



<b>Local Procedure/Protocol</b>	
<b>School/Home Name:</b>	Cedar House School
<b>Local Procedure/Protocol Title:</b>	Futures: Careers and Work Related Learning
<b>Linked to Group Policy Title &amp; Code:</b>	OPSP15 Futures: Careers and Work-Related Learning
<b>Date Reviewed:</b>	December 2023
<b>Next Update Due:</b>	September 2025
<b>Procedure/Protocol Lead:</b>	Victoria Hindle
<b>Responsible Signatory:</b>	<b>Matthew Boyle, Projects Director</b>
<b>EQUALITY AND DIVERSITY STATEMENT</b>	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.	
<b>ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT</b>	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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## 1 Introduction

We are passionate about helping pupils to identify and realise their ambitions, aspirations and secure futures that are right for them as individuals. Whether pupils want to be an astronaut, an artist, or just aren't sure what they want to be today, we will support them to understand their skills and talents, their interests and any areas of development. This will help them on their next steps, whether through further or higher education or training, to secure their career of choice and prepare them ready to enter employment. Being realistic, we understand that pupils might change their minds at any point. We are all human: situations and interests can change. We are committed to equipping pupils with the confidence, life and transferable skills to be able to adapt to whatever the future presents, equipping them with a range of options and career pathways.

We embrace our responsibility to ensure all pupils leave school and continue with their education, employment or training. It is our responsibility to ensure that they can enter the next phase of their lives in something which is sustainable and will support them in their careers and future lives.

Our careers and work-related learning programmes have always been personalised, and compliant with the DfE guidance, Independent School Standards, and best practice. We have been keen to ensure the pathways available to all pupils, from the earliest age, are broad, relevant, well planned and secure successful long-term outcomes.

## 2 Pupil Entitlement

### 2.1 Primary Pupils

Within our primary settings our pupils' journey towards understanding the options and opportunities around their future career begins via:

- Embedding career-related learning in the school's curriculum
- Conducting career-related activities and experiences within both the classroom and wider school environment
- Engaging wider stakeholders, including parents and carers in supporting the pupils in learning about career opportunities and relevant skills

Our primary settings aim to broaden the aspirations of each pupil and present them with a continued range of experiences and opportunities to positively challenge stereotypes and extend their understanding of the careers and futures they could create for themselves.

The focus at this stage is all around continually presenting pupils with career-related learning and experiences that broaden their horizons and raise their level of aspiration and engagement with their future. The aim is to ensure our pupils understand that there are many options open and available to them.

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This ongoing careers-related activity and experience acts as a precursor for the careers and employability programmes delivered from Year 7 onwards, alongside the dedicated WG Futures programme.

**2.2 Secondary Pupils**

The minimum required expectations are that all pupils in Years 7 to 13 are entitled to:

- find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- understand how to make applications for the full range of academic and technical courses.
- have access to an impartial independent career’s advisor from the age of 12 upwards (ISS 2(2)e)

**2.3**

We exceed these expectations by ensuring that the curriculum provides many opportunities to encourage pupils to develop ambition and interest in their futures.

We embrace our duty, and it is our overarching aim to ensure pupils are well equipped to succeed and cope with the ever-changing needs of society and the modern world. The Witherslack Group has developed the provision even further, by developing a programme called WG Futures. This offers a network of employers to facilitate direct engagement across our schools in the provision of employer speakers, work place visits, career events and roadshows, and work placements. In addition to this, support will be provided through dedicated staff to support pupils stepping into actual employment with the direct provision of a high volume of live job roles.

**3 GATSBY BENCHMARKS**

We use the Gatsby Benchmarks to ensure best practice. All Witherslack Group schools are committed to meeting the eight Gatsby Benchmarks, which support us to deliver best practice in ensuring readiness for the world of work and securing successful careers and future lives:

- 1) A Stable Careers Programme.
- 2) Learning from Career and Labour Market Information.
- 3) Addressing the Needs of Each Pupil.
- 4) Linking Curriculum Learning to Careers.
- 5) Encounters with Employers and Employees.
- 6) Experiences of The Workplace.
- 7) Encounters with Further and Higher Education.
- 8) Personal Guidance.

Schools will be supported in the attainment of compliance through the guidance of the Group’s dedicated Employability Manager, who will provide support to Careers Leads and through the development of a central resource hub for all aspects around the Gatsby Framework.

School leaders will be asked to report directly to their respective School Board meeting on progress of Gatsby compliance, general careers and employability activity, and engagement with the wider initiatives provided by a dedicated careers digital platform and the WG Futures programme in general. This reporting will be structured to align with the respective Gatsby Benchmarks, thus ensuring an ongoing focus on

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compliance and continued improvement regarding the delivery of careers and employability programmes. An example of some of the key reporting metrics are detailed below:

No. of careers guidance sessions delivered (GBM 8 ,GBM3)
No. of careers appointments attended (GBM8 , GBM3)
No. of employer encounter sessions (GBM5, GBM2)
No. of experiences of the workplace (GBM6, GBM2, GBM3)
No. of visits to college (GBM7)
No. of experiences of university (GBM7)
Technical pathway sessions Yr 8/9 (GBM7) (The Baker Clause)
Technical pathway sessions Yr 10/11 (GBM7) (The Baker Clause)
Technical pathway sessions Yr 12/13 (GBM7) (The Baker Clause)
No. of parent’s sessions delivered (GBM1, GBM2)
No. of CV's completed (GBM3)
No of Careers in the Curriculum Sessions (GBM4)
No. of school Careers advice support sessions (GBM3)

Additionally, schools will report to School Board meetings on a termly basis on the individualised career aspirations and intended destinations of students from the start of Year 10 onwards, thus allowing prioritised support and personalised pathways to be put in place, supported by the WG Futures programme and personnel.

**4 Curriculum Provision**

**4.1** Careers provision is mapped against the Gatsby Benchmarks and the careers programme is delivered through a combination of methods, with schemes of work and a calendar of events for each Key Stage.

The DfE provide a recommended framework for the curriculum at each stage and Cedar House School has an individualised careers programme particular to the school based on this framework. **See Appendix 1**

**4.2** To further enhance the level of resource available and the richness of the career and employability offer, an additional third-party platform is also available for schools to embed within their curriculum. This provides a breadth of both teaching resources and employer engagement experiences that can be incorporated within careers and employability learning for all year groups. The platform also enables tracking at both school and individual pupil level and schools will be tasked with evidencing engagement and progress via this system, alongside wider reporting.

**4.3** All schools will produce and work to a WG Futures delivery plan, that aims to accommodate increasing levels of employer engagement and experience. At the same time, greater priority and resource will be provided, over time, to personalising employability skills and preparation to each young person’s individual needs and future employment pathway.

**5 Our WG Futures Principles**

1. The development of our young people’s futures is a Group-wide priority driven by all educational teams, careers support staff, and the dedicated Futures personnel.

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2. We place future employability at the heart of the learning experience, both within and outside the curriculum, and provide our young people with the opportunities and support they need to develop into employable and highly attractive candidates to employers.
3. We utilise direct employer insight, experience and expertise as part of the development of employability programmes and practices that will achieve significant and measurable outcomes for every young person.
4. We offer a portfolio of career opportunities and work placements that enables all young people to be encouraged to broaden their interests, knowledge and experiences in whatever field they choose to pursue.
5. Young people will be supported to acquire real understanding of what personal attributes they have to offer employers and the skills they possess. They should in turn be able to demonstrate these to employers in a quantifiable way. Through this they will gain confidence, resilience and ambition, which will present them as 'ready to work' to employers.
6. We will provide our young people with actual job opportunities and unrivalled levels of ongoing support to ensure that their first steps beyond education are successful ones that lead directly to employment.

## 6 Statutory requirements and recommended reading

Witherslack Group uses and follows the statutory guidance provided from Gov.uk. References are provided as a link to this guidance in the references section of this policy.

## 7 REFERENCES

[GOV.UK Statutory Guidance: Careers guidance and access for education and training providers](#)  
[Independent School Standards, Part 1, Section 2.\(2\)\(e\)](#)  
[The Independent School Standards, Guidance for independent schools](#)

## 8 ASSOCIATED FORMS

N/A

## 9 APPENDICES

Appendix 1 – Career Programme Map

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# Careers and Futures Whole School Mapping Sept 2024- 2025

## Curriculum Intent

**Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers. (Holman J)**

Cedar House School follows the eight Gatsby benchmarks for delivering careers

Benchmark 1: Cedar House School has a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. The careers program is taught through the PSHE curriculum as well as through discreet lessons throughout the year – these lessons may be taught by either form tutors as part of basic skills or by the careers lead.

Benchmark 2: Cedar House School supports learning from career and labour market information, this is done locally through Inspira. By the age of 14, all pupils will have accessed and used information about career paths and the labour market to inform their own decisions on study options.

Benchmark 3: Cedar House School addresses the needs of each pupil. Pupils have different career guidance needs at different stages. Opportunities for advice and support are tailored to the needs of each pupil. The careers programme embeds equality and diversity considerations throughout.

Benchmark 4: Cedar House School links curriculum learning to careers. All teachers link curriculum learning with careers. All teachers and tutors highlight the relevance of their subject for a for a wide range of career paths.

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Benchmark 5: Through the Futures Program, Cedar House School facilitates encounters with employers and employees each pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This is through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

Benchmark 6: Through the Futures Program, Cedar House School facilitates experiences of workplaces Each pupil has the opportunity to engage in first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

Benchmark 7: Cedar House School enables encounters with further and higher education By the age of 16, every pupil has had a meaningful encounter\* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This includes the opportunity to meet both staff and pupils.

Benchmark 8: Cedar House School provides personal guidance to every pupil, giving them the opportunity for guidance interviews with a careers adviser, within school this is Viki Hindle, externally this is provided by Inspira. This is available upon request available or whenever significant study or career choices are being made. This advice is expected for all pupils and is timed to meet their individual needs.

All young people throughout the school have access to the Futures Ambassadors program where appropriate. This allows young people to have meaningful contact and conversations with employers and employees from outside the school, whether this comes as an internal or external visit. Work experience is available where appropriate.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE	Health and wellbeing	Relationships	Living in the wider world	Health and wellbeing	Relationships	Living in the wider world
	<b>Whole school activities – where appropriate</b> <b>Futures Ambassadors sessions</b> <b>Apprenticeships fair – Spring 1</b> <b>College Fair – Summer 2</b> <b>Work experience</b>					
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Theme	<p>What is a career?</p> <p>Challenge common stereotypes and misconceptions. Explore unusual or emerging careers.</p>	<p>Careers and the core subjects</p> <p>How does English link to the world of work? What careers use the skills developed in English lessons?</p>	<p>Careers and the core subjects</p> <p>How does Maths link to the world of work? What careers use the skills developed in Maths lessons?</p> <p>TAUGHT THROUGH PSHE</p> <p>Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations</p> <ul style="list-style-type: none"> <li>• how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>• about a broad range of careers and the abilities and qualities required for different careers</li> <li>• about equality of opportunity</li> <li>• how to challenge stereotypes, broaden</li> </ul>	<p>Careers and the core subjects</p> <p>How does Science link to the world of work? What careers use the skills developed in Science lessons?</p>	<p>Careers and the core subjects</p> <p>How do the Humanities subjects link to the world of work? What careers use the skills developed in Humanities lessons?</p>	<p>Careers and the core subjects</p> <p>How does Technology &amp; ICT / Computing link to the world of work? What careers use the skills developed in Technology / ICT lessons?</p> <p>TAUGHT THROUGH PSHE</p> <p>Financial decision making Saving, borrowing, budgeting and making financial choices</p> <ul style="list-style-type: none"> <li>• how to make safe financial choices</li> <li>• about ethical and unethical business practices and consumerism</li> <li>• about saving, spending and budgeting</li> <li>• how to manage risk-taking behaviour</li> </ul>
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			<p>their horizons and how to identify future career aspirations</p> <ul style="list-style-type: none"> <li>• about the link between values and career choices</li> </ul>			
8						
Theme	<p>What are Employability Skills?</p> <p>7</p> <p>What are your strengths as a future employee? Complete Belbin survey. Complete greeting's card production task</p>	<p>Teamwork</p> <p>Why is Teamwork a desirable skill for employers? How can you improve your skills as a team player?</p> <p>Complete challenge to assess your skills as a team player.</p>	<p>Communication</p> <p>Why is communication a desirable skill for employers? Recognising the importance of non-verbal communication</p> <p>TAUGHT THROUGH PSHE</p> <p>Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work</p> <ul style="list-style-type: none"> <li>• about equality of opportunity in life and work</li> <li>• how to challenge stereotypes and discrimination in</li> </ul>	<p>Resilience</p> <p>Why is resilience a desirable skill for employers? How do you respond to praise, criticism or feedback?</p>	<p>Problem Solving</p> <p>Why is problem solving a desirable skill for employers? Use the Different Hats method to identify potential solutions to a give problem</p>	<p>Initiative</p> <p>Why is initiative a desirable skill for employers?</p> <p>Students identify an enterprising idea to address an issue that they experience regularly in school.</p>

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			relation to work and pay <ul style="list-style-type: none"> <li>• about employment, self-employment and voluntary work</li> <li>• how to set aspirational goals for future careers and challenge expectations that limit choice</li> </ul>			
KS 4 - 9						
Theme	What are my options after Year 11?  Identify pros and cons of a range of progression routes including - Further Education, Apprenticeships, University Work-based training & Self-employment.	My Perfect University Programme Part 1 –  Challenging misconceptions Identifying subject specialisms linked to local growth sectors. Identifying your target student	My Perfect University Programme Part 2 –  Campus design & Promotional ideas  TAUGHT THROUGH PSHE  Setting goals Learning strengths, career options and goal setting as part of the GCSE options process <ul style="list-style-type: none"> <li>• about transferable skills, abilities and interests</li> <li>• how to demonstrate strengths</li> </ul>	My Perfect University Programme  Part 3 – Degree Apprenticeship Programme / Prepare to present  Meeting with careers advisor Options fair	My Perfect University Programme  Part 4 – Presentations & announce winning teams.	Destinations Programme  Identify a future career aspiration. Set short, medium and long term goals which will help you to achieve this goal.  TAUGHT THROUGH PSHE  <b>Employability skills</b> <b>Employability and online presence</b> <ul style="list-style-type: none"> <li>• about young people’s employment rights and responsibilities</li> </ul>

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			<ul style="list-style-type: none"> <li>• about different types of employment and career pathways</li> <li>• how to manage feelings relating to future employment</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>• about GCSE and post-16 options</li> <li>• skills for decision making</li> </ul>			<ul style="list-style-type: none"> <li>• skills for enterprise and employability</li> <li>• how to give and act upon constructive feedback</li> <li>• how to manage their 'personal brand' online</li> <li>• habits and strategies to support progress</li> <li>• how to identify and access support for concerns relating to life online</li> </ul>
10						
Theme	<p>Your Local Labour Market</p> <p>Can students identify the key growth sectors or leading employers in their area?</p> <p>Introduce students to any relevant websites or platforms where they can access further information on key sectors</p>	<p>Sector 1 Workshop</p> <p>Summary of the sector and information on courses available at local universities / colleges.</p> <p>Students complete practical industry-linked activity.</p>	<p>Sector 2 Workshop</p> <p>Summary of the sector and information on courses available at local universities / colleges.</p> <p>Students complete practical industry-linked activity</p> <p>TAUGHT THROUGH PSHE</p> <p><b>Financial decision making The impact</b></p>	<p>Sector 3 Workshop</p> <p>Summary of the sector and information on courses available at local universities / colleges.</p> <p>Students complete practical industry-linked activity.</p> <p>Functional skills exams</p>	<p>Sector 4 Workshop</p> <p>Summary of the sector and information on courses available at local universities / colleges.</p> <p>Students complete practical industry-linked activity</p> <p>College taster days</p>	<p>Researching your options</p> <p>Revisit the Destinations roadmap activity.</p> <p>Using the websites identified in session 1, students consider the specific steps that they could take to access a career within a local growth sector.</p> <p>(Possibility of an online</p>

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			<p><b>of financial decisions, debt, gambling and the impact of advertising on financial choices</b></p> <ul style="list-style-type: none"> <li>• how to effectively budget and evaluate savings options</li> <li>• how to prevent and manage debt, including understanding credit rating and pay day lending</li> <li>• how data is generated, collected and shared, and the influence of targeted advertising</li> <li>• how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling</li> <li>• strategies for managing influences related to gambling, including online</li> <li>• about the relationship between gambling and debt</li> <li>• about the law and illegal financial activities, including fraud and cybercrime</li> </ul>			<p>careers expo featuring local &amp; National employers</p> <p>TAUGHT THROUGH PSHE</p> <p><b>Work experience Preparation for and evaluation of work experience and readiness for work</b></p> <ul style="list-style-type: none"> <li>• how to evaluate strengths and interests in relation to career development</li> <li>• about opportunities in learning and work</li> <li>• strategies for overcoming challenges or adversity</li> <li>• about responsibilities in the workplace</li> <li>• how to manage practical problems and health and safety</li> <li>• how to maintain a positive personal presence online</li> <li>• how to evaluate and build on the learning from work experience</li> </ul>
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			<ul style="list-style-type: none"> <li>• how to manage risk in relation to financial activities</li> </ul> <p>Meeting with careers advisor</p>			College taster days
11						
	<p>CV Writing</p> <p>What is the purpose of a CV?</p> <p>What should the perfect CV include?</p> <p>Create a draft version of own CV</p> <p>TAUGHT THROUGH PSHE</p> <p>Building for the future Self-efficacy, stress management, and future opportunities</p> <ul style="list-style-type: none"> <li>• how to manage the judgement of others and challenge stereotyping</li> <li>• how to balance ambition and</li> </ul>	<p>Building Brand-You</p> <p>Identify the characteristics of successful people.</p> <p>Create your own personal brand highlighting your best qualities</p> <p>COLLEGE VISITS</p> <p>Meeting with careers advisor</p> <p>College applications</p> <p>Mock exams</p>	<p>Applications &amp; letters</p> <p>When would you write a letter of application? What should it include?</p> <p>What rules should be followed when completing an application form?</p> <p>Complete mock application for one of the roles advertised</p> <p>TAUGHT THROUGH PSHE</p> <p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p>	<p>The role of social media</p> <p>How could your social media footprint impact on your future career?</p> <p>How can social media platforms such as LinkedIn help you to find your perfect job?</p> <p>Individual college visits</p> <p>College applications</p> <p>Mock college interviews</p> <p>College interviews</p>	<p>Interviews</p> <p>What will prospective employers expect from you at interview?</p> <p>How can you answer those challenging questions?</p> <p>GCSE exams 12.5.2025 – 11.6.2025</p> <p>Transition activities</p> <p>College interviews</p> <p>University Visits</p>	<p>Virtual Mock interview Experience</p> <p>Complete a virtual mock interview featuring questions posed by local employers.</p> <p>GCSE exams 12.5.2025 – 11.6.2025</p> <p>Transition activities</p> <p>College interviews</p> <p>Prom</p> <p>University visits</p>

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	<p>unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress</p> <p>• stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online</p> <p>CV Writing College visits</p>		<ul style="list-style-type: none"> <li>• how to use feedback constructively when planning for the future</li> <li>• how to set and achieve SMART targets <ul style="list-style-type: none"> <li>• effective revision techniques and strategies</li> </ul> </li> <li>• about options post-16 and career pathways</li> <li>• about application processes, including writing CVs, personal statements and interview technique</li> <li>• how to maximise employability, including managing online presence and taking opportunities to broaden experience <ul style="list-style-type: none"> <li>• about rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>• how to manage work/life balance</li> </ul> </li> </ul>			
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			Individual college visits College applications Mock college interviews College interviews			
Year 12	Employability Skills Qualification inc: Managing personal finances Working as part of a team	Employability skills inc: life style and personal development  Interview skills Independent skills CV writing Completing application forms College visits  TAUGHT THROUGH PSHE  <b>Readiness for work</b>  • Career opportunities Preparing for the world of work	Employability Skills qualification inc: Enterprise  Applying to college or FE	Employability Skills qualification inc: personal and social skills  TAUGHT THROUGH PSHE  <b>Planning for the future</b>  • Exploring future opportunities  • Post-18 options The impact of financial decisions	Employability Skills Qualification inc: Developing personal confidence Coping with change	Employability skills Qualification inc: preparing for employment and succeeding at work
	Work experience where appropriate Attendance at college where appropriate					
Year 13	Employability Skills Qualification inc: Career planning and making applications	Building working relationships in the workplace  Volunteering	Employability Skills Qualification inc: Recognising the benefits of work life balance	Employability skills Qualification inc: Working for yourself  TAUGHT THROUGH PSHE  <b>Financial choices</b>	Employability Skills Qualification inc: Rights and responsibilities in the workplace	Employability skills qualification:  Work placement

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		<p>TAUGHT THROUGH PSHE</p> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Application processes</li> <li>• Future opportunities and career development</li> </ul> <p>Maintaining a positive professional identity</p>		<ul style="list-style-type: none"> <li>• Managing money</li> <li>• Financial contracts</li> <li>• Budgeting</li> <li>• Saving</li> <li>• Debt</li> </ul> <p>Influences on financial choices</p>		
	<p>Work experience where appropriate Attendance at college where appropriate</p>					

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