Holy Family Catholic School PSHE Year 11 HT 2

Learning Intention	Vocab	Concept (from celebrating diversity and equality, rights responsibilities and British Values, staying safe online and offline, and life beyond school) And British Value (from Respect, Democracy, Rule of Law, Individual liberty, Tolerance)	Retrieval to prior learning	Success Criteria	Hinge Question	Red Zone – 10 minute independent writing task to assess learning from lesson. Could be scenario based, could be creative, could be straight forward.
Lesson 1 – Identifying Strengths, Values, and Career Priorities Learning Intention: To learn how someone's priorities, values, interests, and strengths can inform career choices.	Career, Values, Interests, Strengths, Priorities, Working patterns.	**Concept:** Life Beyond School (careers, employability, and goal setting) **British Value:** Individual Liberty – making informed choices about one's future.	Recall personal strengths and past lessons about ambition and goal setting.	I can analyse how different factors, including working patterns, affect the careers someone considers. I can assess how someone's skills, interests, and values support career choices. I can explain how strengths can be developed and improved over time.	What is a zero-hours contract? 1. A contract where you must work exactly zero hours every week. 2. A contract where you are guaranteed full-time hours. 3. A contract where you only work during school holidays. 4. A contract where the employer does not guarantee a set	Explain how your values and strengths could influence your future career choices. **STRETCH:** Evaluate whether personal fulfilment or financial stability is a more important factor in choosing a

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					number of working hours.	career, giving reasons.
Lesson 2 – Factors Affecting Career Choices Learning Intention: To learn about factors that affect people's career choices.	Labour market, Economy, Globalisation, Skills shortage, Circumstances, Job preference.	**Concept:** Life Beyond School (careers and economic awareness) **British Value:** Rule of Law – understanding how employment laws and economic conditions	**Recall how work opportunities can differ by location and skill level.**	I can analyse how local, national, and global labour markets influence career choices. I can explain how personal circumstances affect job preferences. I can evaluate how skills shortages influence learning and work opportunities.	What is the labour market? 1. The place where people go to collect their wages. 2. The availability of jobs and the people looking for work. 3. A list of every business in the UK.	Explain two external factors that can affect someone's career choices. **STRETCH:** Evaluate how technological change might create or remove job opportunities in the future.

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		affect opportunities.			4. The amount of money someone earns each month.	
Lesson 3 – Qualification Routes and Career Pathways Learning Intention: To learn about different qualification types and routes into careers.	Apprenticeship, A-levels, BTEC, T-levels, Vocational, Pathway, Career planning.	**Concept:** Life Beyond School (education and career pathways) **British Value:** Individual Liberty – making informed choices about learning and progression.	**Recall previous knowledge about GCSEs and post-16 options.**	I can compare different types of post-16 qualifications. I can demonstrate how to set realistic career goals and plan steps to achieve them. I can explain how to manage setbacks and find advice about pathways.	**What is an apprenticeship?** 1. **A route that combines paid work with training and studying towards a qualification.** 2. **A course that can only be completed**	**Red Zone:** Explain which post-16 pathway could help you achieve your future career goals and why. **STRETCH:** Evaluate the benefits and challenges of choosing a

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					at university. 3. **A qualification that does not involve any learning.** 4. **A job that never requires training.**	vocational qualification over an academic one.
Lesson 4 – Communicating Personal Strengths and	Communication, Professionalism, Interview, Confidence,	**Concept + British Value: Concept:** Life Beyond School	**Recall examples of formal and informal**	**Success Criteria:** • I can contrast features of professional	**What is the purpose of the STAR method in an interview?**	**Red Zone:** Explain how professional communication

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Professional Skills Learning Intention: To learn about communicating personal strengths when applying for learning opportunities and jobs.	Body language, Netiquette.	(employability and professional conduct) **British Value:** Respect – showing professionalism and valuing effective communication.	**communication and when each is appropriate.**	and informal communication. • I can demonstrate ways to showcase strengths and experience. • I can assess strategies to manage feelings before interviews.	**1. To help you remember the names of employers.** **2. To structure an answer using a real example of your skills and experience.** **3. To make sure every answer is as short as possible.** **4. To explain why you left your previous job.**	can help when applying for jobs or interviews. **STRETCH:** Evaluate which form of communication (verbal, written, non-verbal) is most influential in making a good first impression.

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Lesson 5 – Writing a Successful CV (Barclays) **Learning Intention:** To learn how to create an effective CV that highlights key skills, qualities, and experience.	**Vocab:** Curriculum Vitae, Qualification, Experience, Personal statement, Reference, Employer.	**Concept + British Value:** **Concept:** Life Beyond School (employability and practical career skills) **British Value:** Individual Liberty – taking ownership of personal success and opportunity.	**Retrieval:** **Recall previous learning on identifying strengths, achievements, and career goals.**	**Success Criteria:** • I can explain what a CV is used for and identify common formats. • I can recognise what information employers value most. • I can create a draft CV that reflects my	What is the main purpose of a CV? 1. To show an employer your skills, qualifications and experience. 2. To explain everything you have ever done. 3. To list your favourite hobbies only. 4. To guarantee that you will get the job.	Write a short personal statement that could appear at the top of your CV. **STRETCH:** Evaluate how to tailor a CV for different roles or employers and why this matters.

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				skills and achievements.		
Lesson 6 – Building a Positive Online Reputation (Barclays) Learning Intention: To learn about the importance of a positive digital footprint and professional	Digital footprint, Online reputation, Netiquette, Social media, Privacy, Professionalism.	**Concept:** Staying Safe Online and Offline **British Value:** Respect – behaving responsibly and respectfully online. **NEW STATUTORY**	**Recall what personal information is safe to share online and potential digital risks.**	**Success Criteria:** • I can explain what is meant by an online reputation. • I can identify how online information can impact future opportunities. • I can create example posts	**What is a positive digital footprint?** **1. Having lots of followers and likes.** **2. Deleting all your social media accounts.** **3. The lasting impression created by what you post and do online.**	**Red Zone:** Explain why it's important to manage your online reputation and give two examples of positive digital behaviour. **STRETCH:** Evaluate how online

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online presence.		**CONTENT: online reputation & digital footprint (linked to employment)**		that build a positive professional presence.	**4. Only sharing photos of yourself with friends.**	behaviour could impact someone's university or job applications, using real or hypothetical examples.
Lesson 7 – not planned – assumed will miss one lesson during trial mock weeks						