



**Career Related Learning  
Curriculum Progression Document  
(Based on the Career Development Institute Primary Framework)**



## Grow throughout life

### Grow throughout life by learning and reflecting on yourself, your background and your strengths

At the primary stage, this is very much about fostering personal agency and self-regulation. We can help learners to take the initiative for what they do, to believe in themselves and to be increasingly responsible for their own progress. We can also help them to be the authors of their own story. Constructing a positive narrative about themselves boosts their confidence and self-understanding. Lifelong learning is one of the keys to lifetime career development so helping to motivate learners and keep them engaged in learning is another priority. Reflection helps learners to develop their thinking and reasoning. Staff can support this by asking suitable prompts and writing down what learners say. Much of this skill development is implicit in everything schools do for their learners and the benefits are felt across all areas of the curriculum; but some elements of career-related learning cannot be left to chance and have to be made explicit in the school's curriculum planning. Primary school leaders and teachers are in the best position to identify the collective and individual needs of the learners in their school so that they enter secondary education with a positive outlook relating to who they are and who they could possibly become.

Early Years	Key Stage 1	Key stage 2
being aware of people who can help them	being confident to request help	being able to explain how they acted on help
being aware how they feel when they have learnt something new	recognising their successes in learning	recognising what they want to learn next and when they are successful
being willing to try something new	being willing to challenge themselves	being willing to take on challenges that help them to grow
recalling what they have experienced and achieved	exploring what they have experienced and achieved	recording and commenting on what they have experienced and achieved
feeling positive about who they are	feeling positive about people whose identities and backgrounds are different to theirs	relating to people whose identities and backgrounds are different to theirs



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## Explore possibilities

**Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces**

Very young learners use their vivid imaginations to explore the roles that appeal to them. Those in their circle often have a strong effect, thus a girl who has a mother, aunt or some other close relation who is a scientist will see science as an attainable aspiration whereas those who do not have access to those role models may rule out the idea albeit unconsciously.

Widening learners' horizons beyond the jobs that their family members do or that are portrayed in the media and social media is a key task of primary schools. Jobs that run in families is an interesting investigation as is exploring the jobs featured in shows and documentaries; but learners sometimes latch on to just one or two features of these jobs without considering them in the round. This can lead to the premature elimination of possible opportunities. It is important to feed the imagination of learners in the early years. They will be attracted to imagined roles as well as those which they categorise as big and powerful. During Key Stage One, it is essential to help learners recognise stereotyping and to challenge any assumptions they make about jobs for boys and jobs for girls. During Key Stage Two, children develop an awareness of differences in status between jobs. Teachers need to recognise that this is a sensitive issue and learners may no longer want to disclose in front of others what their aspirations are. At the same time, teachers can help children to begin to think about how they want to deal with status differentials.

Early Years	Key Stage 1	Key stage 2
describing tasks that they have carried out	being aware that jobs are made up of tasks	being able to explain what tasks they would like and like least about particular jobs
discovering the jobs that help the school to run	exploring what people do whose jobs involve caring for children and keeping them safe	finding out about the qualities and skills needed to do a caring job
recognising jobs that involve harvesting, making, providing a service or finding out	being able to give examples of jobs in different sectors	being able to design a scheme for classifying a set of jobs
being able to identify jobs that they think are similar	being able to explain their views about similarities and differences between jobs	being able to explain what interests them about particular jobs
identifying what the clothes and equipment that people use in their jobs are for	investigating similarities and differences between men's and women's work clothes	exploring the connection between uniforms and status
being able to identify the subjects and topics they are learning about	being able to explain what they are gaining from the subjects and topics they are learning about.	recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers.



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## Manage career

### Manage your career actively, make the most of opportunities and learn from setbacks

Active career management is probably not something that many people associate with childhood but learners' experiences in primary schools of planning and reflection lay the foundations of later career management behaviours. When learners apply for jobs in school such as class representative on the school council or house captain they have the opportunity to practise self-presentation skills and experience success or disappointment. They will make transitions such as the move from primary to secondary school for which they will need transition skills and confidence. These skills and attitudes can be explicitly taught and will prepare learners for possible future transitions such as starting their first job, gaining promotion or being made redundant. Some learners, especially in performance fields such as music, drama and sport, will already be making a considerable commitment to training, goal setting and handling success and disappointment. Primary schools can do much to design collective learning activities that will lay the foundations of the skills that learners will need to manage their careers such as recruitment simulations, cooperative learning and teamwork activities and circle time reflections.

Early Years	Key Stage 1	Key stage 2
being aware that they and other people like to enjoy the work they do	recognising that they and other people like to choose the work they do	being aware that choice and opportunity make careers possible
enjoying work-based role-plays	looking forward to what they are going to learn next	recognising their achievement when they have learnt something new even if they found it difficult initially
imagining different possibilities about who they could possibly become	describing a goal or target they are working towards	making a step-by-step plan to enable them to achieve something they would like to be able to do
being willing to keep going and not give up	being proactive about trying different approaches to solving challenges	being aware that having backup plans can help overcome the disappointment or bring a different reward if their main plan does not work out
exploring whether characters in stories made decisions in a good way	recognising that decisions can have unexpected consequences	being able to weigh up the pros and cons of a choice they are thinking of making



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## Create opportunities

### Create opportunities by being proactive and building relationships with others

Staff often help learners to develop friendships and relationships in the classroom. All learners benefit from surrounding themselves with friends who want them to be successful. Sometimes, the pairing of learners is so that one can be a leader and a role model for the other. What is happening in these situations is a vital part of career development. We can help learners to identify and build their personal networks of support. Such networks help learners to create opportunities for themselves. Career building involves making things happen, putting oneself forward and spotting opportunities. Primary schools can lay the foundations of initiative and enterprise by encouraging learners to show initiative, take the lead and suggest what they would like to learn and do. It could involve anything from leading an assembly, holding a pet show to raise money for charity or running a mini-enterprise. Parents/carers and local employers are a valuable resource for encouraging entrepreneurial activities.

Early Years	Key Stage 1	Key stage 2
Inventing imaginary jobs	Identifying new jobs that are just coming into being	Identifying possible new jobs that might be needed in the future
being aware that other people can help them meet their needs	being able to describe what their needs are	responding to trusted adults who can help them identify their needs
recognising when they have achieved something for themselves	choosing what they want to achieve and the way they go about it	reflecting on what they achieved and what they would do differently or better next time
developing the ability to participate in social play involving imagined workplaces	being aware of how to communicate with co-workers and customers in work settings	exploring how people relate to each other in work settings
being able to carry out a delegated task	being able to make a positive contribution in group play or teamwork based on a business activity	being able to take on different work-related roles in group play or teamwork, including as leader when required
being able to explain what a visitor told them about their job	thinking about questions they would like to ask a visitor about their job	explaining what they found out from a visitor about setting up their own businesses



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## Balance life and work

**Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community**

A career, in its widest sense, is made up of all the roles that people have in their lives that involve different kinds of effort or work such as being a child, a learner, a leisure 'user', a parent, a friend, a worker and a citizen. These different roles interact with each other and wax and wane across the life-span. Holding these roles in balance is an important dimension in achieving personal health and wellbeing. Primary schools may be helping some learners to cope with stresses in their families caused by life-work imbalance. Giving learners insights into the rewards, risks and effects of doing different kinds of work helps them to anticipate future choices and decisions. Knowing about the rights and responsibilities of employers and employees, how to manage personal finances and how to challenge stereotyping and discrimination gives learners tools to manage life-work balance.

Early Years	Key Stage 1	Key stage 2
being aware of the different kinds of work that need doing in the home	recognising the contribution, they make to the work that is done in the home	being able to explain the idea of division of labour with reference to the work that is done in the home
recognising when they have done something to help others	being aware of what volunteers do and how they can be a volunteer	being aware of what charities do and how they can be a charity worker
being aware that people do paid work for financial and other rewards	exploring the rewards, they would like to get from paid work	recognising that people seek different rewards when considering paid work that they'd like to do
being able to distinguish between work and rest	being aware that overwork is harmful to people's health	being aware that imbalances between people's life and work affects their wellbeing
being aware of health and safety rules at school	recognising how they can help keep themselves safe at school	recognising what they can do to help keep themselves and others safe at school
exploring going to work and coming home again	exploring what happens in the first few days when people start work	being aware that people's work needs change during their lives
recognising when someone is being given work to do which is unfair on them	being aware that they and others can play a part in helping to ensure that people are treated well at work	recognising unfair barriers to opportunity and being willing to challenge them
being aware of how to use money	being aware of how money can be earned	being able to make decisions about saving, spending and budgeting.



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## See the big picture

**See the big picture by paying attention to how the economy, politics and society connect with your own life and career**

The explosion of the media and social media exposes learners to a bewildering array of sources of information. Navigating information overload, misinformation, out-of-date information and conflicting viewpoints presents many challenges. Primary schools can help learners to begin to develop the information processing skills they need to manage their careers. Seeing the big picture goes beyond conventional types of careers information about occupations, qualifications and labour market trends to raise important issues about career patterns and structures and the forces that shape them. Learners can appreciate the right to decent work by investigating issues such as the prevalence of child labour and slavery in this country and around the world. They can explore the changing nature and future of work by enquiring into the relevance of issues such as how work has changed in the past, the impact of Artificial Intelligence and robotics, the challenges of climate change to their own careers and the careers available to others in society.

Early Years	Key Stage 1	Key stage 2
recognising when work is depicted in a story	being aware of how work is portrayed differently in different stories	being aware of what the author is encouraging them to think about when work is a theme in a story
recognising the difference between stories about work and factual information about work	recognising that the way that work is shown is not always accurate/reliable	being able to consider if the information they have found is accurate/reliable
being aware that working life was different in the past	exploring how working life is changing for people now	being aware of trends that hint at how working life may change for them by the time they embark on their careers
recognising scientific and technological aids that people use in their work	being aware of how scientific and technological aids help people do their work	exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work
exploring jobs that people do outdoors	exploring work practices in the school environment that promote sustainability	exploring jobs and ways of working that help to protect the environment
Exploring the jobs that people do to help them	Exploring the jobs that people do to help each other	Exploring what they and others can do to prevent people having to do harmful work



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