

Gatsby Benchmark 4: Linking Curriculum Learning to Careers

“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 future career paths.”

At Balshaw’s we endeavour to make the link between what is being taught in the Classroom and what careers that might assist with or lead to in the future. Individual subject areas look to link what is being taught in the classroom with the practical workplace applications and make that explicit to students, through both embedded lessons and discrete activities such as tailored lessons, employer visits, speakers, extra-curricular activities and trips. Each subject area identifies where the opportunity to do this presents itself and audits these opportunities to ensure none are overlooked. Our curriculum is enhanced by our work with local employers. In PSHE standalone lessons based on careers topics are provided throughout both Key Stage 3 & 4.

Careers in PSHE

Year	Term	Unit/lesson titles	Brief overview
7	Autumn term 1	<ul style="list-style-type: none"> • Goals • Skills 	<ul style="list-style-type: none"> • Exploring goals for the future including after school & future careers. • Transferable skills – how skills taught & used in different subject areas, or outside school, transfer to other subjects or activities. • What skills do employers look for? • Are transferable skills as important as subject/qualification skills?
8	Spring term 2	<ul style="list-style-type: none"> • Goal setting, • motivation & self-awareness, • identity & the world of work 	Exploring <ul style="list-style-type: none"> • Aspirations for the future • Strengths & interests • Career choices • Routes to employment • Employment trends
9	Autumn term 1	<ul style="list-style-type: none"> • GCSE options, • Career journey & sources of career advice, • employability • online reputation • young employees’ rights 	<ul style="list-style-type: none"> • Evaluate influences on, & sources of advice for GCSE options & careers • Making informed decisions in relation to future goals, • Skills for enterprise & employability • Laws & rights relating to young people’s employment • Online reputation
10	Spring term 2	<ul style="list-style-type: none"> • Skills for employment • Applying for employment/college • Online presence & reputation 	<ul style="list-style-type: none"> • Post 16 options • Preparing for employment e.g. CV, job/college applications, interview preparation • Employment skills e.g. leadership, teamwork, presentation & communication • How to create a positive personal image & online presence

			<ul style="list-style-type: none"> • How to assess & evaluate strengths to set realistic and aspirational goals
	Summer term 2	<ul style="list-style-type: none"> • World of work 	<ul style="list-style-type: none"> • Rights & responsibilities in the work place • Health & safety at work • Evaluate changing patterns and trends in the work place – locally, nationally & internationally • How to benefit from opportunities online for career development & manage potential challenges • Positive & safe ways to create & share content online to benefit career opportunities
11	Summer term 1	<ul style="list-style-type: none"> • Transition & new opportunities • Aligning actions with goals 	<ul style="list-style-type: none"> • How to make informed decisions about different education & career pathways • Different types of employment e.g. full-time, part-time, self-employment, zero hour contracts • How to evaluate the financial advantages, disadvantages & risks in relation to different models of employment • Realistic yet aspirational goals

In order to meet this benchmark Balshaw's C.E. High School ensures that:

- Departments reflect on opportunities to highlight careers opportunities within their taught curriculum
- Careers is an integral part of the PSHE curriculum delivered to Students across the School.
- STEM activities are promoted through the Science, Technology and Maths Departments under the direction of the School Numeracy Coordinator
- Opportunities for the development of the key transferable skills of literacy and oracy are provided throughout the Curriculum.

At Balshaw's this results in:

- CEIAG is evident and interwoven throughout the whole curriculum
- Students have a sense of purpose for the learning in the Classroom.
- A strong culture of STEM development, which links well with local industry opportunities and workplace contacts.
- Students are confident in expressing themselves are able to articulate themselves through mock interviews and the applications and CVs that they complete in School.