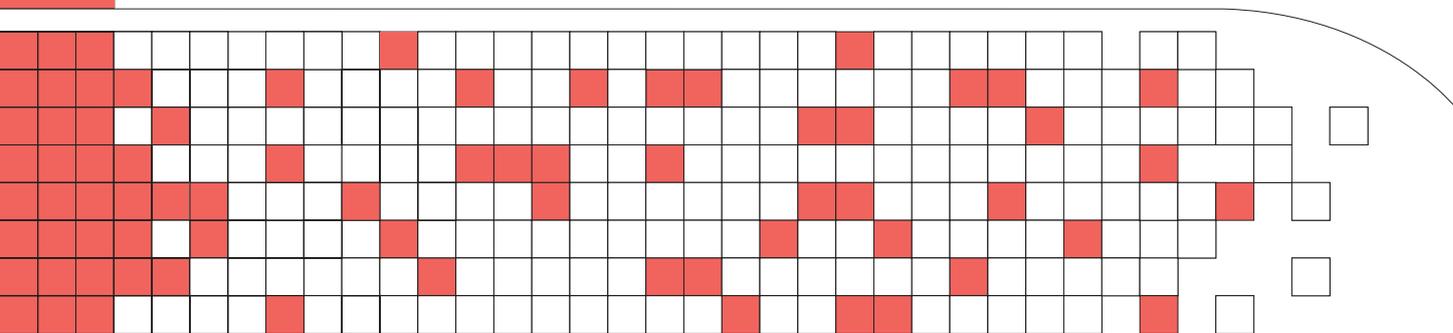


Work-related learning

at key stage 4



Religious education



Qualifications and
Curriculum Authority

Introduction

Work-related learning covers a broad range of activities for students of all ages. These activities help students to learn about the world of work by experiencing and preparing for it. Work-related learning helps students develop knowledge, skills and understanding that will be useful to them.

There is a statutory requirement that all students learn about work and enterprise at key stage 4. This leaflet is designed to help religious education (RE) teachers plan, implement and evaluate successful teaching programmes that support work-related learning.

Using this leaflet

This leaflet may be a useful basis for discussion in department or faculty meetings. When used in conjunction with QCA's *Work-related learning for all at key stage 4: guidance for implementing the statutory requirement*, it can help you decide what your school is required to do and how you can best implement it. You can apply the successful practice that is described, or use it as the basis of a review of current practice.

Teachers should be aware of the contribution that using work-related contexts for RE can make to the whole-school provision for work-related learning and wider school aims. They should also be aware of the opportunities to collaborate with other subject departments and faculties on work-related learning activities and projects.

What is the statutory requirement for work-related learning?

The statutory requirement is that schools include work-related learning in the curriculum for all students at key stage 4.

Work-related learning is defined as planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work.

The statutory requirement is for schools to make provision for all students at key stage 4 to:

- learn **through** work, by providing opportunities for students to learn from direct experiences of work (for example, through work experience or part-time jobs)
- learn **about** work, by providing opportunities for students to develop knowledge and understanding of work and enterprise (for example, through vocational courses and careers education)
- learn **for** work by developing skills for enterprise and employability (for example, through problem-solving activities, work simulations and mock interviews).

It is not the knowledge and skills that are unique to work-related learning, but the context in which they are developed. Direct experience of the world of work (through a variety of activities) should be at the heart of work-related learning. All subject areas of the curriculum can help plan and deliver these experiences.

What is the rationale for work-related learning?

Work-related learning is an important part of preparing young people for adulthood and the world of work. It connects learning to earning, and helps young people understand how the economy functions, including the role of business and financial services.

Many of the skills that are essential for both higher education and future employment can be developed through work-related activities. Work experience and enterprise activities, with their focus on social and personal skills, offer opportunities to stretch the most able students. Work-related learning can also offer students opportunities to be creative.

Students are motivated by work-related learning activities. They enjoy having the autonomy to tackle relevant problems, take responsibility for their own actions, engage in real issues and evaluate the outcomes of their decisions. The business world strongly supports the acquisition of business and enterprise attributes as an important factor in developing a skilled workforce and a dynamic economy.

What are the benefits of work-related learning?

Work-related contexts can support teaching and learning in RE by bringing realism and application to the course. Business and community enterprises can provide examples of:

- career pathways, qualifications and expertise that people with RE have and how they use them
- key skills and how they are used in business
- activities which increase the realism and credibility of RE by making issues of belief and practice relevant to students' own lives and communities
- how skills developed through religious enquiry can be made more relevant by applying them to work-related contexts
- how students can recognise that a global economy has to adapt to cross-cultural and international contexts
- activities that show that employers require attitudes and personal qualities that are being developed through RE, for example commitment to self-development, flexibility, autonomy and concern for truth
- activities that develop attitudes and personal qualities that will raise achievement and motivation.

Framework for work-related learning

QCA has provided a non-statutory framework that describes the minimum provision that schools might make. The framework comprises nine elements, which cover the range of learning opportunities that together can deliver the statutory requirement. It gives the minimum provision for each element and outlines what students should be able to do as a result of their experience. The list of possible learning outcomes is indicative rather than prescriptive. Schools should decide which learning opportunities and outcomes are most appropriate for their students. Subject teachers should decide ways in which they can support any of the nine elements.

Case studies

This section contains case studies to show how RE teaching and learning programmes can support work-related learning. They give examples of how the world of work can be used as a resource, environment and context to enhance subject learning. Each case study describes an activity undertaken by RE students. In the first six case studies the opportunities relate to work-related learning as described in the QCA framework; in the last four case studies they relate specifically to enterprise education. Most activities will also support careers education and key skills.

Case studies showing how RE can support work-related learning

Case study 1: students investigate issues of race and present their findings

Work-related learning opportunities:

- undertake tasks and activities set in work contexts
- learn from contact with personnel from different employment sectors
- have experience (direct or indirect) of working practices and environments.

Students undertook a project on racism and discrimination in association with a local health centre as part of GCSE religious studies. They visited the local health centre, hospital and clinics to find out about issues of ethnic and cultural diversity in health sector settings. They also researched newspaper reports and found case-study examples. A health visitor and a race relations officer visited the school to talk to students about their projects and about their jobs. The final stage of the project involved a display and presentation by each group identifying the key issues in racism and discrimination, including religious discrimination. Staff from the health centre attended the presentations and commented on the findings. Students used work as a context for learning and learned about everyday issues from working people.

Case study 2: students investigate employment issues relating to multi-faith workers

Work-related learning opportunities:

- use their experience of work, including work experience and part-time jobs, to extend their understanding of work
- undertake tasks and activities set in work contexts
- learn from contact with personnel from different employment sectors.

Students attended a school in an area where people of many faiths lived and owned small businesses. They participated in a project as part of GCSE religious studies to explore the sensitive issues raised in running a business and employing staff from different faith communities. The project began with local entrepreneurs and minority ethnic community leaders giving talks and answering students' questions on the issues they faced when employing people of a different faith. Students then explored some of the beliefs and practices of those faith groups in their own communities. Students worked in groups to identify images in youth magazines that might offend particular faith groups. They discussed how they might persuade editors to show greater sensitivity to people of different faiths who might be potential readers. Students developed their understanding of local business, learned from working people and used work as a context for learning.

Case study 3: students research and investigate wedding arrangements

Work-related learning opportunities:

- develop awareness of the extent and diversity of local and national employment opportunities
- learn from contact with personnel from different employment sectors
- have experience (direct or indirect) of working practices and environments.

Students researched religious views on marriage within faith communities as part of GCSE religious studies. The focus of the project was to find out whether people of different faiths are catered for in the arrangements for weddings locally. They visited a registry office and had a talk from the registrar about why people choose to marry there. The registrar informed them of the qualifications and training required to do this job. They visited the town hall to find out about places that are licensed for carrying out marriages. They also visited local clergy and a Relate office. Students wrote reports on what they had found out and where the gaps were for people of different faiths. The project concluded with students writing to local councillors explaining what they had discovered. Students were in contact with and learned from working people.

Case study 4: students explore the issue of world debt

Work-related learning opportunities:

- develop awareness of the extent and diversity of local and national employment opportunities
- learn from contact with personnel from different employment sectors
- have experience (direct or indirect) of working practices and environments.

Students studied a unit of work on world development, wealth and poverty as part of a GCSE religious studies short course. They took part in a simulation exploring the issue of debt in the developing world and whether or not it should be cancelled. They took on the roles of government leaders and banks in both lender and debtor nations. A second simulation examined world trade and how the unequal distribution of resources worsened world poverty. A visiting speaker from a charity working in developing countries visited the school to talk to students about development issues. Students learned about opportunities for voluntary work overseas. They were also able to develop their economic understanding.

Case study 5: students participate in a panel discussion with visitors

Work-related learning opportunities:

- develop awareness of the extent and diversity of local and national employment opportunities
- learn from contact with personnel from different employment sectors
- have experience (direct or indirect) of working practices and environments.

Religious officials from three different faiths being studied by a GCSE religious studies class were invited to the school to take part in a panel discussion. The panel was chaired by the RE teacher and panellists had been warned in advance of the questions. They were asked by the chair to respond to a series of questions about the attitude of their religion to modern issues such as euthanasia and abortion. Before the debate started they described how and why they decided to make their careers in religion. Students also asked questions

about their work and the relationship between their job and their life outside work. Students learned from working people and developed their understanding of faith careers.

Case study 6: students take on different viewpoints when considering a series of moral dilemmas

Work-related learning opportunities:

- undertake tasks and activities set in work contexts
- have experience (direct and indirect) of working practices and environments
- engage with ideas, challenges and applications from the business world.

Students were presented with a series of moral dilemmas occurring in a work setting as part of their RE course. In groups they discussed each situation and had to reach an agreement on what course of action the person facing the dilemma should take. The teacher debriefed the exercise and students fed back their decisions with their reasons. The exercise was then repeated with each group looking at the dilemma from the perspective of a different faith. Discussion then focused on whether differing faiths would produce a different set of outcomes or whether the underlying morality was the same. Students learned in a work context.

Case studies showing how RE can support enterprise education

Case study 7: students investigate the advertising industry

Enterprise education opportunities:

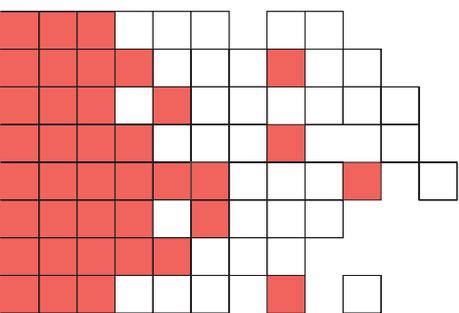
- Enterprise capability: team work; organisation; communication skills; presentational skills; respect for evidence
- business and economic understanding: role of government in business; marketing and selling; advertising techniques; media industry.

Groups of year 11 students were given a selection of newspapers, journals and magazines. Their task was to identify and select sets of advertisements which fitted three categories: those likely to strongly influence behaviour; those which are perceived in some way as being dishonest; and a third selection which are seen to be honest. Teams reported back on the totals of each collected and difficulties they faced in making decisions. They then had a discussion to consider the influence of television advertisements, with students asked to identify the 'best' and 'worst' they had seen recently. Taking their own examples the students considered the main selling points of each advertisement and identified how advertisers aimed to influence potential customers. Finally, the class discussed products which they felt should never be advertised. Further discussion took the group onto the subject of government advertisements. When is it public information and when is it government propaganda? This focus on advertising helped the students to differentiate between information, persuasion and manipulation.

Case study 8: students learn about ethical investment from the manager of a cooperative store

Enterprise education opportunities:

- enterprise capability: team work; initiative; presentation skills; key skills; commitment; decision making; open-mindedness; respect for evidence
- financial capability: budgeting; calculating costs; risk management; investment



- business and economic understanding: business organisation; role of business and its responsibilities; business ethics.

The manager of the local cooperative store was invited into school to talk to year 10 and 11 students about the commitment to ethical investment that has been made by the cooperative society. Students were also provided with ethical investment policies from a number of blue-chip companies who produce a range of household goods and foodstuffs. The students worked in groups to discuss whether these company statements would affect their own buying habits. They were also asked to consider the cost implications for the school budget of policies such as the recent commitment by the school governors to using only recycled paper products. A school governor spoke to the students about the reasons for adopting this policy and what other areas of the school might be made the subject of a similar policy. Finally the students produced draft ethical investment policy statements for the school dinner service and the school tuck shop. These were circulated to interested parties for comment.

Case study 9: students investigate fair trade and its implications for the school

Enterprise education opportunities:

- enterprise capability: team work; key skills; handling information; organisation; 'can do' approach; presentation skills; decision making
- financial capability: budgeting; cost surveys
- business and economic understanding: trade; fair trade; goods and services; production; business organisation.

During Fair Trade Fortnight year 10 RE students downloaded data from the Fair Trade Foundation website and used it to prepare a display and a presentation to the school governors. Having conducted a pupil survey to gauge the level of awareness about fair trade products, the students organised a fair trade tasting event in collaboration with the food technology department. They also approached the school kitchens to ascertain their use of fair trade products as well as contacting the LEA schools meals service to make them aware of the range of products available. They undertook a shopping survey in the town to identify the availability of fair trade products in local shops. The information was then included in a guide booklet for shoppers on the pupil section of the school website. During their presentation, the students presented a proposal to the governors to use fair trade products at their meetings and they also submitted a request to the staff committee to discuss whether a similar policy should be adopted in the staffroom.

Case study 10: students investigate and support charitable causes

Enterprise education opportunities:

- enterprise capability: research skills; organisation; team work; creativity; originality; 'can do' approach; selling; problem solving
- financial capability: budgeting; financial forecasts; financial statements; costs
- business and economic understanding: social enterprises; use of resources; earning money; spending.

Following a visit to a local place of worship, year 10 pupils produced a careers leaflet about a minister of religion using a 'day in the life' format. They also researched the range of charities supported by the congregation and agreed to organise task groups to raise funds for these charities, with permission from the headteacher. Speakers from the individual charities were invited to talk about

the work of their organisations. Each group of students presented the results of their research to the rest of the group and produced displays to show how any money raised would be used by the charities. Students organised a series of fundraising activities, including a talent show and a snooker tournament, and produced regular bulletins for the pupil newsletter. Regular updates on how the money was used were received from the various bodies. Students gained a good understanding of social enterprise as well as developing their own presentation and organisation skills.

Further resources and links

QCA has a dedicated *14–19 learning* website at www.qca.org.uk/14-19/. This gives information and guidance on statutory requirements, qualifications and the background to the 14–19 phase, including DfES papers and QCA advice. It has an extensive section on work-related learning.

There are a number of support agencies that help teachers develop work-related learning activities and projects. You can get details of local education-business links organisations from your local Learning and Skills Council or LEA.

The *Vocational learning* website (www.vocationallearning.org.uk) of the Learning and Skills Development Agency (LSDA) includes a range of useful resources, materials, publications and information.

The *Teachernet* website at www.teachernet.gov.uk has information and guidance on enterprise education, a database of case studies and links to further resources and contacts.

Other useful website addresses include:

- DfES *Education business links* (www.dfes.gov.uk/ebnet/)
- DfES *Work-related learning* (www.dfes.gov.uk/qualifications/ – select 'Work-related learning' in 'Site index')
- Ofsted (www.ofsted.gov.uk).

Other publications that you might find useful are *Vocational and work-related learning at key stage 4* (DfES, 2003) and *Work-related learning and the law* (DfES, 2004).

