

Careers Programme Year 8 - Focus Careers Information

The following activities will aim to incorporate the six career development learning areas of the CDI Career Development Framework, along with meeting the requirements of the eight Gatsby benchmarks.

An outline of the CDI framework skills by key stage can be found here:

https://www.thecdi.net/write/CDI_98-Framework-skills_by_key_stage-A3_portrait-web.pdf

Activity	Learning Aim
Careers and information platforms – All students are encouraged to sign up to the Careerspilot platform, in which they can explore their interests and future career options, start building a personalised career plan and develop skills and competencies for future employment.	To be able to explore their interests and being aware of a range of possible jobs that interest them. Understand and imagining a range of possibilities for themselves in their career Start recording and logging their skills
KS3 STEM Club - Practicals on acids & alkalis, flame tests and paper chromatography which all link to Chemistry. We also do 2 sessions on microscopy (one with pre-made slides and one on making their own slides with onion cells) - Biology. We also do physics related practicals, for example, linking to convection and one on electric circuits. This way, we have variety across all three sciences.	To create awareness of the range of possible jobs within STEM and that different jobs and careers bring different challenges and rewards
Subject Departmental careers in the curriculum learning Subject departments incorporate careers related learning into the curriculum in a variety of ways, including: Trips, speakers, lesson plans and extra curricular activities	Learn about different careers that relate to different subjects and imagining a range of possibilities for themselves in their career

Employer assembly talk - These are career insight talks from a range of employers from different job sectors, including apprenticeships.	To be aware that different jobs and careers bring different rewards and challenges and that learning, skills and qualifications are important for career Greater awareness of the range of different sectors and organisations where they can work
Employer led activities – In person employer led work experience activities in school or in the work place	To develop essential career skills like communication, teamwork, and problem-solving by introducing students to different workplace environments and roles
Form time careers activities - . Examples of activities include: National Apprenticeship week activity, Career of the Week videos	To develop students' knowledge understanding and skills in a variety of different topics related to careers and the world of work and further study.
Career Education Lessons – Timetabled career education lessons. Themes for every year group linked to exploration or decisions they should be considering in that year group.	Students are supported in developing their careers skills for life, learning and work. To Prepare them for the next career decisions they will have to make.
Financial Education Money Workshops - Workshops are delivered face-to-face by expert facilitators who are all trained to deliver in schools, colleges. All our Workshops are tailored to the curriculum and include a range of activities which are interactive and engaging, designed to fit life stage rather than ability	Realistic and empowering: real-world examples and situations are used to get young people thinking about the kind of spending decisions they might make in the future Students gain further knowledge and confidence in managing their money that will benefit them now and in the future

CPSHE sessions:

Economics – Skills: Living in the Wider World, Skills for life

To gain a better Understanding of money, budgeting and responsibility. **Key questions:** Why do we budget? What can happen if we are not responsible with our money

Financial Security- Skills: Citizenship, Living in the Wider World, Safety Online, Life skills

Knowing how to protect themselves financially on various platforms. **Key questions:** How can we take responsibility for our finances? How can we keep ourselves safe from fraud?

Resilience- Skills: Self-esteem, Health and Wellbeing, Positive relationships

Understanding that there are ups and downs in life, how to remain resilient and motivated. **Key questions:** What are the ups and downs in life? What ups and downs might we experience now? How can we stay focused?

British Values – Skills: Citizenship, Living in the Wider World

To gain a greater understanding of The rule of law. The need for rules to make a happy, safe and secure environment to live and work. **Key questions:** Why do we have British Values? Where do we see British Values in School and the community? Why are British Values important?

Current Affairs – Skills: Living in the Wider World, Voicing opinions, Debate

To be able to Focus on a select amount of current affairs, considering and voicing opinions in a respectful way. **Key questions:** How can we form our own opinions and share these in a sensible way?

The Media- Skills: Safety online, Living in the Wider World	Why is it important to consider various opinions and ways of thinking before making opinions? To learn about the different forms of the media, advantages and disadvantages of this. Key questions: What are the different types of media? What are the advantages and disadvantages of the media?
Critical Thinking – Skills: Safety online, Living in the Wider World	To gain a greater understanding of knowing how to think critically, what to trust and not to trust. Making own opinions. Key questions: Why can we not trust everything that we read? How do we know what to trust?
Year Reflection – Skills: Goal setting, Health and Wellbeing, Self-esteem, Planning	To be able to Reflect on the academic year in a constructive year whilst setting personal and academic goals for the following year. Key questions: What are our achievements this year? How should we set goals to ensure they are achievable? How can we improve on the year gone?
Happy to be me – Skills: Health and Wellbeing, Self-esteem, Planning	To gain a sense of understanding that everyone is different, to accept these differences in a positive way. Key questions: What differences do we all have? Why should we celebrate differences?

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