









Key stage 5 CEIAG: Year 12 and 13

Objectives across the year





Developing work skills/VESPA
Employer and employee rights and responsibilities in the workplace and society
Exploring and responding to the relationship between career, politics and the economy
Finding careers information/Futures fair
Careers profiling
1;1 careers Guidance
Finding information about the LM and FE systems
Progression-University subject area exploration
Tutor group pathway (Russel groups/Oxbridge/Apprenticeships introduction)

Events across the year

Pathways tutor groups
Unifrog integrated for references and personal statements
1;1 careers guidance
THRIVE sessions focusing on CEIAG/PSHE complements subjects covered
THRIVE assemblies

Year 12 Term	Autumn	Autumn	Spring	Spring	Summer	Summer
CDI Framework Strand	Exploring Possibilities 	Growth throughout life 	Manage Career 	Create opportunities 	See the bigger picture 	Balance life and work 
Learning Objectives	<ul style="list-style-type: none"> -developing a clear direction of travel in their career and actively pursuing this -actively seeking out information on the labour market and education system to support their career -having a clear understanding of the learning pathways and qualifications that they will need to pursue their career -actively researching and reflecting on workplaces, 	<ul style="list-style-type: none"> -actively seeking out help, support and feedback -taking responsibility for their learning and aiming high -seeking out challenges and opportunities for development -reflecting on and recording achievements, experiences and learning and communicating them to others 	<ul style="list-style-type: none"> -being able to describe the concept of career and say what it means to them -building their confidence and optimism about their future and acting on it -actively planning, prioritising and setting targets for their future -considering the risks and rewards of different pathways and career and deciding between them 	<ul style="list-style-type: none"> -building and maintaining relationships and networks within and beyond the school -being proactive about their life, learning and career -being creative and agile as they develop their career pathway -representing themselves and others -acting as a leader, role model or example to others -considering entrepreneurialism 	<ul style="list-style-type: none"> -evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career -exploring and responding to local and national labour market trends -exploring and responding to trends in technology and science -exploring and responding to the relationship between career and the environment 	<ul style="list-style-type: none"> -planning for the kind of balance of work and life that they want -taking action to improve their physical and mental wellbeing -beginning to manage their own money and plan their finances (e.g. thinking about student loans) -actively shaping their involvement in their family and community as part of their career planning -planning for different life stages and considering the

	<p>workplace culture and expectations</p> <p>-analysing and preparing for recruitment and selection processes</p>	<p>-planning their next steps in learning and work</p> <p>-discussing and reflecting on the impact of heritage, identity and values</p>	<p>-managing the transition into the post-16 learning context and preparing for post-18 transitions</p> <p>- being proactive about being resilient and learning from setbacks</p>	<p>and self-employment as a career pathway</p>	<p>-exploring and responding to the relationship between</p>	<p>different life roles that they want to play</p> <p>-being aware of their role in ensuring rights and responsibilities in the workplace and in society</p> <p>-taking action to challenge prejudice, stereotypes and discrimination in learning</p>
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Year 13 Term	Autumn	Autumn	Spring	Spring	Summer	Summer
CDI Framework Strand	Exploring Possibilities 	Manage Career 	See the bigger picture 	Balance life and work 	N/A	N/A
Learning Objectives	<ul style="list-style-type: none"> -developing a clear direction of travel in their career and actively pursuing this -actively seeking out information on the labour market and education system to support their career -having a clear understanding of the learning pathways and qualifications that they will need to pursue their career 	<ul style="list-style-type: none"> -being able to describe the concept of career and say what it means to them -building their confidence and optimism about their future and acting on it -actively planning, prioritising and setting targets for their future -considering the risks and rewards of different pathways and career and 	<ul style="list-style-type: none"> -evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career -exploring and responding to local and national labour market trends -exploring and responding to trends in technology and science -exploring and responding to the relationship 	<ul style="list-style-type: none"> -planning for the kind of balance of work and life that they want -taking action to improve their physical and mental wellbeing -beginning to manage their own money and plan their finances (e.g. thinking about student loans) -actively shaping their involvement in their family and community as part of their career planning -planning for different life stages 	N/A	N/A

	<p>-actively researching and reflecting on workplaces, workplace culture and expectations</p> <p>-analysing and preparing for recruitment and selection processes</p>	<p>deciding between them</p> <p>-managing the transition into the post-16 learning context and preparing for post-18 transitions</p> <p>- being proactive about being resilient and learning from setbacks</p>	<p>between career and the environment</p>	<p>and considering the different life roles that they want to play</p> <p>-being aware of their role in ensuring rights and responsibilities in the workplace and in society</p> <p>-taking action to challenge prejudice, stereotypes and discrimination in learning</p>		
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