

Links to Gatsby Benchmarks

Our Wellbeing Curriculum will help with the achievement of 4 out of the 8 Gatsby Benchmarks.

Gatsby Benchmark	Description	Evidence
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	Yes - if schools can explain how using this programme will enhance their careers strategy. Schools should aim to target students strategically.
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make best use of available information.	Yes - these sessions aim to help pupils build their wellbeing and resilience so they can manage demands such as job interviews, workload and manage their work life balance. The sessions also aim to provide pupils with an insight into how resilience and staff wellbeing is valued in the workplace.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	Yes - these sessions are designed to be delivered by teachers, who will be able to adapt and tailor the content or delivery to suit the needs of their class. These sessions aim to help pupils with their own personal development, specifically focusing on their understanding of their own wellbeing and resilience. These sessions should be considered in the broader context of other wellbeing interventions led by schools.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subjects should highlight the relevance of STEM subjects for a wide range of future career paths.	Yes - these sessions can be used to support the PSHE curriculum.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	No
6. Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	No
7. Encounters with further education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	No
8. Personal Guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who can be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	No