



KEY STAGE 3

“Explore & Inspire”

Year 8						
CEIAG Focus	By the end of Year 8 students:	Suggested Topics/Activities	ICT/Software Resources Support for Lesson Plans	Other Resources	Resources	Impartial Careers Education
1. Empowers young people to plan and manage their own futures	Develop the skills they need to locate information about their options in learning and work and use these skills with support and independently	<ul style="list-style-type: none"> • <i>make use of the printed and interactive versions of Which way now?</i> 	So What Am I Like	School Co-ordinator		1.1
	Know how to set challenging, realistic learning goals with targets and action points to support their achievement	<ul style="list-style-type: none"> • <i>make an action plan to help them achieve a personal or learning goal</i> 	Fast Tomato	Connexions PA		1.3
	Recognise how personal, educational, social and economic circumstances influence their plans about careers, learning and work	<ul style="list-style-type: none"> • <i>interview Aimhigher Ambassadors for their ideas about careers, learning and work</i> 	Careers Tracks	PSHE subject teachers		1.5
2. Responds to the needs of each learner	Describe their motivation, strengths and learning/work preferences	<ul style="list-style-type: none"> • <i>use self-assessment questionnaires to consider areas of strength and those for development</i> 	E Clips	Positive role models		2.1
	Identify the skills and qualifications they need to pursue their preferred KS4 pathway	<ul style="list-style-type: none"> • <i>visit and talk to providers in and out of school</i> 		(outside agencies/ employers/ex students)		2.3
	Construct an individual learning plan to record their progress, experiences and achievements and set broad learning goals for the	<ul style="list-style-type: none"> • <i>write SMART targets and an individual learning plan to help them progress</i> 	So What are my Options?			2.4



3. Provides comprehensive information and advice	14-19 phase		Which Way Now?	School Coordinator Connexions PA		3.1		
	Access and use the main information sources on learning opportunities 14 to19 and beyond	<ul style="list-style-type: none"> • <i>in pairs, discuss the most and least useful aspects of the local 14-19 online prospectus</i> • <i>brainstorm where to find out about 14-19 options and then make use of them</i> 				3.2		
	Identify the full range of 14-19 opportunities available to them in their school and through the 14-19 partnership	<ul style="list-style-type: none"> • <i>complete a 'true or false' quiz based on the fact cards in the statutory guidance resource pack</i> 				3.6		
	Recognise the value of different forms of voluntary work and community activities to individuals and society	<ul style="list-style-type: none"> • <i>conduct a survey of local volunteering opportunities</i> 			Options events		3.7	
	Are aware of the principles of personal budgeting, money management, rates of pay and work allowances	<ul style="list-style-type: none"> • <i>invite experts in to introduce the range of options available for managing money</i> 			Unifrog	Subject based careers events		3.9
	Are aware of local labour market opportunities for young people	<ul style="list-style-type: none"> • <i>discuss the benefits/drawback of working locally</i> 				Teacher input		3.11
	Feedback that they have had the information and advice they have needed to make their 14-16 choices	<ul style="list-style-type: none"> • <i>complete the feedback form in Which way now? Indicating what was helpful and what they consider was missing</i> 				Connexions PA		4.3
4. Raises aspirations	Recognise how work and economic independence affect personal wellbeing	<ul style="list-style-type: none"> • <i>discuss the impact that winning millions on the lottery could have on someone's life</i> • <i>make a list of the drawbacks and possible advantages of having a job but little money</i> 				4.6		
	Identify the range of information sources on 14-19 choices and distinguish between formal and informal sources	<ul style="list-style-type: none"> • <i>collect information such as promotional leaflets, providers' prospectuses, etc. and compare their usefulness in terms of expected contents and anything that is missing</i> 			Case studies (student decisions and outcomes)	5.1		
5. Actively promotes equality of opportunity and challenges	Recognise and challenge the stereotypes that limit choices and opportunities for them and other people	<ul style="list-style-type: none"> • <i>give their views on a series of stereotypical statements such as 'boys do better at science than girls' and check which of their responses are</i> 						



stereotypes		<p><i>based on ignorance</i></p> <ul style="list-style-type: none"> • practice assertiveness skills in role play and devise strategies to overcome challenges in a selection of given stereotyping or discriminatory scenarios 	Decision making exercises		
	Investigate how stereotypical decision-making by men and women can affect their earnings	<ul style="list-style-type: none"> • brainstorm a list of jobs that they associate with stereotyping and write them in two columns headed 'men' and 'women'. Rank the jobs from highest to lowest earnings in each column and discuss their findings • think about people they know, or are aware of, who may be high earners. Do they reflect their findings from the above activity? Discuss why some people may fulfil others' stereotypical expectations of them 		Connexions PA	5.2
	Recognise and know how to access learning options in and beyond the school that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background	<ul style="list-style-type: none"> • use school data to compare take-up by gender of different options at KS4 and post 16 (if applicable) and consider any possible implications/challenges for them 		Options events	5.4
	Discuss the benefits and challenges of choosing non traditional opportunities and identify basic techniques for tackling the challenges	<ul style="list-style-type: none"> • suggest reasons why women are prominent in the '5Cs' jobs (cleaning, cooking, clerical, child-rearing, cashiering) and what more could be done to break down gender segregation in the labour market 			5.5
	Feedback that they can recognise and make the case for rejecting learning and work stereotypes	<ul style="list-style-type: none"> • check that their choices have not been influenced by stereotypical influences • devise and share a strategy for themselves for dealing with any stereotypical challenges 			5.6
6. Helps young people to progress	Recognise the relevance to their future progression of the knowledge and skills they are developing at	<ul style="list-style-type: none"> • select two or three subjects/courses and identify how they are contributing to their personal development, apart from the qualifications they offer 		6.1	



	school and how these will benefit their career and working life					
	Are aware of the progress (in terms of learning and work) that they can make if they continue with the study of particular subjects	<ul style="list-style-type: none"> • <i>refer to the case studies in Which way now? and identify the range of subjects involved and where they have led</i> 				6.2
	Understand the importance of investing in their own learning to keep their options open	<ul style="list-style-type: none"> • <i>discuss why it is essential to keep options open when making decisions</i> 				6.3
	Are aware of how developing subject, functional and personal, learning and thinking skills will help them plan and manage their career and prepare them for enterprise, self-employment, employability and independent living	<ul style="list-style-type: none"> • <i>brainstorm what skills and qualities employers look for in an employee. Identify which of these 'employability' skills and qualities they have and/or are developing</i> • <i>discuss how skills and qualities gained and used in the range of school subjects can support them in their career planning</i> 				6.6