

# St Laurence Careers Programme



Updated: July 2023

**Year 7: Transition****To start to recognise the person I am and the skills I have and to work out how I might fit into the working world around me.**

<b>Key Objectives:</b>	<b>Links (CDI framework; KS3 PSHE PoS)</b>
Students should be able to:	
manage the transition into secondary school and develop friendships and relationships with others.	<i>CDI: Manage, Create; PSHE: L9, R9,</i>
understand what type of person they are, what skills they have and what jobs they might do.	<i>CDI: Explore; PSHE: L2, H1</i>
be aware that career describes their journey through life, learning and work.	<i>CDI: Manage; PSHE: L6</i>
identify a role model and be aware of the value of leadership.	<i>CDI: Create; PSHE: L5, L9</i>
develop understanding of their heritage, identity, and values, and become aware of how they can be involved in their family and community.	<i>CDI: Grow, Balance; PSHE: L10</i>
begin to look forward to the future and be aware of different life stages and different roles.	<i>CDI: Manage, Balance; PSHE:</i>
be aware of the concept of work-life balance and that physical and mental well-being are important.	<i>CDI: Balance; PSHE H13</i>
develop understanding of the learning, qualifications and key skills needed for the jobs that people around them do.	<i>CDI: Explore; PSHE: L2, L5</i>
understand the importance of the link between learning, skills and qualifications, and their career.	<i>CDI: Grow; PSHE: L2</i>
be aware of help and resources available to them, responding positively to feedback and recording achievements.	<i>CDI: Grow; PSHE: L1, L6, L7</i>
be aware of a range of different media, information sources and viewpoints.	<i>CDI: See; PSHE: L21, L22</i>

**Year 8: Information****To start to learn about the workplace and future pathways beyond what I already know from those around me.**

<b>Key Objectives</b>	<b>Links (CDI framework; KS3 PSHE PoS)</b>
Students should be able to:	
identify a range of possibilities in different sectors and organisations where they can work beyond what they know, the skills needed for these jobs.	<i>CDI: Explore, Manage; PSHE L4, L12</i>
be aware of the main learning pathways (eg. university, college, and apprenticeships).	<i>CDI: Explore; PSHE L3, L7, L8</i>
challenge preconceived ideas and recognise injustices caused by prejudice, stereotypes, and discrimination in the workplace.	<i>CDI: Balance; PSHE: L10</i>
be aware of the different types of work, including self-employment and voluntary work, the concept of entrepreneurialism and how to be involved in the community.	<i>CDI: Create, See; PSHE: L5, L11</i>
understand the options open to them in the labour market (LMI); be aware of local and national trends.	<i>CDI: Explore; PSHE: L11</i>
recognise key career management skills – be resilient, imaginative, flexible, able to communicate; show initiative, learn from setbacks and challenges.	<i>CDI: Grow, Create, Manage; PSHE: L2, L4, L9, L14</i>
be aware of rights and responsibilities within the workplace.	<i>CDI: Balance; PSHE L13</i>
be aware of help and resources available to them, responding positively to feedback and recording achievements.	<i>CDI: Grow; PSHE: L1, L6, L7</i>
be aware of a range of different media, information sources and viewpoints.	<i>CDI: See; PSHE: L21, L22</i>

**Year 9: Transition**

**To start to understand how the choices I make will impact what my role could be in the world of work and in my future career.**

<b>Key Objectives</b>	<b>Links (CDI framework; KS3 PSHE PoS)</b>
<p>Students should be able to:</p> <p>prepare for choosing GCSEs - feel confident in the choice they have made for their next steps and make choices that support their aspirations.</p> <p>develop a broader understanding of the main learning pathways (eg. university, college, and apprenticeships) and how to reach them.</p> <p>be aware that different jobs and careers will bring different challenges and rewards and understand these will influence the choices they make.</p> <p>be aware of money and that individuals and families have to actively manage their finances.</p> <p>be aware of the influence of external factors on their choices – trends in technology and science; the relationship with the natural environment, the community and society, and the economy (LMI).</p> <p>be aware of help and resources available to them, responding positively to feedback and recording achievements.</p> <p>be aware of a range of different media, information sources and viewpoints.</p>	<p><i>CDI: Manage; PSHE: L1, L6, L7</i></p> <p><i>CDI: Explore; PSHE L3, L7, L8</i></p> <p><i>CDI: Manage; PSHE L3, L4, L6, L9, L14, L15</i></p> <p><i>CDI: Balance; PSHE: L15,</i></p> <p><i>CDI: See; PSHE: L7, L10</i></p> <p><i>CDI: Grow; PSHE: L1, L6, L7</i></p> <p><i>CDI: See; PSHE: L21, L22</i></p>

<b>Year 10: Information</b> <b>To start to experience first-hand the world of work and the workplace and to understand my options and my future role within it.</b>	
Key Objectives	Links (CDI framework; KS4 PSHE PoS)
Students should be able to:	
reflect on the importance of taking responsibility for their personal, active engagement in achieving in their GCSEs and in planning their future career.	<i>CDI: Grow, Manage, Create, Explore, Balance, See; PSHE: L1, L3, L10, L11, L23</i>
understand the importance of their own personal brand and its impact on their future career.	<i>CDI: Grow, Manage, Create; PSHE: L2, L3, L10, L12, L23</i>
research how the application and recruitment processes work and how to succeed in them.	<i>CDI: Explore; PSHE: L9</i>
research the range of workplaces and what it is like to work there - begin to understand the different types of contracts and the financial implications.	<i>CDI: Explore, Balance; PSHE: L8, L21</i>
feel confident in their ability to approach the workplace with an understanding of their rights and responsibilities within the workplace (including with regard to discrimination, harassment, confidentiality).	<i>CDI: Balance, See; PSHE: L5, L13, L14, L15</i>
acquire workplace behaviours required for future employment.	<i>CDI: Grow, Balance; PSHE: L9, L11, L23</i>
explore local and national trends (LMI), particularly in technology and science.	<i>CDI: See; PSHE: L7,</i>
respond positively to help, support and feedback and record achievements.	<i>CDI: Grow; PSHE: L4, L6</i>
evaluate different media, information sources and viewpoints.	<i>CDI: See; PSHE: L4, L6</i>

**Year 11: Transition**

**To make decisions which will lead me to a happy and successful role in the workplace and in my future career.**

**Key Objectives**

**Links (CDI framework; KS4 PSHE PoS)**

Students should be able to:

reflect on the importance of taking responsibility for their personal, active engagement in achieving in their GCSEs and in planning their future career.

*CDI: Grow, Manage, Create, Explore, Balance, See; PSHE: L1, L3, L10, L11, L23*

consider the aspects they consider important to them personally in the world of work and what jobs and roles most interest them – wellbeing, challenge, finances, family, community, work/ life balance, personal development.

*CDI: Explore, Create, Balance, See; PSHE: L2, L3, L5, L10*

research and explore the local and national markets and trends (LMI), particularly those in technology and science.

*CDI: Explore, See; PSHE: L7, L8*

recognise the main learning pathways and consider which one they want to pursue and how they will access and succeed in it - feel confident in the choice they have made for their next steps.

*CDI: Grow, Explore; PSHE: L4*

consider the risks and rewards associated with different pathways and careers – financial, personal wellbeing, interaction with the environment, community, politics, the economy.

*CDI: Manage, Balance, See; PSHE L4, L6*

respond positively to help, support and feedback and record achievements.

*CDI: Grow; PSHE L4, L6*

evaluate different media, information sources and viewpoints.

*CDI: See; PSHE: L4, L6*

**Year 12: Information**

**To make informed judgements and decisions with regard to my future path and my experiences in the workplace.**

**Key Objectives**

**Links (CDI framework; KS5 PSHE PoS)**

Students should be able to:

manage the transition into post-16 learning.

*CDI: Grow, Manage; PSHE: L2*

be enterprising and proactive in their life, learning and career choices and in their physical and mental wellbeing.

*CDI: Grow, Explore, Manage, Create, Balance, See; PSHE: L1, L2*

act as a leader, role model and example to others, representing themselves and others.

*CDI: Grow, Create; PSHE: L5, L9*

set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths, and skills.

*CDI: Grow, Explore, Manage, PSHE: L2, L6*

explore, evaluate, and plan the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities and in relation to LMI.

*CDI: Grow, Explore, Manage, See; PSHE: L3*

understand their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'.

*CDI: Balance; PSHE: L8*

be aware of the importance of professional conduct and how it can be demonstrated in different workplaces - following health and safety protocols, understanding and appreciating the importance of workplace confidentiality and security including cyber-security and data protection.

*CDI: Balance; PSHE: L9, L10*

take action to challenge prejudice, discrimination, bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation.

*CDI: Balance; PSHE: L11*

<b>Year 13: Transition</b> <b>To be enterprising and ambitious in life, education, and work and to develop my employability profile.</b>	
<b>Key Objectives</b>	<b>Links (CDI framework; KS5 PSHE PoS)</b>
<p>Students should be able to:</p> <p>be enterprising and proactive in their life, learning and career choices and in their physical and mental wellbeing.</p> <p>set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths, and skills.</p> <p>explore, evaluate, and plan the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities.</p> <p>understand the implications of the global market for their future choices in education and employment.</p> <p>know how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities.</p> <p>know how to produce a concise and compelling curriculum vitae and prepare effectively for interviews.</p> <p>know how to recognise career possibilities in a global economy.</p> <p>build and maintain a positive professional online presence, using a range of technologies.</p>	<p><i>CDI: Grow, Explore, Manage, Create, Balance, See; PSHE: L1, L2,</i></p> <p><i>CDI: Grow, Explore, Manage, PSHE: L2, L6</i></p> <p><i>CDI: Grow, Explore, Manage, See; PSHE: L3</i></p> <p><i>CDI: Grow, Explore, Manage, Balance; PSHE: L4, L7</i></p> <p><i>CDI: Grow, Manage, Create; PSHE: L5</i></p> <p><i>CDI: Grow, Manage, Create; PSHE: L6</i></p> <p><i>CDI: Explore, Manage, See; PSHE: L7</i></p> <p><i>CDI: Manage, See; PSHE: L22</i></p>