



Careers

Intent:

Career-related learning in primary schools is about broadening pupils' horizons, challenging stereotypes and helping them to develop the skills and sense of self that will enable them to reach their potential.

At Colyton we believe that having aspirations and dreams for the future, coupled with an deeper understanding of the world of work, is imperative for our children. We want them to be successful and happy adults and we recognise that career education needs to start early so that they can fully reach their potential.

Our planned careers education focuses on knowledge and understanding of the industries around them, development of their key skills that they need to be successful in these jobs and about having hands on experiences to inspire them.

Our progressive curriculum spans from Early Years (EYFS) to Year 6: Pre-learning in EYFS and KS1 includes being introduced to visitors from the world of work who bring in an item/artefact which symbolises the work that they do. Children are then able to ask questions about their line of work and the difference they make to their world. The children then progress to assessing their social, economic and cultural capital to develop a self-awareness of strengths and key skills. They experience half-termly workshops which focus on the children understanding what the eight essential skills are and how they can work to develop these whilst still challenging stereotypes

We also ensure that our core and foundation subjects have opportunities to study careers that are linked to the subjects they are learning about. We further plan in Hopes and Dreams week where we rely on our parent community and our town to share their real life experiences and jobs with the children. Showing children what opportunities there are in the local community is of vital importance to us as we know that mobility for children in Devon can be low.

We also have spontaneous opportunities; this may be visitors to the school, school trips, discussions in PSHE/assemblies that may offer opportunities to inspire the children.

The covid pandemic, climate emergency and rapid developments in digital technology show us that the world of work is ever changing. We want our children to be as up to date as they can be about the possibilities that await them in the future. We also recognise that being well educated and informed about the world of work and the skills needed to be successful in this will help prevent some of the problems young adults face at a secondary level; disengagement from learning, diminished aspirations, low cultural capital, low level skills and stalled social mobility.

National Curriculum Aims for Career Teaching:

There is no programme of study for Careers within the National Curriculum. However, at Colyton we believe that a well developed and detailed Careers curriculum provides our children with exciting personal development opportunities.

- It supports readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully to secondary school and beyond. We want it to develop children's confidence, resilience and knowledge so that they can keep themselves mentally healthy.
- It promotes equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. This is especially key so that protected characteristics can be highlighted and promoted from an early age.
- It develops pupils' characters. These are dispositions and virtues that informs pupils' motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.
- It gives pupils the qualities they need to flourish in our society.

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Long Term Overview Disciplinary Knowledge & Life Skills :

What are our key goals for our careers learning?

We have categorised our career goals in to six important areas that support life-long career development.

<u>Grow Throughout Life:</u> <i>Grow throughout life by learning and reflecting on yourself, your background and your strengths</i>	This is about fostering personal agency and self-regulation. Children can take the initiative for what they do, to believe in themselves and to be increasingly responsible for their own progress. Constructing a positive narrative about themselves boosts their confidence and self-understanding. We want children to be motivated and to reflect to help develop their thinking and reasoning.
<u>Explore Possibilities:</u> <i>Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces</i>	Children use their vivid imaginations to explore the roles that appeal to them but they also focus on roles that they know and have experience of. We want children to have these attainable aspiration ideas BUT we also want to widen learners' horizons beyond the jobs that their family members do or that are portrayed in the media/social media. We want to help learners recognise stereotyping and to challenge any assumptions they make about jobs for boys and jobs for girls as well as develop an awareness of differences in status between jobs.
<u>Manage Career:</u> <i>Manage your career actively, make the most of opportunities and learn from setbacks</i>	Children's experience in our school of planning and reflection help them for their future career and how to manage their behaviours and expectations in the world of work. Learning, in all subjects, is about practicing presentation skills, disappointment and success as well as learning about transition and managing this confidently. These skills and attitudes can be explicitly taught and will prepare our children for possible future transitions such as starting their first job, gaining promotion or being made redundant.
<u>Create Opportunities:</u> <i>Create opportunities by being proactive and building relationships with others</i>	Building relationships is a key driver in all that we do at Colyton. We want children to learn about the different roles people can take in an organisation and how to develop that relationship so that it is successful. We make sure we give opportunities for children to work independently, in pairs or groups where each member takes a different role. Being in the world of work means putting yourself forward for things, taking risks and being confident with a strong network/team around you.
<u>Balance Life and Work:</u> <i>Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community</i>	We teach our children that their career is not just made up of one job, it can take many roles throughout our lives. These all make up being a citizen and we want our children to be good citizens. All of these roles interact with each other and learning to manage the balance of these is important. Our staff model this to children by sharing their own roles in the world and how they manage them. Work-life balance is key to good mental health and we want our children to manage stresses that come with jobs and careers, about the rights and responsibilities of employers and employees, how to manage personal finances and how to challenge stereotyping and discrimination.
<u>See the Big Picture:</u> <i>See the big picture by paying attention to how the economy, politics and society connect with your own life and career</i>	Seeing the big picture means we need to be teaching our children today about the jobs of tomorrow. We need to break the mould and conventions so that they can be prepared for a world of work that looks very different from today. This means exploring different sectors of work and how things such as social media, child-labour, slavery and the introduction of robotics and AI will have a huge impact on how we work.

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Long Term Overview (Substantive Knowledge):

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	This curriculum is under development					
Year ½ A	<u>Skills:</u> Listening <u>Job File:</u> Footballers & Teachers	<u>Skills:</u> Problem Solving & Creativity <u>Job File:</u> Police Officer, Scientist, Firefighter,	<u>Skills:</u> Staying Positive and Aiming High <u>Job File:</u> Dancer Rugby Player	<u>Skills:</u> Teamwork <u>Job File:</u> Dress Maker & Mountaineer	<u>Skills:</u> Presenting & Teamwork <u>Job File:</u> Hairdresser/Beautician	<u>Skills:</u> Leadership <u>Job File:</u> Review of all roles (Stereotype Sessions)
Year ½ B	<u>Skills:</u> Listening <u>Job File:</u> Vets/Animal related work/Farming	<u>Skills:</u> Problem Solving & Creativity <u>Job File:</u> Doctors/Paramedic/Nurses	<u>Skills:</u> Staying Positive & Aiming High <u>Job File:</u> Computer Programmer	<u>Skills:</u> Teamwork <u>Job File:</u> Gymnast & Baker	<u>Skills:</u> Presenting & Teamwork <u>Job File:</u> Racing Driver & Pilots	<u>Skills:</u> Leadership <u>Job File:</u> Review all roles

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Long Term Overview (Substantive Knowledge):

Skills building in KS2 does not follow the same pattern of dedicated skills per lesson as KS1. This is because children map out the skills they have using the skill builder and develop these on a personal level in each workshop. There are then further opportunities for children to develop these in other subjects as part of our Young Leadership programme.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year ¾ A	<u>Job Sector File:</u> Introducti on session: Skills focus	<u>Job Sector File:</u> Stereotypi ng Event	<u>Job Sector File:</u> Health & social Care	<u>Job Sector File:</u> Health & social Care	<u>Job Sector File:</u> Animal Care Sector	<u>Job Sector File:</u> Animal Care Sector
Year ¾ B	<u>Job Sector File:</u> Introducti on session: Skills focus	<u>Job Sector File:</u> Stereotypi ng Event	<u>Job Sector File:</u> Sports Sector	<u>Job Sector File:</u> Sports Sector	<u>Job Sector File:</u> Environme ntal Sector	<u>Job Sector File:</u> Environme ntal Sector
Year 5/6 A	<u>Job Sector File:</u> Building & Constructi on Sector	<u>Job Sector File:</u> Building & Constructi on Sector	<u>Job Sector File:</u> Retail, Visitor & Economie s Sector	<u>Job Sector File:</u> Retail, Visitor & Economie s Sector	<u>Job Sector File:</u> Transport/ Technologi es Sector	<u>Job Sector File:</u> Transport/ Technologi es Sector
Year 5/6 B	<u>Job Sector File:</u> Manufact uring Sector	<u>Job Sector File:</u> Manufact uring Sector	<u>Job Sector File:</u> Public Sector	<u>Job Sector File:</u> Public Sector	<u>Job Sector File:</u> Business Services Sector	<u>Job Sector File:</u> Business Services Sector

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EYFS

Our progressive careers curriculum spans from Early Years (EYFS) to Year 6.

Pre-learning in EYFS involves being introduced to visitors from the world of work. This may be roles that are linked to the unit of learning or when child-led exploration sparks questions and curiosity.

People who visit us are encouraged to bring an item/artefact which symbolises the work that they do. Children are then able to ask questions about their line of work and the difference they make to their world.

In time EYFS will develop a Careers Hub Corner for children to use during their child-initiated learning. This may be for example a Post Office, a Doctor's Surgery or under the sea for some deep sea exploration.

Towards the end of EYFS the children then progress to assessing their social, economic and cultural capital to develop a self-awareness of strengths and key skills. This helps to prepare the children for their workshops that they experience in KS1 and 2 where they focus on understanding of what the eight essential skills are and how they can work to develop these whilst still challenging stereotypes

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Key Stage 1: Disciplinary Knowledge and Skills:

We follow a two-year rolling programme at Colyton. These skills below are part of our careers overview. Colour refer to the six key areas that drive our careers curriculum and these also enhance our PSHE curriculum.

Year	Autumn 1 Workshop	Autumn 2 Workshop	Spring 1 Workshop	Spring 2 Workshop	Summer 1 Workshop	Summer 2 Workshop
Year ½ A	Skills Builder: Listening Career Skills: I can recognise that people may make comments that stereotype a group of people - I understand the difference between right and wrong	Skills Builder: Problem solving & Creativity Career Skills: - I can identify recognise that there are different ways of learning and achieving your goals - I enjoy opportunities to role play different jobs	Skills Builder: Problem solving & Creativity Career Skills: - I can talk about why I have used a certain resource to solve a problem - I understand what hobbies are and the importance they play in people's leisure time	Skills Builder: Teamwork Career Skills: - I am aware that people have more that one job in their lifetime - I can explore jobs that no longer exist or have changed because of advances in technology	Skills Builder: Presenting & Teamwork Career Skills: - I understand what is meant by charity and how people can access this through their jobs	Skills Builder: Leadership Career Skills: - I know that some sources of information is untrustworthy and I can identify reliable sources - I can identify jobs that friends, family and community members do. - I can identify roles within the class and school and the skills needed
Year ½ B	Skills Builder: Listening Career Skills: - I can meet and talk to members of the community about their jobs. - I can explain how people and other living things have different needs and the responsibilities in caring or them.	Skills Builder: Problem Solving & Creativity Career Skills: - I can demonstrate good manners and behaviour and that there is a difference between right and wrong - I can identify and respect the differences between people and their jobs	Skills Builder: Staying Positive & Aiming High Career Skills: - I can show an interest in occupations that I have not come across - I know that what I see or read may not be true	Skills Builder: Teamwork Career Skills: - I can share my opinions on things that matter to me and share my views - I can describe different jobs and identify the parts of jobs that are exciting and parts that are hard work	Skills Builder: Presenting & Teamwork Career Skills: - I understand the link between work and money and how it is spent - I can describe what I learned from meeting a visitor that has come to our school	Skills Builder: Leadership Career Skills: - I can describe myself in positive terms and speak to others about their interests. - I can recognise that there are different workplaces and that different things go on in each one but that they are all valuable. - I can express what it means to have a career using positive role models

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Key Stage 2:

Year	Autumn 1 Workshop	Autumn 2 Workshop	Spring 1 Workshop	Spring 2 Workshop	Summer 1 Workshop	Summer 2 Workshop
Year 3/4 A	- I am aware of how to use sources of information and how to find out advice about careers, studying and working	- I can identify the main points of a career journey of someone who is a role model to you	- I know that in jobs it is important to be empathetic and socially conscious towards others and I am starting to do that myself	- I know that people can use their initiative and be enterprising and this is often the key to success	- I can explore the role of the TV, Internet, the press and other media in portraying a career	- I know when people have to face challenges and how they do this positively by gathering information, seeking help and acting – I am learning to do this too
Year 3/4 B	- I am developing an insight in to the skills and abilities I need for the future - I am aware of the main sectors of employment in my area; past and present	- I can recognise the harm caused by stereotyping and discrimination and the importance of treating people equally	- I understand about shared responsibilities in different jobs and in our school	- I understand the ability to take part in effective teamwork and that this influences the working environment	- I know you can make good and bad decisions about saving and spending and about the environment	- I understand what a charity is and how a charity can make changes
Year 5/6 A	- I understand the different roles in a team including that of a leader and that a leader doesn't need to make all the decisions	- I understand that people need to manage their time effectively	- I am aware that some jobs, such as accountancy, you can work in a variety of different sectors	- I can recognise that there are human rights and responsibilities and they are there to protect everyone	- I know that in the 21 st century there are people who have had many different careers and I can explore this with them	- I can describe what I am like and what I am good at and explain how I might achieve something I am good at. - I can identify jobs that have been created because of advances in technology
Year 5/6 B	- I am aware that many jobs require skills, qualification and aptitudes that can only be gained via apprenticeship, degree or college course	- I can compare choices people make and which ones are open to me - I can describe a local business, how it is run and the products and services it provides	- I know that some jobs are not linear and that there needs to be times for a plan B. I can practice making these decisions	- I know the importance of keeping yourself physically and mentally fit when you are learning, working and playing	- I know what is involved in making a good impression on other people and show that you can change your approach to suit the situation.	- I can identify ways of making positive transitions such as the move from primary to secondary and the skills I and for this.

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The 'Extras', Hopes & Dreams Weeks:

The 'Extras'

Within all of our teaching we ensure that we either explicitly teach, highlight or showcase the jobs and careers linked to the area of learning.

We encourage and welcome visitors to school to discuss their work or to highlight links to the children about the curriculum content and so that they can be inspired by the future.

Hopes and Dreams Week

As part of our 'Hope and Dreams Week' in the Summer term, children across school have the opportunity to learn about inspirational people and reflect on their own goals and aims for their futures.

We work on a two-year rolling programme. In our first year parents/grandparents/aunts/uncles...you name it... come to visit our school and talk to us about their jobs, careers and the skills they use in their day to day life. In our second year we visit our town to explore the jobs and employers that we have on our doorstep.

Children complete daily activities to get them thinking about different careers and jobs that may interest them as well as which skills from our 8 key skills they would need for this. At the end of the week, children are invited to come to school dressed as their future self! This exciting opportunity always sees exciting roles - palaeontologists, scientists, authors, photographers, dance teachers and builders rock up at the school gates! Our children thrive off this and it is always lovely to give our pupils the opportunity to explore their future-self and find out what skills and attributes they would need to fulfil their dreams when they're older.

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6. Priorities for 2023-2024

Our Priorities and next steps:

- To embed the second year of our careers curriculum
- To map out other opportunities within the curriculum for children to develop a careers understanding
- To plan out and measure the impact of careers teaching at Colyton
- To gain pupil and parent voice about the curriculum to further develop and enhance this
- To map out Careers opportunities in EYFS in line with the curriculum