

## CAREERS RELATED LEARNING

March 2023

### WHAT IS CAREERS RELATED LEARNING?

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



Develop pupils' knowledge about work



Develop pupils' skills for work life



Challenge stereotypes formed about careers and the world of work



Enable pupils to make the link between what they are learning and the world of work

*“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)*

Our approach to Careers Related Learning takes into account the following documents:

- DfE Careers strategy: Making the most of everyone’s skills and talents (Dec 2017)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)
- Careers guidance and access for education and training providers - Statutory guidance for governing bodies, school leaders and school staff (Oct 2018)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf)
- Career-related learning in primary - The role of primary teachers and schools in preparing children for the future (Jan 2019)  
[https://www.educationandemployers.org/wp-content/uploads/2019/01/EdEmp\\_CareerPrimary-report\\_Jan2019\\_v5\\_INDV.pdf](https://www.educationandemployers.org/wp-content/uploads/2019/01/EdEmp_CareerPrimary-report_Jan2019_v5_INDV.pdf)

### 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 for careers related learning at Hipsburn:**

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

## **Tackling stereotypes through careers-related learning:**

Between the ages of 6 and 8, most children start to develop gendered ideas about careers. These stereotypes can follow them into the world of work, affecting the rest of their lives.

By the time they're 10, they've typically begun assigning social value based on ideas about social class and intelligence. They internalise long-lasting assumptions about what opportunities are available to them. They start to abandon fantasy careers, becoming more aware of potential constraints on their futures.

We tackle this by exploring who children ideally want to become and what shapes their career aspirations and dreams for the future. All children get the chance to meet a wide range of people doing different jobs, in different sectors and at different levels – from apprentices to CEOs. This is essential if we are to improve social mobility and gender and ethnic equality. It is vital that we support children to challenge the perceptions that they may have about certain jobs and to better understand the evolving world they are growing up in while they are still in primary school.

## **Raising Aspirations through careers-related learning:**

It is often said that children from disadvantaged background lack aspirations but many children's horizons are limited by who they or their parents know.

*“Children’s conceptions of who they are and what they could be are products of their wider socio-economic surroundings: influenced by social (who their families and friends are) and cultural capital (what they consider a reasonable and possible future to be)”*

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## **HOW IS CAREERS RELATED LEARNING STRUCTURED?**

When developing our Careers Related Learning strategy, we followed these key principles:

- **Principle 1: Keep it simple**
  - Plan career related learning activities to take place each year group
  - Plan career related learning activities to take place each academic year
  - Agree the consistent language staff and children need to use when referring to careers and employability skills
  - Plan training and support for staff on career-related learning
  
- **Principle 2: Start young, keep going**
  - Plan career-related learning for all children in our school
  - Introduce career-related learning as early as possible
  - Plan opportunities for children to build their understanding of the world of work as they move through school

- **Principle 3: Measure it**
  - Use a consistent framework for career-related learning activities
  - Ensure the framework enables progress over time
  - Assess whether children know more about career-related learning at the end of each year
  
- **Principle 4: Focus tightly**
  - Have specific goals for what individual children should be aiming to do when learning about the world of work, skills and careers
  - Make time to focus on explicitly teaching about the world of work, skills and careers
  
- **Principle 5: Keep practicing**
  - Plan regular opportunities for students to use what they have learnt about world of work, skills and careers
  - Highlighted these opportunities clearly to children
  - Plan regular opportunities for children to actively reflect on their knowledge of career-related learning and how this has been developed
  
- **Principle 6: Bring it to life**
  - Frame career-related learning in terms of usefulness for education, employment or entrepreneurship
  - Plan opportunities for children to use what they have learnt about world of work, skills and careers in different settings
  - Use links to employers to support career-related learning activities and strategy
  - Focus on any other child focussed initiatives that could also be identified as career-related learning

## **HOW IS CAREERS RELATED LEARNING IMPLEMENTED?**

### **Typical activities linked to careers-related learning:**

- 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
- 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.

### **Examples of careers related learning activities engaging with employers:**

- Guess who? - Employers are invited into school. Children are then invited to ask a series of questions to try to guess the person's job, based on a number of clues.
- Workplace visits - children visit an organisation to gain a general overview of the company and wider industry, to familiarise them with its working environment and to provide them with guidance on how they could one day get into the industry. Workplace visits can include a variety of activities such as workshops, presentations, Q&A sessions, and site tours

- Career insights - Employers or business representatives come into school to speak about their job or career path, including the route they may have taken and the challenges they faced.  
Particular emphasis is placed at this stage, on explaining how certain subjects are relevant to working life.
- Career carousels - A range of volunteers come together to speak with groups of children about their jobs. Children will speak individually or in small groups to employee volunteers for a short period of time (commonly 5–15 minutes) about their job/career.

## HOW WILL WE JUDGE THE IMPACT OF OUR CAREERS RELATED LEARNING?

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

Plan and manage their own futures	<ul style="list-style-type: none"> <li>▪ Can they describe who can help them to find careers information and how to find it by themselves?</li> <li>▪ Can they find the main points in careers information and recognise which facts they can trust?</li> <li>▪ Can they begin to set personal goals with short term targets and action steps?</li> <li>▪ 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?</li> <li>▪ Can they begin to recognise where their ideas and expectations about themselves, careers, learning and work come from?</li> <li>▪ Can they say whether they have the skills to plan and manage their move to secondary school?</li> </ul>
Reflect about their own needs	<ul style="list-style-type: none"> <li>▪ 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?</li> <li>▪ 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?</li> <li>▪ Can they review their progress and update their targets and action points?</li> <li>▪ Can they tell the school what support they would like to help them think about their future?</li> </ul>

<p>Be fully informed with comprehensive information and advice</p>	<ul style="list-style-type: none"> <li>▪ Can they find and use information about careers?</li> <li>▪ Can they recognise what moving to a new school involves and the range of options and support available?</li> <li>▪ Are they aware of different forms of work such as work in the house and employment and the rewards they offer?</li> <li>▪ Are they aware of what people like about working for themselves?</li> <li>▪ Are they aware of different forms of voluntary and community activities and how they help individuals and society?</li> <li>▪ Can they make straightforward decisions about spending, saving or giving?</li> <li>▪ Are they aware of how employers and people looking for work find out about each other?</li> <li>▪ Can they describe the work that people do in their family, in school and in the area where they live?</li> <li>▪ Can they recognise that the law protects children and young people from injury and exploitation at work?</li> <li>▪ Can they say whether they have the information and advice that they need to cope with the move to secondary school?</li> </ul>
<p>Aspire to be whatever they want to be</p>	<ul style="list-style-type: none"> <li>▪ Are they aware from contact with people who work, that individuals have different feelings about their careers and their work?</li> <li>▪ Do they speak positively about who they are and what they can achieve, taking into account what other people say about them?</li> <li>▪ Can they describe how having a job and earning money can help people?</li> <li>▪ Are they aware that finding the work that you really want to do is rewarding?</li> <li>▪ Can they describe why learning is important?</li> <li>▪ Can they begin to make judgements about who to listen to when making choices?</li> <li>▪ Can they say whether they are excited by secondary school and the opportunities it will give them?</li> </ul>
<p>Actively promote equality of opportunity and challenge stereotypes</p>	<ul style="list-style-type: none"> <li>▪ Are they aware that girls and boys have the same choices and opportunities in learning, careers and work?</li> <li>▪ Are they aware of the impact of stereotypical decision-making?</li> <li>▪ Can they find out about a range of individuals who have chosen non-traditional options in learning and work?</li> <li>▪ Can they discuss action that people moving away from their friends can take to smooth the transition to KS3?</li> <li>▪ Can they say whether they can recognise and challenge stereotypes?</li> </ul>
<p>Make progress</p>	<ul style="list-style-type: none"> <li>▪ Are they aware of the relevance of what they are learning now to their life both in and outside school?</li> <li>▪ Are they aware of how the subjects they are studying will help them to make progress in learning and work?</li> <li>▪ Are they aware that the learning choices people make affect their future options?</li> <li>▪ Are they able to present themselves well in front of an audience?</li> <li>▪ 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?</li> </ul>

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|  | <ul style="list-style-type: none"><li>▪ Are they aware of how developing essentials skills for learning and life will help to prepare them for adult and working life?</li><li>▪ Are they able to compare the pros and cons of different choices to help them make progress?</li></ul> |
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