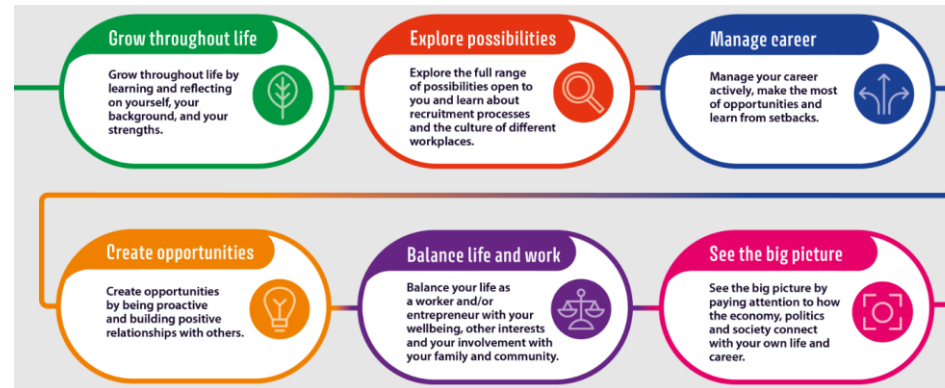




## RHS Year 9 Careers Related Learning Framework



### Autumn Term

Session Number	Framework area	Learning objective/s	Session content	Gatsby benchmark ref
1	Manage career	Being aware that career describes their journey through life, learning and work	Introduction to Y9 careers programme: what we will cover, events this year, relevance and importance of early careers guidance, etc.	1
2	Grow throughout life	Being aware that learning, skills and qualifications are important for career.	<b>How will you grow during your career?</b> Understanding the difference between qualifications and skills. How to reflect on what you have already achieved and what you want next.	3
3	Grow throughout life	Being aware that learning, skills and qualifications are important for career.	<b>Accepting feedback</b> What different types of feedback do we receive? What does feedback tell us about our next steps and career decisions?	3, 4

			How can we use feedback to become more reflective learners?	
4	Grow throughout life	Being aware of heritage, identity and values	<b>What makes you, you?</b> Understanding the difference between heritage, identity and values. How does our background and life experiences affect the career decisions we make? Why do companies have values and link with our school values.	3
5	See the big picture	Being aware that there are trends in local and national labour markets	<b>Employment trends of the past</b> Understand how the world of work has changed since 1950 by investigating different employment trends and working practices. Compare working environment and jobs roles with current day practices.	2
6	Explore possibilities	Identifying common sources of information about the labour market	<b>Employment trends today</b> Consider some of the current trends in employment by investigating newspaper headlines. Use LMI (labour market information) data from Career Pilot to identify growth and decline sectors and to research a role that interests them.	2
7	Create opportunities	Being aware that it is important to take initiative in their learning and life	<b>SWOT analysis</b> Complete a SWOT analysis of themselves (strengths, weaknesses, opportunities, threats) using LMI and roles which interest them. Use this as an opportunity to stress importance of remaining agile and flexible to changing employment trends.	2, 3

### Spring Term

Session Number	Framework area	Learning objective/s	Session content	Gatsby benchmark ref
1	See the big picture	Being aware that trends in technology and science have implications for career	<b>Futuristic careers (part 1)</b> The last job on earth – what would it look like? The importance of having transferrable skills to adapt to changes in STEM.	2, 4

			STEM focused industries which are have a growth trend and will increasingly impact on society as a whole: Artificial Intelligence, Cyber Security.	
2	See the big picture	Exploring trends in technology and science	<b>Futuristic careers (part 2)</b> STEM focused industries which are have a growth trend and will increasingly impact on society as a whole: Genomics, Renewable Energy. What other social and environmental factors might affect the future labour market? Can you predict what the workplace will look like by the time you get your first job?	2, 4
3	Create opportunities	Being aware of the concept of entrepreneurialism and self-employment	<b>Businesses and Profit</b> What is profit and why do businesses need to make it? What is a not-for-profit business/organisation? Consider sectors/companies which are currently thriving and those that might be struggling to make profit.	4, 5
4	Create opportunities	Researching entrepreneurialism and self-employment	<b>Young Entrepreneurs</b> Learn about a range of young entrepreneurs, their business ideas and how they brought them to realisation. Consider the qualities and skills needed to be a successful entrepreneur.	4, 5
5, 6, 7	Create opportunities	Being aware of the concept of entrepreneurialism and self-employment. Being willing to speak up for themselves and others	<b>IMI car of the future design challenge</b> Over 3 sessions (plus additional time) students work in teams to design a car of the future. They carry out market research, consider sustainability issues, marketing and advertising, etc. They present their final design and campaign to the form group. Each form votes on the best design and the winners of each form present their product to an industry specialist. House points and prizes are awarded.	4, 5

## Summer Term

Session Number	Framework area	Learning objective/s	Session content	Gatsby benchmark ref
1	Manage Career	Being aware that different jobs and careers bring different challenges and rewards	<p><b>What is important to me?</b></p> <p>Students score themselves against a range of career motivations to reflect on what is important to them in a job.</p> <p>They discuss several different quotes and debate the merits of different career motivations.</p>	3
2	Manage Career	Considering the risks and rewards associated with different pathways and careers	<p><b>What is important to them?</b></p> <p>Students listen to a number of different employees talking about their job. They identify what their motivations are and how they talk about their job.</p> <p>They rate each employers against different factors to decide which they think has the 'best' job.</p>	5
3, 4, 5	See the big picture	Exploring the relationship between career, community and society	<p><b>Public sector roles</b></p> <p>Over the next 3 sessions students explore a range of roles and careers within different public sectors (Health, defence, education). They consider the roles in the context of what they have already learnt about different motivations. They use Career Pilot to explore any roles which particularly interest them and log them in their profiles.</p>	3, 5
6, 7	Grow throughout life	Reflecting on and recording achievements, experiences and learning	<p><b>Reflecting on the year</b></p> <p>Over 2 sessions students:</p> <ul style="list-style-type: none"> <li>- Update their Career Pilot profiles</li> <li>- Complete a Skills Builder audit</li> <li>- Complete an evaluation of the Y9 careers programme</li> </ul>	1, 3