



GUILSBOROUGH ACADEMY CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

Policy Name	Careers Education, Information, Advice and Guidance
Owner	Director of Careers, Principal
Committee	Standards & Curriculum
Statutory	No
Authorisation	FULL BOARD TRUSTEES to ratify

Date Ratified	Review Date
July 2025	December 2026



Contents

Vision.....	1
Aims and Objectives	2
Related Policies	3
Equal opportunities	3
Management	4
Role of the Director of Careers.....	4
Provision	4
Resources	5
Partnership Working.....	6
Parents and Carers	6
Quality Assurance	6
Monitoring, Review and Evaluation	6
Consultation, Dissemination and Review	7
Appendix 1 – Life Skills Programme of Learning	7
Appendix 2 - Gatsby Benchmarks.....	10

Vision

Guilborough Academy's vision for Careers Education, Information, Advice and Guidance (CEIAG) is for all students to understand themselves and the opportunities available to them in order that they may access appropriate and ambitious 'best next steps'.

CEIAG helps prepare students for the opportunities and responsibilities of adult working life and, as such, has a vital contribution to the school's aims to provide an outstanding education for our students, delivering the very best in teaching, learning and leadership. Effective CEIAG underpins our ethos of "Learning without Limits".

Aims and Objectives

The CEIAG programme is designed to be progressive from Year 7 to Year 13 and support students in making appropriate choices at all key transition points.

At Guilborough Academy, we aim to raise aspirations, challenge stereotypes and encourage pupils to consider a wide range of careers. Through CEIAG pupils will be encouraged to make the most of their skills, abilities and interests in order to go on to jobs or courses that are best suited to them as individuals. Students can only fulfil their potential if they understand themselves, their abilities and the possibilities available to them.

Guilborough Academy aims to provide good quality, impartial careers education based around the principles of developing employability skills and the "Gatsby Benchmarks" (See *Appendix 1*)



We aim:

- To empower all students to develop the self- knowledge and skills that they need to plan and manage their own futures
- For CEIAG to be an integral part of the curriculum and to contribute to the school's ongoing drive to raise aspirations, develop key employability skills and illustrate the relevance of subject studies to later life.
- To provide comprehensive information and high quality, independent careers advice and guidance so that students, assisted by their parents / carers, can make informed decisions at key transition points.
- To actively promote equality of opportunity and to challenge stereotypes
- To develop and maintain positive links with the local community and employers

Related Policies

CEIAG is underpinned by many other policies held within the academy. These include:

- Provider Access Policy
- Curriculum
- Teaching and Learning
- Safeguarding
- SEND
- Equal Opportunities Evaluation
- Staff Development

Guilsborough Academy endeavours to follow the Careers Enterprise and Employability Framework – CDI 2018 and other relevant guidance from the DFE, QCA and Ofsted as it appears. The school follows the statutory guidance for careers guidance published in January 2023 (which is the most recent update of the guidance released in March 2015 and updated in April 2017, January 2018 and July 2021).

Equal opportunities

Guilsborough Academy is keen to promote equal opportunities and use every opportunity to challenge stereotypes and to raise aspirations. Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with equity of opportunity, taking into consideration any adjustments required to support individual needs and/or aspirations; diversity is celebrated. Tutor time will be used from Year 7 through to Year 13 to ensure that work-related stereotypes are challenged from the earliest opportunity.

Guilsborough Academy's pastoral and tutorial systems provide the means to ensure students receive support and guidance at crucial transition points. Referral systems (including diagnosis of needs) ensure that students requiring more specialist guidance can receive it from appropriate agencies. We ensure that all pupils in year 10, 11 and 12 have bespoke 1:1 career coaching sessions with a Careers Advisor qualified to L6 and ensure



we prioritise access for students with additional needs or from disadvantaged backgrounds.

Management

The Director of Careers is responsible for the overall CEIAG programme for Guilsborough Academy and reports directly to the Assistant Principal: Sixth Form and Careers. They work closely with the Head of Life Skills and Enterprise who oversees the Life Skills teachers and PSHE provision. The Director of Careers also oversees the work of a Level 6-qualified Careers Advisor. For 2024-25, we have a Service Level Agreement with Leicestershire Education Business Company.

Role of the Director of Careers

In line with current statutory guidance, Guilsborough Academy has appointed a Director of Careers as Careers Leader whose role is to assist young people's career learning, planning and development by leading and managing the development of the careers education, information, advice and guidance (CEIAG) programme. The Director of Careers advises the Senior Leadership Team and trustees, facilitates the contribution of colleagues and partners, develops the careers programme, organises resources and secures high standards of teaching, learning and guidance.

Key accountabilities:

- To support the development of effective and continually improving CEIAG for young people.
- To support students and parents/carers through the delivery of high-quality careers guidance.
- To facilitate the contribution of colleagues and a range of partners to young people's career learning, planning and development.
- To select and provide curriculum resources, activities and services to meet young people's career needs.
- To ensure continuing professional development for themselves and others to secure high standards of CEIAG.
- To ensure the school meets the 8 Gatsby Benchmarks
- To work towards re-accreditation of the Quality in Careers Standard by the end of Academic Year 2024-5

Provision

CEIAG is an integral part of Guilsborough Academy's tutorial programme and whole school "Life Skills" days, which is delivered by tutors with support where appropriate from the Director of Careers, Head of Enterprise and Life Skills, independent Careers Advisor and / or external partners where appropriate.

Careers guidance is supported through the Life Skills (PSHE) curriculum and by the work form tutors do in tutorial time. All teaching staff are encouraged and enabled to contribute towards supporting pupils to understand the careers opportunities available within their



subjects. Tutors also support CEIAG at key points in each pupil's pathway e.g. support during selection of KS4 options, and identification of and applications to Post-16 and Post-18 providers. In addition, year 10 and year 12 students are given the opportunity to complete a week of Work Experience within the school calendar, to complement internal CEIAG and workplace experience opportunities. Guilborough Academy is aware of the new modern work experience guarantee and we are actively planning an increase to this offer in order to ensure compliance by the end of academic year 26-27.

Guilborough Academy is committed to providing CEIAG opportunities through a range of trips, workshops, guest speakers and careers events.

These events are designed to:

- Increase the commitment to learning, motivation and self-confidence of students
- Develop career awareness and the ability to benefit from impartial and informed information and guidance
- Support active citizenship
- Improve understanding of the economy, enterprise, personal finance and the structure of business organisations and how they work.
- Encourage positive attitudes to lifelong learning.

Resources

Funding is allocated in the annual budget. The Director of Careers is responsible for the effective deployment and preparation of resources.

i) Careers resources

- A dedicated careers hub located within A block
- Electronic information hosted on the school website and regularly communicated with students and parents via email / newsletters

ii) L6 Qualified Careers Advisor

- available to all students during lunchtime drop-in sessions
- used for individual interviews with year 10 and 12 pupils throughout the year
- available through self, tutor, parent /carer or teacher referral
- available at options evenings, careers events and results days

iii) Unifrog

- all students and staff have accounts and communication is regularly sent encouraging engagement
- base of resources for tutor times as well as for independent student access
- easy logging of student activity towards Gatsby benchmarks
- management of work experience placements



Partnership Working

Guilborough Academy works in partnership with the South Midlands Careers Hub. Through them we also have an Industry Partner / Enterprise Advisor connected to us – Wendy Ingram, engineer with EasyJet. We have established both formal and informal relationships with a number of local businesses and employers to support our CEIAG programme and are committed to increasing engagement with reference to Local Labour Market Information.

Parents and Carers

Parental and carer involvement is encouraged at all stages of the CEIAG programme.

Online resources located on the school website have been specifically tailored to parents and carers. Parents/carers are kept up to date with careers related information through letters and newsletters. Parents and carers are welcome at careers interviews and where appropriate they are invited.

Quality Assurance

Guilborough Academy completes the Careers and Enterprise Company's Compass+ tool on a termly basis in liaison with our Careers Consultant from South Midlands Careers Hub to monitor the progress towards meeting the 8 Gatsby Benchmarks as part of the statutory duty. Guilborough Academy achieved all benchmarks at 100% in the academic year 24-25. We anticipate a need to increase our offer in some areas to meet the updated 2025 benchmarks and are planning accordingly.

Guilborough Academy was awarded the Quality in Careers Standard by Investor in Careers in March 2025. We were "Nationally assessed as achieving the Quality in Careers Standard, making good progress towards meeting all the accreditation criteria incorporating the Gatsby Benchmarks". We intend to focus on the areas not quite met and apply for full accreditation within a year.

The academy is committed to continuous improvement of the CEIAG programme. To this end, we are using the Careers and Enterprise Company's "Careers Impact Maturity Model" and Peer Review system to aid senior leaders in understanding the successes of the existing programme and where it could be further strengthened.

Monitoring, Review and Evaluation

Teaching of CEIAG scheme of learning and the CDI defined learning outcomes are monitored and evaluated by the Head of Enterprise and Life Skills through observation of Life Skills lessons in KS3 and KS4, and tutor sessions in all key stages. Schemes of learning are reviewed annually by the Head of Enterprise and Life Skills and Director of Careers in liaison with the tutors, Careers Advisor and student feedback.



The review and evaluation process will be used to recognise and share good practice, identify areas for further development and thus facilitate the continuous improvement of CEIAG.

Student destinations will be used to assist the evaluation process.

The careers programme is evaluated through:

- Analysis of the destinations of students after they have left the school and, where available, information about their progress in further or higher education, training and employment
- Surveys of students in the school (via the Compass+ Future Skills Questionnaire and Unifrog intention tools) and through exit surveys towards the end of Year 11 and Year 13 as well as feedback from events/experiences throughout the year.
- Feedback from all stakeholders including students, parents, employers, visitors and external providers
- Monitoring and reporting to SLT and the trustees

Consultation, Dissemination and Review

Careers Guidance is monitored and evaluated with the independent Careers Advisor on a termly basis to ensure that the provision is meeting the needs of the students.

The programme is reviewed annually by the Assistant Principal. Changes and improvements to the programme feed into the CEIAG action plan along with timescales for completion.

When reviewing the programme, the Academy Improvement Plan (AIP) is used to ensure that the CEIAG programme is fully supporting whole school aims.

All staff are made aware of the CEIAG Policy and their role in supporting it.

This policy will be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.

Appendix 1: Life Skills Programme of Learning

Curriculum Map Life Skills Overview

C1-C6 = C Units – Curriculum Lessons (C1 = Term 1, Curriculum Lesson)

T1 – T6 = T Units – Tutor Time Sessions (T1 = Term 1, Tutor Session)

Key: **British Values**

Careers Education

Character Education

Harmful Sexual Behaviour

Alongside this programme, students in Key Stage 3 receive a fortnightly career focused Tutor Session (**Career of the Fortnight**)
Students in Key Stage 4 receive a weekly career focused Tutor Session (**Career Focus**)

	Living in the Wider World	Health and Wellbeing	Relationships
Year 7 (2 Hrs 40 Mins per fortnight)	C1 – Managing Change 1. What is PSHE? 2. Getting to Know People 3. What is a community? 4. Careers and Your Future 5. Sleep and Relaxation 6. Financial Education 7. Transition Points in Your Life	C2 – Puberty & Body Development 1. Introduction to Puberty 2. Girls Puberty & Periods (Double Lesson) 3. Boys Puberty 4. Personal Hygiene 5. Growing Up 6. Self-Esteem 7. Tooth Decay & Dental Health	C3 – Friends, Respect & Relationships 1. Consent and Boundaries 2. Respect and Relationships 3. What Makes a Good Friend? 4. Friendships & Online Relationships 5. Being Positive 6. Pressure, Influence and Friends 7. What Does it Mean to be a Man Today?
	C6 – Politics & Parliament (British Values) 1. Why is Politics Important? 2. How is our Country Run? 3. The Role of the Prime Minister 4. The Monarchy and King Charles III 5. Politics, Debates and Parliament 6. Elections and Campaigning 7. Creating a Political Party	C4 – Staying Safe, Online & Offline 1. Avoiding Gangs & Criminal Behaviour 2. Staying Safe Online 3. Online Gaming, Grooming & Addiction 4. Alcohol and Risk 5. Nicotine and Smoking 6. E-Cigs, Vaping and Shisha 7. Energy Drinks and Caffeine 8. Knife Crime and Safety	C5 – Celebrating Differences (British Values) 1. What is your Identity? 2. Multicultural Britain 3. Importance of Being Kind 4. Breaking Down Stereotypes 5. Learning Disabilities 6. Prejudice and Discrimination 7. Challenging Islamophobia
	T1 – BecomingX (Character Education) 1. Commencement Speech – Bear Grylls (BecomingX) 2. BecomingX - Leaders 3. BecomingX - Teams 4. BecomingX - Champions	T2 – Careers Education - Unifrog 1. What is a Career? 2. What is a Work-Life Balance? 3. Working & Earning – Managing Your Money 4. What is an entrepreneur?	T3 – EC Resources – RSHE 1. Anti Bullying 2. Falling in Love and Romantic Relationships 3. Healthy Relationships 4. Importance of Trust 5. Marriage

	T6 – EC Resources – Wider World (Careers) 1. Budgeting Our Money 2. Careers Skills and Qualities part 1 3. Careers Skills and Qualities part 2 4. Importance of Respect	T4 – EC Resources – Health & Wellbeing 1. Dangers of Vaping 2. Kindness & Empathy 3. Introduction to Mental Health 4. Safer Internet	T5 – Healthy Relationships - Unifrog 1. Family Life – Parenthood & Caring 2. Understanding Marriage 3. Social Influences – Tackling Peer Pressure 4. Relationships & Conflict
Year 8 (2 Hrs 40 Mins per fortnight)	C1 – Proud to be me 1. Employability & Enterprise Skills 2. Proud to be Me 3. Careers and Aspirations 4. Self-Esteem and the Media 5. The Importance of Happiness 6. What Makes Me Angry? 7. Exploring Careers	C2 – Physical Health & Mental Wellbeing 1. Health and Wellbeing 2. What is Mental Health? 3. Positive Body Image 4. Child Abuse 5. Types of Bullying 6. Healthy Eating and Cholesterol 7. Stress Management	C3 – Identity, Relationships & Sex Education 1. Relationships and Sex Education 2. Being Yourself & Self-Love 3. Healthy Respectful Relationships 4. What is Love? 5. Dealing with Conflict 6. Periods and Menstrual Cycle 7. Introduction to Contraception 8. Sexual Orientation
	C6 – Law, Crime & Society (British Values) 1. Desert Island - Living 2. Desert Island - Building a Community 3. Desert Island – Making Decisions 4. Desert Island - Criminals Law & Society 5. How are Laws Made? 6. Prisons, Reform & Punishment	C4 – Dangerous Society – Online & Offline 1. County Lines – What is it? 2. County Lines – Who is at Risk? 3. Substance Misuse 4. Cyberbullying 5. Online Grooming 6. Alcohol Safety 7. Child Exploitation & Online Protection	C5 – Equality & Diversity Explored 1. Equality Act 2010 2. LGBTQ+ What is it? 3. LGBTQ+ Rights Across the World 4. Gender Equality 5. Ableism and Disability Discrimination 6. Removing the Barriers, Equality for All 7. Racism & Discrimination in Society
	T1 – BecomingX (Character Education) 1. BecomingX - Knowledge 2. BecomingX - Reflection 3. BecomingX – Passions 4. Becoming X - Limits	T2 – Careers Education - Unifrog 1. Creating the Life You Want – Vision Board 2. Job applications – Superhero CV's 3. Exploring Possibilities – Dream Jobs 4. Careers and the Future 5. Careers and the Climate	T3 – EC Resources – RSHE (British Values) 1. Being a Great Man 2. Gender Stereotypes 3. Misogyny 4. Tolerance & Mutual Respect 5. Transgender UK
	T6 – EC Resources – Wider World (Careers) 1. Employability Skills Introduction 2. Sexism in Society 3. Media Literacy 4. Protected Characteristics	T4 – EC Resources – Health & Wellbeing 1. Social Media Stress 2. Exploring My Identity part 1 3. Exploring My Identity part 2 4. Group Messaging and Chats	T5 – Healthy Relationships – Unifrog 1. What Makes a Healthy Relationship? 2. Coping with Change – Bereavement, Divorce & Separation 3. Spotting Unhealthy & Abusive Relationships 4. What is Good Communication?
Year 9	C1 – Essential Life Skills 1. From Failure to Success 2. Assertiveness	C2 – Body Confidence 1. How Self-Esteem Changes 2. What is a Penis?	C3 – Sex, The Law & Consent 1. Sexual Consent and the Law 2. FGM and the Law

2 Hrs 40 Mins per fortnight)	<ol style="list-style-type: none"> 3. First Aid 4. Saving and Managing Money 5. Labour Market Information 6. Finance, Budgeting and Employment 7. Social-Media & Online Stress 	<ol style="list-style-type: none"> 3. What is a <u>Vulva</u>? 4. Bullying in all its forms 5. Dealing with Grief and Loss 6. Media and Airbrushing 7. Cancer Prevention and Healthy Lifestyles 	<ol style="list-style-type: none"> 3. Relationships and Partners 4. Domestic Abuse and Domestic Violence 5. Why Have Sex? 6. Delaying Sexual Activity 7. Sexual Harassment and Stalking
	C6 – Combatting Extremism & Terrorism (British Values) <ol style="list-style-type: none"> 1. Conspiracies Theories & Narratives 2. Forms of Extremism 3. What is Terrorism? 4. War & Conflict 5. The Radicalisation Process 6. How Does Counter Terrorism Work? 7. Antisemitism in the UK 	C4 – Legal & Illegal Drugs <ol style="list-style-type: none"> 1. What is a Drug? 2. Different Types of Addictions 3. Cannabis Products 4. Drug Classifications 5. Party Drugs & Illegal Drugs 6. The War on Drugs 7. Volatile Substance Abuse 	C5 – Contraception & STI's <ol style="list-style-type: none"> 1. What are STIs? 2. Treating STIs and the Clinic 3. Contraception Explored 4. Contraception - Condoms 5. Contraception Explored Further 6. HIV and AIDS 7. HIV and AIDS Prejudice and Discrimination
	T1 – BecomingX (Character Education) <ol style="list-style-type: none"> 1. BecomingX - Success 2. BecomingX - Mindset 3. BecomingX - Failure 4. BecomingX - Talent 5. BecomingX - Dreams 	T2 – Careers Education - Unifrog <ol style="list-style-type: none"> 1. What Does Success Mean to Me? 2. Taking Control of Your Career Journey 3. Challenges and Rewards of Work 4. What Comes After School – Learning Pathways 	T3 – EC Resources – RSHE <ol style="list-style-type: none"> 1. Gender & Equality 2. Sexual Harassment & The Law 3. Introduction to STI's – Part 1 4. Introduction to STI's – Part 2
	T6 – EC Resources – Wider World <ol style="list-style-type: none"> 1. Pronouns 2. The Economy 3. How Can I Avoid Debt? 4. Our Rights as Consumers 	T4 – EC Resources – Health & Wellbeing <ol style="list-style-type: none"> 1. Health Advice & Services 2. Healthy Eating on a Budget 3. Knife Crime part 1 4. Knife Crime part 2 	T5 – Healthy Relationships - Unifrog <ol style="list-style-type: none"> 1. Overcoming Conflict & Finding Forgiveness 2. Consent Matters 3. Understanding Pornography 4. Consent & Intimacy – Online & Offline
Year 10 (1 Hr 40 Mins per fortnight)	C1 – Rights & Responsibilities <ol style="list-style-type: none"> 1. Instagram & TikTok Generation 2. Targeted Advertising and Your Data 3. What is Marriage? 4. Rights and Responsibilities 5. Consumer Rights 6. Employment Rights 7. Exploring a <u>Pay Check</u> 	C2 – Mental health & wellbeing <ol style="list-style-type: none"> 1. Child Sexual Abuse 2. Screen Time 3. Mental Health Illnesses 4. Self-Harm 5. Suicidal (Thoughts and Feelings) 6. Promoting Emotional Wellbeing 	C3 – Exploring Relationships & Sex Education <ol style="list-style-type: none"> 1. Pleasure and Delaying Sexual Activity 2. Campaigning Against FGM 3. Sexting, Nudes and Dick Pics 4. Online Pornography (Myths vs Reality) 5. Porn and its Impact on Society 6. Unhealthy Relationships & Sexual Assault 7. Sexualisation of the Media
	C6 – Exploring British Values <ol style="list-style-type: none"> 1. Critical Thinking & Fake News 2. Hate Crime in the UK 	C4 – Violence, Crimes & Seeking Safety <ol style="list-style-type: none"> 1. Honour Based Violence 2. Forced Marriages and Breast Ironing 	C5 – Exploring World Issues <ol style="list-style-type: none"> 1. International Organisations 2. Peace, War & Conflict

	<ol style="list-style-type: none"> 3. British Values and Identity 4. Mutual Respect & Tolerance 5. Individual Liberty 6. What are Human Rights? 7. Democracy Explored 	<ol style="list-style-type: none"> 3. Online Gaming & Gambling 4. Social Media Validation 5. <u>Modern-Day Slavery</u> 6. Keeping Your Data Safe 7. Causes of Knife Crime 	<ol style="list-style-type: none"> 3. Human Rights During War 4. Aid & Supporting Other Countries 5. Striking & Trade Unionism 6. Women's Rights & Equality 7. Fair Trade & Free Trade
	T1 – Careers Focus <ol style="list-style-type: none"> 1. Post-16 – Choices, Choices (Unifrog) 2. What Type of Career is Best for Me? (Unifrog) 3. Careers in the British Army 4. Careers in the National Health Service (Medicine) 5. Careers in the National Health Service (Support) 6. Military Medical Career Options 	T2 – Careers Focus <ol style="list-style-type: none"> 1. A Day in the Life: Paramedic 2. A Day in the Life: Warehouse Manager 3. Careers in the Royal Navy & Submarine Service 4. Careers in the Royal Air Force 5. A Day in the Life: Airline Pilot 6. A Day in the Life: Cabin Crew 	T3 – Careers Focus <ol style="list-style-type: none"> 1. Work Experience – What is it? 2. Work Experience – Approaching an Employer 3. Work Experience – Securing your Placement 4. Work Experience – Using Unifrog to Verify 5. Work Experience – Maximise Your Experience 6. Work Experience – After the Placement
	T6 – Careers Focus <ol style="list-style-type: none"> 1. A Day in the Life: Teacher 2. A Day in the Life: Care Worker 3. Careers in Hospitality 4. Careers in Tourism 5. A Day in the Life: Firefighter 6. A Day in the Life: Lifeguard 	T4 – Careers Focus <ol style="list-style-type: none"> 1. A Day in the Life: Nurse 2. A Day in the Life: Engineer 3. Careers in Engineering 4. Careers in Logistics 5. A Day in the Life: Haulage Driver 6. A Day in the Life: Actor 	T5 – Careers Focus <ol style="list-style-type: none"> 1. A Day in the Life: Vet 2. A Day in the Life: Dentist 3. Careers with Animals 4. Careers in Conservation 5. A Day in the Life: Forestry Worker 6. A Day in the Life: Water Engineer
Year 11 (40 Mins per fortnight)	T1 – Preparing for PPE's Preparing for Success – Revision for PPE's <ol style="list-style-type: none"> 1. Revision and Study 2. Revision and Study 3. Revision and Study 4. Revision and Study 5. Revision and Study 6. Revision and Study 	T2 – Adult Health & Looking After Yourself <ol style="list-style-type: none"> 1. Organ and Blood Donation 2. Teenage Pregnancy Choices 3. Abortion Law, Morals and Ethics) 4. Parenthood for Teenagers 5. Testicular and Prostate Cancer 6. Breast Cancer, Cervical Cancer & Screening 7. Love & Abuse 	T3 – Sexual Health <ol style="list-style-type: none"> 1. Peer-on-Peer Abuse 2. Fertility and What Impacts it 3. Alcohol, Parties & Bad Choices 4. Importance of Sexual Health 5. Revisiting STIs 6. Revisiting Contraception 7. Respect, Love and Relationships
	T6 – Summer Exam Season Revision & Final Exams No Tutor Sessions in Term 6	T4 – Staying Safe <ol style="list-style-type: none"> 1. Virtual Reality and Live Streaming 2. Online Reputation and Digital Footprints 3. Group Chats & Anti-Bullying 4. Cosmetic & Aesthetic Procedures 5. New Psychoactive Substances 	T5 – Your Future & Beyond <ol style="list-style-type: none"> 1. Screen Addiction and Studying 2. Post 16 Options 3. Exam Stress and Anxiety 4. Social Media Vs Real Life 5. CV Writing 6. Writing a Personal Statement

		6. Festivals and Nitrous Oxide 7. Substance Addiction	
	T1 – Careers Focus (Unifrog) 1. Is a UK Apprenticeship Right for Me? 2. Money Talks: Apprenticeships vs Higher Education 3. Is a T Level Right for Me? 4. Are A Levels Right for Me? 5. Decision Making: Choosing your Post-16 Pathway 6. What are my Employability Skills?	T2 – Careers Focus (Unifrog) 1. In Person, Hybrid & Remote – What Works best? 2. Is AI a Threat to our Jobs? 3. Are BTEC's Right for Me? 4. Is a Traineeship Right for Me? 5. Is a Supported Internship Right for Me? 6. Is an NVQ Right for Me?	T3 – Careers Focus 1. Revision & Study Skills part 1 2. Revision & Study Skills part 2 3. Health & Safety at Work 4. How do Trades Unions Protect us at Work? 5. Preparing for an Interview 6. Hazardous Substances and Dangers in the Workplace.
	T6 – Summer Exam Season No Tutor Sessions in Term 6	T4 – Careers Focus 1. A Day in the Life: Police Officer 2. A Day in the Life: Zookeeper 3. Careers with Children 4. Careers in Finance 5. A Day in the Life: Stockbroker 6. A Day in the Life: Accountant	T5 – Careers Focus 7. Revision and Study 8. Revision and Study 9. Revision and Study 10. Revision and Study 11. Revision and Study 12. Revision and Study
Year 12 & Year 13 (1 Hr 20 Mins per fortnight + added time as required for specialist speakers)	Topics Covered Include: Apprenticeships Careers and Employment Applying for College/University (UCAS) Personal Statements & Applications Careers in STEM and Core Subjects Computer Literacy Plagiarism & ChatGPT/AI Personal Presentation and Interview Skills Personal Skills Leadership Problem Solving Work Ethic Personal Finance & Debt Cars and Driving Pensions and Retirement.	Topics Covered Include: Addiction & Substance Misuse Cosmetic Surgery Miscarriage & Pregnancy Abortion Adoption & Fostering Relaxation Sex, Gender and Identity Festivals, Clubbing and Parties Emotional Wellbeing throughout life Clinics, advice and sexual health Healthy Eating, Exercise and Obesity Toxic Masculinity Living with Climate Change	Topics Covered Include: Consent and Rape Sexual Assault Sexualised Language Racism & Cultural Appropriation Sexing Dangers of Pornography Safe Relationships LGBTQIA+ STI's & Contraception Peer Pressure Coercion & Control Spoliation & Rape Social Justice Issues Hate Speech Honour Based Violence Feminism & Gender-based attitudes Online Sub-cultures Readiness for Sex & Pleasure in Sex Sexual Encounters and Emotions Sex in the Media Prejudice & Ageism

Historical Knowledge- what topics do we teach?

Why these?

The curriculum follows the recommendations set out in the PSHE Framework for England and Wales.

Topics are set out in the three areas as recommended:

Health and Wellbeing

Living in the Wider World

Healthy Relationships and Sex Education

Within these three areas we cover topics as follows:

Health & Wellbeing: Healthy Lifestyles, Smoking & Vaping, Drugs Education, FGM, Mental Health and Self Esteem, Alcohol, Sleep, Tattoos, Gambling, Pregnancy and Miscarriage and Parenting. (see above for exhaustive list).

Living in the Wider World: Resilience and Change, Financial Education, Cyber and Online Security, Careers Education, Employability, British Values, Globalisation and Global Issues and Citizenship. (see above for exhaustive list).

Healthy Relationships and Sex Education: Puberty, Contraception, Consent, CSE, Domestic Violence and Coercive/Controlling Behaviour, STI's, Gender Equality, British Values, Discrimination and Racism, Role Models, LGBTQIA+ Issues, Sexual Harassment, Misogyny, Toxic Masculinity vs Positive Masculinity, Online Behaviour, Bullying and Cyber Bullying, Sexting; etc. (see above for exhaustive list).

What is Life Skills at GA? (Intent)

The aim of the Life Skills curriculum is to educate, inform and encourage students regarding personal, social, health and economic matters. To increase awareness of and involvement in, the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

In addition to this the Life Skills curriculum aims to encourage and promote positive character in GA students, including the values of:

- Honesty and Integrity
- Compassion and Empathy
- Humility
- Grit and Determination
- Adaptability
- British Values: Tolerance, Democracy, Rule of Law, Individual Liberty and Mutual Respect.

Why teach it?

We teach Life Skills to help ensure that GA students are equipped with the knowledge, skills and understanding to live lives as good citizens marked by:

- Respect
- Aspiration
- Responsibility
- Equality

Knowledge Organiser



Learning, Teaching & Progress= Altered long term memory - Implementation

Knowing more, remembering more and doing more (skills):

- We do this through high quality teaching which ensures students understand our school ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community.
- We help students to gain the social, employability and thinking skills that will help them to reach their full potential.
- We enable students to recognise, accept and shape their identity, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy, and the ability to work with others will help students to form and maintain good relationships, develop essential skills for future employability and better enjoy and manage their lives.
- The curriculum is spiral and iterative, enabling us to revisit topics in ever increasing depth and in an age appropriate way through Key Stages.
- We provide opportunities for students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
- We contribute to personal development by helping students to build their confidence, resilience, and self-esteem, and to identify and manage risk, make informed choices, and understand what influences their decisions.
- We use a variety of learning strategies including Cold Calling, Think-Pair-Share, Discussion, Show-Me Boards, Retrieval Practice to reinforce learning over time.



Appendix 2

The Gatsby Benchmarks (from “Good Career Guidance: The Next 10 Years”, published November 2024):

1 A stable careers programme

Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, trustees, employers and other agencies.

2 Learning from career and labour market information

All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.

3 Addressing the needs of each pupil

Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.

4 Linking curriculum learning to careers

As part of the school’s programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.

5 Encounters with employers and employees

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils’ own part-time employment where it exists.

6 Experiences of workplaces

Every student should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

7 Encounters with further and higher education

All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.

8 Personal guidance

Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should



be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.