

Careers Policy Statement

Overton School

Approved by:	Omar Salahuddin, Principal
Last reviewed on:	26/08/20
Next review due by:	25/08/21

INTRODUCTION

Overton School provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills.

AIMS AND PURPOSE

- Prepare pupils for the transition to life after Overton School
- Support pupils in making informed decisions which are appropriate for them
- Provide pupils with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

STATUTORY REQUIREMENTS AND RECOMMENDATIONS

The careers provision at Overton School is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

CAREERS PROVISION AT OVERTON SCHOOL

All pupils have access to the following:

- Overton School Learning for PSHE - Careers and preparing for life after Overton School is a fundamental aspect of our PSHE curriculum
- Visitors in to school and offsite visits support pupils in developing their understanding of a range of different post 16 pathways.
- All pupils from Year 9 have access to advice and guidance from the Careers and Enterprise Company - <https://www.careersandenterprise.co.uk/> advisor
- Regular communication with families and Board of Governors with regards to careers provision and its impact
- Pupils have access, through the BMC Partnership, to relevant careers events hosted at Derwen, Overton and Smallbrook Partnership schools

KEY STAGE 3

- Pupil pathways onto accredited and vocational courses are planned and prepared for in KS3
- Pupils take part in Enterprise projects across the school year
- STEM events and projects are a key part of the KS3 curriculum
- Pupils in Year 9 will have the opportunity to take part in the Bronze Duke of Edinburgh Award.
- Year 9 pupils have taken part in Springboard Let's Cook programme - <https://springboard.uk.net/programme/lets-cook/>

KEY STAGE 4 (IN ADDITION TO KS3 ONGOING PROVISION)

- One-to-one meetings with families, the school Careers Leader and CEC Advisor in Year 10 and Year 11 informs individual routes into Post 16 provision and appropriate and meaningful work experience opportunities
- The majority of KS4 pupils take part in the Duke of Edinburgh Award.
- Pupils in Year 10 undertake Work Experience and work based placements and opportunities.
- Pupils in Year 10 and 11 have the opportunity to access different training providers to develop the variety of experiences they have to support informed choices about future education, training and employment pathways
- Participation in Springboard Let's Cook programme - <https://springboard.uk.net/programme/lets-cook/>

KEY STAGE 5 (IN ADDITION TO KS4 ONGOING PROVISION)

- One-to-one meetings with families, the school Careers Leader and CEC Advisor in Year 12 and Year 13 informs individual routes into higher education, apprenticeships and appropriate and meaningful work experience opportunities
- The majority of KS5 pupils take part in the Duke of Edinburgh Award.
- Pupils in Year 12 undertake Work Experience and work based placements and opportunities.
- Pupils in Year 12 and 13 have the opportunity to access different training providers to develop the variety of experiences they have to support informed choices about future education, training and employment pathways
- Participation in Springboard Let's Cook programme - <https://springboard.uk.net/programme/lets-cook/>

The overall organisation of work experience is undertaken by the school Careers Leader who liaises with the KS4 & KS5 School team to ensure the most relevant and engaging opportunities are taken. Families are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed. All pupils on placement are covered by the employers' insurance and places of work are risk assessed by the Careers Leader in liaison with the CEC work experience database.

PROVIDERS ACCESS POLICY STATEMENT

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

MANAGEMENT OF PROVIDER ACCESS REQUESTS

Procedure:

A provider wishing to request access should contact Rebecca Roberts, Deputy Headteacher and Careers Programme Lead, Telephone: 01584 707091; Email: rebecca.roberts@brnmelyncare.com .

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Personal Wellbeing Learning to Learn (Unit 1) Economic Wellbeing Personal Finance (Unit 1)</p>	<p>Personal Wellbeing Emotional Health (Unit 1) Economic Wellbeing Careers (Unit 1)</p>	<p>Personal Wellbeing Drug Education (Unit 1) Staying Safe Online Economic Wellbeing Business (Unit 1)</p>	<p>Personal Wellbeing FGM Transgender Economic Wellbeing Enterprise (Unit 1)</p>	<p>Personal Wellbeing Relationships (Unit 1) Honour Killing, Child Exploitation, & Gender Inequality. Economic Wellbeing Global Issues (Unit 1)</p>	<p>Personal Wellbeing Physical Education (Unit 1)</p>
Year 8	<p>Personal Wellbeing Learning to Learn (Unit 2) Economic Wellbeing Personal Finance (Unit 2)</p>	<p>Personal Wellbeing Emotional Health (Unit 2) Economic Wellbeing Careers (Unit 2)</p>	<p>Personal Wellbeing Drug Education (Unit 2) Staying Safe Online Economic Wellbeing Business (Unit 2)</p>	<p>Personal Wellbeing FGM Transgender Economic Wellbeing Enterprise (Unit 2)</p>	<p>Personal Wellbeing Relationships (Unit 2) Honour Killing, Child Exploitation, & Gender Inequality. Economic Wellbeing Global Issues (Unit 2)</p>	<p>Personal Wellbeing Physical Education (Unit 2)</p>
Year 9	<p>Personal Wellbeing Learning to Learn (Unit 3) Economic Wellbeing Personal Finance (Unit 3)</p>	<p>Personal Wellbeing Emotional Health (Unit 3) Economic Wellbeing Careers (Unit 3)</p>	<p>Personal Wellbeing Drug Education (Unit 3) Staying Safe Online Economic Wellbeing Business (Unit 3)</p>	<p>Personal Wellbeing FGM Transgender Economic Wellbeing Enterprise (Unit 3)</p>	<p>Personal Wellbeing Relationships (Unit 3) Honour Killing, Child Exploitation, & Gender Inequality. Economic Wellbeing Global Issues (Unit 3)</p>	<p>Personal Wellbeing Physical Education (Unit 3) Economic Wellbeing Rights and Responsibilities at Work</p>
Year 10	<p>Personal Wellbeing Learning to Learn (Unit 1) Economic Wellbeing Personal Finance (Unit 1)</p>	<p>Personal Wellbeing Emotional and Psychological Health (Unit 1) Economic Wellbeing Careers (Unit 1)</p>	<p>Personal Wellbeing Drug Education (Unit 1) Staying Safe Online Economic Wellbeing Safety in the Workplace (Unit 1)</p>	<p>Personal Wellbeing FGM Transgender Economic Wellbeing Enterprise (Unit 1)</p>	<p>Personal Wellbeing Relationships (Unit 1) Honour Killing, Child Exploitation, & Gender Inequality. Economic Wellbeing Business (Unit 1)</p>	<p>Personal Wellbeing Physical Health (Unit 1) Economic Wellbeing Global Issues (Unit 1)</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Personal Wellbeing Learning to Learn (Unit 2) Economic Wellbeing Personal Finance (Unit 2)	Personal Wellbeing Emotional and Psychological Health (Unit 2) Economic Wellbeing Careers (Unit 2)	Personal Wellbeing Drug Education (Unit 2) Staying Safe Online Economic Wellbeing Safety in the Workplace (Unit 2)	Personal Wellbeing FGM Transgender Economic Wellbeing Enterprise (Unit 2)	Personal Wellbeing Relationships (Unit 2) Honour Killing, Child Exploitation, & Gender Inequality. Economic Wellbeing Business (Unit 2)	Personal Wellbeing Physical Health (Unit 2) Economic Wellbeing Global Issues (Unit 2)
Year 12	Personal Wellbeing Learning to Learn (Unit 1) Economic Wellbeing Personal Finance (Unit 1)	Personal Wellbeing Emotional and Psychological Health (Unit 1) Economic Wellbeing Careers (Unit 1)	Personal Wellbeing Drug Education (Unit 1) Staying Safe Online Economic Wellbeing Safety in the Workplace (Unit 1)	Personal Wellbeing FGM Transgender Economic Wellbeing Enterprise (Unit 1)	Personal Wellbeing Relationships (Unit 1) Honour Killing, Child Exploitation, & Gender Inequality. Economic Wellbeing Business (Unit 1)	Personal Wellbeing Physical Health (Unit 1) Economic Wellbeing Global Issues (Unit 1)
Year 13	Personal Wellbeing Learning to Learn (Unit 2) Economic Wellbeing Personal Finance (Unit 2)	Personal Wellbeing Emotional and Psychological Health (Unit 2) Economic Wellbeing Careers (Unit 2)	Personal Wellbeing Drug Education (Unit 2) Staying Safe Online Economic Wellbeing Safety in the Workplace (Unit 2)	Personal Wellbeing FGM Transgender Economic Wellbeing Enterprise (Unit 2)	Personal Wellbeing Relationships (Unit 2) Honour Killing, Child Exploitation, & Gender Inequality. Economic Wellbeing Business (Unit 2)	Personal Wellbeing Physical Health (Unit 2) Economic Wellbeing Global Issues (Unit 2)

VERTON SCHOOLS PSHE MAPPING

The following outlines the PSHE Map across Key Stage 3 – 5. The PSHE Map includes a breakdown of statutory topics by year group along with SMSC links and resource allocation.

<p>SPIRITUAL</p> <ol style="list-style-type: none"> 1. Developing personal values and beliefs/exploring the values and beliefs of others. 2. Experiencing fascination and awe 3. Use of imagination and creativity in their learning 4. Understanding human feelings and emotions 	<p>MORAL</p> <ol style="list-style-type: none"> 1. Recognising right and wrong and applying it 2. Understanding the consequence of actions 3. Investigating moral value and ethical issues/ Developing and expressing personal views or values 4. Moral codes and models of moral virtue
<p>SOCIAL</p> <ol style="list-style-type: none"> 1. Developing personal qualities and using social skills 2. Participating, cooperating and resolving conflicts 3. Understanding how communities and societies function 	<p>CULTURAL</p> <ol style="list-style-type: none"> 1. Understanding and appreciating personal influences 2. Preparing for life in modern Britain 3. Participating and responding to cultural activities 4. Exploring, understanding and respecting diversity

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
<p>Health and Wellbeing</p>	<p>What is meant by a healthy lifestyle</p>	<p>KS3 Learning to Learn - Units 1 – 3</p> <p>KS4/5/5 Learning to Learn - Units 1 - 2</p>	<p>Spiritual</p>	<input type="checkbox"/>
			<p>Moral</p>	<input type="checkbox"/>
	<p>How to maintain physical, mental and emotional health and wellbeing including sexual health (<i>Sexual health is included within this core theme however it is important that it is also considered within the context of healthy relationships.</i>)</p>	<p>KS3 Physical - Units 1 -3 Mental - Relationships– Units 1 – 3. Emotional – Emotional Health – Units 1 - 3 Sexual Health - Sex Education – Units 1 – 3.</p> <p>KS4/5 Physical - Physical Health – Units 1 - 2</p>	<p>Spiritual</p>	<input checked="" type="checkbox"/>
			<p>Moral</p>	<input checked="" type="checkbox"/>
			<p>Social</p>	<input checked="" type="checkbox"/>

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
		Mental - Relationships - Unit 1 - 2 Emotional – Emotional and Psychological Health – Units 1 - 2 Sexual Health – Sex Education - Units 1 - 2	Cultural	<input checked="" type="checkbox"/>
	About parenthood and the consequences of teenage pregnancy	KS3 Sex Education - Unit 3 KS4/5 Sex Education - Unit 1 – Part 2 and Unit 2 – Part 1	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input type="checkbox"/>
	How to assess and manage risks to health and to stay, and keep others, safe	KS3 Drug Education – Units 1 – 3. Emotional Health – Units 1 - 3 KS4/5 Drug Education – Units 1 - 2 Emotional and Psychological Health - Units 1 - 2	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>
	How to identify and access help, advice and support	KS3 Relationships Drug Education Sex Education Physical Education Emotional Health Learning to Learn KS4/5 Drug Education Emotional and Psychological Health Physical Education Relationships Sex Education Learning to Learn	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
	How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health	KS3 Relationships Drug Education Sex Education Physical Education Emotional Health Learning to Learn	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input type="checkbox"/>
	How to respond in an emergency including administering first aid	KS3 Physical Education - Unit 2 KS4/5 Physical Education - Unit 1 - Part 2	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input type="checkbox"/>
			Cultural	<input type="checkbox"/>
	The role and influence of the media on lifestyle.	KS3 Drug Education - Units 1 - 3 Physical Education - Units 1 - 3 KS4/5 Drug Education – Units 1 - 2 Physical Education – Units 1 - 2	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>
Relationships	How to develop and maintain a variety of healthy	KS3	Spiritual	<input checked="" type="checkbox"/>

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
	relationships within a range of social/cultural contexts and to develop parenting skills	Relationships - Units 1 - 3 Emotional Health - Units 1 - 3 KS4/5 Emotional and Psychological Health – Units 1 - 2 Relationships – Units 1 - 2	Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>
	How to recognise and manage emotions within a range of relationships	KS3 Relationships - Units 1 - 3 Emotional Health - Units 1 - 3 KS4/5 Emotional and Psychological Health – Unit 1 - 2 Relationships – Units 1 - 2	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input type="checkbox"/>
	How to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters	KS3 Relationships - Unit 3 Emotional Health - Unit 1 Assembly on E-Safety Form Time - Safer Internet Day 26/02/15 KS4/5 Drug Education - Unit 2 – Part 3 Relationships – Unit 1 – Part 1 and Unit 1 – Part 3 Assembly on E-Safety Form Time - Safer Internet Day 26/02/15	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input type="checkbox"/>
	About the concept of consent in a variety of contexts (including in sexual relationships)	KS3 Sex Education - Unit 1 KS4/5	Spiritual	<input checked="" type="checkbox"/>
Moral			<input checked="" type="checkbox"/>	
Social			<input checked="" type="checkbox"/>	

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
		Sex Education - Unit 1 - Part 3	Cultural	<input type="checkbox"/>
	About managing loss, including bereavement, separation and divorce	KS3 Relationships - Unit 1 Emotional Health - Units 1 - 2 KS4/5 Emotional and Psychological Health – Unit 1 – Part 1 Relationships – Unit 1 – Part 2, Unit 1 – Part 3, Unit 2 – Part 2.	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>
	To respect equality and be a productive member of a diverse community	KS3 Relationships - Unit 2 – Section 5 Emotional Health - Unit 2 KS4/5 Physical Education - Unit 2 – Part 2 Relationships – Unit 1 Safety in Workplace – Unit 2 – Part 4	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>
	How to identify and access appropriate advice and support.	KS3 Relationships Drug Education Sex Education Physical Education Emotional Health Learning to Learn	Spiritual	<input type="checkbox"/>
Moral			<input checked="" type="checkbox"/>	

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
		KS4/5 Drug Education Emotional and Psychological Health Physical Education Relationships Sex Education Learning to Learn	Social	<input type="checkbox"/>
			Cultural	<input type="checkbox"/>
Living in the Wider World – Economic Well-being	About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy	KS3 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 – 2 Christian Aid - UK Active Citizenship	Spiritual	<input checked="" type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
	How to make informed choices and be enterprising and ambitious	KS4/5 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 - 2	Social	<input checked="" type="checkbox"/>
			Cultural	<input checked="" type="checkbox"/>
		KS3 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 - 2	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
		KS4/5 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 - 2	Social	<input checked="" type="checkbox"/>
			Cultural	<input type="checkbox"/>
	How to develop employability, team working and leadership skills and develop flexibility and resilience	KS3 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 - 2	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
		KS4/5 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 - 2	Social	<input checked="" type="checkbox"/>
			Cultural	<input type="checkbox"/>
	About the economic and business environment	KS3 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2	Spiritual	<input type="checkbox"/>

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
		Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 - 2	Moral	<input checked="" type="checkbox"/>
		KS4/5 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2	Social	<input checked="" type="checkbox"/>
		Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 - 2	Cultural	<input type="checkbox"/>
	How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.	KS3 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 - 2	Spiritual	<input type="checkbox"/>
		Moral	<input checked="" type="checkbox"/>	
	KS4/5 Global Issues – Units 1 - 2 Personal Finance – Units 1 – 2 Safety in the Workplace – Units 1- 2 Business – Units 1 – 2 Careers – Units 1 – 2 Enterprise – Units 1 - 2	Social	<input checked="" type="checkbox"/>	
OTHER KEY TOPICS	Female Genital Mutilation – Raise awareness that FGM is a form of child abuse and is illegal in the UK with a maximum penalty of 14 years in prison for	Female Genital Mutilation – KS3 and KS4/5. – Vertical Gender Group Lesson.	Spiritual	<input type="checkbox"/>
Moral	<input checked="" type="checkbox"/>			
Social	<input type="checkbox"/>			

KEY THEME	TOPICS	RESOURCE ALLOCATION	SMSC LINK	
	anyone found guilty of the offence. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.		Cultural	<input type="checkbox"/>
	Honour Killing Child Exploitation Gender Inequality Staying Safe Online Transgender	KS3 & KS4/5 Honour Killing CEOP – Child Exploitation Gender Inequality Staying Safe Online Transgender	Spiritual	<input type="checkbox"/>
			Moral	<input checked="" type="checkbox"/>
			Social	<input type="checkbox"/>
			Cultural	<input type="checkbox"/>

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the principal **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- SEN
- Curriculum