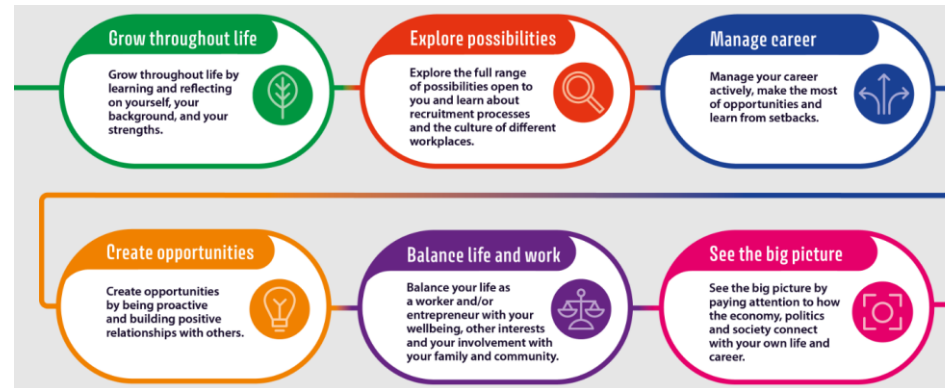




## RHS Year 11 Careers Related Learning Framework



### Autumn Term

Session Number	Framework area	Learning objective/s	Session content	Gatsby benchmark ref
1	Manage career	Making plans and developing a pathway into their future	<p><b>Introduction to Y11 careers programme</b></p> <p>Students are given an overview of the choices they will make this year, the support available, and the content of the Y11 programme.</p> <p>They are introduced to our 2 SfYP personal advisors and given guidance on how the individual appointments work and how to get the most out of them.</p>	1, 8
2	Grow throughout life	Positively engaging in learning and taking action to achieve good outcomes. Recognising the value of challenging themselves and trying new things.	<p><b>Why should I be ambitious?</b></p> <p>What does ambition and aspiration look like?</p> <p>What are your motivations to be ambitious and how can you develop these?</p>	3

			What are your goals for the short, medium, long term and how might you achieve these?	
3	Grow throughout life	Positively engaging in learning and taking action to achieve good outcomes. Recognising the value of challenging themselves and trying new things.	<b>Setting yourself targets</b> The importance of setting targets in order to achieve your ambition. Students learn how to set targets using the WOOP and SMART models. They write these down and keep for a future session.	3, 4
4	Explore possibilities	Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it	<b>Considering all your options</b> They are encouraged to consider all the post-16 options over the coming months so they are fully informed, including developing a Plan A and B. They are reminded of the main post-16 learning pathways: A levels, BTecs, T levels, Apprenticeships. They begin considering which route/s they want to follow.	3, 7, 8
5	Explore possibilities	Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it	<b>All about Apprenticeships</b> Students are reminded about how apprenticeships work and how to search and apply for them. They are compared (pro/con) to other learning routes and examples of previous students are given.	3, 7, 8
6	Manage career	Making plans and developing a pathway into their future	<b>Pathway Planner</b> Having now received full information on all the options available students complete their post-16 pathway planner on Career Pilot to indicate their choices and knowledge of each route. The results of this are used over the coming term to support students individually.	1, 3, 8
7	Grow throughout life	Positively engaging in learning and taking action to achieve good outcomes. Reflecting on and recording achievements, experiences and learnings	<b>Revisiting targets</b> Students reflect on the WOOP and SMART targets they set earlier in the term. Have they been achieved (fully/partially/not) and why? Do they need to adjust these targets and how can they use these to support with their mock exams?	3, 4

## Spring Term

Session Number	Framework area	Learning objective/s	Session content	Gatsby benchmark ref
1	Balance life and work	Developing knowledge of rights and responsibilities in the workplace and society	<b>Identity theft and scams</b> What is identity theft and how do scammers operate? Students are given advice on how to spot scams, including most recent ones. Potential problems caused by scams, including impact later in life. What happens if you are targeted and how to get help.	3
2	See the big picture	Exploring the relationship between career and the environment	<b>Green Careers (part 1)</b> What are Green Careers? Dispelling myths surrounding jobs in this sector. LMI (labour market information) predictions on Green Careers as a growth sector. Impact	2, 4
3	See the big picture	Exploring the relationship between career and the environment	<b>Green Careers (part 2)</b> Why do Green Careers matter? Impact of Green Careers on the economy. Examples of specific jobs in this sector, learning pathways which lead to them, relevance to their skills and interests.	2, 4
4	Create opportunities	Starting to take responsibility for making things happen in their career	<b>Employability skills (part 1)</b> What are employability skills and why are they important? What employability skills do you already have and how have you developed these? What examples can you give? Exploring the difference between a fixed and growth mind-set approach to employability.	3
5	Create opportunities	Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them	<b>Employability skills (part 2)</b> Students watch recordings of 2 different interviews (fixed and growth mind-set approaches) to compare how employable the candidate is. They consider the language they use and how they describe their abilities.	3, 5

			They make relevant links to their next steps and the importance of nurturing their employability skills as well as knowledge and qualifications.	
6	Manage career	Making plans and developing a pathway into their future	<b>Revisiting your action plan</b> Students revisit their SfYP individual action plan from their appointment. They consider whether their plan has changed and if they have completed the actions agreed. They can self-refer if they feel they need a follow up appointment.	3, 8
7	Grow throughout life	Reflecting on and recording achievements, experiences and learning	<b>End of year reflection</b> Students summarise their Y11 careers programme by: <ul style="list-style-type: none"> <li>- Updating their Pathway Planner</li> <li>- Revisiting their WOOP and SMART targets</li> <li>- Completing an evaluation of the Y11 programme</li> </ul>	1, 3

### Summer Term

Students continue to be supported after they begin study leave. They have continued access to Hertfordshire SfYP advisors to ensure every student has a clear post-16 pathway and that applications have been made. On GCSE results day specialist advice is also available in person and remotely.