



**BIDDULPH  
HIGH  
SCHOOL**

## **WORK RELATED LEARNING & ENTERPRISE CURRICULUM POLICY**

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Work related learning is a key component of 14-19 study programmes and all students are expected to undertake work experience or a form of work-related learning/training. At Biddulph High School we strive for our students to be ambitious and aspirational, to be self-motivated and to develop a clear idea of the breadth of career choices available to them. Work related learning is an important contribution to the education of all our young people, especially with regard to the transition from school into adult working life. Work experience is important for getting into any career with employers and universities asking for evidence if this is being completed and its impact. Having relevant work experience can help students stand out at the application stage. As a school we believe all learners should benefit from the experience to work with employers. Developing employability skills is crucial to young people's school experience. Vocational and work-related learning are key elements in the Government's vision for a high-quality and well-focused education system. As a school we are committed to providing an education that develops and celebrates all students, offering them a wide range of diverse opportunities to succeed, while preparing them for life in modern Britain.

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### **Aims of Work-Related Learning in Lower School and Objectives**

- To increase students' self-confidence, motivation and commitment to learning through structured and relevant work-related learning opportunities
  - To ensure that all students have the key skills, developed personal qualities and appropriate attitudes required for work (work readiness)
  - To ensure that all students have the enterprise capability, understanding of key economic concepts, financial literacy and business awareness required for work and life
  - To enable students to make informed choices for careers and next steps
  - To support students who are at risk of becoming NEET and promote and encourage a positive attitude to lifelong learning
  - To plan and deliver a broad and balanced curriculum which promotes the spiritual, moral, social and cultural values of the school and local community
  - To support and develop the understanding of local and National labour market information
  - To highlight students' own strengths, attributes and achievements within their career, aspirations and goals to support informed choices
  - To promote greater understanding amongst students of the world of work, the development of key skills and work readiness
  - To develop a basic understanding of business concepts and practices, business culture, financial literacy, key economic concepts and local, regional and national economic concepts
  - To provide students with informed and impartial guidance, training and employment as well as other interests and with good quality up to date labour market information
  - To relate the skills, attitudes, concepts and knowledge learnt in the classroom to the wider world
  - To develop a range of appropriate and relevant activities which assist in raising all students' aspirations and achievements which are regularly monitored
  - To develop effective links with key partners and local businesses which include, The Careers and Enterprise Company, Career Ready, Unifrog and more.
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## Arrangements for Work Experience in Sixth Form

- This is part of enrichment for many students and is seen as an opportunity to gain experience related to their career path
  - Students are expected to source their own placements
  - Health and Social Care students need to complete hours of work experience and will be advised by their teacher
  - Students are required to collect work placement form and/or booklets from the Sixth Form office
  - All Year 12 students are expected to source a two-week work experience placement at the end of the summer term
  - Students have the opportunity to gain greater self-confidence and maturity
  - Work experience allows them to prepare to write a CV, complete job applications and add to UCAS applications.
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## Curriculum focus

### 14-19 Agenda – commitment to inclusion

At KS4, students are invited to consider a number of vocational courses, including BTEC IT, Business Studies and Health and Social Care. These courses have different pathways leading to further study at post-16 and suit students who prefer a more kinaesthetic approach to learning. These courses are designed to support students who require a more targeted and tailored approach to learning that encourages resilience, confidence and continual engagement.

Work related learning involves a partnership between teachers, employers and students. Subject areas are tasked and encouraged to forge positive relationships with working professionals within their curriculum are to enhance students learning experience, motivation and understanding of the relevance of these subjects to their adult lives.

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## Aims

- For students to develop a positive attitude towards study, work and understand the relevance of their subject to the world of work
  - For students to evaluate their own strengths and to build on their own areas for development
  - To help students to fully engage in their career planning
  - For students to understand and develop the skills required to be successful in their future pathway
  - Learning about careers and linking this learning to the world of work:
    - Inviting subject professionals into lessons
    - Assemblies with employers/employees
    - Students to work in partnership with professionals in the local community
    - Educational visit and trips.
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## Financial capability

Financial capability teaches students how to take responsibility for their financial decisions, understand different financial services and become aware of the financial products available. Financial capability is taught as part of the PSHE programme and through other opportunities in the curriculum where possible.

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### **Linking Curriculum Content to Employability Skills**

All departments are expected to embed employability skills within their curriculum delivery. This includes explicitly identifying and teaching transferable skills such as communication, teamwork, problem-solving, resilience, and digital literacy. Teachers are encouraged to make clear connections between subject content and real-world applications, helping students understand how their learning supports future career pathways. Curriculum planning should include opportunities for students to reflect on their skill development and understand how these skills are valued by employers.

### **Subject-Specific Employer Engagement**

Departments are encouraged to develop meaningful employer engagement activities that are relevant to their subject areas. Examples include:

- STEM Subjects: Partnerships with engineering firms, coding workshops with tech companies, and visits to science laboratories or research facilities.
- Additional STEM Employer Engagement Examples:
  - Collaboration with local engineering firms to run robotics and CAD design workshops.
  - Visits to university STEM departments for hands-on lab experiences and exposure to current research.
  - Participation in national STEM competitions such as the UK Mathematics Trust Challenges or the Big Bang Fair.
  - Engagements with software development companies to explore coding careers and participate in hackathons.
  - Guest lectures from professionals in renewable energy, aerospace, and biomedical engineering fields.
- Creative Arts: Collaborations with local artists, theatre groups, and design studios to provide insight into creative careers and portfolio development.
- Vocational Pathways: Health and Social Care students completing placements in care settings; Business Studies students engaging with local entrepreneurs; and IT students participating in digital skills virtual workplace simulations.

These engagements help students gain a deeper understanding of industry expectations and provide valuable networking opportunities.

### **Supporting Gatsby Benchmarks and CEIAG Strategy**

These initiatives directly support the Gatsby Benchmarks, particularly:

- Benchmark 4: Linking curriculum learning to careers
- Benchmark 5: Encounters with employers and employees
- Benchmark 6: Experiences of workplaces

By embedding employability skills and employer engagement into subject teaching, we strengthen our Careers Education, Information, Advice and Guidance (CEIAG) strategy. This ensures that all students receive a coherent and impactful careers programme that prepares them for their next steps and supports positive destinations.