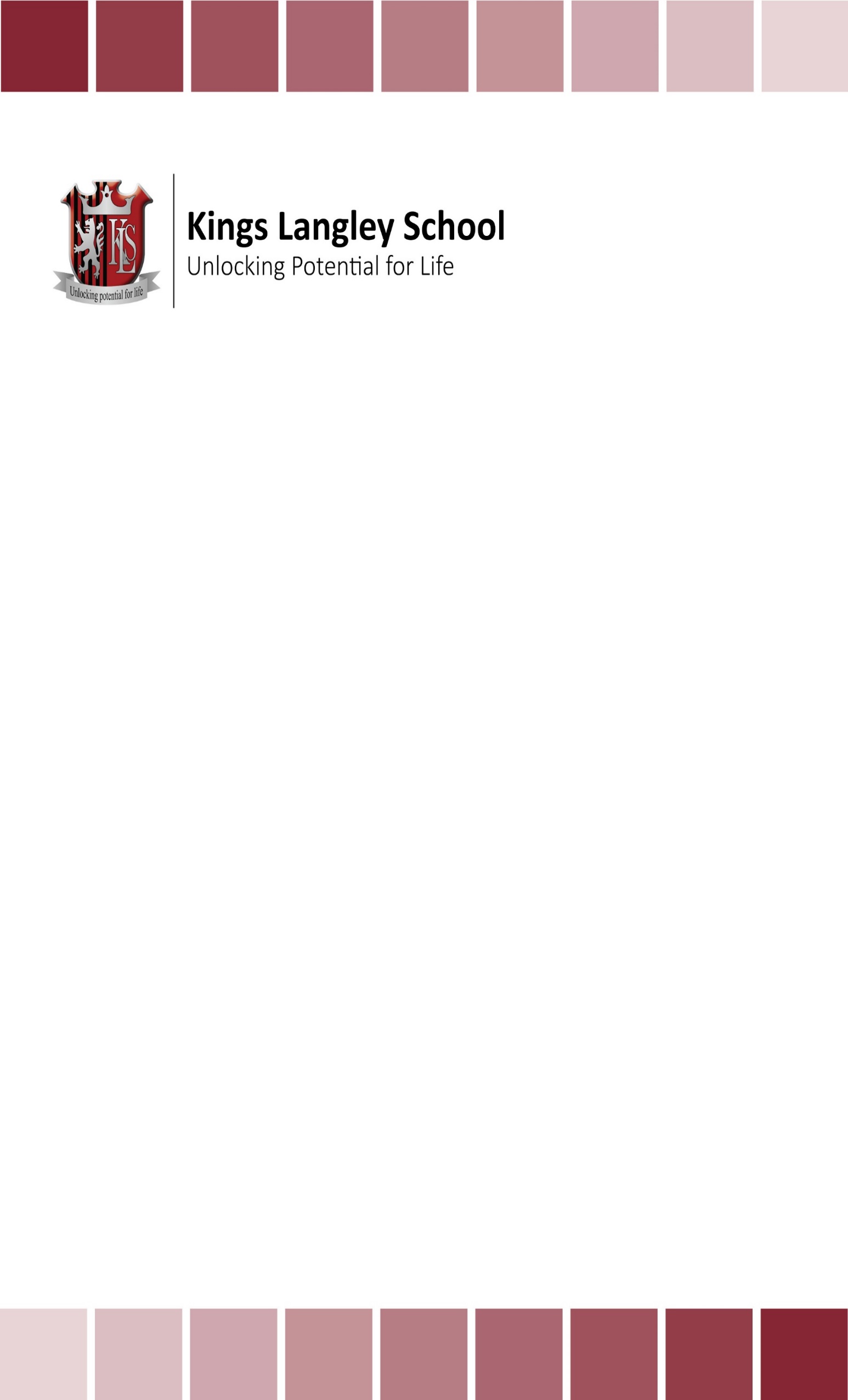




**CEIAG**

**Programme of Study**

**September 2023**





**CEIAG Programme of Study**

*Have the courage to follow your heart and intuition. They somehow already know what you truly want to become.*

*- Steve Jobs*

**Rationale:**

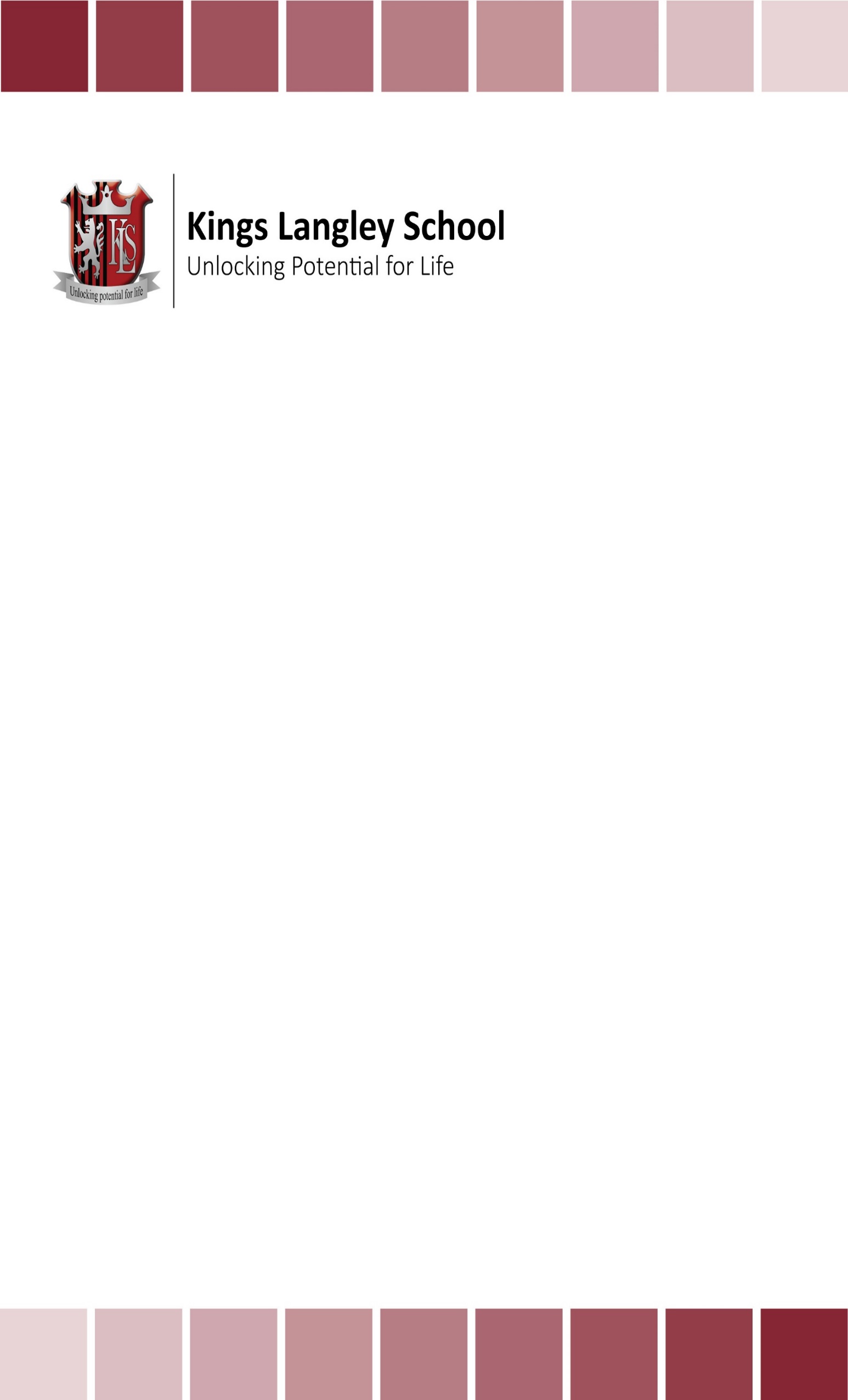
* As a school of character, Kings Langley School aims to create and promote an inclusive climate, which enables equal opportunity for all students, staff, parents/carers and Governors to flourish, as well as supporting our desired outcome of developing strong character and the ability for students to make fair, safe and reasoned choices.
* Having received unbiased, professional and appropriate careers education, information, advice and guidance, we want students to make reasoned and rational choices as they prepare to leave Kings Langley School about their next stage in life, whether it be further education, the world of work or an apprenticeship. We would also expect students to demonstrate great curriculum knowledge and exhibit positive character traits, particularly self-regulation; stickability; and empathy. This collaboration will enable students to be well-rounded people who will flourish in their future lives and chosen careers.

**Intent:**

As a school we have a statutory and moral duty to provide students in Years 8 to 13 with careers education, information, advice and guidance (CEIAG). This is extended in Kings Langley School to include Year 7.

Our careers strategy (CEIAG) is interwoven into our PSHE programme whilst also being supported through a wide variety of opportunities within our curriculum which fulfils the eight Gatsby Career Benchmarks:

* A stable careers programme
* Learning from career and labour market information
* Addressing the needs of each pupil
* Linking curriculum learning to careers
* Encounters with employers and employees
* Experiences of workplaces
* Encounters with further and higher education
* Personal guidance





**Implementation:**

* We follow the DfE “Careers guidance and access for education and training providers.” Statutory guidance for governing bodies, school leaders and school staff” (January 2023) documentation. In addition to this guidance we have followed the Gatesby Benchmarks, the Careers and Enterprise website documentation on Careers Strategy Support (as of 4/1/20), and the PSHE Association Programme of study “We’ve Got It Covered”. To ensure we equip students for a digital life, we also have referenced aspects of UKCCIS (UK Council for Child Internet Safety) Education for a Connected World.

**Benchmarks 1 & 2**

* Much of the taught element of Careers Information, Education and Guidance (CEIAG) is embedded into our compulsory PSHE programme. It makes up two units of the six unit programme. Students have a weekly PSHE lesson in years 7 – 10. Year 11 have a Friday registration PSHE session. Year 12 and 13 have an alternate PSHE lesson and visiting speaker.

|  |  |  |
| --- | --- | --- |
| Unit 2 | Careers | Careers and employment |
| Unit 6 | Economic wellbeing | Managing money |
| Banks and banking |

* Unifrog: From year 7 all students have access to Unifrog and are set regular activities to complete on it. We also use Unifrog for our work experience administration, and personal statements written in Key Stage 5. Our aim to encourage students to use the opportunities in Unifrog to track their activities and skills to aid them with writing potential CVs.
* Opportunities newsletter: We issue a regular newsletter which sends students and parents all the local and received opportunities that local education establishments or employers have offered us. These may take place at weekends or school holidays, and are also saved on our website.
* CEIAG website: This has a lot of information on it though we are constantly looking at how this can be more useful to both students and parents.

**Benchmark 4**

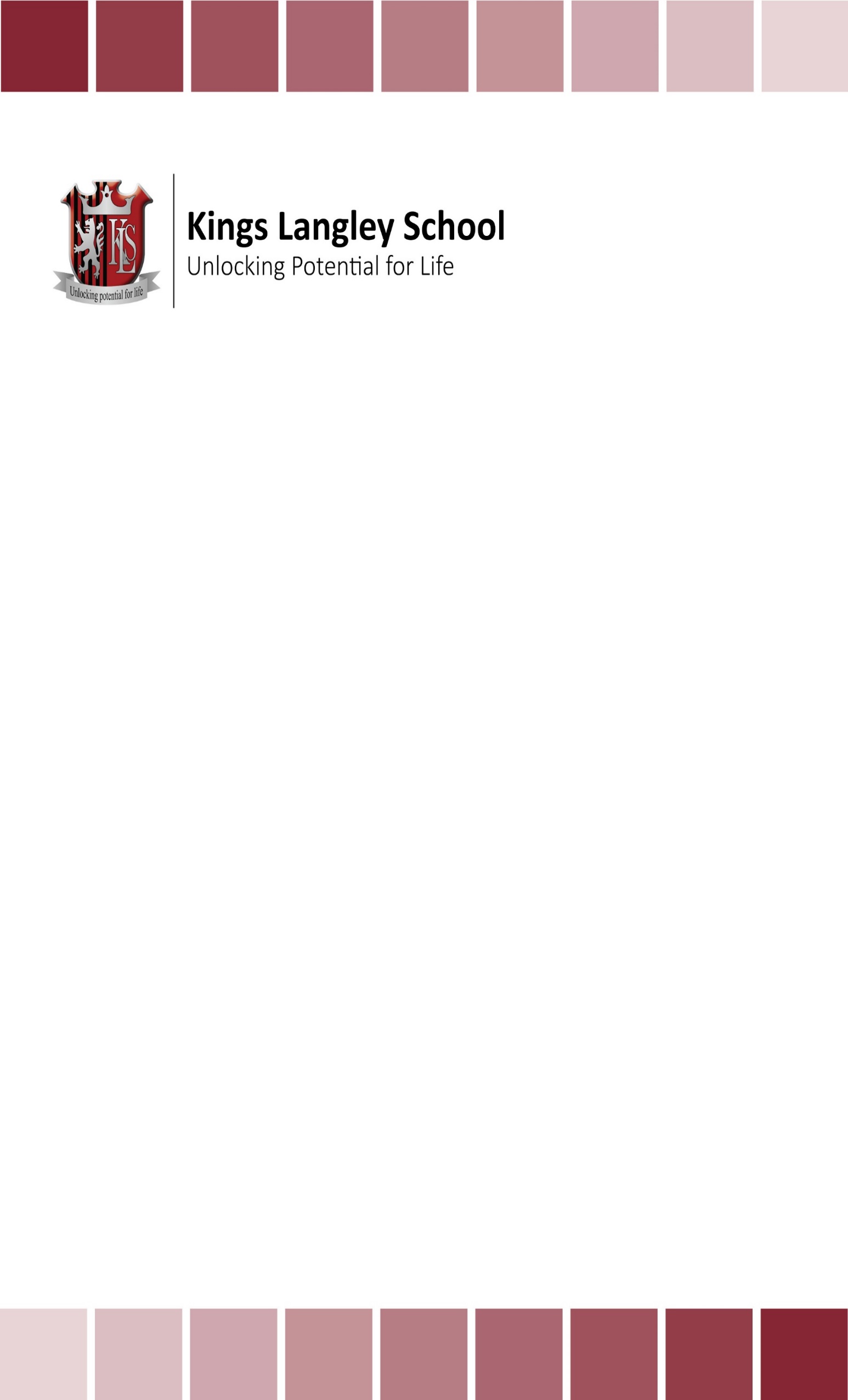
* Linking Curriculum learning to careers: All subject leaders are asked to ensure that their curriculum take opportunities to link their curriculum to relevant careers.
* STEM fortnights per term: As a school we have a strong STEM leader who organises STEM fortnight on a termly basis. The autumn term focuses on STEM in subjects, and staff are all expected to plan explicit STEM lessons and deliver them to every year group. The spring term bring together all students and staff by running STEM competition and activities which help raise money for an associated STEM fund raising campaign such as Water Aid, Smile Train. Finally the summer term brings a spectacular STEM fair which encourages students to enter competitions such as a school version of The Big Bang (with the winners often then being entered for this event); cake making and decorating; lego competitions; to name but a few. On the evening of the fair, while all the judging of students’ amazing work, we have a multitude of STEM activities for students, parents and families to take part in.
* Display boards/ posters: We have many different displays around the school regarding careers, including specific STEM career posters, subject related careers posters, and a careers section in the library.
* Competitions and Clubs: On top of all of the STEM competitions we run additional competitions and activities to encourage students to develop potential skills that will support them in the future. A few of thee are: the annual rotary chef competition, the annual magistrates’ competition, Debating club, Cooking Club, etc.

**Benchmarks 3, 5 - 8**

\* Addressing the needs of each pupil is throughout

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Encounters with employers and employees | Experiences of workplaces | Encounters with further and higher education | Personal guidance |
| KS3 | * Annual survey on careers and future thoughts linking to careers SIMS spreadsheet which is then used to choose speakers for Monday assembly slots and targeted audience\* * Annual careers fair (optional) * Annual STEM fair (optional) | * Within activities week, each year group are offered the opportunity to work shadow one day during the week. | **Focus: “What is this”**   * Within activities week, sessions with ASK (Apprenticeships); Herts University and KLS sixth form for each group but with different activities for each year group. * Annual careers fair (optional) | * Teachers have access to careers SIMS data sheet when have conversations with students, so conversations can be personalised\* * Optional year 9 options guidance interview\* |
| KS4 | * Annual survey on careers and future thoughts linking to careers SIMS spreadsheet which is then used to choose speakers for Monday assembly slots and targeted audience\* * Annual careers fair * Annual STEM fair (optional) | * Year 10 work experience week | **Focus: “How to apply”**   * Assemblies from ASK (apprenticeships); West Herts college; university (Herts or other); KLS sixth form * Year 10 apprenticeship fair (PP/SEND/ vulnerable & identified students)\* * Parent and student information evenings for apprenticeship and college (optional) * KLS Into the sixth form evening (optional) | * Year 10 “Services to Young people” careers interview\* * KLS sixth form team/ SLT Next steps interviews with year 11\* * Personalised college application support\* |
| KS5 | * Annual survey on careers and future thoughts linking to careers SIMS spreadsheet which is then used to choose speakers for Monday assembly slots and targeted audience\* * Annual careers fair * Annual STEM fair (optional) | * Year 12 work experience week | **Focus: “Next steps”**   * Year 12 visit to the UCAS fair * Year 12 trip to Cambridge university * *TBC – Year 12 visit to apprenticeship fair* | * Year 12 “Services to Young people” careers interview\* * KLS sixth form team/ external employers “Next steps” interviews with year 13\* * Personalised Oxbridge application support and interview practise\* |

|  |
| --- |
| Encounters with employers and employees |
| Experiences of work places |
| Encounters with further and higher education |
| Personal guidance |

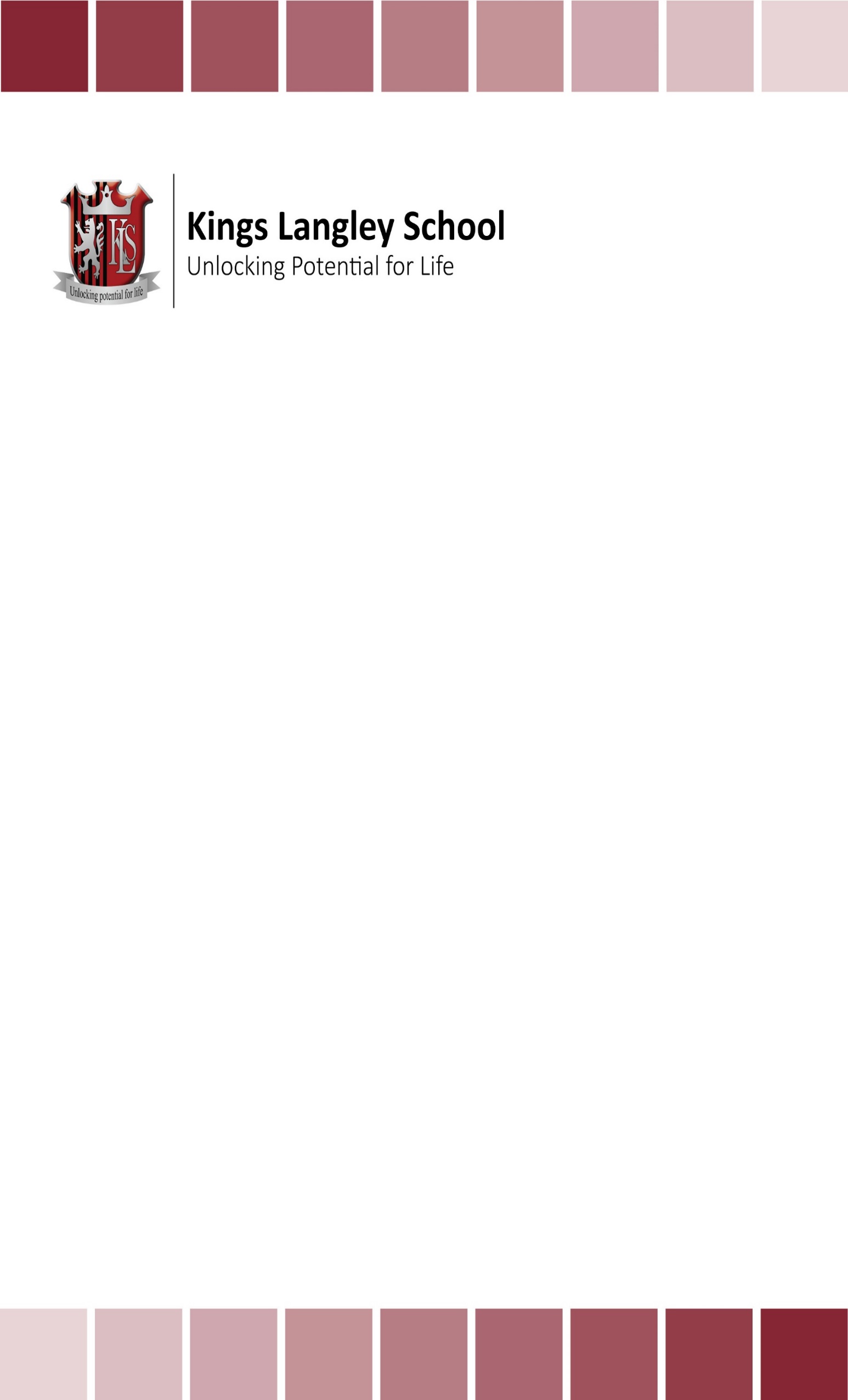




**Impact:**

We measure our impact in multiple ways.

* Our initial and key factor is the improvement of transition after Key stage 4 and 5, and a continuation of zero NEETS.
* We monitor the use of Unifrog and would consider it a success when all students from at least year 8 to 13 are using this software as a regular part of their careers information and guidance.
* We consider the number of changes made to option choices at the beginning of Key Stage 4 and Key Stage 5 – looking to decrease this to zero as a sign that our guidance was correct and appropriate.
* We keep a record of students who attend careers events, additional trips and events, and look to increase participation on a year by year basis, with an ultimate achievement being when every student attends at least one extra careers activity.
* We keep a record of all assemblies or visiting speakers that have presented or spoken to students, and to which year. We are looking for a year on year increase in these, but also evidence that these are having a positive impact on students’ options and careers choices.
* We keep a record of all option interviews ensuring that students get at least, their statutory requirement of interviews with externally provided personnel. Our ultimate aim is to ensure all students in years 9-13 get some form of yearly interview.
* Where CEIAG lessons are part of PSHE and require students to know information, there are regular half termly tests to ensure that students are accessing and retaining the information that they are being taught. We would look for the results of the tests to be above 80% in all cases.
* Finally we ask for student, staff and parental feedback throughout the year and look to make improvements in response to any feedback given.



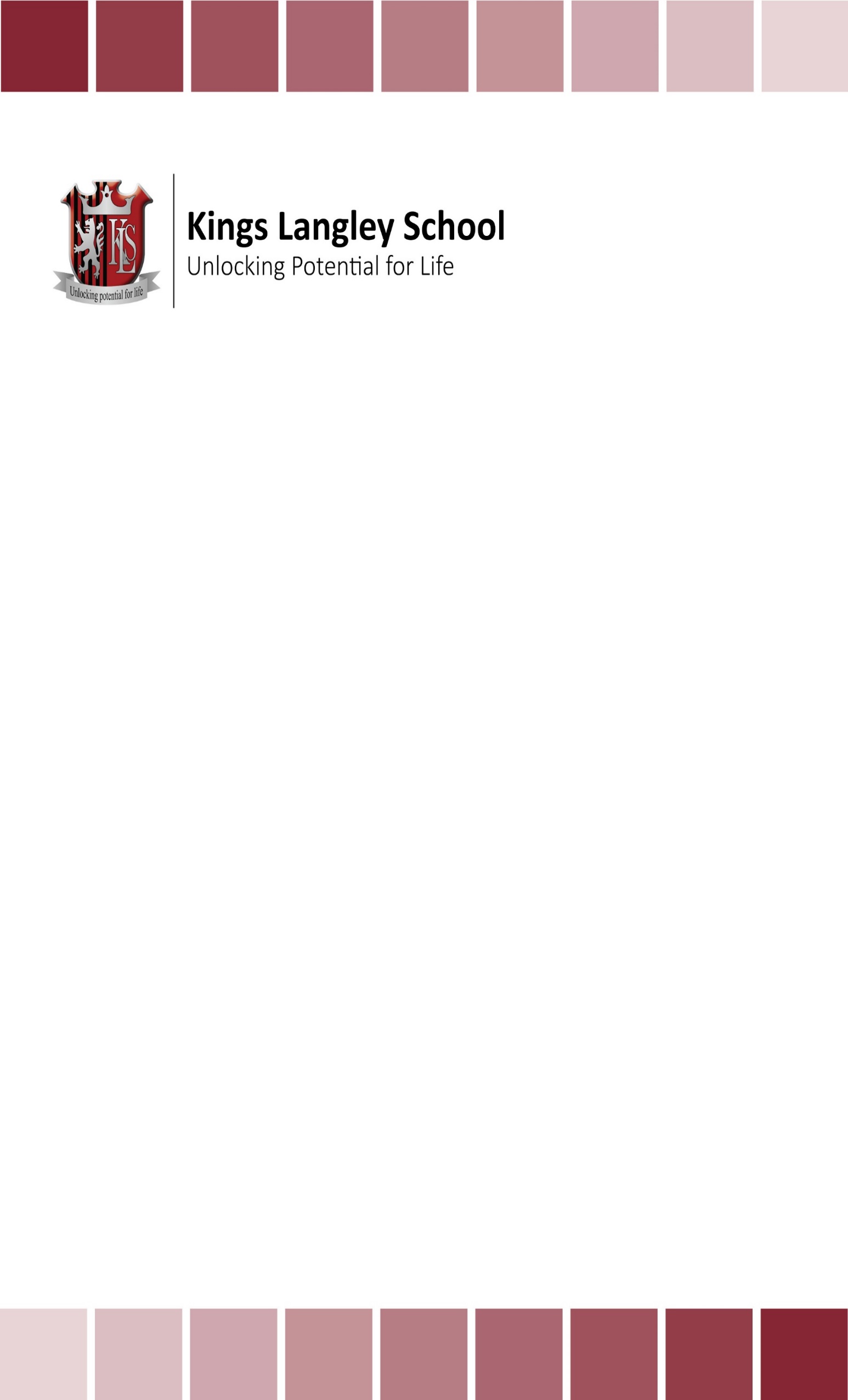


**Long Term Plan for CEIAG**

**Week by week view:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **7** | **8** | **9** | **10** | **11** | **12** | **13** |
| 1 |  |  |  |  |  |  | UCAS and Personal statements |
| 2 |  | Unifrog Task: Career Library Treasure Hunt 2 (45 mins) | Unifrog TasK; Identifying Interests (45 mins) | Services to Young People career interviews | Unifrog Task: Post 16 Choices (45 mins) | Unifrog Task: Work Experience: Curating your Online profile | Unifrog Task: Applications List |
| Unifrog Task: Work Experience: How to Research Possible Placements (45 mins) |
| 3 |  |  |  | Services to Young People career interviews |  |  | Money Matters- Credit Card and Pay day loans |
| Work Experience Introduction Assembly |  |  |  |
| 4 |  |  |  | Introduction to Key Stage 4 evening for Parents  Services to Young People career interviews |  |  |  |
| 5 |  |  |  | Services to Young People career interviews | Unifrog Task: Busting BTEC Myths (45 mins) |  | Bank Loans and Student Loans |
| 6 |  |  |  | Services to Young People career interviews |  |  |  |
| 7 |  |  |  | Services to Young People career interviews |  | Trip to Downing College, Cambridge university |  |
| 8 | Unifrog Task: Careers Library Treasure Hunt 1 (45 mins) | Fire safety talk from Nick Ashman (local fireman) | Unifrog Task: GCSE Choices Choices (45 mins) | Services to Young People career interviews | Unifrog Task: A Level Choices (45 mins) | Unifrog Task: Student year plan: Goal Setting | Unifrog Task: Finalising Your Personal Statement |
| Unifrog Task: Career Terminology (45 mins) | Introduction to work experience year |
| Unifrog Task: Work Experience: CVs and Cover Letters (45 mins) |
| 9 |  |  |  | Services to Young People career interviews |  |  |  |
| 10 | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers | Services to Young People career interviews | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers |
| STEM fortnight including assemblies from employers | Dacorum Careers Fair |
| 11 | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers | Services to Young People career interviews | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers |
| STEM fortnight including assemblies from employers |
| 12 |  |  | Options process | Unifrog | Into the Sixth evening |  |  |
| 13 |  |  | Services to Young People | Apprenticeships and post 16 options | Unifrog Task: Subjects Library Treasure Hunt (45 mins) |  |  |
| 14 |  |  | Apprenticeships | Writing a CV |  |  |  |
| 15 |  |  |  | Employability |  | UCAS |  |
| 16 | Unifrog Task: What are skills? (45 mins) | Unifrog Task: What does success mean to you? (45 mins) | Unifrog Task: Careers Library Treasure Hunt 3 | Voluntary work | Year 11 career & further education interviews | Services to Young People career interviews | Unifrog Task: Assessment Centres |
| Unifrog Task: Work Experience: How to Contact Employers (45 mins) | Unifrog Tasks: Revision Techniques: Good vs Bad (45 mins) | Unifrog Task: Student Year Plan: Geeking Out |
| 17 |  |  | Options assembly and options parent event |  | Year 11 career & further education interviews | Services to Young People career interviews |  |
| 18 |  |  | Year 9 parents evening & opportunity to discuss options |  | Year 11 career & further education interviews | Services to Young People career interviews |  |
| 19 |  |  | Options interviews and guidance available |  | Year 11 career & further education interviews | Unifrog |  |
| Services to Young People career interviews |
| 20 |  |  | Options interviews and guidance available | Work experience evening for students and parents | Year 11 career & further education interviews | Work experience evening for students and parents |  |
| Services to Young People career interviews |
| 21 | Unifrog Task: Recording activities (45 mins) | Unifrog Task: Your Superhero CV (45 mins) | Options interviews and guidance available | Work experience- Careers | Year 11 career & further education interviews | Charity and voluntary work | Unifrog Task: The Basics of Interviews |
| Unifrog Task: What Makes a Great Leader? (45 mins) | Unifrog Task: Treasure Hunt Task 4 (45 mins) | Unifrog Task: Introduction to Apprenticeships in England and Wales (45 mins) | Unifrog Task: Post 16: Choices, Choices |
| 22 |  |  | Year 9 Brilliant club Graduation day at university |  |  |  |  |
| 23 | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers | Budgeting | STEM fortnight including assemblies from employers |
| STEM fortnight including assemblies from employers |
| 24 | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers | STEM fortnight including assemblies from employers |
| Parent and student information regarding apprenticeship and college talks | Parent and student information regarding apprenticeship and college talks | Parent and student information regarding apprenticeship and college talks | Parent and student information regarding apprenticeship and college talks |
| Unifrog Task: Coping With Changes. Leaving Secondary School. (45 mins) | Unifrog Task: Using the UK Universities Tool to find the best fit | Unifrog Task: Revision: Using Time Efficiently |
| 25 |  | Magistrates competition |  |  |  |  |  |
| 26 | KLS Careers Fair | KLS Careers Fair | KLS Careers Fair | KLS Careers Fair | KLS Careers Fair | KLS Careers Fair | KLS Careers Fair |
| 27 | Unifrog Task: Interests profile (45 mins) | Unifrog Task: What Makes A Great Communicator? (45 mins) | Unifrog Task: Your Skills, Your Team, Your Future (45 mins) | Unifrog Task: Personality Profile (45 mins) | Unifrog Task: Green Jobs (45vmins) | UCAS Fair | Budgeting 2 |
| Unifrog Task: Apprenticeships: Finding the best fit |  |
| 28 |  |  |  |  |  |  |  |
| 29 |  |  |  |  |  |  |  |
| 30 |  |  |  |  |  |  |  |
| 31 |  |  |  |  |  |  |  |
| 32 |  |  |  |  |  |  |  |
| 33 | Unifrog Task: What is your dream job? (45 mins) | Unifrog Task: Activities and Competencies Bingo (45 mins) | Unifrog Task: Talking About Your Activities (45 mins) | Unifrog Task: What Makes a Great Team Player? (45 mins) |  | Unifrog Task: Acing Your Personal Statement |  |
| 34 |  |  |  |  |  |  |  |
| 35 |  |  |  |  |  | Overdrafts |  |
| 36 | KLS STEM & Careers Fair | Different types of bank and savings accounts | Enterprise project | KLS STEM & Careers Fair |  | Mock interviews with employers |  |
| KLS STEM & Careers Fair | KLS STEM & Careers Fair | KLS STEM & Careers Fair |
| 37 | Needs and wants | What influences our spending? | Debts and loans | Consumerism |  | Coping with a credit card |  |
| 38 | Having a bank account | How do I save and how do I budget? | Enterprise project | Money stresses and pressures – credit cards |  | Loans and student loans |  |
| Unifrog Task: Unifrog Escape Room (45 mins) | Unifrog Task: Discovering MOOCs |
| Activities Week | Work shadowing day  Enterprise Day | Work shadowing day  Enterprise Day | Work shadowing day  Enterprise Day | Work experience week |  | Work experience week |  |

* This does not include the employers, business and enterprise visitors that are brought in for assemblies as these tend to move around the calendar depending in diary commitments.
* We also have annual visits from the fire service, police and army, as part of the PSHE but these are opportunities for students to ask about careers in those areas alongside the PSHE programme topics.





**Medium Term Plans For KS3 CEIAG**

**Year 7**

In year 7, students receive one PSHE lesson and one resilience lesson per fortnight. As part of supra curricular (unifrog)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Weeks** | **Topic** | **Character virtue** | **References to the learning intentions** | **Learning Intention** |
| 8 | Careers Library Treasure Hunt 1 |  |  | Define what a career is. |
| 16 | What are skills? |  |  | Clarify what competencies and skills are. |
| 21 | Recording activities |  |  | To identify activities that students complete. |
| 27 | Interests profile |  |  | To identify interests. To reflect on their personal profile results. |
| 33 | What is your dream job? |  |  | To understand the factors that influence deciding their dream job. |
| 37 | Needs and wants | Self-regulation | KS3 L20 | Explain the differences between needs and wants |
| 38 | Having a bank account | Self-regulation | KS3 L16 | Describe the importance of having a bank account |

**Year 8**

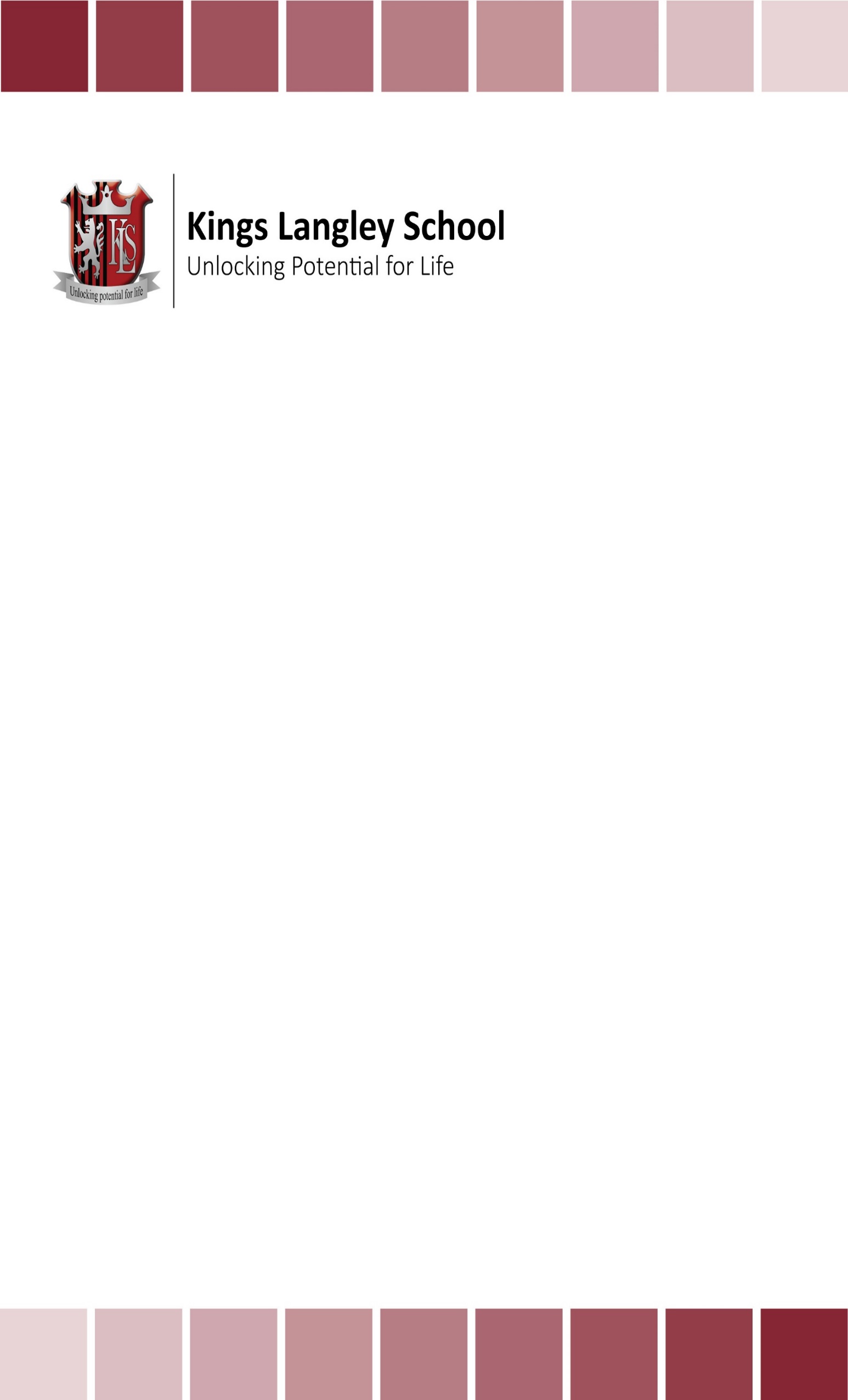
In year 8, students receive one PSHE lesson per week. As part of supra curricular (unifrog)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Topic** | **Character virtue** | **Reference to the learning intentions** | **Learning Intention** |
| 2 | Careers Library Treasure Hunt 2 |  |  | To define what career is  To navigate the careers library confidently to explore the variety of different careers there |
| 8 | Career Terminology |  |  | To understand a variety of career terminology  To explain why learning about career terminology is useful |
| 12 | Unifrog | Reason and judgement, hope, optimism | KS3 L12 | Careers and the requirements to enter into those careers |
| 16 | What Does Success Mean To You? |  |  | To define what success means to them  To identify what motivates them  To understand how to search for career areas that match their motivators and definitions of success on the Careers Library |
| 21 | Your Superhero CV |  |  | To understand and recall what goes in each section of a CV  To create a CV for a superhero of their choice |
| 27 | What Makes a Great Communicator? |  |  | To understand what makes someone a good communicator  To identify examples of when they’ve been a good communicator |
| 33 | Activities and Competencies Bingo |  |  | To describe activities they take part in  To distinguish what competencies and skills these activities require  To evidence a competency on the Unifrog competencies tool |
| 36 | Different types of bank and savings accounts | Self-regulation | KS3 L16, KS3 L20 | Differences between savings and other bank accounts |
| 37 | What influences our spending? | Self-discipline | KS3 L16 | How the media influences spending |
| 38 | How do I save and how do I budget? | Self regulation, gratitude | KS3 L18 | The importance of budgets and saving money |

**Year 9**

In year 9, students receive one PSHE lesson per week. As part of supra curricular (unifrog)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Topic** | **Character virtue** | **References to learning intentions** | **Learning Intention** |
| 2 | Identifying Interests |  |  | To understand how exploring and identifying student’s areas of interest can help with their career searches  To become comfortable with using the careers library |
| 8 | GCSE Choices |  |  | To make informed choices on their GCSE subjects, taking into account a variety of factors  To understand how Unifrog can help them make good choices at GCSE level |
| 11 | Options process | Reason and judgement | KS3 L9 | What to consider when making GCSE choices |
| 12 | Services to Young Peoples/ unifrog | Reason and judgement | KS3 L9 , KS3 L14 | Key factors when making GCSE options |
| 13 | Apprenticeships | Hope, optimism | KS3 L10 | Describe the benefits and disadvantages of apprenticeships |
| 16 | Careers Library Treasure Hunt 3 |  |  | To define what a career is  To navigate the Careers Library confidently to explore the variety of different careers there |
| 21 | What Makes A Great Leader? |  |  | To explore what makes a good leader  To identify their own leadership experiences  To understand how to record competencies on the Unifrog platform |
| 27 | Your Skills, Your Team, Your Future |  |  | To explore teamwork and what makes collaborating in a team work well  To familiarise students with the Careers library and recording competencies on the Unifrog platform |
| 33 | Talking About Your Activities |  |  | To reflect on why recording activities is important, and how their activities are linked to their skills  To record activities in the Activities |
| 35 | Enterprise project | Resourcefulness, team work | KS3 L16 | How businesses start and how they are managed |
| 36 | Debts and loans | Self-discipline | KS3 L20 | What are debts? |
| 37 | Enterprise project | Team work, Resourcefulness | KS3 L16 | How to market one’s business |





**Medium Term Plans For KS4 CEIAG**

**Year 10**

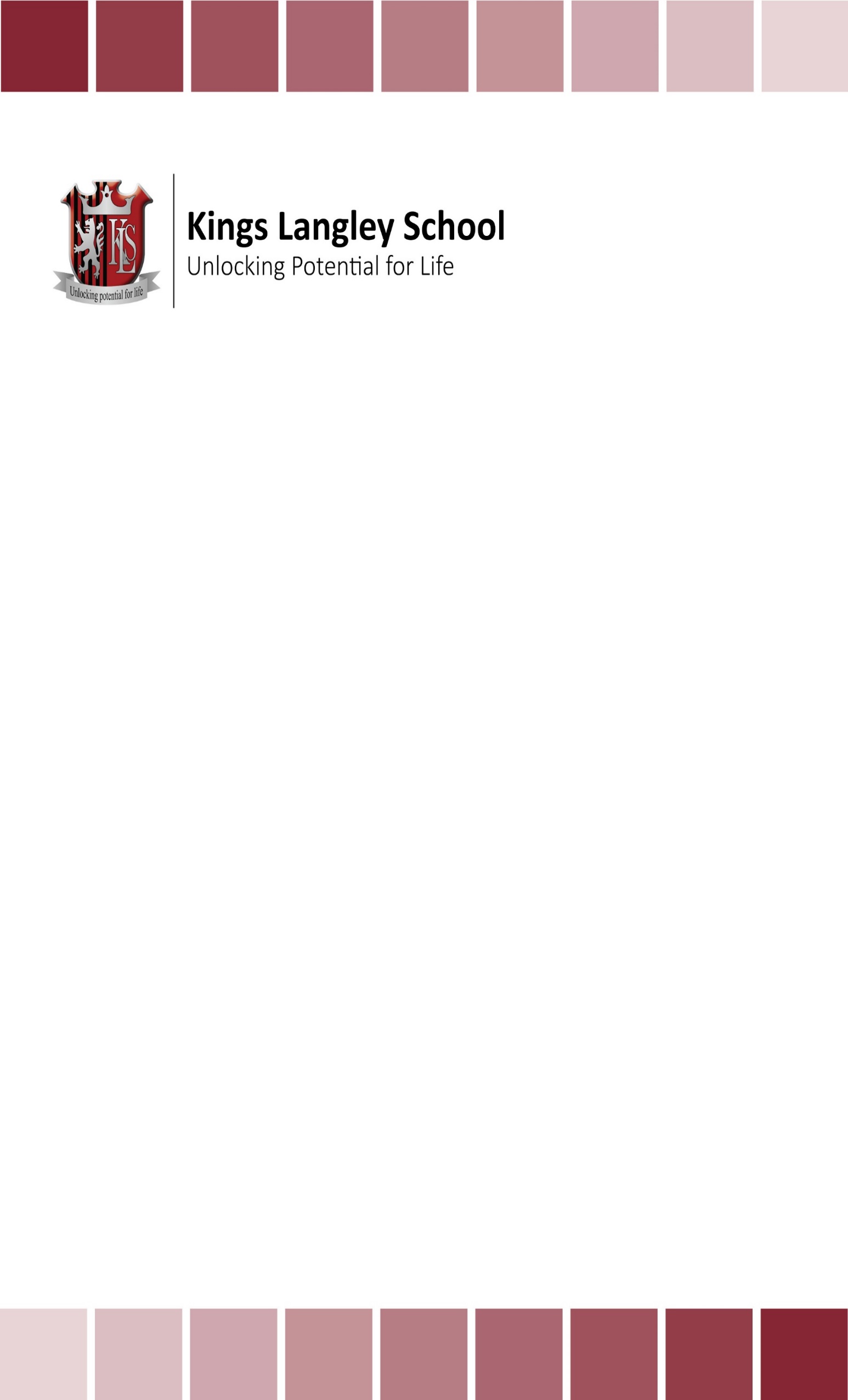
In year 10, students receive one PSHE lesson per week. As part of supra curricular (unifrog)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Topic** | **Character virtue** | **References to learning intentions** | **Knowledge, Skills & Vocabulary** |
| 2 | Work Experience: How to Research Possible Placements |  |  | To reflect on things they want to consider when choosing work experience and why work experience is important |
| 8 | Work Experience: CVs and Cover Letters |  |  | To recall what a CV and cover letter are, their structures and why each are important |
| 12 | Unifrog | Reason and judgement | KS4 L11 | Know the requirements of the careers or jobs that interest them |
| 13 | Apprenticeships and post 16 options | Reason and judgement | KS4 L12 | Describe advantages and disadvantages od apprenticeships |
| 14 | Writing a CV | Hope, Optimism | KS4 L13 | Know how to write a CV |
| 15 | Employability | Hope, Optimism | KS3 L10 | Know the importance od ‘soft skills’ in employment |
| 16 | Voluntary work | Community awareness, citizenship | KS4 L12 | Discuss the importance of voluntary work |
|  | Work Experience: How to Contact Employers |  |  | To email an employer with confidence  To contact an employer over the phone confidently |
| 21 | Work Experience- Careers | Citizenship | KS4 L6 | Know the importance of work experience |
|  | Treasure Hunt 4 |  |  | To navigate the Unifrog Careers Library  To understand why research is important for students’ future choices |
| 27 | Personality Profile |  |  | To understand more about their personalities  To explore the careers commonly associated with their closest personality traits |
| 33 | What Makes a Great Team Player? |  |  | To explain the qualities of a good team player  To list skills and competencies using the Unfirog Competencies Tool |
| 37 | Consumerism | Community awareness | KS4 L21 | Define consumerism |
| 38 | Money stresses and pressures – credit cards | Self-discipline | KS4 L20 | Know what credit cards are |
|  | Unifrog Escape Room |  |  | To explore different areas of the Unifrog platform whilst students practise their team work competencies |
| AW | Work experience |  |  |  |

**Year 11**

PSHE in year 11 is completed on Friday at registration. As part of supra curricular (unifrog)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Topic** | **Character virtue** | **References to learning intentions** | **Knowledge, Skills & Vocabulary** |
| 2 | Post 16 Choices |  |  | To explore and research post- 16 choices available to students |
| 5 | Busting BTEC Myths |  |  | To understand what BTEC subjects are and the difference between BTEC and A levels |
| 8 | A Level Choices |  |  | To provide students with confidence in their A level choices |
| 13 | Subject Library Treasure Hunt |  |  | To become familiar with the Unifrog Subjects library  To learn about and explore subject profiles suited to students’ needs |
| 16 | Revision techniques: Good vs Bad |  |  | To identify good and bad revision techniques  To make their revision processes easier and more effective |
| 21 | Introduction to Apprenticeships in England and Wales |  |  | To understand what apprenticeships are and how they work  To consider the broad range of apprenticeships and which ones might be suitable to students |
| 24 | Coping with Change. Leaving Secondary School |  |  | To understand the changes that will take place when they move from secondary school or staying to sixth form  To navigate the Apprenticeships and College/Sixth form tools to plan their next steps |
| 27 | Green Jobs |  |  | To describe what it means for a job to be green |





**Medium Term Plans for KS5 CEIAG**

**Year 12**

In year 12, students receive one PSHE lesson per fortnight, though additional topics are covered during registrations as part of the registration programme.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topic** | **Character** | **Learning Intentions** |
| 2 | Work Experience: Curating Your Online Profile |  | To consider how they use social media in a safe way  To understand how social media can influence your experience in the world of work both negatively and positively |
| 5 | Student Year Plan: Goal Setting |  | To apply Dr Edwin Locke’s Goal Setting Theory to create their own goals through an action plan |
| 8 | Student Year Plan: Geeking Out |  | To understand the importance of having specialist interests |
| 10 | Unifrog | Reason and judgement  Self-awareness | Research on careers of their choice |
| 12 | Budgeting | Self-regulation | Understand the importance of budgeting |
| 15 | UCAS | Reason and judgment | Understand how to write UCAS personal statements |
| 16 | Post- 18: Choices, Choices |  | To explore their post-18 choices and pathways |
| 17 | Overdrafts | Self-discipline  Reason and judgment | Develop money management skills  Understand how banks make money through over draft charges |
| 18 | Coping with a credit card | Self-regulation | Understand how credit card work. |
| 21 | Using the UK Universities tool to find the best fit |  | To identify the key factors students should consider when picking college/ university courses |
| 24 | Apprenticeships |  | To explore the features of an apprenticeship |
| 27 | Acing Your Personal Statement |  | T o understand how to write a UK personal statement |
| 33 | Discovering MOOCs |  | To describe what a MOOC is and why a MOOC could be helpful |
| AW | Work experience |  |  |

**Year 13**

In year 13, students receive one PSHE lesson per fortnight, though additional topics are covered during registrations as part of the registration programme.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topic** | **Character** | **Learning Intentions** |
| 1 | UCAS and Personal statements | Stickability  Reason and judgement | Complete UCAS applications |
| 2 | Money Matters- Credit Card and Pay day loans | Self-regulation | Know about the dangers of pay day loans |
|  | Applications List |  | To decide on what applications to add to their applications list |
| 3 | Bank Loans and Student Loans | Reason and judgement  Self regulation | Understand how student finance for higher education works. |
| 8 | Finalising Your Personal Statement |  | To summersie how to write a personal statement  To identify strategies to improve a personal statement |
| 14 | Budgeting 2 | Self-regulation  Reason and judgment | Develop money management skills |
| 16 | Assessment Centres |  | To define assessment centres  To explain why and how employers use assessment centres in their recruitment process  To learn how to prepare for assessment centres |
| 21 | The Basics of Interviews |  | To recall what happens at an interview and why  To identify the key skills for interview success, including preparation, answer structure and presentation skills |
| 24 | Revision: Using Time Effectively |  | To understand the importance of organisation when preparing for revision |