



Curriculum Statement for Careers Related Learning Intent, Implementation and Impact

What is Careers Related Learning?

Careers Related Learning (CRL) is the term used to encompass activities designed to:

“Career-related learning is not about asking eight-year olds what they want to do in the future - children must be allowed their childhood... It is work that builds on children’s growing awareness of themselves and the world of work, and weaves what they know into useful learning for now and later” Watts (2002)

Careers related learning in primary schools

The term ‘careers’ means different things to different people, encompassing work-related learning (types of work, developing skills for and through work); careers education (self-development, exploration, and management) and careers information, advice and guidance.

At primary school level, we are not providing careers advice, but instead focussing on ‘career-related learning’ – broadening horizons and raising aspirations, giving children a wide range of experiences of the world including the world of work. It is about opening doors, showing children the vast range of possibilities open to them and helping to keep their options open for as long as possible. There is a range of attributes, skills, and behaviours that can be encouraged in primary school that will leave children in the best possible position as they begin their transitions to secondary education and to future life.

Why is Careers Related Learning Important?

We carry out a variety of activities with the aim of increasing children’s understanding of the world of work. Introducing children to the world of work is important because it:

- Links learning to the real world and in doing so increases motivation to work hard bringing more relevance to their learning

- Challenges gender stereotyping about jobs and school subjects

- Broadens aspirations

Giving children the chance to meet people from the world of work and hearing about their life journeys can help them to understand the relevance of the subjects they are studying and this improves motivation and attainment in a variety of ways:

- Having volunteers from the world of work in school helps children to believe in their own abilities and helps them to understand what life is like beyond the classroom

- There is increased motivation following exposure to role models from the world of work (adults other than teachers showing interest in them and their learning).

- Children are given the opportunity to develop knowledge and skills in addition to the mainstream curriculum by exposure to the world of work

Our Aims – The Essential Characteristics of our CRL Curriculum

We aim to:

- *Excite and motivate children about their learning by linking and embedding in the curriculum strong connections between education and the world of work*
- *Broaden children's horizons and raise aspiration*
- *Help children see a clear link and purpose between their learning experiences and their future*
- *Challenge any stereotypes that children and their parents/carers may have about jobs and the people who do them*
- *Support the raising of standards of achievement and attainment for all children*
- *Help children learn more about their own talents and abilities and instil greater confidence*
- *Reinforce the importance of numeracy and literacy in later life*
- *Tailor career-related learning to the different ages and needs of all children.*

Curriculum Intent

Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our pupils, our beliefs about high-quality education and our values. They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities.

Our drivers are identified as:

Ambition and Possibilities

To have a life-long love of learning that inspires them to look to the future

To have high expectations of themselves and their future

To recognise opportunities beyond the local community

To increase knowledge of different career choices

To develop self-confidence and a 'have a go' attitude

Process

Planning to ensure opportunities to raise children's self-belief and develop a positive attitude towards risk and challenge

Focus on ambition, identifying different jobs and possibilities through topics, visits and visitors; role models for success

Regular opportunities to work as a team, especially Key Stage 2

Life Skills and Enterprise

To develop questioning and research skills, applying to a range of hands-on learning experiences

To work effectively as a team to organise themselves and create an end product

To work independently and be organised and ready for learning

To listen and communicate with others

To complete set tasks in a given period and not give up

To have excellent attendance

To think 'creatively' to solve problems

To be equipped for life beyond Primary School

Process

Opportunities for learning through each of the 5 learning skills - reflective, relationships, resilient, resourceful and risk taking will be provided

Through each topic, children will have opportunities, through a wider range of skills based lessons, to take ownership of their learning and direct it more
Wider opportunities for learning beyond the curriculum to equip children with relevant life skills; health and economic well-being, cooking, e-safety
Encouraged expectation that children attend school and are ready to learn with appropriate equipment and kit and take responsibility to be ready and prepared

Knowledge and Understanding of the World

To experience opportunities that broaden their horizons
To enhance their insight into the community and world by providing meaningful learning opportunities
To celebrate/appreciate diversity and culture at national and international level
To widen general knowledge
To give opportunities to pursue their own lines of enquiry

Process

Using the 'news flash' feature of Espresso and First News newspapers to keep in touch with current issues
Providing opportunities through visits, local exploration and the use of visitors to ask questions and explore the diversity of people, society, culture
Discussing local and global issues and the impact that they have
Asking questions and research historical events in the local and wider communities

Implementation

- *Can they describe Volunteers from the world of work visiting school to talk with children*
- *Enquiry questions that help children connect their subject learning to opportunities now and in the future*
- *Links with FE and HE*
- *Career-related learning trips e.g. to a workplace, museum or university*
- *Exploring the diverse routes adults have taken to get their current job e.g. vocational, academic, starting their own business etc.*

Impact

By the end of Key Stage 2, we want careers related learning to have enabled all children to:

Plan and manage their own futures

- *Can they describe who can help them to find careers information and how to find it by themselves?*
- *Can they find the main points in careers information and recognise which facts they can trust?*
- *Can they begin to set personal goals with short term targets and action steps?*
- *Can they begin to recognise what may stop them from achieving their goals, how they can respond, who they can ask for help and how to take responsibility for getting things done?*
- *Can they begin to recognise where their ideas and expectations about themselves, careers, learning and work come from?*

- *Can they say whether they have the skills to plan and manage their move to secondary school?*

Reflect about their own needs

- *Can they identify positive things about themselves and their achievements, see their mistakes and what they have learned from them, say how they learn best, what they are good at and what they enjoy most at school?*
- *Do they know how to make contact with people who can help and support them identify the skills they need to prepare for transition to KS3?*
- *Can they review their progress and update their targets and action points?*
- *Can they tell the school what support they would like to help them think about their future?*

Be fully informed with comprehensive information and advice

- *Can they find and use information about careers?*
- *Can they recognise what moving to a new school involves and the range of options and support available?*
- *Are they aware of different forms of work such as work in the house and employment and the rewards they offer?*
- *Are they aware of what people like about working for themselves?*
- *Are they aware of different forms of voluntary and community activities and how they help individuals and society?*
- *Can they make straightforward decisions about spending, saving or giving?*
- *Are they aware of how employers and people looking for work find out about each other?*
- *Can they describe the work that people do in their family, in school and in the area where they live?*
- *Can they recognise that the law protects children and young people from injury and exploitation at work?*
- *Can they say whether they have the information and advice that they need to cope with the move to secondary school?*

Aspire to be whatever they want to be

- *Are they aware from contact with people who work, that individuals have different feelings about their careers and their work?*
- *Do they speak positively about who they are and what they can achieve, taking into account what other people say about them?*
- *Can they describe how having a job and earning money can help people?*
- *Are they aware that finding the work that you really want to do is rewarding?*
- *Can they describe why learning is important?*
- *Can they begin to make judgements about who to listen to when making choices?*

- *Can they say whether they are excited by secondary school and the opportunities it will give them?*

Actively promote equality of opportunity and challenge stereotypes

- *Are they aware that girls and boys have the same choices and opportunities in learning, careers and work?*
- *Are they aware of the impact of stereotypical decision-making?*
- *Can they find out about a range of individuals who have chosen non-traditional options in learning and work?*
- *Can they discuss action that people moving away from their friends can take to smooth the transition to KS3?*
- *Can they say whether they can recognise and challenge stereotypes?*

Make progress

- *Are they aware of the relevance of what they are learning now to their life both in and outside school?*
- *Are they aware of how the subjects they are studying will help them to make progress in learning and work?*
- *Are they aware that the learning choices people make affect their future options?*
- *Are they able to present themselves well in front of an audience?*
- *Are they aware of how to take responsibility and follow the rules when taking part in a group activity such as an out-of-school club?*
- *Are they aware of how developing essential skills for learning and life will help to prepare them for adult and working life?*
- *Are they able to compare the pros and cons of different choices to help them make progress?*

Monitoring

The CRL lead is responsible for supporting teaching staff in the delivery of CRL, and for providing a strategic lead. The subject lead completes an annual report where they evaluate the strengths and weaknesses in CRL and indicate areas for further improvement

Signed:

Chair of Learning, Teaching and Achievement Committee

Signed:

Subject lead

February 2025

Review Date: February 2028