

Careers Education Information Advice & Guidance Programme

Year	Theme	ACEG/PSHE Learning Aims	Careers Education Activities	Information Advice & Guidance
7	What makes me Unique? What Are My Dreams for the Future?	Self-awareness Self-determination Self-improvement as a learner Making the most of careers information	Students will be able to: Consider what makes them unique Consider their own abilities, skills, interests and academic potential Evaluate their personality and consider the careers suggested Learn the skills and qualities needed to be an entrepreneur through enterprise activities	
8	Decisions, Decisions, decisions! What is an entrepreneur?	Exploring careers and career development Investigating work and working life Valuing equality, diversity and inclusion Making the most of careers information Identifying choices and opportunities Managing changes and transitions	Students will be able to: Identify stereotyping and how this impacts on career decisions Describe how to make decisions Describe which type of decisions making process is best for them Describe different ways of looking at people's careers and how they develop Talk about their option choices and access impartial information, advice and guidance	1-2-1 and group guidance is available to discuss GCSE options, careers, Post 16 and 18 options.
9	Job Awareness What Are My Choices for KS4?	Understanding business and industry Investigating jobs and LMI Learning about safe working practices and environments Making the most of careers information Showing initiative and enterprise	Students will be able to: Describe how the world of work is changing – how this impacts on job satisfaction, what are the growth sectors and emerging careers Describe the organisation and structure of different types of businesses Understand different types of employment and be aware of the laws relating to employment Describe safe working practices and environments to help themselves and others remain healthy and safe at work	1-2-1 guidance is available to discuss Sixth Form, Further Education, Apprenticeships and Post 16 and 18 options. Delivered through careers interviews with careers guidance professional, aspirations and careers

		Developing financial capability	How careers develop (single track careers, serial job hoppers, portfolio and lifestyle careers) Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know their rights and responsibilities in relation to these issues Talk about how this affects their decision in choosing a career Understand and manage money	events, 6th form information evenings.
10	Exploring Possibilities Getting ready for Y11?	Making the most of careers information Preparing for employability Developing financial capability Identifying choices and opportunities	<p>Students will be able to:</p> <p>Consider how they can stand out from the crowd by learning how to match themselves to jobs and create CVs and letters Understand what employers are looking for and identify their own skills and qualities Develop their own personal brand and consider how they can market themselves to employers. Know their rights and responsibilities in a selection process and strategies to use to improve their chances of being chosen Use different careers websites to support them in planning for the future</p>	
11	What will I do after Y11?	Planning and deciding Handling applications and transitions Managing changes and transitions	<p>Students will be able to:</p> <p>Describe the different post-16 pathways Create a career action plan for their post-16 journey Access impartial information, advice and guidance Opportunities to talk to employers, training, FE and HE providers Review and evaluate upon how they have benefitted as a student from careers, employability and enterprise activities and experiences</p>	
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Careers Development Institute ACEG Framework

- <http://www.cegnet.co.uk/uploads/resources/ACEG-Framework-final.pdf>

PSHE Association

- https://www.pshe-association.org.uk/system/files/PSHE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017_2.pdf