

Careers Education, Information and Guidance (CEIAG) and Employability Policy

**This policy applies to NCLT Secondary Schools –
Years 7-13**

**DINNINGTON
HIGH SCHOOL**



Wingfield Academy



CONTENTS

1.0	Introduction and Statutory Guidance.....	3
2.0	Vision	4
3.0	Intent.....	5
4.0	Student Statement of Entitlement	6
5.0	Student Access to Careers, Education, Information, Advice and Guidance.....	7
6.0	Careers / PSHE / Careers curriculum	8
7.0	Roles and Responsibilities	10
8.0	Funding and Resourcing	11
9.0	Monitoring Quality	11
10.0	Parents and Carers.....	12
11.0	Review and Measurement of Impact	12
12.0	Provider Access.....	12
13.0	Links with other Policies	13
	Appendix A: WFA: 39 Week PSHE / Careers Programme	14
	Appendix B: Dinnington High School: 39 Week PSHE / Careers Programme	19
	Appendix C Brinsworth Academy 39 Week PSHE / Careers Programme	30
	Appendix D: Provider Access Requests	41

1.0 **Introduction and Statutory Guidance**

1.1 The Government's Careers Strategy [2017] sets out a long-term plan to build a world class careers system that will help young people and adults choose the career that is right for them. The most recent DfE statutory guidance [2023], updated (2025) expands on the aims set out in the guidance to make sure that all young people in secondary school receive a programme of advice and guidance that is:

- Stable
- Structured
- Delivered by individuals with the right skills and experience.

1.2 To achieve this aim, the guidance sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks [2014], updated (2025) to develop and improve their careers provision. In accordance with the eight Gatsby benchmarks and the Careers Development Framework. The Gatsby Benchmarks are:

1.3 Benchmark 1: A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents/carers, teachers, governors and employers and other agencies.

1.4 Benchmark 2: Learning from career and labour market information

All students and parents should have access to high-quality information about future study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents / carers may require different or additional information. They will need the support of an informed adviser to make best use of available information.

1.5 Benchmark 3: Addressing the needs of each young person

Students have different careers guidance needs at different stages. Careers programme should help students navigate their concerns about any barriers to career progression. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality (SEND) embedded in the school's careers programme.

1.6 Benchmark 4: Linking curriculum learning to careers

All teachers link curriculum learning with careers. Subject teachers should highlight the progression routes for their subjects and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.

1.7 Benchmark 5: Encounters with employers and employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

1.8 Benchmark 6: Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

1.9 Benchmark 7: Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes academic, technical and vocational routes and learning in schools, colleges, universities and the workplace.

1.10 Benchmark 8: Personal guidance

Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs. The Careers leader should work closely with the career's advisor, SENDCo and other key staff to ensure personal guidance is effective and embedded.

1.11 The CDI Careers Development Framework identifies the six career development skills that people need to have positive careers. The six career development skills are:

- Grow throughout life - Grow throughout life by learning and reflecting on yourself, your background, and your strengths.
- Explore possibilities - Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
- Manage career - Manage your careers actively, make the most of opportunities and learn from setbacks.
- Create opportunities - Create opportunities by being proactive and building positive relationships with others.
- Balance work and life - Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
- See the big picture - See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

2.0 Vision

2.1 NCLT is wholeheartedly committed to supporting our learners to develop into responsible, respectful, model citizens, making a positive contribution to society. Social mobility matters both in terms of people and in delivering economic growth. The world economy is changing, and it is through education, skills and training from childhood into adulthood that we will make sure no one is left behind.

2.2 We at NCLT want to ensure that our young people are provided with the opportunities to enhance their life skills which will not only increase educational success but will support them to go as far as their talents and aspirations will take them.

2.3 At NCLT we are committed to providing our students with a programme of careers education, information, advice and guidance (CEIAG) for all students in Years 7-13 that will inspire and motivate them from an early age. We will support our students in making well informed choices about subjects and careers for their future.

2.4 This is primarily achieved through our careers programme, which is delivered to all pupils from Year 7 to 13. This programme encourages young people to develop the knowledge, skills, resilience, confidence and independence they need to make reasoned and informed decisions about their next steps. This helps them maximise

their potential, supporting them in successfully transitioning into higher education or an aspirational alternative.

2.5 We are committed to implementing a careers programme that:

- Empowers learners to make informed and realistic decisions about their futures at key transition points in learning and work.
- Inspires and motivates learners to fulfil their potential.
- Explores different careers available to raise learners' aspirations, broaden their horizons and accumulate the cultural capital, knowledge, behaviours, and skills that a learner can draw upon to be successful in society.
- Enriches learners' experience by providing multiple opportunities to learn from employers about work, employment and the skills that are valued in workplaces.
- Enables access to up-to-date labour market information (LMI) to ensure learners are aware of growth sectors in the economy and opportunities for employment, to encourage social mobility.
- Overcomes stereotypes to help learners explore all career opportunities available to them.
- Develops learners' personal financial capability.
- Provides learners with high quality independent and impartial careers advice and guidance which is in their best interests.
- Tracks and supports learners post-NCLT as/when required/appropriate.

3.0 Intent

3.1 NCLT's Careers Education and Guidance policy is delivered with the following intent:

- To guarantee experiences of the workplace for every young person by the end of KS4 and a further meaningful experience by the end of KS5
- To ensure that all students experience high quality careers interactions during their time at NCLT institutions
- To contribute to strategies for raising achievement, especially by increasing motivation and aspiration from an early age
- To ensure that 100% of students identify progression routes and next steps in their education and/or training
- To give students opportunities to experience Science, Technology, Engineering and Maths input from professionals in their field in order to inform long term career decisions
- To prepare all students (including SEND) for independence, or supported independence, to equip these young people for further study
- To support inclusion, challenge stereotyping and promote equality of opportunity
- To encourage participation in continued learning including higher education and further education.
- To develop enterprise and employment skills in order to prepare students for life-long learning
- To reduce drop out from and course switching in education and training
- To contribute to the economic prosperity of individuals and communities
- To meet the needs of all our students through appropriate differentiation
- To focus students on their future aspirations

3.2 Parents and careers will know about the careers programme and what it will cover, what resources are available to them and how they can access support

3.3 All learners will have the opportunity to:

- Meet college representatives and apprenticeship providers at parents' evenings.
- Engage in a range of activities during National Apprenticeship week and National Careers week.
- Experience employer/alumni-led assemblies.
- Access quality, impartial, differentiated personal guidance interviews with our trained careers adviser

4.0 Student Statement of Entitlement

4.1 As a student of NCLT you are entitled to receive a programme of careers education, advice, information and guidance.

4.2 Your CEIAG programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make.
- Find out about different courses, what qualifications you might need and what opportunities there might be.
- Develop the skills you may need for working life.
- Make realistic, but ambitious choices about courses and jobs.
- Develop a plan for the future.
- Understand the different routes after Y11 / Y13 including academic and technical routes, vocational training, apprenticeships, further and higher education and jobs.
- Provide high quality CVs for job applications.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop your interview skills.
- Improve your confidence.

4.3 You will receive:

- Bespoke careers lessons via the PSHE curriculum
- Drop down day activities linked to employers and providers
- Help with CVs and interview skills to prepare you for the world of work.
- Access to the careers section in the academy library – information is available in books, leaflets and on a computer – ask for help.
- Interviews with the Careers Advisor.
- Other subject lessons linked to careers.
- Access to the UniFrog Careers platform

4.4 You can expect to be:

- Treated equally with others.
- Given careers information and advice that is up to date and impartial.
- Treated with respect by visitors to the academy who are part of the careers programme.
- Given extra help if you have additional needs.

- Given mentoring and support for those who need it most and at risk of becoming NEET to help build the confidence and character needed to ensure a successful career.

5.0 Student Access to Careers, Education, Information, Advice and Guidance

- 5.1 Everyone has a role to play in our Careers delivery. It is a vital element driven by careers 'champions' across our Academies curriculum. Personal Social Health and Economic Education (PSHE) contribute significantly to the distinct delivery of Careers lessons and our Careers programme (Appendix A-C).
- 5.2 Students in:
- Year 7, 8 and 9 will receive 1 hour per week discreet PSHE/Career's across all 3 secondary schools
 - Year 10 and Y11:
 1. WFA:
 - Y10: Planned immersion day ½ termly
 - Y11: Series of planned immersion days throughout the year
 2. DHS:
 - Y10: 1 lesson every 4 weeks
 - Y11: 1 lesson every 4 weeks
 3. BA:
 - Y10: 1 lesson every other week
 - Y11: 1 lesson every other week
 4. There will be a series of immersion days and tutor sessions focussed on careers throughout Y10 / Y11
 - Year 12 – 1 hour per week – tutorial programme / personal guidance
 - Year 13 – 1 Hour per week – tutorial programme /Personal guidance
- 5.3 All PSHE lessons will be delivered by a core team. Where non-specialist staff are deployed to deliver PSHE, the lead teacher for PSHE will quickly identify and provide/signpost integral support/training to develop the deliverer's expertise in the subject.
- 5.4 Careers lessons, clearly identified within the PSHE curriculum overview have been developed in consultation with the Careers Leader, Careers Adviser, learners and parents/carers, and in accordance with the national PSHE association Programme of Study, recommended by the DfE and mapped against the eight Gatsby benchmarks and CDI Framework for Careers, Employability and Enterprise Education (2018), updated (2020)
- 5.5 Content is appropriately sequenced within planned schemes of work, tailored to the needs of our learners and the local community to ensure its effectiveness. PSHE deliverers are responsible for adapting their teaching, ensuring learning is delivered in ways accessible to all abilities. They will encourage learners to ask questions, engage in class discussion and ensure topics are delivered sensitively to avoid stigmatising learners because of their home circumstances.
- 5.6 PSHE deliverers will challenge perceived views of learners, through exploration of, and developing mutual respect for those different to themselves.

6.0 Careers / PSHE / Careers curriculum

6.1 In Year 7, Learners learn how to manage a budget effectively by balancing their longer-term goals and short-term happiness, essentially their wants and needs. Learners explore the key skills employers look for in potential employees and reflect upon their own skills, qualities/strengths and areas for development, their future employability and consider their dream job. They learn about savings, loans and interest and explore the social and moral dilemmas in relation to the use of money.

In addition, Year 7 will:

- Complete the future skills questionnaire
- Complete a career-centred questionnaires
- Consider applying to become Academy councillor / Student Leader
- Visit a university.

6.2 In Year 8, learners consider the different types and patterns of work including employment, self-employment and voluntary work, and use local and regional labour market information (LMI) to start informing their future career options. They explore all available post-16 pathways and develop skills to confidently challenge equality in the workplace.

In addition, Year 8 will:

- Meet NHS employees for British Heart Foundation 'Restart a Heart Day.
- Participate in RNN/DVC college taster sessions.
- Attend the North Star STEM event (selected cohort)
- Be provided with at least 1 encounter with providers of technical education and apprenticeship

6.3 In Year 9, learners consider what influences them, revisit their skills and qualities/strengths and areas for development to balance their ambition with realistic expectations and experience meaningful employer encounters enabling them to make reasoned, informed decisions about the career options best suited to them. They explore the GCSE options available, how different subjects link to careers and the world of work and learn strategies to develop a growth mindset to succeed and achieve.

In addition, Year 9 will:

- Participate in a labour market information (LMI) quiz
- Participate in a careers event.
- Attend individual personal option guidance interview
- Be provided with at least 1 encounter with providers of technical education and apprenticeship

6.4 At KS3, students are introduced to early work experience opportunities, this may include workplace visits, shadowing, employer talks, and short practical activities, to help them begin exploring different career pathways and develop an understanding of the world of work.

6.5 In year 10, learners consider the current labour markets in preparation for their work experience. They will have opportunities to research different employment sectors and review the skills, qualities and qualifications needed to be successful in their chosen careers. Year 10 will culminate in an immersive work experience activity which allows for students to engage with employers of their choice. They will spend

In addition Year 10 will:

- Complete a visit to a 6th form provision / College
- Get up to Speed with STEM event.
- Visit a university.
- Participate in mock interviews with a range of employers.
- Complete 1 week of work experience
- Attend a career's event
- Be provided with at least 1 encounter with providers of technical education and apprenticeship

6.6 In Year 11, learners will learn about banking systems and interest rates. They will have practical sessions focused on student finances, savings, and budgeting in preparation for post 16 life. Throughout Y11, learners will have opportunities to review aspirations and life goals in order to proactively select and apply for the correct career route.

In addition, Year 11 will:

- Attend virtual/in person college and apprenticeship provider assemblies.
- Complete a further application , with support from the CEIAG adviser.
- Attend individual personal guidance interviews.
- Attend an advisory session concerning progression
- Be provided with at least 1 encounter with providers of technical education and apprenticeship
- Attend a career's event

6.7 In Year 12, students cover a bespoke tutorial programme. This programme covers the school's culture, mental health and wellbeing, healthy relationships, fundamental British values, current affairs, and wider topical issues. It also covers the next steps after sixth form, including degree apprenticeships and further education.

6.8 The programme enables students to move onto positive destinations, building and developing their skills along the way. Students will have a weekly group tutorial session, but they can also meet with tutors and the pastoral team one-on-one at points throughout the year.

6.9 Further to this Year 12 and Year 13 students will attend UCAS events and visits to universities and employers.

6.10 Y12 and Y13 students will also have the following opportunities:

- Virtual/in person university and apprenticeship provider assemblies
- Advisory sessions on post-18 pathways
- Support with completion of UCAS applications and applications for employment and apprenticeships
- Individual appointments with the career's advisor

- Be provided with at least 2 encounters with providers of technical education and apprenticeship
- 6.11 The Careers Programme includes careers education sessions, careers guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities as well as organised drop-down days with external providers and visits to local industries and businesses.
- 6.12 All learners will have the opportunity to: reflect on how their academic curriculum links to various career pathways
- 6.13 Careers lessons are part of the Trusts PSHE lessons. Other events and activities are planned and organised separately throughout the year. In addition to this, subject specific examples are often discussed through subject areas across the Academy.
- 6.14 The careers programme is reviewed annually and is subject to change as opportunities arise.

7.0 Roles and Responsibilities

- 7.1 The Link advisor is responsible for:
- Ensuring the Academies meet their statutory requirements in relation to work related learning and employer engagement.
 - Meet regularly with the Academies dedicated Careers Leader and Careers Adviser
 - Report back to the Academies Advisory Board.
- 7.2 The Careers Leader/ and SLT link is responsible for:
- Ensuring the individual Academies meet their statutory requirements in relation to work related learning and employer engagement.
 - Ensuring the curriculum is age-appropriate, ensures continuity and progression between each year group, is of high quality and tailored to the needs of all our learners.
 - Monitoring and evaluating the delivery and effectiveness of the Careers programme.
 - Liaising with the Lead teacher for PSHE to provide/signpost to integral support/training to develop deliverers expertise in the subject.
 - Ensuring learners' Careers experiences are systematically monitored and recorded appropriately.
 - Liaising with 'Careers Champions' colleagues across all curriculum areas to audit/ensure the inclusion of careers in new curriculum road maps.
 - Reviewing any changes in relation to work related learning and employer engagement and advising on their implementation.
- 7.3 The Careers Advisor is responsible for:
- Supporting the careers leader in ensuring the Academy meets its statutory requirements in relation to work related learning and employer engagement.
 - Supporting a planned programme of resourced Careers lessons for Year 7 to 13
 - Providing quality, impartial, differentiated and timely personal guidance open to all learners.
 - Systematically monitoring and recording learners' Careers experiences.

- Overseeing and updating the Careers library resources.
- Supporting the careers leads in collecting and analysing learners' first destinations.
- Attending all parents' evenings.
- Supporting the Coordination and reviewing the Academy's work experience offer.

7.3 Careers champions are responsible for:

- Auditing the inclusion of Careers within their new curriculum roadmaps.
- Identifying and embracing opportunities to embed real-life contexts and examples from the world of work in their new curriculum roadmaps.
- Outreaching links with employers/external organisations/alumni.
- Attending/contributing to careers champions meetings and feeding back at curriculum team meetings at the earliest opportunity.
- Knowing the regional labour market information (LMI) for careers directly linked to their curriculum area.

8.0 **Funding and Resourcing**

8.1 The Careers Leader/Faculty lead for Careers is responsible for the effective deployment of the annually allocated careers budget.

9.0 **Monitoring Quality**

- 9.1 Careers Education is monitored and evaluated termly and then annually via the department. Careers Guidance is monitored and evaluated constantly through discussion with key stakeholders, including students and parents. Student evaluation forms are completed after events and parental feedback is collected through Parent Voice.
- 9.2 The Careers Lead and Careers Adviser are responsible for monitoring and evaluating the delivery and effectiveness of the Careers programme and will:
- Termly review Compass evaluation.
 - Conduct IMQTL comprising lesson visits and learner voice in accordance with the Academy calendar.
 - Record one-to-one guidance meetings
 - Analyse destination data
 - Seek feedback from all stakeholders.
- 9.3 The Careers Lead completes termly reviews of the Gatsby Benchmarks using the compass tool, careers tracker to ensure the Trust is meeting the Gatsby Benchmark criteria, the Employability consultant from the Careers, and Enterprise Company supports this.
- 9.4 The importance of careers education is reflected in the Trust's Quality Improvement Plan (QUIP) and is used to ensure that the Careers department is fully supporting whole academy aims. Regular feedback to SLT and advisors takes place.
- Trust Director: Miss C Wilkins
 - Senior Leader: Mrs S Howel (WFA), Miss A Hunt (BA), Mr L Towers (DHS)
 - Careers Lead: Miss K Waddington (WFA), Miss A Angus (BA), Mrs J Jones (DHS)
 - Careers Advisor: Mrs C Walters, Miss D David

- Careers Link Advisor: Gareth Barker WFA, Sam Brooks DHS, Claire Mellon BA
- Local Authority Enterprise Careers Consultant: Mrs J Hussey, Ms V Start

10.0 Parents and Carers

10.1 Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are easily accessed through the links on the Academy website. Parents are kept up to date with careers related information through letters, newsletters, social media and at open evenings. Parents are welcomed to attend careers interviews and where necessary are invited.

11.0 Review and Measurement of Impact

11.1 We review the success of our careers programme by looking at the destinations of our exiting Year 11 and Y13 students with a target of 0% NEET (students not in education, employment or training).

11.2 The policy is developed and reviewed annually by the Trust Director, AHT (each secondary school), Curriculum Leader Careers based on current good practice guidelines by DfES/Ofsted, CEIAG framework and Gatsby Benchmarks.

12.0 Provider Access

12.1 This section of the policy sets out the Trust/its school's arrangements for managing the access of providers to students for the purpose of giving them information about the provider's education or training offer. This complies with the Trust's legal obligations under Section 42B of the Education Act 1997.

12.2 All Y7-Y13 students are entitled to:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- Understand how to make applications for the full range of academic and technical courses.

12.3 Appendix D shows the way in which education and training providers should get in touch with its schools within the Trust in order to gain access to students and/or parents to inform them about further opportunities.

12.4 The Trust/its schools will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

13.0 Links with other Policies

13.1 Our Careers policy supports and is underpinned by key academy policies including those for Teaching and Learning, Assessment, Recording and Reporting Achievement, Equal Opportunities and Diversity as well as the SEND and Pupil Premium action plans.

13. 2 Please follow this link to:

- [!\[\]\(bffc5a43e4029132691ecfbd6a8d011d_img.jpg\) Trust Provider Access Policy](#) listed against the relevant school

Appendix A: WFA: 39 Week PSHE / Careers Programme

Y7:

HT1- Students will create personal goals for their career at WFA. They will understand the core values & how to embody them.	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8
	Independence & Aspirations							
	A letter to my Year 11 self.	What makes me, me?	What are the fundamental British Values?	What does it mean to be "respectful?"	What does it mean to be "responsible?"	What does it mean to be "resilient?"	Black History Month Awareness- Remembering Benjamin Zephaniah	Reflection on my first half term at the Academy.
HT2- Students will identify their role as a friend and understand how to challenge toxic friendships in person & online.	WK 9	WK 10	WK 11	WK 12	WK 13	WK 14	WK 15	
	Autonomy & Advocacy							
	What are different types of relationships?	Bullying or banter?	How can I be an upstander?	What is my digital footprint?	How can I spot online risks and fake content?	How can I share safely and seek support?	Careers- Unifrog	
HT3- Students will consider how to be respectful in relationships, and recognise how to positively handle conflict	WK 16	WK 17	WK 18	WK 19	WK 20	WK 21		
	Choices & Influences							
	How are families different?	How can I build respectful relationships?	How can I recognise pressure in a relationship?	How can I communicate respectfully whilst I manage conflict?	What are my choices in relationships?	What is the law around consent?		
HT4- Students will understand a holistic approach to puberty and identify strategies to help cope with change.	WK 22	WK 23	WK 24	WK 25	WK 26			
	Autonomy & Advocacy							
	What happens during puberty? (Managing physical change)	How can I be "body positive"?	What is "Period positivity"?	How can I talk about my emotions?	What is self-esteem?			
HT5- Students will understand how lifestyle choices can influence their holistic health & wellbeing	WK 27	WK 28	WK 29	WK 30	WK 31	WK 32		
	Choices & Influences							
	How can an active lifestyle and a balanced diet, help me?	Why is sleep important to me?	How can I use medicines safely?	What is the law on smoking and vaping?	What are the dangers of caffeine?	What is the law on alcohol use?		
HT6- Students will celebrate being British and understanding the heritage of the United Kingdom	WK 33	WK 34	WK 35	WK 36	WK 37	WK 38	WK 39	
	Citizenship- Being British- Celebrating our shared story							
	What does Being British mean?	What are the key historical moments of Britain?	Who are British role models? Who are the people who made a difference?	What makes Britain great today?	Celebrating Britain- what is our future together?	Careers- Unifrog	Careers- Unifrog	

Y8:

HT1- <i>Students will understand the impact of modern-day stereotypes/ discrimination & learn from historical events as part of their understanding in BHM.</i>	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8
	Autonomy & Advocacy							
	Goal Setting	What are stereotypes and why are they harmful?	What is prejudice & discrimination?	What is bullying?	What is body shaming?	What is body modification?	What is an ally?	Black History Month- Windrush
HT2- <i>Students will understand how to manage risk and develop analytical skills to identify bias.</i>	WK 9	WK 10	WK 11	WK 12	WK 13	WK 14	WK 15	
	Independence & Aspirations							
	What is the law on online sharing?	How can I manage online conflicts and harms?	What is inappropriate content and how can I identify trusted sources of advice?	Can I recognise positive and negative peer influence?	How can I respond to signs of grooming or exploitation? (1)	How can I respond to signs of sexual grooming or exploitation? (2)	Do I understand the law around knives & violence?	
HT3- <i>Students will understand how lifestyle choices can impact health</i>	WK 16	WK 17	WK 18	WK 19	WK 20	WK 21		
	Choices & Influences							
	What is the NHS and how can I access services?	How can I take responsibility for my own health?	What are the long-term health risks with smoking & vaping?	How can I manage stress?	What is the science of donation?	Do I rely too much on online-only relationships?		
HT4- <i>Students will understand how to advocate for their own sexual health.</i>	WK 22	WK 23	WK 24	WK 25	WK 26			
	Autonomy & Advocacy							
	What is happening, in my adolescent body?	What is “readiness?”	What is consent? What is ethical behaviour?	How can drugs/alcohol influence behaviour & risk?	What is medical consent?			
HT5- <i>Students will consider their future and begin to formulate their future aspirations & next steps</i>	WK 27	WK 28	WK 29	WK 30	WK 31	WK 32		
	Independence & Aspirations							
	Careers- What are post 16 options?	Careers-What is university like?	Careers- What is an apprenticeship?	Careers- Unifrog	Careers- Unifrog	Careers- Unifrog		
HT6- <i>Students will understand the impact of peer influences on choices.</i>	WK 33	WK 34	WK 35	WK 36	WK 37	WK 38	WK 39	
	Choices & Influences							
	Do I understand power and respect within a relationship?	How can I challenge misogyny and everyday sexism?	What is the law around harmful behaviours?	What are my choices on contraception?	What does a positive role model look like? Can I be one?	How can I resist negative peer influences?	How can I build a respectful peer culture?	

Y9:

HT1- develop pupils' understanding of democracy, government and the rights and responsibilities of citizens.	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	
	Citizenship								
	How is our country run?	The UK voting system	What is the national budget? (including financial literacy on wages)	What is the role of the Royal Family?	Public services- The Police	Creating a manifesto	Creating a campaign	Campaign presentation & Half Term reflection	
HT2- Students will understand how to stay safe online and develop critical thinking when faced with online dilemmas	WK 9	WK 10	WK 11	WK 12	WK 13	WK 14	WK 15		
	Choices & Influences								
	How can I identify malicious, online scams?	How can I critically challenge harmful, online subcultures?	How can I think critically to examine AI and online algorithms?	How can I be assertive when faced with risk-taking behaviours?	What are common mental health conditions?	Unifrog- Careers	Unifrog-Careers		
HT3- Students will understand how their GCSE option choices contribute to future career pathways & employability	WK 16	WK 17	WK 18	WK 19	WK 20	WK 21			
	Independence & Aspirations								
	Careers- What are GCSE options?	Careers- What are my post 16 options?	Careers- What are my post 18 options?	Careers- What are employability skills?	What are the laws and rights for young people in employment?	Evaluate my career path.			
HT4- Students will understand how to assertively communicate during challenging situations	WK 22	WK 23	WK 24	WK 25	WK 26				
	Autonomy & Advocacy								
	What are the risks and consequences of alcohol use?	What are the risks and consequences of vaping?	What are the risks and consequences of substance misuse?	What is controlling behaviour?	What is exploitation or harmful practice?				
HT5- Students will consider how to use their independence, and make sensible decisions during adolescence	WK 27	WK 28	WK 29	WK 30	WK 31	WK 32			
	Independence & Aspirations								
	What is the link between social media and consumerism?	What are the risks associated with gambling and gaming microtransactions?	How can I make sensible decisions in adolescence?	What are the risks, consequences and choices associated with knife crime?	What are safe strategies to challenge prejudice?	How do role models shape my aspirations?			
HT6- Students will understand how to make positive choices around their own sexual health	WK 33	WK 34	WK 35	WK 36	WK 37	WK 38	WK 39		
	Choices & Influences								
	LGBTQ+ awareness and understanding	What is contraception?	What is an STI/STD?	What are the options with a teenage pregnancy?	What is Child Sexual Exploitation? [CSE]	What are the dangers of pornography?	How can I keep myself safe?		

Y10:

HT1- <i>Students will start to consider their work experience placement and how this links into future career options</i>	WK 2	WK 4	WK 6	WK 8	Remainder of curriculum time is Enrichment
	Independence & Aspirations				
	Careers- Finding a work experience placement	Careers- Contacting employers	Careers- What can I expect during work experience?	Careers- Unifrog onboarding	
HT2- <i>Students will understand how they can assertively express their boundaries.</i>	WK 10	WK 12	WK 14	Remainder of curriculum time is Enrichment	
	Autonomy & Advocacy				
	How can I identify coercion and assertively give or not give consent?	How can I evaluate and manage the influence of pornography?	Reflection on Alice Ruggles Trust Assembly		
HT3- <i>Students will understand how lifestyle choices can impact personal safety</i>	WK 16	WK 18	WK 20	Remainder of curriculum time is Enrichment	
	Choices & Influences				
	Gender Equality	Toxic Masculinity	Role Models and influences		
HT4- <i>Students will understand diversity, and how to advocate for their own protected characteristics</i>	WK 22	WK 24	WK 26	Remainder of curriculum time is Enrichment	
	Autonomy & Advocacy				
	How can I respect diversity in gender, sexual orientation, faith and race?	What is human trafficking & modern slavery?	What are my options when choosing contraception?		
HT5- <i>Students will consider their career goals & aspirations, and where these fit in the current labour market</i>	WK 28	WK 30	WK 32	Remainder of curriculum time is Enrichment	
	Independence & Aspirations				
	Careers- Unifrog. Work experience reflection	Careers- Unifrog	Careers- How can I benefit from the changing patterns and trends in labour market information?		
HT6- <i>Students will understand how extreme personal belief systems may impact others.</i>	WK 33	WK 35	WK 37	Remainder of curriculum time is Enrichment	
	Choices & Influences				
	What is racism?	What is a hate crime?	What is radicalisation?		

Y11:

HT1- <i>Students will understand important financial decisions they will make in the next 2 years.</i>	WK 2	WK 4	WK 6	WK 8	Remainder of curriculum time is Enrichment
	Autonomy & Advocacy				
	What is a bank account?	What is a wage slip? What are the different types of employment?	What is a budget?	What is student finance?	
HT2- <i>Students will understand how to advocate for their own health and understand how to make informed choices regarding their own health</i>	WK 9	WK 11	WK 13	Remainder of curriculum time is Enrichment	
	Choices & Influences				
	How can I assess and manage risks associated with cosmetic and aesthetic procedures?	How can I monitor my own health, how can I access health services?	How can I make informed choices around blood, organ and stem cell donation?		
HT3- <i>Students will understand the next steps in being successful as Year 11 draws to a close</i>	WK 15	WK 17	WK 19	Remainder of curriculum time is Enrichment	
	Independence & Aspirations				
	How do I revise?	How do I set aspirational life goals?	How do I build self-worth by reframing setbacks?		
HT4- <i>Students will understand how to advocate for their own sexual health.</i>	WK 21	WK 23	WK 25	Remainder of curriculum time is Enrichment	
	Autonomy & Advocacy				
	How can I negotiate and use contraception? How can I maintain good sexual health?	How do I recognise the importance of respect, pleasure and equity in intimate relationships?	What are the challenges and opportunities as I transition into adulthood?		

Appendix B: Dinnington High School: 39 Week PSHE / Careers Programme

Y7:

HT1- <i>Students will create personal goals for their career at WA. They will understand the core values & how to embody them.</i>	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	
	Independence & Aspirations								
	A letter to my Year 11 self.	What makes me, me?	What are the fundamental British Values?	What does it mean to be “respectful?”	What does it mean to be “responsible?”	What does it mean to be “resilient?”	Black History Month Awareness- Remembering Benjamin Zephaniah	Reflection on my first half term at the Academy.	
HT2- <i>Students will identify their role as a friend and understand how to challenge toxic friendships in person & online.</i>	WK 9	WK 10	WK 11	WK 12	WK 13	WK 14	WK 15		
	Autonomy & Advocacy								
	What are different types of relationships?	Bullying or banter?	How can I be an upstander?	What is my digital footprint?	How can I spot online risks and fake content?	How can I share safely and seek support?	Careers- Unifrog		
HT3- <i>Students will consider how to be respectful in relationships, and recognise how to positively handle conflict</i>	WK 16	WK 17	WK 18	WK 19	WK 20	WK 21			
	Choices & Influences								
	How are families different?	How can I build respectful relationships?	How can I recognise pressure in a relationship?	How can I communicate respectfully whilst I manage conflict?	What are my choices in relationships?	What is the law around consent?			
HT4- <i>Students will understand a holistic approach to puberty and identify strategies to help cope with change.</i>	WK 22	WK 23	WK 24	WK 25	WK 26				
	Autonomy & Advocacy								
	What happens during puberty? (Managing physical change)	How can I be “body positive”?	What is “Period positivity”?	How can I talk about my emotions?	What is self-esteem?				
HT5- <i>Students will understand how lifestyle choices can influence their holistic health & wellbeing</i>	WK 27	WK 28	WK 29	WK 30	WK 31	WK 32			
	Choices & Influences								
	How can an active lifestyle and a balanced diet, help me?	Why is sleep important to me?	How can I use medicines safely?	What is the law on smoking and vaping?	What are the dangers of caffeine?	What is the law on alcohol use?			
HT6- <i>Students will celebrate being British and understanding the heritage of the United Kingdom</i>	WK 33	WK 34	WK 35	WK 36	WK 37	WK 38	WK 39		
	Citizenship- Being British- Celebrating our shared story								
	What does Being British mean?	What are the key historical moments of Britain?	Who are British role models? Who are the people who made a difference?	What makes Britain great today?	Celebrating Britain- what is our future together?	Careers- Unifrog	Careers- Unifrog		

Y8:

HT1- <i>Students will understand the impact of modern-day stereotypes/ discrimination & learn from historical events as part of their understanding in BHM.</i>	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	
	Autonomy & Advocacy								
	Goal Setting	What are stereotypes and why are they harmful?	What is prejudice & discrimination?	What is bullying?	What is body shaming?	What is body modification?	What is an ally?	Black History Month- Windrush	
HT2- <i>Students will understand how to manage risk and develop analytical skills to identify bias.</i>	WK 9	WK 10	WK 11	WK 12	WK 13	WK 14	WK 15		
	Independence & Aspirations								
	What is the law on online sharing?	How can I manage online conflicts and harms?	What is inappropriate content and how can I identify trusted sources of advice?	Can I recognise positive and negative peer influence?	How can I respond to signs of grooming or exploitation? (1)	How can I respond to signs of sexual grooming or exploitation? (2)	Do I understand the law around knives & violence?		
HT3- <i>Students will understand how lifestyle choices can impact health</i>	WK 16	WK 17	WK 18	WK 19	WK 20	WK 21			
	Choices & Influences								
	What is the NHS and how can I access services?	How can I take responsibility for my own health?	What are the long-term health risks with smoking & vaping?	How can I manage stress?	What is the science of donation?	Do I rely too much on online-only relationships?			
HT4- <i>Students will understand how to advocate for their own sexual health.</i>	WK 22	WK 23	WK 24	WK 25	WK 26				
	Autonomy & Advocacy								
	What is happening, in my adolescent body?	What is “readiness?”	What is consent? What is ethical behaviour?	How can drugs/alcohol influence behaviour & risk?	What is medical consent?				
HT5- <i>Students will consider their future and begin to formulate their future aspirations & next steps</i>	WK 27	WK 28	WK 29	WK 30	WK 31	WK 32			
	Independence & Aspirations								
	Careers- What are post 16 options?	Careers-What is university like?	Careers- What is an apprenticeship?	Careers- Unifrog	Careers- Unifrog	Careers- Unifrog			
HT6- <i>Students will understand the impact of peer influences on choices.</i>	WK 33	WK 34	WK 35	WK 36	WK 37	WK 38	WK 39		
	Choices & Influences								
	Do I understand power and respect within a relationship?	How can I challenge misogyny and everyday sexism?	What is the law around harmful behaviours?	What are my choices on contraception?	What does a positive role model look like? Can I be one?	How can I resist negative peer influences?	How can I build a respectful peer culture?		

Y9:

HT1- develop pupils' understanding of democracy, government and the rights and responsibilities of citizens.	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	
	Citizenship								
	How is our country run?	The UK voting system	What is the national budget? (including financial literacy on wages)	What is the role of the Royal Family?	Public services- The Police	Creating a manifesto	Creating a campaign	Campaign presentation & Half Term reflection	
HT2- Students will understand how to stay safe online and develop critical thinking when faced with online dilemmas	WK 9	WK 10	WK 11	WK 12	WK 13	WK 14	WK 15		
	Choices & Influences								
	How can I identify malicious, online scams?	How can I critically challenge harmful, online subcultures?	How can I think critically to examine AI and online algorithms?	How can I be assertive when faced with risk-taking behaviours?	What are common mental health conditions?	Unifrog- Careers	Unifrog-Careers		
HT3- Students will understand how their GCSE option choices contribute to future career pathways & employability	WK 16	WK 17	WK 18	WK 19	WK 20	WK 21			
	Independence & Aspirations								
	Careers- What are GCSE options?	Careers- What are my post 16 options?	Careers- What are my post 18 options?	Careers- What are employability skills?	What are the laws and rights for young people in employment?	Evaluate my career path.			
HT4- Students will understand how to assertively communicate during challenging situations	WK 22	WK 23	WK 24	WK 25	WK 26				
	Autonomy & Advocacy								
	What are the risks and consequences of alcohol use?	What are the risks and consequences of vaping?	What are the risks and consequences of substance misuse?	What is controlling behaviour?	What is exploitation or harmful practice?				
HT5- Students will consider how to use their independence, and make sensible decisions during adolescence	WK 27	WK 28	WK 29	WK 30	WK 31	WK 32			
	Independence & Aspirations								
	What is the link between social media and consumerism?	What are the risks associated with gambling and gaming microtransactions?	How can I make sensible decisions in adolescence?	What are the risks, consequences and choices associated with knife crime?	What are safe strategies to challenge prejudice?	How do role models shape my aspirations?			
HT6- Students will understand how to make positive choices around their own sexual health	WK 33	WK 34	WK 35	WK 36	WK 37	WK 38	WK 39		
	Choices & Influences								
	LGBTQ+ awareness and understanding	What is contraception?	What is an STI/STD?	What are the options with a teenage pregnancy?	What is Child Sexual Exploitation? [CSE]	What are the dangers of pornography?	How can I keep myself safe?		

Y10:

HT1- <i>Students will start to consider their work experience placement and how this links into future career options</i>	WK 2	WK 4	WK 6	WK 8	Remainder of curriculum time is Enrichment
	Independence & Aspirations				
	Careers- Finding a work experience placement	Careers- Contacting employers	Careers- What can I expect during work experience?	Careers- Unifrog onboarding	
HT2- <i>Students will understand how they can assertively express their boundaries.</i>	WK 10	WK 12	WK 14		Remainder of curriculum time is Enrichment
	Autonomy & Advocacy				
	How can I identify coercion and assertively give or not give consent?	How can I evaluate and manage the influence of pornography?	Reflection on Alice Ruggles Trust Assembly		
HT3- <i>Students will understand how lifestyle choices can impact personal safety</i>	WK 16	WK 18	WK 20		Remainder of curriculum time is Enrichment
	Choices & Influences				
	Gender Equality	Toxic Masculinity	Role Models and influences		
HT4- <i>Students will understand diversity, and how to advocate for their own protected characteristics</i>	WK 22	WK 24	WK 26		Remainder of curriculum time is Enrichment
	Autonomy & Advocacy				
	How can I respect diversity in gender, sexual orientation, faith and race?	What is human trafficking & modern slavery?	What are my options when choosing contraception?		
HT5- <i>Students will consider their career goals & aspirations, and where these fit in the current labour market</i>	WK 28	WK 30	WK 22		Remainder of curriculum time is Enrichment
	Independence & Aspirations				
	Careers- Unifrog. Work experience reflection	Careers- Unifrog	Careers- How can I benefit from the changing patterns and trends in labour market information?		
HT6- <i>Students will understand how extreme personal belief systems may impact others.</i>	WK 33	WK 35	WK 37		Remainder of curriculum time is Enrichment
	Choices & Influences				
	What is racism?	What is a hate crime?	What is radicalisation?		

Y11:

HT1- <i>Students will understand important financial decisions they will make in the next 2 years.</i>	WK 2	WK 4	WK 6	WK 8	Remainder of curriculum time is Enrichment
	Autonomy & Advocacy				
	What is a bank account?	What is a wage slip? What are the different types of employment?	What is a budget?	What is student finance?	
HT2- <i>Students will understand how to advocate for their own health and understand how to make informed choices regarding their own health</i>	WK 9	WK 11	WK 13	Remainder of curriculum time is Enrichment	
	Choices & Influences				
	How can I assess and manage risks associated with cosmetic and aesthetic procedures?	How can I monitor my own health, how can I access health services?	How can I make informed choices around blood, organ and stem cell donation?		
HT3- <i>Students will understand the next steps in being successful as Year 11 draws to a close</i>	WK 15	WK 17	WK 19	Remainder of curriculum time is Enrichment	
	Independence & Aspirations				
	How do I revise?	How do I set aspirational life goals?	How do I build self-worth by reframing setbacks?		
HT4- <i>Students will understand how to advocate for their own sexual health.</i>	WK 21	WK 23	WK 25	Remainder of curriculum time is Enrichment	
	Autonomy & Advocacy				
	How can I negotiate and use contraception? How can I maintain good sexual health?	How do I recognise the importance of respect, pleasure and equity in intimate relationships?	What are the challenges and opportunities as I transition into adulthood?		

Y12:

Week	Term	Theme	Lesson	Event
2	1	Introduction	Introduction to PD	
3	1	Study Skills	Skills	
4	1	Raising Aspirations	Assembly – Discover Programmes; Sutton Trust pathways	
5	1	Raising Aspirations	Outreach applications	
6	1	Health and Wellbeing	World Mental Health Day	
7	1	Study Skills	A Level Mindset - VESPA	
8	1	Study Skills	A Level Mindset - VESPA	
9	1	Study Skills Raising Aspirations (2 sessions)	Attitude and Organisation Linacre Institute	Introduction to Linacre Institute for students with AAB+ target grades
10	1	Health and Wellbeing	Healthy Body	
11	1	Academic Progress	Academic resilience session	University of Sheffield
12	1	Raising Aspirations	Social Mobility Foundation	SMF
13	1	Academic Progress	1:1/Folder Checks	
14	1	Academic Progress	1:1/Folder Checks	
15	1	Road Safety	Driving and theory test presentation	Sheffield City Council
16	2	Raising Aspirations	Sutton Trust Summer School Launch	
17	2	Progression Routes	Should I go to University? What are the benefits?	Sheffield Hallam University
18	2	Progression Routes	Which university? Which course?	
19	2	Careers/progression	Unifrog – which route?	
20	2	Progression Routes	Degree Apprenticeships	Sheffield Hallam University
21	2	Careers/progression	Unifrog introduction	
22	2	PSHE	Health and wellbeing – healthy eating	

23	2	PSHE	Alcohol and substance abuse	
24	2	Careers/progression	National Careers Week – destinations	
25	2	PSHE	Drug abuse	
26	2	PSHE	Respect and relationships	
27	3	Careers/progression	Unifrog - competencies	
28	3	Careers/progression	Unifrog – personality/work environment	
29	3	Careers/progression	Unifrog – favourites/subject library	
30	3	Careers/progression	Personal statements	Sheffield Hallam University
31	3	Careers/progression	Personal statements	
32	3	Careers/progression	Super-curricular	
33	3	Careers/progression	Work experience launch	
34	3	Careers/progression	Work experience launch	
35	3	Raising Aspirations	Intended destinations	
36	3	Careers/progression	Course/apprenticeship search	
37	3	Careers/progression	Unifrog – personal statements	
38	3	Careers/progression	Unifrog – personal statements	
39	3	Work experience week	Work experience	
40	3			

Y13: UCAS students

Week:	Term:	Lesson:
2	1	Introduction to programme. Register on UCAS website
3	1	Writing personal statements
4	1	Writing personal statements
5	1	Writing personal statements
6	1	Writing personal statements **early entry deadline**
7	1	Writing personal statements
8	1	UCAS Application Completion
9	1	UCAS Application Completion
10	1	UCAS Application Completion
11	1	UCAS Application Completion
12	1	UCAS Application Completion
13	1	Interview Skills
14	1	1:1 tutorials Y13 DC2 follow-up
15	1	Fatal Four – driving/alcohol/drug safety presentation
16	2	Revision strategies and planning revision
17	2	Revision strategies and revision
18	2	University of Sheffield academic resilience (tbc)
19	2	Independent study and 1:1 tutorials / folder checks / ready steady cook
20	2	Independent study and 1:1 tutorials / folder checks / ready steady cook
21	2	Independent study and 1:1 tutorials / folder checks / ready steady cook

22	2	Student finance applications – Sheffield Hallam university
23	2	Student finance applications 2 x groups SHU budgeting workshop
24	2	Student bank accounts 2 x groups SHU budgeting workshop
25	2	1:1 tutorials Y13 DC3 follow-up
26	2	1:1 tutorials Y13 DC3 follow-up
27	3	Managing your money – personal finance, taxes
28	3	Transition to university – Sheffield Hallam
29	3	Managing your money – personal finance
30	3	Budgeting at university
31	3	Budgeting at university
32	3	Final lesson/extended assembly – exam tips, final destination

Y13: Employment students

Week:	Term:	Lesson:
2	1	Introduction to programme. What career is right for me? https://nationalcareers.service.gov.uk/skills-assessment/ / https://365tests.com/job-tests/career-assessment-test/
3	1	What is my current skill-set? https://nationalcareers.service.gov.uk/skills-assessment/ / https://365tests.com/job-tests/career-assessment-test/
4	1	<u>500 word</u> job application summary **check closing date for Police/Emergency Services Sept 2022 entry**
5	1	<u>500 word</u> job application summary
6	1	Effective CVs
7	1	Writing CVs on Unifrog
8	1	Writing covering letters
9	1	Job Interview Skills
10	1	Preparing interview responses
11	1	Mock interviews
12	1	Mock interviews
13	1	Mock interviews
14	1	1:1 tutorials Y13 DC2 follow-up
15	1	Fatal Four – driving/alcohol/drug safety presentation
16	2	Revision strategies and planning revision
17	2	Revision strategies and revision
18	2	University of Sheffield academic resilience (tbc)
19	2	Independent study and 1:1 tutorials / folder checks / ready steady cook
20	2	Independent study and 1:1 tutorials / folder checks / ready steady cook
22	2	Supported job applications
23	2	Supported job applications
24	2	Supported job applications
25	2	1:1 tutorials Y13 DC3 follow-up
26	2	1:1 tutorials Y13 DC3 follow-up

27	3	Supported apprenticeship / job applications
28	3	Supported apprenticeship / job applications
29	3	Managing your money – personal finance
30	3	Managing your money – personal finance
31	3	Budgeting from your first pay packet
32	3	Final lesson/extended assembly – exam tips, final destination

Appendix C Brinsworth Academy 39 Week PSHE / Careers Programme

Y7:

HT1- <i>Students will create personal goals for their career at WA. They will understand the core values & how to embody them.</i>	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	
	Independence & Aspirations								
	A letter to my Year 11 self.	What makes me, me?	What are the fundamental British Values?	What does it mean to be “respectful?”	What does it mean to be “responsible?”	What does it mean to be “resilient?”	Black History Month Awareness- Remembering Benjamin Zephaniah	Reflection on my first half term at the Academy.	
HT2- <i>Students will identify their role as a friend and understand how to challenge toxic friendships in person & online.</i>	WK 9	WK 10	WK 11	WK 12	WK 13	WK 14	WK 15		
	Autonomy & Advocacy								
	What are different types of relationships?	Bullying or banter?	How can I be an upstander?	What is my digital footprint?	How can I spot online risks and fake content?	How can I share safely and seek support?	Careers- Unifrog		
HT3- <i>Students will consider how to be respectful in relationships, and recognise how to positively handle conflict</i>	WK 16	WK 17	WK 18	WK 19	WK 20	WK 21			
	Choices & Influences								
	How are families different?	How can I build respectful relationships?	How can I recognise pressure in a relationship?	How can I communicate respectfully whilst I manage conflict?	What are my choices in relationships?	What is the law around consent?			
HT4- <i>Students will understand a holistic approach to puberty and identify strategies to help cope with change.</i>	WK 22	WK 23	WK 24	WK 25	WK 26				
	Autonomy & Advocacy								
	What happens during puberty? (Managing physical change)	How can I be “body positive”?	What is “Period positivity”?	How can I talk about my emotions?	What is self-esteem?				
HT5- <i>Students will understand how lifestyle choices can influence their holistic health & wellbeing</i>	WK 27	WK 28	WK 29	WK 30	WK 31	WK 32			
	Choices & Influences								
	How can an active lifestyle and a balanced diet, help me?	Why is sleep important to me?	How can I use medicines safely?	What is the law on smoking and vaping?	What are the dangers of caffeine?	What is the law on alcohol use?			
HT6- <i>Students will celebrate being British and understanding the heritage of the United Kingdom</i>	WK 33	WK 34	WK 35	WK 36	WK 37	WK 38	WK 39		
	Citizenship- Being British- Celebrating our shared story								
	What does Being British mean?	What are the key historical moments of Britain?	Who are British role models? Who are the people who made a difference?	What makes Britain great today?	Celebrating Britain- what is our future together?	Careers- Unifrog	Careers- Unifrog		

Y8:

HT1- <i>Students will understand the impact of modern-day stereotypes/ discrimination & learn from historical events as part of their understanding in BHM.</i>	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	
	Autonomy & Advocacy								
	Goal Setting	What are stereotypes and why are they harmful?	What is prejudice & discrimination?	What is bullying?	What is body shaming?	What is body modification?	What is an ally?	Black History Month- Windrush	
HT2- <i>Students will understand how to manage risk and develop analytical skills to identify bias.</i>	WK 9	WK 10	WK 11	WK 12	WK 13	WK 14	WK 15		
	Independence & Aspirations								
	What is the law on online sharing?	How can I manage online conflicts and harms?	What is inappropriate content and how can I identify trusted sources of advice?	Can I recognise positive and negative peer influence?	How can I respond to signs of grooming or exploitation? (1)	How can I respond to signs of sexual grooming or exploitation? (2)	Do I understand the law around knives & violence?		
HT3- <i>Students will understand how lifestyle choices can impact health</i>	WK 16	WK 17	WK 18	WK 19	WK 20	WK 21			
	Choices & Influences								
	What is the NHS and how can I access services?	How can I take responsibility for my own health?	What are the long-term health risks with smoking & vaping?	How can I manage stress?	What is the science of donation?	Do I rely too much on online-only relationships?			
HT4- <i>Students will understand how to advocate for their own sexual health.</i>	WK 22	WK 23	WK 24	WK 25	WK 26				
	Autonomy & Advocacy								
	What is happening, in my adolescent body?	What is “readiness?”	What is consent? What is ethical behaviour?	How can drugs/alcohol influence behaviour & risk?	What is medical consent?				
HT5- <i>Students will consider their future and begin to formulate their future aspirations & next steps</i>	WK 27	WK 28	WK 29	WK 30	WK 31	WK 32			
	Independence & Aspirations								
	Careers- What are post 16 options?	Careers-What is university like?	Careers- What is an apprenticeship?	Careers- Unifrog	Careers- Unifrog	Careers- Unifrog			
HT6- <i>Students will understand the impact of peer influences on choices.</i>	WK 33	WK 34	WK 35	WK 36	WK 37	WK 38	WK 39		
	Choices & Influences								
	Do I understand power and respect within a relationship?	How can I challenge misogyny and everyday sexism?	What is the law around harmful behaviours?	What are my choices on contraception?	What does a positive role model look like? Can I be one?	How can I resist negative peer influences?	How can I build a respectful peer culture?		

Y9:

HT1- develop pupils' understanding of democracy, government and the rights and responsibilities of citizens.	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	
	Citizenship								
	How is our country run?	The UK voting system	What is the national budget? (including financial literacy on wages)	What is the role of the Royal Family?	Public services- The Police	Creating a manifesto	Creating a campaign	Campaign presentation & Half Term reflection	
HT2- Students will understand how to stay safe online and develop critical thinking when faced with online dilemmas	WK 9	WK 10	WK 11	WK 12	WK 13	WK 14	WK 15		
	Choices & Influences								
	How can I identify malicious, online scams?	How can I critically challenge harmful, online subcultures?	How can I think critically to examine AI and online algorithms?	How can I be assertive when faced with risk-taking behaviours?	What are common mental health conditions?	Unifrog- Careers	Unifrog-Careers		
HT3- Students will understand how their GCSE option choices contribute to future career pathways & employability	WK 16	WK 17	WK 18	WK 19	WK 20	WK 21			
	Independence & Aspirations								
	Careers- What are GCSE options?	Careers- What are my post 16 options?	Careers- What are my post 18 options?	Careers- What are employability skills?	What are the laws and rights for young people in employment?	Evaluate my career path.			
HT4- Students will understand how to assertively communicate during challenging situations	WK 22	WK 23	WK 24	WK 25	WK 26				
	Autonomy & Advocacy								
	What are the risks and consequences of alcohol use?	What are the risks and consequences of vaping?	What are the risks and consequences of substance misuse?	What is controlling behaviour?	What is exploitation or harmful practice?				
HT5- Students will consider how to use their independence, and make sensible decisions during adolescence	WK 27	WK 28	WK 29	WK 30	WK 31	WK 32			
	Independence & Aspirations								
	What is the link between social media and consumerism?	What are the risks associated with gambling and gaming microtransactions?	How can I make sensible decisions in adolescence?	What are the risks, consequences and choices associated with knife crime?	What are safe strategies to challenge prejudice?	How do role models shape my aspirations?			
HT6- Students will understand how to make positive choices around their own sexual health	WK 33	WK 34	WK 35	WK 36	WK 37	WK 38	WK 39		
	Choices & Influences								
	LGBTQ+ awareness and understanding	What is contraception?	What is an STI/STD?	What are the options with a teenage pregnancy?	What is Child Sexual Exploitation? [CSE]	What are the dangers of pornography?	How can I keep myself safe?		

Y10:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Half Term 1		Careers- Finding a work experience placement		Careers- Contacting employers		Careers- What can I expect during work		Careers- Unifrog onboarding
Half Term 2	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
		How can I identify coercion and assertively give or not give consent?		How can I evaluate and manage the influence of pornography?		Reflection on Alice Ruggles Trust Assembly		
Half Term 3	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21		
	Gender Equality		Toxic Masculinity		Role models and influences			
Half Term 4	Week 22	Week 23	Week 24	Week 25	Week 26			
	How can I respect diversity in gender, sexual orientation, faith and race?		What is human trafficking & modern slavery?		What are my options when choosing contraception?			
Half Term 5	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32		
		Careers- Work experience reflection		Careers- Unifrog		How can I benefit from the changing patterns and trends in the labour market?		
Half Term 6	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
	What is racism?		What is a hate crime?		What is left-wing radicalisation?		What is right-wing radicalisation?	
How does this year deliver the curriculum intent?	In Key Stage 4 PSHE supports students to recognise safe and unsafe relationships, identify behaviours that are abusive and build confidence to seek support, should they experience or witness abuse.							
PSHE								
Citizenship	*elements of the NC are delivered through core subjects*							
SRE								
Careers								
Mental Health & Well Being								
Work experience								

Y11:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Half Term 1		What is a bank account?		Careers- What is a wage slip? What are the different types of employment?		What is a budget?		What is student finance?
Half Term 2	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
	How can I monitor my own health, how can I access health services?		How can I assess and manage risks associated with cosmetic and aesthetic procedures?		How can I make informed choices around blood, organ and stem cell donations		Reflection on Alice Ruggles Trust Assembly	
Half Term 3	Week 16	Week 17	Week 18	Week 19	Week 20			
		How do I revise?		How do I set aspirational life goals?		How do I build self-worth by reframing my setbacks?		
Half Term 4	Week 22	Week 23	Week 24	Week 25	Week 26			
	How can I negotiate and use contraception? How can I maintain good sexual health?		How do I recognise the importance of respect, pleasure and equity in intimate relationships?		What are the challenges and opportunities as I transition into adulthood?			
Half Term 5	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32		
Half Term 6	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
How does this year deliver the curriculum intent?	In Key Stage 4 PSHE supports students to recognise safe and unsafe relationships, identify behaviours that are abusive and build confidence to seek support, should they experience or witness abuse.							
PSHE								
Citizenship	*elements of the NC are delivered through core subjects*							
SRE								
Careers								
Mental Health & Well Being								
Work experience								

Y12:

Week	Term	Theme	Lesson	Event
2	1	Introduction	Introduction to PD	
3	1	Study Skills	Skills	
4	1	Raising Aspirations	Assembly – Discover Programmes; Sutton Trust pathways	
5	1	Raising Aspirations	Outreach applications	
6	1	Health and Wellbeing	World Mental Health Day	
7	1	Study Skills	A Level Mindset - VESPA	
8	1	Study Skills	A Level Mindset - VESPA	
9	1	Study Skills	Attitude and Organisation	Introduction to Linacre Institute for students with AAB+ target grades
		Raising Aspirations (2 sessions)	Linacre Institute	
10	1	Health and Wellbeing	Healthy Body	
11	1	Academic Progress	Academic resilience session	University of Sheffield
12	1	Raising Aspirations	Social Mobility Foundation	SMF
13	1	Academic Progress	1:1/Folder Checks	
14	1	Academic Progress	1:1/Folder Checks	
15	1	Road Safety	Driving and theory test presentation	Sheffield City Council
16	2	Raising Aspirations	Sutton Trust Summer School Launch	
17	2	Progression Routes	Should I go to University? What are the benefits?	Sheffield Hallam University
18	2	Progression Routes	Which university? Which course?	
19	2	Careers/progression	Unifrog – which route?	
20	2	Progression Routes	Degree Apprenticeships	Sheffield Hallam University
21	2	Careers/progression	Unifrog introduction	
22	2	PSHE	Health and wellbeing – healthy eating	

23	2	PSHE	Alcohol and substance abuse	
24	2	Careers/progression	National Careers Week – destinations	
25	2	PSHE	Drug abuse	
26	2	PSHE	Respect and relationships	
27	3	Careers/progression	Unifrog - competencies	
28	3	Careers/progression	Unifrog – personality/work environment	
29	3	Careers/progression	Unifrog – favourites/subject library	
30	3	Careers/progression	Personal statements	Sheffield Hallam University
31	3	Careers/progression	Personal statements	
32	3	Careers/progression	Super-curricular	
33	3	Careers/progression	Work experience launch	
34	3	Careers/progression	Work experience launch	
35	3	Raising Aspirations	Intended destinations	
36	3	Careers/progression	Course/apprenticeship search	
37	3	Careers/progression	Unifrog – personal statements	
38	3	Careers/progression	Unifrog – personal statements	
39	3	Work experience week	Work experience	
40	3			

Y13: UCAS students

Week:	Term:	Lesson:
2	1	Introduction to programme. Register on UCAS website
3	1	Writing personal statements
4	1	Writing personal statements
5	1	Writing personal statements
6	1	Writing personal statements **early entry deadline**
7	1	Writing personal statements
8	1	UCAS Application Completion
9	1	UCAS Application Completion
10	1	UCAS Application Completion
11	1	UCAS Application Completion
12	1	UCAS Application Completion
13	1	Interview Skills
14	1	1:1 tutorials Y13 DC2 follow-up
15	1	Fatal Four – driving/alcohol/drug safety presentation
16	2	Revision strategies and planning revision
17	2	Revision strategies and revision
18	2	University of Sheffield academic resilience (tbc)
19	2	Independent study and 1:1 tutorials / folder checks / ready steady cook
20	2	Independent study and 1:1 tutorials / folder checks / ready steady cook
21	2	Independent study and 1:1 tutorials / folder checks / ready steady cook

22	2	Student finance applications – Sheffield Hallam university
23	2	Student finance applications 2 x groups SHU budgeting workshop
24	2	Student bank accounts 2 x groups SHU budgeting workshop
25	2	1:1 tutorials Y13 DC3 follow-up
26	2	1:1 tutorials Y13 DC3 follow-up
27	3	Managing your money – personal finance, taxes
28	3	Transition to university – Sheffield Hallam
29	3	Managing your money – personal finance
30	3	Budgeting at university
31	3	Budgeting at university
32	3	Final lesson/extended assembly – exam tips, final destination

Y13: Employment students

Week:	Term:	Lesson:
2	1	Introduction to programme. What career is right for me? https://nationalcareers.service.gov.uk/skills-assessment/ / https://365tests.com/job-tests/career-assessment-test/
3	1	What is my current skill-set? https://nationalcareers.service.gov.uk/skills-assessment/ / https://365tests.com/job-tests/career-assessment-test/
4	1	500 word job application summary **check closing date for Police/Emergency Services Sept 2022 entry**
5	1	500 word job application summary
6	1	Effective CVs
7	1	Writing CVs on Unifrog
8	1	Writing covering letters
9	1	Job Interview Skills
10	1	Preparing interview responses
11	1	Mock interviews
12	1	Mock interviews
13	1	Mock interviews
14	1	1:1 tutorials Y13 DC2 follow-up
15	1	Fatal Four – driving/alcohol/drug safety presentation
16	2	Revision strategies and planning revision
17	2	Revision strategies and revision
18	2	University of Sheffield academic resilience (tbc)
19	2	Independent study and 1:1 tutorials / folder checks / ready steady cook
20	2	Independent study and 1:1 tutorials / folder checks / ready steady cook
22	2	Supported job applications
23	2	Supported job applications
24	2	Supported job applications
25	2	1:1 tutorials Y13 DC3 follow-up
26	2	1:1 tutorials Y13 DC3 follow-up

27	3	Supported apprenticeship / job applications
28	3	Supported apprenticeship / job applications
29	3	Managing your money – personal finance
30	3	Managing your money – personal finance
31	3	Budgeting from your first pay packet
32	3	Final lesson/extended assembly – exam tips, final destination

Appendix D: Provider Access Requests

A provider wishing to request access or make an enquiry can make contact in a number of ways:

Wingfield Academy

- Careers leader: Keely Waddington

Telephone number: 01709 513 002
Email: kwa@nclt.ac.uk

Dinnington High School

Careers leader: Jo Jones
Telephone number: 01909 550066
Email: J.Jones@nclt.ac.uk

Brinsworth Academy

Careers leader: Adele Angus
Telephone number: 01709 828383
Email: A.Angus@nclt.ac.uk

The Careers Team will respond to all requests for access within three working days. All requests will be considered by the Careers Team and other relevant parties. Should a particular date not be available, alternatives will be suggested wherever possible.

In the event of there being a limited number of opportunities available, requests will be considered on a first come, first served basis.