



Careers Education,  
Information and Guidance  
(CEIAG) and Employability  
Policy  
Version 1



**This policy applies only to Pre-16 New Collaborative Learning Trust institutions.**

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## **1.0 Introduction**

1.1 Wingfield Academy is wholeheartedly committed to helping all our learners develop into responsible, respectful, model citizens, making a positive contribution to society. This is primarily achieved through our 'Location Vocation' careers programme, which is delivered to all pupils from Year 7 to 11. This programme encourages them to develop the knowledge, skills, resilience, confidence and independence they need to make reasoned and informed decisions about their next steps. This helps them maximise their potential, supporting them in successfully transitioning into higher education or an aspirational alternative.

## **2.0 'Location Vocation' Vision**

2.1 We are committed to implementing a careers programme that:

- Empowers learners to make informed, realistic decisions at key transition points in learning and work, for example at 14, supporting learners' qualification and subject choices based on their likes, strengths and assessment methods.
- Inspires and motivates learners to fulfil their potential.
- Explores different careers to raise learners' aspirations, broaden their horizons and accumulate the cultural capital, knowledge, behaviours, and skills that a learner can draw upon to be successful in society.
- Enriches learners' experience by providing multiple opportunities to learn from employers about work, employment and the skills that are valued in workplaces.
- Enables access to up-to-date labour market information (LMI) to ensure learners are aware of growth sectors in the economy and opportunities for employment, to encourage social mobility.
- Overcomes stereotypes to help learners explore all career opportunities available to them.
- Develops learners' personal financial capability.
- Provides learners with high quality independent and impartial careers advice and guidance which is in their best interests.

## **3.0 Statutory Requirements and Expectations**

Our 'Location Vocation' careers programme has been developed to meet the requirements of the Department for Education's Statutory Guidance 2018 and in accordance with the eight Gatsby benchmarks:

### **3.1 Benchmark 1: A stable careers programme**

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

### **3.2 Benchmark 2: Learning from career and labour market information**

All students and parents should have access to high-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

### **3.3 Benchmark 3: Addressing the needs of each pupil**

Students have different careers guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and

equality embedded in the school's careers programme.

**3.4 Benchmark 4: Linking curriculum learning to careers**

All teachers link curriculum learning with careers.

**3.5 Benchmark 5: Encounters with employers and employees**

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

**3.6 Benchmark 6: Experiences of workplaces**

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

**3.7 Benchmark 7: Encounters with further and higher education**

All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.

**3.8 Benchmark 8: Personal guidance**

Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

**4.0 Organisation and delivery of 'Location Vocation'**

4.1 Everyone has a role to play in "Location Vocation" delivery. It is a vital element driven by careers 'champions' across our Academy curriculum. PSHEE contributes significantly to the distinct delivery of "Location Vocation" lessons and our Careers programme (Appendix A). Learners in Year 7 and 8 receive 1 hour per week discrete PSHEE and learners in Year 9 and 10 receive 1 hour per week of PSHEE and RE combined. All PSHEE lessons will be delivered by a core team. Where non-specialist staff are deployed to deliver PSHEE, the associate assistant headteacher for personal development will quickly identify and provide/signpost integral support/training to develop the deliverer's expertise in the subject.

4.2 'Location Vocation' lessons, clearly identified within the PSHEE curriculum overview roadmap (Appendix B), have been developed in consultation with the Careers Leader, Careers Adviser, learners and parents/carers, and in accordance with the national PSHE association Programme of Study, recommended by the DfE and mapped against the eight Gatsby benchmarks and CDI Framework for Careers, Employability and Enterprise Education (2018).

4.3 Content is appropriately sequenced within planned schemes of work, tailored to the needs of our learners and the local community in order to ensure its effectiveness. PSHEE deliverers are responsible for adapting their teaching, ensuring learning is delivered in ways accessible to all abilities. They will encourage learners to ask questions, engage in class discussion and ensure topics are delivered sensitively to

avoid stigmatising learners because of their home circumstances.

4.4 PSHEE deliverers will challenge perceived views of learners, through exploration of, and developing mutual respect for, those different to themselves.

## **5.0 Learner entitlement - 'Location Vocation' in PSHEE curriculum roadmaps/ Additional 'Location Vocation' activities**

### **5.1 Year 7**

#### **5.1.1 Health and wellbeing: Transition and safety**

In 'Health and Wellbeing: Transition and Safety' learners meet employees from South Yorkshire Roads Partnership, RNLI and South Yorkshire Fire Service who, in addition to delivering sessions on road safety, water safety and arson, provide opportunities for learners to learn about their work, employment and skills valued in their workplace. Learners also explore how to become an oncology nurse and paramedic in lessons on cancer and basic first aid.

#### **5.1.2 Living in the wider world: Developing skills and aspirations**

In 'Living in the wider: Developing skills and aspirations' learners explore the key skills employers look for in potential employees. They also reflect upon their own skills, qualities and strengths, and consider what areas they will need to develop further for their future employability.

#### **5.1.3 Living in the wider world: Financial decision making**

In 'Living in the wider world: Financial decision making' learners learn how to manage a budget effectively by balancing their longer-term goals and short-term happiness. They learn about savings, loans and interest, and explore social and moral dilemmas in relation to the use of money.

#### **5.1.4 In addition, Year 7 will:**

- Complete a career interests questionnaire during personal tutor time.
- Consider applying to become Academy councillors.
- Plan/deliver an 'A – Z' of careers 'Location Vocation' assembly.
- Interview veterans and record their war experiences.
- Interview their parents/carers/relatives to learn about their work, employment and skills valued in their workplace, and present what they learn to their personal tutor group.
- Participate in the 'Buzz' quiz during personal tutor time and 'Celebrity Degree' quiz to become 'headteacher for a day.'
- Participate in Emergency Services Day for International Women's Day (girls only).
- Visit a university.

### **5.2 Year 8**

#### **5.2.1 Living in the wider world: Community and careers**

In 'Living in the wider world: Community and careers' learners consider the different types and patterns of work including employment, self-employment and voluntary work, and use local and regional labour market information (LMI) to start informing their future career options. They explore all available post-16 pathways

and develop skills to confidently challenge equality in the workplace.

#### 5.2.2 Living in the wider world: Digital literacy

In 'Living in the wider world: Digital literacy' learners explore what cybercrime is and how to pursue a career in cyber security.

#### 5.2.3 In addition, Year 8 will:

- Complete a career interests questionnaire during personal tutor time.
- Perform reception duty/one day work experience.
- Plan/deliver a 'linking curriculum learning' to careers 'Location Vocation' assembly.
- Meet NHS employees for British Heart Foundation 'Restart a Heart Day.'
- Participate in the 'Buzz' quiz during personal tutor time and 'Celebrity Degree' quiz to become 'headteacher for a day.'
- Participate in Emergency Services Day for International Women's Day (girls only).

### 5.3 Year 9

#### 5.3.1 Living in the wider world: Setting goals

In 'Living in the wider world: Setting goals' learners consider what influences them, revisit their skills and qualities/strengths and areas for development to balance their ambition with realistic expectations and experience meaningful employer encounters enabling them to make reasoned, informed decisions about the career options best suited to them. They explore the GCSE options available, how different subjects link to careers and the world of work, and learn strategies to develop a growth mindset to succeed and achieve.

#### 5.3.2 Relationships: Diversity

In 'Relationships: Diversity' learners meet an employee from South Yorkshire Police who, in addition to delivering a session on different types of prejudice and discrimination, hate crime and how the law protects us, provides opportunities for learners to learn about how work, employment and skills are valued in their workplace.

#### 5.3.3 In addition, Year 9 will:

- Complete a career interests questionnaire during personal tutor time.
- Discover US, an aspiration raising programme for pupils in Year 9 – 11.
- Participate in a labour market information (LMI) quiz during personal tutor time.

### 5.4 Year 10

#### 5.4.1 Living in the wider world: Financial decision making

In 'Living in the wider world: financial decision making' learners develop skills to stay financially savvy, budget effectively and avoid debt in relation to gambling.

#### 5.4.2 Living in the wide world: Work experience

In 'Living in the wider world: Work experience' learners complete practise college applications. They consider the cost of higher education and how to balance part-

time work with study. They prepare for their one-week work experience placement by learning about workplace rights and responsibilities, and health and safety.

#### 5.4.3 In addition, Year 10 will:

- Complete a career interests questionnaire during personal tutor time.
- Consider applying for Prefect status.
- Complete a visit to New College.
- Visit the Local Employment Advisory Forum (LEAF) job and careers fair, helping businesses source and recruit future apprentices and employees.
- Go to a Speed with STEM event.
- Participate in a labour market information (LMI) quiz during personal tutor time.
- Participate in a World of Work (WoW) Day.
- Complete work experience for one week.

### 5.5 **Year 11**

#### 5.5.1 Year 11 will:

- Attend virtual college and apprenticeship provider assemblies.
- Complete a college application during personal tutor time, with support from the CEIAG adviser.
- Participate in a labour market information (LMI) quiz during personal tutor time.
- Complete individual personal guidance interviews.

#### 5.6 **All learners will have the opportunity to:**

- Meet college representatives and apprenticeship providers at “Meet the Tutor” and options/parents’ evenings.
- Participate in various Remembrance Day activities.
- Contribute to the Reverse Advent Calendar initiative.
- Engage in a range of activities during National Apprenticeship week and National Careers week.
- Attend our annual careers fair, providing opportunities to encounter further/higher education/employers and employees.
- Experience employer/alumni-led assemblies.
- Access quality, impartial, differentiated personal guidance interviews with our trained careers adviser, at any time.
- Access the weekly careers café every Tuesday, providing a setting for informal discussion on a variety of topics in relation to careers, post-16 options, different employment sectors and more.

The ‘Location Vocation’ careers programme is reviewed annually and is subject to change as opportunities arise.

## 6.0 **Roles and Responsibilities**

### 6.1 The link advisor is responsible for:

- Ensuring the Academy meets its statutory requirements in relation to work related learning and employer engagement.

- Meeting regularly with the Academy's dedicated Careers Leader and Careers Adviser and reporting back to the Academy's Advisory Board.

6.2 The Careers Leader/associate assistant headteacher for personal development is responsible for:

- Ensuring the Academy meets its statutory requirements in relation to work related learning and employer engagement.
- Ensuring the curriculum is age-appropriate, ensures continuity and progression between each year group, is of high quality and tailored to the needs of all our learners.
- Monitoring and evaluating the delivery and effectiveness of the 'Location Vocation' programme and submitting quality assurance half termly reviews to the headteacher based on PSHEE IMQTL findings.
- Auditing PSHEE staff subject knowledge CPD needs and providing/signposting to integral support/training to develop deliverers expertise in the subject.
- Ensuring learners' 'Location Vocation' experiences are systematically monitored and recorded appropriately.
- Liaising with 'Careers champions' colleagues across all curriculum areas to audit/ensure the inclusion of careers in new curriculum road maps.
- Reviewing any changes in relation to work related learning and employer engagement and advising on their implementation.

6.3 The Careers Adviser is responsible for:

- Ensuring the Academy meets its statutory requirements in relation to work related learning and employer engagement.
- Planning a programme of resourced 'Location Vocation' lessons for Year 7 to 10.
- Providing quality, impartial, differentiated and timely personal guidance open to all learners.
- Systematically monitoring and recording learners' 'Location Vocation' experiences.
- Monitoring and evaluating the delivery and effectiveness of the 'Location Vocation' programme.
- Overseeing and updating the 'Location Vocation' library resources.
- Collecting and analysing learners' first destinations.
- Attending all parents' evenings.
- Coordinating and reviewing the Academy's one-week work experience.

6.4 Careers champions are responsible for:

- Auditing the inclusion of 'Location Vocation' within their new curriculum roadmaps.
- Identifying and embracing opportunities to embed real-life contexts and examples from the world of work in their new curriculum roadmaps.
- Developing links with employers/external organisations/alumni.
- Creating a 'Location Vocation' curriculum specific display.
- Attending/contributing to half termly careers champions meetings and feeding back at curriculum team meetings at the earliest opportunity.



- Knowing the regional labour market information (LMI) for careers directly linked to their curriculum area.

## **7.0 Funding and Resourcing**

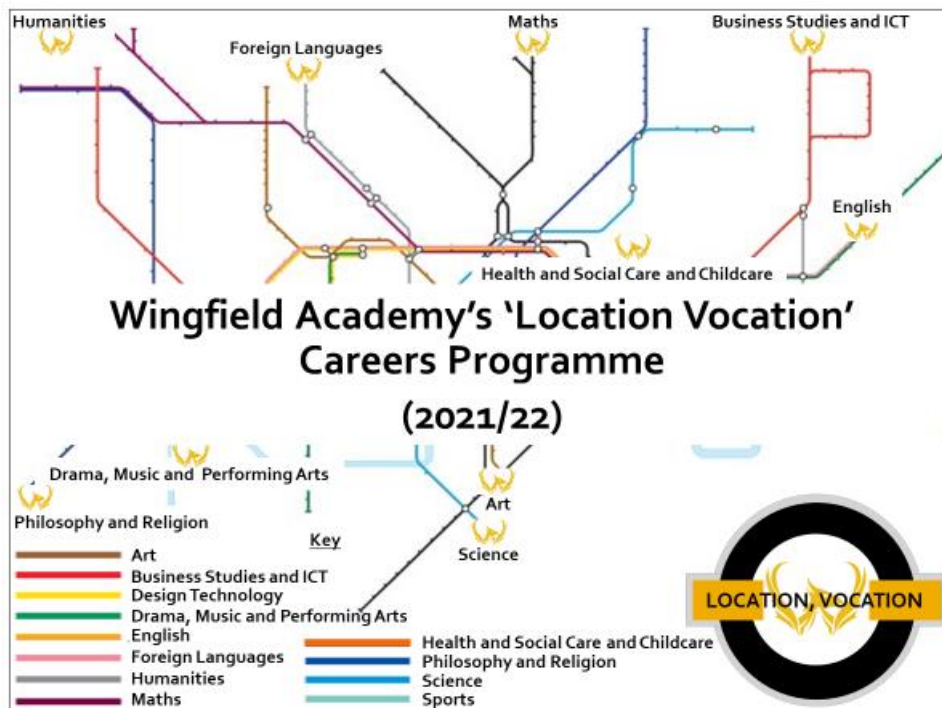
7.1 The Careers Leader/associate assistant headteacher for personal development is responsible for the effective deployment of the annually allocated careers budget.

## **8.0 Monitoring Quality**

8.1 The Careers Leader/associate assistant headteacher for personal development and Careers Adviser are responsible for monitoring and evaluating the delivery and effectiveness of the 'Location Vocation' programme and will:

- Biannually review Compass evaluation.
- Conduct IMQTL comprising lesson visits, exercise book/folder looks and learner voice in accordance with the Academy calendar and submit quality assurance half termly reviews to the headteacher based on PSHEE IMQTL findings.
- Record one-to-one guidance meetings in a way that can be analysed.
- Collect and analysing learners' first destinations.
- Seek feedback from all stakeholders.

## Appendix A: Wingfield Academy's 'Location Vocation' careers programme



### Introduction

Here at Wingfield Academy we are wholeheartedly committed, through our 'Location Vocation' careers programme of activities delivered to Year 7 to 11, to prepare all our learners to make informed decisions about their future/next steps ensuring they maximise their potential and successfully transition into higher education or an aspirational alternative.



## Statutory requirements and expectations Gatsby benchmarks

Our 'Location Vocation' careers programme has been developed to meet the requirements of the Department for Education's statutory guidance 2018 and in accordance with the eight Gatsby benchmarks and The Careers Development Framework. The Gatsby benchmarks are:

**Benchmark 1: A stable careers programme**

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

**Benchmark 2: Learning from career and labour market information**

All students and parents should have access to high-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

**Benchmark 3: Addressing the needs of each pupil**

Students have different careers guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme.

**Benchmark 4: Linking curriculum learning to careers**

All teachers link curriculum learning with careers.

**Benchmark 5: Encounters with employers and employees**

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

**Benchmark 6: Experiences of workplaces**

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

**Benchmark 7: Encounters with further and higher education**

All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.

**Benchmark 8: Personal guidance**

Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.



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## The Career Development Framework

The Careers Development Framework identifies the six career development skills that people need to have positive careers. The six career development skills are:

### 1. Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



### 2. Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



### 3. Manage career

Manage your career actively, make the most of opportunities and learn from setbacks.



### 4. Create opportunities

Create opportunities by being proactive and building positive relationships with others.



### 5. Balance life and work

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.



### 6. See the big picture

See the picture by paying attention to how the economy, politics and society connect with their own life and career.



LOCATION, VOCATION

## What careers activities will Year 7 do?

PSHEE lessons

Module/Topic/Skills/Intent	Lessons/Implementation	Outcomes/Impact
<p><b>Living in the wider world</b></p> <p><b>Developing skills and aspirations</b></p> <p><b>Careers, teamwork and enterprise skills, and raising aspirations</b></p> <p><b>R15:</b> to further develop and rehearse the skills of team working.</p> <p><b>R39:</b> the impact of stereotyping, prejudice and discrimination on individuals and relationships.</p> <p><b>L1:</b> study, organisational, research and presentational skills.</p> <p><b>L4:</b> the skills and attributes that employers value.</p> <p><b>L5:</b> the skills and qualities required to engage in enterprise.</p> <p><b>L9:</b> the benefits of setting ambitious goals and being open to opportunities in all aspects of life.</p> <p><b>L10:</b> to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations.</p> <p><b>L12:</b> about different work roles and career pathways, including clarifying their own early aspirations.</p>	<p><b>Developing skills and aspirations</b></p> <p>What can we learn from successful business people?</p> <p>What are the key skills and attributes that employers value?</p> <p>Why are employability skills so important?/Team challenge</p> <p>What are my skills and qualities/strengths and areas for development? How can I set myself targets to improve?</p> <p>What jobs might match my skills and qualities/strengths and areas for development?</p> <p>What do I want my future to look like? What are my my dreams/values/aspirations/Action plan</p>	<p>Students understand/will be able to: how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk management, and creativity.</p> <p>about a broad range of careers and the abilities and qualities required for different careers.</p> <p>about equality of opportunity.</p> <p>how to challenge stereotypes, broaden their horizons and how to identify future aspirations.</p> <p>about the link between values and careers choices</p>

LOCATION, VOCATION

Date/Month/Time	Additional activities		Gatsby benchmark	CDI Framework
	Activity			
September/October	Career interests questionnaire during personal tutor time		1/3/8	1/3/4
5 <sup>th</sup> October	Trip to Hull University		1/2/3/4/7	1/3/4
8 <sup>th</sup> to 12 <sup>th</sup> November	Remembrance assemblies		3	1/3
11 <sup>th</sup> November/p5	Academy Remembrance service		3	1/3
25 <sup>th</sup> November	Access to Careers advisor at parents' evening.		1/2/3/7	1/3/4
3 <sup>rd</sup> December	Visit to Town hall/Council buildings to explore the role councillor/mayor/MP		1/2/4/5/6	1/2/6
Christmas break	'Interview your parent/carer/relative' competition		1/2/3/4	1/2/3/4/6
January/February	Presentations of 'Interview your parent/carer/relative' during personal tutor time.		1/2/3/4	1/2/3/4/6
7 <sup>th</sup> to 13 <sup>th</sup> February	National Apprenticeship week during personal tutor time.		1/2/3/4/5	1/2/3/4/6
7 <sup>th</sup> to 12 <sup>th</sup> March	National Careers week:			
	Careers focussed lesson in every curriculum area.		1/2/3/4	1/2/3/4/6
	Buzz quiz during personal tutor time.		1/2/3/4	1/2/3/4/6
	Celebrity degree quiz to become 'headteacher for a day'		1/2/3/4	1/2/3/6
9 <sup>th</sup> March	Careers fair/Opportunities to encounter further/higher education/employers and employees.		1/2/3/4/5/7	1/2/3/4/6
9 <sup>th</sup> March	Benefits of higher education presentation delivered by Higher Education Progression Partnership.		1/2/3/4/5/7	1/2/3/4/6
	Employer/'Inspiring the future'/Alumni-led assemblies		1/2/3/4/5	1/2/3/4/6



Date/Month/Time	Activity	Gatsby benchmark	CDI Framework
27 <sup>th</sup> June	Trip to Sheffield Hallam University	1/2/3/4/7	1/3/4

**Year 7 students also have access to:**  
 quality impartial, differentiated and evaluated personal guidance interviews with our trained careers advisor at any time.  
 the weekly careers café every Thursday providing a setting for informal discussion on a variety of topics in relation to careers, post 16 options, different employment sectors and more.  
 a 'Location Vocation' enrichment carousel on Tuesdays after school.  
 'Career of the week' during personal tutor time.  
 opportunities to contribute to student Academy council.  
 Crest awards inspiring young people of all ages to think and behave like scientists and engineers by partaking in challenging and thought provoking real-world STEM projects.  
 fundraiser for the local shoebox appeal.  
 'Voluntary Acts of Kindness' including opportunities to host Macmillan's 'World's Biggest Coffee' morning, partake in our regular litter picks in an around the Academy, attend our community Remembrance Sunday service at Greasbrough cenotaph, contribute to our 'reverse' Advent calendar, Comfort ministry 'Baby packs' for Zimbabwe and Africa's gift 'Happy feet' initiative.



## What careers activities will Year 8 do?

PSHEE lessons

Module/Topic/Skills/Intent	Lessons/Implementation	Outcomes/Impact
<p><b>Living in the wider world</b>  <b>Community and careers</b>  <b>Equality of opportunity in careers and life choices, and different types and patterns of work.</b></p> <p>R39: the impact of stereotyping, prejudice and discrimination on individuals and relationships.                      R41: the need to promote inclusion and challenge discrimination, and how to do so safely, including online.                      L3: to set realistic yet ambitious targets and goals.                      L8: about routes into work, training and vocational and academic opportunities, and progression routes.                      L9: the benefits of setting ambitious goals and being open to opportunities in all aspects of life.                      L10: to recognise and challenge stereotypes and family or cultural expectations that may limit expectations.                      L11: different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work.                      L12: about different work roles and career pathways, including clarifying their own early aspirations.</p>	<p><b>Community and careers</b>                      Why do people work?                      What are the different types and patterns of work?/                      Employment/Self-employment/Voluntary work                      What different types of work are available in my locality/region?                      How can I challenge stereotypes in relation to work and pay?                      What post-16 options are available to me?/Action plan.</p>	<p>Students understand/will be able to:                      about equality of opportunity in life and work.                      how to challenge stereotypes and discrimination in relations to work and pay.                      about employment, self employment and voluntary work.                      how to set aspirational goals for future careers and challenge expectations that limit choices.</p>



Date/Month/Time	Additional activities		
	Activity	Gatsby benchmark	CDI Framework
28 <sup>th</sup> September	Trip to Wentworth Woodhouse.	1/2/3/4/5/6	1/2/3/4/5/6
15 <sup>th</sup> October	British Heart Foundation 'Restart a Heart Day'	1/2/3/4/5	1/2/3/4/6
8 <sup>th</sup> to 12 <sup>th</sup> November	Remembrance assemblies	3	1/3
7 <sup>th</sup> to 13 <sup>th</sup> February	National Apprenticeship week during personal tutor time	1/2/3/4/5	1/2/3/4/6
7 <sup>th</sup> to 12 <sup>th</sup> March	National Careers week: Careers focussed lesson in every curriculum area. Buzz quiz during personal tutor time.	1/2/3/7 1/2/4/5/6	1/3/4 1/2/6
9 <sup>th</sup> March	Careers fair/Opportunities to encounter further/higher education/employers and employees. Benefits of higher education presentation delivered by Higher Education Progression Partnership. Employer/Inspiring the future/Alumni-led assemblies.	1/2/3/4 1/2/3/4 1/2/3/4/5	1/2/3/4/6 1/2/3/4/6 1/2/3/4/6
10 <sup>th</sup> March	Access to Careers advisor at parents' evening.		
17 <sup>th</sup> June	Trip to Hull University	1/2/3/4	1/2/3/4/6



**Year 8 students also have access to:**

quality impartial, differentiated and evaluated personal guidance interviews with our trained careers advisor at any time.  
 the weekly careers café every Thursday providing a setting for informal discussion on a variety of topics in relation to careers, post 16 options, different employment sectors and more.  
 'Career of the week' during personal tutor time.  
 opportunities to contribute to student Academy council.  
 Crest awards inspiring young people of all ages to think and behave like scientists and engineers by partaking in challenging and thought provoking real-world STEM projects.  
 Wentworth Woodhouse Youth Forum monthly meetings consisting of an introduction to the forum, tours of the house and garden and training for their role. The forum is based around youth engagement, reviewing existing offers for staff, volunteers and public.  
 'First Give' fundraising incentive.  
 Young Enterprise '10X Challenge.'  
 'Voluntary Acts of Kindness' including opportunities to host Macmillan's 'World's Biggest Coffee' morning, partake in our regular litter picks in an around the Academy, attend our community Remembrance Sunday service at Greasbrough cenotaph, contribute to our 'reverse' Advent calendar, Comfort ministry 'baby packs' for Zimbabwe and Africa's gift 'Happy feet' initiative.



**What careers activities will Year 9 do?**

Module/Topic/Skills/Intent	PSHEE lessons Lessons/Implementation	Outcomes/Impact
<p><b>Living in the wider world</b>  <b>Setting goals</b>  <b>Learning strengths, careers options and goal setting as part of the GCSE options process</b>                      L2: to review their strengths, interests, skills, qualities and values and how to develop them.                      L3: to set realistic yet ambitious targets and goals.                      L6: the importance and benefits of being a lifelong learner.                      L7: about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process.                      L8: about routes into work, training and other vocational and academic opportunities, and progression routes.                      L9: the benefits of setting ambitious goals and being open to opportunities in all aspects of life.                      L11: different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work.                      L12: about different work roles and career pathways, including clarifying their own early aspirations.                      L13: about young people's employment rights and responsibilities.                      L14: to manage emotions in relation to future employment.</p>	<p><b>Setting goals</b>                      What influences your decisions? How can I make reasoned and informed decisions? How do I choose a career that is right for me?                      How have my skills and qualities/strengths and areas for development changed? How can I balance ambition and realistic expectations?                      What GCSE options are on offer? How are curriculum subjects linked to careers/the world of work?                      Who works in a job like this?/Through the keyhole.                      How can we foster a growth mindset to succeed and achieve?/Action plan.</p>	<p>Students understand/will be able to:                      about transferable skills, abilities and interests.                      how to demonstrate strengths.                      about different types of employment and career pathways.                      how to manage feelings relating to future employment.                      how to work towards aspirations and set meaningful, realistic goals for the future.                      about GCSE and post 16 options.                      skills for decision making.</p>



Date/Month/Time	Additional activities Activity	Gatsby benchmark	CDI Framework
September/October/November	Quality impartial, differentiated and evaluated personal guidance options interviews with careers advisor.	1/2/3/8	1/1/3/6
8 <sup>th</sup> to 12 <sup>th</sup> November	Remembrance assemblies.	3	1/3
15 <sup>th</sup> November	Trip to Hull University.	1/2/3/4/7	1/3/4
3 <sup>rd</sup> February	Access to Careers advisor at options/parents evening.	1/2/3/7	1/3/4
7 <sup>th</sup> to 13 <sup>th</sup> February	National Apprenticeship week during personal tutor time.	1/2/3/4/5	1/2/3/4/6
18 <sup>th</sup> February	Trip to New College (NCLT).	1/2/3/7	1/2/3
7 <sup>th</sup> to 12 <sup>th</sup> March	National Careers week: Careers focussed lesson in every curriculum area. Labour Market Information quiz during personal tutor time.	1/2/3/4	1/2/3/4/6
9 <sup>th</sup> March	Careers fair/Opportunities to encounter further/higher education/employers and employees.	1/2/3/4	1/2/3/4/6
9 <sup>th</sup> March	Benefits of higher education presentation delivered by Higher Education Progression Partnership.	1/2/3/4/5/7	1/2/3/4/6
10 <sup>th</sup> March	Employer/Inspiring the future/Alumni-led assemblies	1/2/3/4/5	1/2/3/4/6
23 <sup>rd</sup> March	Speed dating careers event delivered by Workwise Foundation. Get up to Speed with STEM event, Magna.	1/2/3/5 1/2/3/4/5/7	1/2/3/4/6



**Year 9 students also have access to:**

quality impartial, differentiated and evaluated personal guidance interviews with our trained careers advisor at any time.  
the weekly careers café every Thursday providing a setting for informal discussion on a variety of topics in relation to careers, post 16 options, different employment sectors and more.

'Career of the week' during personal tutor time.

opportunities to contribute to student Academy council.

Duke of Edinburgh's Award.

Options carousel enrichment activities enabling learners to experience different GCSE options prior to their formal selection.

'Voluntary Acts of Kindness' including opportunities to host Macmillan's 'World's Biggest Coffee' morning, partake in our regular litter picks in an around the Academy, attend our community Remembrance Sunday service at Greasbrough cenotaph, contribute to our 'reverse' Advent calendar, Comfort ministry 'baby packs' for Zimbabwe and Africa's gift 'Happy feet' initiative.





## What careers activities will Year 10 do?

Date/Month/Time	Additional activities Activity	Gatsby benchmark	CDI Framework
8 <sup>th</sup> to 12 <sup>th</sup> November 8 <sup>th</sup> November	Remembrance assemblies. Local Employment Advisory Forum (LEAF) job and Careers fair helping businesses source and recruit future apprentices and employees.	3 1/2/3/4/5/7	1/3 1/2/3/4/6
3 <sup>rd</sup> December	New College (NCLT) taster sessions.	1/2/3/7	1/2/3
11 <sup>th</sup> January	Work experience launch assembly	1/3/6	1/2/3/4/5/6
7 <sup>th</sup> to 13 <sup>th</sup> February	National Apprenticeship week during personal tutor time.	1/2/3/4/5	1/2/3/4/6
March/April/May	Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor to discuss post-16 options, provide literature to read/digest over the summer holidays with parents/carers.	1/3/4/8	1/2/3/4/6
1 <sup>st</sup> March	Trip to Hull University.	1/2/3/4/7	1/3/4
7 <sup>th</sup> to 12 <sup>th</sup> March	National Careers week: Careers focussed starter in every curriculum area. Labour Market Information quiz during personal tutor time.	1/2/3/4 1/2/3/4	1/2/3/4/6 1/2/3/4/6
9 <sup>th</sup> March	Careers fair/Opportunities to encounter further/higher education/employers and employees.	1/2/3/4/5/7	1/2/3/4/6
9 <sup>th</sup> March	Benefits of higher education presentation delivered by Higher Education Progression Partnership. Employer/Inspiring the future/Alumni-led assemblies.	1/2/3/4/5/7 1/2/3/4/5	1/2/3/4/6 1/2/3/4/6

LOCATION, VOCATION

Date/Month/Time	Activity	Gatsby benchmark	CDI Framework
23 <sup>rd</sup> March	Get up to Speed with STEM event, Magna.	1/2/3/4/5/7	1/2/3/4/6
24 <sup>th</sup> /25 <sup>th</sup> May	Personal statements, CVs, mock interviews.	1/2/3/4/5/7	1/2/3/4/6
26 <sup>th</sup> May	Trip to Hull University.	1/2/3/4/7	1/3/4
23 <sup>rd</sup> June	Access to Careers advisor at parents evening.	1/2/3/7	1/3/4
28 <sup>th</sup> June	Work experience preparation assembly.	1/3/6	1/2/3/4/5/6
4 <sup>th</sup> July to 8 <sup>th</sup> July	Work experience.	1/3/6	1/2/3/4/5/6

### Year 10 students also have access to:

quality impartial, differentiated and evaluated personal guidance interviews with our trained careers advisor at any time.  
the weekly careers café every Thursday providing a setting for informal discussion on a variety of topics in relation to careers, post 16 options, different employment sectors and more.

'Career of the week' during personal tutor time.

opportunities to contribute to student Academy council.

fundraise for Rotherham Rise who provide support for victims of domestic abuse and sexual exploitation.

partake in Barclays Life Skills activities.

apply to partake in Discover US. Learners who sign up for Discover US, an aspiration raising programme for learners, who have the potential to access higher education will be invited to the University of Sheffield three times in Year 10 as follows:

#### Welcome to Discover US

A welcome evening for students and their parents/carers to find out more about the University and the Discover US programme.

#### Introduction to Discover US

A tour of the University campus and an activity day designed to help students discover the differences between school and university.

#### More about Discover US

An activity day designed to introduce students to the University's faculties and the wide range of courses available at the University of Sheffield.

'Voluntary Acts of Kindness' including opportunities to host Macmillan's 'World's Biggest Coffee' morning, partake in our regular litter picks in an around the Academy, attend our community Remembrance Sunday service at Greasbrough cenotaph, contribute to our 'reverse' Advent calendar, Comfort ministry 'baby packs' for Zimbabwe and Africa's gift 'Happy feet' initiative.

LOCATION, VOCATION

## What careers activities will Year 11 do?

Date/Month/Time	Additional activities Activity	Gatsby benchmark	CDI Framework
September/October/November December/January	Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor to discuss post-16 options, provide literature to read/digest over the summer holidays with parents/carers (1 personal tutor time, 1 after p6).	1/2/3/4/8	1/2/3/4/6
September/October/November	College and apprenticeship provider assemblies uploaded to Year 11 Careers Google classroom and scheduled for use during personal tutor time.	1/2/3/4/7	1/2/3/4
8 <sup>th</sup> to 12 <sup>th</sup> November	Remembrance assemblies.	3	1/3
3 <sup>rd</sup> December	New College (NCLT) taster sessions.	1/2/3/7	1/2/3
13 <sup>th</sup> January	Access to Careers advisor at parents evening.	1/2/3/7	1/3/4
February/March/April	Second quality impartial, differentiated and evaluated targeted personal guidance interviews with careers advisor (1 personal tutor time, 1 after p6).	1/2/3/4/8	1/2/3/4/6
7 <sup>th</sup> to 13 <sup>th</sup> February	National Apprenticeship week during personal tutor time.	1/2/3/4/5	1/2/3/4/6
7 <sup>th</sup> to 12 <sup>th</sup> March	National Careers week: Careers focussed starter in every curriculum area.	1/2/3/4	1/2/3/4/6
	Labour Market Information quiz during personal tutor time.	1/2/3/4	1/2/3/4/6
9 <sup>th</sup> March	Careers fair/Opportunities to encounter further/higher education/employers and employees.	1/2/3/4/5/7	1/2/3/4/6



Date/Month/Time	Activity	Gatsby benchmark	CDI Framework
9 <sup>th</sup> March	Benefits of higher education presentation delivered by Higher Education Progression Partnership.	1/2/3/4/5/7	1/2/3/4/6
28 <sup>th</sup> April	Employer/Alumni-led assemblies Access to Careers advisor at second parents evening.	1/2/3/4/5 1/2/3/7	1/2/3/4/5/6/7/11/14/15 1/3/4

**Year 11 students also have access to:**  
 quality impartial, differentiated personal guidance interviews with our trained careers advisor at any time.  
 the weekly careers café every Thursday providing a setting for informal discussion on a variety of topics in relation to careers, post 16 options, different employment sectors and more.  
 'Career of the week' during personal tutor time.  
 College application support during careers café on Thursday lunchtimes.  
 'Voluntary Acts of Kindness' including opportunities to host Macmillan's 'World's Biggest Coffee' morning, partake in our regular litter picks in an around the Academy, attend our community Remembrance Sunday service at Greasbrough cenotaph contribute to our 'reverse' Advent calendar, Comfort ministry 'baby packs' for Zimbabwe and Africa's gift 'Happy feet' initiative.



## Appendix B: PSHEE curriculum overview



# Wingfield Academy

## PSHCEE LEARNING JOURNEY

Our learners will follow a curriculum that will prepare them for life in modern Britain, now and in the future by enabling them to be respectful, engaged, active, independent and to be able to participate fully in society, develop their understanding of British values, their appreciation of diversity, confidence to challenge stereotypes and opinions, celebrate our achievements in culture and practice respect for people of these four traits values.

Developing their character, the knowledge, skills, resilience, confidence and independence they need to make reasoned and informed decisions about religious and moral issues, with reference to the teachings of Christianity and other principal religions in the school's region and beyond, physically and mentally healthy and fit for life.

Enabling them to reflect upon their 'big' questions, how religious teachings relate to them, and their own beliefs, values and expectations, preparing them to make informed decisions about their future next steps ensuring they maximize their potential and succeed successfully in a higher education or an employment situation.

Maximizing their skills, but being open to their attitudes and values, and deepening their knowledge and understanding already acquired and developed.



Living in the wider world: British society

Living in the wider world: Location, Vocation, Citizenship steps

Living in the wider world: Work experience



**Year 11**

Health and wellbeing: Mental health	Health and wellbeing: Exploring influence	Relationships: Healthy relationships: Can education in relationships	Citizenship: Civic and political issues: What is good and right? What is bad and wrong?	Living in the wider world: Financial decision making	Living in the wider world: Independence	Living in the wider world: Work experience
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**Year 10**

Citizenship: British society	Relationships: Intimate relationships	Health and wellbeing: Healthy lifestyle	Relationships: Diversity: Discrimination	Living in the wider world: Setting goals	What's the problem of suffering?	Why believe in God?
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**Year 9**

Health and wellbeing: Drugs and alcohol	Living in the wider world: Community and careers	Health and wellbeing: Emotional wellbeing	Relationships: Identity and relationships	Living in the wider world: Digital literacy
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**Year 8**



**Year 7**

Living in the wider world: Financial decision making	Relationships: Building relationships	Relationships: Diversity	Living in the wider world: Developing skills and aspirations	Health and wellbeing: Health and puberty	Health and wellbeing: Transition and safety
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### Policy Status

<b>Policy Lead (Title)</b>	Careers Leader/Associate Assistant Head teacher and CEIAG Advisor	<b>Review Period</b>	Annually
<b>Reviewed By</b>	Trust Executive Team/ Board of Directors	<b>Equality Impact Assessment Completed (Y/N)</b>	N

### POLICY AMENDMENTS

<b>Version</b>	<b>Approval Date</b>	<b>Page No./Paragraph No.</b>	<b>Amendment</b>	<b>Audience</b>	<b>Plan for Communicating Amendments</b>
Version 1* *This is the first version of this policy following WFA joining NCLT	TET 08/07/2021 BoD 12/10/2021			Wingfield Academy staff, students and parents	Uploaded onto the NCLT website