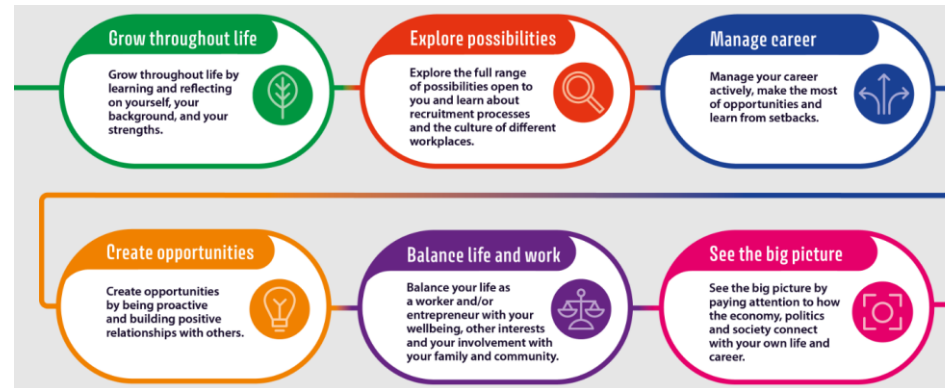




RHS Year 10 Careers Related Learning Framework



Autumn Term

Session Number	Framework area	Learning objective/s	Session content	Gatsby benchmark ref
1	Manage career	Building their confidence and optimism about their future	Introduction to Y10 Careers programme Students are given an overview of the content of the Y10 programme, upcoming work experience, post-16 choices on the horizon, etc. They consider the progress they have made so far and how to remain aspirational for their future.	1
2	Create opportunities	Researching entrepreneurialism and self-employment	Entrepreneurialism and self-employment (part 1) Students understand the key differences between employment and self-employment. They weigh up the pros and cons and listen to accounts from people in both contexts.	3, 5

3	Create opportunities	Researching entrepreneurialism and self-employment	Entrepreneurialism and self-employment (part 2) Students consider what an entrepreneur is and how an interest, idea, or skill could be turned into a viable business. They listen to accounts from famous entrepreneurs and come up with their own ideas for creating a business from an interest, idea, or skill.	3, 5
4	Create opportunities Manage career	Researching entrepreneurialism and self-employment Recognising the different ways in which people talk about career and reflecting on its meaning to them	Entrepreneurialism and self-employment (part 3) Based on their learning so far students consider whether they feel being an entrepreneur or self-employed interests them. They listen to accounts from young entrepreneurs and reflect on the challenges they faced along the way, as well as the opportunities and rewards provided.	3, 5
5	Balance life and work	Recognising the role that money and finances will play, in the decisions that they make and, in their life and career	Money Matters (part 1) Students are introduced to the next 3 sessions which focus on basic financial literacy and management skills. They understand the difference between income and expenditure, debit and credit, how to manage a bank account, and how to stay in control.	3, 4
6	Balance life and work	Recognising the role that money and finances will play, in the decisions that they make and, in their life and career	Money Matters (part 2) Students understand how to create a simple budget and how to make good financial decisions, for example getting value for money on items. They consider the average household budget and expenditure and discuss different scenarios to assess their understanding of financial risk.	3, 4
7	Balance life and work	Developing knowledge of rights and responsibilities in the workplace and in society	Money Matters (part 3) They learn about the possibilities for part time work at their age. They find about what the law says, how to ensure they are not exploited and how to maximise the benefits of part time work. Students are given an information leaflet to take home.	3, 4, 5

Spring Term

Session Number	Framework area	Learning objective/s	Session content	Gatsby benchmark ref
1	Balance life and work	Recognising the role that money and finances will play, in the decisions that they make and, in their life and career	<p>Money Matters – saving and investment (part 4) Students understand the difference between saving and investing and the different types of investment. They consider how they can maximise the benefit of any savings they have and how to better appreciate the value of money. They consider the different levels of risk and reward that investment brings.</p>	3, 4
2	See the big picture	Exploring the relationship between career, community and society	<p>Volunteering and social action What is social action and how does it bring about change? Students learn why people choose to volunteer their time and skills and how this can be rewarding both for the organisation and individual. They consider ways they already volunteer (e.g. D of E) and how they could in the future. They discuss social issues they think are relevant to them and how they could bring about change through lawful action.</p>	3, 6
3	Create opportunities	Starting to take responsibility for making things happen in their career	<p>Preparing for Work Experience (part 1) What is the purpose of Work Experience? They are given guidance on how to approach employers and how to find a placement which is both suitable and rewarding. Students understand how to prepare for their experience logistically, which forms to complete and the deadlines.</p>	3, 6
4	See the big picture	Exploring local and national labour market trends	<p>What is LMI? They discover how LMI (labour market information) can be used to predict the demands of the future economy and give clues about what types of jobs will be in growth or decline. They use this information to consider the impact on their own career ambitions and why remaining agile with strong transferable skills is so</p>	2

			important. Examples from the past and present are given to contextualise this.	
5	See the big picture	Evaluating different media, information sources and viewpoints	Using LMI from a range of sources Students understand how bias may lead to inaccurate LMI and evaluate a range of media sources for different viewpoints. They are given guidance on how to access impartial, accurate information about their career choices.	2
6	Explore possibilities	Researching the range of workplaces and what it is like to work there	Preparing for Work Experience (part 2) What to expect during their experience week and how to get the most out of their time. Student consider the logistics of their week, e.g. journey, safety, etc, and carry out research into the company they will be working with.	3, 6
7	Create opportunities	Starting to take responsibility for making things happen in their career	Preparing for Work Experience (part 3) Students are given their Work Experience reflection log books and they complete the pre-experience sections. Final words of advice and etiquette are given.	3, 6

Summer Term

Session Number	Framework area	Learning objective/s	Session content	Gatsby benchmark ref
1	Grow throughout life	Recognising the value of challenging themselves and trying new things. Reflecting on and recording achievements, experiences and learning.	Reflecting on Work Experience Students discuss and share their experiences with their peers and tutor using a series of questions. They bring in and complete their reflective journals which are collected for checking/reading. Later they are given a certificate to document their week alongside their log book.	3, 6
2, 3 & 4	Manage Career	Considering the risks and rewards associated with different pathways and careers	Is it worth the risk? Over the course of 3 sessions students consider the idea of risk in relation to career. They look at examples of people who took huge risks in order to be successful and innovative, as well as those who took risks and were less successful.	2, 5

			<p>They consider when a good time to take a risk might be and when it is better to play it safe. They also discuss whether risk always leads to reward.</p> <p>They rank various career related decisions against risk to decide what route they would take in each scenario.</p>	
5 & 6	Balance life and work	Reflecting on the different ways in which people balance their work and life	<p>Getting the balance right</p> <p>Students consider what their top priorities are for a future job and career and what the implications might be for their work life balance.</p> <p>They listen to a range of employees talk about their work and life patterns and decide if they think they have a good balance.</p> <p>They consider the relevance to them, as they approach their GCSEs and discuss practical tips they can use to ensure they maintain a healthy balance and wellbeing.</p>	3, 8
7	Grow throughout life	Reflect on and record achievements, experiences and learning	<p>Celebrating success</p> <p>Students reflect on their progress this year and consider tweaks they will make to ensure Year 11 is successful. They recognise the achievements they have made both in and out of school and celebrate these publically.</p>	3