

	<b>Term 1</b>							
	<b>Careers</b>							
<b>KS3</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Year 8</b>	<b>Investigating the world of work</b>	<b>Exciting world of work</b>	<b>Different Organisations &amp; how they work</b>	<b>Career routes</b>	<b>Skills that you need for work</b>	<b>Standing out from the crowd</b>	<b>Self-awareness and development</b>	<b>Equality Act 2010 – protected characteristics</b>
<b>Assessment</b>	<p>Careers in the curriculum – a stable careers programme</p> <p>Self-assessment – start of the sol</p> <p>Self-assessment – end of the sol</p> <p>Closed question assessment</p> <p>Student voice</p>							

<p><b>Links to Curriculum</b></p>	<p>Citizenship NC. LORIC principles and enterprise. <b>Careers/Gatsby Benchmarks 1</b></p> <p>C&amp;C Whole school Values</p> <p><b>British Values: Developing their understanding of fundamental British values</b></p> <p><b>Diversity: Developing their understanding and appreciation of diversity</b></p> <p><b>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</b></p> <p><b>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</b></p> <p>Secondary - (relationship education, RSE &amp; health education) 2019</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>Respectful relationships, including friendships - the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>74 Secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.</p> <p><b>SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence, self-awareness</b></p>
<p><b>Intended Impact</b></p>	<p><b>At the end of this topic, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop their knowledge of Careers and their future options</li> <li>2. Develop their understanding of a personalised Careers Pathway and routes</li> <li>3. Develop their understanding of how to prepare for their next future Careers route</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Identifying possible career interests</li> <li>2. Demonstrating an understanding of the world of work</li> <li>3. Identifying the skills that they will need to develop for their futures</li> <li>4. Demonstrating their understanding of the protected characteristics of the Equality Act, 2010</li> </ol>