

Career Development Framework - Primary

	<p>Grow throughout life Students create their own story and take responsibility for their decisions through lifelong learning. Students identify their personal strengths as well as their weaknesses and reflect on how to create their own opportunities.</p> <p>WORLD BRAILLE DAY</p>	<p>Explore possibilities Students identify role models and explore opportunities outside of their existing cultures and known workplaces. Pupil's horizons are broadened through their own imagination and stereotyping and understanding status between jobs is addressed.</p> <p>FAIR TRADE FORTNIGHT</p> <p>WORLD BOOK DAY</p>	<p>Manage Career Students have an opportunity to explore their own career management through applying for jobs at school through ambitious recruitment simulation and in doing so develop and learn skills and attitudes. Students also have an opportunity to develop roles through sport and creative subjects, so they can set goals and reflect on their own and in groups.</p> <p>INTERNATIONAL WOMEN'S DAY</p> <p>BLACK HISTORY MONTH</p> <p>VOLUNTEERING WEEK</p>	<p>Create Opportunities Students are encouraged to be supportive role models for others and to care for one another. They learn to recognise how to use networks to create opportunities, how to persevere, to use initiative and take the lead on what they want to discover. Running aspiring entrepreneurial activities with local employers, parents and carers provides students with opportunities.</p> <p>RECYCLING AWARENESS WEEK</p> <p>ENTERPRISE WEEK</p>	<p>Balance life and work Students are encouraged to be empathetic and to understand the balance of all the different roles we play in our own lives. Understanding their employee rights and their responsibilities as well as learning to manage their own personal finances and challenging stereotypes, gives students the tools to create their own work life balance.</p> <p>SCIENCE & ENGINEERING WEEK</p> <p>UNICEF</p>	<p>See the big picture Students are encouraged to reflect on and to understand career related information. This learning extends further than understanding jobs and qualifications, but extends to recognising child labour, discrimination and understanding relevant issues as to how work practices have changed and will continue to change, such as understanding the challenges of climate change and artificial intelligence.</p> <p>APPRENTICESHIP WEEK</p>
Early Years	<p>Being aware of people who can help them.</p> <p>Being aware how they feel when they have learnt something new.</p>	<p>Describing tasks that they have carried out.</p> <p>Discovering the jobs that help the school to run.</p>	<p>Being aware that they and other people like to enjoy the work they do.</p> <p>Enjoying work-based role-plays.</p>	<p>Inventing imaginary jobs.</p> <p>Being aware that other people can help them meet their needs.</p>	<p>Being aware of the different kinds of work that need doing in the home.</p> <p>Recognising when they have done</p>	<p>Recognising when work is depicted in a story.</p> <p>Recognising the difference between stories about work</p>

	<p>Being willing to try something new.</p> <p>Recalling what they have experienced and achieved.</p> <p>Feeling positive about who they are</p>	<p>Recognising jobs that involve harvesting, making, providing a service or finding out.</p> <p>Being able to identify jobs that they think are similar.</p> <p>Identifying what the close and eqpt that people use in their jobs are for.</p> <p>Being able to identify the subjects and topics they are learning about.</p>	<p>Imagining different possibilities about who they could possibly become.</p> <p>Being willing to keep going and not give up.</p> <p>Exploring whether characters in stories made decisions in a good way.</p>	<p>Recognising when they have achieved something for themselves.</p> <p>Developing the ability to participate in social play involving imagined workplaces.</p> <p>Being able to carry out a delegated task.</p> <p>Being able to explain what a visitor told them about their job.</p>	<p>something to help others.</p> <p>Being aware that people do paid work for financial and other rewards.</p> <p>Being able to distinguish between work and rest.</p> <p>Being aware of health and safety rules at school.</p> <p>Exploring going to work and coming home again.</p> <p>Recognising when someone is being given work to do which is unfair on them.</p> <p>Being aware of how to use money.</p>	<p>and factual information about work.</p> <p>Being aware that working life was different in the past.</p> <p>Recognising scientific and technological aids that people use in their work.</p> <p>Exploring jobs that people do outdoors.</p> <p>Exploring the jobs that people do to help them.</p>
Evidence	<p>ASPIRE Value certs.</p> <p>Visits from Fire Brigade and Police.</p> <p>Visits to Library and librarian info.</p> <p>Jigsaw PSHE Programme - Being Me in My World & Dreams and Goals.</p>	<p>Assemblies</p> <p>Curriculum: People who help us.</p> <p>Visitors</p>	<p>Role play area.</p> <p>Curriculum: Fairy Tales, Sport etc.</p> <p>ASPIRE Value certs.</p>	<p>The EYFS environment.</p> <p>The school garden.</p> <p>The school day</p> <p>The curriculum</p> <p>Visitors and visits.</p>	<p>The curriculum.</p> <p>Positive reinforcement within school.</p> <p>Ready, Respectful and Safe - Behaviour for Learning.</p>	<p>The curriculum - People who help us.</p> <p>Jigsaw PHSE Programme - Relationships.</p>

				Jigsaw PSHE Programme - Dreams and Goals.		
				Careers Day		
Key Stage 1	<p>Being confident to request help.</p> <p>Recognising their successes in learning.</p> <p>Being willing to challenge themselves.</p> <p>Exploring what they have experienced and achieved.</p> <p>Feeling positive about people whose identifies & backgrounds are different to their.</p>	<p>Being aware that jobs are made up of tasks.</p> <p>Exploring what people do whose jobs involve caring for children and keeping them safe.</p> <p>Being able to give examples of jobs in different sectors.</p> <p>Being able to explain their views about similarities and differences between jobs.</p>	<p>Recognising that they and other people like to choose the work they do.</p> <p>Looking forward to what they are going to learn next.</p> <p>Describing a goal or target they are working towards.</p> <p>Being proactive about trying different approaches to solving challenges.</p> <p>Recognising that decision can have unexpected consequences.</p>	<p>Identifying new jobs that are just coming into being.</p> <p>Being able to describe what their needs are.</p> <p>Choosing what they want to achieve and the way they go about it.</p> <p>Being aware of how to communicate with co-workers and customers in work settings.</p> <p>Being able to make a positive contribution in group play or teamwork based on a business activity.</p> <p>Thinking about questions they would like to ask a visitor about their job.</p>	<p>Recognising the contribution they make to the work that is done in the home.</p> <p>Being aware of what volunteers do and how they can be a volunteer.</p> <p>Exploring the reward they would like to get from paid work.</p> <p>Being aware that overwork is harmful to peoples' health.</p> <p>Recognising how they can help keep themselves safe at school.</p> <p>Exploring what happens in the first few days when people start work.</p> <p>Being aware that they and others can play a part in helping to ensure that people are treated well at work</p>	<p>Being aware of how work is portrayed differently in different stories.</p> <p>Recognising that the way that work is shown is not always accurate/reliable.</p> <p>Exploring how working life is changing for people now.</p> <p>Being aware of how scientific and technological aids help people do their work.</p> <p>Exploring work practices in the school environment that promote sustainability.</p> <p>Exploring what they and others can do to prevent people having to do harmful work.</p>

					Being aware of how money can be earned.	
Evidence	<p>ASPIRE Value Certs</p> <p>Jigsaw PSHE Programme - Being Me in My World & Dreams and Goals.</p> <p>RE Curriculum</p>	<p>Assembly programme</p> <p>Jigsaw PSHE Programme - Dreams and Goals</p> <p>Visitors and visits</p>	<p>Curriculum: Big picture overview.</p> <p>Curriculum - sport etc.</p> <p>Jigsaw PSHE Programme - Dreams and Goals</p> <p>ASPIRE Value Certs</p>	<p>Assembly programme</p> <p>Curriculum</p> <p>Careers Day</p> <p>Jigsaw PSHE Programme - Dreams and Goals.</p>	<p>The Curriculum - Big picture overview.</p> <p>Positive reinforcement within school.</p> <p>Ready, Respectful and Safe - Behaviour for Learning.</p> <p>Jigsaw PSHE Programme - Dreams and Goals.</p> <p>Careers Day</p> <p>Careers Fair</p>	<p>The curriculum</p> <p>Jigsaw PHSE Programme - Relationships.</p> <p>The Careers' Noticeboard.</p> <p>Assemblies</p> <p>Careers Day</p> <p>Careers Fair</p>
Key Stage 2	<p>Being able to explain how they acted on help.</p> <p>Recognising what they want to learn next and when they are successful.</p> <p>Being willing to take on challenges that help them grow.</p> <p>Recording and commenting on what they have experience and achieved.</p>	<p>Being able to explain what tasks they would like and like least about particular jobs.</p> <p>Finding out about the qualities and skills needed to do a caring job.</p> <p>Being able to design a scheme for classifying a set of jobs.</p> <p>Being able to explain what interests them about particular jobs.</p>	<p>Being aware that choice and opportunity make careers possible.</p> <p>Recognising their achievement when they have learnt something new even if they found it difficult initially.</p> <p>Making a step-by-step plan to enable them to achieve something they would like to be able to do.</p>	<p>Identifying possible new jobs that might be needed in the future.</p> <p>Responding to trusted adults who can help them identify their needs.</p> <p>Reflecting on what they achieved and what they would do differently or better next time.</p> <p>Exploring how people relate to each other in work settings.</p>	<p>Being able to explain the idea of division of labour with reference to the work that is done in the home.</p> <p>Being aware of what charities do and how they can be a charity worker.</p> <p>Recognising that people seek different rewards when considering paid work that they'd like to do.</p> <p>Being aware that imbalances between</p>	<p>Being aware of what the author is encouraging them to think about when work is a theme in a story.</p> <p>Being able to consider if the information they have found is accurate/reliable.</p> <p>Being aware of trends that hint at how working life may change for them by the time they embark on their careers.</p>

	<p>Relating to people whose identifies and backgrounds are different to theirs.</p>	<p>Exploring the connection between uniforms and status.</p> <p>Recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers.</p>	<p>Being aware that having back-up plans can help overcome the disappointment or bring a different reward if their main plan does not work out.</p> <p>Being able to weigh up the pros and cons of a choice they are thinking of making.</p>	<p>Being able to take on different work-related roles in group play or teamwork, including as leader when required.</p> <p>Explaining what they found out from a visitor about setting up their own business.</p>	<p>people's life and work affects their wellbeing.</p> <p>Recognising what they can do to help keep themselves and others safe at school.</p> <p>Being aware that people's work needs change during their lives.</p> <p>Recognising unfair barriers to opportunity and being willing to challenge them.</p> <p>Being able to make decisions about savings, spending and budgeting.</p>	<p>Exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work.</p> <p>Exploring jobs and ways of working that help to protect the environment.</p> <p>Exploring what they and others can do to prevent people having to do harmful work.</p>
Evidence	<p>ASPIRE Value Certs AR & R Cycle - feedback sheet responses</p> <p>Editing and responding to work.</p> <p>Summer Musical</p> <p>Visits inc residential PGL in Year 6</p> <p>Safety in Action team building</p> <p>Assembly programme</p>	<p>Assembly programme</p> <p>Jigsaw PSHE Programme - Dreams and Goals</p> <p>Visitors and visits.</p>	<p>ASPIRE Value Certs Intervention sessions.</p> <p>Personalised Feedback</p> <p>Curriculum: Big picture overview.</p> <p>Curriculum - sport etc.</p> <p>Jigsaw PSHE Programme - Dreams and Goals</p>	<p>Jigsaw PSHE Programme - Dreams and Goals.</p> <p>Term 6: Year 6 Enterprise Week</p> <p>Careers Day</p> <p>Assembly programme Visitors and visits</p> <p>Personalised feedback</p> <p>Own learning sessions.</p>	<p>Term 6: Year 6 Enterprise Week</p> <p>The Curriculum - Big picture overview.</p> <p>Positive reinforcement within school.</p> <p>Ready, Respectful and Safe - Behaviour for Learning.</p> <p>Jigsaw PSHE Programme - Dreams and Goals.</p>	<p>The curriculum</p> <p>Jigsaw PHSE Programme - Relationships.</p> <p>The Careers' Noticeboard.</p> <p>Careers' Ambassadors.</p> <p>Assemblies</p> <p>Careers Day</p> <p>Careers Fair</p>

			<p>Running charity events.</p> <p>Enabling them to showcase their talents et music concerts, parent assemblies, impromptu play performances to the year group.</p> <p>Writing job applications and interviews for positions of responsibility within the Primary phase eg librarians, School, Council, Buddies, House Captains, Careers Ambassadors.</p> <p>Attending workshops in the community eg Entrepreneur workshop, Pantomime challenge, Engineering challenge.</p>	<p>Attending workshops in the community eg Entrepreneur workshop, Pantomime challenge, Engineering challenge.</p> <p>Visits and visitors.</p> <p>Writing letters to persuade Primary Head to run charity events.</p> <p>Running charity events</p> <p>Careers Fair</p>	<p>Assembly programme.</p> <p>Careers Day</p> <p>Careers Fair</p> <p>Enterprise Week</p>	
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