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| P. E. | Gatsby Benchmark 4 - Linking Curriculum Learning to Careers | September 2021 – July 2022 |
| | Gatsby Benchmark 5 - Encounters with employers and employees | |
| | Gatsby Benchmark 6 - Experiences of workplaces | |

At Sheringham High School, Careers and Enterprise Education is part of and included in a student's standard lessons, linking curriculum to real world career paths.

Teachers are informed of, and involved with, the planning of the careers programme through INSET sessions.

Departments include links to careers in Schemes of Work and make reference to transferable skills throughout lessons by using the Building Learning Power principles which are: Resilience, Resourcefulness, Reciprocity and Reflectiveness.

Students are given many opportunities to develop a range of skills such as effective communication; working independently; working as part of a team; leadership skills; data collection and analysis; problem solving as well as many others. Departments also provide a wide variety of extra - curricular activities to support the development of these transferable skills and to afford students the opportunity to meet with employers and employees and to experience different workplaces.

| | AUTUMN | SPRING | SUMMER |
|---|--|---|--|
| Year 7 - Coaching | | | |
| ACTIVITY | Leading a warm- up activity (Team Sports) | Provide individual feedback (gymnastics/ dance) | OAA trip to Sheringham Park |
| OUTCOME | Students gain knowledge of body systems. Communication and presentation skills. | Students provide analysis and evaluation of another student. Feedback to partner. | Teamwork, leadership and feedback skills. |
| Careers | Sports Coaching/ personal training as a career as part of larger club/ gym and self-employed. Career path and qualifications required and potential salary. Police and Armed Forces PT instructors and services avenues. | Sports consultation; sports psych. Explore the avenues of sports psychology though degree route and association with football/ rugby club or freelance etc. | Coaching of leadership skills through outward bound avenues such as DofE, adventure centres etc and opportunities abroad. |
| Year 8 - Officiating and Judging | | | |
| ACTIVITY | OAA trip to Sheringham Park | Officiating a team sport | Officiating in Athletics |
| OUTCOME | Development of communication skills, judging other peoples work. Communication skills | Students will officiate performances, gaining communication skills, leadership and decision-making. | Numeracy, communication and data analysis skills required to judge and place performances. |
| Careers | Referee training in football/ rugby etc. Volunteering in sporting events and progression towards paid work. | Wider sporting implications of administration/ hospitality/ business in sport such as the commercial aspects of sports businesses eg football, horseracing etc. University/ college courses available; MBA etc. | Business admin careers in the widest sense; sport, advertising, the fitness and well-being industry, leisure centre management etc. |
| Year 9 | | | |
| ACTIVITY | Researching Sports Participation Rates | Commercialisation of sport - Sponsorship | Learning the muscular system |
| OUTCOME | Data analysis – understanding the figures as to who participates in sport, when and where. | Research into sponsorship and marketing in sport. Using an athlete to design a marketing campaign for them. | Communication and teamwork to develop activities which focus on specific muscle groups |
| Careers | University research careers; degree/ post grad. Sports research facilities careers. Teaching sport and sports science. Lecturing. | Marketing degrees. Advertising, copywriting, art/design careers. Sports representation; sponsorship. | Physiotherapy and medicine. College and university qualifications leading to medical and therapeutic qualifications. Animal care; physio, diet, agriculture, stud farms. |

| Year 10 | | | |
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| ACTIVITY | Develop knowledge of Cardiovascular and Respiratory systems | NEA – Analysing and Evaluating Performance | Sports Psychology |
| OUTCOME | Understand how heart rate and breathing control can affect training programmes and their planning. | Data analysis, comparing data to normative values. Interpreting data and implementing strategies to improve. | Understanding motivation and teamwork within sports teams at both elite and grassroots level. |
| Careers | Medicine; nursing, physio, GP, surgeon. | Sports performance companies. Business management and motivational skills delivery trainers. | Sports Psychologist degrees. Psychology, psychiatric avenues and wider social science directions such as sociology, criminology, Police. |
| Year 11 | | | |
| ACTIVITY | Understanding the long and short-term effects of exercise on the body – planning training. | NEA – Analysing and Evaluating Performance | |
| OUTCOME | Understand individuals’ requirements. Implement strategies to help them improve. Implement time management techniques. | Develop a training plan for athletes – including planning for the principles of training. Developing strategies to help improve over time. | |
| Careers | Diet and nutrition careers; nutritionist, nursing, food industry standards, food safety and labelling teaching, animal nutrition, public health. | Sports research facilities. Medicine. Occ Health. | |
| Extra-Curricular events | | | |
| Activity | Sporting fixtures and competitions | Running Local Primary Activities | |
| | Students gain a knowledge and practical application of teamwork, communication, motivation and leadership skills. They will also visit sporting environments to experience other roles such as event management, stadium announcement etc. | Students will officiate, time keep, score and work alongside teachers from local primaries to help run a variety of sports activities. They will get the opportunity to experience several roles and responsibilities, both related to sport and teaching, working with younger students. | |

VISITS Gatsby Benchmarks 5 and 6.

While on your visit please provide an opportunity for some students to ask employees questions such as:

- Why did you choose to work here?
- Did you always want to do the job you do now?
- What skills are important in your job role?
- Do you have any qualifications specific to your job?
- Have you had other jobs before this one?
- Could you tell us what a typical day at work would be like for you?

- If we wanted a career similar to yours what advice would you give us?

Any other careers information?