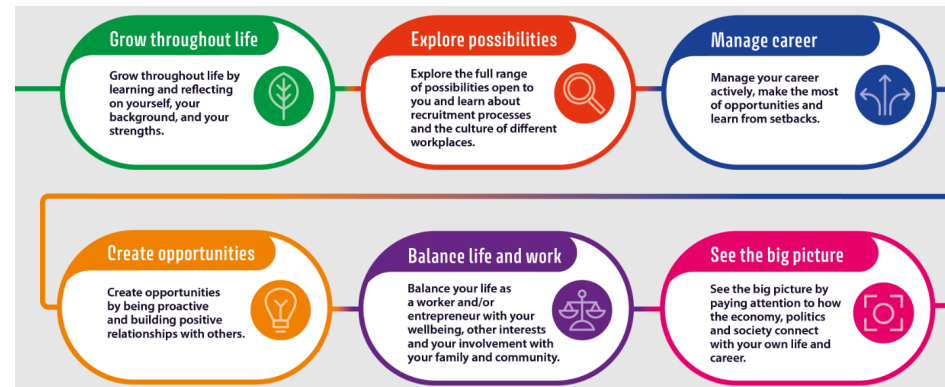




RHS Year 10 Careers Related Learning Framework



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	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

3	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
4	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
5	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
6	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
7	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

Spring Term

Session Number	Framework area	Learning objective/s	Session content	Gatsby benchmark ref
1-3	Explore possibilities	Researching how recruitment and selection processes work and what they need to do to succeed in them	Preparing for interview day Students will spend these sessions preparing for their 1-to-1 interview with a company representative. They will decide which role/sector they are applying for and begin crafting a CV. They will consider different interview styles and questions types. Further preparation required at home.	2, 3, 5
4&5	Manage career	Building confidence and optimism about their future. Considering the risks and rewards associated with different pathways and careers.	How will AI affect future careers? Current effect of AI on labour market. Opportunities and threats from AI in relation to careers. New roles that will exist and how to prepare for them. Comparison with Industrial Revolution and impact it had. How can we adapt now and ensure we stay flexible to change.	1, 2, 4
6	Create opportunities	Starting to take responsibility for making things happen in their career	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.	3, 6
7	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

8	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
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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	Balance life and work	Developing knowledge of rights and responsibilities in the workplace and society	Work place rights What are our rights and responsibilities in the workplace? Employee vs employer responsibilities. How the Equality Act works in practise. Students apply legal knowledge to real life scenarios.	2, 5
4&5	Balance life and work	Reflecting on the different ways in which people balance their work and life	Getting the balance right Students consider what their top priorities are for a future job and career and what the implications might be for their work life balance. They listen to a range of employees talk about their work and life patterns and decide if they think they have a good balance. They identify what a good work/life balance looks like and how burn out can occur. Sources of help. Starting a new role - what to expect and managing change.	3, 8

6	Grow throughout life	Reflect on and record achievements, experiences and learning	Celebrating success 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.	3
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