Curriculum Enrichment week 	<p>Review the careers research they completed in year 7 and update their activities, competencies and post 16/18 intentions to see how they have changed. Start to consider which subjects they enjoy and link them to careers.</p> <p>Students are given the opportunity to enrol on a residential week either in the UK or abroad to help them develop independence. There are also enriching activities available in school which are designed to develop skills and interests which assist in student's decision making when they choose their GCSEs.</p>
Learning from setbacks and challenges (f)	<ul style="list-style-type: none"> • Reflect on their progress and have the opportunity to discuss setbacks/challenges with a member of staff 	<p>PHSG staff have an open-door policy which students' value very highly. With this in mind, the staff have a real understanding of the student's strengths and weaknesses and are fantastic sounding boards.</p>

Aim 4 – Create Opportunity

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Developing friendships and relationships with others (a)	<ul style="list-style-type: none"> • Work with students outside their friendship groups 	Year 9 Enterprise Day and Curriculum Enrichment Week. This breaks boundaries and helps students build with students who originated from different tutor groups.
Being aware that it is important to take initiative in their learning and life (b)	<ul style="list-style-type: none"> • Research education, training, apprenticeship, employment & volunteering options including information about the best progression pathways through to specific goals 	Career Based Research is carried out on an on-going basis to enable the students to make an informed choice at transitional points throughout their education.
Being aware that building a career will require them to be imaginative and flexible (c)	<ul style="list-style-type: none"> • Take part in Enterprise Days, extra curriculum activities and participate in job sector specific competitions designed to develop students' skills sets and career aspirations • Explore Possibilities 	<p>Enterprise Days, Green Power challenge, Fashion Icon Competition, NHS Competition etc</p> <p>Using the Unifrog subject library during PSHE Lesson</p>

Develop the ability to communicate their needs and wants (d)	<ul style="list-style-type: none"> Wellbeing 	Covered in wellbeing lesson
Being able to identify a role model and being aware of the value of leadership (e)	<ul style="list-style-type: none"> Take part in House events and other student led activities 	Students at PHSG aspire to be part of the Head Student Team, House or Sports Captains. Every student is a member of a House and at the end of each term participate in festivals led by the House Captain. Leadership is a skill that PHSG students recognise and are keen to develop.
Being aware of the concept of entrepreneurialism and self-employment (f)	<ul style="list-style-type: none"> Recognise when they are using the qualities & skills needed to be enterprising Explore team work and what makes collaborating in a team work well 	Year 9 Enterprise Day Researching competencies on Unifrog and recording them on the platform. Participating in Enterprise Day

Aim 5 – Balance Life and work

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Being aware of the concept of work-life balance (a)	<ul style="list-style-type: none"> Plan a revision timetable for exams taking account of their work life balance. Reflecting on what went well/badly for them last time. 	PSHE and Citizen lessons. The students start to look at their own work life balance and how they need this to be happy.
Being aware that physical and mental wellbeing are important(b)	<ul style="list-style-type: none"> To learn what self-compassion is and how to incorporate it into their daily routines Explored as part of the wellbeing programme 	Using an introduction to Mindfulness and an introduction to Mental Health in the Unifrog know how library during PSHE lesson. Wellbeing lessons
Being aware of money and that individuals and families have to actively manage their finances (c)	<ul style="list-style-type: none"> Explore finance guides on Unifrog 	Building on PSHE money sense lesson in year 7 and 8 using the extensive personal finance guides in Unifrog.

Being aware of the ways they can be involved in their family and community (d)	<ul style="list-style-type: none"> • PSHE & extra-curricular activities 	Opportunity to do DofE in year 9
Being aware of different life stages and life roles (e)	<ul style="list-style-type: none"> • Opportunity to explore Life Career Rainbow worksheet as part of Grow Career Skills that Glow 	Career Development Badge Challenge
Being aware of rights and responsibilities in the workplace and in society (f)	<ul style="list-style-type: none"> • Students are given the opportunity to explore this by reading the following articles in the general information area on Unifrog 	Unifrog know how library, working in the UK – know your rights.
Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces (g)	<ul style="list-style-type: none"> • Students are able to explore the Read, Watch, Listen section in Unifrog 	During a PSHE lesson students have the opportunity to read, watch and listen; films, podcast, magazines, books and Ted Talks which examines in depth these topics and more. As students can access Unifrog at home they have the opportunity to extend their interest in their own time.

Aim 6 – See the big picture

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Being aware of a range of different media, information sources and viewpoints (a)	<ul style="list-style-type: none"> • Identify different kinds of work & why people’s satisfaction with their working lives varies • Explore possibilities and identify areas of interest to help with careers research • Look at/Discuss the range of media, information, sources and viewpoints 	<p>Watching clips on careerpilot, Unifrog, icould.com, etc. By attending skills & careers events. By understanding that everyone is different and that they find fulfilment in different ways. By exploring their own personality type.</p> <p>Using the Unifrog subject library during PSHE Lesson</p> <p>IT lesson, where do you find information and how do you know it is current and accurate? How do you know if you can trust what it is telling you?</p>

Being aware that there are trends in local and national labour markets (b)	<ul style="list-style-type: none"> • Explore LMI using Careerpilot careerometer tool to compare jobs • Explore LMI using Unifrog UK Prospects 	Highlights the workforce change, clearly showing both growth/contraction and retirement projection over a six-year period. Focus on local, UK and also USA for global comparison
Being aware that trends in technology and science have implications for career (c)	<ul style="list-style-type: none"> • Learn from the past how careers developed and change through time • Current affairs • Explore job vacancies 	History lessons – the industrial revolution. Careerpilot, Kudos, the students look at LMI to see how the job market has changed due to advances in technology. Tutor group work, how current developments and events change the world we live in. Adzuna; https://www.adzuna.co.uk/ Indeed; http://www.indeed.co.uk/ Student Ladder; https://www.studentladder.co.uk/
Being aware of the relationship between career and the natural environment (d)	<ul style="list-style-type: none"> • geography 	Earth Alliance 6 th form Student Led group raise awareness and get involved.
Being aware of the relationship between, career community and society (e)	<ul style="list-style-type: none"> • To get involved with local, national and international charity work within PHSG 	Duke of Edinburgh and involvement with school charities and local community work eg litter picking.
Being aware of the relationship between career, politics and the economy (f)	<ul style="list-style-type: none"> • debates 	6 th form student led over lunchtimes in the Newman.

Curriculum Overview – Year 10

Aim 1 – Growth throughout life

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
---------	--	--

<p>Responding positively to help, support and feedback (a)</p>	<ul style="list-style-type: none"> • Describe themselves, their strengths and preferences • Be positive about their own story and take responsibility for their own progress, achievements and wellbeing 	<p>Face to face interviews with qualified careers advisor, tutor, academic tutor and subject teachers.</p> <p>Resilience is an integral part of PHSG culture. The students have lots of opportunity to get involved in school life and take on leadership roles within school. Not all are successful in their application but all are aware that they are valued and are able to see the benefits of applying for positions which they may ultimately not get.</p>
<p>Positively engaging in learning and taking actions to achieve good outcomes (b)</p>	<ul style="list-style-type: none"> • Tell their own story about what they are doing to make progress, raise achievement and improve their wellbeing • Recognise how they are changing • Recognise what they have to offer • Recognised what is important to them 	<p>Dedicated work with, tutor, academic tutor and subject teachers.</p> <p>Reflection on how to develop skills and learning is built into both the PSHE and the Careers Programme.</p> <p>PHSG offer lots of pastoral support where students are encouraged to offload and explore their areas of interest/concern.</p> <p>PHSG celebrates all types of achievement not just academic. The students are encouraged to find a balanced lifestyle to ensure a sense of happiness.</p>
<p>Recognising the value of challenging themselves and trying new things (c)</p>	<ul style="list-style-type: none"> • Be proactive; applying for work experience which will challenge them • Extracurricular activities 	<p>The year 10 the students are encouraged to use their own network of support to find work experience. Many students are offered a paid job when they are 16 from the employer they work with.</p> <p>Given the opportunity to take part in a wide range of extracurricular activities. Supports teambuilding and confidence raising.</p>
<p>Reflecting on and Recording achievements, experiences and learning (d)</p>	<ul style="list-style-type: none"> • In their school planner and online 	<p>Students are encouraged to record their achievements in their school planner and make use of the action planner available in the Careerpilot and record activities, competencies and post 16/18 intentions on Unifrog programme.</p>

		During the work experience debrief the session the students are given a 1-hour presentation from a member of the armed forces on how to write a CV/interview technique.
Considering what learning pathway, they should pursue next (e)	<ul style="list-style-type: none"> Look systematically at the choices & opportunities open to them when reaching a decision point in year 11 Research education, training, apprenticeship, employment & volunteering options including information about the best progression pathways through to specific goals 	<p>Research carried out on an on-going basis to enable the students to make an informed choice when they are in year 11.</p> <p>Encouraged to use action plan in Planner and on Unifrog. They appreciate employability skills are equally as important as academic results and know that they must be able to evidence them with current experience.</p>
Reflecting on their heritage, identity and values (g)	<ul style="list-style-type: none"> Match skills, interests and values to requirements and opportunities in learning and the world of work Heritage 	<p>Developed in tutor time and reflect on their results on Careerpilot and/or Unifrog.</p> <p>Dedicated lesson in PSHE programme in year 7. Build on this reading an introduction to European colonialism. What it is and how it affects us today guide in Unifrog locker.</p>

Aim 2 – Explore possibilities

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Consider what jobs and roles are interesting (a)	<ul style="list-style-type: none"> Take part in Year 10 work experience week Explain key ideas about their career & career development Reflect on changing career processes & structures & their effects on people's experience & management of their own career development 	<p>During Curriculum Enrichment Week in July.</p> <p>Careers Development Skills badge challenge and recording their plans on Unifrog.</p> <p>All year groups are encouraged to watch clips of people talking about their jobs. These can be found on many websites; Careerpilot, Unifrog and icould.com are a good starting point.</p> <p>Each year group has at least one visit from an employer either in classroom situation or in an assembly to widen their perspective of local/national job opportunities.</p> <p>Our alumni have a great presence with in school. Offering career talks, mock interviews and giving talks at presentation evenings. Having the shared</p>

		<p>experience of PHSG the students are able to identify with them and enjoy hearing about their career journey.</p> <p>The students are encouraged to speak to their family and friends to start to build their own network of people in all job sectors.</p> <p>Attend careers events such as Skills South West and Young Women in STEM careers Fair.</p> <p>Encourage to keep up to date by watching and listening to relevant current affairs on TV and radio.</p> <p>The students are able to and do talk to their tutors, subject teachers and careers leader/advisor about their intended career and career development.</p> <p>The students are aware of the technical revolution which is rapidly changing career opportunities. The students are responsible for their own career action plans with they can write in their planner or do electronically on Careerpilot/Unifrog. This empowers the students to take responsibility for their own career management at an early age.</p>
<p>Research the labour market and the education system (b)</p>	<ul style="list-style-type: none"> • Job Growth near me; Careerpilot • Unifrog 	<p>Students can see how jobs are predicted to grow nationally in each job profile or by using the Careerometer (Career Pilot) and , however, if you plan to stay local then knowing how the job market is predicted to grow in your area could help you develop your skills and target your job applications to specific job roles, industrial sectors or particular places where there are opportunities.</p> <p>Use the Careers Library to look at the Local, national and global opportunities for area of interest.</p>
<p>Recognising the main learning pathways and considering which one they want to follow and how they</p>	<ul style="list-style-type: none"> • Unifrog HE and Apprenticeships • Careerpilot; courses • Careerpilot; providers 	<p>Use Unifrog’s extensive HE tabs to explore universities globally and research apprenticeship roles nationally.</p> <p>Use the relevant search options to find a college or university course as well as vacancies for apprenticeships</p>

will access and succeed in it (c)	<ul style="list-style-type: none"> • Careerpilot; qualifications 	<p>Find a provider, university, college, other provider, schools with 6th form, schools without 6th form near where you live</p> <p>Academic, vocational or work based qualifications are all covered in this section</p>
Researching the learning and qualification requirements for jobs and careers that they are interested in (d)	<ul style="list-style-type: none"> • Careerpilot; jobs by sector, getting in • Unifrog Careers Library 	<p>Getting in, key facts section is an easy to use source of information which outlines the qualifications that are useful for each job sector.</p> <p>Detailed information about entry requirements for each role.</p>
Researching the range of work places and what it is like to work there (e)	<ul style="list-style-type: none"> • Careerpilot; jobs by sector, • Unifrog 	<p>In addition, the stories section gives the students the opportunity to listen to people talk about their experiences and what attracted them to their career.</p> <p>Watch the videos related to the various roles within the career's library.</p> <p>Year 10 all students take part in a one-week work experience. This is seen as one of the highlights of Year 10 and is celebrated as such within school. The students are guided through the process by Heather Longford, supported by the year 10 tutors.</p>
Researching how recruitment and selection processes work and what they need to do to succeed in them (f)	<ul style="list-style-type: none"> • Unifrog know how library • Careerpilot; Apprenticeships; tips - interviews 	<p>Interview top tips.</p> <p>This section is a very good starter for year 10 students to make themselves aware of the interview process. Within this section there is a link to Barclays Lifeskills which has a dedicated section on how to prepare for an interview including;</p> <ul style="list-style-type: none"> • Practice your interview skills with a virtual job interview • Different types of interview and assessments • Assessment Centre Days; what to expect • 5 steps to the perfect interview • Handling nerves at job interviews • How not to perform in an interview

		<ul style="list-style-type: none"> • 10 steps guide on how to prepare for an interview
--	--	---

Aim 3 – Manage Career

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Recognising the different ways in which people talk about career and reflecting on its meaning to them (a)	<ul style="list-style-type: none"> • Discuss what a career means 	Careers Week Assembly
Building their confidence and optimism about their future (b)	<ul style="list-style-type: none"> • Recognise the qualities & skills needed for employability & provide evidence for those they have demonstrated both in & out of school 	Year 10 reflective learning session. On the first day back after work experience. The Careers Leader and Advisor delivers a 3 hour debrief. The students work in teams (according to the job sector they worked in). The students design a mind map highlighting and evidencing the main skills necessary for the job sector they worked in. They write a CV and attend a interview skills session with the RAF. They also write a presentation. The presentations are judged and 8/10 teams are asked to deliver them in front of year group and judge (an employer). A certificate is given to the winning team celebrating their increased awareness and recognition of employability skills.
Making plans and developing a pathway into their future (c)	<ul style="list-style-type: none"> • Show how they have acquired & are developing qualities & skills to improve their chances on getting on their desired future pathway 	Evidencing the development of their skills using the careerpilot/Unifrog to record achievements.
Considering the risks and rewards associated with different pathways (d)	<ul style="list-style-type: none"> • Watch, listen and ask questions; to employers and alumni talking about their career journey 	Careerpilot, Unifrog, Career focused assemblies & Enterprise Days
Taking steps to achieve in their GCSEs and make a decision about their post 16 pathway (e)	<ul style="list-style-type: none"> • Reflect on how they have changed over the years. Identify the subjects they enjoy most. • Work on revision techniques to help them get the best results at GCSE 	Review their careers quiz answers and update their action plan to see how they have changed. Consider which subjects they enjoy and link them to possible careers. Part of the PSHE programme.

Think about how they deal with and learn from setbacks and challenges (f)	<ul style="list-style-type: none"> Reflect on their progress and have the opportunity to discuss setbacks/challenges with a member of staff 	PHSG staff have an open-door policy which students' value very highly. With this in mind, the staff have a real understanding of the student's strengths and weaknesses and are fantastic sounding boards.
---	--	--

Aim 4 – Create Opportunity

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Developing friendships and relationships and reflecting on their relationship to their career (a)	<ul style="list-style-type: none"> Work with students outside their friendship groups. Work with employer and employees when taking part in work experience 	<p>Curriculum Enrichment Week. This breaks boundaries and helps students build with students who originated from different tutor groups.</p> <p>Work experience gives the students their first real taste of employment outside a school environment.</p>
Starting to take responsibility for making things happen in their career (b)	<ul style="list-style-type: none"> Research education, training, apprenticeship, employment & volunteering options including information about the best progression pathways through to specific goals 	Career Based Research is carried out on an on-going basis to enable the students to make an informed choice at transitional points throughout their education. Once the students have had an experience of work they are encouraged to build on this experience by volunteering, work shadowing or finding paid employment.
Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them (c)	<ul style="list-style-type: none"> To book face to face appointments with a qualified Careers Adviser during lunchtimes 	Year 10 students are able to book face to face appointments with the Careers Advisor who is based in school full time. This give the students the opportunity to have multiple appointments throughout their time at PHSG.
Being willing to speak up for themselves and others (d)	<ul style="list-style-type: none"> Explored and discussed as part of the Wellbeing programme 	Student council and youth parliament Wellbeing lessons
Being able to discuss role models and reflect on leadership (e)	<ul style="list-style-type: none"> Take part in House events and other student led activities 	Students at PHSG aspire to be part of the Head Student Team, House or Sports Captains. Every student is a member of a House and at the end of each term participate in festivals led by the House Captain. Leadership is a skill that PHSG students recognise and are keen to develop.

Researching entrepreneurialism and self-employment (f)	<ul style="list-style-type: none"> Group discussion about qualities & skills needed to be enterprising in the job sector that they completed their work experience in. 	Work experience debrief.
--	---	--------------------------

Aim 5 – Balance Life and work

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Reflecting on the different ways in which people balance their work and life (a)	<ul style="list-style-type: none"> Plan a revision timetable for exams taking account of their work life balance. Reflecting on what went well/badly for them last time. 	PSHE and Citizen lessons. The students start to look at their own work life balance and how they need this to be happy.
Reflecting on their physical and mental wellbeing and considering how they can improve these (b)	<ul style="list-style-type: none"> PSHE and Wellbeing 	Cover in year 9 wellbeing
Recognising the role that money and finances will play, in the decisions that they make and, in their life and career (c)	<ul style="list-style-type: none"> PSHE 	Covered in year KS3
Recognising the role that they play in their family and community and considering how that might shape their career (d)	<ul style="list-style-type: none"> PSHE 	D of E Silver award. Unifrog building healthy family relationships guide

Considering how they want to move through different life stages and manage different roles (e)	<ul style="list-style-type: none"> • Opportunity to experience the work place. • Opportunity to explore Live Career Rainbow worksheet as part of Grow Career Skills that Glow 	<p>Work experience and transition from year 11 to 6th form, choices imagine what life will be like in 5 years</p> <p>Badge Challenge</p>
Developing knowledge of rights and responsibilities in the work place and in society (f)	<ul style="list-style-type: none"> • Students are given the opportunity to explore this by reading the following article in the general information area on Unifrog 	<p>Unifrog know how guide, Working in the UK – know your rights</p> <p>Year 10 students are given Health and Safety guidance in their work experience log book supplied by Barclays LifeSkills.</p> <p>All employers who offer placements are required to give the students a Health and Safety Induction prior at the start of their work experience placement.</p>
Identifying what they can do, individually and with others to challenge prejudice, stereotyping and discrimination in learning and workplaces (g)	<ul style="list-style-type: none"> • PSHE 	<p>Student voice – 6th led student magazine</p>

Aim 6 – See the big picture

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Evaluating different media, information sources and viewpoints (a)	<ul style="list-style-type: none"> • Identify different kinds of work & why people’s satisfaction with their working lives varies • Look at/Discuss the range of media, information, sources and viewpoints 	<p>Watching clips on careerpilot, Unifrog, icould.com, etc. By attending skills & careers events. By understanding that everyone is different and that they find fulfilment in different ways. By exploring their own personality type.</p> <p>IT lesson, where do you find information and how do you know it is current and accurate? How do you know if you can trust what it is telling you?</p>

Exploring local and national labour market trends (b)	<ul style="list-style-type: none"> • Explore LMI using Careerpilot careerometer tool to compare jobs • Explore LMI using Unifrog 	Highlights the workforce change, clearly showing both growth/contraction and retirement projection over a six-year period. Dedicated section on LMI for each role in the Careers Library.
Being aware that trends in technology and science have implications for career (c)	<ul style="list-style-type: none"> • Learn from the past how careers developed and change through time • Current affairs 	History lessons – the industrial revolution During a PSHE lesson the students look at LMI to see how the job market has changed due to advances in technology. Nesta & Pearson Future of work 2030 lesson – LMI Tutor group work, how current developments and events change the world we live in.
Exploring the relationship between career and the natural environment (d)	<ul style="list-style-type: none"> • Current affairs and geography 	Earth Alliance 6 th form Student Led group raise awareness and get involved.
Exploring the relationship between, career community and society (e)	<ul style="list-style-type: none"> • To get involved with local, national and international charity work within PHSG 	Duke of Edinburgh and involvement with school charities and local community work eg litter picking.
Exploring the relationship between career, politics and the economy (f)	<ul style="list-style-type: none"> • debates 	6 th form student led over lunchtimes in the Newman.

Curriculum Overview – Year 11

Aim 1 – Growth throughout life

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Responding positively to help, support and feedback (a)	<ul style="list-style-type: none"> • Describe themselves, their strengths and preferences 	Face to face interviews with qualified careers advisor, tutor, academic tutor and subject teachers. Year 11 lesson students complete their CV and Post 16 intentions on Unifrog in preparation for A Level/Btec choices.

	<ul style="list-style-type: none"> • Be positive about their own story and take responsibility for their own progress, achievements and wellbeing • Write down and discuss different things that can cause stress, emotional/behaviour and physical symptoms of anxiety • Discuss various approaches to revision, what things may hinder revision or produce worse results • Consider how different techniques suit different people • Build resilience • Devise strategies for coping with the changes students undergo leaving school by considering the advice they might offer to other students in hypothetical scenarios • Collate these strategies into a “strategy toolkit” 	<p>Year 11 interview with member of the Senior Leadership team to discuss A Level options.</p> <p>Covered in PSHE</p> <p>Covered in PSHE</p> <p>Covered in PSHE</p> <p>Resilience is an integral part of PHSG culture. The students have lots of opportunity to get involved in school life and take on leadership roles within school. Not all are successful in their application but all are aware that they are valued and are able to see the benefits of applying for positions which they may ultimately not get.</p> <p>Using Unifrog during tutor time and PSHE</p> <p>Using Unifrog during tutor time and PSHE</p>
<p>Positively engaging in learning and taking actions to achieve good outcomes (b)</p>	<ul style="list-style-type: none"> • Tell their own story about what they are doing to make progress, raise achievement and improve their wellbeing • Recognise how they are changing • Recognise what they have to offer 	<p>Face to face interviews with qualified careers advisor, tutor, academic tutor and subject teachers.</p> <p>Reflection on how to develop skills and learning is built into both the PSHE and the Careers Programme.</p> <p>PHSG offer lots of pastoral support where students are encouraged to offload and explore their areas of interest/concern.</p>

	<ul style="list-style-type: none"> Recognised what is important to them 	PHSG celebrates all types of achievement not just academic. The students are encouraged to find a balanced lifestyle to ensure a sense of happiness.
Recognising the value of challenging themselves and trying new things (c)	<ul style="list-style-type: none"> Extracurricular activities Reflect on the exciting and stressful aspects of the changes students are about to undergo leaving school 	<p>Given the opportunity to take part in a wide range of extracurricular activities. Supports teambuilding and confidence raising.</p> <p>Using Unifrog in tutor time</p>
Reflecting on and Recording achievements, experiences and learning (d)	<ul style="list-style-type: none"> In their school planner and online, PSHE 	In PSHE
Considering what learning pathway, they should pursue next (e)	<ul style="list-style-type: none"> Complete exercises on Unifrog becoming familiar with the routes to A-Level decision-making and various tools on the platform. Research education, training, apprenticeship, employment & volunteering options including information about the best progression pathways through to specific goals 	Developed during dedicated time using Unifrog.
Reflecting on their heritage, identity and values (f)	<ul style="list-style-type: none"> Match skills, interests and values to requirements and opportunities in learning and the world of work Heritage 	Dedicated lesson in PSHE programme year 7

Aim 2 – Explore possibilities

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Consider what jobs and roles are interesting (a)	<ul style="list-style-type: none"> Explain key ideas about their career & career development Reflect on changing career processes & structures & their effects on people's 	All year groups are encouraged to watch clips of people talking about their jobs. These can be found on many websites; Careerpilot, Unifrog and icould.com are a good starting point.

	<p>experience & management of their own career development</p>	<p>Each year group has at least one visit from an employer either in classroom situation or in an assembly to widen their perspective of local/national job opportunities.</p> <p>Our alumni have a great presence with in school. Offering career talks, mock interviews and giving talks at presentation evenings. Having the shared experience of PHSG the students are able to identify with them and enjoy hearing about their career journey.</p> <p>The students are encouraged to speak to their family and friends to start to build their own network of people in all job sectors.</p> <p>Attend careers events such as Skills South West and Young Women in STEM careers Fair.</p> <p>Encourage to keep up to date by watching and listening to relevant current affairs on TV and radio.</p> <p>The students are able to and do talk to their tutors, subject teachers and careers leader/advisor about their intended career and career development.</p> <p>The students are aware of the technical revolution which is rapidly changing career opportunities. The students are responsible for their own career action plans with they can write in their planner or do electronically on Careerpilot/Unifrog This empowers the students to take responsibility for their own career management at an early age.</p>
<p>Research the labour market and the education system (b)</p>	<ul style="list-style-type: none"> • Use the Unifrog Careers library to check the UK local, UK and USA job market 	<p>Using Unifrog in Tutor time</p>
<p>Recognising the main learning pathways and considering which one they want to follow and how they</p>	<ul style="list-style-type: none"> • Explore the Know-how library and the ways students can use it to learn about their different post-16 options • Find and read guides in the know-how library, increasing students' confidence in finding information on the platform 	<p>Using Unifrog in Tutor time</p>

<p>will access and succeed in it (c)</p>	<ul style="list-style-type: none"> • Learn about BTEC subjects • Use the college and Sixth Form Search tool • Explore what A-Levels are and the factors to consider when choosing A-Level subjects • Devise strategies for coping with the changes students undergo leaving school by considering the advice they might offer to other students in hypothetical scenarios • Collate these strategies into a “strategy toolkit” 	<p>Using Unifrog during PSHE</p> <p>Using Unifrog during PSHE</p>
<p>Researching the learning and qualification requirements for jobs and careers that they are interested in (d)</p>	<ul style="list-style-type: none"> • Use the Unifrog Careers library to check the UK Entry Requirements 	<p>Using Unifrog during tutor time</p>
<p>Researching the range of work places and what it is like to work there (e)</p>	<ul style="list-style-type: none"> • Careerpilot; jobs by sector, • Read and answer questions in the Unifrog know-how library guide to find the key facts about apprenticeships • Attend assembly given by Apprenticeship, Skills and Knowledge • Use the resources that are distributed during National Apprenticeship week 	<p>In addition, the stories section gives the students the opportunity to listen to people talk about their experiences and what attracted them to their career.</p>
<p>Researching how recruitment and selection processes work and what they</p>	<ul style="list-style-type: none"> • Careerpilot; Apprenticeships; tips – interviews 	<p>This section is a very good starter for year 10 students to make themselves aware of the interview process. Within this section there is a link to Barclays lifeskills which has a dedicated section on how to prepare for an interview including;</p> <ul style="list-style-type: none"> • Practice your interview skills with a virtual job interview

<p>need to do to succeed in them (f)</p>	<ul style="list-style-type: none"> • Read interview guide in the Unifrog Know how Library • Have a mock interview 	<ul style="list-style-type: none"> • Different types of interview and assessments • Assessment Centre Days; what to expect • 5 steps to the perfect interview • Handling nerves at job interviews • How not to perform in an interview • 10 steps guide on how to prepare for an interview <p>Using Unifrog during Tutor time</p> <p>Year 11 Mock Interview to practise evidencing employability skills. a 20 minute interview with a 10 minute debrief with and employer.</p> <p>Year 11 students have an interview with the Head of Sixth Form or a member of SLT to discuss their transition into 6th</p>
--	---	---

Aim 3 – Manage Career

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
<p>Recognising the different ways in which people talk about career and reflecting on its meaning to them (a)</p>	<ul style="list-style-type: none"> • Discuss what a career means 	<p>Careers Week Assembly</p>
<p>Building their confidence and optimism about their future (b)</p>	<ul style="list-style-type: none"> • Recognise the qualities & skills needed for employability & provide evidence for those they have demonstrated both in & out of school 	<p>Recording their achievements in the activities and competencies section in Unifrog during tutor time.</p>
<p>Making plans and developing a pathway into their future (c)</p>	<ul style="list-style-type: none"> • Complete exercises on Unifrog, becoming familiar with the routes to A-Level decision-making and various tools on the platform. 	<p>Using Unifrog during tutor time.</p>

Considering the risks and rewards associated with different pathways (d)	<ul style="list-style-type: none"> • Watch, listen and ask questions; to employers and alumni talking about their career journey • Explore the Unifrog Apprenticeship tool and create shortlists of potential courses to enable students to consider the wide range of opportunities available. 	Careerpilot, Unifrog, Career focused assemblies & during Year 11 Mock Interview.
Taking steps to achieve in their GCSEs and make a decision about their post 16 pathway (e)	<ul style="list-style-type: none"> • Reflect on how they have changed over the years. Identify the subjects they enjoy most. • Work on revision techniques to help them get the best results at GCSE 	Complete the Interest and Personality profile on Unifrog. Complete the Post 16 pathways plan on Unifrog. Using Unifrog Part of the PSHE programme.
Think about how they deal with and learn from setbacks and challenges (f)	<ul style="list-style-type: none"> • Reflect on their progress and have the opportunity to discuss setbacks/challenges with a member of staff 	PHSG staff have an open-door policy which students' value very highly. With this in mind, the staff have a real understanding of the student's strengths and weaknesses and are fantastic sounding boards.

Aim 4 – Create Opportunity

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Developing friendships and relationships and reflecting on their relationship to their career (a)	<ul style="list-style-type: none"> • Work with employer and employees when taking part in a mock interview 	During January in the Library.
Starting to take responsibility for making things happen in their career (b)	<ul style="list-style-type: none"> • Research education, training, apprenticeship, employment & volunteering options including information about the best progression pathways through to specific goals 	Career Based Research is carried out on an on-going basis to enable the students to make an informed choice at transitional points throughout their education. Once the students have had an experience of work they are encouraged to build on this experience by volunteering, work shadowing or finding paid employment after their GCSEs.

Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them (c)	<ul style="list-style-type: none"> To book face to face appointments with a qualified Careers Adviser during lunchtimes 	Year 11 students are able to book face to face appointments with the Careers Advisor who is based in school full time. This give the students the opportunity to have multiple appointments throughout their time at PHSG.
Being willing to speak up for themselves and others (d)	<ul style="list-style-type: none"> PSHE/Wellbeing 	Student voice and student council
Being able to discuss role models and reflect on leadership (e)	<ul style="list-style-type: none"> Take part in House events and other student led activities 	Students at PHSG aspire to be part of the Head Student Team, House or Sports Captains. Every student is a member of a House and at the end of each term participate in festivals led by the House Captain. Leadership is a skill that PHSG students recognise and are keen to develop.
Researching entrepreneurialism and self-employment (f)	<ul style="list-style-type: none"> Read, listen or watch entrepreneurs talk about their journey 	Using Unifrog during tutor time.

Aim 5 – Balance Life and work

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Reflecting on the different ways in which people balance their work and life (a)	<ul style="list-style-type: none"> Plan a revision timetable for exams taking account of their work life balance. Reflecting on what went well/badly for them last time. 	PSHE and Citizen lessons. The students start to look at their own work life balance and how they need this to be happy.
Reflecting on their physical and mental wellbeing and considering how they can improve these (b)	<ul style="list-style-type: none"> Use the wellbeing guides in the Unifrog Know-how library to think about what coping techniques might work for students when they are experiencing stress and/or anxiety 	Unifrog tutor time
Recognising the role that money and	<ul style="list-style-type: none"> PSHE 	Covered in maths and in year 8 & PSHE

finances will play, in the decisions that they make and, in their life and career (c)		
Recognising the role that they play in their family and community and considering how that might shape their career (d)	<ul style="list-style-type: none"> • PSHE 	Duke of E and volunteering and work experience
Considering how they want to move through different life stages and manage different roles (e)	<ul style="list-style-type: none"> • PSHE • Opportunity to explore Live Career Rainbow worksheet as part of Grow Career Skills that Glow 	Unifrog, work experience Badge Challenge
Developing knowledge of rights and responsibilities in the work place and in society (f)	<ul style="list-style-type: none"> • Students are given the opportunity to explore this by reading the following article in the know how guide in Unifrog 	Working in the UK – Know your rights.
Identifying what they can do, individually and with others to challenge prejudice, stereotyping and discrimination in learning and workplaces (g)	<ul style="list-style-type: none"> • PSHE look at reasons why people might be discriminated against and ways of combatting it. 	Equality Act

Aim 6 – See the big picture

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Evaluating different media, information sources and viewpoints (a)	<ul style="list-style-type: none"> Identify different kinds of work & why people's satisfaction with their working lives varies Look at/Discuss the range of media, information, sources and viewpoints 	<p>Watching clips on careerpilot, Unifrog, icould.com, etc. By attending skills & careers events. By understanding that everyone is different and that they find fulfilment in different ways. By exploring their own personality type.</p> <p>IT lesson, where do you find information and how do you know it is current and accurate? How do you know if you can trust what it is telling you?</p>
Exploring local and national labour market trends (b)	<ul style="list-style-type: none"> Use the Unifrog Careers Library to research current jobs locally, in the UK and in the USA 	Using Unifrog during tutor time.
Being aware that trends in technology and science have implications for career (c)	<ul style="list-style-type: none"> Learn from the past how careers developed and change through time Current affairs 	<p>PSHE/History lessons – the industrial revolution</p> <p>PSHE and tutor group work, how current developments and events change the world we live in.</p>
Exploring the relationship between career and the natural environment (d)	<ul style="list-style-type: none"> Current affairs and geography 	Earth Alliance 6 th form Student Led group raise awareness and get involved.
Exploring the relationship between, career community and society (e)	<ul style="list-style-type: none"> To get involved with local, national and international charity work within PHSG 	Duke of Edinburgh and involvement with school charities and local community work eg litter picking.
Exploring the relationship between career, politics and the economy (f)	<ul style="list-style-type: none"> Debates 	6 th form student led over lunchtimes in the Newman.

Curriculum Overview – Sixth Form

Aim 1 – Growth throughout life

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Actively seek out help, support and feedback (a)	<ul style="list-style-type: none"> • Describe themselves, their strengths and preferences • Be positive about their own story and take responsibility for their own progress, achievements and wellbeing • Build resilience • Explore the definitions of stress and anxiety 	<p>Face to face interviews with qualified careers advisor, Head of 6th Form, tutor, and subject teachers. 6th Form students' development/ careers interests are integral part of the tutor's tutorial programme with continual use of Unifrog.</p> <p>Students who join PHSG for 6th Form are offered additional support to ensure they have covered all areas that existing students did in the lower school.</p> <p>6th form students can request face to face careers appointments during their study periods.</p> <p>Resilience is an integral part of PHSG culture. The students have lots of opportunity to get involved in school life and take on leadership roles within school. Not all are successful in their application but all are aware that they are valued and are able to see the benefits of applying for positions which they may ultimately not get.</p> <p>Using Unifrog during Year 13 Tutorials</p>
Taking responsibility for their learning and aiming high (b)	<ul style="list-style-type: none"> • Tell their own story about what they are doing to make progress, raise achievement and improve their wellbeing • Recognise how they are changing • Recognise what they have to offer 	<p>Face to face interviews with qualified careers advisor, tutor, academic tutor and subject teachers.</p> <p>Reflection on how to develop skills and learning is built into both the PSHE and the Careers Programme. PHSG offer lots of pastoral support where students are encouraged to offload and explore their areas of interest/concern.</p>

	<ul style="list-style-type: none"> Recognised what is important to them 	PHSG celebrates all types of achievement not just academic. The students are encouraged to find a balanced lifestyle to ensure a sense of happiness.
Seeking out challenges and opportunities for development (c)	<ul style="list-style-type: none"> Take part in Extracurricular activities & apply for Leadership roles To develop a good understanding of how to set and effective goal Explore what MOOCs are then create two shortlists using the MOOCs tool on Unifrog 	<p>Given the opportunity to take part in a wide range of extracurricular activities. Students can apply for leadership roles within PHSG. This supports teambuilding and confidence raising.</p> <p>Using Unifrog in year 12 Tutorials</p> <p>Using Unifrog during Year 12 Tutorials</p>
Reflecting on and recording achievements, experiences and learning and communicating them to others (d)	<ul style="list-style-type: none"> To have to opportunity to add their own careers/progression-related goal to their locker Record Evidence that they might want to include in their Personal Statement Organise their evidence into an appropriate structure Complete a group activity similar to one given at an assessment centre and reflect on their own performance 	<p>Using Unifrog in year 12 Tutorials</p> <p>Using Unifrog in year 12 Tutorials</p> <p>Using Unifrog in year 12 Tutorials</p> <p>Using Unifrog during Year 13 Tutorials</p>
Planning their next steps in learning and work (e)	<ul style="list-style-type: none"> Research education, training, apprenticeship, employment & volunteering options including information about the best progression pathways through to specific goals 	Using Unifrog, UCAS and ASK resources during tutorials. Attending talks given by ASK and Project Trust as part of the Tutorial programme.
Discussing and reflecting on the impact of heritage, identity and values (f)	<ul style="list-style-type: none"> Match skills, interests and values to requirements and opportunities in learning and the world of work Take part in Lunchtime debate on the impact of Heritage, identity and values 	<p>Using Unifrog during Year 12 Tutorials</p> <p>Lunchtime debate</p>

Aim 2 – Explore possibilities

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
<p>Developing a clear direction of travel in their career and actively pursuing this (a)</p>	<ul style="list-style-type: none"> • Explain key ideas about their career & career development • Reflect on changing career processes & structures & their effects on people's experience & management of their own career development • Read a know-how library guide relating to the world of work, university in the UK, or a UK apprenticeship • Learn about how to use Applications List tool and create an Applications list in order of preference 	<p>All year groups are encouraged to watch clips of people talking about their jobs. These can be found on many websites; Careerpilot, Unifrog and icould.com are a good starting point.</p> <p>Each year group has at least one visit from an employer either in classroom situation or in an assembly to widen their perspective of local/national job opportunities.</p> <p>Using Unifrog during Year 13 Tutorials</p> <p>Using Unifrog during Year 13 Tutorials</p> <p>Our alumni have a great presence with in school. Offering career talks, mock interviews and giving talks at presentation evenings. Having the shared experience of PHSG the students are able to identify with them and enjoy hearing about their career journey.</p> <p>Work Shadowing/work experience. Attending TEDx and other inspirational events.</p> <p>The students are encouraged to speak to their family and friends to start to build their own network of people in all job sectors.</p> <p>Attend careers events such as Skills South West and Young Women in STEM careers Fair.</p> <p>Encourage to keep up to date by watching and listening to relevant current affairs on TV and radio.</p> <p>The students are able to and do talk to their tutors, subject teachers and careers leader/advisor about their intended career and career development.</p>

		The students are aware of the technical revolution which is rapidly changing career opportunities. The students are responsible for their own career action plans on Unifrog.
Actively seeking out information on the labour market and education system to support their career (b)	<ul style="list-style-type: none"> • Use the Unifrog Careers library to check the UK local, UK and USA job market • Research pay trajectory in specific careers, locally and nationally 	<p>Using Unifrog in Tutor time</p> <p>Using The Pay Index during year 12 tutorial</p>
Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career (c)	<ul style="list-style-type: none"> • To discuss and rate Post 18 pathways, and to record student's post 18 Intentions 	Using Unifrog during year 12 Tutorial
Actively researching and reflecting on workplaces, workplace culture and expectations (d)	<ul style="list-style-type: none"> • Use the Unifrog Careers library to check the UK Entry Requirements 	Using Unifrog during tutor time
Analysing and preparing for recruitment and selection processes (e)	<ul style="list-style-type: none"> • Research jobs by sector using Unifrog 	During tutorials, the Careers Library gives the students the opportunity to learn about peoples' experiences and what attracted them to their career. Year 12 students have the opportunity to request additional interview practice with an experienced interviewer, in local employer's office or telephone interview with employer.

	<ul style="list-style-type: none"> • Read and answer questions in the Unifrog know-how library guide to find the key facts about apprenticeships • Attend workshop given by Apprenticeship, Skills and Knowledge to register for apprenticeships • Use the resources that are distributed during National Apprenticeship week • To explore the features of an apprenticeship • To use the Apprenticeships tool to research opportunities and create shortlists • Read interview guide in the Unifrog Know how Library • Have a mock interview • Consider the value of Assessment Centres and what employers can learn from these 	<p>Using Unifrog during Year 12 tutorials</p> <p>Year 13 workshop</p> <p>Year 13</p> <p>Using Unifrog during Year 12 tutorials</p> <p>Using Unifrog during Tutor time</p> <p>This is offered to students new to PHSG and any who missed their year 11 mock interview.</p> <p>Using Unifrog during Year 13 Tutorials</p>
--	--	---

Aim 3 – Manage Career

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Being able to describe the concept of career and say what it means to them (a)	<ul style="list-style-type: none"> • Discuss what a career means 	Careers Week Assembly
Building their confidence and optimism about their future and acting on it (b)	<ul style="list-style-type: none"> • Recognise the qualities & skills needed for employability & provide evidence for those they have demonstrated both in & out of school 	Recording their achievements in the activities and competencies section in Unifrog during tutorial.

Actively planning, prioritising and setting targets for their future (c)	<ul style="list-style-type: none"> • Discuss why they chose their MOOCs, consider how to use a MOOC in an application, and start one MOOC for homework • Apply for volunteering or work shadowing • Add a competency gained from mock assessment centre experience to the competency tool 	<p>Using Unifrog during Year 12 Tutorials.</p> <p>Students are given the opportunity to explore the world of work through volunteering and work shadowing in 6th form.</p> <p>Using Unifrog during Year 13 Tutorials</p>
Considering the risks and rewards of different pathways and career and deciding between them (d)	<ul style="list-style-type: none"> • Watch, listen and ask questions; to employers and alumni talking about their career journey • Explore the Unifrog Apprenticeship tool and create shortlists of potential courses to enable students to consider the wide range of opportunities available. 	<p>Using Careerpilot, Unifrog, etc during tutorial time. Career focused assemblies & during Mock Interview. Students have the opportunity to request a virtual meeting with alumni who is/has studied/worked in their area of interest. Students are made aware of the growing apprenticeship market. Many choose to apply for Higher Apprenticeships/School Leaver programmes with university as a back-up.</p>
Managing the transition into the post 16 learning context and preparing for post 18 transitions (e)	<ul style="list-style-type: none"> • Reflect on how they have changed over the years. Identify the subjects they enjoy most. • Work on revision techniques to help them get the best results at A Level 	<p>Using Unifrog Part of the tutorial programme.</p>
Being proactive about being resilient and learning from setbacks (f)	<ul style="list-style-type: none"> • Reflect on their progress and have the opportunity to discuss setbacks/challenges with a member of staff 	<p>PHSG staff have an open-door policy which students' value very highly. With this in mind, the staff have a real understanding of the student's strengths and weaknesses and are fantastic sounding boards.</p>

Aim 4 – Create Opportunity

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Building and maintaining	<ul style="list-style-type: none"> • Work with employer and employees when taking part in a mock interview 	<p>During January in the Library or at employers' premises or telephone interview.</p>

relationships and networks within and beyond the school (a)	<ul style="list-style-type: none"> Year 12 You're Hired 	<p>By 6th form a large majority of students have paid employment and/or voluntary work or work shadowing. This is something they find themselves.</p> <p>All year 12 students participate in You're Hired which finds Plymouth's most employable 17-year-old.</p>
Being proactive about their life, learning and career (b)	<ul style="list-style-type: none"> Research education, training, apprenticeship, employment & volunteering options including information about the best progression pathways through to specific goals 	<p>Career Based Research is carried out on an on-going basis to enable the students to make an informed choice at transitional points throughout their education. Once the students have had an experience of work they are encouraged to build on this experience by volunteering, work shadowing or finding paid employment after their GCSEs.</p>
Being creative and agile as they develop their career pathway (c)	<ul style="list-style-type: none"> To book face to face appointments with a qualified Careers Advisor. 	<p>Sixth Form students are able to book face to face appointments with the Careers Advisor, who is based in school full time, during their study periods. This give the students the opportunity to have multiple appointments throughout their time at PHSG.</p>
Representing themselves and others (d)	<ul style="list-style-type: none"> Take part in debates with a focus on current affairs 	<p>During tutor time and lunchtime.</p>
Acting as a leader, role model or example to others (e)	<ul style="list-style-type: none"> Take part in House events and other student led activities 	<p>Students at PHSG aspire to be part of the Head Student Team, House or Sports Captains. Every student is a member of a House and at the end of each term participate in festivals led by the House Captain. Leadership is a skill that PHSG students recognise and are keen to develop.</p>
Considering entrepreneurialism and self-employment as a career pathway (f)	<ul style="list-style-type: none"> Read, listen or watch entrepreneurs talk about their journey Take part in Young Enterprise afterschool Take part in the £10 challenge 	<p>Using Unifrog during tutor time.</p> <p>Year 12 can take part in this National Competition to join the PHSE team and run and develop their own business.</p> <p>£10 challenge, Tutor groups run their own business selling their services/goods to the school community.</p>

Aim 5 – Balance Life and work

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
---------	--	--

<p>Planning for the kind of balance of work and life that they want (a)</p>	<ul style="list-style-type: none"> • Plan a revision timetable for exams taking account of their work life balance. Reflecting on what went well/badly for them last time. • To understand what developing their own interests means, explore why it's a good thing to do, and come up with their own specialist interests 	<p>During tutorial lessons the students start to look at their own work life balance and how they need this to be happy. In 6th form many students juggle school, part-time employment, volunteering and being an active member of PHSG. This helps them understand the importance of a work life balance. Using Unifrog during year 12 tutorials</p>
<p>Taking action to improve their physical and mental wellbeing (b)</p>	<ul style="list-style-type: none"> • Use the wellbeing guides in the Unifrog Know-how library to think about what coping techniques might work for students when they are experiencing stress and/or anxiety • Practice three mindfulness techniques and evaluate how effective each one is for them then record thoughts on Unifrog's Activities tool 	<p>Unifrog tutor time Using Unifrog during Year 13 Tutorials</p>
<p>Beginning to manage their own money and plan their finances (eg thinking about student loans) (c)</p>	<ul style="list-style-type: none"> • Attend a Managing Student Finance talk 	<p>A tutorial session led by the Head of Business Studies and the University Finance Team</p>
<p>Actively shaping their involvement in their family and community as part of their career planning (d)</p>	<ul style="list-style-type: none"> • PSHE/Tutorial 	<p>D of E, volunteering</p>
<p>Planning for different life stages and considering the different life roles that they want to play (e)</p>	<ul style="list-style-type: none"> • PSHE/Tutorial • Opportunity to explore Live Career Rainbow worksheet as part of Grow Career Skills that Glow 	<p>Unifrog Badge Challenge</p>

Being aware of their role in ensuring rights and responsibilities in the workplace and in society (f)	<ul style="list-style-type: none"> Students are given the opportunity to explore this by reading the following article in the Know How Guides in Unifrog 	Working in the UK – Know your rights
Taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them (g)	<ul style="list-style-type: none"> PSHE lesson on prejudice, rights in the work place 	PSHE

Aim 6 – See the big picture

Outcome	Are students given the opportunity to.....	Where does this happen in your Programme of Study.....
Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career (a)	<ul style="list-style-type: none"> Identify different kinds of work & why people's satisfaction with their working lives varies Look at/Discuss the range of media, information, sources and viewpoints 	Watching clips on careerpilot, Unifrog, icould.com, etc. By attending skills & careers events. By understanding that everyone is different and that they find fulfilment in different ways. By exploring their own personality type. As part of the 6 th form PSHE programme
Exploring and responding to local and national labour market trends (b)	<ul style="list-style-type: none"> Use the Unifrog Careers Library to research current jobs locally, in the UK and in the USA 	Using Unifrog during tutor time.
Exploring and responding to trends in technology and science (c)	<ul style="list-style-type: none"> Current affairs 	Tutor group work, how current developments and events change the world we live in.

Exploring and responding to their relationship between career and the natural environment (d)	<ul style="list-style-type: none"> • Taking part in student led debates 	Lunchtime
Exploring and responding to the relationship between, career community and society (e)	<ul style="list-style-type: none"> • To understand what developing their own interests means, explore why it's a good thing to do, and come up with their own specialist interests • To get involved with local, national and international charity work within PHSG 	Using Unifrog during year 12 tutorial Ongoing.
Exploring and responding to the relationship between career, politics and the economy (f)	<ul style="list-style-type: none"> • Taking part in student led debates 	Lunchtime

While it is recognised that students' careers development occurs at their own individual pace. It is anticipated that;

By the end of Year 7 students will be registered with Unifrog this programme is designed to help students find their future by bringing all available information into one single, impartial, user friendly platform.

By the end of year 8 students will know how to access Unifrog and will have the opportunity to explore do the interest profile, personality profile and work environment profiles quizzes and will be able to look at how their individual results link in with careers.

By the end of year 9 students will know how to begin to log their activities and competencies and will be able to start to research their Post 16 intentions.

By the end of year 10 students will know what it is like to be an employee for a week and will be able to reflect on this experience and develop their employability skills.

By the end of year 11 students will know how to complete their Post 16 Intentions and will be able to decide which Level 3 pathway is right for them.

By the end of year 12 students will know where to access information to research university and apprenticeship opportunities and will be able to start exploring their options.

By the end of year 13 students will know the different pathways into Higher Education and/or Employment with Training and will have confidence and independence in terms of managing their career.

Extract from PSHE Curriculum – see PSHE Curriculum Booklet					
Strand	Year 7	Year 8	Year 9	Year 10	Year 11
Careers	Where subjects take you, job discovery and signposting	Psychometric testing, interests and work environment quizzes	Unifrog; Subject, Career Library, Activities and Competencies. Company/Sector specific resources	Apprenticeship options, work experience, Work	Interview day, 1:1 with LON-opt in by appointment.

				Experience debrief and interview skills	Interview skills delivered via tutor.
Economic and Financial Wellbeing	Maths-When we teach percentages we often use money problems - sale prices etc.	<ul style="list-style-type: none"> • Money Sense with Barclay's bank. • Maths-When we teach percentages we use money problems with regard percentage change. 	<ul style="list-style-type: none"> • Back to basics, key terminology delivered in PSHE. • Maths- When we teach percentages we often use money problems - with regard investments and compound interest 		Taxes and Mortgages in PSHE