

Learning outcomes By the age of 14, young people should have acquired the knowledge, understand and skills to:	Year 7	Sample activities	Year 8	Sample activities	Year 9	Sample activities
1 undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format	Learning Project lessons - SEAL Tutor Period Progress files	Talking about their strengths. Setting targets. Learning styles Fast tomato - personal statement.	Tutor Period Real Game Progress files	CVs. Learning styles. Interviews. Fast tomato - personal statement identifying their likes and dislikes re a future career.	Tutor period Connexions lesson Progress files	Fast tomato - personal statement. Which way now booklets.
2 use the outcomes of self-assessment to identify areas for development, build self confidence and develop a positive self image	Learning Project lessons - SEAL Tutor Period Progress files B & E drama	Academic target setting. Identifying their strengths. Setting up own team in Goaldigger - winning team present to the year group	Tutor period PSRE Progress files drama	Identification of strengths. Developing ideas about current aspirations.	Tutor period PSE Progress files drama	Which way now booklets. Dove self esteem programme.
3 use goal setting, review, reflection and action planning to support progress and achievement, and to set short and medium term goals	Project lessons - SEAL Tutor Period Progress files	Fast tomato -personal statement and target setting. Motivation unit - what makes us motivated, how to meet goals.	Tutor period Real Game Progress files	Fast tomato-personal statement and target setting.	Tutor period Connexions lesson Progress files B & E	Fast tomato - personal statement and target setting. Focusing on 2 levels of achievement. Project Pinocchio - making and selling a toy

4 recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision making	B & E day with maths PSRE	Identifying maths in business	Real Game	Looking at different careers - skills, pay, conditions.	PSRE Connexions lesson	Looking at the media - how people are portrayed Consideration of different types of work.
5 recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity	SEAL lessons Learning Project Drama	Motivation unit of SEAL - identifying what affects their attitude. Setting up classroom rules for group work, paired work etc.	Real Game Drama	Understanding about different careers. Deciding who does what within the group.	PSRE Business and Enterprise Drama	Financial qualification. Connexions lessons about choices.
6 recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work			Real Game	Looking at why people do different jobs. Consider the skill set needed.	Assemblies Tutor period PSRE Connexions lesson	Talks about career progression. Skills required e.g. good at team work(drama).
7 describe how the world of work is changing and the skills that promote employability	PSE	Unicef - childrens rights - looking at work that children do. Working conditions etc.	Real Game	Interview techniques. CVs.	Assemblies Tutor period PSRE Connexions lesson	Talks from heads of dept. - what skills are required + what qualities are looked for.

<p>8 identify and use a variety of sources of careers information, including ICT</p>	<p>Tutor period Assemblies</p>	<p>Fast tomato - selecting possible careers. Use of the LRC by SST including careers library.</p>	<p>Tutor period Assemblies</p>	<p>Fast tomato - selecting possible careers. Assembly on whats available in the LRC. ECLIPS CareersETC</p>	<p>Tutor period PSRE Assemblies</p>	<p>Fast tomato - selecting possible careers/update skills set/develop interests. Careers Etc - Eclips - use both to look up further information. Introductory lesson to the LRC.</p>
<p>9 use appropriate vocabulary and organise information about work into standard and personally devised groupings</p>					<p>PSRE Tutor period</p>	<p>Look at different jobs and the types of language used.</p>
<p>10 use information handling and research skills to locate, select, analyse, integrate, present and evaluate careers information relevant to their needs</p>			<p>Tutor period PSRE</p>	<p>Use the careers library during tutor time.</p>	<p>PSRE Tutor period Assemblies</p>	<p>Initial 2 week wex assembly Connexions lessons before taking options. Information about vocational paths (diplomas and apprenticeships). What way now books. Project Pinocchio - making and selling a toy - different job roles</p>

11. demonstrate knowledge and understanding of the options open to them including opportunities provided through vocational options					Assemblies Tutor period PSRE Connexions lessons	Connexions lessons detailing post 14 and 16 options. Assemblies on gcse options and future career choices inc diplomas
12 use a straightforward decision making technique	Across all areas of the curriculum	Fast tomato - decide what they like e.g. indoors or outdoors. Group work - who should do each role. Setting up own team in Goaldigger - who does what. Buying and selling players.	Across all areas of the curriculum	Fast tomato - add jobs to their personal job list. Decide on what personal qualities they have.	Across all areas of the curriculum	Fast tomato - which subjects that want to take for options. What is most important to their future plans. Project Pinocchio - making and selling a toy
13 identify, access and use the help and advice they need from a variety of sources including: parents or carers, teachers, Connexions PAs and other learning providers	Parents evening Assemblies	Settling in parents evening identifying and issues. End of year parents evening looking at progress.	PSRE Assemblies Parents evening	Identified pupils will be raised with Connexions service. Real game celebration.	PSRE Tutor period Assemblies Parents evening Connexions Option lessons within subject areas	Fast tomato - use information to decide on options. Attend assemblies on a variety of different subjects. Speak to Connexions advisor at parents evening

<p>14 manage change and transition giving consideration to the longer term implications and the potential progression opportunities</p>	<p>SEAL Learning project</p>	<p>Transition unit of SEAL - how to manage in new groups, develop new friends etc</p>	<p>PSE</p>	<p>Fast tomato - looking at what qualifications are needed and possible future careers</p>	<p>Option evening Parents evening Assemblies Connexions lesson Option lessons within subject areas</p>	<p>Make a decision regarding options. Take into account academic levels and personal strengths.</p>
<p>15 make realistic and informed choices of options available post-14</p>					<p>Option evening Parents evening Assemblies Connexions lesson Option lessons within subject areas</p>	<p>Fast tomato Careers Etc Attend assemblies on different career paths. Ask questions at parents eve. Taster sessions in vocational courses.</p>

16 organise and present personal information in an appropriate format	Progress files ICT	Update personal info termly	Progress files ICT	Update personal info termly	PSRE Progress files ICT	Fast tomato CVs Update personal info termly
17 consider alternatives and make changes in response to their successes and failures	SEAL Tutor period All subject areas	Motivation unit - how to keep going when you find it difficult How to build on strengths	Tutor period All subject areas.	Updating targets.	Tutor period. All subject areas.	Updating targets. Option choices depending on strengths.

Learning outcomes By the age of 16, young people should have acquired the knowledge, understanding and skills to:	Year 10	Sample activities	Year 11	Sample activities
1 use self-assessments and career related questionnaires to help identify and set short and medium term goals, and career and learning targets	Tutor period PSRE - PSD	Fast tomato - match interests to job Complete a careers project comparing at least two different careers Identify what they need to do to get to their target PSD - work unit	Tutor period PSRE - PSD	Fast tomato - match interests to job CVs Job interviews
2 review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans	Tutor period PSRE Parents evening Assemblies B & E - Sell for success	Fast tomato - match interests to job Work experience assemblies. Identify what they have learnt and what jobs/careers they are best suited to.	Tutor period PSRE Parents evening	Fast tomato - match interests to job Follow up work for the PSD course about WEX in year 10.
3 use review, reflection and action planning to make progress and support career development	Tutor period - progress files PSRE Parents evening Assemblies B & E - sell for success	Fast tomato - match interests to job Identify what they have learnt and what jobs/careers they are best suited to.	Tutor period PSRE Parents evening	Fast tomato - match interests to job Careers project - compare 2 jobs (money, conditions, qualifications etc) Look at their own targets in comparison to their aspirations.

4 explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this	PSRE	Work unit of PSD qualification - looking at discrimination in the work place, equal opportunities statements and policies.	PSRE	Work unit of PSD qualification - looking at discrimination in the work place, equal opportunities statements and policies. Looking at complaints procedures.
5 use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work	PSRE Assemblies B & E - sell for success Team challenge Drama	Work unit of PSD qualification - looking at their own values Working as part of a team and deciding on roles within the team. Look at the role of the media and how it affects our views.	PSRE Assemblies Drama	Work unit of PSD qualification - follow up on WEX in year 10.
6 explain the term 'career' and its relevance to their own lives	Assembly	Work experience assemblies and preparation. Use of WEX diary. Finding a WEX placement.	Tutor period PSRE Assemblies	Careers project - compare 2 jobs (money, conditions, qualifications etc) Look at the changing economic climate and its affect on careers.
7 describe employment trends and associated learning opportunities at different levels	PSRE Assemblies Business Studies	PSD - work unit	PSRE Assemblies Business studies	PSD Work unit Look at the changing economic climate and its affect on careers.
8 identify, select and use a wide range of careers information and distinguish between objectivity and bias	Tutor period PSRE	Fast tomato - CareersETC PSD course Use LRC and careers library during lessons and in free time.	Tutor period PSRE	Fast tomato CareersETC Careers project - compare 2 jobs (money, conditions, qualifications etc PSD - work unit

<p>9 understand the qualifications available post-16, and the similarities and differences between sixth form, further education (FE) and work-based training</p>	<p>Tutor period PSRE Parents evening Open evening. Assemblies.</p>	<p>Fast tomato Connexions lessons about different post 16 institutions. Sixth form parents evening.</p>	<p>Tutor period PSRE Parents evening Open evening for sixth form. Careers evening. Assemblies.</p>	<p>Fast tomato Connexions lessons - different careers. Moving on books. Open evenings at a variety of different places.</p>
<p>10 use work-related learning and direct experience of work to improve their chances</p>	<p>Work experience PSRE Assemblies Health and safety course - COSH</p>	<p>Two week block work experience - use of the diary - include personal expectations. Extended work experience for selected pupils. COSH qualification. Construction, Hairdressing and Mechanics for some pupils. Workskills course.</p>	<p>PSRE Work experience Health and safety course - COSH</p>	<p>Careers project - compare 2 jobs (money, conditions, qualifications etc Extended work experience for selected pupils. COSH qualification. Construction, Hairdressing and Mechanics for some pupils. Workskills course.</p>
<p>11 understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering</p>	<p>Tutor period PSRE Assemblies Connexions lessons</p>	<p>Fast tomato - identifying suitable careers. Talk to people at the careers evening.</p>	<p>Tutor period PSRE Assemblies Connexions lessons</p>	<p>Fast tomato - find a range of options open to them. Careers project - compare 2 jobs (money, conditions, qualifications etc. Connexions lessons on future options.</p>

12 select and use decision making techniques that are fit for purpose including preparing and using action plans, that incorporate contingencies	Tutor period PSRE Course work	Use of Fast tomato to set personal goals and update personal statement. Use of the progress to file to monitor academic progress.	Tutor period PSRE Course work.	Use of Fast tomato to set personal goals and update personal statement. Use of the progress to file to monitor academic progress. Connexions lessons looking at realistic planning.
13 compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance	Tutor period PSRE Parents evening Assemblies Connexions lessons	Fast tomato/CareersEtc - looking at suggested careers and future education. Attend Connexions interviews. Identified pupils have 1:1 with PA or mentor. Focus groups to look at progress.	Tutor period PSRE Parents evening assemblies connexions lessons	Fast tomato/ CareersETC Careers project - compare 2 jobs (money, conditions, qualifications etc 1:1 Connexions meetings or drop in.
14 take finance and other factors into account when making decisions about the future	PSRE Business course Maths	Connexions lessons and assemblies about impact of having A levels or a degree on future earning. Discussions about paying for education post 16. How an apprenticeship works. Budgeting - PSD course	PSRE Business course Maths	Connexions lessons about post 16 education and how this is funded (EMA and grants.) Budgeting - PSD course
15 understand and follow application procedures recognising the need for and producing speculative and targeted CVs, personal statements and application letters for a range of different scenarios	Tutor period PSRE English	Write a CV, letter of application and personal statement. Look at a variety of adverts for jobs - different styles of application.	Tutor period PSRE English	Write and/or update a CV, letter of application and personal statement. Practise applications for college/work etc.

16 understand the purpose of interviews and select and present personal information to make targeted applications	Tutor period PSRE Connexions interviews English	Watch the interview video (how to or not to be in an interview). Role play. Interview checklists. Identify general and specialist questions.	Tutor period PSRE Connexions interviews English	Role play. Interview checklists. Identify general and specialist questions. Identify where to find job adverts - use internet, newspapers etc.
17 understand what employers look for in relation to behaviour at work, appreciate their rights and responsibilities in learning and work, and know where to get help	Tutor period PSRE	Work experience diary. Health and safety video - what to look for. Assembly using COSH. Some students make a video about health and safety around the school.	Tutor period PSRE	Careers project - compare 2 jobs (money, conditions, qualifications etc) Talk from Health and Safety officer. Completion of a risk assessment.

Careers education programme - Post 16

Understand themselves and the influences on them - self development (Post 16)

Learning outcomes By the age of 19, young people should have acquired the knowledge, understanding and skills to:	Year 12	Sample Activities	Year 13	Sample Activities
<p>1 undertake and use a range of assessments to confirm medium and longer term goals and update career and learning targets</p>	<p>Tutor period. Connexions meetings Parents evening Academic Review days</p>	<p>Use of the internet to identify further education opportunities - CareersETC, eclips etc. One to one sessions with their tutor. Learning styles questionnaires. Identify areas that need to be improved on - possible further training.</p>	<p>Tutor period. Connexions meetings Parents evening Academic Review days</p>	<p>Use of the internet to identify further education opportunities - CareersETC, eclips etc. One to one sessions with their tutor. Learning styles questionnaires.</p>
<p>2 assess their career exploration and management skills and identify areas for development</p>	<p>Tutor period. Connexions meetings Parents evening Academic Review days Work Assemblies</p>	<p>Through taking part in B & E days. Developing leadership skills. Discussions with staff and Connexions to identify areas for development. Use of the Graduation Certificate to develop skills. Part time work or work experience.</p>	<p>Tutor period. Connexions meetings Parents evening Academic Review days Work Assemblies</p>	<p>Through taking part in B & E days. Developing leadership skills. Discussions with staff and Connexions to identify areas for development. Use of the Graduation Certificate to develop skills. Part time work or work experience..</p>

<p>3 take action to develop further the knowledge and skills they need to progress, and identify and take advantage of opportunities for adding to their experiences and achievements</p>	<p>Tutor period. Connexions meetings Academic Review days</p>	<p>Work experience. Part time work. Taking part in B & E events. Leading on Buzz days. Becoming a prefect. Being on the school council. Connexions interview. D of E</p>	<p>Tutor period. Connexions meetings Academic Review days</p>	<p>Work experience. Part time work. Taking part in B & E events. Leading on Buzz days. Becoming a prefect. Being on the school council. Connexions interview. D of E</p>
<p>4 describe and evaluate personal action to promote equal opportunities and respect for diversity</p>	<p>Tutor period. Connexions meetings Assemblies General studies/critical thinking</p>	<p>Develop personal plan. Awareness of policies about equal opportunities. Assemblies and GS lessons looking into different cultures and events (e.g. holocaust)</p>	<p>Tutor period. Connexions meetings Assemblies General studies/critical thinking</p>	<p>Develop personal plan. Awareness of policies about equal opportunities. Assemblies and GS lessons looking into different cultures and events (e.g. holocaust) Personal statement for UCAS.</p>
<p>5 evaluate the impact of external influences on personal views, attitudes, behaviour and career plans and respond appropriately</p>	<p>Tutor period. General studies/critical thinking</p>	<p>Investigate how our families and friends affect our views and judgement. Look at other influences e.g. media Identify what is most important to us individually.</p>	<p>Tutor period. General studies/critical thinking</p>	<p>Investigate how our families and friends affect our views and judgement. Look at other influences e.g. media Identify what is most important to us individually.</p>

<p>6 identify the strengths and weaknesses of different future work scenarios and the possible implications of these for their own career development</p>	<p>Tutor period. General studies/critical thinking</p>	<p>One to one meetings with tutor to discuss future plans. Visit colleges/universities. Connexions meetings to discuss future plans. Use of IT programmes.</p>	<p>Tutor period. General studies/critical thinking.</p>	<p>One to one meetings with tutor to discuss future plans. Visit colleges/universities. Connexions meetings to discuss future plans. Use of IT programmes.</p>
<p>7 make critical use of a range of information sources to explain how careers are changing</p>	<p>Tutor period. General studies/critical thinking Business studies</p>	<p>Investigate how the world of work is changing. Economic changes and their affect of working life. Unemployment trends and the need for qualifications.</p>	<p>General studies/critical thinking. Business studies.</p>	<p>Investigate how the world of work is changing. Economic changes and their affect of working life. Unemployment trends and the need for qualifications.</p>
<p>8 obtain careers information relevant to personal needs and process it effectively</p>	<p>Tutor period. Connexions meetings Parents evening Academic Review days</p>	<p>Work experience opportunities. Careers evening and open days. Use of information to decide on future choices. Writing application forms. Use of IT programmes to get information.</p>	<p>Tutor period. Connexions meetings Parents evening Academic Review days</p>	<p>Work experience opportunities. Careers evening and open days. Use of information to decide on future choices. Writing application forms.</p>

<p>9 describe different routes through to their career goals and the similarities and differences between higher education and employment with training</p>	<p>Tutor period. Connexions meetings Academic Review days</p>	<p>Investigate post 18 options with tutor and Connexions. Attend careers evenings. Attend open evenings. Investigate options through IT programmes. Work experience.</p>	<p>Tutor period. Connexions meetings Academic Review days</p>	<p>Investigate options through IT programmes. Work experience. Decide on future plans and write applications/attend interviews.</p>
<p>10 make good use of opportunities to extend their knowledge and understanding of destinations relevant to personal career plans</p>	<p>Tutor period. Connexions meetings Academic Review days</p>	<p>Open evenings. Careers evening. Explore opportunities on the internet. Use of IT programmes. B & E events - taking part in and working with business partners. Visits to university and colleges -University of Surrey</p>	<p>Tutor period. Connexions meetings Academic Review days</p>	<p>Open evenings. Careers evening. Explore opportunities on the internet. Use of IT programmes. B & E events - taking part in and working with business partners. Attend interviews for places. Work experience.</p>
<p>11 justify and evaluate the range of opportunities they are considering including HE, training, employment or starting their own business</p>	<p>Tutor period. Connexions meetings</p>	<p>Complete personal statements/UCAS forms</p>	<p>Tutor period. Connexions meetings</p>	<p>Complete application forms. Attend interviews and/or open days.</p>

<p>12 take charge of their own career planning and management, evaluate previous transitions and use the outcomes when considering the future</p>	<p>Tutor period. Connexions meetings Academic Review days</p>	<p>Attend Connexions meetings. Complete future planning documents. Set realistic goals through Surrey Graduation. Complete moving on forms.</p>	<p>Tutor period. Connexions meetings Academic Review days</p>	<p>Attend Connexions meetings. Complete future planning documents. Set realistic goals through Surrey Graduation. Complete moving on forms.</p>
<p>13 evaluate and improve personal criteria for comparing different options and make critical use of all available information, advice and guidance</p>	<p>Tutor period. Connexions meetings Parents evening Academic Review days</p>	<p>Attend open days. Attend meetings with PA. Assemblies and lessons on grants and EMA. Work shadowing.</p>	<p>Tutor period. Connexions meetings Academic Review days</p>	<p>Attend open days. Attend meetings with PA. Assemblies and lessons on grants and other ways of funding courses.</p>
<p>14 consider the possible implications of changes in learning and work for their own career goals and plans including financial options</p>	<p>Tutor period. Connexions meetings General studies/critical thinking</p>	<p>Investigate what the effects of recession have on the current employment market. Investigate career paths. Speak to visiting adults about work opportunities.</p>	<p>Tutor period. Connexions meetings General studies/critical thinking</p>	<p>Investigate what the effects of recession have on the current employment market. Investigate career paths. Speak to visiting adults about work opportunities. Reflect on AS results and chose options as best suited.</p>

<p>15 follow application procedures correctly and use a range of self-presentation techniques that are fit for purpose</p>	<p>Tutor period. Connexions meetings</p>	<p>Have an up to date CV and letter of application in place. Use ICT for presentations at interview.</p>	<p>Tutor period. Connexions meetings</p>	<p>Have an up to date CV and letter of application in place. Use ICT for presentations at interview. Use results from year 12 to complete extra work/retake units.</p>
<p>16 present themselves well at selection interviews and demonstrate enterprise, negotiation, networking and self-marketing skills to an appropriate level</p>	<p>Tutor period. Connexions meetings Various school activities</p>	<p>Practise interview techniques through role play. Support B & E events in school. Keep an up to date progress file. Take part in the Surrey Graduation. Work with school council and as a prefect. D of E Work experience/work shadowing</p>	<p>Tutor period. Connexions meetings Various school activities</p>	<p>Practise interview techniques through role play. Support B & E events in school. Keep an up to date progress file. Take part in the Surrey Graduation. Work with school council and as a prefect. D of E Work experience/work shadowing</p>
<p>17 obtain and manage sources of financial support</p>	<p>Tutor period. Connexions meetings</p>	<p>Investigate the cost of living away from home. Investigate the cost of completing a degree over different lengths of time and different universities. Investigate basic budgeting and purchase options.</p>	<p>Tutor period. Connexions meetings</p>	<p>Investigate the cost of living away from home. Investigate the cost of completing a degree at different levels and different universities. Practise budgeting.</p>

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