

WHOLE SCHOOL

HSMS: Careers Education

Why teach this unit?

Our vision for Careers Education at Hugh Sexey C of E Middle School is intrinsically informed by our Core Christian values and our desire for pupils grow to become ‘open-minded global citizens of the future’, ready for a fast-paced and interconnected world of work in the 21st Century.

Pupils at Hugh Sexey C of E Middle School begin to engage in learning and exploration about future careers as early as Year 5. Through our PSHE provision called Jigsaw PSHE, pupils in all years undertake a module entitled ‘Dreams and Goals’. In this module, pupils learn about and discuss both the skills and knowledge required for future employment, and also have opportunities to reflect on their own personal ambitions, interests and areas of strength.

British Values: Individual Liberty

Relevant related Learning: PSHE, ICT/Computing,

Differentiated Learning Outcomes: PSHE assessment ladders are used to help pupils self-evaluate their strengths and weakness and to support them in identifying gaps in their learning or life experiences which they may wish to continue to pursue outside or school and with the support of their families or carers

| | Working towards | Working At | Working Beyond |
|---------------|--|--|--|
| Year 5 | I can tell you about my dreams and goals and also some that young people from different cultures might have. I can tell you how I feel about my dreams and goals. | I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. | I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this. I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this. |
| Year 6 | I can tell you about something I can do with others that makes the world a better place. I can tell you how making the world a better place makes me feel. | I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place. | I can analyse and justify why my group chose an activity and how this contributes to making the world a better place. I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected. |
| Year 7 | I can give examples of my dreams and goals and suggest how they might change as I get older. I have some idea of what I need to do to achieve my goals. I recognise that my choices will affect whether or not I will achieve my dreams and goals. I can identify some of the steps I might need to take to achieve a dream or goal. I can also identify some potential obstacles that I might face and can suggest ways to overcome them. | I can explain how internal and external factors might affect my own dreams and goals as I get older. I can explain how choices I make have consequences for achieving my dreams and goals and give examples. I can explain what influences the choices I make. I can explain why I need to take more responsibility for my own choices. I can identify steps for achieving a dream or goal. I can offer a range of strategies that I could use to overcome obstacles. I am beginning to see setbacks and mistakes as opportunities | I can evaluate the significance of experiences, both positive and negative, for helping me make better choices for my future. I can explain the impact my choices may have on my relationships, health and future. I can anticipate potential challenges and plan in advance strategies to help me achieve some of my dreams or goals. I can evaluate these plans and suggest ways they might change and how they could be adapted as necessary. On the whole, I take responsibility for my choices and actions. |
| Year 8 | I can give an example of one of my short-term goals, a medium-term goal and long-term goal, and suggest what I need to do and avoid doing if I am to achieve these. I can give one positive and one negative way in which money can influence my life and say why it is important that I learn to manage my spending. I recognise that choices and decisions I make now can have good or bad consequences on my future life and can state some positive things I can do to | I can explain why it is important that I learn to manage my finances as I get older and how this is important to some of my short-, medium and longer-term goals. I can suggest factors that might maximise or threaten my chances of achieving my dreams and goals, considering how these might change over time. I can justify my views about money and see different points of view that others may have. I can explain what I can do to ensure that my online presence does not interfere with me achieving my goals. | I can argue with a range of evidence and justification, why money can be a positive or negative influence in a person’s life and how that could affect their personal goals. I can evaluate my own strategies for overcoming obstacles or problems when trying to achieve my goals and justify which strategies may be more or less successful. I can empathise with others who have different financial circumstances to my own and can put forward my own viewpoints about the moral issues surrounding money. |

Year 5 PHSE Careers SoL – Dreams and Goals Unit Outline

| Big Question: How can my choices be similar and different to others? | | | |
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| Piece (lesson) | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions | Resources |
| 1. When I Grow Up (My Dream Lifestyle) | I understand that I will need money to help me achieve some of my dreams | I can identify what I would like my life to be like when I am grown up | Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Jigsaw Journals, PowerPoint – adult life/ jobs, and professions, Dream cloud template, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| 2. Investigate Jobs and Careers | I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs | I appreciate the contributions made by people in different jobs | Jigsaw Chime, 'Calm Me' script, Job charades cards, Jigsaw Jez, Jobs and Salaries cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| 3. My Dream Job. Why I want it and the steps to get there | I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it | I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future | Job cards (Charades cards from Piece 2), Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Internet/library books, My Ideal Job resource sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| 4. Dreams and Goals of Young People in Other Cultures | I can describe the dreams and goals of young people in a culture different to mine | I can reflect on how these relate to my own | Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Child pictures, Mary factsheet, Video clip (optional), Dream spiral template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| 5. How Can We Support Each Other? Puzzle Outcome: Charity fundraising | I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other | I appreciate the similarities and differences in aspirations between myself and young people in a different culture | Jigsaw Chime, 'Calm Me' script, Bag of items Optional: Teacher-sourced video clip, Jigsaw Jez, Project planning sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| 6. Rallying Support Assessment Opportunity | I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship | I understand why I am motivated to make a positive contribution to supporting others | Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Jigsaw Journals, Jigsaw Song: 'For Me', My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat. |

Year 6 PHSE Careers SoL – Dreams and Goals Unit Outline

| Big Question: How can my choices change the world? | | | |
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| Piece (lesson) | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions | Resources |
| 1. Personal Learning Goals | I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal) | I understand why it is important to stretch the boundaries of my current learning | Jigsaw Chime, 'Calm Me' script, Strength cards, Jigsaw Jem, Goal cards template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| 2. Steps to Success | I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these | I can set success criteria so that I will know whether I have reached my goal | Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'For Me', Slide show, Totem pole goal-setting template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat. |
| 3. My Dream For the World Puzzle outcome: Flags/ bunting | I can identify problems in the world that concern me and talk to other people about them | I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations | Jigsaw Jem, Jigsaw Chime, 'Calm Me' script, Global issue photo cards , World Map, Jigsaw Journals, Coloured triangular pieces of material and string, Slide show, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| 4. Helping to Make a Difference Puzzle outcome: Fundraising event | I can work with other people to help make the world a better place | I can empathise with people who are suffering or who are living in difficult situations | Sponge ball, Timer, Jigsaw Chime, 'Calm Me' script, Global issue photo cards (from Piece/ lesson 3) , Recommended: Video clips of TV charity events/ charity TV adverts (Teacher to source), Project plan sheet, Jigsaw Journals, Jigsaw Jem, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| 5.Helping to Make a Difference | I can describe some ways in which I can work with other people to help make the world a better place | I can identify why I am motivated to do this | Sponge ball, Timer, Jigsaw Chime, 'Calm Me' script, Group Project plans from last piece/ lesson, Jigsaw Journals, Jigsaw Jem, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| 6. Recognising Our Achievements Assessment Opportunity | I know what some people in my class like or admire about me and can accept their praise | I can give praise and compliments to other people when I recognise their contributions and achievements | Jigsaw Jem, Jigsaw Chime, 'Calm Me' script, Post-it notes, Achievement card template, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat. |

Year 7 PHSE Careers SoL – Dreams and Goals Unit Outline

Big Question: How can my choices affect my dreams and goals?

| Piece (lesson) | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions | Resources |
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| 1. What are my dreams and goals? | I can identify my dreams and goals and recognise that these may change over time | I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them | Jigsaw Chime PowerPoint slides Jigsaw Charter Dreams and goals activity chart Certificate of achievement template (optional) Jigsaw Journals |
| 2. Achieving my dreams and goals | I can identify some of the skills that may benefit my future, including employment | I know how to bring about change in myself and others | Jigsaw Chime PowerPoint slides Jigsaw Charter Future work clip Lunar hotel challenge printed explanation and equipment (optional) <ul style="list-style-type: none"> • Fifty index cards (per group) • Ruler (per group) • Scissors (per group) • Roll of sticky tape (per group) • Pack of markers (per group) Template (optional) Jigsaw Journals |
| 3. Coping strategies | I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour | I can anticipate and plan to work around or overcome potential obstacles I can identify barriers to achieving a goal and identify how I am going to overcome them | Jigsaw Chime PowerPoint slides Jigsaw Charter Scenario sheets to print (optional) Jigsaw Journals |
| 4. How responsible and irresponsible choices affect my dreams and goals | I can explain how responsible choices enable me to move towards my dreams and goals I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals | I understand that an irresponsible or unsafe choice could affect my dreams and goals | Jigsaw Chime Jigsaw Charter PowerPoint slides Jigsaw Journals |
| 5. How making an irresponsible choice could affect a person's dreams and goals | I can demonstrate how to respond to a situation requiring first aid I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals | I understand that an irresponsible or unsafe choice could affect my dreams and goals | Jigsaw Chime Jigsaw Charter PowerPoint slides Jigsaw Journals |
| 6. Assessment | I understand that the choices I make affect my relationships, health and future | I can take responsibility for my life, believe that I can influence what happens to me and make wise choices | Jigsaw Chime Jigsaw Charter PowerPoint Slides Jigsaw Journals Workbook page |

Year 8 PHSE Careers SoL – Dreams and Goals Unit Outline

Big Question: How can the choices I make now influence my future?

| Piece (lesson) | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions | Resources |
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| 1. Your goals - long-term | <p>I know what some of my long- term goals are, how I can achieve them, and how my short- and medium-term goals might help me do that</p> <p>I can identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals</p> | <p>I can identify areas where I may need to expand my skills and how I might do this</p> | <p>Jigsaw Chime Slides</p> <p>Jigsaw Charter</p> <p>Long-term goal activity template</p> <p>www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance (optional)</p> <p>www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve (optional)</p> <p>Grit template (optional)</p> |
| 2. What money can't buy | <p>I understand some of the positive and negative roles that money can play in society</p> | <p>I understand that people have different relationships with money</p> <p>I understand that money can be a divisive element in relationships and communities</p> <p>I am able to form my own opinions on moral issues around money</p> | <p>Jigsaw Chime Slides</p> <p>Jigsaw Charter</p> <p>YouTube clip: www.youtube.com/watch?v=rPzXYMFJCmA</p> <p>Should you be able to buy the following?</p> <p>Lists for groups (optional)</p> |
| 3. Online Safety | <p>I can describe how my activity online can be both positive and negative</p> | <p>I can identify the steps I can take to protect my online identity and avoid anything that can negatively impact my future aspirations</p> | <p>Jigsaw Chime Slides</p> <p>Jigsaw Charter</p> |
| 4. Money and Earnings | <p>I can explain why it is important to keep track of spending</p> | <p>I understand that money can be a divisive element in relationships and communities</p> | <p>Jigsaw Chime Slides</p> <p>Jigsaw Charter</p> <p>Budgeting template (optional)</p> |
| 5. The price of life | <p>I can explain why it is important to keep track of spending</p> <p>I understand the variations in income across the world</p> | <p>I can make reasoned judgements about spending</p> <p>I can reflect on the effect money can have on emotional and mental health, including my own</p> | <p>Jigsaw Chime Slides</p> <p>Jigsaw Charter</p> <p>World poverty sheet (optional)</p> |
| 6. Assessment | <p>I understand that choices I make now can affect my future</p> <p>I know that gambling can become addictive and tell you some of the warning signs</p> | <p>I understand that money can be a divisive element in relationships and communities and can be a reason why people gamble</p> | <p>Jigsaw Chime Slides</p> <p>Jigsaw Charter</p> <p>Workbook page</p> <p>What are the signs of problem gambling?</p> <p>statement cards</p> |

