

## Friars Academy KS3 CEIAG Programme of study Matrix

	Framework outcome	Gatsby Benchmark	Topic	Evidence/ Evaluation Criteria	Learning Outcomes
Developing yourself through careers, employability and enterprise education	1	1	This is Me	You can talk about your strengths. You know what you like and enjoy doing. You can describe what you are good at.	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>• Talk about my strengths.</li> <li>• State what I like and enjoy doing in and out of school.</li> <li>• Describe what I am good at.</li> </ul>
	2	1 2 3	What kind of person am I?	You can tell your own story, how you are making progress and what you need to do to raise your achievement and improve your wellbeing.	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>• Tell my story about my progress and aspirations.</li> <li>• Identify what I need to do to increase my successes and achievements.</li> <li>• Say how I can improve my wellbeing.</li> <li>• Talk positively about yourself and what you have done well.</li> </ul>
	3	1 3 6 7	Understanding work	Invite a visitor to talk. Say what you have learned and enjoyed from a careers/enterprise activity.	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>• I can ask about a person's career pathway.</li> <li>• I can say which skills I used on an enterprise activity.</li> <li>• I can say what I enjoyed doing on an enterprise activity.</li> </ul>
Learning about careers and the world of work	4	1 2	What is work?	Using famous people, eg, authors, sports people, look at how their careers developed	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>• I can explain what work is.</li> <li>• I can discuss different views about work.</li> <li>• I know why work is important.</li> <li>• I have looked at famous people and how their pathway developed.</li> </ul>
	5	1 2 5 6	This is what I want	Interview family and visiting speakers so you can identify different kinds of work that people do.  List the types of work; seasonal, part-time, full	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>• Ask people questions about their work.</li> <li>• List the types of work; seasonal, part-time, full time, self-employed, volunteering, being a parent.</li> <li>• Understand people want different things from a job.</li> <li>• State what I think I want from a job.</li> </ul>

				time, self-employed, volunteering, being a parent	
6	1 2 5 6	Job studies	You are aware of the different local businesses and the products and services offered. EMPLOYER EXPERIENCE Research for Jobs using JED	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>Meet with an employer.</li> <li>Discuss a business and what it does.</li> <li>Use research skills to locate jobs</li> <li>Research jobs using JED</li> </ul>	
7	1 2 4 5 6	Then and Now	As part of your local history project you can state what have been the changes in employment in your village/town. You can say what is LMI and why you need to be aware of it for making future decisions	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>Compare and contrast jobs from the past and present.</li> <li>Name jobs that no longer exist.</li> <li>Say what is LMI and why they need to be aware.</li> </ul>	
8	1 3	Treating everyone the same	You can say how people should be treated and know who to talk to if something is wrong. You can say how to stand up to stereotyping and discrimination that is damaging to you and those around you	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>Identify some stereotypical views.</li> <li>Understand the need to challenge stereotyping in relation to work.</li> <li>Y9 Give examples of people who have ben targets of inequality.</li> <li>Say why equal opportunities are important in the work place.</li> <li>Understand some equal opportunity legislation.</li> </ul>	
9	1 2 5 6	Keeping Safe	You can follow safety rules to keep yourself and others safe when working at school. Health and safety around the school, risk and	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>Understand it is everyone's responsibility to identify a risk or hazard.</li> </ul>	

				hazard assessments in practical situations		
Learning about careers and the world of work	10	1 2 3 8	Who can help?	You can use family and friends to access advice and information and can appreciate the role of impartiality and sources of partiality. You take part in employer led activities to develop your networking skills.	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>Identify the influential people who can support their decision making.</li> <li>Know who can help and advise me.</li> <li>Attend careers events.</li> <li>Use JED</li> <li>Use National Careers Website.</li> </ul>	
	11	1 2 4 5 6	The skills and qualities necessary for work	You can recognise the skills and qualities needed for the world of work through activities/experiences.	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>Understand skill and qualities.</li> <li>Look at my skills and qualities.</li> <li>Understand the links between skills, qualities, qualifications and employability.</li> </ul>	
	12	1 2 3 5 6 7	Employability skills	Take part in Enterprise activities. You can show how you are using the qualities and skills when being enterprising in many subjects.	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>Identify ideas for the task.</li> <li>Work as part of a Team.</li> <li>Identify skills and qualities used.</li> </ul>	
	13	1 6 7	Finance	You can show how to make an informed decision based on looking at a range of saving products	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>Recognise things that influence their spending decisions.</li> <li>Suggest ways of saving money.</li> <li></li> </ul>	
					You can show how to get the most from a personal budget, understand and use financial words	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>Identify terms used in banking.</li> <li>Identify some financial words.</li> <li>Identify sensible approaches to making spending decisions.</li> </ul>
	14	1 3 7 8	Planning for the future	You can make an informed decision after assessing the choices and opportunities open to you.	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>Understand the role of Careers advisor.</li> <li>Take part in discussions for future options.</li> <li>Identify my aspirations.</li> </ul>	

					<ul style="list-style-type: none"> <li>• Identify some options for the future</li> <li>• Prepare for a guidance interview.</li> <li>• Attend the interview.</li> <li>• Attend my Transition review.</li> </ul>
15	1 2 8	Planning for the Future	You can research for the skills, qualifications and experience you need to discuss and where necessary negotiate your plans for the future	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>• Identify my skills and qualities.</li> <li>• Say what I would like to do in the future.</li> <li>• Share my plans at reviews and guidance meetings.</li> </ul>	
16	1 3 4	How impressionable am I?	You can say what you need to do to impress people in a given situation	By completing this task pupils will be able to: <ul style="list-style-type: none"> <li>• Wear Friars Academy uniform appropriately.</li> <li>• Identify aspects of personal hygiene that are important.</li> <li>• Consider the Values of Friars at all time.</li> <li>• Consider appropriate behaviours at work</li> </ul>	
17	1 5 6 8	Self-assessment	You can be positive, flexible and well prepared to move into Key Stage 4	By completing this task students will be able to: Attend transition meetings Make informed choices Say what they need to consider when choosing any subject options Review their skills Attend reviews Discuss their action plan	