

CDI learning aims Age 11-14 (KS3)			
Learning area	KS3 learning aim (11-14)	Lessons which cover this learning aim	Year group
Grow throughout life	being aware of the sources of help and support available and responding positively to feedback	Who am I?	7
		What are my interests?	8
		What are my skills?	9
	being aware that learning, skills and qualifications are important for career	What are my skills?	9
	being willing to challenge themselves and try new things	What are my interests?	8
	recording achievements	Who am I?	7
		What are my interests?	8
		What are my skills?	9
Explore Possibilities	being aware of heritage, identity and values	Who am I?	7
	being aware of the range of possible jobs	Exploring possibilities: dream jobs	7
		Job applications: superhero CVs	8
	identifying common sources of information about the labour market education system	What comes after school: the main learning pathways	9
	being aware of the main learning pathways (e.g. university, college and apprenticeships)	What comes after school: the main learning pathways	9
	being aware that many jobs require learning, skills and minimum qualifications	What comes after school: the main learning pathways	9
	being aware of the range of different sectors and organisations where they can work	Exploring possibilities: dream jobs	7
Manage Career	being aware of the range of ways that organisations undertake recruitment and selection	Job applications: superhero CVs	8
	being aware that career describes their journey through life, learning and work	What is a career?	7
		What is a career?	7
		Decision making: choosing what to study at KS4	9
	imagining a range of possibilities for themselves in their career	What is a career?	7
	being aware that different jobs and careers bring different challenges and rewards	What is a career?	7
		Challenges and rewards of work	8
Create opportunities	managing the transition into secondary school and preparing for choosing their GCSEs	Decision making: choosing what to study at KS4	9
	learning from setbacks and challenges	Challenges and rewards of work	8
		Decision making: choosing what to study at KS4	9
	developing friendships and relationships with others	Creating the life you want: making a vision board	8
		What is an entrepreneur?	7
	being aware that it is important to take initiative in their learning and life	Creating the life you want: making a vision board	8
		Taking control of your career journey	9
	being aware that building a career will require them to be imaginative and flexible	Creating the life you want: making a vision board	8
	developing the ability to communicate their needs and wants	Taking control of your career journey	9
		Taking control of your career journey	9
		Taking control of your career journey	9
	being able to identify a role model and being aware of the value of leadership	What is an entrepreneur?	7
	being aware of the concept of entrepreneurialism and self-employment	What is an entrepreneur?	7
		What is an entrepreneur?	7
	being aware of the concept of work-life balance	What is a work-life balance?	7
		What does success mean to me?	8

Balance life and work	being aware that physical and mental wellbeing are important	What is a work-life balance?	7
		What does success mean to me?	8
	being aware of money and that individuals and families have to actively manage their finances	Working and earning: managing your money	9
	being aware of the ways that they can be involved in their family and community	What is a work-life balance?	7
		What does success mean to me?	8
		Working and earning: managing your money	9
	being aware of different life stages and life roles	What is a work-life balance?	7
		What does success mean to me?	8
		Working and earning: managing your money	9
See the big picture	being aware of rights and responsibilities in the workplace and in society	What is a work-life balance?	7
	recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces	What is a work-life balance?	7
	being aware of a range of different media, information sources and viewpoints	Careers and the future	7
		Careers and the climate	8
	being aware that there are trends in local and national labour markets	What is the labour market and why is it important?	9
	being aware that trends in technology and science have implications for career	Careers and the future	7
		Careers and the climate	8
	being aware of the relationship between career and the natural environment	Careers and the climate	8
	being aware of the relationship between career, community and society	What is the labour market and why is it important?	9
	being aware of the relationship between career, politics and the economy	Careers and the future	7
		What is the labour market and why is it important?	9

CDI learning aims Age 14-16 (KS4)			
Learning area	KS4 learning aim (14-16)	Lessons which cover this learning aim	Year group
Grow throughout life	responding positively to help, support and feedback	Reflecting on my career journey: past, present and future	10
		What are my employability skills?	11
	positively engaging in learning and taking action to achieve good outcomes	Reflecting on my career journey: past, present and future	10
	recognising the value of challenging themselves and trying new things	Reflecting on my career journey: past, present and future	10
		What are my employability skills?	11
	reflecting on and recording achievements, experiences and learning	Reflecting on my career journey: past, present and future	10
		What are my employability skills?	11
	considering what learning pathway they should pursue next	Reflecting on my career journey: past, present and future	10
Explore Possibilities	reflecting on their heritage, identity and values	Reflecting on my career journey: past, present and future	10
	which one they want to follow and how they will access and succeed in it	Post 16 – Choices, Choices	11
	researching the learning and qualification requirements for jobs and careers that they are interested in	Exploring employer profiles	10
	researching the range of workplaces and what it is like to work there	Exploring employer profiles	10
Manage Career	researching how recruitment and selection processes work and what they need to do to succeed in them	Exploring employer profiles	10
	recognising the different ways in which people talk about career and reflecting on its meaning to them	What type of career is best for me?	10
	building their confidence and optimism about their future	What type of career is best for me?	10
		Decision making: choosing your post-16 pathway	11
	making plans and developing a pathway into their future	What type of career is best for me?	10
		Decision making: choosing your post-16 pathway	11
	considering the risks and rewards associated with different pathways and careers	What type of career is best for me?	10
Create opportunities	taking steps to achieve in their GCSEs and make a decision about their post-16 pathway	Decision making: choosing your post-16 pathway	11
	thinking about how they deal with and learn from challenges and setbacks	Decision making: choosing your post-16 pathway	11
	developing friendships and relationships and reflecting on their relationship to their career	Preparing to go on work experience	10
		Researching volunteering and paid work	11
	starting to take responsibility for making things happen in their career	Preparing to go on work experience	10
		Researching volunteering and paid work	11
	being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them	Researching volunteering and paid work	11
Balance life and work	being willing to speak up for themselves and others	Preparing to go on work experience	10
	being able to discuss roles models and reflect on leadership	Preparing to go on work experience	10
	researching entrepreneurialism and self-employment	Researching volunteering and paid work	
	reflecting on the different ways in which people balance their work and life	Wellbeing in the workplace	10
	reflecting on their physical and mental wellbeing and considering how they can improve these	Wellbeing in the workplace	10
	recognising the role that money and finances will play, in the decisions that they make and, in their life and career	Money talks: apprenticeships vs. higher education	11
	recognising the role that they play in their family and community and considering how that might shape their career	Money talks: apprenticeships vs. higher education	11
	considering how they want to move through different life stages and manage different life roles	Money talks: apprenticeships vs. higher education	11

	developing knowledge of rights and responsibilities in the workplace and in society	Wellbeing in the workplace	10
	identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	Wellbeing in the workplace	10
See the big picture	evaluating different media, information sources and viewpoints	In person, hybrid and remote: what works best?	10
		Is AI a threat to our jobs?	11
	exploring local and national labour market trends	In person, hybrid and remote: what works best?	10
		Is AI a threat to our jobs?	11
	exploring trends in technology and science	Is AI a threat to our jobs?	11
	exploring the relationship between career and the environment	In person, hybrid and remote: what works best?	10
	exploring the relationship between career, community and society	In person, hybrid and remote: what works best?	10
	exploring the relationship between career, politics and the economy	In person, hybrid and remote: what works best?	10
		Is AI a threat to our jobs?	11

CDI learning aims Age 16-18 (KS5)			
Learning area	KS5 learning aim (16-18)	Lessons which cover this learning aim	Year group
Grow throughout life	actively seeking out help, support and feedback	Preparing for a personal guidance one-to-one	12
		Personal branding: your CV and online profile	13
	taking responsibility for their learning and aiming high	Preparing for a personal guidance one-to-one	12
	seeking out challenges and opportunities for development	Preparing for a personal guidance one-to-one	12
		Preparing for a personal guidance one-to-one	12
	reflecting on and recording achievements, experiences and learning and communicating them to others	Personal branding: your CV and online profile	13
	planning their next steps in learning and work	Preparing for a personal guidance one-to-one	12
	discussing and reflecting on the impact of heritage, identity and values	Preparing for a personal guidance one-to-one	12
Explore Possibilities	having a clear understanding of the learning pathways and qualifications that they will need to pursue their career	Post 18 – Choices, Choices	12
	actively researching and reflecting on workplaces, workplace culture and expectations	The basics of interviews: in person and online	13
	analysing and preparing for recruitment and selection processes	The basics of interviews: in person and online	13
Manage Career	being able to describe the concept of career and say what it means to them	Setting career goals	12
		Setting career goals	12
	building their confidence and optimism about their future and acting on it	Confidently managing transitions	13
	actively planning, prioritising and setting targets for their future	Setting career goals	12
		Confidently managing transitions	13
	considering the risks and rewards of different pathways and career and deciding between them	Setting career goals	12
	managing the transition into the post-16 learning context and preparing for post-18 transitions	Setting career goals	12
Create opportunities		Confidently managing transitions	13
	being proactive about being resilient and learning from setbacks	Setting career goals	12
		Confidently managing transitions	13
	building and maintaining relationships and networks within and beyond the school	How to network and be enterprising	12
	being proactive about their life, learning and career	Preparing for an employer assessment day	13
	being creative and agile as they develop their career pathway	How to network and be enterprising	12
	representing themselves and others	How to network and be enterprising	12
Balance life and work		Preparing for an employer assessment day	13
	acting as a leader, role model or example to others	Preparing for an employer assessment day	13
	considering entrepreneurialism and self employment as a career pathway	How to network and be enterprising	12
	planning for the kind of balance of work and life that they want	Wellbeing: balancing life, learning, and work	12
	taking action to improve their physical and mental wellbeing	Wellbeing: balancing life, learning, and work	12
		Wellbeing: balancing life, learning, and work	12
	beginning to manage their own money and plan their finances (e.g. thinking about student loans)	Being self-employed and working freelance	13
	actively shaping their involvement in their family and community as part of their career planning	Wellbeing: balancing life, learning, and work	12
	planning for different life stages and considering the different life roles that they want to play	Wellbeing: balancing life, learning, and work	12
		Being self-employed and working freelance	13
	being aware of their role in ensuring rights and responsibilities in the workplace and in society	Wellbeing: balancing life, learning, and work	12
		Being self-employed and working freelance	13
	taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them	Wellbeing: balancing life, learning, and work	12
	evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career	Should all employers adopt a four-day week?	12
		What makes an employer 'good' to work for?	13
	exploring and responding to local and national labour market trends	Should all employers adopt a four-day week?	12
	exploring and responding to trends in technology and science	Should all employers adopt a four-day week?	12

See the big picture	exploring and responding to the relationship between career and the environment	Should all employers adopt a four-day week?	12
		What makes an employer 'good' to work for?	13
	exploring and responding to the relationship between career, community and society	Should all employers adopt a four-day week?	12
		What makes an employer 'good' to work for?	13
	exploring and responding to the relationship between career, politics and the economy	Should all employers adopt a four-day week?	12