

## Personal Development: CAREERS KS4

### Curriculum core purpose. Intent

#### How does this curriculum fit into the OBHS Curriculum Specification?

Careers at KS4 builds upon students experiences at KS3 by clarifying the skills, knowledge and attitudes students need to have a positive career. Curriculum is fit for 21<sup>st</sup> century by enabling students to be happy with the way they spend their time, being able to make a contribution to their community and having a decent standard of living. One key aim is to encourage students to be reflective of their own skill set and to fully explore their opportunities ready for life beyond OBHS.

**How is this linked to prior learning? How do units/ topics/ chunks fit together to form the curriculum narrative and prepare students for the next phase of their learning.** Our Careers curriculum focuses on six main learning areas to ensure students are equipped for lifelong career development: grow throughout life, explore possibilities, manage career, create opportunities, balance life and work, see the big picture. Ultimately students engage with all of these concepts through varied learning opportunities.

#### How does this curriculum respond to local and national agendas (e.g. SMSC, and BV)

SMSC is embedded throughout the Careers curriculum and emphasis is placed on moral and social responsibility so that students are able to develop into empathetic, positive members of society. The curriculum aims to provide students with opportunities to explore and develop their own values, whilst recognising that those of others may differ, not just to follow the crowd, but to be able to make up their own minds and be accountable. The four British Values again form a central part of the Careers framework with a focus on individual liberty, rule of law and mutual respect for others.

<b>Content-Knowledge and Skills.</b>	<b>Subject specific pedagogy</b>	<b>Resources and support</b>
<p>The skills focussed on are; explaining, recognising, predicting, demonstrating, assessing, analysing, identifying, comparing, justifying, discussing, summarising.</p> <p>The main content at KS4 is reflecting on their own strengths, identifying their soft skills, exploring post 16 pathways and work experience opportunities. Reflecting on Labour Market Information and using it to empower their choices.</p>	<p>Careers encourages students to reflect on themselves, their background and their strengths. Students explore the full range of possibilities open to them and look at recruitment processes and the culture different workplaces. We spend time looking at how to manage a career actively, make the most of opportunities and how to learn from setbacks. Students look at how to create opportunities by being proactive and build positive relationships with others. It is about seeing the bigger</p>	<p>The curriculum closely follows the CDI Framework from April 2021 to make sure the six main aims are embedded. The curriculum is part of a wider Careers Programme which follows the 8 Gatsby Benchmarks and is reviewed termly using Compass. Employers, Careers Adviser, Link Governor, Post 16 Providers, Parents and Carers, all contribute and the Careers curriculum delivered through Personal Development contributes towards the programme. The whole school curriculum embodies Careers.</p>

	<p>picture by paying attention to how the economy, society and politics connect with their own life and career.</p>	
<p><b>Feedback, assessment and progress.</b></p>	<p><b>Habits</b></p>	
<p>How are students assessed? How does this demonstrate progress?  <i>Assessment is an integral part of the Career learning and development process. Its purpose is to check whether success criteria has been achieved. Assessment for learning is particularly beneficial as it promotes students' skills of learning how to learn and lets them take responsibility for their own learning. It helps students to recognise where they are in their learning, where they need to go, and how best to get there. Self-assessment tools are regularly implemented in learning phases including colour coding, highlighting, ticking statements before and after, with extended writing personal opinion questions reflecting on students own ideas and opinions.</i></p> <p>How do children receive feedback on their learning?  <i>Students are marked on extended writing tasks, including SPaG, their level of explanation and justification of opinion. Verbal feedback from peers and members of staff.</i></p> <p>How is feedback used to inform planning/ SoL?  <i>Lessons have been adapted to incorporate the 3 levels of challenge so that students are more driven and are able to self-regulate their learning. In class AfL is used to develop future learning phases, referrals to Careers Adviser, future employer engagement opportunities and guest speakers / workshops / events.</i></p>	<p>Resilience – <i>safe classroom environment where student can express their ideas without fear of judgement or criticism. Learn from setbacks and make the most of opportunities.</i></p> <p>Independence – <i>students think of their own targets, independent work particularly on extended writing tasks. Research of Post 16 Pathways and attendance to Post 16 Events. Work Experience Placements.</i></p> <p>Ambition – <i>students encouraged to complete high levels of challenge. Aim high, explore all pathway opportunities.</i></p> <p>Collaboration – <i>many group activity tasks planned throughout. Lots of class discussion.</i></p> <p>Creativity – <i>explore different ways to look at problems – particularly looking at solutions. Looking at Labour Market Information and how it can be utilised in their future plans and opportunities.</i></p>	