

Ormiston Herman Academy

Careers Related Learning Policy

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Responsible committee	
Date approved by committee	
Date ratified by LGB (if required)	
Description of changes from the model policy (if any)	

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1. Rationale

At Ormiston Herman Academy, we are committed to the development of children's understanding of the wider world and raising their aspirations. Due to the demographic and location of the academy, this means that our role in raising aspirations is of utmost importance. This commitment is embodied in the school's mission statement and aims; it contributes to the positive ethos of the school and is demonstrated through the school vision

“Our vision is for all children to acquire knowledge, skills and understanding that will contribute to them becoming motivated and aspirational young people.”

Careers related learning is recognised as an important aspect of our offer, opportunities for children to be exposed to a wide range of experiences of, and exposure to education, transitions and the world of work from EYFS. We recognise the importance of careers related in influencing children's decisions, aspirations and attitudes.

2. Relevant Rights

- Article 29 - a child or young person's education should help their mind, body and talents be the best they can.

3. Related policies

The Careers Related Education Policy should be read in conjunction with the following policies:

- SMSC
- PSHE
- Citizenship and British Values
- Inclusion

- Equal Opportunities

4. Definitions

- CRL relates to Careers Related Education.
- CEIAG related to Careers Education, Information, Advice and Guidance.

5. CRE Curriculum

Early Years Foundation Stage

Perceptions about the suitability of different sectors and career paths are embedded in the mind of children from an early age, with this in mind CRE should start by age 5. Learning is still play based and gets them exploring, developing ideas and thinking. This may involve role play, songs and visitors. Pupils are learning about what a job is and would begin to learn about the more obvious jobs such as teacher or doctor. From EYFS, teachers must be mindful of addressing gender stereotypes through CRE.

Key Stage 1

In key stage one, pupils should be exposed to as many different careers and jobs as possible to help them understand who they can become. CRE should contextualise and/ or supplement topic learning. Teachers begin to make the link between education, qualifications, skills and work opportunities. Teachers must challenge stereotyping showing that anyone of any gender, ethnicity or socioeconomic background can take on any job role. Pupils must begin to make the links between their interests and talents and how these could play a part in their future career opportunities. They must actively explore their world and begin to construct possibilities for their future selves. Pupils should begin to build financial awareness and make the link between work and money.

Key Stage 2

In key stage 2, leading up to the period of transition to secondary schools, children should have the opportunity to explore and practice non-academic skills demanded during the working life with explicit links to CRE. Skills such as leadership, empathy, resilience and communication. Pupils

should continue to explore a range of careers as well as challenging stereotypes. Further emphasis should be put on gaining a deeper understanding of specific careers that may be of interest to them. Pupils must begin to look at the different vocational and academic routes available to them and gain an understanding of secondary and post-16 education. As well as being equipped with an understanding of how to overcome barriers in their future education. Pupils must be explicitly taught financial awareness and budgeting skills.

6. Provision

Learner entitlement

Learners are entitled to consistent and whole school delivery of CRE to ensure they understand who they could become and develop a healthy sense of self to enable them to reach their full potential. This will include real life experiences of the work place.

Planning

Planning for CRE is included on the long term PSHE planning as well as on an ad hoc basis through opportunities linking to the interests of children. Teachers are encouraged to explore links to careers through the core and non-core curriculum when possible and these are highlighted on foundation subject knowledge organisers. It is recognised that opportunities are often spontaneous, following the children's learning, experiences and ideas.

Approaches to teaching and learning

The curriculum is approached in a variety of ways, using a range of teaching and learning styles. In CRE we place emphasis in active learning including the pupils in circle times, role play, research and investigations. Visits and visitors will also form part of our CRE curriculum. Through the curriculum we will aim to give pupils real life, authentic experience of the workplace.

Visitors and visits

It is recognised that visits and visitors will form part of CRE. The below template is to be used when contacting potential contacts and partnerships. This can then be expanded upon to give more details about the potential visit/ visitor. The visitors form from the visitors policy must be completed.

Dear Sir/Madam,

I hope this email finds you well. I am --- and I am a class teacher/ --- coordinator at Ormiston Herman Academy, Gt. Yarmouth. As an academy we pride ourselves on our enrichment programme which include careers related education for our pupils. We are always looking for opportunities to raise aspirations amongst our pupils. With this in mind, I would like to talk to you about a potential visit to our academy/ to your workplace.

Kind regards,

Assembly programme

The assembly programme will support teaching in class through a range of different approaches. Senior Leaders will deliver whole class assemblies on aspirations, job opportunities and the skills needed to be emotionally equipped to be a good employee. Teachers will also deliver assemblies on different careers which will reflect the results of the aspirations survey. Aspirations visitors will also be included in the assembly programme. The assembly programme is to be devised by the Enrichment Coordinator, PSHE Coordinator and Senior Leadership Team

Parental Engagement

Parental engagement in CRE is based around raising parents' awareness of the nature of their supportive role in their child's future. Engaging parents is a key driver when delivering career development activities and CRE should raise aspirations for the parents as well as the children.

Transition Programme

We complete a 'moving on' unit with year 6 that goes through what the children can expect when they go to secondary school and helps them to discuss their thoughts/worries. From the start of year 6 we encourage children to be more independent and give them more responsibility over their belongings and learning to prepare them. Vulnerable children do a transition intervention and have multiple visits to their secondary school meeting the staff they will be working with and getting used to their surroundings. We invite members of staff from each of the secondary schools in to chat with the children and have a look at their current learning.

7. Responsibilities

Careers Related Learning is included in the role of the PSHe subject leader. The role of PSHE Subject Leader is outlined in the general subject leadership policy:

- To prepare a policy and develop the long term plan and action plan, ensuring this is evaluated and reviewed regularly.
- To co-ordinate and lead the implementation of the policy throughout the school.
- To monitor and support the teaching of CRE throughout the school.
- To monitor and maintain the condition and availability of resources within the school's budget.
- To keep up to date with developments and act on these accordingly.
- To liaise with colleagues in school and outside agencies as appropriate, in order to further develop the opportunities for pupil engagement.
- To continue to develop relationships with local employers and maximising those relationships to secure visits and visitors for assemblies and workshops.

- Leadership on any Careers Related Learning quality marks or awards.
- Delivery of the annual aspirations survey to ensure the aspirations programme reflects the wishes and interests of the pupils.
- Delivery of any required training on CRE.

8. Equal Opportunities

We are committed to promoting equal opportunities and seek to challenge stereotypes and ensure our students achieve their full potential.

9. Monitoring and evaluation

The PSHE Coordinator has responsibility for monitoring standards in Careers Related Education. This is achieved through gathering evidence from:

- Learning walks around school
- Assemblies
- PSHE lessons
- Citizenship and British values lessons
- Interviews with pupils and staff
- Interviews with parents and regular visitors to the school
- Aspirations surveys of pupils

Scrutiny of documentation and other evidence:

- Academy Careers Related Education policy and action plan

- Long term plans
- PSHE programmes
- Extra-curricular activity programme; school events
- Pupil voice and surveys of pupil views
- Survey of parent views
- External evaluations and reports (OAT; Ofsted)

Provision for Careers Related Learning is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by Enrichment Coordinator and senior management.
- Regular discussions at senior management and staff meetings
- Review of policies and long term planning, alongside the assembly timetable