

A photograph of two young boys in school uniforms sitting at a desk in a classroom. They are both looking at a tablet computer. The boy on the right is laughing joyfully, while the boy on the left is looking at the screen with a focused expression. The background shows a classroom setting with posters on the wall and a green chair.

Primary Careers Resources

THE CAREERS &
ENTERPRISE
COMPANY

Our mission

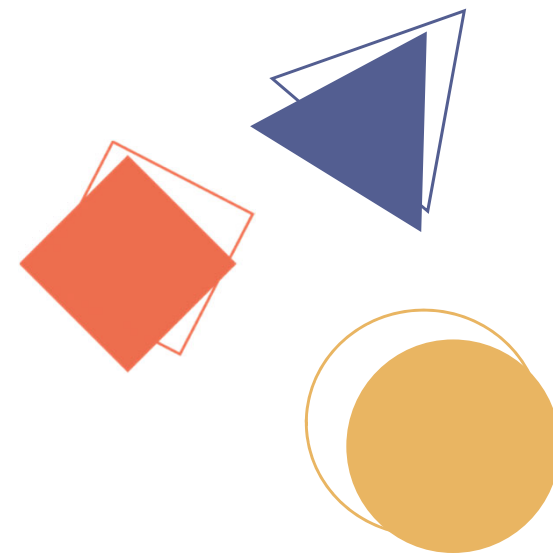
To **prepare** and **inspire**
young people for the fast-
changing world of work.

Why does primary career-related learning matter?

- Children begin to form perceptions about the world of work and their place in it from an early age. This can shape their outcomes in school and throughout life
- Career-related learning is a vital element of primary education. It helps to:
 - broaden pupils' horizons
 - develop essential skills
 - challenge stereotypes
 - make links between the curriculum and the world of work
- It is important that all pupils receive quality career-related learning at primary school as it can spark conversations that open a world of greater possibilities to the children, their families and their teachers.



Redraw the Balance – Inspiring the Future



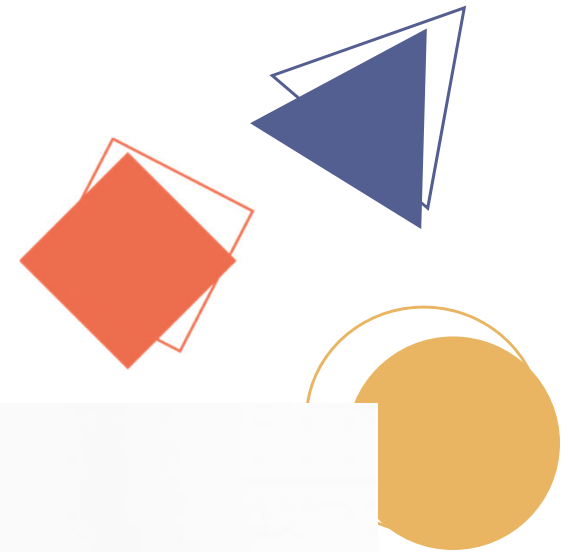
Reality in Numbers

7

The age at which children start to adopt stereotypes based on gender, ethnicity and social background.

9

The age at which children start to abandon fantasy careers and start to become more aware of potential constraints on their futures.



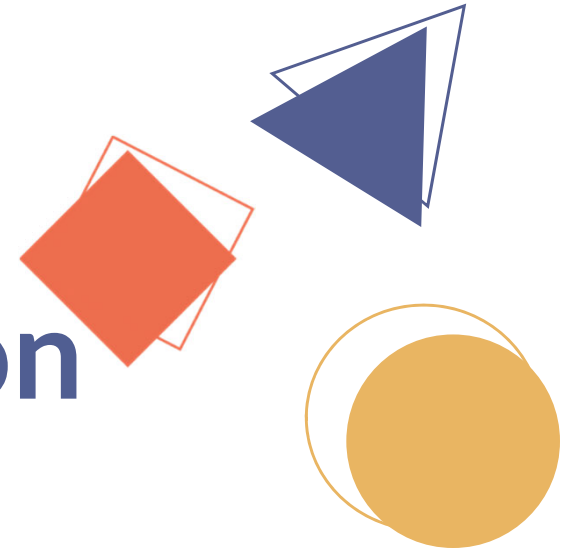
Findings include:

- The patterns of jobs chosen by seven-year-olds mirror those selected by 17-year olds
- Gender stereotyping about jobs is set from a young age
- Family, TV, radio and film have the biggest influence on children's choices
- There is a need for greater access to career role models from a young age
- Children's career aspirations have little in common with projected workforce needs, which could have serious implications for the UK's economy
- Children in some developing countries often aspire to more professional jobs than those in some affluent countries.



Read in full
[here](#)

**“We want careers education
and guidance to be
embedded in the life of every
school and college.”**



Our commitment to primary

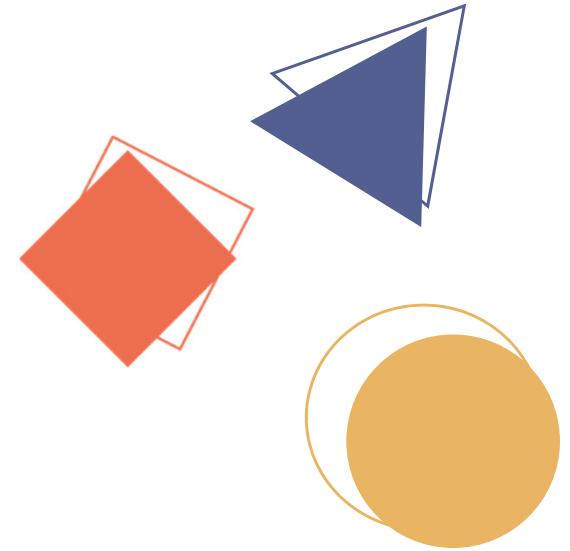
To understand, test and share careers activities that work well in primary schools by:

1. Funding and evaluating the delivery of 15 different programmes
2. Developing an online platform for all primary schools
3. Involving a Primary Headteacher Steering Group
4. Involving employers
5. Utilising our existing network for promotion, research, learning and collaboration



Principles for practice

What Works: principles to help to guide the **strategic thinking** and planning



1 Embed into a whole school approach driven by SLT

2 Start early

3 Embed into the curriculum

4 Ensure activities are personalised and age appropriate

5 Open to all

6 Involve employers and parents



Principles for practice

Skills Builder: principles to help shape the **design and delivery** of careers related learning

1 Keep it simple

4

Focus tightly

2 Start early, keep going

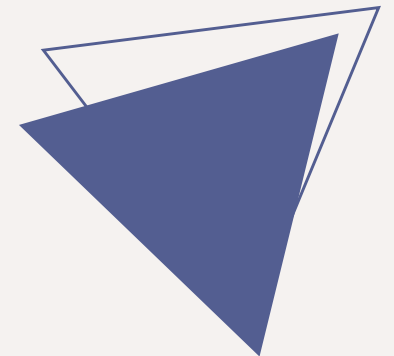
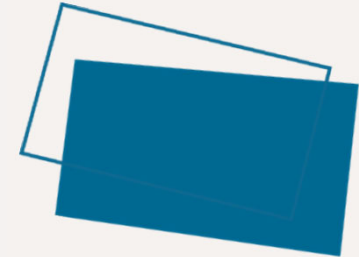
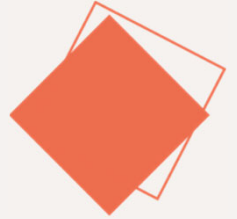
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Keep practising

3 Measure it

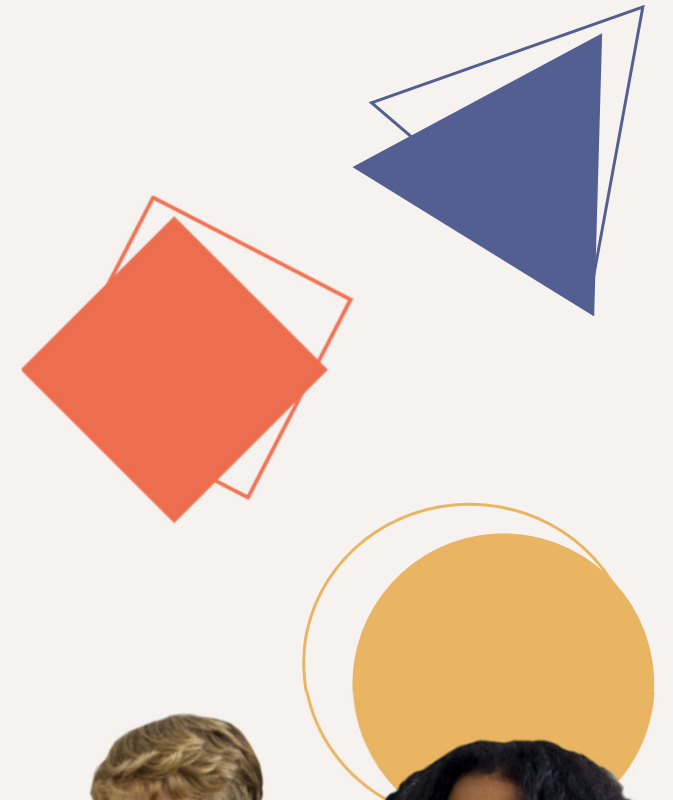
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Bring it to life



The **Primary** Careers Resources Platform

[Explore it here.](#)



About the Primary Careers Resources Platform

Career-related learning is not new for primary educators, but research shows that many still lack the time and resources to develop their strategic approach

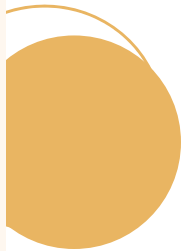
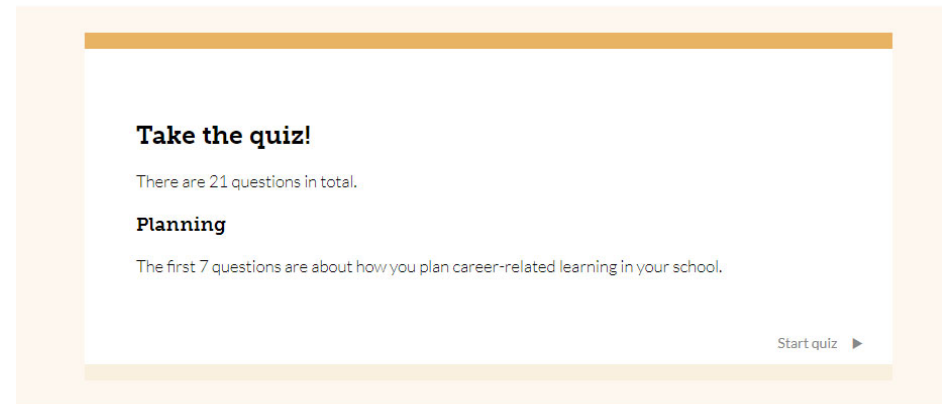
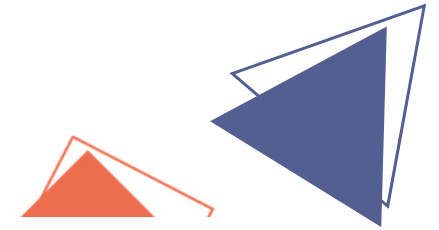
- The Primary Careers Resources Platform aims to provide easy-to-use tools and resources that will empower primary educators to embed and enhance career-related learning in their schools
- The tools and resources have been created by 15 organisations funded through The Careers & Enterprise Company's Primary Fund. The Fund was set-up in response to the Government Careers Strategy.
- Tools and resources include a school self-assessment quiz developed in partnership with Skills Builder, lesson plans, films and case studies.



3 key features



Number 1: School self-assessment quiz

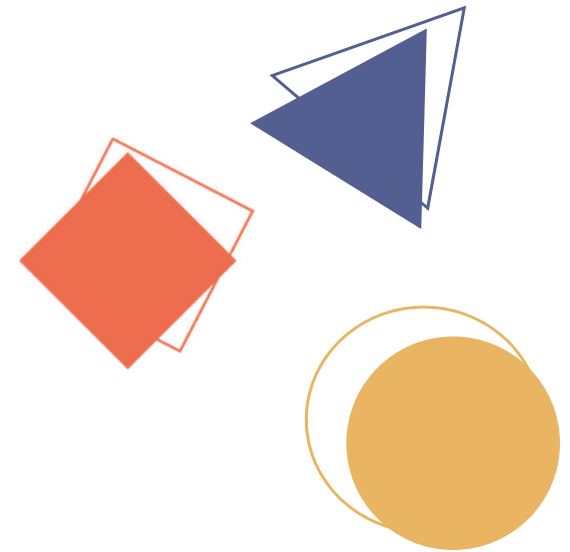


As you work through the quiz and consider what's next, it may be useful to consider these questions:

- 1** How can I use this quiz to engage colleagues and other stakeholders?
Which questions prompted my thinking and caused me to reflect most on our practice? Who could I get involved with planning following the results? Who could be involved in implementing a career-related learning strategy?
- 2** Who in my school should I share these results with?
Who would be useful to involve in planning this? Who will be involved in implementing our career-related learning strategy?

School self-assessment quiz: your results

	Yes	No	Not sure
Planning career-related learning in your school			
Does your school have a career-related learning strategy, and is this shared with staff?			
Is essential skill development part of your career-related learning strategy?			
Do you understand how career-related learning fits with the overall aims and ethos of your school?			
Is there a governor who holds responsibility for co-ordinating both career-related learning and essential skill development across the school?			
Is there a member of staff who holds responsibility for co-ordinating both career-related learning and essential skill development across the school?			
Is there a common language across the school for essential skills development, which is used by teachers and pupils?			
Do parents know about your schools' approach to career-related learning, and why this is beneficial for pupils?			
Delivering career-related learning in your school			
Does career-related learning happen for all pupils, regardless of special educational needs and across all year groups?			
Does essential skill development happen for all pupils, regardless of special educational needs and across all year groups?			
Could you introduce career-related learning and opportunities for essential skills development with younger pupils?			
Do you pupils understand the links between what they are learning now and how they will use it in the future?			
Could teachers make more explicit links between the curriculum, the world of work and essential skills?			
Have teachers ever received any training on how to deliver career-related learning or essential skill teaching?			
Does your school dedicate any curriculum time where the primary focus is explicitly building essential skills or learning about the world of work?			
Could your school make better links between other initiatives (e.g. youth social action, STEM clubs, Character) and it's approach to preparing pupils for the future?			
Do you maximise school trips and existing relationships with businesses to provide opportunities for career-related learning?			
Are your career-related learning opportunities (e.g. trips, visitors and special projects) inclusive of a range of sectors, roles and routes to work?			
Measuring career-related learning in your school			
Do you measure pupil progress in essential skill development?			
Do you measure pupil progress in career-related learning?			
Are there regular opportunities for pupils to reflect on all career-related learning experiences?			



3 key features



Number 2: Resources

The screenshot shows the website's navigation bar with the logo 'THE CAREERS & ENTERPRISE COMPANY Primary Careers Resources'. It includes a search bar, a 'Keep in touch' button, and a menu with 'Introduction', 'Resources', 'In practice', and 'News and events'. The 'Resources' section is highlighted. Below the navigation, the page title is 'Home Resources'. The main text states: 'These free resources have been developed by a range of trusted providers, including those involved in the Primary Fund. They each support different aspects of schools' career-related learning. If you are unsure where to start, then the [quiz](#) provides a starting point to help you reflect on your school's current strengths and areas for development.' At the bottom, there is a search filter section with the following fields: 'I'm looking for:' (text input), 'Ages' (dropdown: - Any -), 'Types' (dropdown: - Any -), 'Contexts' (dropdown: - Any -), 'Category' (dropdown: - Any -), 'Sector' (dropdown: - Any -), and 'Essential skills' (dropdown: - Any -). An 'Apply' button is located at the bottom right of the filter section.

3 key features



Number 3: Examples of innovative practice



<p>Careers in Initial Teacher Education (CITE)</p> <p>Read more</p>	<p>Connecting learning to the world of work</p> <p>Read more</p>	<p>Digital social action and career-related learning</p> <p>Read more</p>
<p>Learning from the pilot of Primary Careers Hub</p> <p>Read more</p>	<p>Linking literacy to career-related learning</p> <p>Read more</p>	<p>Linking the maths curriculum to career-related learning</p> <p>Read more</p>
<p>Looking to the future of the world of work</p> <p>Read more</p>	<p>Matching aspirations to future workforce needs in Covid-19</p> <p>Read more</p>	<p>Raising aspirations through career-related learning</p> <p>Read more</p>



Case study

Linking Literacy to Career-related learning

by The National Literacy Trust

Year 1 class

Key learning aims and objectives

- To broaden Key Stage 1 pupils' aspirations and challenge stereotypes
- To improve pupils' literacy skills for the future, including reading, listening, team work and leadership
- To show pupils how these skills are put into action in the work place to help them understand why literacy is so important for their future success

Includes SEND and EAL pupils

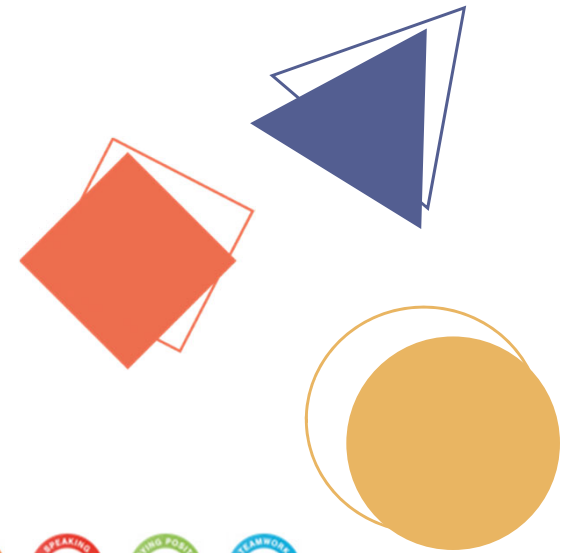


Approach

Words for Work: Dream Big brings together schools and local businesses to widen children's aspirations by introducing them to different roles and working environments. The first exciting stop for the class embarking on the Dream Big journey was to visit a local business and meet their employees. Here they were given a tour of the workspace, told all about what the staff do and introduced to story books, to support discussion around careers and the children's areas of interests. We discuss as broad a spectrum as possible, from the police force, to the performing arts to carpentry and children are encouraged to challenge social stereotypes in these discussions, as research has shown that this is roughly the age at which gender stereotypes begin to solidify in their minds.

Once the children have been immersed in the world of work, the class received a collection of books, props, and lesson plans which explore different jobs and sectors, including the type of business they have just visited. These lessons take a dive into different career paths to open children's minds to lots of different possibilities. While broadening their aspirations, these lessons have been created in line with the reading and writing requirements set out in the National Curriculum, enabling teachers to incorporate these into literacy lessons.

The programme culminated in a celebration assembly which parents were invited to. The pupils are always excited to present the hard work they have been doing throughout the programme to their parents. Parents also received a 'parent pack' which highlights how important literacy skills are for their child's future and career related learning (CLR). By encouraging parents to celebrate with the class, it helps families to continue these conversations at home and encourage them to dream big.



Role of a Link Governor

The role of the Link Governor could include:

- Supporting the member of staff at the school who has responsibility for careers education and guidance by arranging regular meetings;
- Reporting back to the Governing Body on how the school's careers education and guidance is contributing to the school's strategic priorities;
- Reporting back to the Governing Body on how the school's careers education and guidance is contributing to pupils' learning and career decision making;

- Facilitating the appointment of people from the business community as school governors or associate members;
- Facilitating partnerships with local businesses;
- Ensuring that the Governing Body is advised of and meeting the requirements of the statutory guidance;
- Ensure that statutory duties are met;
- Encourage schools to work toward the Quality in Careers Standard.

Small changes

How can schools adapt what is already happening?

- Role play in reception
- School trips and visits
- PSHE curriculum
- Links to the world of work in existing topics
- Assemblies
- Story time / group reading ([book list](#))



Employability Skills

Focus on a skill per half-term, e.g. problem solving:

- Assembly focus
- How have we used problem solving today?
- How can we get better at problem solving?
- Which jobs may need problem solving?
- Support in finding governors, employers or parents who can talk about their role and how they use problem solving.





HELP US PREPARE YOUR CHILD FOR THE WORLD OF WORK

DID YOU KNOW THAT PARENTS AND CARERS ARE THE BIGGEST INFLUENCERS OF ANY YOUNG PERSON MAKING DECISIONS ABOUT THEIR FUTURE EDUCATION AND CAREERS CHOICES?

BY SUPPORTING YOUR CHILD'S SCHOOL TO DEVELOP AND IMPLEMENT A MEANINGFUL CAREERS PROGRAMME YOU WILL ENSURE THAT YOU CAN:



HELP SUPPORT YOUR SCHOOL TO DIRECTLY LINK CURRICULUM SUBJECTS TO THE WORLD OF WORK



HELP YOUNG PEOPLE UNDERSTAND THE SKILLS AND QUALIFICATIONS THEY NEED TO ENTER THE WORLD OF WORK



INCREASE THE NUMBER OF ENCOUNTERS WITH EMPLOYERS THAT YOUNG PEOPLE RECEIVE



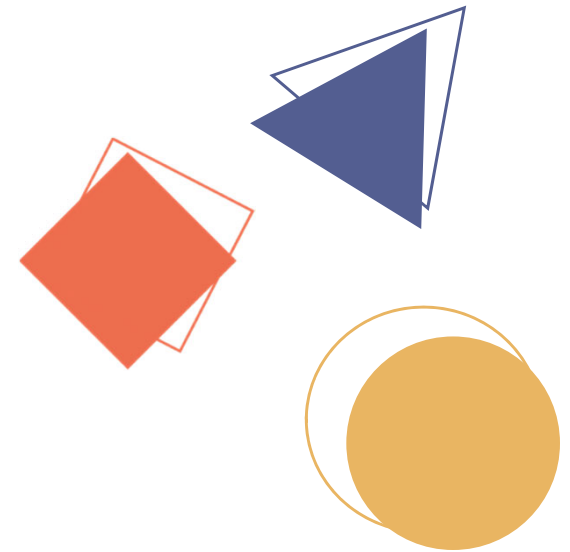
PROVIDE ACCURATE CAREER PATHWAY INFORMATION ABOUT THE INDUSTRY SECTOR YOU WORK IN



USE YOUR NETWORK OF FRIENDS OR COLLEAGUES TO INCREASE EMPLOYER PARTICIPATION IN YOUR CHILD'S SCHOOLS CAREERS PROGRAMMES



ENCOURAGE YOUR EMPLOYER TO PROVIDE MORE YOUNG PEOPLE WITH VITAL WORK EXPERIENCES






Explore this resource
[here](#)

Tips for how to embed career-related learning in your setting

Suggestions and ideas for your school, regardless of your starting point.

Key




-  - Developing
-  - Embedding
-  - Enhancing

What Works: principles to help to guide the strategic thinking and planning

1 Principle 1: Embed into a whole school approach driven by senior leaders

Evidence shows that positive impacts from career-related learning are greater when a consistent and whole school strategy is in place.

How?

-  Consider career-related learning in the context of your vision for pupils when they leave your setting. Your school ethos, values or vision statement may speak about the development of essential skills that help prepare a young person for their future.
-  Link career-related learning to your school priorities. Career-related learning can positively contribute to meeting school priorities. For example, career-related learning can be about diversity and inclusion and it can also raise aspirations.
-  Consider a Career Link Governor. At secondary school and college, a Governor is given responsibility for careers. If this feels like too much of a big step for you, look at [these resources](#) from The Centre for Education and Youth, to help you engage your governing board in a different way.





Key

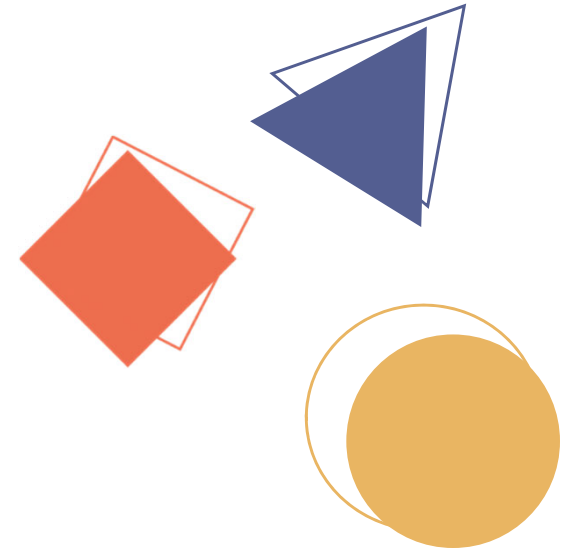
-  - Developing
-  - Embedding
-  - Enhancing

2 Principle 2: Start Early

Evidence shows that positive impacts from career-related learning are greater when a consistent and whole school strategy is in place.

How?

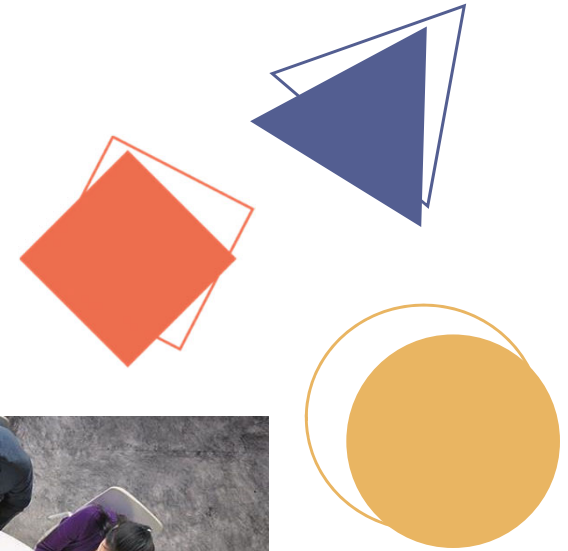
-  Use existing areas of the curriculum such as 'people who help us' to teach younger children about the diversity of people who work in different roles. For example, help children to explore the term 'midwife', explaining that even though it has the word 'wife' in it, it doesn't mean you have to be female to do this role.
-  Choose reading books where characters have jobs. Use this [book list](#) from the National Literacy Trust, to help build up a bank of books which can open up discussions around aspirations and exploring worth in all job roles.
-  Extend your role play to include visitors from the world of work. To either launch or round up the launch of a new 'home corner' or role play box of clothing, invite in a visiting speaker in that job role to explain what they do, in order to inform role play or inspire mark making.
-  Develop or adopt a scheme of career-related learning work from EYFS. Take a look at this example [scheme of work](#) from The Black Country Consortium.



Working with your secondary schools

Reach out to your local secondary schools.
Could you:

- Create a skills focus or career-related learning based transition project?
- Be involved in some of the careers activity going on at secondary level?
- Invite past students back to talk to your pupils about their experiences?



Contact us

For more information, please contact the Education Team at:

primaryeducation@careersandenterprise.co.uk

Access the platform here:

[Primary Careers Resources Platform](#)

