

PSHE Middle School Careers Coverage.

Learning aims from the the Career Development Framework Handbook

Initio Progression Map Learning Intentions.

| <u>CDF Learning Area</u> | <u>Year 5</u> | <u>Year 6</u> | <u>Year 7</u> | <u>Year 8</u> |
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| Grow throughout life. | <p>Recognising what they want to learn next and when they are successful.</p> <p>Being willing to take on challenges that help them to grow.</p> <p>Relating to people whose identities and background are different to theirs.</p> <p>Dreams and Goals topic - Understand how to set achievable targets.</p> <p>Understand how to plan to develop talents.</p> <p>Describe ways to work with others to achieve goals.</p> <p>Understand that gender, race and social class do not determine what jobs people can do.</p> <p>Law and Human Rights topic - appreciate the range of national, regional, religious and ethnic identities of people living in the UK.</p> <p>Health and Wellbeing topic - Understand that acknowledging mistakes can help people to move on.</p> | <p>Relating to people whose identities and background are different to theirs.</p> <p>Diverse Britain topic - Know about the lives, values and customs of people living in the UK.</p> | <p>Being aware of the sources of help and support available and responding positively to feedback.</p> <p>Being willing to challenge themselves and try new things.</p> <p>Being aware of heritage, identity and values.</p> <p>Developing skills and aspirations - About the link between values and career choices.</p> <p>How to identify personal strengths and areas of development.</p> | <p>Being aware of the sources of help and support available and responding positively to feedback.</p> <p>Being willing to challenge themselves and try new things.</p> <p>Being aware of heritage, identity and values.</p> <p>Community and careers - How to set aspirational goals for future careers and challenge expectations that limit choices.</p> <p>Emotional wellbeing - Wellbeing and the support available.</p> |

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| <p>Explore possibilities.</p> | <p>Being able to explain what interests them about particular jobs.</p> <p>Finding out about the qualities and skills needed to do a caring job.</p> <p>Being able to explain what tasks they would like and like least about particular jobs.</p> <p>Dreams and goals topic - Identify key skills that will help in future careers.</p> <p>Understand that gender, race and social class do not determine what jobs people can do.</p> | | <p>Being aware of the range of possible jobs.</p> <p>Being aware of the range of different sectors and organisations where they can work.</p> <p>Developing skills and aspirations topic - About a broad range of careers and the abilities and qualities required for different careers.</p> <p>How to challenge stereotypes, broaden their horizons and how to identify future career aspirations.</p> <p>About equality of opportunity.</p> | <p>Being aware of the range of possible jobs.</p> <p>Being aware of the range of different sectors and organisations where they can work.</p> <p>Community and careers - Equality of opportunity in life and work.</p> <p>About employment, self-employment and voluntary work.</p> |
| <p>Managing career.</p> | <p>Recognising their achievement when they have learnt something new even if they find it difficult initially.</p> <p>Making a step-by-step plan to enable them to achieve something they would like to be able to do.</p> <p>Being aware that having back-up plans can help overcome the disappointment or bring a different reward if their main plan does not work out.</p> <p>Being able to weigh up the pros and cons of a choice they are thinking of making.</p> | | <p>Learning from setbacks and challenges.</p> <p>Imagining a range of possibilities for themselves in their career.</p> <p>Developing skills and aspirations topic - The broad range of careers and the abilities and qualities required for different careers.</p> <p>How to identify future career aspirations.</p> <p>How to identify areas for development.</p> | <p>Managing the transition into secondary school and preparing for choosing GCSEs.</p> |

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| | <p>Dreams and Goals topic - Understand how to plan to develop talents.</p> <p>Describe ways to work with others to achieve goals.</p> <p>Time management.</p> <p>The concept of work ethic.</p> <p>Identifying strengths.</p> | | | |
| <p>Create opportunities.</p> | <p>Responding to trusted adults who can help them identify their needs.</p> <p>Reflecting on what they achieved and what they would do differently or better next time.</p> <p>Being able to take on different work-related roles in group play or teamwork, including as leader when required.</p> <p>Responding to trusted adults and reflection on achievements is across the PSHE curriculum.</p> <p>Trusted adults are highlighted in the RSE topic.</p> <p>Friendships topic - Recognise that the roles people take in different groups change eg leader, follower.</p> <p>Understand the roles they take on in different situations.</p> | <p>Responding to trusted adults who can help them identify their needs.</p> <p>Reflecting on what they achieved and what they would do differently or better next time.</p> <p>Responding to trusted adults and reflection on achievements is across the PSHE curriculum.</p> <p>Trusted adults are highlighted in the RSE topic.</p> | <p>Developing friendships and relationships with others (KS3 obj but also covered in Y5 friendships unit).</p> <p>Developing the ability to communicate their needs.</p> <p>RSE topics cover communicating with regards to consent and relationships to build self-worth and self-efficacy.</p> <p>Safety unit - Identify, express and manage emotions.</p> <p>How to establish friendships.</p> <p>Building relationships unit- How to recognise unhealthy relationships.</p> | <p>Being aware of the concept of entrepreneurialism and self-employment.</p> <p>Developing the ability to communicate their needs.</p> <p>RSE topics cover communicating with regards to consent and relationships to build self-worth and self-efficacy.</p> <p>Community and careers unit - Employment, self-employment and voluntary work.</p> <p>Identity and relationships- Effectively communicate</p> |

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| | Give helpful feedback and support to others. | | | |
| Balance life and work. | <p>Being aware that imbalances between people's life and work affects their wellbeing.</p> <p>Recognising what they can do to help keep themselves and others safe at school.</p> <p>Recognising unfair barriers to opportunity and being willing to challenge them.</p> <p>We talk a lot with pupils about how to stay safe and who they can talk to. NSPCC visit.</p> <p>Dreams and goals unit - Understand that gender, race and social class do not determine what jobs people can do.</p> <p>Law and Human Rights unit - Know that resources are allocated and the effect this has on individuals, communities and the environment.</p> <p>Explain their views on issues that affect society as well as themselves.</p> <p>Research, discuss and debate issues concerning health and wellbeing.</p> | <p>Recognising what they can do to help keep themselves and others safe at school.</p> <p>Recognising unfair barriers to opportunity and being willing to challenge them.</p> <p>Being able to make decisions about saving, spending and budgeting.</p> <p>Money matters unit - Know how finance plays an important part in people's lives.</p> <p>Understand 'loan, interest and debt'.</p> <p>We talk a lot with pupils about how to stay safe and who they can talk to. NSPCC visit.</p> <p>Health and Wellbeing - Know how to seek support for themselves and others.</p> <p>Diverse Britain - Understand some ways they can combat prejudiced behaviour.</p> <p>Be critical of what they see and read in the media.</p> | <p>Being aware that physical and mental wellbeing are important.</p> <p>Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces.</p> <p>Safety unit - Identify, express and manage emotions in a constructive way.</p> <p>Diversity unit - Explain how to challenge prejudice, stereotypes and discrimination.</p> <p>Developing skills and aspirations unit - Equality of opportunity</p> <p>Challenge stereotypes, broaden horizons...</p> | <p>Being aware of the concept of work-life balance.</p> <p>Being aware that physical and mental wellbeing are important.</p> <p>Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces.</p> <p>Emotional wellbeing unit - Learn about attitudes towards mental health.</p> <p>How to manage emotions.</p> <p>Healthy coping strategies.</p> <p>Daily wellbeing.</p> <p>Discrimination unit - Recognise and challenge discrimination.</p> <p>Community and careers unit - Equality of opportunity in life and work.</p> <p>Challenge stereotypes and discrimination in relation to work and pay.</p> |

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| <p>See the big picture.</p> | <p>Being able to consider if the information they have found is accurate/reliable.</p> <p>Health and wellbeing unit- Recognise that images in the media can distort reality.</p> | <p>Being able to consider if the information they have found is accurate/reliable.</p> <p>Diversity unit - Critically consider information they choose to forward to others.</p> | | <p>Being aware of a range of media, information sources and viewpoints.</p> <p>Digital literacy unit - Recognise biase or misleading information online.</p> <p>How to critically assess different media sources.</p> |
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