



Curriculum Map: Careers and Work-related Education 2020-2021

Please read in conjunction with the Gatsby Benchmarks (Appendix 1), PSD, Life Skills curriculum and Preparing for Adulthood document (Appendix 2)

Age-related National Curriculum to Teach. <i>In order of NC increasing complexity/demands of the pupils</i>	Key Stage 3		Key Stage 4		Post-16/Yr12
	Yr8	Yr9	Yr10	Yr11	
Understanding themselves and the influences on them – self-development					
Undertake realistic self-assessment of their achievements, qualities, aptitudes and abilities. GB8		✓	✓	✓	
Use the outcome of self-assessment to identify areas for development, build self-confidence and develop a positive image. GB8		✓	✓	✓	
Recognise stereotyped images of people, careers and work. GB4	✓	✓			
Recognise and respond to main influences on their attitudes and values in relation to learning, work and equality of opportunity. GB3	✓	✓	✓		
Use self-assessment and career-related questionnaire to help to identify and set short and medium term goals and careers and learning targets. GB8			✓	✓	
Review and reflect how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans. GB8			✓	✓	
Enterprise lessons GB4		✓	✓	✓	
Explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work. GB3				✓	
Examine an equal opportunities policy. GB4				✓	
Use guided self-exploration to recognise and respond appropriately to main influences on their attitudes, values and behaviour in relation to learning and work. GB8				✓	
Review their responses to influence and pressures such as media, peers, friends and relatives. GB3				✓	
Investigate opportunities in learning and work – career exploration					
Recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work. GB2	✓	✓	✓	✓	
Describe how the world of work is changing and the skills that promote employability GB2	✓	✓	✓		
Identify and use a variety of sources of careers information including ICT. GB2	✓	✓	✓	✓	
Use information and handling skills to locate, select, analyse, integrate, present, and evaluate careers information relevant to their needs. GB2		✓	✓	✓	
Demonstrate knowledge and understanding of the options open to them, including opportunities provided through vocational options. GB2	✓	✓	✓	✓	
Explain the term “career” and its relevance to their own lives (perception in relation to different age groups and contexts). GB2			✓	✓	
Describe employment trends and associated learning opportunities at different levels. GB2			✓	✓	
How jobs changed over a number of years. GB2			✓	✓	

Identify, select and use a wide range of careers information and distinguish objectivity and bias. (use Connexions resources, compare promotional material) GB2		✓	✓	✓	
Compare different options and select suitable ones using own criteria and outcomes of information, advice, and guidance. GB2				✓	
Consider flexible career routes. GB2		✓	✓	✓	
Make and adjust to manage change and transition – career management					
Identify access and use the help and advice they need from a variety of sources, including parents, carers and teachers and Connexions Officer (1:1 advice). GB8	✓	✓	✓	✓	
Manage change and transition, considering the longer-term implications and the potential progression opportunities. GB3	✓	✓	✓	✓	
Make realistic and informal choices of options available. GB3	✓	✓	✓	✓	
Organise and present personal information in an appropriate format. GB8	✓	✓	✓	✓	
Consider alternatives and make changes in response to their success and failure. GB8	✓	✓	✓	✓	
Understand the qualifications available post-16, and the similarities and differences between sixth form, further education and work based training. GB7	✓	✓	✓	✓	
Research Post-16 options through use of booklets and open evenings GB7			✓	✓	
Use work related learning and direct experience of work to improve their chances. GB6			✓	✓	
Understand the progression routes open to them, compare critically these options, explain, and justify the range of opportunities. GB7			✓	✓	
Take finance and other factors into account when making decisions about the future. GB4				✓	
Calculating budgets, investigating funding sources to support learning. GB4				✓	
Setting personal objectives for work experience, reviewing the effect of work experience on their career plans. GB3		✓	✓	✓	
Understand and follow application procedures, recognising the need for and producing speculative and targeted CV, personal statement and application letters. GB3/GB8			✓	✓	

Real world play (builder/nurse/doctor)	Meeting role models	School sessions from visitors on their careers	Structured careers advisory sessions	Traineeships	Voluntary work
		Walking short distances alone	Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful	Further work on academic and vocational qualifications	Knowing how to access support from Job Centre post-education
			Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed	A-levels and planning for university including sharing EHC plan with disabled students allowance study needs assessor	Paid work or higher education
			GCSEs / NVQs / Entry level qualifications	CV writing	Understanding benefits
			Vocational options	Skills in applying for jobs or higher education	Accessing adult social care post 18
			Continue to build personal / vocational profile - use in careers sessions	Interviewing	
			After school / Saturday jobs / part-time employment	Understanding support from the LA, e.g. do they have a supported employment service?	
			understanding supported employment options e.g. access to work	Personal budgets - how could they be spent	
			Transition to new settings	Post 16 to further PfA aspirations	
			Starting micro-enterprises	Managing your time	
			Managing social media and other technology	Volunteering	

Employment from The Preparing for Adulthood Document

Age	Early Years 0 - 4 yr olds	Primary Reception Yr2 KS1 5 - 7 yrs olds	Primary y3 - y6 KS2 8 - 11 yr olds	Secondary Y7-Y11 Key Stages 3 & 4 11-16 year olds	Post-16 In schools and post-16 providers 16-19 year olds	Post-19 19-25 year olds
Step Towards Outcomes	Following instructions – consider specifics around sensory impairment	Numeracy	Talk about different careers and education options	Subject option choices - thinking about university and college, picking the right subjects for future career goals	Build on strengths and interests highlighted in personal / vocational profile	Consolidate or finish learning
	Adapting to new environments	Real world visits (fire stations, farms etc.)	Access to career related role models	Exploring different careers	Apprenticeships	Taking part in adult education /community learning
	Playing with other children	‘What do you want to be when you grow up?’	Start to build a personal profile of interests and ambitions	Understanding requirements for HE	Supported internships	Completing outcomes in EHC plan

Websites to support Careers Curriculum Map

<https://nationalcareersservice.direct.gov.uk/#>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/608259/Careers_guidance_and_inspiration_in_schools.pdf

<https://www.youthconnexions-hertfordshire.org/>

<https://www.careersandenterprise.co.uk/>

Appendix 1

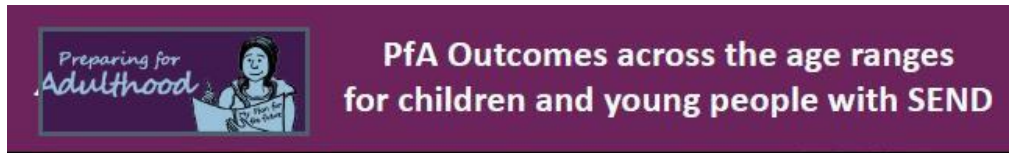
The Gatsby Benchmarks (GB)

<p>1 A STABLE CAREERS PROGRAMME</p>	<p>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.</p>	<p>Every school should have 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 programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<p>2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p>	<p>Every pupil, 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 the best use of available information.</p>	<p>By the age of 14, all pupils 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.</p>
<p>3 ADDRESSING THE NEEDS OF EACH PUPIL</p>	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s careers programme should embed equality and diversity considerations throughout.</p>	<p>– 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 pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. – Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</p>
<p>4 LINKING CURRICULUM LEARNING TO CAREERS</p>	<p>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.</p>	<p>– By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>
<p>5</p>	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can</p>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter*with an employer.</p>

ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes.	*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6 EXPERIENCE OF WORKPLACES	Every pupil should have 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.	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. – By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	– By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. – By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. * A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8 PERSONAL GUIDANCE	Every pupil should have opportunities for guidance interviews with a Careers 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 pupils but should be timed to meet their individual needs.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

[Appendix 2](#)

[Preparing for Adulthood Document](#)



<https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm>