



Granville Academy

Careers Education, Information, Advice and Guidance (CEIAG)

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Approval needed by:	Principal
Consultation required	
Adopted (date):	
Date of next review:	

Our Trust Vision

To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background. Our 'PRIDE' values of Partnership, Respect, Integrity, Determination and Excellence are the foundations of our Trust and the communities we serve.

Links with other policies and documents

Careers education is conducted in accordance with the Academy's;

- Equality and Diversity Policy
- Work Experience Policy
- External Visits Policy
- Teaching and Learning Policy
- Marking and Feedback Policy
- Health and Safety Policy
- Special Educational Needs

The whole Academy remit of careers education is recognised and the curriculum is developed alongside that of other areas so that careers education is an integral part of the whole Academy curriculum.

Legislative framework

The Education Act 2011 inserts a duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for students in Years 9 to 11. The following year this was extended to Years 8-13. Careers guidance must be presented in an impartial manner and promote the best interests of the students to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.

Students should receive independent and impartial advice about all of the mainstream education, training and employment opportunities on offer, regardless of their individual circumstances. For those with learning difficulties and/or disabilities, this advice should also include information on the full range of specialist provision that is available. Schools should work closely with LA's (local authorities) who have an important role to play, in particular through the provision of SEN support services and section 139A assessments.

LA's will retain their duty to encourage, enable or assist young people's participation in education or training. They will be required to assist the most vulnerable young people and those at risk of disengaging with education or work. LAs are also expected to have arrangements in place to ensure that 16 and 17-year-olds have received an offer of a suitable place in post-16 education or training, and that they are assisted to take up a place. This has become increasingly important as the participation age is raised.

To enable LAs to fulfil these duties, they will continue to track participation through the local Client Caseload Information System (CCIS) in order to identify those who are at risk of not participating post-16, or are in need of targeted support.

Schools should work with LAs to support them in recording young people's post-16 plans and the offers they receive along with their current circumstances and activities.

Section 72 of the Education and Skills Act 2008 requires all schools to provide relevant information about students to LA support services. Schools should work in partnership with LA's to ensure they know what services are available, and how young people can be referred for support. All schools have a duty to notify LAs whenever a 16 or 17-year old leaves education.

Rationale

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. At Granville Academy, we have a planned, progressive programme of activities which supports our students in choosing 14 – 19 pathways which suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

Our robust careers programme encompasses the eight Gatsby Charitable Foundation Benchmarks as a framework to develop, improve and secure our independent, impartial careers guidance and inform students on a range of post 16 options available to them.

Gatsby Charitable Foundation Benchmarks

The 8 Gatsby Benchmarks of good career guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

For the purposes of this policy the following definitions have been used;

Careers Education – This relates to the development of knowledge, skills and attitudes through a planned programme of learning experiences in education and training settings which will assist students to make informed decisions about their life, study and/or work options and enable effective participation in working life.

Information – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc), written/printed matter, telephone help lines, ICT software, websites and virtual learning etc.

Advice – This involves helping a young person to understand and interpret information; to provide information and answers to questions and clarify misunderstandings; to understand their circumstances, their abilities and targets; to advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer young people who may need more in depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

Guidance – Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some young people and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of young people’s circumstances - their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

At Granville Academy, we are committed to ensuring that all students receive:

- Clear, unbiased advice and information about **all** of the options available to them, enabling them to better understand what they involve.
- Support and guidance to help them make choices and complete a career plan for the future.
- Regular, personal support on information on how well they are doing against their identified action plan.
- Help to decide what to do when they leave the Academy, including further education, training or employment options.
- A programme of careers education which helps them to develop skills and knowledge to make choices and to transition into employment, training or further education.
- The opportunity to be involved in making decisions about things that affect their learning.
- A 1:1 careers meeting with the Careers Lead who is Level 6 qualified.
- An opportunity to carry out work experience for one week.
- An opportunity to set out an individual career action plan.
- Opportunities to learn about the world of work.

The delivery of this entitlement is underpinned by the following values:

- Impartiality
- Confidentiality
- Ownership by the young person
- Promotion of equality of opportunity
- Transparency
- Accessibility

At Granville Academy, we believe CEIAG needs to be available to students at a time which is appropriate to their needs and in a format and style which allows them to make maximum use of the service.

The government increased the age to which all young people must continue in education or training; requiring them to continue to the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015. It is therefore important that all students receive good quality IAG.

Aims

We aim to raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers, further education and training opportunities. Through careers education, advice and guidance it is hoped that students will be encouraged to make the most of their talents and progress to education and training opportunities which suit their needs and ability.

In particular, our aim is to ensure that all students;

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop independent research skills so that they can make good use of information and guidance.
- Develop and use their self-knowledge when thinking about and making choices.
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

Commitments

The Governing Body and staff at Granville Academy are committed to:

- Providing resources and advice to enable students to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and learning framework for all year groups.
- Encouraging students to achieve their full potential and raising their aspirations.
- Involving students, parents and carers in the further development of careers work.
- Providing impartial careers education, information, advice and guidance, ensuring that no student is disadvantaged in gaining access to further education, employment or training opportunities.

Provision

Careers includes both education and guidance. Careers education helps our students develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into employment, training or further education. Through guidance, students are able to use their knowledge and skills to make appropriate decisions about learning and the world of work. Progress in students' self-development and understanding of careers is regularly monitored.

Careers education forms an integral part of the curriculum in the Character and Well-being programme. The three main areas of careers learning, identified in the National Framework, form themes throughout careers work from Years 7-11;

Self-development	understand themselves and the influences upon them.
Career Management	make and adjust plans, to manage change and transition.
Career Exploration	investigate opportunities in learning and work.

Further details of the curriculum programme can be obtained from the Head of Health and PE.

All year 11 students receive a one to one careers interview with the Academy's Careers Lead, who is Level 6 qualified. Careers guidance work is supported in PHSE lessons and during daily tutorial time with Form Tutors, all staff are therefore involved in the process.

In addition the Academy organises and promotes events and activities throughout the year such as:

- 'Steps to Success' evenings for parents of Year 10 & 11 students.
- An annual 'Where to Next? GCSE and Beyond' evening for Years 9, 10 & 11 students and their parents/carers.
- Deep Learning Days with employers and further/education providers conducting mock interviews, theatre in education groups performing and leading follow up workshops and dedicated Work Experience preparation time.
- A week's Work Experience for Year 10.
- Visits to the annual Skills Show at the NEC, Birmingham and the local Job and Skills Fair.
- Visits to businesses, sixth forms, colleges and universities including Oxford and Cambridge.
- Assemblies from and visits to Derby University, the University of Nottingham and Loughborough University.
- A dedicated careers space with access to career information, laptops and application forms within the library which is staffed at break and lunchtime.
- Aspiration surveys which help to identify gaps and potential candidates for specific visits and events.

Equal Opportunities

We are keen to promote equal opportunities and seek to use every opportunity to challenge stereotypes and raise aspirations. In lessons, teachers are asked to ensure students work in mixed gender groups and all students are encouraged to be spokesperson. We monitor careers resources regularly to ensure that they encourage both all student groups to consider all career options.

At special events such as 'Where Next? GCSE and beyond' and 'Meet the Employer' we aim to give parents and students a view of successful career women and men, in order to raise aspirations. Students are informed of local and national employment trends and opportunities.

Students identified as being at risk of not entering further education, employment or training (NEET), those with Special Educational Needs and Disabilities (SEND), Looked after Children and Pupil Premium students are prioritised when meeting with the Careers Lead for their one to one guidance meeting. Support is given in the form of provider visits, completion of application forms, Curriculum Vitae writing, finding a work experience placement and any other support which may be required to support students with a smooth transition into post 16 education, employment or training.

Most able students are offered specialised visits/activities in order to raise their aspirations and reach their full potential via a variety of university visits and workshops both on and off the Academy site, i.e. Discover US programme and Oxford Pathways.

Monitoring, Evaluation and Review

The careers programme is monitored regularly and amended after an annual review. Students' opinions are actively sought as part of this process. Focus groups are formed to enable students to review specific events and activities and feed back to the organisers. All careers visits (FE, HE, Business and Careers events) are evaluated.

Management and Leadership

The overall management of Careers Education and Guidance is the responsibility of the Vice Principal, responsible for Personal Development, Behaviour and Welfare. The Careers, Work Experience and Aspirations Lead manages Work Experience with administrative support.

The Governing Board are responsible for seeking assurances on behalf of the Multi Academy Trust that the Academy carries out its statutory duties in relation to the provision of CEIAG. The Governing Board has an appointed link Governor for CEIAG provision.

The Careers Leader has responsibility for the following areas:

- Producing and updating Careers Education Information, Advice and Guidance policy.
- Delivering all one to one career guidance meetings with students regarding their post 16 destinations.
- Monitoring and tracking all year 11 post 16 destinations and reporting to the Local Authority.
- Supporting students in attending open days, interviews and making post 16 applications where necessary.
- Delivering in-house training for all staff on aspects of the Gatsby Benchmarks and relevant changes on CEIAG which should to be embedded within the Academy.
- Liaising with the PHSE Co-ordinator to plan and review the CEIAG programme.
- Overseeing the work experience programme including student launch and parent information evening.
- Establishing and maintaining a comprehensive, up to date and accessible provision of careers information in the Careers area of the Academy library.
- Arranging provider visits within the Academy.
- Arranging all careers-based events/activities within the Academy such as mock interview day, National Careers Week, provider visits on/off site, and the post 16 evening.
- Alternative provision.
- Arranging careers-based visits for FE/HE opportunities.

Resources

The Academy library is where small group work sessions can take place, and where the careers information is stored for students and they can access this throughout the day until 4pm.

Referrals for career interviews may be booked through form tutors, learning mentors and house leaders. Students can self-refer for a careers interview too, and parents are welcome to attend

these. We recognise the key role that parents and carers play in career choices and as such, they are welcome to use the careers library and to accompany their child at careers interviews.

Past students are a valuable resource to the Academy and come into help with careers work from time to time where appropriate. We are also grateful for the support we have had from local and national industries as well as further and higher education institutions.

We work closely with Derbyshire Education Business Partnership (DEBP) South Derbyshire District Council, other local secondary schools and the Derbyshire and Nottinghamshire Collaborative Outreach Programme (DANCOP) to inspire students to find out more information about their Post 16 options.

All external providers are welcome to visit the Academy to speak to students regarding careers and post 16 opportunities. Information on how do this is outlined via the Provider Access Policy on the Academy website.

Ethos

We will maintain an environment where our students feel secure, are encouraged to talk, are listened to in a non-judgemental way and are safe whilst they are in our care.

We believe that children should be given the opportunity to share and feel confident that their concerns will be treated respectfully and followed up in the appropriate way.

Curriculum

KS3

Key subject/theme:	Suggested Strands:	
PSHE – Personal Wellbeing	Health Education	RSE
PSHE – Economic Wellbeing	Financial Capability	Careers Education Info, Advice & Guidance
Citizenship	Fundamental British Values	Active Citizenship

TERM & APPROX. HOURS	YEAR 7		YEAR 8		YEAR 9
	PSHE	Citizenship	PSHE	Citizenship	PSHE/Cit
AUTUMN 1 (Y7 & 8 = 16 HOURS) (Y9 = 8 HOURS)	<p>Binge Britain 1: CHOOSE WISELY</p> <p>Energy Drinks, Smoking, Alcohol</p> <p>This is here to address some of the risks that young people face on starting high school & mixing with older students</p> <ol style="list-style-type: none"> 1. Why do people take drugs? 2. Categorising drugs 3. Just say no (Dealing with peer pressure) 4. The dangers of smoking 5. Tobacco and E-cigarette laws 	<p>Becoming an Active Citizen: CHOOSE WISELY</p> <p>This unit is taught here to address the idea of joining a brand new community & creating sense of belonging.</p> <ol style="list-style-type: none"> 1. Introduction – what I want people to know about me 2. My new school and new beginnings 3. School transition – skills and attributes 4. The Granville Community 5. Teamwork 	<p>Binge Britain 2: Drugs, Legal Highs: CHOOSE WISELY</p> <p>Building on Y7 BB1, introducing the issue of drugs, county lines, NPS use and impacts on users/society.</p> <ol style="list-style-type: none"> 1. Does Britain have an issue with drugs? 2. Drug laws in the UK 3. Why do people take drugs? 4. Impact of drugs on the wider society 5. Impact of drugs on the wider society (legal) 	<p>Social Networks(Bullying, eSafety): BE KIND</p> <p>This unit builds on Y7 unit on Building Rel's. Reinforcing healthy relationship characteristics but also using Kayleigh's love story to address issues of grooming, online safety etc...</p> <ol style="list-style-type: none"> 1. What makes a good relationship? 2. Self-esteem, resilience, and change 	<p>Underage & Pregnant: CHOOSE WISELY</p> <ol style="list-style-type: none"> 1. Deciding when to have sex 2. consent 3. Impact of pregnancy from a girls and boys perspective 4. Financial effects of pregnancy 5. Physical effects during pregnancy – linking to body image 6. Emotional effects during pregnancy

	<p>6. The dangers of alcohol 7. Energy Drinks</p>	<p>6. What makes a good citizen 7. Global Citizenship 8. Local community campaign</p>	<p>6. Drugs and boarders (countries and countries) 7. New psychotic substances 8. Where to go for help?</p>	<p>3. Strategies of dealing with a toxic relationship 4. Types of bullying and dealing with bullying 5. Antibullying policy 6. Kayleigh's love story 7. Being safe online 8. Being safe online</p>	<p>7. Abortion 8. What other options are there? (foster/adoption)</p>
Progress Reviews	Binge Britain Knowledge & Skills Self-Assessment		Binge Britain 2 Knowledge & Skills Self-Assessment		RSE, Underage & Pregnant: Knowledge & skills Self-Assessment
<p>AUTUMN 2 (Y7 & 8 = 14 HOURS) (Y9 = 7 HOURS)</p> <p>Data Input 1 = Week 13 4.12.19</p>	<p>Learning to Learn & Positive Mind-sets: BE KIND (TO YOURSELF) As students' progress they are increasingly challenged, also a time when maybe 1st experience of high school exams</p> <ol style="list-style-type: none"> 1. How do I learn? 2. Personal organisation 3. Presentation skills 4. Study skills – Revision 5. How to expect helpful feedback 6. How to be resilient 7. Growth Mind-set 	<p>Student Voice campaigns & elections: CHOOSE WISELY This unit is here to build on work in Autumn 1 and to foster sense that all voices are important</p> <ol style="list-style-type: none"> 1. Introduction to campaign 2. What is democracy 3. Opportunities for all? 4. votes for women 5. Should the voting age be changed? 6. Election process in the UK 7. Election process around the world 	<p>Mental Health Awareness: BE KIND Building on Y7 unit 4, introducing ideas about common mental health disorders, how to spot early warning signs and also good prevention strategies</p> <ol style="list-style-type: none"> 1. Introduction to mental health and well being 2. Building self-esteem and confidence 3. Common Mental health disorders 4. Dealing with loss and Bereavement 	<p>Crime & Punishment: BE KIND & CHOOSE WISELY (Knife crime; PrisonMeNoWay)</p> <ol style="list-style-type: none"> 1. Introduction to crime and punishment 2. The criminal justice system 3. Punishemnet 4. Young offenders 5. The death penalty 6. Knife Crime 7. Prejudice and discrimination 	<p>Career Exploration – What is working world like? CHOOSE WISELY & WORK HARD (Gatsby BM 5) UNIFROG</p> <ol style="list-style-type: none"> 1. What skills and qualities are employers looking for? 2. Work experience 3. CV'S 4. Writing a cover letter 5. Interview skills 6. Leadership skills 7. Searching for jobs

			5. Anxiety stress and depression 6. Coping strategies 7. Coping strategies		
Progress Reviews (if applicable)			Crime and Punishment Knowledge & Skills Self-Assessment		What's the working world like? Knowledge & Skills Self-Assessment
SPRING 1 (Y7 & 8 = 12 HOURS) (Y9 = 6 HOURS)	Changing Times (puberty): BE KIND & CHOOSE WISELY This is delivered here due to the age of students and likelihood of puberty beginning/already begun 1. Changes (general) 2. Physical changes during puberty 3. How does puberty affect personal hygiene needs? 4. Emotional changes during puberty 5. How does social media impact body image and self-esteem? 6. Diet, health, sleep and exercise 7. Taking responsibility for our own physical health	Building Healthy Relationships (Healthy Rel's, Friendship): BE KIND Building on ideas explored about belonging, once students settled. Addressing ideas about healthy & unhealthy relationships. 1. Types of relationships 2. Real life relationships versus media portrayal 3. Self-esteem, resilience and change 4. What can cause conflict in personal relationships 5. Friendships 6. Family Relationships	Money & Me: Budgeting & Bank Account: WORK HARD & CHOOSE WISELY s Building on Y7 work introducing money, looking at sources of income, importance of budgeting, issues around debt etc... (Money Monsters, Santander) 1. Sources of income 2. Risk in finances 3. Consequences of personal choice in finance 4. Loans 5. Bank Accounts 6. Budgeting	Global Rights & Responsibilities: BE KIND 1. Polices – past versus present 2. Tourism – The good, the bad and the ugly 3. How can trade be made fairer 4. Fair trade 5. Sweatshops 6. Sweatshops	Career Exploration – planning for pathways (Gatsby BM 3,4): CHOOSE WISELY 1. Subject choices and pathways 2. What are my options 3. Sixth form – A levels 3. College 4. Apprenticeship and traineeships 5. 6 UNIFROG
Progress Reviews (if applicable)	Puberty Knowledge & Skills Self-Assessment				

<p>SPRING 2 (Y7 & 8 = 12 HOURS) (Y9 = 6 HOURS)</p> <p>Data Input 1 = Week 25 18.3.20</p>	<p>Money, Money, Money? WORK HARD & CHOOSE WISELY</p> <p>An introduction to personal finance and the idea of the importance of money, at an age where pocket money etc. starts to become common</p> <ol style="list-style-type: none"> 1, What is money? 2. Pocket money – wants versus needs 3. The value of money 4. Making smart choices – savings 5. How to budget? Creating one 6, The game of life 	<p>Children’s Rights and Responsibilities: BE KIND</p> <p>Thinking about individual and group entitlements; links to PSHE unit being taught on learning, mind-sets etc...</p> <ol style="list-style-type: none"> 1. What makes you, you? 2. Mars Mission 3. Human rights 4, Children’s rights 5. When rights aren’t met 6. How to protect your rights? 	<p>Career Exploration: Link subjects to Careers: CHOOSE WISELY (Gatsby BM4)</p> <p>Looking at the links between curriculum subjects and careers, in preparation for Y9 pathways choices (Unifrog)</p> <ol style="list-style-type: none"> 1. What is in the national curriculum? 2. Core subjects and careers 3. Art, Drama and Music and careers 4. World studies and careers 5. PE and Health and Careers 6. Design and technology and Careers 	<p>Honour Based Violence & Trafficking: BE KIND & CHOOSE WISELY</p> <ol style="list-style-type: none"> 1. Gang culture (Why do people join gangs?) 2. What is honour based violence 3. Combating gangs – The Law 4. Stop and Search – Debate 5. Violence and exploitation 6, Trafficking 	<p>Exam buddies – helping others revision and coping strategies: BE KIND</p> <ol style="list-style-type: none"> 1. What is resilience? 2. Revision strategies 3. Revision strategies 4. Morking work life balance 5. Positive coping strategies 6. Mindfulness
<p>Progress Reviews (if applicable)</p>			<p>Budget, Banking and Debt Knowledge & Skills Self-Assessment</p>		

TERM & APPROX. HOURS	YEAR 7		YEAR 8		YEAR 9
	PSHE	Citizenship	PSHE	Citizenship	PSHE/Cit
SUMMER 1 (Y7 & 8 = 12 HOURS) (Y9 = 6 HOURS)	Job market & future jobs: CHOOSE WISELY (Gatsby BM 2) Introducing the idea of careers and career aspiration at the earliest opp. 1. Personalistly and preferences 2. Skills and qualities 3. What job sectors currently exist in the UK? 4. How might the job market change in your life time? 5. Your right to work 6. Your path	British Values: CHOOSE WISELY Building on the previous unit, but also exploring what make's Britain, what are our core values etc... 1. What makes Britain? 2. Fundamental values 3. Voicing opinions and beliefs 4. Respect 5. Extremism and radicalisation 6. Diversity in the UK	Body Image & Self-esteem: BE KIND Building on previous unit on healthy rel's, looking at what factors can negatively impact on BI and SE, and proactive strategies to address these issues 1. Healthy versus un healthy body image – media 2. What are the consequences of negative self-esteem? 3. What are the consequences of negative self-esteem? 4. Eating disorder 5. What are the signs? 6. Strategies	Power to the People: WORK HARD & CHOOSE WISELY Human Rights, Worker's rights & freedoms 1. Workers rights – Equal pay 2. Fairness at work – religious discrimination and sexuality 3. Fairness and work – age and disability 4. Trade unions 5. Equality Act	First Aid – Helping others in the community: BE KIND (External delivery) -Entrust: Whole Cohort) 1. Why is it important to have basic first aid and lifesaving skills? 2. The role of the NHS 3. Calling 999 and communication 4. CPR 5. Understanding a range of injuries and symptoms 6. Understanding a range of injuries and symptoms
Progress Reviews (if applicable)	Rights & British Values Knowledge & Skills Self-Assessment				First Aid – Knowledge & Skills Self-Assessment

<p>SUMMER 2 (Y7 & 8 = 12 HOURS) (Y9 = 6 HOURS)</p> <p>Data Input 1 = Week 38 8/7/20</p>	<p>Career Exploration – planning for the future: CHOOSE WISELY (Gatsby BM 3)</p> <p>Building on previous unit, and helping students to form positive aspirations about their possible futures</p> <ol style="list-style-type: none"> 1. What is enterprising? 2. Inspirational people 3. Enterprising project 	<p>Political Ideas (Main parties & ideologies in UK): CHOOSE WISELY</p> <p>Introducing the main parties, their leaders & the basics of what they stand for – linked to previous unit</p> <ol style="list-style-type: none"> 1. Introduction to political ideas 2. Main parties and leaders 3. Brexit – of relevant 4. How to pass a bill/new law through parliament? 	<p>Relationships & Sex Education: BE KIND & CHOOSE WISELY</p> <p>Key health information on consent, sexual violence and exploitation, contraception, STIs, signposting of advice and guidance etc...</p> <ol style="list-style-type: none"> 1. What is consent? 2. Sexual violence and exploitation 	<p>CSE, FGM & Forced Marriage: BE KIND & CHOOSE WISELY</p> <ol style="list-style-type: none"> 1. Forced Marriage 2. FGM 	<p>Social Action (First Give) (Active Cit project): BE KIND & WORK HARD</p> <ol style="list-style-type: none"> 1. What are the social issues affecting our community?
<p>Progress Reviews (if applicable)</p>					

KS4 Core Values Curriculum:

TERM	Y10	YEAR 11 (First teaching 2020)
<p>AUTUMN 1 8 HOURS</p>	<p>Citizenship Core: Rights & Responsibilities</p> <ol style="list-style-type: none"> 1. Playing your part at Granville 2. Life in modern Britain 3. Identity 4. British Values 5. Media's influence on society 6. International organisations 7. Digital democracy 	<p>Health Ed: Exams & Revision:</p> <p>PSHE Links to: aspirations</p> <ol style="list-style-type: none"> 1. Dreams and aspirations 2. Unifrog 3. How to apply to FE 4. Application process and applying 5. CVs 6. Exam stress 7. Dealing with strategies to overcome mental health issues

AUTUMN 2	<p>Sex and relationship education</p> <ol style="list-style-type: none"> 1. Contraception and consequences 2. LGBT and Tolerance 3. Managing healthy relationships 4. FGM 5. CSE 6. Pornography and sexualism 	<p>Personal Finance</p> <ol style="list-style-type: none"> 1. Budgeting 2. The economy 3. Money in the real world 4. Living alone 5. Is the bank your friend? 6. Bank safety 				
SPRING 1	<p>Careers Education</p> <ol style="list-style-type: none"> 1. Work experience 2. Work experience – skills and qualities 3. Meet the employer 4. Interview skills 5. Carry out career action plan points 6. Apprenticeship/traineeships 	<p>- Careers Education</p> <p>- 1. What are my next steps?</p> <p>2. Applications</p> <p>3.Applications</p> <p>-</p>				
Summer 1	<p>Personal Finance</p> <ol style="list-style-type: none"> 1. Cost of living 2. Best way to spend money 3. Taxation 4. Employment 5. Wage slips 6. Getting a car 	<p>Exam stress and mindfulness</p> <ol style="list-style-type: none"> 1.Mental health awareness 2. Stress management 3. Revision Techniques 4.Revision Techniques 5.Planning for success 6.Mindfulness 				
SUMMER 1	<p>Citizenship</p> <ol style="list-style-type: none"> 1.Politics and participation 2. Parliament and voting 3.Democracy 4. Political engagement 5. Malala 6. Malala 	<p>-</p>				
SUMMER 2	<p>Staying safe and healthy</p> <ol style="list-style-type: none"> 1. Drugs Education 2. Alcohol 3. Road Safety and Drink Driving 	<p>Key: Topic links to Citizenship & PSHE:</p> <table border="1" data-bbox="1279 1289 1883 1361"> <tr> <td data-bbox="1279 1289 1485 1329"></td> <td data-bbox="1485 1289 1883 1329">Personal Wellbeing</td> </tr> <tr> <td data-bbox="1279 1329 1485 1361"></td> <td data-bbox="1485 1329 1883 1361">Economic Wellbeing</td> </tr> </table>		Personal Wellbeing		Economic Wellbeing
	Personal Wellbeing					
	Economic Wellbeing					

	<p>4. Eating disorders</p> <p>5. Self-harm and suicide</p> <p>6. Mental health (recognising signs)</p>		Citizenship	
			RSE	
			Careers	