

# Special Provision Partnership



## **PROGRAMME OF STUDY FOR CAREERS (updated Dec22)**

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This Careers scheme of work is used as a guide by Special Provision Partnership schools and is adapted to suit the needs of learners. Relevant nationally recognised documents have been used to support the writing of the scheme of work including:

- The Career Development Institute's 'Career Development Framework' (2021) with an emphasis on the Six Learning Areas
- The Careers & Enterprise Company's 'The SEND Gatsby Benchmark Toolkit' (2018)
- The School Development Support Agency's Careers Curriculum Builder

The scheme of work also incorporates the recent changes in the Skills and Post-16 Education Act 2022 including the Baker Clause.

The Special Provision Partnership views the careers curriculum as a means to break down barriers and the concept of 'careers' which look different for each setting and indeed for some of our learners. The SEND Code of Practice states that 'with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life'. Furthermore, it adds that education providers and their partners should work together to help children and young people to realise their ambitions in relation to:

- Higher education and/or employment – including exploring different employment options
- Independent living - enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living
- Participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life

In the Social, Emotional & Mental Health provisions, lessons will usually be taught alongside the PSHE curriculum with a minimum of 1 hour per half term and 2 hours per half term minimum for Years 10 and 11.. In the Special Educational Needs & Disability provision, Careers education will be taught as part of the bespoke Independence & Futures curriculum with a minimum of 1 hour per half term. Some Key Stage 4 pupils will also be competing in the ASDAN Personal & Social Development course and the Careers and Experiencing Work short course with some Post 16 students sitting an NOCN Employability qualification.

Schools will have a named Careers lead and link governor and will be supported by a range of local qualified professionals. Compass+ diagnostic assessments are completed termly as a means to track progress against the Gatsby benchmarks. Compass+ will also be used as a means to track employer and further education engagements for individual students as well as other personal guidance. The Special Provision Partnership also continues to develop a range of relationships with local agencies, businesses and employers.

# SEND GATSBY – What good looks like\*

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*\*taken from The Careers & Enterprise Company (February 2018)*

## **Gatsby Benchmark 1 – A stable careers programme**

- Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.
- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person responsible for it.
- The careers programme should be published on the school's website so students, parents, teachers and employers can access and understand it.
- The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.


## **Gatsby Benchmark 2 – Learning from career and labour market information**

- Every student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
- By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

## **Gatsby Benchmark 3 – Addressing the needs of each pupil**

- Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions.
- All students should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least 3 years after they leave school.

## **Gatsby Benchmark 4 – Linking curriculum learning to careers**

- All teachers link curriculum learning with careers.
  - Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.
  - By the age of 14, every pupil has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.
  - All subject teachers emphasise the importance of succeeding in English and maths
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### **Gatsby Benchmark 5 – Encounters with employers and employees**

- Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.
- All young people in years 7-13 should have at least one encounter a year by 2020, in line with the Gatsby benchmarks.
- Meaningful encounters cover a range of activities with employers, both in and outside the school, but does not include off-site experiences of workplaces.

### **Gatsby Benchmark 6 – Experience of workplaces**

- Every student should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience so they can explore their career opportunities and expand their networks.
- By the age of 16, every student should have had at least one experience of a workplace, in addition to any part-time jobs they may have.
- By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.

### **Gatsby Benchmark 7 – Encounters with further and higher education**

- All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.
- By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.
- By the age of 18, all students who are considering applying for university should have had at least 2 visits to universities to meet staff and students.

### **Gatsby Benchmark 8 – Personal guidance**

- Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.
- Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.



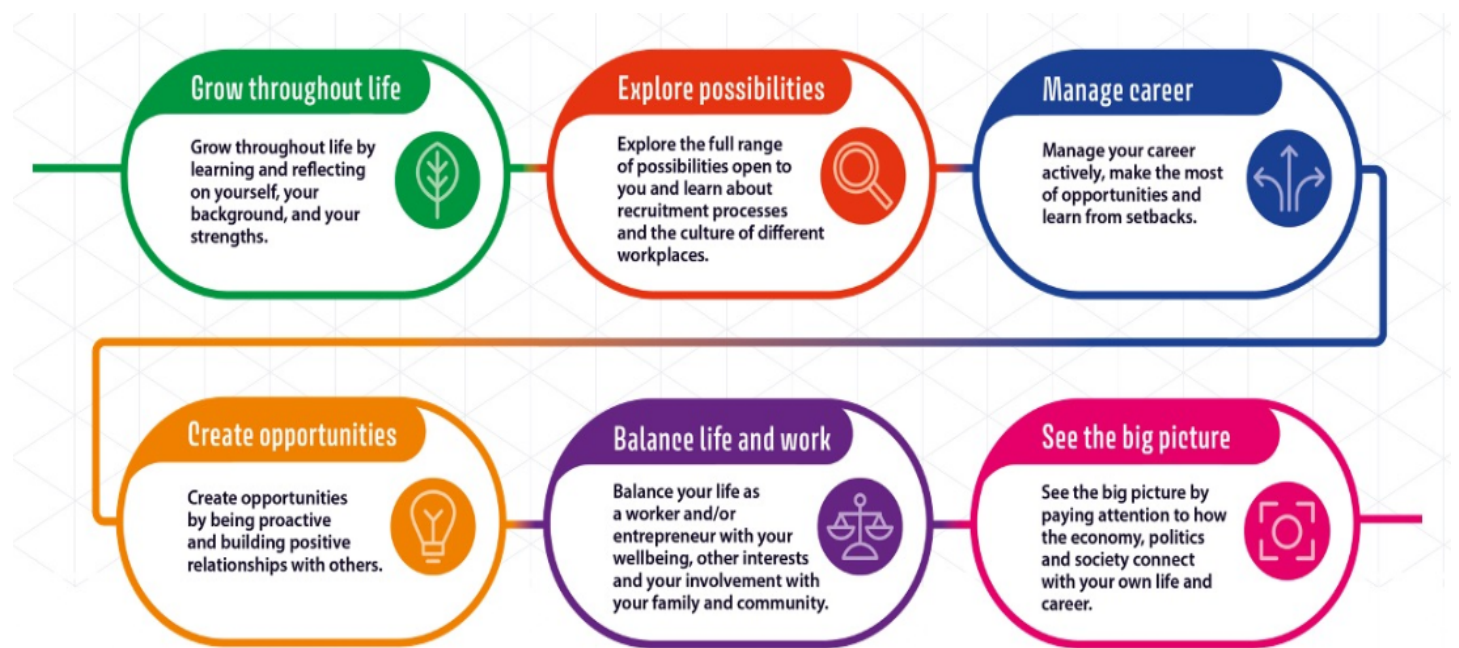
# Career Development Institute's (CDI) Career Development Framework

## Six Learning areas

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The CDI has highlighted six key skills that career development programmes and interventions should focus on. Each learning area is linked to a set of knowledge and skills and most CDI documents/tasks cross reference against the Gatsby Benchmarks.

The SDSA's Careers Curriculum Builder also maps its modules against the CDI learning areas and Fatsy Benchmarks



The learning areas naturally lend themselves to focusing on one area per half term

- 1a (Autumn 1) - Grow throughout life
- 1b (Autumn 2) - Explore possibilities
- 2a (Spring 1) - Manage career
- 2b (Spring 2) - Create opportunities
- 3a (Summer 1) - Balance life and work
- 3b (Summer 2) - See the big picture

## Primary - Early Years

CDI Learning Area	EYFS Suggested Learning Aims
Term 1a  Grow throughout life	<ul style="list-style-type: none"> <li>● being aware of people who can help them</li> <li>● being aware how they feel when they have learnt something new</li> <li>● being willing to try something new</li> <li>● recalling what they have experienced and achieved</li> <li>● feeling positive about who they are</li> </ul>
Term 1b  Explore Possibilities	<ul style="list-style-type: none"> <li>● describing tasks that they have carried out</li> <li>● discovering the jobs that help the school to run</li> <li>● recognising jobs that involve harvesting, making, providing a service or finding out</li> <li>● being able to identify jobs that they think are similar</li> <li>● identifying what the clothes and equipment that people use in their jobs are for</li> <li>● being able to identify the subjects and topics they are learning about</li> </ul>
Term 2a  Manage Career	<ul style="list-style-type: none"> <li>● being aware that they and other people like to enjoy the work they do</li> <li>● enjoying work-based role-plays</li> <li>● imagining different possibilities about who they could possibly become</li> <li>● being willing to keep going and not give up</li> <li>● exploring whether characters in stories made decisions in a good way</li> </ul>
Term 2b  Create Opportunities	<ul style="list-style-type: none"> <li>● Inventing imaginary jobs</li> <li>● being aware that other people can help them meet their needs</li> <li>● recognising when they have achieved something for themselves</li> <li>● developing the ability to participate in social play involving imagined workplaces</li> <li>● being able to carry out a delegated task</li> <li>● being able to explain what a visitor told them about their job</li> </ul>
Term 3a  Balance life and work	<ul style="list-style-type: none"> <li>● being aware of the different kinds of work that need doing in the home</li> <li>● recognising when they have done something to help others</li> <li>● being aware that people do paid work for financial and other rewards</li> <li>● being able to distinguish between work and rest</li> <li>● being aware of health and safety rules at school</li> <li>● exploring going to work and coming home again</li> <li>● recognising when someone is being given work to do which is unfair on them</li> <li>● being aware of how to use money</li> </ul>
Term 3b  See the big picture	<ul style="list-style-type: none"> <li>● recognising when work is depicted in a story</li> <li>● recognising the difference between stories about work and factual information about work</li> <li>● being aware that working life was different in the past</li> <li>● recognising scientific and technological aids that people use in their work</li> <li>● exploring jobs that people do outdoors</li> <li>● exploring the jobs that people do to help them</li> </ul>

## Primary - Key Stage 1 (Years 1 & 2)

CDI Learning Area	Year 1 Suggested Learning Aims	Year 2 Suggested Learning Aims
Term 1a Grow throughout life	<ul style="list-style-type: none"> <li>being confident to request help</li> <li>recognising their successes in learning</li> </ul>	<ul style="list-style-type: none"> <li>being willing to challenge themselves</li> <li>exploring what they have experienced and achieved</li> <li>feeling positive about people whose identities and backgrounds are different to theirs</li> </ul>
Term 1b Explore Possibilities	<ul style="list-style-type: none"> <li>being aware that jobs are made up of tasks</li> <li>exploring what people do whose jobs involve caring for children and keeping them safe</li> <li>being able to give examples of jobs in different sectors</li> </ul>	<ul style="list-style-type: none"> <li>being able to explain their views about similarities and differences between jobs</li> <li>investigating similarities and differences between men's and women's work clothes</li> <li>being able to explain what they are gaining from the subjects and topics they are learning about</li> </ul>
Term 2a Manage Career	<ul style="list-style-type: none"> <li>recognising that they and other people like to choose the work they do</li> <li>looking forward to what they are going to learn next</li> </ul>	<ul style="list-style-type: none"> <li>describing a goal or target they are working towards</li> <li>being proactive about trying different approaches to solving challenges</li> <li>recognising that decisions can have unexpected consequences</li> </ul>
Term 2b Create Opportunities	<ul style="list-style-type: none"> <li>Identifying new jobs that are just coming into being</li> <li>being able to describe what their needs are</li> <li>choosing what they want to achieve and the way they go about it</li> </ul>	<ul style="list-style-type: none"> <li>being aware of how to communicate with co-workers and customers in work settings</li> <li>being able to make a positive contribution in group play or teamwork based on a business activity</li> <li>thinking about questions they would like to ask a visitor about their job</li> </ul>
Term 3a Balance life and work	<ul style="list-style-type: none"> <li>recognising the contribution they make to the work that is done in the home</li> <li>being aware of what volunteers do and how they can be a volunteer</li> <li>exploring the rewards they would like to get from paid work</li> <li>being aware that overwork is harmful to people's health</li> </ul>	<ul style="list-style-type: none"> <li>recognising how they can help keep themselves safe at school</li> <li>exploring what happens in the first few days when people start work</li> <li>being aware that they and others can play a part in helping to ensure that people are treated well at work</li> <li>being aware of how money can be earned</li> </ul>
Term 3b See the big picture	<ul style="list-style-type: none"> <li>being aware of how work is portrayed differently in different stories</li> <li>recognising that the way that work is shown is not always accurate/ reliable</li> <li>exploring how working life is changing for people now</li> </ul>	<ul style="list-style-type: none"> <li>being aware of how scientific and technological aids help people do their work</li> <li>exploring work practices in the school environment that promote sustainability</li> <li>exploring the jobs that people do to help each other</li> </ul>

## Key Stage 2 (Years 3, 4, 5 & 6)

CDI Learning Area	Year 3 Suggested Learning Aims	Year 4 Suggested Learning Aims	Year 5 Suggested Learning Aims	Year 6 Suggested Learning Aims
Term 1a Grow throughout life	<ul style="list-style-type: none"> <li>being able to explain how they acted on help</li> </ul>	<ul style="list-style-type: none"> <li>recognising what they want to learn next and when they are successful</li> </ul>	<ul style="list-style-type: none"> <li>being willing to take on challenges that help them to grow</li> <li>recording and commenting on what they have experienced and achieved</li> </ul>	<ul style="list-style-type: none"> <li>relating to people whose identities and backgrounds are different to theirs</li> </ul>
Term 1b Explore Possibilities	<ul style="list-style-type: none"> <li>being able to explain what tasks they would like and like least about particular jobs</li> </ul>	<ul style="list-style-type: none"> <li>finding out about the qualities and skills needed to do a caring job</li> <li>being able to design a scheme for classifying a set of jobs</li> </ul>	<ul style="list-style-type: none"> <li>being able to explain what interests them about particular jobs</li> <li>exploring the connection between uniforms and status</li> </ul>	<ul style="list-style-type: none"> <li>recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers</li> </ul>
Term 2a Manage Career	<ul style="list-style-type: none"> <li>being aware that choice and opportunity make careers possible</li> <li>recognising their achievement when they have learnt something new even if they found it difficult initially</li> </ul>	<ul style="list-style-type: none"> <li>making a step-by-step plan to enable them to achieve something they would like to be able to do</li> </ul>	<ul style="list-style-type: none"> <li>making a step-by-step plan to enable them to achieve something they would like to be able to do</li> </ul>	<ul style="list-style-type: none"> <li>being able to weigh up the pros and cons of a choice they are thinking of making</li> </ul>
Term 2b Create Opportunities	<ul style="list-style-type: none"> <li>Identifying possible new jobs that might be needed in the future</li> <li>responding to trusted adults who can help them identify their needs</li> </ul>	<ul style="list-style-type: none"> <li>reflecting on what they achieved and what they would do differently or better next time</li> <li>exploring how people relate to each other in work settings</li> </ul>	<ul style="list-style-type: none"> <li>being able to take on different work-related roles in group play or teamwork, including as leader when required</li> </ul>	<ul style="list-style-type: none"> <li>explaining what they found out from a visitor about setting up their own businesses</li> </ul>
Term 3a Balance life and work	<ul style="list-style-type: none"> <li>being able to explain the idea of division of labour with reference to the work that is done in the home</li> <li>being aware of what charities do and how they can be a charity worker</li> </ul>	<ul style="list-style-type: none"> <li>recognising that people seek different rewards when considering paid work that they'd like to do</li> <li>being aware that imbalances between people's life and work affects their wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>recognising what they can do to help keep themselves and others safe at school</li> <li>being aware that people's work needs change during their lives</li> </ul>	<ul style="list-style-type: none"> <li>recognising unfair barriers to opportunity and being willing to challenge them</li> <li>being able to make decisions about saving, spending and budgeting</li> </ul>
Term 3b See the big picture	<ul style="list-style-type: none"> <li>being aware of what the author is encouraging them to think about when work is a theme in a story</li> </ul>	<ul style="list-style-type: none"> <li>being able to consider if the information they have found is accurate/reliable</li> <li>being aware of trends that hint at how working life may change for them by the time they embark on their careers</li> </ul>	<ul style="list-style-type: none"> <li>exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work</li> <li>exploring jobs and ways of working that help to protect the environment</li> </ul>	<ul style="list-style-type: none"> <li>exploring what they and others can do to prevent people having to do harmful work</li> </ul>

## Key Stage 3 (Years 7, 8 & 9)

### In year priorities

- Year 7: 1 employer/workplace encounter
- Year 8: 1 employer/workplace encounter and 1 further education/apprenticeship encounter
- Year 9: 1 employer/workplace encounter and 1 further education/apprenticeship encounter

CDI Learning Area	Year 7 Suggested Learning Aims	Year 8 Suggested Learning Aims	Year 9 Suggested Learning Aims
Term 1a Grow throughout life	<ul style="list-style-type: none"> <li>• being aware of the sources of help and support available and responding positively to feedback</li> </ul>	<ul style="list-style-type: none"> <li>• being aware that learning, skills and qualifications are important for career</li> <li>• being willing to challenge themselves and try new things</li> </ul>	<ul style="list-style-type: none"> <li>• recording achievements</li> <li>• being aware of heritage, identity and values</li> </ul>
Term 1b Explore Possibilities	<ul style="list-style-type: none"> <li>• being aware of the range of possible jobs</li> <li>• identifying common sources of information about the labour market education system</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of the main learning pathways (e.g. university, college and apprenticeships)</li> <li>• being aware that many jobs require learning, skills and minimum qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of the range of different sectors and organisations where they can work</li> <li>• being aware of the range of ways that organisations undertake recruitment and selection</li> </ul>
Term 2a Manage Career	<ul style="list-style-type: none"> <li>• looking forward to the future</li> <li>• managing the transition into the next key stage and preparing for choosing their qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• being aware that career describes their journey through life, learning and work</li> <li>• being aware that different jobs and careers bring different challenges and rewards</li> </ul>	<ul style="list-style-type: none"> <li>• learning from setbacks and challenges</li> <li>• imagining a range of possibilities for themselves in their career</li> </ul>
Term 2b Create Opportunities	<ul style="list-style-type: none"> <li>• developing friendships and relationships with others</li> <li>• being aware that it is important to take initiative in their learning and life</li> </ul>	<ul style="list-style-type: none"> <li>• being aware that building a career will require them to be imaginative and flexible</li> <li>• developing the ability to communicate their needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>• being able to identify a role model and being aware of the value of leadership</li> <li>• being aware of the concept of entrepreneurialism and self-employment</li> </ul>
Term 3a Balance life and work	<ul style="list-style-type: none"> <li>• being aware of the concept of work-life balance</li> <li>• being aware that physical and mental</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of money and that individuals and families have to actively manage their finances</li> <li>• being aware of the ways that they can be involved in their family and community</li> <li>• being aware of different life stages and life roles</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of rights and responsibilities in the workplace and in society</li> <li>• recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</li> </ul>
Term 3b See the big picture	<ul style="list-style-type: none"> <li>• being aware of a range of different media, information sources and viewpoints</li> <li>• being aware that there are trends in local and national labour markets</li> </ul>	<ul style="list-style-type: none"> <li>• being aware that trends in technology and science have implications for career</li> <li>• being aware of the relationship between career and the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of the relationship between career, community and society</li> <li>• being aware of the relationship between career, politics and the economy</li> </ul>



## Key Stage 4 (Years 10 & 11)

### In year priorities

- Year 10: 1 employer/workplace encounter and 1 further education/apprenticeship encounter
- Year 11: 1 employer/workplace encounter and 1 further education/apprenticeship encounter

CDI Learning Area	Year 10 Suggested Learning Aims	Year 11 Suggested Learning Aims
Term 1a Grow throughout life	<ul style="list-style-type: none"> <li>• responding positively to help, support and feedback</li> <li>• positively engaging in learning and taking action to achieve good outcomes</li> <li>• recognising the value of challenging themselves and trying new things</li> </ul>	<ul style="list-style-type: none"> <li>• reflecting on and recording achievements, experiences and learning</li> <li>• considering what learning pathway they should pursue next</li> <li>• reflecting on their heritage, identity and values</li> </ul>
Term 1b Explore Possibilities	<ul style="list-style-type: none"> <li>• considering what jobs and roles are interesting</li> <li>• researching the labour market and the education system</li> <li>• recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</li> </ul>	<ul style="list-style-type: none"> <li>• researching the learning and qualification requirements for jobs and careers that they are interested in</li> <li>• researching the range of workplaces and what it is like to work there</li> <li>• researching how recruitment and selection processes work and what they need to do to succeed in them</li> </ul>
Term 2a Manage Career	<ul style="list-style-type: none"> <li>• recognising the different ways in which people talk about career and reflecting on its meaning to them</li> <li>• building their confidence and optimism about their future</li> <li>• making plans and developing a pathway into their future</li> </ul>	<ul style="list-style-type: none"> <li>• considering the risks and rewards associated with different pathways and careers</li> <li>• taking steps to achieve in their GCSEs and make a decision about their post-16 pathway</li> <li>• thinking about how they deal with and learn from challenges and setbacks</li> </ul>
Term 2b Create Opportunities	<ul style="list-style-type: none"> <li>• developing friendships and relationships and reflecting on their relationship to their career</li> <li>• starting to take responsibility for making things happen in their career</li> <li>• being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</li> </ul>	<ul style="list-style-type: none"> <li>• being willing to speak up for themselves and others</li> <li>• being able to discuss roles models and reflect on leadership</li> <li>• researching entrepreneurialism and self-employment</li> </ul>
Term 3a Balance life and work	<ul style="list-style-type: none"> <li>• reflecting on the different ways in which people balance their work and life</li> <li>• reflecting on their physical and mental wellbeing and considering how they can improve these</li> <li>• recognising the role that money and finances will play, in the decisions that they make and, in their life and career</li> <li>• recognising the role that they play in their family and community and considering how that might shape their career</li> </ul>	<ul style="list-style-type: none"> <li>• considering how they want to move through different life stages and manage different life roles</li> <li>• developing knowledge of rights and responsibilities in the workplace and in society</li> <li>• identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</li> </ul>
Term 3b See the big picture	<ul style="list-style-type: none"> <li>• evaluating different media, information sources and viewpoints</li> <li>• exploring local and national labour market trends</li> <li>• exploring trends in technology and science</li> </ul>	<ul style="list-style-type: none"> <li>• exploring the relationship between career and the environment</li> <li>• exploring the relationship between career, community and society</li> <li>• exploring the relationship between career, politics and the economy</li> </ul>

## Key Stage 5 (Years 12, 13 & 14)

### In year priorities

- Year 12: 1 employer/workplace encounter and 1 further education/apprenticeship encounter
- Year 13: 1 employer/workplace encounter and 1 further education/apprenticeship encounter

CDI Learning Area	Post 16 Suggested Learning Aims
Term 1a Grow throughout life	<ul style="list-style-type: none"> <li>• actively seeking out help, support and feedback</li> <li>• taking responsibility for their learning and aiming high</li> <li>• seeking out challenges and opportunities for development</li> <li>• reflecting on and recording achievements, experiences and learning and communicating them to others</li> <li>• planning their next steps in learning and work</li> <li>• discussing and reflecting on the impact of heritage, identity and values</li> </ul>
Term 1b Explore Possibilities	<ul style="list-style-type: none"> <li>• developing a clear direction of travel in their career and actively pursuing this</li> <li>• actively seeking out information on the labour market and education system to support their career</li> <li>• having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> <li>• actively researching and reflecting on workplaces, workplace culture and expectations</li> <li>• analysing and preparing for recruitment and selection processes</li> </ul>
Term 2a Manage Career	<ul style="list-style-type: none"> <li>• being able to describe the concept of career and say what it means to them</li> <li>• building their confidence and optimism about their future and acting on it</li> <li>• actively planning, prioritising and setting targets for their future</li> <li>• considering the risks and rewards of different pathways and career and deciding between them</li> <li>• managing the transition into the post-16 learning context and preparing for post-18 transitions</li> <li>• being proactive about being resilient and learning from setbacks</li> </ul>
Term 2b Create Opportunities	<ul style="list-style-type: none"> <li>• building and maintaining relationships and networks within and beyond the school</li> <li>• being proactive about their life, learning and career</li> <li>• being creative and agile as they develop their career pathway</li> <li>• representing themselves and others</li> <li>• acting as a leader, role model or example to others</li> <li>• considering entrepreneurialism and self-employment as a career pathway</li> </ul>
Term 3a Balance life and work	<ul style="list-style-type: none"> <li>• planning for the kind of balance of work and life that they want</li> <li>• taking action to improve their physical and mental wellbeing</li> <li>• beginning to manage their own money and plan their finances (e.g. thinking about student loans)</li> <li>• actively shaping their involvement in their family and community as part of their career</li> <li>• planning for different life stages and considering the different life roles that they want to play</li> <li>• being aware of their role in ensuring rights and responsibilities in the workplace and in society</li> <li>• taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</li> </ul>
Term 3b See the big picture	<ul style="list-style-type: none"> <li>• evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> <li>• exploring and responding to local and national labour market trends</li> <li>• exploring and responding to trends in technology and science</li> <li>• exploring and responding to the relationship between career and the environment</li> <li>• exploring and responding to the relationship between career, community and society</li> <li>• exploring and responding to the relationship between career, politics and the economy</li> </ul>