

Work Related Learning

**Intent**

We want all the young people in Belvue school to have meaningful experiences that are appropriate for their ability level related to their pathway to adulthood and more specifically to their future in working and employment, whichever form this has. They will apply their own understanding of their qualities and skills to the ones needed for different jobs and careers in their closer and wider community. We want our pupils to become critic and curious individuals that are able to realistically look into their future and opportunities for adulthood and employment. As a school community we will support our pupils to build on their understanding and confidence gained through exploration and practical work in school and local areas.



Work Related Learning

**Overview**

Work-related learning has an important contribution to make to the education of all our students in order for them to make an effective transition from the school to adulthood and employment.

Work Related Learning is taught once a week for 45 minutes within KS3 and KS4, it creates links with key partners that include Connexions, Dynamic Training, NHS Trust, and many others. The school and consultant also run workshops in school to support particularly learners in Year 9 and KS4/5 make informed decisions about their future.

It provides the students with the opportunity to be reflective and build self- awareness, with the aim to guide them through understanding and expressing key information about themselves and the aspirations they may have for their futures. This is done through populating their transition plan document; which the student then uses to support them in voicing their views within their Annual Review meeting.

They will learn about their local community and how to connect with it through leisure, faith and work. WRL helps them to recognise their achievements and potential through building their Record of Achievements, creating a picture of their progress, achievements, awards, best work and memories of their journey through Belvue.

In Year 11 all young people have a minimum of at least two guidance interviews with the consultant to support them in making an informed decision for their Post 16 education.

Work experience is organised within Post 16 to give a purposeful and planned opportunity for young people to develop vocational and employability skills in a realistic working environment. Work experience is also provided to enhance learners understanding of the expectations of the world of work.

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| **KS3** | **Autumn** | **Spring** | **Summer** |
| Cycle 1 | My ROA File /  Transitional Review | Transition Review/  Our community jobs within | All About Me  Leisure activities |
| Overview | The students will use the Transition plan document to explore different areas of their life:   * **How I communicate**: Learning about the importance of communication and the many ways in which we can communicate and reflect on their own means of communication. * **Things that are important to me** – Friend and family, religion, cultural needs, What are my dream and What does a good day look like? * **Keeping safe and healthy** – What are my health needs, medication, my diet, personal safety, what make me feel happy and what I need to do to keep healthy. * **My family** – What do my parents / carers want for me now and in the future and how can my parents/carers help me.     Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting.  During this time they will also be working on their Record of Achievement. The ROA folder will be introduced to year 7’s who will have the opportunity to start their folder by reflect on their achievements from Primary school and thinking about their Aspirations for Belvue. Students will be accessing this work at their current point of education either year 7,8 or 9  The Transition Plan and the ROA will both be ongoing working documents that will be added to creating a personalised profile of each student, as they progress through Belvue school and college. | Continuation of the Transition plan document:   * **Transport and travel** – Different ways we can travel, how the students travel to school and the responsibilities that coincide with independent travel. * **Money** – Banks and opening an account, Coping with money and budgeting, Independent living funds * **Work, training and day time activities** – Interests, types of work, supported employment, work experience and What job I would like to do?   Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting.  In addition:  Students will explore the meaning of community and identify the communities that they belong to and the responsibilities that come with this. Students will identify the different jobs that are present in their communities such as; shop assistant, teacher, policeman, fireperson, GP and bus/transport workers. They will spend time in their local community discovering the different outlets on the high street for example supermarket, hairdresser and coffee shops and the roles that are carried out within them. Students will spend time researching the different jobs identifying the skills and qualities that are needed to do them. | Continuation of the Transition plan document:   * **Friendships** – Who are my friends, how did I meet them and how do we stay in touch and how do we make friends? * **How I want to live** – Where I want to live, who I want to live with, Will I need support? Who will support me * **Having fun and friends** – Identify Leisure activities within our community and accessing them, hobbies, holidays and support that might be needed.   Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting.  In addition:  Students will learn their personal details and be able to complete these on a variety of documents in a variety of ways. They will spend time discovering their different qualities and strength as well as likes and dislikes. They will reflect on their previous terms work and discuss and share what jobs they feel they may like to do and why. They will have the opportunity to role play and explore these jobs further.  Students will reflect on their families and the different roles or jobs that their family members do. |
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| Cycle 2 | My ROA File /  Transitional Review | Transitional Review /  Jobs in our School | Transitional Review /  People who help us |
| Overview | The students will use the Transition plan document to explore different areas of their life:   * How I communicate: Learning about the importance of communication and the many ways in which we can communicate and reflect on their own means of communication. * Things that are important to me – Friend and family, religion, cultural needs, What are my dream and What does a good day look like? * Keeping safe and healthy – What are my health needs, medication, my diet, personal safety, what make me feel happy and what I need to do to keep healthy. * My family – What do my parents /carers want for me now and in the future and how can they help me.     Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting. | Continuation of the Transition plan document:   * Transport and travel – Different ways we can travel, how the students travel to school and the responsibilities that coincide with independent travel. * Money – Banks and opening an account, Coping with money and budgeting, Independent living funds * Work, training and day time activities – Interests, types of work, supported employment, work experience and What job I would like to do?   Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting.  In addition:  Students will review the meaning of community and identify the communities that they belong to and the responsibilities that come with this. Students will identify the different jobs that are present in their school community such as; teaching assistant, teacher, cleaner, family worker and head teacher. They will carry out task such as, looking at and writing job descriptions, matching photos to job titles, interviewing staff, creating job adverts and identifying qualities and skills that may be required for different jobs. | Continuation of the Transition plan document:   * Friendships – Who are my friends, how did I meet them and how do we stay in touch and how do we make friends? * How I want to live – Where I want to live, who I want to live with, Will I need support? Who will support me * Having fun and friends – Identify Leisure activities within our community and accessing them, hobbies, holidays and support that might be needed.   Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting.  In addition:  Students will have the opportunity to consider the different people in their lives, the different types and levels of relationships they have and the way in which these individuals support and influence them and how they spend time together.  They will identify people within their local community who might be able to help them and how they might go about gaining this help and in what situation they may need it. |
| Cycle 3 | My ROA File /  Transitional Review | Transitional Review /  Finding out about Health Related Jobs | Transitional Review /  Key Skills for Different Jobs |
| Overview | The students will use the Transition plan document to explore different areas of their life:   * How I communicate: Learning about the importance of communication and the many ways in which we can communicate and reflect on their own means of communication. * Things that are important to me – Friend and family, religion, cultural needs, What are my dream and What does a good day look like? * Keeping safe and healthy – What are my health needs, medication, my diet, personal safety, what make me feel happy and what I need to do to keep healthy. * My family – What do my parents / carers want for me now and in the future and how can they help me   Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting. | Continuation of the Transition plan document:   * Transport and travel – Different ways we can travel, how the students travel to school and the responsibilities that coincide with independent travel. * Money – Banks and opening an account, Coping with money and budgeting, Independent living funds * Work, training and day time activities – Interests, types of work, supported employment, work experience and What job I would like to do?   Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting.  In addition:  Students will review the meaning of community and reflect on the communities that they belong to and the responsibilities that come with this.  They will identify the different jobs that are present in the Health sector, from the school nurse to different posts in a hospital.  They will discover the necessary qualifications that are required for each role, in order to better understand their choices for the future. Students will access this learning through different means and complete a variety of differentiated tasks to fulfil its Learning Objectives.  This topic will also include visits and activities such as:  Visit to a hospital or care home.  Visit to school from NHS trust.  Interview the school nurse. | Continuation of the Transition plan document:   * Friendships – Who are my friends, how did I meet them and how do we stay in touch and how do we make friends? * How I want to live – Where I want to live, who I want to live with, Will I need support? Who will support me * Having fun and friends – Identify Leisure activities within our community and accessing them, hobbies, holidays and support that might be needed.   Students will discover the value of their Annual Review meeting and the importance of them having a voice within it. They will work with their peers to support each other in preparing for their meeting; this will take the form of creating media clips, interviewing, roleplay, hot seating or presenting.  In addition:  Students will explore different personal skills and qualities and their meanings. They will have the opportunity to look at job descriptions and specifications, at a level that they can access. This will lead to them creating a profile for the job that they are interested in. They will reflect on their personal Learning Intentions (personalised targets given to them) to support them in taking responsibility for their own development and understanding how this starts to pave the way to widening their opportunities.  As the students’ progress through the Key Stage they will be supported to focus on their own interests, qualities and skills with the aim to identify jobs in which they can thrive as individuals. |



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