



Maria Fidelis CEIAG Curriculum Outline

	Topics	Pupils should know
Year 7	Financial capabilities: Introduction to Budgeting	<ul style="list-style-type: none"> • How to budget • Paying bills • Types of bank accounts • The difference between debit and credit • The link between a career and financial independence
	Skills and interests	<ul style="list-style-type: none"> • The skills that they have and how they can use them effectively • Skills that they need more practice with • Careers where they can use their skills
	What is my dream job?	<ul style="list-style-type: none"> • Students are exposed to a range of careers with the qualifications and skills that are required
Year 8	Financial capabilities: Advanced Budgeting	<ul style="list-style-type: none"> • How to budget • Paying bills • Types of bank accounts • The difference between debit and credit • The link between a career and financial independence
	What does success mean to me?	<ul style="list-style-type: none"> • Students consider how they measure success- how will they know when they have been successful • How can students become successful- link to personal skills and career aspirations
	Future of work	<ul style="list-style-type: none"> • What is the 4th industrial revolution? Students discover new sectors of industry and the evolving job market. Consideration of Labour Market Information and the jobs that will be available for them in the future
	Aspirations	<ul style="list-style-type: none"> • Students consider what is important to them in the future and explore the pathways which are available to them in order to reach this
	GCSE choices	<ul style="list-style-type: none"> • Students are exposed to the range of choices available to them during their 14-16 education.
	Future plans	<ul style="list-style-type: none"> • Students are encouraged to think about their long term goal and to consider the GCSEs that are needed in order to achieve them
Year 9	Being Mankind	<ul style="list-style-type: none"> • Students work with a social organisation whose aim is to ignite conversations amongst young people around the meaning of masculinity, humanity and equality. Topics ranging from challenging gender roles & stereotypes, body image, diversity to mental health
	Aspirations	<ul style="list-style-type: none"> • Students consider what is important to them in the future and explore the pathways which are available to them in order to reach this
	The future of work	<ul style="list-style-type: none"> • What is the 4th industrial revolution? Students discover new sectors of industry and the evolving job market. Consideration of Labour Market Information and the jobs that will be available for them in the future
	Soft skills	<ul style="list-style-type: none"> • Students are introduced to soft skills and are able to identify them in themselves. They are also given the opportunity to reflect on the skills that they need to develop
Year 10	The future of work	<ul style="list-style-type: none"> • What is the 4th industrial revolution? Students discover new sectors of industry and the evolving job market. Consideration of Labour Market Information and the jobs that will be available for them in the future
	Commercial awareness	<ul style="list-style-type: none"> • Students are shown how businesses operate, make money and develop. This links to the future of work and labour market information

	CV writing	<ul style="list-style-type: none"> Students are able to build their own CVs based on the work that they have done over the year. Students can identify their skills and aspirations to build a CV that best represents them
	My skills	<ul style="list-style-type: none"> Students are able to identify them in themselves. They are also given the opportunity to reflect on the skills that they need to develop
	Applications	<ul style="list-style-type: none"> Students are supported and coached to complete job and college applications
	Interview skills	<ul style="list-style-type: none"> Students are introduced to what interview skills are and given support to develop theirs. Impact is shown in mock interviews in sessions
	Work place visits	<ul style="list-style-type: none"> Students are invited to Deloitte offices to see how the organisation runs. Students are addressed by different employees & give Q&A sessions
Year 11	Preparation for Next Steps	<ul style="list-style-type: none"> Themed Day going through options and process of application with SEND pupils withdrawn and given tailored programme Parents Information evening to support with process Tutor Periods assigned for the process of applications SEND pupils to have visits to HE colleges with MF staff and support with application process
	Personal Guidance	<ul style="list-style-type: none"> Interviews with Careers advisor – Priority to SEND pupils
	Encounters with Employers and Employees	<ul style="list-style-type: none"> Deloitte and other Careers focussed assemblies and learning sessions
	Linking Curriculum to careers	<ul style="list-style-type: none"> Subject areas to deliver 'next step' learning sessions
VI Form	Futures week	<ul style="list-style-type: none"> Students made their first personal statement draft and worked on UCAS applications.
	Personal Guidance and next steps preparation	<ul style="list-style-type: none"> Tutor Time - Tutors book appointments with tutees to read over personal statements Fitzrovia Youth in Action - Offer CV workshops to our students. Deloitte - Mentoring with professionals for 54 students in Year 12. Mock interview workshops for Oxbridge and Medicine applicants. (see C.Gill)
	Encounters with Employers and Employees	<ul style="list-style-type: none"> Deloitte - Assembly on apprenticeships, particularly the <i>Bright Starter</i> apprenticeship, applications open this November. Urban Partners/Springer Nature - Homework club with professionals and with possible apprenticeships/internships with local businesses. Lecture series - Professionals speak about their careers and a topic of choice. Regular work experience opportunities emailed to pupils