

Careers Programme Year 7 – Explore your Personality and Interests

The following activities will aim to incorporate the six career development learning areas of the CDI Career Development Framework, along the 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 – Gatsby Benchmarks input	Learning Aims
Careers information platform – All students are encouraged to sign up to Careerpivot, with the aim of providing them with ways to explore their own personality and interests so that they have a direction and can start to consider the kinds of careers that will appeal to them. Year 7 can start with completing the quizzes.	To raise awareness of the range of possible jobs and imagine a range of possibilities for themselves in their career . They gain an understanding that learning, skills and qualifications are important for career. Continue developing the ability to communicate their needs and wants.
KS3 STEM Club - Practicals on acids & alkalis, flame tests and paper chromatography which all link to Chemistry. Students 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.	Learn about the different careers in Science and STEM. Being aware that many jobs require learning skills and minimum qualifications. To be willing to challenge themselves and try new things. Raise awareness that trends in technology and science have implications for career.
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	Students are able to learn about different careers that relate to different subjects. Which enable them to imagine a range of possibilities for themselves in their career.

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.

Employer assembly talk – These are career insight talks from a range of employers from different job sectors

Employer led activities - In person employer led work experience activities in school or in the work place

Form time careers related activity. Examples of activities include: National Apprenticeship week activity, Career of the Week videos

Students are supported in developing their careers skills for life, learning and work. Prepares them for the next career decisions they will have to make.

To understand that learning, skills and qualifications are important for career.
To raise awareness of the range of different sectors and organisations where they can work.

To develop essential career skills like communication, teamwork, and problem-solving by introducing students to different workplace environments and roles

The learning aims for form time careers related activities, will change depending on the activity. The aim is for students to develop their knowledge, understanding of what career is and start to explore what interests them.

CPSHE sessions: Study Skills – Skills: Living in the Wider World, Skills for life, Study skills and volunteering. Positive Mental Health- Skills: Health & Wellbeing. Life around the world. – Skills: Empathy, Citizenship, Living in the wider world. Justice – Skills: Living in the Wider World, Presenting, and Skills for life. Discrimination & Prejudice – Skills: Citizenship Living in the wider world, Debating, Speaking and listening	Being aware of the relationship between career, community and society. Learning how to independently study, develop skills and practices. Being aware of the relationship between career, community and society. Key questions: Why is independent study important? Balance life and work – being aware that physical and mental wellbeing are important How to maintain positive mental health Key questions: How can we take care of ourselves mentally? See the big picture – being aware of the relationship between career and the natural environment Understanding how others live, the right to education and equality. Key questions: Why is our environment important? What are the short and long term effects of not taking care of our world? How can we look after our world? Balance life and work – being aware of rights and responsibilities in the workplace and society To be able to gain an understanding of Basic human rights. Key questions: Where can we see justice? How can we ensure justice happens? Balance life and work – recognising the injustices caused by prejudice, stereotypes and discrimination in learning and work places Understanding what discrimination and prejudice is, how and why it needs to be stopped. Key questions: Why does discrimination and prejudice happen? How can we stop it from happening?
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Living in the Wider World – Skills: Living in the Wider World, Skills for life

Personal reflection – Reflecting on the academic year in a constructive year whilst setting personal and academic goals for the following year. **Skills:** Responsibility, Goal setting, Intrinsic. Motivation

Create opportunities – developing the ability to communicate their needs and wants
Being aware of the relationship between career and the natural environment
Why is it important to use our voice in a positive way which can impact change
Taking care of the environment we live in both in the local community and wider. **Key questions:** Why is our environment important?
What are the short and long term effects of not taking care of our world?
How can we look after our world?

Reflecting 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?