

## YEAR 12/13 CIAG/PSHE Programme Year 12

By the end of this course students will be able to discuss the following questions

How do I manage my career?

How are careers changing?

How can I improve my 'career capital'?

What's involved in choosing FE, training or employment?

What's involved in choosing higher education?

How do I make the right choices for my personal safety and Well-being?

### **Self-assessment and Peer Assessment**

Pupils are given the opportunity to assess their learning and their attitude to learning during the lesson and at the end of the topic. This exercise can also incorporate Peer Assessment.

**Evaluation Students** are given the opportunity to provide an evaluation of their learning during the lesson and at the end of the topic.

### **Target-setting**

Students are encouraged to identify areas for improvement and how they will achieve this, during the lesson and the end of the topic.

### **Abbreviations**

CE – Career Exploration SD – Self Development CM – Career Management

<p><b><u>SEN</u></b></p> <p>The teacher is responsible for the modifications and differentiation.</p>	<p><b><u>Literacy</u></b></p> <p>Vocabulary: Higher Education , Growth Mindsets, Degrees, Masters, doctorates, Personal statements Reading: Worksheets</p> <p>Writing: Worksheets, CV, Personal Statements Online Moocs</p> <p>Speaking: mock interviews, discussion work</p>	<p><b><u>CEG and WRL</u></b></p> <p>see matrix</p>	<p>Gifted and talented</p> <p>The teacher is responsible for differentiation within the lesson.</p> <p>Raising aspiration is a key target on the Sixth Form Development plan</p>	<p><b><u>PSHE</u></b></p> <p><b><u>1. Developing confidence and responsibility and making the most of their abilities</u></b></p> <p>d. To recognise influences, pressures and sources of help and respond to them appropriately.</p> <p>f. About the options open to them post-18, including employment and continuing education and training, and about their financial implications.</p>
<p><b><u>ICT</u></b></p> <p>Students encouraged to use the Internet to research Higher Education options, work placements, apprenticeships Moocs.</p>	<p><b><u>SMSC</u></b></p> <p>see matrix</p>	<p><b><u>Numeracy</u></b></p>	<p><b><u>Citizenship</u></b></p> <p><b><u>1. Knowledge and Understanding of being Informed Citizens</u></b></p> <p>h - The rights and responsibilities of consumers, employers and employees.</p> <p><b><u>2. Skills of Enquiry and Communication</u></b></p> <p>c - Contribute to group and exploratory class discussions,</p>	<p>g. To use the Connexions Service and UNIfrog to help them choose their next steps, negotiate and plan their post-18 choices with parents and others, develop career management skills and prepare and put into practice personal action plans. (Connexions Questionnaires)</p> <p><b><u>3. Develop good relationships and respecting the differences between people</u></b></p> <p>c. To challenge offending behaviour, prejudice, bullying, racism, and discrimination assertively and take the initiative in giving and receiving support.</p> <p>k. To develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities.</p>

No	Title	Learning Objectives	Learning Outcomes	Resources	KS5 CDI Framework
1	Transition/Expectations	Preparation for independent study at A level and higher level study	<p>Students identify the qualities they feel that most lecturers want- they can start by 'thought-showering' and then be given the worksheet with the list to rank order</p> <p>Group discussion</p> <p>Students will start to think about the different approach needed for A Level – the importance of being 'curious</p> <p>Students reflect upon being a Sixth Former- and identify what they need to work on.'</p>	<p>Lesson booklet</p> <p>Ppt and reflection sheet Quiz</p> <p>discussion</p>	<p>Self-awareness (1)</p> <p>Self-determination (2)</p> <p>Exploring careers and career development(4)</p> <p>Identifying choices and opportunities(14)</p> <p>Managing changes and transitions(17)</p>

2	Evaluation and Aspirations	<p>Career matching personal qualities and future aspirations</p>	<p>Students become familiar with their own qualities and their skills in relation to their future career choice National Careers Service course choice Students think carefully about their future and identify areas to research.</p> <p>Students are aware of the research they need to carry out for their future.</p>	<p>Student work booklet 1. National Careers Service website</p>	<p>Self-awareness (1)  Exploring careers and career development(4)  Making the most of careers information, advice and guidance (CEIAG)(10)  Identifying choices and opportunities(14)</p>
3	Learning Styles and Growth Mindset	<p>Understand the 7 principles of learning</p> <p>Understand the concept of 'Growth mind-set' and identify their own mind-set.</p> <p><a href="https://www.alevelmindset.com/">https://www.alevelmindset.com/</a></p>	<p>. The qualities and skills needed to be an advanced learner. To reflect upon the skills of advanced learners.</p> <p>Students reflect upon things which stop them learning and look for solutions</p>	<p>Student work booklet and staff work booklet.</p>	<p>Self-awareness (1)  Self-determination(2)  Self-improvement as a learner(3)</p>

4	Organisation and reading advice	<ol style="list-style-type: none"> <li>1. Know how to organise their work</li> <li>2. Learning how to tackle the reading of challenging texts</li> </ol>	<p>Questionnaire – the pupils complete the questionnaire – then go over the scores so that pupils can identify what type of mindset they have.</p> <p>Advice on reading</p> <p>Students will learn what speed they read at</p> <p>Students will identify what they need to do to help them to read challenging materials.</p>	<p>Student work booklet and staff work booklet.</p> <p>Video clip</p>	<p>Self-determination(2)</p> <p>Self-improvement as a learner(3)</p>
5	Study skills and time management	<ol style="list-style-type: none"> <li>1. To identify your usual study pattern.</li> <li>2. To effectively plan your study time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading advice – students to read over the advice. Teacher to lead a discussion on this.</li> <li>2. Speed reading challenge – students to work in pairs and time each other doing the challenge.</li> <li>3. Class discussion on speed reading, advantages and disadvantages.</li> <li>4. Essential strategies for reading challenging materials – pupils to complete questionnaire. Class discussion on this</li> </ol>	<p>Work sheets</p> <p>Pupil planners</p>	<p>Self-awareness (1)</p> <p>Self-improvement as a learner(3)</p> <p>Planning and deciding(15)</p>
6	What is a degree? University Subject Choices	Unifrog Personality quiz to determine interests and strenghts	Unifrog		<p>Self-awareness (1)</p> <p>Making the most of careers information,</p>

					<p>advice and guidance (CEIAG)(10)</p> <p>Identifying choices and opportunities(14)</p>
6	Unifrog Introduction, browse universities	<p>This is a series of lessons based on Unifrog Resources</p> <p>Including ppt please see attached file</p> <p>We have invested in a new online programme called Unifrog to help you to prepare for the important choices you will have to make in the future.</p> <p>It is an online facility where you can find a complete set of every university course and apprenticeship available in the UK. It allows you to look at different options depending upon how well you do (so if you end up doing better or worse there are still options for you).</p> <p>As you use it you will be building up a record of your searches and your tutor/ Careers teacher can look at these so that they can give you extra help and advice.</p>	<p>Students will complete short lists of university or apprenticeships to be viewed and discussed with their CIAG teacher and Sixth Form tutor</p>		<p>Making the most of careers information, advice and guidance (CEIAG)(10)</p> <p>Identifying choices and opportunities(14)</p>

7	Working through creating their Unifrog profile	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work	<ul style="list-style-type: none"> <li>• Students complete a personal skills audit and review</li> <li>• Students write a statement of their career values for the personal portfolio they are keeping on Unifrog</li> </ul>	Unifrog Programme  Worksheets	Self-determination(2)  Making the most of careers information, advice and guidance (CEIAG)(10)  Exploring careers and career development(4)
8	Developing my career profile	create positive accounts of your own story emphasising the responsibility you are taking for managing your own progress, achievement and wellbeing	<ul style="list-style-type: none"> <li>• Students pick up cards that present them with various career dilemmas (e.g. my results are worse than expected, my results are better than expected) and must explain to a partner how they would let it impact on their future 'career story'</li> <li>• Students co-construct a personal statement for an application they are making (e.g. through UCAS) with the aid of their tutors.</li> </ul>	Worksheets	Self-determination(2)  Investigating work and working life(5)  Exploring careers and career development(4)

9	Work experience development	<ul style="list-style-type: none"> <li>• Students select an activity in which to participate that will give them evidence of a track-record or relevant experience that will stand them in good stead when they submit their applications</li> <li>• Students complete a learning styles questionnaire and assess how they can best use their preferred style when participating in careers and work related activities</li> <li>• Students reflect on whether they have learnt from an experiential learning activity in the way that Kolb puts forward in his experiential learning cycle</li> </ul>	<p>Students are encouraged to be proactive in taking part in career and work-related learning activities and assessing the benefits to them as a learner. Students will outline and keep records of their various work experience placements/ opportunities</p> <p>Tutors are able to record all interactions on the Unifrog platform</p>	<p>Worksheets</p> <p>Pupil planners</p> <p>Unifrog</p>	<p>Self-determination(2)</p> <p>Exploring careers and career development(4)</p> <p>Preparing for employability(11)</p> <p>Showing initiative and enterprise(12)</p>
10	Competencies	<p>explain the impact of changing career processes and structures on people's experience and management of their own career development</p>	<ul style="list-style-type: none"> <li>• Students explore the notion of 'careership' by comparing and contrasting different systems of advancement, e.g. the cursus honorum in Roman times, apprenticeships, the training regimes of sportspeople and instantfame TV talent competitions</li> <li>• Students discuss the relevance of career construction theory (Savickas) to the way they understand and expect to manage their career development</li> </ul>	<p>Worksheets</p> <p>Pupil planners</p> <p>Unifrog</p>	<p>Self-determination(2)</p> <p>Exploring careers and career development(4)</p> <p>Understanding business and industry(6)</p>

11	<p>Mooc Completion</p> <p>Massive Open Online Courses</p>	<p>All student will select and complete a Mooc using the Unifrog plarform</p> <p>They will be able to continue this work in their own time and the number of courses are enormous</p> <p>There are also Moocs which explore the world of work</p>	<p>Students are able to experience university style courses.</p> <p>They improve their study skills and provide super curricular opportunities for personal statement preparation.</p> <p>This is particularly important as work experience and face to face opportunities will be so difficult to acquire in 2020-21</p>	Unifrog Platform	<p>Managing changes and transitions(17)</p> <p>Self-determination(2)</p> <p>Exploring careers and career development(4)</p>
11	<p>Guest Speakers from the Alumni network</p> <p>Future First from a variety of careers</p>	<p>recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work</p>	<p>• Guest speakers are invited in from a wide variety of career paths</p>		<p>Exploring careers and career development(4)</p> <p>Investigating work and working life(5)</p> <p>Understanding business and industry(6)</p>

12	Introduction to the EPQ	<p>Students will undertake a range of personally directed independent research projects.</p> <p>Those students interested in Business careers will be encouraged into that area of research</p>	<ul style="list-style-type: none"> <li>• Students undertake investigations for the Extended Project Qualification into topics such as corporate social responsibility, sustainable economic development, virtual businesses and globalisation</li> <li>• Students complete a work experience assignment into changing organisational structures and share this information with their own class/group</li> </ul>	<p>Worksheets</p> <p>Pupil planners</p> <p>Unifrog</p>	<p>Self-awareness (1)</p> <p>Self-determination(2)</p> <p>Self-improvement as a learner(3)</p>
13	Careers and the Labour Market -using Unifrog to assess starting salaries and course employability	draw conclusions from researching and evaluating relevant job and labour market information (LMI) to support your future plans	<ul style="list-style-type: none"> <li>• Students test the hypothesis that starting salaries are related to the number of years it takes to train to do the job</li> <li>• Students investigate trends in HE admissions and consider possible implications for their own plans</li> </ul>	<p>Worksheets</p> <p>Pupil planners</p> <p>Unifrog</p>	<p>Self-determination(2)</p> <p>Exploring careers and career development(4)</p> <p>Investigating work and working life(5)</p> <p>Investigating jobs and labour market information (LMI)(7)</p> <p>Valuing equality, diversity and inclusion(8)</p>

14	Enhancing your life skills (and CV)	Use the unifrog programme to complete a relevant and up to date CV which is shared and improved by both CIAG teacher and Form Tutor	Students and tutors are all able to access the unifrog programme so that tutors are able to offer advice and guidance for students by reading over CV's, personal statements etc.	Worksheets Pupil planners Unifrog	Self-determination(2)  Making the most of careers information, advice and guidance (CEIAG)(10)  Preparing for employability(11)  Handling applications and interviews(16)

	Creating my own brand	<p>To develop students understanding of their image and career success.</p> <p>Use of Linkdin and other Social Media platforms</p> <p>Professional standards of behaviour</p>	Barclays Life skills lesson	Ppt	<p>Self-determination(2)</p> <p>Preparing for employability(11)</p> <p>Handling applications and interviews(16)</p>
15	<p><b>PSHE Well Being and Health</b></p> <p>Relationships and the internet</p>	<p>To develop student awareness of the risks associated with social media and the internet based around the Leicester Police project Kayleigh's Story</p>	<p><a href="https://www.youtube.com/watch?v=WsbYHI-rZOE&amp;v=en-GB">https://www.youtube.com/watch?v=WsbYHI-rZOE&amp;v=en-GB</a></p> <p><a href="https://leics.police.uk/categories/kayleighs-love-story-film">https://leics.police.uk/categories/kayleighs-love-story-film</a></p> <p>Watch the film in the group and then in small groups discuss the implications of the film</p> <p>How could Kayleigh have kept herself safe?</p> <p>Can Social Media damage relationships and friendships</p> <p>Split the class into two groups for and against and have a 15 minute debate</p>	<p>Worksheets</p> <p>Projector to see the film</p>	<p>Self-awareness (1)</p> <p>Valuing equality, diversity and inclusion(8)</p> <p>Preparing for employability(11)</p> <p>Learning about safe working practices and environments(9)</p>

16	<b>Smoking and alcohol</b>	The danger of binge drinking focused on the dangers for young girls and their personal safety.	<a href="https://www.youtube.com/watch?v=HAM1MJECZ4">https://www.youtube.com/watch?v=HAM1MJECZ4</a>  <a href="http://news.bbc.co.uk/1/hi/uk/7801640.stm">http://news.bbc.co.uk/1/hi/uk/7801640.stm</a>  Look through all the articles and sheets then try to decide why do so many young people ignore the Governments' advice on alcohol.	Laptops  Worksheets	Self-awareness (1)  Self-determination(2)
17	<b>PSHE Drugs</b>	Students will be given information about the most up to date drugs information.	All lessons are fully prepared and on the N drive	Laptops  Worksheets	Self-awareness (1)  Self-determination(2)  Preparing for employability(11)

	<p><b>PSHE Mental Health</b></p>	<p>A very important issue for all Sixth Form students and after our end of year survey last year a priority.</p>	<p>All lessons are fully prepared and on the N drive</p> <p>MIND Assembly and Resources</p> <p>CAHMS</p>	<p>Laptops</p> <p>Worksheets</p>	<p>Self-awareness (1)</p> <p>Self-determination(2)</p> <p>Managing changes and transitions(17)</p>
	<p><b>Core British Values</b></p>	<p>Series of 4 lessons on extremism hate crime and the importance of tolerance and the rule of Law in Britain.</p> <p>All the lessons are based on resources provided on the government website.</p>	<p>Students will develop an understanding of the importance to British society of democracy, the rule of Law and religious tolerance.</p>	<p>Laptops</p> <p>Worksheets</p> <p>ppt</p> <p>All the lessons ae on the N drive</p>	<p>Self-awareness (1)</p> <p>Self-determination(2)</p> <p>Valuing equality, diversity and inclusion (8)</p> <p>Managing changes and transitions(17)</p> <p>Identifying choices and opportunities(14)</p>

15	Enterprise Activity organising a charity event	A three week enterprise programme to develop students understanding of the world of employment via organising a major charity fundraising event for a charity of their choice	<p>Students will work in groups within their CIAG classes to come up with ideas and design fundraising activities.</p> <p>Collect Items and design fundraising activities for younger students.</p> <p>Work out profit and loss from a variety of fundraising ideas including raffles tombola's etc</p> <p>Examples include</p> <p>Vintage Fairs</p> <p>Lypsync battles</p>	<p>Worksheets</p> <p>Recording devices for the videos.</p>	<p>Understanding business and industry(6)</p> <p>Preparing for employability(11)</p> <p>Learning about safe working practices and environments(9)</p> <p>Showing initiative and enterprise(12)</p> <p>Developing personal financial capability(13)</p> <p>Planning and deciding(15)</p>
18	UCAS Registration Day	All students will be registered on UCAS and will be guided through the process before the end of the summer term in case they decide at a later date to apply.	Students will have their own personal log in	Laptops for each group	<p>Self-determination(2)</p> <p>Making the most of careers information, advice and guidance (CEIAG)(10)</p> <p>Identifying choices and</p>

					<p>opportunities(14)</p> <p>Handling applications and interviews(16)</p>
19	<p>Personal Statement preparation workshop</p>	<p>Northumbria/Durham Newcastle Universities one hour session for each group</p> <p>All the universities offer this service and we book one a year for each CIAG group</p>	<p>See bottom of the page</p>	<p>First draft of personal statement or at least a mind map?</p>	<p>Handling applications and interviews(16)</p> <p>Identifying choices and opportunities(14)</p> <p>Making the most of careers information, advice and guidance (CEIAG)(10)</p> <p>Self-determination(2)</p>

20	<p>Apprenticeship Providers and Guidance</p> <p>Careers Fair</p>	<p>A very Wide range of links are explored and developed through a wide range of local providers. Including local and National Universities and apprenticeship providers. Please see the list below</p>	<p>Milltech (hairdressing apprenticeship partner school)</p> <p>Springboard</p> <p>NECC</p> <p>Eversheds</p> <p>TTR Barnes</p> <p>Large number of local and national universities</p>	<p>All students get the time to chat with all the varied delegates and ask questions about their individual career plans.</p>	<p>Self-determination(2)</p> <p>Exploring careers and career development(4)</p> <p>Investigating jobs and labour market information (LMI)(7)</p> <p>Making the most of careers information, advice and guidance (CEIAG)(10)</p> <p>Preparing for employability(11)</p> <p>Identifying choices and opportunities(14)</p>
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21	Student Review	Students are given the opportunity to review all the above programme, outside speakers etc and this is used to inform planning	<p>To what extent do they feel that they have been guided to answer these key questions.</p> <p>How do I manage my career?</p> <p>How are careers changing?</p> <p>How can I improve my 'career capital'?</p> <p>What's involved in choosing FE, training or employment?</p> <p>What's involved in choosing higher education?</p>	Survey monkey	<p>Self-determination(2)</p> <p>Exploring careers and career development(4)</p> <p>Making the most of careers information, advice and guidance (CEIAG)(10)</p> <p>Identifying choices and opportunities(14)</p>
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#### Year 12 Induction Day at The Briery

- 3 sessions study skills sessions are delivered by Sunderland and Newcastle Universities
- There is motivational speaker
- chaplaincy team talk mental health
- Sunderland university Mindfulness and coping with stress
- All sessions are on a carousel throughout the day for all form groups

**In addition Assemblies throughout the year include**

Employability Skills  
Barclays Life skills Workshops  
Northumbria University Workshops  
Why go to University?  
Alumni Network employability sessions  
Newcastle University Partners Programme

**Careers Fair annual Event in March Regular attendees include**

Leeds University  
Northumbria University  
Newcastle University  
Sunderland University  
Teeside University  
Cumbria University  
Liverpool Hope University  
Leeds Beckett University  
Bristol University  
Durham University  
Hull University  
Hays Travel  
Sita  
Accenture  
Rolls Royce  
Cummins Engines  
Springboard  
Milltech  
Northern Skills Group  
Connexions

RAF

Army

Navy

**Events and Programmes which the students attend or are able to use**

Future First Alumni led mock interviews

Newcastle University Workshops

Personal Statement writing

A Level Mindset Programme <https://www.alevelmindset.com/>

Barclays Life skills Lessons

Meet the Alumni Assemblies and workshops

UCAS Fair Metro Radio Arena/Teeside University

Oxbridge Event St. James's Park

Cambridge Residential

St. Anne's College Oxford and Jesus College Cambridge workshops for 10/11/12/13 students every year

Kooth

Mock interview for Oxbridge students with partner school

Mock interview and Personal Statement help from Alumni who are now in the medical professions

**Work Experience Placements are offered throughout the year including but not exclusively**

Sunderland Royal

James Cook Hospital

QE Gateshead

Local Dentists

Eversheds

Ernst and Young (EY) including a wide variety of Workshops at their offices

KPMG

Local Pharmacies

Local Primary Schools

Accenture

**Covid Work Experience Arrangements**

Uptree- we are a partner school for Virtual Work Experience, which has been great during Covid  
Dan Miller at Young Professionals Uk.- This has given Virtual Work Experience placements at Grant Thornton, PWC and EY  
Brighton and Sussex Medical School Virtual Work Experience