

COLCHESTER HIGH SCHOOL



CAREERS EDUCATION AND GUIDANCE PROGRAMME FOR YEARS 7 TO 13

It is our belief that Good Careers Education enables pupils to 'know themselves' and how their strengths, weaknesses and interests relate to the world of work; to learn about different careers and opportunities; to obtain individual guidance; to have some work experience; and to gain information about training, education and occupations beyond school.

We offer access to accurate, up to date careers guidance for pupils in the Senior School and Sixth Form that is presented in an impartial manner and enables them to make informed choices about a broad range of career options, and helps them to encourage them to fulfil their true potential.

AIMS

i] Understand themselves and develop their capabilities:

- To help pupils develop a positive self image based on a flexible outlook and realistically high aspirations.
- To help pupils be aware of their own needs, interests and abilities.
- To help pupils develop self-reliance and use the key skills of communication, numeracy and information technology to manage their careers

ii] Investigate careers and opportunities:

- To help pupils explore career avenues using the Fast Tomato website and other sources as available.
- To help pupils gain an understanding of the world of work.
- To help pupils make decisions at the decision points of 14 [subject options] and 16 [education, training or employment]. Advice is given to pupils when choosing their GCSE courses in Year 9, when they are given an 'Options Booklet'. They also discuss these choices with the relevant subject teachers during lessons, as well as during a consultation evening which their parents also attend. Students in Year 12 and Year 13, are given the opportunity to investigate various career and academic pathways through the Enrichment programme, which includes talks given by representatives from academic and corporate institutions.

iii] Implement their career plans and manage their careers:

- To help pupils with action planning and recording of achievements.
- To help pupils to review their plans and match their abilities with the opportunities available.
- To help pupils acquire decision making skills.

These aims are met through a number of avenues:

- The delivery of specific Careers Education within PSHE lessons. To ensure that each pupil is educated to develop his own awareness, qualities and decision making at 14 and 16 - to make the most of themselves and be aware of all opportunities. This is also addressed in the Sixth Form within the Enrichment Programme, which informs and advises the students on how to identify their strengths and on how to make informed choices.
- Offering Careers Guidance. To aid pupils in their choices, to make informed decisions at 14, 16 and 18 and to look ahead, so that each pupil makes the best choices for him/ herself.
- Availability of information about careers To provide pupils with information and access to information to enable these best choices.
- Opportunity of experience of work. To provide experience of the workplace to broaden pupils' experience and give an insight into the world of work.

CAREERS EDUCATION PROGRAMME IN YEARS 7 TO 13

A planned programme of careers education is delivered during tutorial time and PSHE lessons. This is delivered by all form tutors and is overseen by Mr C Rayner as Careers Coordinator. The table below shows the overview of key areas of study for each year group for each term.

	1 st term	2 nd term	3 rd term
Year 7	Pocket money, budgeting and saving	Developing a product You as a consumer	Attitudes to work Careers day
Year 8	Christmas fair stall applications	Employment and unemployment	Understanding business Careers day
Year 9	Banking and ways of saving	Investigating careers	You as a consumer Careers day
Year 10	Research careers and possible work experience placement	Apply for work experience placement	Work experience Careers day
Year 11	Mock interviews (CV and personal statements), careers convention and college information.	College applications	Results day and support with unexpected grades
Year 12	ESB Advanced Certificate in Spoken English	Visiting speakers (for all pupils): 2 nd year undergraduate,	Visiting Speaker: Graduate (for all pupils)
Year 12 and Year 13	Introduction to University Libraries (hosted by the University of Essex) How to research, reference and list citations	Economics Post-graduate, Erasmus Ambassador from University of Maastricht, Careers advisers from HSBC Bank Student Finance advisor (HSBC)	Graduate training Programme (HSBC) Careers in Policing and Forensics Year 12 Work Experience (Yr 12 only)
Year 13	UCAS Applications and Interview skills	Introduction to UCAS applications Talks from current Year 13 students on the UCAS process (for Year 12)	

All Senior School staff at Colchester High School have a responsibility for Careers Education of the students. As well as designated Careers Education, cross curricular careers education is also offered. This is through both generic transferable skills and subject specific links to career options. See Appendix 1 for a summary of how each subject supports the education of careers at Colchester High School.

CAREERS GUIDANCE FOR YEARS 7 to 13

During years 7-13 there are 3 main decision points. GCSE subject choices in year 9, post GCSE options in year 11 and Post A Level options in year 13.

In Year 9 students are prepared for making their GCSE choices by guidance through a booklet outlining each subject option and the course content/expectations. Teachers discuss options within class and an after school meeting for students and parents is held with all subjects to discuss courses and options.

Key stage 4 – has two main focuses; In Year 10 there is work experience and in Year 11 focus is on college applications, apprenticeships and preparation for interviews.

Year 10

In year 10 the students have the opportunity to complete two weeks work experience to gain more understanding of work place options and expectations post education. We use BEP to facilitate the work experience and the following text outlines the service they provide:

- Assemblies and parent/career evenings
- On-line access
- Employer Engagement with a huge range of industries and sectors
- Health & safety with Job Descriptions
- Student matching to placements
- Confirmation of placement
- Work Experience Diary
- Tracking of placements

- Certificates

Year 11

CV, Personal statement and Record of Achievement folders:

- In PSHE lessons the students are given support and guidance to write a CV and personal statement.
- Staff read and provide feedback on these documents.
- Students are given a Record of Achievement to collate their achievements and for use at interviews in the future.

Mock interviews with Colchester Rotary club:

- All year 11 students have a 20 minute interview with a member of Colchester Rotary club.
- The interviews are structured around the student's aspirations and plans for the future.
- Students are given feedback and this is discussed in PSHE lessons.

College Information

- Local colleges and Colchester High School Sixth Form are invited in to make presentations to the year 11 students about the courses they offer and allow the student to make informed decisions about the next stage of their education.
- Head of Sixth Form delivers a number of assemblies to all Year 10 and Year 11, students, hosts a Sixth Form Information Evening for students and their parents, and Sixth Form teaching staff organise a lunchtime A Level Subject Fayre
- College prospectuses are made available for local colleges and specialist colleges in the area.
- Local businesses are invited in to make a presentation to the year 10 and 11 students about their work place and industry. They are tailored to any specific career interests of the students.

Year 12 and 13 University Applications

- The Head of Sixth Form takes the main responsibility for any UCAS application submitted by the Sixth Form students, with the Enrichment Coordinator supporting and helping the students to prepare their personal statements. The Enrichment Coordinator

meets with each student on a weekly basis, to review draft personal statements, and to help strengthen the application. University prospectuses are made available for relevant subjects. Courses, destinations and career aspirations are discussed on a regular basis during individual reviews with the Head of Sixth Form, and with the Enrichment Coordinator.

- University open days are promoted in the Sixth Form common room and the library, and discussed during the daily form time sessions.
- Help and support is given for students to organise and arrange relevant work experience to strengthen applications to universities.
- Students are taught interview skills and techniques during enrichment, and practice interviews are conducted with the Head of Sixth Form and Enrichment Coordinator, in order to prepare students for university interviews.

SPECIAL EDUCATIONAL NEEDS

- i] Pupils with Special Educational Needs are closely monitored and given help with decision making at key stages.
- ii] They have the opportunity to attend additional interviews with the Careers coordinator.
- iii] Their requirements are discussed in detail with the appropriate staff of their next educational establishment [or manager of a workplace].

HEALTH & SAFETY

- i] The School's policy on educational visits applies.
- ii] The school arranges the work experience placements in conjunction with BEP ensuring that all employers have the correct insurance and conform to the requirements of the Health and Safety at Work Act 1974 and C.O.S.H.H. regulations with particular reference to trainees.

APPENDIX 1 - HOW EACH DEPARTMENT SUPPORTS CAREER EDUCATION

1. Art and Design

A training in art and design can lead to a career working as a fine artist, designer, craft worker or art teacher – as well as all sorts of other jobs. Most people working in art and design have A Levels or equivalent qualifications; many have degrees in an art and design specialism.

This leaflet provides a brief introduction to careers in art and design and an overview of the many courses available. For more detailed information on the careers mentioned below, see the other leaflets in this series (listed at the end).

Artists and designers need similar skills, but there are important differences in the way they work. Artists create new pieces to convey an idea or vision that no one has presented in that way before. Artists may paint pictures, make sculptures or create installations to express their views and ideas. Designers, on the other hand, design all types of products from packaging to saucepans, that not only look good, but serve a purpose. Designers have to come up with designs that are attractive, original and innovative as well as practical and affordable. If something looks good but doesn't work, it's a poor design!

Artists

Works by great artists can change the way we look at our environment. Banksy, Tracey Emin and Damien Hirst are just a few examples of artists whose work makes people question the world around them.

Fine artists produce works of art, including paintings and sculptures, to sell. Although it may not be the easiest way of earning a living, there are successful artists around today who produce pieces to sell through art dealers, exhibitions and galleries.

Working as an artist involves using a whole range of skills; you need more than just artistic talent. Think about the life cycle of a painting. How does an artist decide what to paint? Do they paint what they enjoy or try to think about what will sell? Even when the painting is finished, the artist still has work to do. They have to decide how to price their work and where to sell it. They may have to negotiate with galleries or art dealers, or organise their own exhibitions. To become a successful artist, you need motivation, determination and the ability to sell your work. Organisational ability and business skills are also important.

Artists who make their living in this way are comparatively few. A career as an artist is certainly a lifestyle choice. Materials and equipment cost money and many artists have to cope without a regular income, or supplement their income with art teaching or a completely different job. However, for all the potential risks, some people still choose to create and sell their own work as a way of expressing their creativity and passion for the subject.

Designers

Designers have to be imaginative, but practical as well. They design the environment in which we live. Almost everything we use in our daily life has been designed by

someone, from the box containing our breakfast cereal to the bus we catch for school or work.

Designers need:

- drawing skills
- creativity
- to be observant
- to pay attention to detail
- to be well organised and motivated
- to be able to work to deadlines
- good communication skills
- to keep up with new technology.

Designers often have to make compromises, in ways that an artist does not normally need to. The cost of materials, market demand and the time available are all factors that a designer, or design team, must take into account.

The main areas of design

- Clothing and textiles - includes all types of clothing, handbags, footwear and textiles such as fabrics for clothing, furniture or curtains, carpets and wall coverings.
- Graphics - a broad area that includes design for paper-based products - packaging and publicity materials, books, magazines and posters; illustrations for books, CD and DVD covers, advertisements etc; design for other media, such as TV, film and video, and graphics for computer programs and games.
- Interior design - includes the design of interiors for homes, offices, hotels, airports, cinemas and other public places; displays and exhibitions; modelmaking; set design for TV and the theatre.
- Product design - includes silverware, jewellery, ceramics, glassware and furniture; industrial design covers more technical products - from kitchen gadgets or MP3 players to medical equipment.
- Website design - covers the creation and development of websites for commercial firms, educational institutions, government departments and all sorts of other organisations.

Designers may work for a manufacturing firm, for a group of design consultants or as freelancers - getting contracts from different organisations. Some people, such as designer craftspeople, work on their own, creating and selling their designs. However, design is often a team activity.

Design is not as risky a profession as being a fine artist, but it is very competitive to enter. Talent alone may not be enough.

Other careers using art and design

If you decide a career as a fine artist or a designer isn't for you, but you want to use your artistic skills, there are many other options you could consider. Many people with artistic talent use their skills to teach others, perhaps at a school or college. Some artists work behind the scenes in theatres or for film production companies, creating sets, scenery, costumes and props. Art conservation or restoration may also be an option, preserving items for future generations or repairing damaged pieces.

There are also careers related to art. Art and/or design historians use their skills and knowledge in many different areas including architecture, conservation, film and media, publishing, research and teaching. They need to understand the techniques and materials used by artists and designers. There are also opportunities in art galleries and museums.

Education and training

There are many art and design courses at different levels of entry. Besides having the academic entry requirements, at every level (except for GCSE level courses) you usually need to show a portfolio of your artwork, which will play an essential part in any selection process.

A number of options are available for pupils in years 10 and 11. GCSEs are available in art and design and some schools offer the GCSE art and design (short course), which is worth half a full GCSE. BTEC Level 2 First and OCR Level 2 National courses are also available in art and design. It may be possible to take a Diploma in creative and media (see below).

The Diploma in creative and media is offered at some schools and colleges in England. Available at three levels, including the Advanced Diploma at level 3, students choose several subject areas that they wish to study. Students who are considering progressing to a higher education course in art and design should check that the content of their Diploma will be acceptable for entry.

A levels in both art and design and applied art and design (single or double award) are also available. Applied art and design is a broad-based qualification that introduces you to art and design in the workplace.

BTEC Level 3 National qualifications offer a broad-based introduction to an area of work. They are available in a wide range of art and design-related subjects such as 3D design, fashion and clothing, fine art and graphic design. OCR Level 3 National qualifications are available in art and design. These qualifications are similar to BTEC Level 3 Nationals.

Apprenticeships

It may also be possible to train in the workplace through a Creative Apprenticeship. Creative Apprenticeships are available in a range of occupational areas including design, community arts, costume and wardrobe, and jewellery, silversmithing and allied

trades. They offer structured training with an employer and lead to qualifications at either level 2 or 3. Contact Creative & Cultural Skills (see under further information) for more details; young people can ask at their local Connexions/careers service about opportunities in their area.

Art and design foundation courses

Art and design foundation courses (such as the BTEC Foundation Diploma in art and design, available at levels 3 and 4) allow you to try out a variety of art and design techniques, in order to decide which art specialism to apply for at higher education level. The course also allows you to build up a portfolio of work, which you will need when applying for courses. Art and design foundation courses are offered at further education colleges, specialist art colleges and a very small number of universities; you should make your application directly to your chosen institution. Most students enrol on the course offered closest to their home.

Entry requirements to art and design foundation courses vary from course to course. Many require at least one relevant A level, or an equivalent qualification such as a BTEC Level 3 National, and a minimum of three or four GCSEs at grades A*-C. A minimum age of 18 years may also be specified. Applicants will need to show a portfolio of their work. Check individual course entry requirements carefully.

Higher education courses in art and design

Foundation degree and HNC/D courses

Foundation degree and HNC/D courses are available in art and design and various more specialist subjects such as textiles, graphic design, interior design and visual communication. They take two years full time to complete, or can be studied on a part-time basis over a longer period. With further study, you can normally top up to a full degree.

Degree courses

A wide range of art and design degree courses is offered at universities and colleges throughout the country. Courses involve a mixture of academic work and practical training. There are also combined degrees, where you study art and design alongside other subjects. Industrial and product design courses often include studying engineering principles and computing.

Entry requirements vary; in general, you need a BTEC Level 3 National qualification, A levels including art and design or applied art and design, an Advanced Diploma in a relevant subject (such as creative and media), a recognised Access qualification or the successful completion of an art and design foundation course. Many students take an art and design foundation course prior to starting a degree programme; some institutions prefer or require this for entry.

Whatever your academic qualifications, your portfolio of artwork plays a critical part in the selection process. Make sure it contains a wide range of your best work, and includes preliminary sketches and notebooks as well as finished artwork. To find out more about what admissions tutors are looking for in your portfolio, look at the course requirements on websites of your preferred institutions or contact admissions tutors.

Links to this type of information may be found on the entry profiles of courses listed on the UCAS website.

N.B. The Chartered Society of Designers (CSD) runs a CSD Course Accreditation Programme whereby they recognise degree and postgraduate courses that prepare design students to practise design to the highest professional standards. For more information, contact the CSD - details are listed at the end of this leaflet.

Applying for higher education courses in art and design

When you've decided what and where to study, course applications are normally made through UCAS. Depending on the course you are applying for, applications must be received by either 15 January or 24 March - it's important to check the application deadlines of the courses you have chosen. Read the information for students on the UCAS website. If possible, apply well before the deadlines shown.

An exhibition called 'Design Your Future' is run by UCAS every year in London and Manchester. These events allow potential higher education students to question representatives from various art colleges and universities, to help them decide what to study and where. For more information on these events, see:
www.ucasevents.com/design

2. Design Technology

Design and technology is an important subject in the school curriculum. It is about learning how to design and make things – ranging from foods to engineering products. If you particularly enjoy design and technology, this leaflet will give you some ideas about how you might use your skills and interests in a related career.

There are many careers related to design and technology. They are found across a wide variety of industries ranging from agriculture, engineering and construction to healthcare and the food and drink industries.

Such careers can be placed into two broad groups: careers involving product design and development, and practical careers where you make or mend things. As well as the subject knowledge you gain, studying design and technology helps to develop skills like logical thinking, problem solving, team working, research, ICT and planning - which are all useful in many different career areas.

While design and technology is not normally a required subject for a career, it is often on the list of preferred or useful subjects. Depending on the job or course you want to apply for, you may need GCSE grades A*-C (or equivalent) in English and maths, and perhaps science or art.

Careers related to product design and development

Before developing a design into a product, designers have to consider who will use the item, how many will be needed, how it will be used, how the product should look and its effect on the environment, as well as the materials required, their cost and availability.

- Some designers work in technical areas such as engineering or industrial design, where they need to understand manufacturing processes. Others work on the artistic side, as textile or fashion designers, for example.
- In a small engineering firm, designers may develop their ideas from first sketches to the final product. In larger organisations, designers will specialise in particular aspects of the project.
- In creative and media work, designers use images and words, perhaps on films or DVDs, for education, training, advertising or entertainment; some work on magazines, newspapers, posters and packaging etc.
- Product design and development also involves marketing. Within the food industry, for example, ideas for new products need to be carefully researched, tested, evaluated and developed by food technologists, market researchers etc.

Many jobs in design and product development require a foundation degree, HND or degree. Professional engineers are graduates and usually undertake further qualifications. There are some opportunities at technician/support level for those with lower-level qualifications. People in such jobs can undertake part-time study or training to gain work-related or higher education qualifications.

Careers where you make or mend things

The satisfaction of making things may appeal to you. You need an aptitude for using your hands, tools and machinery. There are also repair and maintenance jobs, where a problem-solving approach is required. Some of these jobs can be entered with a few GCSEs, or equivalent qualifications, in appropriate subjects. There may be openings at technician level for people with around four GCSEs at grades A*-C. Less-skilled jobs may not require any particular qualifications. There are also opportunities to gain qualifications on a part-time basis while working.

Other ideas

You may consider teaching design and technology in a secondary school or college. Some health service careers, such as occupational therapy, use design and technology skills. You may want to use your knowledge of technology to help the environment

3. English

An English Literature A Level demonstrates that one is adept at analysing the written word; confident in expressing critical opinions and is able to understand complex ideas. Clearly these are skills which are both transferable and desirable. Any ability to write well is vital for a large number of degree courses and this A Level would obviously be important for anyone wishing to pursue their studies of English at a tertiary level. In terms of careers, an English degree opens many doors: obviously into academia and teaching but also journalism, advertising and the media. More broadly, an English degree is well regarded and will be welcomed by all non-vocational graduate training programmes.

4. Geography

Geography is a wide ranging subject and Geography is an excellent subject for students with an interest in current affairs and world issues. You can find geographers working in a wide range of jobs, from the City to planning, working in the environment to travel and tourism, or in international charities and retail. Studying geography can help young people achieve careers that are professionally and financially rewarding and also enjoyable. To quote the United Nations: - "There is a growing recognition amongst both governments and the private sector that an understanding of location and place is a vital component of effective decision-making." (United Nations initiative on Global Geospatial Information Management 2013.) It should also be mentioned that Graduate geographers experience relatively low levels of graduate unemployment
What Geography will do for students.

Geographers are trained to be competent decision makers and problem solvers. Literacy, numeracy, spatial awareness and IT competence are also valued skills. Students will be expected to participate in field work. Field work projects help students to develop a scientific approach to environmental questions. The focus of geographical studies was expressed very well by our chosen exam board:-
"Contemporary geography is a subject which explicitly engages with the relationship of human populations to each other over space and time and their relationship with the physical environment at a variety of scales from the local to the global." (AQA)

Studying Geography can help pupils in a number of ways and would particularly appeal to those pupils who:-

- Have a concern for the environment and an interest in current affairs.
- Would enjoy studies which relate to both the sciences and the humanities.
- Wish to gain a highly regarded academic qualification which is respected by a very wide range of higher education institutions and employers.
- Would enjoy a course which introduces them to a wide range of fieldwork techniques, research method and enquiry approaches. Students will be expected to learn how to communicate their ideas and thoughts through writing and a variety of visual presentation methods. Students will also learn the importance of teamwork and independent enquiry.

5. Maths

Maths, like its good friend English, is a core subject at school, which we must all study at least up to GCSE level.

Most universities and employers will want you to have a grade C in English and Maths at GCSE, so, in 2013, the government announced that all students in England must now achieve this (or level 2 functional skills) and keep on studying the subjects until they do.

But Maths is so much more than just a mandatory subject; the career possibilities can be endless.

What's the point in taking Maths further?

It all comes down to what Maths is.

Just as languages provide the building blocks and rules we need to communicate, Maths uses its own language, made up of numbers, symbols and formulas, to explore the rules we need to measure or identify essential problems like distance, speed, time, space, change, force and quantities.

Maths helps us find patterns and structure in our lives. Practically, Maths helps us put a price on things, create graphics, build websites, build skyscrapers and generally understand how things work or predict how they might change over time and under different conditions.

But it doesn't stop there; as a subject, Maths is also continually growing and changing, as mathematicians & scientists expand on what they already know to discover new theories and inventions.

Now mathematicians and philosophers have debated for centuries the exact definition of Maths so we can't claim to have nailed it ourselves. But as teachers, we just wanted you to get the sense that there's more to it than long division...

What skills will I get if I study Maths?

Maths is one of the best subjects to develop your analytical, research and problem solving skills. Not only will studying Maths give you the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help you develop logic to tackle everyday issues like planning projects, managing budgets and even debating effectively.

What careers is Maths good for?

Just about everything! People with Maths qualifications can go into: accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, civil service, design, construction and astrophysics to name a few...

It's not surprising that Maths was the most popular A-level choice of 2015!

A spokesperson for the Institute of Mathematics and its Applications says: *"A-level Maths is tremendously important. It provides a firm foundation for all scientific, technical, engineering and mathematical careers and a flying start for many other types of career, such as those in finance, medicine, agriculture ... etc. The list is endless!"*

6. Modern Foreign Languages

Throughout their time learning a language at CHS, pupils are reminded what an asset it is to be able to speak a foreign language in our increasingly connected world. From the start, they understand that a language is one school subject that they can put to immediate use, and which they can build on during their school career and for the rest

of their lives. In lessons we bring the real world into the classroom through use of *realia* such as newspapers, films and audio/video clips on the internet, so that pupils are reminded of the language's identity beyond the confines of the classroom and the demands of the national curriculum.

Careers advice is an integral part of classroom discussion every time a pupil asks why they have to learn a language. We are able to widen their understanding of the importance of speaking a foreign language by citing, in addition to the obvious professions - interpreter, tour guide, teacher - the numerous other jobs in which knowing another language may be advantageous. That is, almost ANY other profession they mention.

We remind pupils that learning a language develops skills in listening and social interaction which are valuable assets in any line of work. It also expands cultural horizons, making makes pupils more tolerant of new people and situations. Successfully mastering individual aspects of language increases pupils' self-esteem and their confidence, which again makes them attractive to employers. They also learn that they will be sought after as one of only a relatively small group of British young people who have language skills.

7. PE Department

Specific career options and opportunities are discussed with students in relation to the topics being covered in lessons:

Examples of careers discussed in KS3:

Personal trainer - Fitness session, the students develop their own circuit training sessions and are encouraged to give feedback to their peers about technique.

Competition organiser - we hold in house competitions for all sports we cover and students have an understanding of a round robin competition.

Examples of careers discussed in KS4 - GCSE PE

- Professional sportsman, official or coach – considering the strains on being a professional and involved in sports and how money can affect their enjoyment of the sport.
- Sports Scientist - A very large topic which covers areas such as development of new sports equipment to biomechanics of sports techniques.
- Sports journalist - Linked to the media and how different sports get more or less coverage than others.
- Physiotherapist - prevention and recovery from injuries. This also covers basic first aid and how sports clubs have a duty of care to provide.

Other careers are discussed with the students as the opportunities arise or questions are asked and how PE can help them to achieve their career goals.

As well as specific careers, students are reminded of the importance of being able to offer other skills to work places/colleges/universities that can be supported by the participation in sports. For example, playing for a sports team demonstrates cooperation, teamwork, commitment, all good attributes to be able to offer to a potential employer/college/university.

8. Religious Studies

A GCSE or A level in Religious Studies is an asset to almost any career. The uptake of pupils to take Religious Studies at GCSE is proof of this. The subject is an asset to a pupils CV for two reasons.

The first is that the religious education that they receive on the different world religions is an asset to any further career as it allows for pupils to understand why people in the world think or act the way that they do. This can be applied to a CEO of a banking firm having to deal in the global market. To a policeman working in multicultural society. Learning the easier facts and figures of religion helps pupils to become mature adults to make collective decisions in a grown up world.

The second reason Religious Studies is an asset is because of the content studied. Apart from learning about the religions they also learn about life in Britain. Pupils study units such as Crime & Punishment, Drug Abuse and Planet Earth. Within this pupils study British law and the rule of democracy. They learn about scientific breakthrough a, such as genetic engineering, and place it within religious understanding.

As mentioned, pupils who study RS can go on to many careers, to name but a few; police, lawyer, CEO, teaching and much more.

9. Science

Throughout their time learning science at CHS, pupils are reminded of the valuable skills they develop during the course and how they can apply these skills to the world of work. From the start, they understand that a language is one school subject that they can put to immediate use, and which they can build on during their school career and for the rest of their lives. In lessons we bring the real world into the classroom through use of *regalia* such as practical tasks, films and audio/video clips on the internet, so that pupils are reminded of the identity of science beyond the confines of the classroom and the demands of the national curriculum.

Careers advice is an integral part of classroom discussion every time a pupil asks why they have to learn three different sciences. We are able to widen their understanding of the importance of science by citing, in addition to the obvious professions – Marine biologist, Vet, doctor, chemist, teacher, and engineering - the numerous other jobs in which science may be advantageous. That is, almost ANY other profession they mention.

We remind pupils that science develops skills of precision, resilience and enquiry through testing scientific theories and social interaction which are valuable assets in any line of work. It also expands cultural horizons; making makes pupils more tolerant of new people and situations. The successful mastering individual aspects of science increases pupils' self-esteem and their confidence which again makes them attractive to employers.