

Plan for PHSE and Careers programme 2018/2019

Italic writing is evidence for Careers Education Framework 7-19 Statutory Guidance: Impartial Careers Education.

Orange writing is evidence for Gatsby Benchmarks (GB)

Purple writing is evidence for SEND Gatsby Benchmarks (SGB)

YEAR 6

Year 6 RPSHCE Lessons

My Money – Planned by Andrea Glencourse (Head of RPSHCE)

3.7 Make straightforward decisions about spending, saving and giving.

GB 1 – A stable Careers Programme

GB 1 – A differentiated Careers Programme

Family Homework project – Planned by Adele Greenleaf (Head of Careers)

1.5 To begin to recognise where their ideas and expectations about themselves, careers, learning and work come from.

3.4 Are aware of different types of work such as work in the house, and employment and the rewards they offer

3.5 Are aware of what people like about working for themselves

3.9 To describe the work that people do in their family, in school and in the area they live.

4.1 To be aware from contact with people who work that individuals have different feelings about their work and careers.

4.3 To describe how having a job and earning money can help people.

4.4 To be aware that finding work that you really want to do is rewarding.

5.1 Are aware that boys and girls have the same choices and opportunities in learning, careers and work.

6.2 Are aware how subjects that they are studying will help them to make progress in learning and work.

GB3 - Addressing the needs of each student

GBS3 – Addressing the needs of each SEND Student

RAF visit for yr 6/7/8/ vulnerable boys – Raising aspirations.

RAF Linton on Ouse

Air operations Centre

Students took part in a career taster day looking at life in the RAF and the role of a combat pilot. They experienced flying under the instruction of their RAF instructors in the aircraft simulators and did a task creating their own aircraft for specific roles that the air force do.

GBS3 – Addressing the needs of every SEND student

GBS5 – Encounter with Employers and Employees

1.5 To recognise how personal, educational, social and economic circumstances influence their plans about careers and work.

4.2 *To identify ways of staying positive about who they are, what they can achieve and how other people see them*

Questionnaire on website asking the students what they think about their futures.

2.5 *Tell the school what help they would like to think about their futures*

GB3 - Addressing the needs of each student

GBS3 – Addressing the needs of each SEND Student

Text to let parents know about Careers on our website – Individual letters sent to SEND parents.

Careers Website board in Library

Careers section in library (books, leaflets, brochures and prospectus)

Careers notice board

1.1 *Describe who can help them find careers information and how to find it by themselves*

1.2 *Find the main points in career information and recognise the facts they trust*

2.2 *Know how to make contact with people who can help and support them.*

3.1 *Find and use information about careers*

GB2 – Learning from Career and Labour Market Information

GB2 – Learning from Career and Labour Market Information

Students jobs board and television.

3.6 *Are aware of different forms of voluntary and community activities and how they help individuals and society.*

GB2 – Learning from Career and Labour Market Information

GB2 – Learning from Career and Labour Market Information

GB6 – Experiences of workplaces

GBS6 – SEND students to experience workplaces

Enterprise Drop Down sessions.

3.6 *Are aware of different forms of voluntary and community activities and how they help individuals and society.*

GB2 – Learning from Career and Labour Market Information

GB2 – Learning from Career and Labour Market Information

GB5 – Encounters with Employees and Employers

GBS5 – SEND Encounters with Employees and Employers

GB6 – Experiences of workplaces

GBS6 – SEND students to experience workplaces

Well being day – Friday the 10th May

1.1 To describe what you are like, what you are good at and what you enjoy doing.

GB3 – Addressing the needs of each pupil

YEAR 7

Year 7 – 5 RPSHCE lessons

Lesson 1 - Jobs through the ages

(Timeline of jobs, what has happened in the world to make things change? Industrial revolution, people living longer, Internet/Technology/robots – Futuristic Jobs)

3.4 To recognise the value of different forms of work, including self-employment, to individuals and society and identify

3.8 Describe what the labour market is and how individuals can be affected by the changing supply and demand for labour.

GB 1 – A stable Careers Programme

GB 1 – A differentiated Careers Programme

Lesson 2 – (ICT needs booking) Introduction to: <https://nationalcareersservice.direct.gov.uk/job-profiles/home>

Information on unemployment, zero-hour contracts, part time hours, being mobile for a job.

H/W – Students to research some exciting modern or futuristic jobs and to compare them to more traditional jobs.

1.1 To develop skills, they need to locate information about their options in learning and work and use these skills with support and independently.

2.2 To know how to access and use sources of information, advice and guidance, from within the school.

GB 1 – A stable Careers Programme

GBS 1 – A differentiated Careers Programme

Lesson 3-4 – Career speed dating.

1.2 To develop the skills they need to recognise impartial careers information when investigating their options in learning and work

GB 1 – A stable Careers Programme

GBS 1 – A differentiated Careers Programme

Lesson 5 – Reflection – what have you learned?

2.6 Feedback that they have received the support they needed to prepare for KS4 options and future opportunities in learning and work.

GB 1 – A stable Careers Programme

GBS 1 – A differentiated Careers Programme

Letter to parents and students about what career they are interested in and what visit they would like to go to (Taster/University/College)

(Liaise with Head of Year and SENDCO for SEND.)

1.6 Feedback that they have the skills to plan and manage their KS4 choices.

GB3 – Addressing the needs of each student

GBS – Addressing the needs of each student

GB8 – Personal Guidance

GBS8 – Personal Guidance

Text to explain where to find information on website on Careers/local labour market.

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Careers section in library (books, leaflets, brochures and prospectus)

Careers notice board

2.2 To know how to access and use sources of information, advice and guidance, from within the school.

3.8 Describe what the labour market is and how individuals can be affected by the changing supply and demand for labour.

3.9 Are aware of local market opportunities for young people.

GB2 – Learning from Career and Labour Market Information

GB2 – Learning from Career and Labour Market Information

Magna GUTS - Get up to Speed is a chance to see some of the UK's most exciting engineering inventions, and network with the people who design, build and operate them!

Speak to businesses, inventors, apprentices and education providers on the future of engineering.

1.5 Recognise how personal, educational, social and economic circumstances influence, their plans about careers, learning and work

3.8 Describe what the labour market is and how individuals can be affected by the changing supply and demand for labour.

3.9 Are aware of local market opportunities for young people.

4.1 Identify how an individual's perception and expectations of themselves can change in the light of contact with people from different learning and work settings

GB6 – Experiences of workplaces

GBS6 – SEND students to experience workplaces

RAF visit for yr 6/7/8/ vulnerable boys – Raising aspirations.

RAF Linton on Ouse

Air operations Centre

Students took part in a career taster day looking at life in the RAF and the role of a combat pilot. They experienced flying under the instruction of their RAF instructors in the aircraft simulators and did a task creating their own aircraft for specific roles that the air force do.

GBS3 – Addressing the needs of every SEND student

GBS5 – Encounter with Employers and Employees

1.5 To recognise how personal, educational, social and economic circumstances influence their plans about careers and work.

4.2 To identify ways of staying positive about who they are, what they can achieve and how other people see them

Students jobs board and television.

3.6 Are aware of different forms of voluntary and community activities and how they help individuals and society.

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Enterprise Drop Down sessions.

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GB5 – Encounters with Employees and Employers

GBS5 – SEND Encounters with Employees and Employers

GB6 – Experiences of workplaces

GBS6 – SEND students to experience workplaces

Careers fair (employees/apprenticeships/colleges/universities)

1.2 To develop skills they need to locate information about their options in learning and work and use these skills with support and independently.

2.2 To know how to access and use sources of information, advice and guidance, from within the school.

2.3 To identify the skills and the qualifications they need to pursue their preferred KS4 Pathway

3.2 To identify the full range of 14-19 opportunities available to them in their school and through the 14-19 partnership

3.3 Identify the opportunities for progressing to further learning from each of the pathways available at KS4, including to Apprenticeships and higher education.

3.5 Identify sectors where opportunities exist to be self-employed.

GB5 – Encounters with Employers and Employees

GBS5 – Encounters with Employers and Employees

GB7 – Encounters with further and Higher Education

GBS7 – Encounters with further and Higher Education

Careers in the Curriculum day (students will move around on a timetable – attending lessons specifically about Careers in the Curriculum – practically based – as advice taken from questionnaires from students)

2.1 Describe their motivation, strengths and learning/work practices

4.5 Identify and recognise the benefits of 14-19 pathways that suit their preferred learning style.

5.1 Recognise and challenge the stereotypes that limit choices and opportunities for them and other people.

6.1 Recognise the relevance to their future progression of the knowledge and skills they are developing at school and how these will benefit their career and working life.

6.2 Are aware of the progress they will make if they continue with the study of particular subjects.

GB4 – Linking Curriculum learning to Careers

GBS4 – Linking Curriculum learning to Careers

Well being day – Friday the 10th May

1.2 To describe what you are like, what you are good at and what you enjoy doing.

GB3 – Addressing the needs of each pupil

YEAR 8

Year 8 – 5 RPSHCE lessons

Careers to be launched with a year 8 assembly from Careers Leader/Advisor.

Lesson 1 – (ICT needs to be booked)

<https://nationalcareersservice.direct.gov.uk/job-profiles/home>

<https://ckcareersonline.org.uk/>

<https://www.ucas.com/what-are-my-options>

2.2 To know how to access and use sources of information, advice and guidance from within school to help them with their KS4 options and long-term goals.

3.1 To access and use the main information sources on learning opportunities from 14-19 and beyond

3.4 To recognise the value of different forms of work, including self-employment, to individuals and society and identify

5.3 Investigate locally available courses that are open to students from their school.

6.1 Recognise the relevance to their future progression of the knowledge of the skills they are developing at school and how these will benefit their career and working life

GB 1 – A stable Careers Programme

GBS 1 – A differentiated Careers Programme

Lesson 2 – Group work and discussion on WHO AM I? Strength and weaknesses, my personality. Resilience and how to overcome obstacles.

H/W – To design either a poster or a piece of art/3d model that explains your personality.

1.4 Recognise what influences their ability to reach goals, seek help with any barriers to progress and show self-reliance and determination when implementing their plans

2.1 Describe their motivation, strengths and learning/work preferences

4.2 Identify ways of staying positive about who they are, what they can achieve and how other people see them.

GB 1 – A stable Careers Programme

GBS 1 – A differentiated Careers Programme

Lesson 3 - (ICT needs to be booked) - Routes available – do you want to stay at school or do an Apprenticeship? What are Apprenticeships? What could you do if you stayed on in school?

To choose an apprenticeship and a stay on in school subject to research (one you are interested in) To present to class.

1.5 To recognise how personal, educational, social and economic circumstances influence their plans about careers and work.

1.6 To feed back that they have skills to plan and manage their choices

2.3 To identify the skills and qualifications they need to pursue their preferred pathway

3.2 To identify the full range of 14-19 opportunities available to them

3.3 To identify the opportunities to further learning through Apprenticeships and higher learning.

GB 1 – A stable Careers Programme

GBS 1 – A differentiated Careers Programme

Lesson 4 – CV's, Summer and part time jobs, rates of pay.

Children and the law. Letters of application. Jobs and money, what employees look for.

3.7 Are aware of the principles of personal budgeting, money management, rates of pay and work allowances

3.10 Are aware of the laws and by laws relating to young people's hours of work and part time jobs

4.3 recognise how work and economic independence effects personal well being

6.4 are aware how to create a good impression when making applications

6.6 are aware of how developing skills, functional and personal, learning and thinking skills will help them plan and manage their career and prepare them for enterprise, self-employment, employability and independent living.

GB 1 – A stable Careers Programme

GBS 1 – A differentiated Careers Programme

Lesson 5 – Reflection – What have you learned?

3.11 Feed back that they have had the information and advice they have needed to help make their 14-16 choices

GB 1 – A stable Careers Programme

GBS 1 – A differentiated Careers Programme

Text to explain where to find information on website on Careers/local labour market/Apprenticeships.

Careers Website board in Library

Careers section in library (books, leaflets, brochures and prospectus)

Careers notice board

3.8 Describe what the labour market is and how individuals can be affected by the changing supply and demand for labour.

3.9 Are aware of local market opportunities for young people.

GB2 – Learning from Career and Labour Market Information

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Aspirational Speaker

1.5 To recognise how personal, educational, social and economic circumstances influence their plans about careers and work.

4.2 To identify ways of staying positive about who they are, what they can achieve and how other people see them

GB5 – Encounters with Employers and Employees

GBS5 – Encounters with Employers and Employees

Visit to 6th form college

3.1 To access and use the main information sources on learning opportunities from 14-19 and beyond

3.3 To identify the opportunities to further learning through Apprenticeships and higher learning.

GB7 – Encounters with further and Higher Education

GBS7 – Encounters with further and Higher Education

Visit to university/College/Taster sessions

3.1 To access and use the main information sources on learning opportunities from 14-19 and beyond

3.3 To identify the opportunities to further learning through Apprenticeships and higher learning.

4.6 Identify the range of information sources on 14-19 choices and distinguish between formal and informal sources

GB7 – Encounters with further and Higher Education

GBS7 – Encounters with further and Higher Education

Leeds University Medical trip

3.1 To access and use the main information sources on learning opportunities from 14-19 and beyond

3.3 To identify the opportunities to further learning through Apprenticeships and higher learning.

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GB7 – Encounters with further and Higher Education

GBS7 – Encounters with further and Higher Education

Leeds university STEM trip

3.1 To access and use the main information sources on learning opportunities from 14-19 and beyond

3.3 To identify the opportunities to further learning through Apprenticeships and higher learning.

4.6 Identify the range of information sources on 14-19 choices and distinguish between formal and informal sources

GB7 – Encounters with further and Higher Education

GBS7 – Encounters with further and Higher Education

Leeds university – Leeds loves Art – Workshops and assemblies on Arts and humanities.

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GB7 – Encounters with further and Higher Education

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Assemblies – Woodspeen Engineering, Female STEM ambassador, West Yorkshire Careers to talk about good careers in the North of England.

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Questionnaire about visits for parents and students

3.11 Feedback that they have had the information and advice they have needed to help make their 14-16 choices

4.7 Feedback that they are excited by, and committed to 14-19 learning

GB8 – Personal Guidance

GBS 8 – Personal Guidance

Resilience sessions for the vulnerable

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GBS3 – Addressing the needs of every SEND student

Transition visits to High School

GBS3 – Addressing the needs of every SEND student

SEND Visit To Honley High School Careers Fair

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STEM/ENGINEERING visit to Kirklees Engineering college for taster session in Robotics and Engineering.

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