PSHE Middle School Careers Coverage.

CDF Learning Area	Year 5	Year 6	Year 7	Year 8
Grow throughout life.	Recognising what they want to learn next and when they are successful. Being willing to take on challenges that help them to grow. Relating to people whose identities and background are different to theirs. Dreams and Goals topic - Understand how to set achievable targets. Understand how to plan to develop talents. Describe ways to work with others to achieve goals. Understand that gender, race and social class do not determine what jobs people can do. Law and Human Rights topic - Appreciate the range of national, regional, religious and ethnic identities of people living in the UK. Health and Wellbeing topic - Understand that acknowledging mistakes can help people to move on.	Relating to people whose identities and background are different to theirs. Diverse Britain topic - Know about the lives, values and customs of people living in the UK.	Being aware of the sources of help and support available and responding positively to feedback. Being willing to challenge themselves and try new things. Being aware of heritage, identity and values. Developing skills and aspirations - About the link between values and career choices. How to identify personal strengths and areas of development.	Being aware of the sources of help and support available and responding positively to feedback. Being willing to challenge themselves and try new things. Being aware of heritage, identity and values. Community and careers - How to set aspirational goals for future careers and challenge expectations that limit choices. Emotional wellbeing - Wellbeing and the support available.

Explore possibilities.	Being able to explain what interests them about particular jobs. Finding out about the qualities and skills needed to do a caring job. Being able to explain what tasks they would like and like least about particular jobs. Dreams and goals topic - Identify key skills that will help in future careers. Understand that gender, race and social class do not determine what jobs people can do.		Being aware of the range of possible jobs. Being aware of the range of different sectors and organisations where they can work. Developing skills and aspirations topic - About a broad range of careers and the abilities and qualities required for different careers. How to challenge stereotypes, broaden their horizons and how to identify future career aspirations. About equality of opportunity.	Being aware of the range of possible jobs. Being aware of the range of different sectors and organisations where they can work. Community and careers - Equality of opportunity in life and work. About employment, self-employment and voluntary work.
Managing career.	Recognising their achievement when they have learnt something new even if they find it difficult initially. Making a step-by-step plan to enable them to achieve something they would like to be able to do. Being aware that having back-up plans can help overcome the disappointment or bring a different reward if their main plan does not work out. Being able to weigh up the pros and cons of a choice they are thinking of making.		Learning from setbacks and challenges. Imagining a range of possibilities for themselves in their career. Developing skills and aspirations topic - The broad range of careers and the abilities and qualities required for different careers. How to identify future career aspirations. How to identify areas for development.	Managing the transition into secondary school and preparing for choosing GCSEs.

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	Dreams and Goals topic - Understand how to plan to develop talents. Describe ways to work with others to achieve goals. Time management. The concept of work ethic. Identifying strengths.			
Create opportunities.	Responding to trusted adults who can help them identify their needs. Reflecting on what they achieved and what they would do differently or better next time. Being able to take on different work-related roles in group play or teamwork, including as leader when required. Responding to trusted adults and reflection on achievements is across the PSHE curriculum. Trusted adults are highlighted in the RSE topic. Friendships topic - Recognise that the roles people take in different groups change eg leader, follower. Understand the roles they take on in different	Responding to trusted adults who can help them identify their needs. Reflecting on what they achieved and what they would do differently or better next time. Responding to trusted adults and reflection on achievements is across the PSHE curriculum. Trusted adults are highlighted in the RSE topic.	Developing friendships and relationships with others (KS3 obj but also covered in Y5 friendships unit). Developing the ability to communicate their needs. RSE topics cover communicating with regards to consent and relationships to build self-worth and self-efficacy. Safety unit - Identify, express and manage emotions. How to establish friendships. Building relationships unit- How to recognise unhealthy relationships.	Being aware of the concept of entrepreneurialism and self-employment. Developing the ability to communicate their needs. RSE topics cover communicating with regards to consent and relationships to build self-worth and self-efficacy. Community and careers unit - Employment, self-employment and voluntary work. Identity and relationships- Effectively communicate

	situations. Give helpful feedback and support to others.			
Balance life and work.	Being aware that imbalances between people's life and work affects their wellbeing. Recognising what they can do to help keep themselves and others safe at school. Recognising unfair barriers to opportunity and being willing to challenge them. We are an RRS school and we talk a lot with pupils about how to stay safe and who they can talk to. NSPCC visit. Dreams and goals unit - Understand that gender, race and social class do not determine what jobs people can do. Law and Human Rights unit - Know that resources are allocated and the effect this has on individuals, communities and the environment. Explain their views on issues that affect society as well as themselves. Research, discuss and debate issues concerning	Recognising what they can do to help keep themselves and others safe at school. Recognising unfair barriers to opportunity and being willing to challenge them. Being able to make decisions about saving, spending and budgeting. Money matters unit - Know how finance plays an important part in people's lives. Understand 'loan, interest and debt'. We are an RRS school and we talk a lot with pupils about how to stay safe and who they can talk to. NSPCC visit. Health and Wellbeing - Know how to seek support for themselves and others. Diverse Britain - Understand some ways they can combat prejudiced behaviour. Be critical of what they see and read in the media.	Being aware that physical and mental wellbeing are important. Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces. Safety unit - Identify, express and manage emotions in a constructive way. Diversity unit - Explain how to challenge prejudice, stereotypes and discrimination. Developing skills and aspirations unit - Equality of opportunity Challenge stereotypes, broaden horizons…	Being aware of the concept of work-life balance. Being aware that physical and mental wellbeing are important. Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces. Emotional wellbeing unit - Learn about attitudes towards mental health. How to manage emotions. Healthy coping strategies. Daily wellbeing. Discrimination unit - Recognise and challenge discrimination. Community and careers unit - Equality of opportunity in life and work. Challenge stereotypes and discrimination in relation to work and pay.

	health and wellbeing.			
See the big picture.	Being able to consider if the information they have found is accurate/reliable. Health and wellbeing unit- Recognise that images in the media can distort reality.	Being able to consider if the information they have found is accurate/reliable. Diversity unit - Critically consider information they choose to forward to others.		Being aware of a range of media, information sources and viewpoints. Digital literacy unit - Recognise biase or misleading information online. How to critically assess different media sources.