

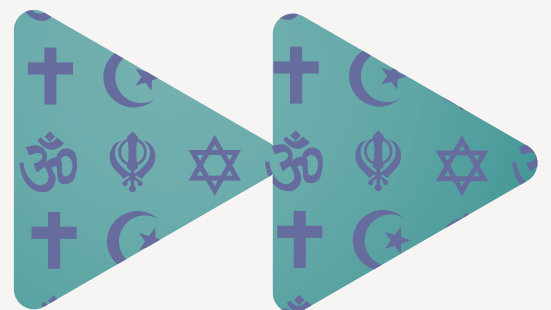


**Skills Builder**  
PARTNERSHIP

THE **CAREERS &  
ENTERPRISE**  
COMPANY



# My Learning, My Future



Where can studying Religious Studies take you?

# Introduction

At The Careers & Enterprise Company, our mission is to help schools and colleges to inspire and prepare young people for the fast-changing world of work.

My Learning, My Future is a suite of resources that has been developed by The Careers & Enterprise Company in partnership with Skills Builder to help you speak confidently about the careers related to your subject as well as the various pathways and skills needed by employers.

## Benchmark 4

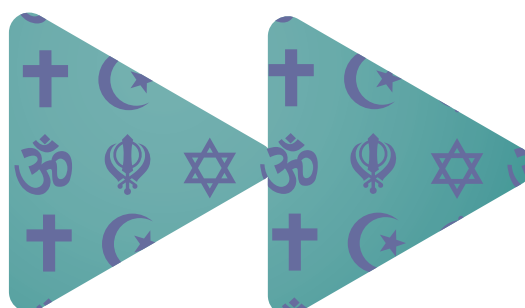
Linking curriculum learning to careers. Bring your subject to life by providing real-life examples from the world of work to help motivate and inspire students.

[Learn more](#)



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# How to use this guide

In this guide and supporting documents, you'll find resources to engage your students in curriculum learning, supporting work towards Benchmark 4, by highlighting the relevance of your subject to future careers and opportunities.

Explore the four key areas of the guide to inspire your students about where your subject can take them in the future.

## Why study Religious Studies?

Access key resources that link to your subject area that can be used in your lessons to help your students explore future careers.

## Essential Skills

Learn how you can engage with Skills Builder to help students identify and develop essential skills linked to your subject.

## Careers in the Curriculum

Discover resources and inspiration to link careers to the curriculum, employer engagement and extra-curricular opportunities.

## Pathways

Take a look at a wide variety of resources that focus on the pathways a young person can follow to a career linked to the subject.

The background is a teal-colored circle containing various purple religious symbols. These include the Khanda (Sikhism), the Star of David (Judaism), the Dharma Chakra (Buddhism), the Om symbol (Hinduism), the Crescent and Star (Islam), and the Latin Cross (Christianity).

# **Why study Religious Studies ?**

# Why Study Religious Studies ?

There is a wealth of resource to support you in raising opportunity awareness as you highlight the relevance of your subject to future careers.

This section will connect you with key resources and links for students to explore opportunities linked to your subject area with the aim of motivating and inspiring your students about the world of work and pathways to a career using Religious Studies.

There are a number of examples of roles and activities to support student opportunity exploration.



## Activity Ideas

1|



Encourage students to research and present on roles of interest to them linked to your subject.

2|



[Click here to access a student facing PowerPoint slide deck.](#)  
which will support you in highlighting the relevance of your subject with content taken from this guide.



## Resources to highlight the relevance of your subject

- Jobs that use Religious Studies: BBC Bitesize Careers
- Why it Matters: Politics, Philosophy & International Relations. The Why It Matters resources have been designed by Loughborough University to help students to understand where studying different subjects (both post 16 and post 18) might lead.



## Labour Market Information

- The LMI for All portal provides high-quality, reliable labour market information (LMI) to inform careers decisions.
- Help your students to find out what a job involves and if it is right for them with National Careers Service
- National Careers Week Future of Work Guide

## Explore a career as a...



## Religious Leader

Religious or faith leaders offer spiritual and moral guidance, and lead public worship and other religious ceremonies.

Visit National Careers Service to learn more



## Chaplain

Members of the clergy provide spiritual motivation and guidance, conduct worship according to the form of service of a particular faith/denomination and perform related functions associated with religious beliefs and practices.

[See Case study 1](#)

[See Case study 2](#)

## Celebrant

Celebrants conduct personalised wedding, naming and funeral ceremonies. They also help mark other important occasions and relationships.

[Visit National Careers Service to learn more](#)







## Community Development Worker

Community development workers help people to improve the quality of life in their local area.

[See Case study](#)

[Visit National Careers Service to learn more](#)

## Diplomatic Service Officer

Diplomatic Service officers help to promote and protect British interests, businesses and citizens overseas.

[Visit National Careers Service to learn more](#)





The background is a teal-colored circular area with a white triangular cutout in the center. The teal area is filled with various purple religious symbols, including the Khanda, Star of David, Dharma Chakra, Om symbol, Crescent and Star, and the Latin Cross.

# Essential Skills

# Essential Skills



A critical part of effective careers provision is building students' essential skills. These are the skills that underpin success in the classroom and the world of work such as Teamwork, Problem Solving, Speaking and Listening. Students need to be able to recognise their skillset and talk about it confidently too. They will probably be using them already in your lessons, but this can be a confusing space, with lots of overlapping terminology.

The Skills Builder Universal Framework has been developed by The Careers & Enterprise Company, [Skills Builder Partnership](#), Gatsby Foundation and others to address this problem.

The Framework breaks down eight essential skills into 16 teachable steps. It outlines a roadmap for progress, giving educators and employers a common language for talking about the skills that are essential for employment. [You can explore the Interactive Framework here.](#)

As a teacher, you can also create a free account on the [Skills Builder Hub here](#). There's over 300 short lessons and a suite of other resources too. We have picked three essential skills that are likely to come up in your lessons. These short lessons are perfect for pastoral time and starters/plenaries.

## Key Skill

## Overview

## Resources



The use of imagination and the generation of new ideas

[Overview video](#)

[Key stage 3](#)

[Key stage 4](#)



Supporting, encouraging and developing others to achieve a shared goal

[Overview video](#)

[Key stage 3](#)

[Key stage 4](#)



The ability to find a solution to a situation or challenge

[Overview video](#)

[Key stage 3](#)

[Key stage 4](#)

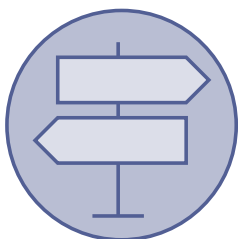
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# Careers in the curriculum

# Careers in the Curriculum

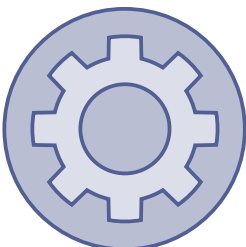
Young people critically need support to see and understand their future and ensuring that careers learning is delivered in all subjects has benefits clearly aligned to the priorities of schools and colleges and to positive outcomes for students. There are three different approaches to careers in the curriculum to consider:

1|



Highlight the relevance of your subject to future careers and opportunities.

2|



Set curriculum learning within the context of careers and the world of work.

3|



Deliver curriculum learning through employer encounters, experiences of work and/or extra-curricular opportunities.

## Embed careers in curriculum teaching and learning



There are some excellent examples of how curriculum teaching can be put into the context of careers and the world of work. Here are some examples of resources linked to your subject for inspiration:

[Loughborough University HE in a Box](#)  
[The Slave Trade: This box aims to develop or build students' knowledge about transatlantic chattel slavery and the slave trade, to inform and educate students as to the impact on countries and cultures across time.](#)



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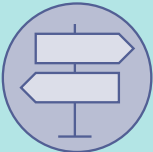


# Pathways

# Pathways

When it comes to the question of what to do at key decision points, there are a lot of options to consider. Therefore, the Department for Education has put together a couple of simple and handy guides to inform young people and their parents about the options available to them. These include:

- A [route comparison grid](#) which shows all of the routes available after GCSEs, along with additional information on each one, such as the level of study, entry requirements, duration of the course, and where it can lead.
- A [2-minute animation](#) showcasing and explaining each choice in a simple, dynamic and visual manner.

The Department for Education T Levels team has created a helpful [T Level Guide](#) for Teachers and Careers Advisers, giving a comprehensive oversight of this exciting qualification.

Pathway options	
 <p><b>Example Post</b> <b>16 Routes</b></p>	<p>A-Level Religious Studies, Philosophy, Sociology, Critical Thinking, etc.</p> <p><a href="#">T-Level Education &amp; Childcare</a></p>
 <p><b>Degree Ideas</b> <b>Explore options</b></p>	<p>Classical and Theological Studies</p> <p>Theology</p> <p>Pastoral Care</p> <p>Pastoral Theology</p> <p>Pastoral Ministry</p> <p>Chaplaincy</p> <p>Philosophy</p>
 <p><b>Apprenticeship</b> <b>Ideas</b></p>	<p>Social Care Worker</p> <p>Community Development Worker</p> <p>Community Assistant</p> <p>Pastoral Customer Service</p> <p>Governance and Religious Education Administration</p>



# Activity Ideas

1|



Encourage students to identify a job related to your subject that they will be doing in ten years' time and ask them to present the pathway they took to that role.

2|



Encourage students to research local options at 16/18 in pathways related to your subject that interest them.



## Resources to highlight pathways from your subject

Download My Learning, My Future Key Stage 3 presentation deck.

Why it Matters: Politics, Philosophy & International Relations. The Why It Matters resources have been designed by Loughborough University to help students to understand where studying different subjects (both post 16 and post 18) might lead.

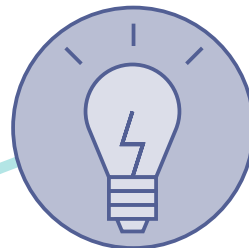
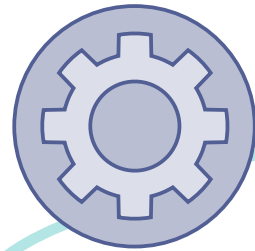
# Extension and Employer Engagement Opportunities linked to your subject



## Here is some inspiration to enhance student engagement in your subject:

- Why it Matters: Politics, Philosophy & International Relations. The Why It Matters resources have been designed by Loughborough University to help students to understand where studying different subjects (both post 16 and post 18) might lead.
- HE in a Box The Slave Trade: This box aims to develop or build students' knowledge about transatlantic chattel slavery and the slave trade, to inform and educate students as to the impact on countries and cultures across time.

\*NB – there may be costs associated with some of these resource inspiration ideas.



# Employer engagement

You may wish to invite someone from the world of work in to support you in highlighting the relevance of your subject to careers. Use the below guidance to help you.

Key Questions	Guidance
<p>What are you are looking to achieve?</p> <p>Try and be as clear and purposeful as possible when framing an 'ask' of employers</p>	<p>What are the planned outcome(s)? i.e.</p> <ul style="list-style-type: none"> <li>• For students and parents/carers to understand the relevance of your subject to careers.</li> <li>• To encourage students to consider pursuing your subject to GCSE level.</li> <li>• For students to have an insight into <u>key labour market information</u>.</li> </ul>
<p>What benefits would there be to the employer for supporting?</p>	<p>For emotional reasons:</p> <ul style="list-style-type: none"> <li>• Personal connection, e.g. they have family at the school or a relative works at the school or college.</li> <li>• History, e.g. they are an alumni of the school or college.</li> <li>• Locality, a local employer wants to give something back to the local area.</li> </ul> <p>For commercial reasons:</p> <ul style="list-style-type: none"> <li>• Skills shortages – to attract young people into their industry.</li> <li>• To help change perceptions of certain industries.</li> <li>• Corporate Social Responsibility (CSR) positioning – being seen to give something back.</li> </ul>
<p>How to engage an employer?</p>	<p>Speak to your Careers Leader to access contacts that already exist in the school. Try:</p> <ul style="list-style-type: none"> <li>• Staff networks (e.g. family, friends, Governors).</li> <li>• Student networks (parents, relatives).</li> <li>• Alumni network.</li> <li>• Supply chains (IT, Catering, Maintenance).</li> <li>• If your school or college has an Enterprise Adviser, they may have wider employer links or suggestions.</li> <li>• Social media appeal with a clear ask.</li> </ul>
<p>Format</p>	<p>Articulate where, when and how the encounter will take place.</p> <p>Would you like someone to create a video/take part in a recorded Q&amp;A or is this a physical invitation into a lesson?</p>
<p>Recording and Evaluation</p>	<p>How will you evaluate the session and get a temperature check of value from students and the employer?</p> <p>Remember to communicate activity and student register to Careers Leader as this supports Gatsby Benchmark 4 and potentially 5/6.</p>

# Acknowledgements



**With special thanks to the following organisations for their support and insight into developing the My Learning, My Future resources:**

Amazing Apprenticeships

BBC Bitesize

Education & Employers, icould

Forum Talent Potential

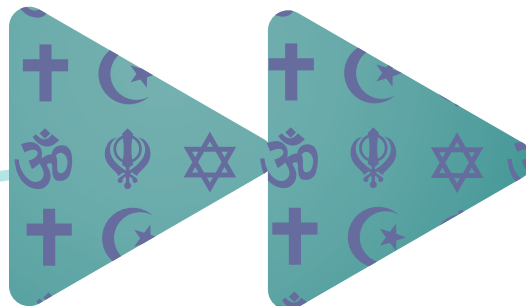
LMI for All

Loughborough University

National Careers Service

National Careers Week

Skills Builder Partnership



# My Learning, My Future

If you have any questions about this guide,  
contact us at:

[education@careersandenterprise.co.uk](mailto:education@careersandenterprise.co.uk)

Access all resources at:

[resources.careersandenterprise.co.uk/  
my-learning-my-future](https://resources.careersandenterprise.co.uk/my-learning-my-future)



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