



BEAL HIGH SCHOOL PSHE, RSE and Careers Strategy 2020-2021



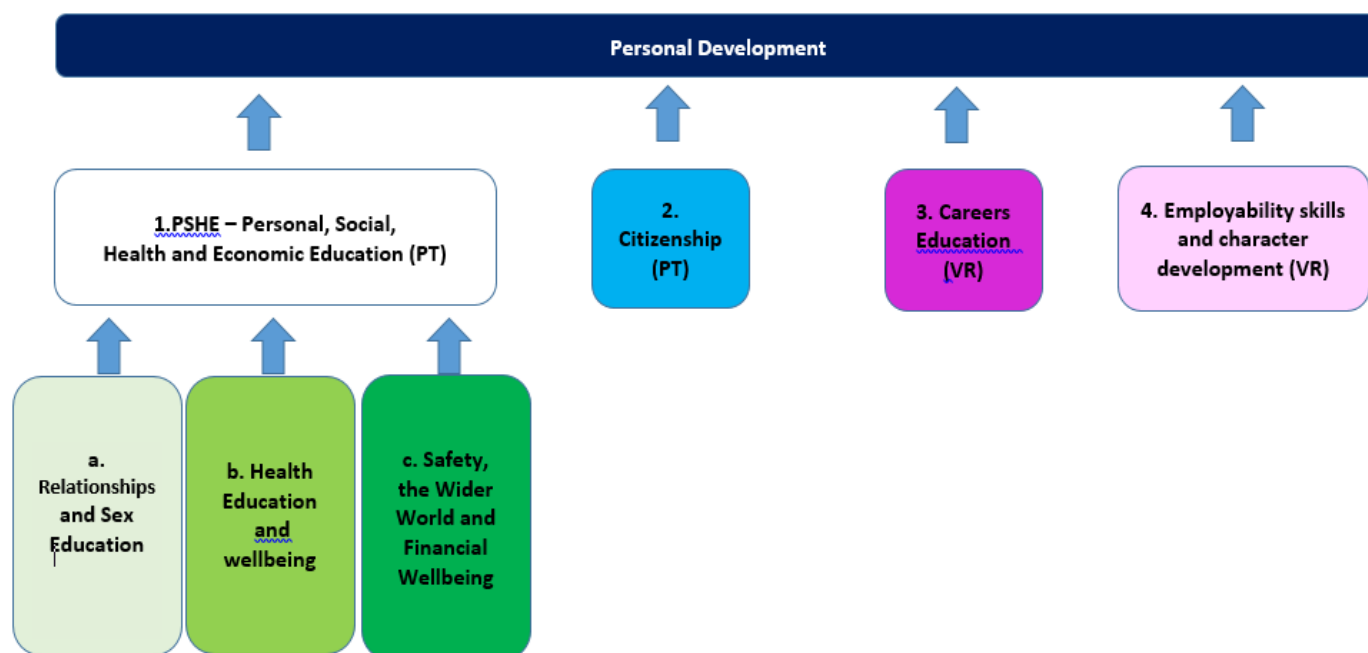
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1.0 INTENT

At Beal High School, personal, social and health education (PSHE), Relationships and Sex Education (RSE) and Careers education enables our pupils to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming young adults. We provide our pupils with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our pupils are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community. The RSE and Careers programmes are being implemented one year ahead of statutory requirements, providing opportunities for reflection, evaluation and amendments ahead of schedule.

The different strands of Personal Development at Beal High School are shown in the diagram below. Each strand is delivered through a range of experiences, ranging from areas of the taught curriculum, to extracurricular opportunities and trips. The different strands, which should be further supported by our routines and displays, share areas of overlap and interplay. The division into strands serves the main purpose of supporting the mapping and evaluation of the current provision, and it is recognised that some activities or experiences may contribute to some or even all of the strands.



Aims of the PSHE, RSE and Careers Strategy:

This strategy aims to:

- To provide a broad and balanced PSHE curriculum that is accessible to all pupils and that covers the statutory requirements
- To provide opportunities for all pupils to develop a high level of oracy that support success in adult life.
- To broaden pupils' horizons through a range of personal, social, health, economic, relationships and sex education and cultural opportunities.
- To ensure that all pupils are able to thrive and develop as healthy individuals.
- To ensure that all pupils understand how to stay safe.
- To develop a strength of character, and resilience that will help pupils to overcome the challenges they are likely to encounter in adult life.
- To provide an appropriate range of opportunities and experiences to allow pupils to succeed in the next stage in their education, training or employment.

Our overarching statement of intent:

We want our students to be:

- Successful learners who enjoy learning, make progress and achieve their full potential.
- Confident individuals who are able to lead safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

2.0 IMPLEMENTATION

The PSHE, RSE and Careers programme of study is designed to provide pupils with ongoing education and substantive opportunities to experience and develop leadership skills to consolidate and further develop the competencies gained for a successful future in education, training or employment.

2.1 Department SOW

2.2 PSHE and RSE SOW

2.3 Careers Education SOW

2.4 PSHE Tutoring Programme

2.5 Assemblies Programme

2.6 Beal Character Award

2.7 British Values

2.8 Well-Being Policy

2.9 Mobile Phone and E-safety Policy

3.0 IMPACT

- 85% of pupils will achieve expectations or above at KS3 and positive P8 score at KS4
- 100% Progression for Y11
- 100% Progression for Y13
- Pupil achievement – Every year pupil to achieve key skills for the Beal Character Award
- Pupils will demonstrate a healthy outlook towards school – attendance will be above 95%
- Improving behaviour tracked through SIMS
- Decreasing Internal and External exclusions
- Pupils will develop positive and healthy relationship with their peers both now and in the future
- Pupils will understand the physical aspects involved in RSE at an age appropriate level.
- Pupils will have positive body images
- Pupils will demonstrate and apply the British Values of democracy, tolerance, mutual respect, rule of law and liberty- decrease in number of bullying incidents

4.0 Supporting documentation

Education brief 2020-2021	BY/AN/KB
Social and emotional learning strategy	BY
Self-regulation and meta-cognition strategy	BY
SEND, Pastoral & Mental Health strategy	AN
Assembly schedule and plan	TU
PSHE tutoring strategy and implementation plan	BY/AN/PT/LR/MY
Character Award Implementation Plan	VR
PSHE Tutoring Programme	PT
Well-Being and Safe-guarding Policy	HR/AN
Mobile Phone and E-safety Policy	KB
Department SOW	HODs
RSE Policy March 2020	AN

5.0 APPENDICES - APPENDIX B PSHE and RSE Parent Consultation

RSE Focus Group

Beal High School
16th March 2020

Overview

- Thank you - welcome and introductions.
- **We will:**
 - Remind you of our **values**.
 - Outline the **law** on RSE.
 - Explain what the RSE curriculum **must** cover from September 2020 and highlight any topics that we don't already teach, if any.
 - Get your views on our existing RSE curriculum and **when or how** we should teach about topics on the RSE curriculum, from September 2020.
 - Outline the **next steps** for finalising our RSE Policy and Curriculum.
- **We will not:**
 - Discuss whether the government is right to require us to teach certain topics.
 - Tolerate discrimination or prejudice.
 - Allow anyone to dominate the discussion.

Staff attending:

Mr Phil Bray – Co headteacher
Ms Yvonne Andress – Co headteacher
Ms Tessa Canali – Head of PSHE
Mr Harry Pratchett – Head of Philosophy and Theology
Ms Amanda Jones – SENCO
Ms Rashida Morisya – Deputy Director of 6th Form (Progression)

Starter: What skills do we need for a positive learning environment?

Our Values

Equality for all students is a key part of our "Calibre Curriculum".

- We work hard to maintain an **inclusive culture** for all students, as explained in our "Vision and Values" and our "Strategic Plan for 2018-21".
- We have a **zero tolerance approach to discrimination or prejudice** against any individual or group.
- We respect **diversity of belief**.

The Law

- We **must** provide relationships and sex education, and health education, to all students (s34 Children and Social Work Act 2017).
- We **must** have regard to guidance issued by the Department for Education (DfE).
- As a public body under the Equality Act 2010, we **must**:
 - **not discriminate** against the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
 - Have due regard to the need to **eliminate discrimination, advance equality of opportunity and foster good relations** across all characteristics.

Changes to RSE

- In 2019, the government published "Relationships and sex education (RSE) and health education", which is compulsory from September 2020.
- RSE replaces the current need to provide sex and relationships education. The guidance is more about formalising expectations than radically changing what schools teach.
- Parts of health education are already covered in PSHE.
- **You have three handouts:**
 - The topics that students need to learn about in secondary school.
 - An outline of our current RSE and Health curriculum
 - A draft copy of our RSE Policy + questions

Discussion - Guidelines

- **Out of scope:** Whether or not specific topics should be taught at all. This is not in our control – it is the government's power and decision, which we must follow. Concerns about government policy should be raised with the government.
- **In scope:** When and how we teach about specific topics. This is in our control.
- **For example:** we can discuss questions, concerns or views about when and how we teach about potentially sensitive topics, such as birth control or LGBT+ relationships, as part of RSE. We are not here to discuss whether or not those issues should be taught at all. Those discussions should be had with government.
- In line with our values, we will not allow the discussion to be dominated by one view or group, nor will we tolerate discrimination or prejudice.
- There may be diverse, opposing and strongly held views – we respect people's right to those views but they are required to express them fairly, respectfully and in line with the scope of the workshop.

Task: Draft RSE Policy

Focusing on the specific areas highlighted in the questions provided:

In your groups, discuss and answer the questions on the handouts.

One spokesperson in each group to feedback to the whole group.

Starter: What skills do we need for a positive learning environment?

Healthy | Unhealthy

Consent

What are the main messages from this clip?

Coercion

Persuading someone, by some method or other, to do something or abstain from doing something against their will.

Sarah's Scenario

Sarah is 13 and going to the youth clinic to get the pill. Her boyfriend is 15 and she has been going out with him for 3 weeks. He has told her he'll find someone else to have sex with him if she doesn't.

Sarah's Scenario

Which is the most important in a relationship?

How will we meet the needs of our SEN students?

Does the RSE curriculum reflect the needs of all pupils?

Issues:

- Friendships – social boundaries
- Media – social networking

Strategies:

- Circles of intimacy, social stories, over learning, unambiguous language, visuals, comic strip conversations

Evaluation/Discussion

Consider the lesson – content and delivery – from the point of view of the 'hat' you are wearing.

APPENDIX B PSHE, RSE and Careers Recommendations Summer 2020 –Actioned by Autumn 2020

<p><u>RSE Content that needs to be implemented:</u></p> <ul style="list-style-type: none"> • The characteristics of successful parenting • Forced Marriage, Honor based violence and FGM • Pornography and the impact of viewing harmful content • The facts about reproductive health, including fertility and the impact of lifestyle on the fertility of men and women. • The facts around pregnancy, including miscarriage • The choices in relation to pregnancy, medically, legally and information on all options <p><u>RSE Content that needs to be revised:</u></p> <ul style="list-style-type: none"> • How stereotypes might normalise non-consensual behaviour or encourage prejudice(Yr8 & 9) • Coercive control and the Law (<i>more information required</i>) • Sexual Harassment and Peer to peer abuse (KCSIE) (<i>more information required</i>) • Social Media and how data is generated, collected, shared and used online (<i>more information required for students and perhaps advice and guidance for parents /an in school session or a letter?</i>) • Over all Year 9 content 	<p><u>PSHE Whole School priorities</u></p> <ul style="list-style-type: none"> • Prevent and Radicalisation • Knife Crime • Gang Culture • Drugs • Bullying (Diana Award) • Self Esteem / Self Worth • Current Affairs • Positive Mental Health and • Managing Stress <p><u>Careers Priorities</u></p> <p>Gatsby Benchmarks (Economic Education) – Audit under review.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Gatsby Benchmark 4 – To link curriculum to careers (<i>HOD's to action</i>) • Career's online Benchmark tool – To be completed by VR and VR (<i>Career's Lead</i>) • Planning for launch of Unifrog (<i>CI and Louise to action student emails ready for September</i>) • Careers recommended scheme of work via Unifrog (<i>to be confirmed</i>)
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APPENDIX C PSHE , RSE and Careers Curriculum Plan

KS3		
YEAR 7	YEAR 8	YEAR 9
My Values/Family	Personal Wellbeing	Justice and Crime
1- How is Year 7 different? Introduction to PSHE	1- Bullying and Introduction to PSHE	1- Are people who break the law evil? Part 1
2- Value Presentation	2- Gangs	2- Are people who break the law evil? Part 2
3- Family	3- Mental Health- Part 1	3- How is justice done in Britain? Part 1
4- Different kinds of family/ Divorce	4- Mental Health- Part 2	4- How is justice done in Britain? Part 2
5- Parenting- what makes a successful parent?	5- Mental Health- Seeking help	5- Gender and Crime Part 1
Careers- Virtual	6- Eating Disorder- Part 1	6- Gender and Crime Part 2
6- Unifrog- Lesson 1	7- Eating Disorder- Part 2	7- Class Trial Part 1
7- Unifrog- Lesson 2	8- Self-Injury- Part 1	8- Class Trial Part 2
8- Unifrog- Lesson 3	9- Self-Injury- Part 2	My Future/Careers (IAG & Options Process)
9- Unifrog- Lesson 4	10- Stress- Part 1	9- Careers- Introduction
10- Unifrog- Lesson 5	11- Stress- Part 2	10- My Word
11- Unifrog- Lesson 6	My Future/ Careers	11- Potential Careers
12- Unifrog- Lesson 7	12- Careers	12- My Skills
13- Unifrog- Lesson 8	13- My Work	13- Dragons Den Part 1
Wellbeing	14- Potential Careers	14- Dragons Den Part 2
14- Resilience and Wellbeing- Lesson 1	15- My Skills	15- Presentation
15- Resilience and Wellbeing- Lesson 2	16- Dragons Den- Part 1	Mental Health and Personal Lifestyle
16- Puberty- Part 1	17- Dragons Den- Part 2	16- Mental Health- Part 1
17- Puberty- Part 2	18- Presentation 1	17- Mental Health- Part 2
18- Healthy Living	19- Presentation 2	18- Food and the Media- Part 1
19- Identity	Tolerance and Community	19- Food and the Media- Part 2
Rights and Responsibilities	20- Tolerance and Communities- Part 1	20- What do we mean by drugs?
20- Rights and Responsibilities- Introduction	21- Tolerance and Communities- Part 2	21- The impact of drugs
21- Rights and Responsibilities- Human Rights	22- Tolerance and Communities- Letter Writing Task	22- Smoking and Alcohol
22- Rights and Responsibilities- Bullying	Politics and Media	23- Healthy Lifestyle
My Learning	23- Politics Introduction	24- Sexual Consent Part 1
23- Lifestyle and Learning- Part 1	24- Political Parties	25- Sexual Consent Continued/ Forced Marriage
24- Lifestyle and Learning- Part 2	25- Political Presentations	26- FGM and the effects on future relationships
25- How to revise	26- Current Affairs- Media	27- Making Choices
Reflection on Year 7	27- How does the media affect me?	KS3 Graduation
26- My Year 7 experience	28- News Project- Preparation	28- End of KS3 Graduation- Preparation
27- Heroes- Planning	29- News Project- Presentation	29- End of KS3 Graduation- Preparation/Presentation
28- Heroes- Planning & Presentation	30- News Project- Presentation	30- End of KS3 Graduation- Presentation (In school finale)

KS4	
Year 10	Year 11
My Place in Society	Finance Education
1. Prejudice and Discrimination- Part 1	1- Ethics of Spending
2. Prejudice and Discrimination- Part 2	2- Budgeting
3. Racism Part 1	3- Banking
4. Racism Part 2	4- Credit/Debit
5. Sexism	5- Mortgages and Interest
6. Homophobia- Lesson 1	6- Pay Day Loans
7. Homophobia- Lesson 2	7- Wages and Minimum Wage
8. Mental Health- Part 1 (Potential to Remove)	Managing Dangers in Society
9. Mental Health- Part 2 (Potential to Remove)	8- Drugs
10. Stress- Part 1 (Potential to Remove)	9- Drugs on Trial
11. Stress- Part 2 (Potential to Remove)	10- Legal Highs
Finance Education	11- Domestic Violence- Part 1
12. Ethics of Spending	12- Domestic Violence- Part 2
13. Budgeting	CSE- Introduction
14. Banking	13- CSE- Spotting the Signs
15. Credit/Debit	14- Relationships and Sexual Pressures
16. Mortgages/Interest	Healthy Relationships
17. Pay Day Loans	15- Sex and health- choices- physical, emotional, mental wellbeing
18. Wages and Minimum Wage	16- Managing sexual pressure- choice to delay sex, intimacy without sex
Personal Wellbeing	17- Reproductive Health and Fertility/IVF/Surrogacy
19. Screwball- Introduction to Issues	Skills for the Future
20. Teenage Pregnancy	18- New Challenges
21. Drugs	19- Reframing Negative Experiences
22. Drug Abuse and County Lines	20- Recognising Mental Health and when to get help
23. Why do people take drugs?	21- Promoting Emotional Wellbeing
24. Healthy Relationships	22- Exam Stress
25. Relationships without sexual contact	MOCK & PREPERATION
26. Sex and the Law	
27. STI's	
28. Contraception	
29. Pornography- what is it?	
30. The effects of pornography- distorted sexual behaviours	
31. FGM	

APPENDIX D Careers KS3 Scheme of Work

Key Date & Recommendation	What should I be doing?	Resources	Accompanying student worksheets	Gatsby Benchmark	When/Where?
#1 Unifrog Launch Sept 2019 (Years 7-9)	Launch Unifrog with your students! Students will need to log onto www.unifrog.org/code and register with your form code, name, details and a password. School to send letter home informing parents of access to the platform after a whole school assembly.	Unifrog Student Launch Presentation	N/A	Gatsby Benchmarks: 1, 3	Assembly / Form Time
#2 Involving parents Sept 2019 (Years 7-9)	Parent's Evening Presentation Inform parents that you are using Unifrog at a Higher Education or Parents Evening by using our PowerPoint slides and/or with a live demonstration. Letter can also go out with electronic version of PPS attached via email.	Using Unifrog with Parents Parent Letter to Home	N/A	Gatsby Benchmark: 1	
#3 Skills Recording Activities Tool Sept – Oct 2019 Keep adding to these all year (Years 7 -9)	Students to record Activities they have completed. Examples for students to consider: <ul style="list-style-type: none"> • Independent work • Research projects • Extracurricular projects • Volunteering • Club/Society • Charity work/Fundraising The “ <i>so what</i> ” factor – “You play Football? So do 10 other people on your team. What do you do that sets you apart from the rest?” Consider activities inside and outside of school for example, babysitting.	Skills for Careers Career Terminology	Skills for careers worksheet and profiles Career Terminology Worksheet	Gatsby Benchmarks: 1, 2	Form Time / PSHE / Home

<p>#4 Update Locker with key information and documents</p> <p>Sept – Oct 2019 Keep adding to these all year (Years 7 -9)</p>	<p>Students to upload key evidence to Locker to support Activities and key skills for Applications in future</p> <p>The competencies will be tracked via the Beal Character</p>	N/A	N/A	<p>Gatsby Benchmarks: 3</p>	Form Time / PSHE / Home
<p>#5 Skills Recording</p> <p>Competencies Tool</p> <p>October – December 2019</p> <p>(Years 7-9)</p>	<p>Record Competencies Focusing on the Activities the students have been recording, what skills have they gained?</p> <p>These will help the students to talk about themselves and build outstanding applications regardless of where they're planning on going!</p> <p>Using the Activities previously recorded, students need to log key Competencies, focusing on the strengths that they have demonstrated/developed e.g. Independence. Team work, Communication skills.</p>	<p>Discover your competencies</p> <p>The Key Competencies (Beal Character)</p> <ul style="list-style-type: none"> Independence Leadership Resilience Analysis / Problem Solving Teamwork Communication – Literacy or Numeracy Time Management 	<ul style="list-style-type: none"> Leadership Worksheet Resilience Printable Signs Analysis Worksheet Problem Solving Activity, Worksheet, Tips & Answers Communication Images Resource Time Management Worksheet 	<p>Gatsby Benchmarks: 3</p>	Form Time / PSHE / Home
<p>#6 Next steps</p> <p>Careers Library Tool</p> <p>Subjects Library Tool</p> <p>January – July 2020</p>	<p>Start to explore both the Careers and Subjects Library to get a better understanding of the exciting range of post-school pathways available and, crucially, how you pursue these.</p> <p>Careers library. Students can use the Careers library to explore the best potential careers for them based on a range of options such as career area, subject area, key themes and where their competencies lie. Students can find out information such as the broad requirements for getting in to that field and how their career in that area can progress.</p> <p>Subjects library. Search subjects which students can study at university based on their favourite subjects the study at school as well</p>	<p>Careers Library Treasure Hunt</p> <p>Subjects Library Treasure Hunt</p>	<p>Subject Library Qs & As</p>	<p>Gatsby Benchmarks :</p> <p>2, 3, 4, 5, 7 and 8</p>	Form Time / PSHE / Home

	as their wider interests. Students can find out information about the course such as the most popular schools subjects taken by students on the course and the average salary 6 months after graduating. See attached careers programme document				
#7 Creating impressive reports Characteristics All Year (Years 7-9)	Adding Characteristics Easily add student characteristics in order to analyse your students' destinations with greater insight and granularity.	Follow this guide if you're unsure: Adding Characteristics	N/A	Gatsby Benchmarks: 3, 7	Form Time / PSHE / Home
#8 CEIAG Interactions Recording All year (Years 7-9)	Recording Interactions There are 15 different CEIAG Interactions the students need to have had before they leave school. Record individually or in groups to keep track, give to OFSTED and use during SLT meetings. E.g. Assemblies, trips, careers fair, outside speakers in lessons, IAG sessions, careers appointments.	Here's how you can add Interactions	N/A	Gatsby Benchmarks: 1, 3, 8	Form Time / PSHE / Home

APPENDIX E Careers KS4 Scheme of Work

Key Date & Recommendation	What should I be doing?	Resources	Accompanying student worksheets	Gatsby Benchmark	When/Where?
#1 Unifrog Launch Sept 2019 (Years 10-11)	Launch Unifrog with your students! Students will need to log onto www.unifrog.org/code and register with your form code, name, details and a password. School to send letter home informing parents of access to the platform after a whole school assembly.	Unifrog Student Launch Presentation	N/A	Gatsby Benchmarks: 1, 3	Assembly / Form Time
#2 Involving parents Sept 2019 (Years 10-11)	Parent's Evening Presentation Inform parents that you're using Unifrog at a Higher Education or Parents Evening by using our PowerPoint slides and/or with a live demonstration. Letter can also go out with electronic version of PPS attached via email.	Using Unifrog with Parents Parent Letter to Home	N/A	Gatsby Benchmark: 1	
#3 Skills Recording Activities Tool By October Half term. Log everything from year 7 onwards. (Years 10-11) Keep adding new ones	Students to record Activities they have completed. Examples for students to consider: <ul style="list-style-type: none"> • Independent work • Research projects • Extracurricular projects • Work experience • Volunteering • Club/Society • Charity work/fundraising • Paid work The " <i>so what</i> " factor – "You play Football? So do 10 other people on your team. What do you do that sets you apart from the rest?" Consider activities inside and outside of school for example, babysitting.	Skills for Careers Career Terminology	Skills for careers worksheet and profiles Career Terminology Worksheet	Gatsby Benchmarks: 1, 2	

<p>#4</p> <p>Update Locker with key information and documents</p> <p>All year – keep adding</p> <p>(Years 10-11)</p>	<p>Students to upload key evidence to Locker to support Activities and key skills for Applications in future.</p> <p>The competencies will be tracked via the Beal Character</p>	N/A	N/A	<p>Gatsby Benchmarks:</p> <p>3</p>	
<p>#5</p> <p>Skills Recording</p> <p>Competencies Tool</p> <p>By October Half term.</p> <p>Log everything from year 7 onwards.</p> <p>(Years 10-11)</p> <p>Keep adding new ones</p>	<p>Record Competencies</p> <p>Focusing on the Activities the students have been recording, what skills have they gained?</p> <p>These will help the students to talk about themselves and build outstanding applications regardless of where they are planning on going!</p> <p>Using the Activities previously recorded, students need to log key Competencies, focusing on the strengths that they have demonstrated/developed e.g. Independence. Teamwork, Communication skills.</p>	<p>Discover your competencies</p> <p>The Key Competencies (Beal Character)</p> <ul style="list-style-type: none"> ▪ Independence ▪ Leadership ▪ Resilience ▪ Analysis / Problem Solving ▪ Teamwork ▪ Communication – Literacy or Numeracy ▪ Time Management 	<ul style="list-style-type: none"> ▪ Leadership Worksheet ▪ Resilience Printable Signs ▪ Analysis Worksheet ▪ Problem Solving Activity, Worksheet, Tips & Answers ▪ Communication Images Resource ▪ Time Management Worksheet 	<p>Gatsby Benchmarks:</p> <p>3</p>	

<p>#6 Next steps</p> <p>Careers Library Tool</p> <p>Subjects Library Tool</p> <p>November – December 2019</p>	<p>Start to explore both the Careers and Subjects Library to get a better understanding of the exciting range of post-school pathways available and, crucially, how you pursue these.</p> <p>Careers library. Students can use the Careers library to explore the best potential careers for them based on a range of options such as career area, subject area, key themes and where their competencies lie. Students can find out information such as the broad requirements for getting in to that field and how their career in that area can progress.</p> <p>Subjects library. Search subjects which students can study at university based on their favourite subjects the study at school as well as their wider interests. Students can find out information about the course such as the most popular schools subjects taken by students on the course and the average salary 6 months after graduating.</p> <p>See attached careers programme document</p>	<p>Careers Library Treasure Hunt</p> <p>Subjects Library Treasure Hunt</p>	<p>Subject Library Qs & As</p>	<p>Gatsby Benchmarks:</p> <p>2, 3, 4, 5, 7 and 8</p>	
<p>#7 MOOCs Tool</p> <p>June - Summer Holidays</p> <p>Year 11</p>	<p>Explore MOOCs (Massive Open Online Courses)</p> <p>Students to complete MOOCs Search</p> <p>Universities and Employers are looking for students to show they're passionate about their subject areas and are independently driven. By completing MOOCs, students will be demonstrating these key skills.</p> <p>MOOC is an internationally recognised term and can be mentioned in CVs and Personal Statements</p>	<p>How To Use The MOOCs Tool</p> <p>Discovering MOOCs</p>	<p>N/A</p>	<p>Gatsby Benchmarks:</p> <p>7, 1</p>	

<p>#8 Next Steps</p> <p>Primary and secondary pathway shortlists</p> <p>Year 10 – Summer Term 2020</p> <p>Year 11 – November – Feb 2020</p>	<p>Primary & Secondary Pathway Search</p> <ul style="list-style-type: none"> • University – UK • University International • Oxbridge • Apprenticeships • College <p>Students to explore their options on the Opportunity Search tools.</p> <p>It's key they explore more than one pathway so they're getting impartial advice across their full range of options.</p> <p>Use a couple of the Know-how library videos to explain certain elements of progression to the students.</p>	<p>Know-how library videos (Student side of Unifrog)</p> <p>University Terminology</p> <p>Careers Terminology</p> <p>University Debate</p> <p>Busting Apprenticeship Myths</p>	<p>University Terminology Worksheet</p> <p>Career Terminology Worksheet</p> <p>The Big Debate Resource</p>	<p>Gatsby Benchmarks: 1, 2, 3, 4, 7</p>	
<p>#9 Application building</p> <p>CV Tool</p> <p>Summer Term 2020</p> <p>Year 10</p>	<p>CV Building</p> <p>Everyone needs a CV at some point in their lives.</p> <p>Students to build CVs to support them in gaining work experience, a part time job or an Apprenticeship!</p>	<p>Maximising your potential</p> <p>CVs - Card Sort</p> <p>Your Experiences</p> <p>Writing Cover Letters</p> <p>Interview Techniques (Competency)</p> <p>Interview Techniques (Position)</p> <p>Employment Rights</p>	<p>CV Examples</p> <p>Cover Letter Examples</p> <p>Interview Techniques Competency (Worksheet)</p> <p>Interview Techniques Position (Worksheet)</p> <p>Employment Rights Worksheet & Answers</p>	<p>Gatsby Benchmarks: 4, 5, 6, 8</p>	

#10 Creating impressive reports Characteristics All Year Year 10-11	Adding Characteristics Easily add student characteristics in order to analyse your students' destinations with greater insight and granularity.	Follow this guide if you're unsure: Adding Characteristics	N/A	Gatsby Benchmarks: 3, 7	
#14 CEIAG Interactions Recording All year Year 10-11	Recording Interactions There are 15 different CEIAG Interactions the students need to have had before they leave school. Record individually or in groups to keep track, give to OFSTED and use during SLT meetings. E.g. Assemblies, trips, careers fair, outside speakers/employers in lessons, IAG sessions, careers appointments, after school talks, open days.	Here's how you can add Interactions	N/A	Gatsby Benchmarks: 1, 3, 8	

APPENDIX F Careers Action Plan (NB Careers Co-ordinator to be appointed)

NB : COVID-19 may not allow face to face events. Virtual delivery contingencies in place.

Gatsby Benchmark	Evidence	Rag Rate	Action Required
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 pupils, parents, teachers and employers.	Careers strategy and policy on Beal website under co-curricular tab. This gives an overview of our careers programme to all.	GREEN	Implemented by Careers Co-ordinator / Careers Lead Line Managed by VR. Support from Careers Co-ordinator / Careers Lead and PT
Benchmark 2 - Learning from career and labour market information Every pupil, and their parents, should have access to good-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.	<ul style="list-style-type: none"> We use the Labour market widget and other useful websites available on the careers page of the Beal website, which is available to all. Careers advisor keeps up to date with all LMI and emphasis this during one to one guidance sessions. Whole school assembly in October 2018 with LMI included 	GREEN	National Careers service website to send out LMI information quarterly. Careers Co-ordinator / Careers Lead to keep up to date and advice students accordingly.
Benchmark 3 - Addressing the needs of each pupil Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> Careers is embedded within PSHE so each student receives careers education. Redbridge Connexions see our SEND students with an EHCP and provide support one to one as well as attending annual reviews and drawing up moving on plans (MOP) Careers Advisor tailors one to one guidance to individuals. They are referrals only from years 7-9 and referrals and self/parent referrals for years 10-13. Drop in's also available at break time and lunchtime. 	GREEN	Careers Co-ordinator / Careers Lead to keep up to date with LMI and careers knowledge including with attendance to careers events. Working with HODs/PT to update lesson content to reflect effective careers guidance

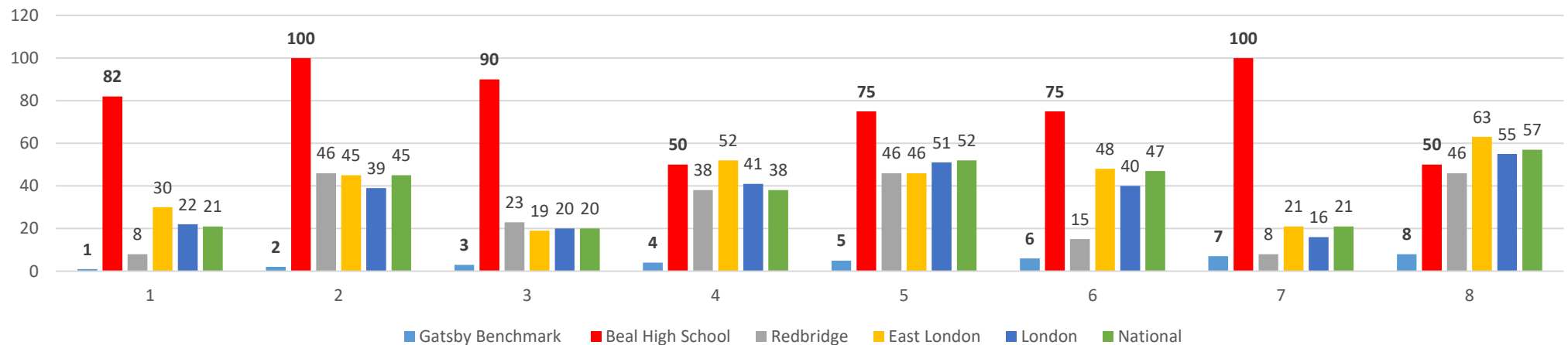
<p>Benchmark 4 - Linking curriculum learning to careers</p> <p>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>English, Music, Geography, History, Science, Politics and PSHE departments have been looking at this since Jan 2019. MD had suggested that other departments must focus on improving the quality of the teaching and learning of their basic curricula first.</p>	<p>GREEN</p>	<p>Audit completed and QA by Careers Lead.</p> <p>Success in BM logged on Compass tool.</p>
<p>Benchmark 5 - Encounters with employers and employees</p> <p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>Employer engagement is throughout all year groups, we can see this from a central school register on the schools database.</p> <p>This can be through subjects year group assemblies and smaller group sessions.</p> <p>We have an annual careers fair for years 10 and 12 to explore universities, colleges and a range of professions.</p>	<p>AMBER</p>	<p>All staff add to/update the central school register for any school speakers that are booked regarding careers.</p> <p>Careers Co-ordinator / Careers Lead to book a range of professionals.</p>
<p>Benchmark 6 - Experiences of workplaces</p> <p>Every pupil 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.</p>	<p>This is done through work experience in year 11. Every year 11 pupil should independently organise work experience. This is introduced to them in winter term of year 11. Some proactive students carry this out in the summer of year 10 and throughout year 12 as additional work experience. A record is kept with the careers advisor and on the schools network.</p>	<p>GREEN</p>	<p>An assembly in the 2nd term by Careers Co-ordinator/ Careers Lead to introduce work experience. To be supported by the year 11 team throughout the year.</p>
<p>Benchmark 7 - Encounters with further and higher education</p> <p>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> A careers fair is held for year 10 and year 12 students in the summer term each year. A range of colleges and universities are present along with apprenticeship providers and companies that may offer apprenticeships. We have a year 10 sixth form taster day so that A-level or BTEC subjects can be explored and tested by each student. This is also in the summer term. Year 11 students may have assemblies by external companies/colleges along with sixth form who will have external companies come in during their essential development sessions. 	<p>GREEN</p>	<p>Careers Co-ordinator / Careers Lead to organise both events with support from year teams involved.</p> <p>Year 11 Team and Sixth form progression coordinator to update central school careers register.</p>

<p>Benchmark 8 - Personal guidance</p> <p>Every pupil 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.</p>	<ul style="list-style-type: none"> • Qualified in house careers advice at hand for referrals and self-referrals for all pupils. • All year 9 students have one to one IAG sessions with their form tutor or referred to SLT if required. • All year 11 students have one to one IAG sessions with their form tutor or referred to SLT if required. • Statutory guidance from Redbridge connexions for students with an EHCP. 	<p>AMBER</p>	<p>All one to ones to be logged on the school database.</p> <p>SLT or form tutors to pass on further referrals to Careers Co-ordinator / Careers Lead.</p> <p>Prospects meetings to be booked where need arises for priority children.</p>
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APPENDIX G 2020-2021 Gatsby Benchmark Tracker for Beal High School

Gatsby Benchmark	Gatsby Benchmark Descriptor	% of assessment areas met by Beal HS in benchmark	% of assessment areas met by Redbridge	% of assessment areas met by East London	% of assessment areas met by London	% of schools nationally meeting BM
Benchmark 1	A stable careers programme	82	8	30	22	21
Benchmark 2	Learning from career & labour market information	100	46	45	39	45
Benchmark 3	Addressing the needs of each pupil	90	23	19	20	20
Benchmark 4	Linking curriculum learning to careers pupil	50	38	42	41	38
Benchmark 5	Encounters with employers & employees pupil	75	46	46	51	52
Benchmark 6	Experiences of workplaces	75	15	48	40	47
Benchmark 7	Encounters with further and higher education	100	8	21	16	100
Benchmark 8	Personal guidance	50	46	63	55	50

**GATSBY BENCHMARKS 2020
BEAL HIGH SCHOOL vs NATIONAL**



The eight Gatsby Benchmarks are:

Benchmark	Description
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 pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-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. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
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.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil 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.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil 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.

APPENDIX H Beal Character Award

All pupils will be working towards the Beal Character Award.

Aim of the Beal Character Award

- To develop well rounded Beal characteristics in pupils through demonstrating the 7 key competencies outlined below
- Develop 21st century work related skills for all pupils across every key stage, heightening academic progression, employability and career prospects.

Pupils can achieve this award through achieving all 8 key skills outlined below. These skills should be awarded by staff through SIMS.

Gatsby and other organisations in the world of education and skills have called for a shared focus on essential skills. The framework offers employers, employees, and young people a common approach to develop and describe the transferable essential skills which ‘almost everyone needs to do almost any job.’ It enables employers to identify these skills in candidates and employees and supports individuals to build them in incremental steps.

The framework provides a common language of eight essential skills: listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork. Building upon its success within education the Universal Framework will for the first time provide both educators and employers with the confidence that they can develop and assess the right skills in the right way. NB These skills are founded in collaboration with Business in the Community, Careers & Enterprise Company, the CIPD, CBI, EY Foundation, Gatsby, and Skills Builder Partnership.

