



*Have the courage to follow your heart and intuition. They somehow already know what you truly want to become.*

*- Steve Jobs*

### Rationale:

- As a school of character, Kings Langley School aims to create and promote an inclusive climate, which enables equal opportunity for all students, staff, parents/carers and Governors to flourish, as well as supporting our desired outcome of developing strong character and the ability for students to make fair, safe and reasoned choices.
- Having received unbiased, professional and appropriate careers education, information, advice and guidance, we want students to make reasoned and rational choices as they prepare to leave Kings Langley School about their next stage in life, whether it be further education, the world of work or an apprenticeship. We would also expect students to demonstrate great curriculum knowledge and exhibit positive character traits, particularly self-regulation; stickability; and empathy. This collaboration will enable students to be well-rounded people who will flourish in their future lives and chosen careers.

### Intent:

As a school we have a statutory and moral duty to provide students in Years 8 to 13 with careers education, information, advice and guidance (CEIAG). This is extended in Kings Langley School to include Year 7.

Our careers strategy (CEIAG) is interwoven into our PSHE programme whilst also being supported through a wide variety of opportunities within our curriculum which fulfils the eight Gatsby Career Benchmarks:

- A stable careers programme
- Learning from career and labour market information
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance



## Implementation:

- We follow the DfE “Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff” (October 2018) documentation. In addition to this guidance we have followed the Gatesby Benchmarks, the Careers and Enterprise website documentation on Careers Strategy Support (as of 4/1/20), and the PSHE Association Programme of study “We’ve Got It Covered”. To ensure we equip students for a digital life, we also have referenced aspects of UKCCIS (UK Council for Child Internet Safety) Education for a Connected World.
- The Careers Information, Education and Guidance (CEIAG) is embedded into our compulsory PSHE programme. It makes up two units of the six unit programme
- In addition to the explicitly taught lessons about CEIAG, there are a variety of regularly planned activities which complement and extend this programme. Where more ad hoc additional opportunities arise to further develop this programme, we accept as many of these as is physically and practically possible.

## Overview:

Unit 2	Careers	Careers and employment
		Careers Interviews and Guidance
		Meeting with employers
Unit 6	Economic wellbeing	Managing money
		Banks and banking

# Long Term Plan for CEIAG

Week by week view:



	7	8	9	10	11	12	13
1							UCAS and Personal statements
2				Youth Connexion career interviews			
3				Youth Connexion career interviews			Money Matters- Credit Card and Pay day loans
4				Introduction to Key Stage 4 evening for Parents Youth Connexion career interviews			
5				Youth Connexion career interviews			Bank Loans and Student Loans
6				Youth Connexion career interviews			
7				Youth Connexion career interviews			
8				Youth Connexion career interviews			
9				Youth Connexion career interviews			
10	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers	Dacorum Careers Fair Youth Connexion career interviews	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers
				STEM fortnight including assemblies from employers			
11	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers	Youth Connexion career interviews	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers
				STEM fortnight including assemblies from employers			
12		Unifrog	Options process	Unifrog	Into the Sixth evening	University trips	University trips
13			Youth connexions/ unifrog	Apprenticeships and post 16 options			
14			Apprenticeships	Writing a CV			
15				Employability		UCAS	
16				Voluntary work	Year 11 career & further education interviews	Youth Connexion career interviews	
17			Options assembly and Options parent event		Year 11 career & further education interviews	Youth Connexion career interviews	
			Assemblies from subjects and employers				

18			Year 9 parents evening & opportunity to discuss options		Year 11 study skills and looking ahead day Year 11 career & further education interviews	Youth Connexion career interviews	
19			Options interviews and guidance available		Year 11 career & further education interviews	Unifrog	
20			Options interviews and guidance available	Work experience evening for students and parents	Year 11 career & further education interviews	Work experience evening for students and parents	
21			Options interviews and guidance available	Work experience- Careers	Year 11 career & further education interviews	Charity and voluntary work	
22							
23	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers	Budgeting STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers
24	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers	STEM fortnight including assemblies from employers
25							
26	KLS Careers Fair	KLS Careers Fair	KLS Careers Fair	KLS Careers Fair	KLS Careers Fair	KLS Careers Fair	KLS Careers Fair
27							Budgeting 2
28							
29							
30							
31							
32							
33							
34							
35						Overdrafts	
36	KLS STEM & Careers Fair	Different types of bank and savings accounts	Enterprise project	KLS STEM & Careers Fair		Mock interviews with employers	
		KLS STEM & Careers Fair	KLS STEM & Careers Fair			KLS STEM & Careers Fair	
37	Needs and wants	What influences our spending?	Debts and loans	Consumerism		Coping with a credit card	
38	Having a bank account	How do I save and how do I budget?	Enterprise project	Money stresses and pressures – credit cards		Loans and student loans	
AW	Work shadowing day Enterprise Day	Work shadowing day Enterprise Day	Work shadowing day Enterprise Day	Work shadowing day Enterprise Day		Work experience week	

AW = activities week

- This does not include the employers, business and enterprise visitors that are brought in for assemblies as these tend to move around the calendar depending in diary commitments.
- We also have annual visits from the fire service, police and army, as part of the PSHE but these are opportunities for students to ask about careers in those areas alongside the PSHE programme topics.

## Medium Term Plans For KS3 CEIAG



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### Year 7

In year 7, students receive one PSHE lesson and one resilience lesson per fortnight.

Weeks	Topic	Character virtue	References to the learning intentions	Knowledge, Skills & Vocabulary
37	Needs and wants	Self-regulation	KS3 L20	Explain the differences between needs and wants
38	Having a bank account	Self-regulation	KS3 L16	Describe the importance of having a bank account

### Year 8

In year 8, students receive one PSHE lesson per week.

	Topic	Character virtue	Reference to the learning intentions	Knowledge, Skills & Vocabulary
12	Unifrog	Reason and judgement, hope, optimism	KS3 L12	Careers and the requirements to enter into those careers
36	Different types of bank and savings accounts	Self-regulation	KS3 L16, KS3 L20	Differences between savings and other bank accounts
37	What influences our spending?	Self-discipline	KS3 L16	How the media influences spending
38	How do I save and how do I budget?	Self regulation, gratitude	KS3 L18	The importance of budgets and saving money

### Year 9

In year 9, students receive one PSHE lesson per week.

	Topic	Character virtue	References to learning intentions	Knowledge, Skills & Vocabulary
11	Options process	Reason and judgement	KS3 L9	What to consider when making GCSE choices
12	Youth connexions/ unifrog	Reason and judgement	KS3 L9 , KS3 L14	Key factors when making GCSE options
13	Apprenticeships	Hope, optimism	KS3 L10	Describe the benefits and disadvantages of apprenticeships
35	Enterprise project	Resourcefulness, team work	KS3 L16	How businesses start and how they are managed
36	Debts and loans	Self-discipline	KS3 L20	What are debts?
37	Enterprise project	Team work, Resourcefulness	KS3 L16	How to market one's business

## Medium Term Plans For KS4 CEIAG



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### Year 10

In year 10, students receive one PSHE lesson per week.

	Topic	Character virtue	References to learning intentions	Knowledge, Skills & Vocabulary
12	Unifrog	Reason and judgement	KS4 L11	Know the requirements of the careers or jobs that interest them
13	Apprenticeships and post 16 options	Reason and judgement	KS4 L12	Describe advantages and disadvantages of apprenticeships
14	Writing a CV	Hope, Optimism	KS4 L13	Know how to write a CV
15	Employability	Hope, Optimism	KS3 L10	Know the importance of 'soft skills' in employment
16	Voluntary work	Community awareness, citizenship	KS4 L12	Discuss the importance of voluntary work
21	Work Experience- Careers	Citizenship	KS4 L6	Know the importance of work experience
37	Consumerism	Community awareness	KS4 L21	Define consumerism
38	Money stresses and pressures – credit cards	Self-discipline	KS4 L20	Know what credit cards are
AW	Work experience			

### Year 11

There is no PSHE in year 11, however careers is covered through whole year groups activities, such as assemblies and drop down days, use of Unifrog and careers guidance from school staff and with a YC Herts personal advisor.



**Year 12**  
In year 12, students receive one PSHE lesson per fortnight, though additional topics are covered during registrations as part of the registration programme.

	Topic	Character	Knowledge, Skills and vocabulary
10	Unifrog	Reason and judgement Self-awareness	Research on careers of their choice
12	Budgeting	Self-regulation	Understand the importance of budgeting
15	UCAS	Reason and judgement	Understand how to write UCAS personal statements
17	Overdrafts	Self-discipline Reason and judgement	Develop money management skills Understand how banks make money through over draft charges
18	Coping with a credit card	Self-regulation	Understand how credit card work.
AW	Work experience		

**Year 13**  
In year 13, students receive one PSHE lesson per fortnight, though additional topics are covered during registrations as part of the registration programme.

	Topic	Character	Knowledge, Skills and vocabulary
1	UCAS and Personal statements	Stickability Reason and judgement	Complete UCAS applications
2	Money Matters- Credit Card and Pay day loans	Self-regulation	Know about the dangers of pay day loans
3	Bank Loans and Student Loans	Reason and judgement Self regulation	Understand how student finance for higher education works.
14	Budgeting 2	Self-regulation Reason and judgement	Develop money management skills

## Impact:



We measure our impact in multiple ways.

- Our initial and key factor is the improvement of transition after Key stage 4 and 5, and a continuation of zero NEETS.
- We monitor the use of Unifrog and would consider it a success when all students from at least year 8 to 13 are using this software as a regular part of their careers information and guidance.
- We consider the number of changes made to option choices at the beginning of Key Stage 4 and Key Stage 5 – looking to decrease this to zero as a sign that our guidance was correct and appropriate.
- We keep a record of students who attend careers events, additional trips and events, and look to increase participation on a year by year basis, with an ultimate achievement being when every student attends at least one extra careers activity.
- We keep a record of all assemblies or visiting speakers that have presented or spoken to students, and to which year. We are looking for a year on year increase in these, but also evidence that these are having a positive impact on students' options and careers choices.
- We keep a record of all option interviews ensuring that students get at least, their statutory requirement of interviews with externally provided personnel. Our ultimate aim is to ensure all students in years 9-13 get some form of yearly interview.
- Where CEIAG lessons are part of PSHE and require students to know information, there are regular half termly tests to ensure that students are accessing and retaining the information that they are being taught. We would look for the results of the tests to be above 80% in all cases.
- Finally we ask for student, staff and parental feedback throughout the year and look to make improvements in response to any feedback given.