

Careers Education



Vision

Penpol pupils are curious, creative and courageous learners. Our school community believes in authenticity as the foundations of deep-rooted learning. Through our rich and relevant Careers curriculum, we nurture community-minded, forward-facing international citizens of the future.

Curriculum Intent: Why do we teach Careers at Penpol School?

At Penpol School, we believe that a careers education is imperative for children's future successes in our ever-changing world. The Career Development Framework states: *career related learning in primary schools is about broadening pupils' horizons, challenging stereotypes and helping them develop the skills and sense of self that will enable them to reach their full potential.* The curriculum provides opportunities for children to reflect about themselves, their interests and construct a positive narrative which boosts confidence. This in turn allows them to see many pathways that might be open to them and how this links to the learning that takes place in school.

Implementation: How is Careers Education taught at Penpol School?

Careers is taught explicitly to all pupils from Year 1 to Year 6 in sequences of lessons which focus on key skills, as laid out below. There is a progression of understanding and challenge throughout each year as well across the year groups. There are also visits planned across the year from key people within a variety of jobs and careers. The focus is always on open questioning, listening and positive challenges which allow children to become confident and to gain insight from each experience. There is also a wealth of knowledge and information within other areas of the curriculum. All projects place the link to real life learning at the centre of skills and knowledge covered. They look at stereotypes within job roles as well as advancing technologies and the ever-changing types of employment children could identify with and be inspired by. The Careers Fair is also another opportunity for a wide range of employers and employees to share their passions and answer any questions from children and parents. This is also open to our nearest secondary setting and other primaries in the local area.

Impact: What will we see from the teaching of Careers?

Regular evaluations take place across the year to ensure that Careers Education is valuable and having an impact of children's views and positivity around careers related learning. It is important that we get parents feedback, as well as the children, to ensure any changes can be made or opportunities widened to reflect the children's needs and passions. Examples of learning outcomes reflect the progress made as well as surveys and questionnaires. Ultimately the conversations with children themselves show how connected they are to career related learning and how it challenges their thinking and inspires them.

Career Key Concepts



Grow –

Grow throughout life by learning and reflecting on yourself, your background and your strengths. Being the authors of our own stories by constructing a positive narrative. This helps children take initiative, believe in themselves and responsible for their own progress.

Explore –

Explore the full range of possibilities open to you. Learn about the recruitment processes and the culture of different workplaces. It is important to widen learners' horizons beyond the jobs their family members do. Children need to challenge stereotyping and assumptions therefore increasing their choices.

Create opportunities –






By being proactive and building relationships with others is a vital part of career development. Networks of people help to create opportunities and makes things happen. Initiative and enterprise are two important elements of career development and self-awareness.






Big Picture –






See how economy, politics and society connect with your own live and career. Navigating information overload, misinformation and conflicting viewpoints present many challenges and children need to be aware how to charter these waters. They need to explore the changing nature of future work and the changes in careers available in society.

Career Management-

Manage your career actively and make the most of opportunities and setbacks. Children experience success and disappointment all of their lives so managing that and moving on are important skills. Specifically teaching them about this will prepare them for the world of employment, job interviews and also working alongside and supporting others.

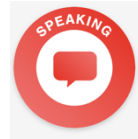
Early Years					
	<p>being aware of people who can help them</p> <p>being aware how they feel when they have learnt something new</p> <p>being willing to try something new</p> <p>recalling what they have experienced and achieved</p> <p>feeling positive about who they are</p>	<p>describing tasks that they have carried out</p> <p>discovering the jobs that help the school to run</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 clothes and equipment that people use in their jobs are for</p> <p>being able to identify the subjects and topics they are learning about</p>	<p>Inventing imaginary jobs</p> <p>being aware that other people can help them meet their needs</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>recognising when work is depicted in a story</p> <p>recognising the difference between stories about work 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>	<p>being aware that they and other people like to enjoy the work they do</p> <p>enjoying work-based role-plays</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>KS 1</p>					
	<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 identities and backgrounds are different to theirs</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>investigating similarities and differences between men's and women's work clothes</p> <p>being able to explain what they are gaining from the subjects and topics they are learning about</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>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 the jobs that people do to help each other</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 decisions can have unexpected consequences</p>

KS 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 to grow</p> <p>recording and commenting on what they have experienced and achieved</p> <p>relating to people whose identities and backgrounds are different to theirs</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>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>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 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 businesses</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>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>	<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>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>

The Universal Framework

Build the eight essential skills to succeed



GETTING STARTED

Listening to others

Step 0	I listen to others without interrupting
Step 1	I listen to others and can remember short instructions
Step 2	I listen to others and can ask questions if I don't understand
Step 3	I listen to others and can tell someone else what it was about
Step 4	I listen to others and can tell why they are communicating with me
Step 5	I listen to others and record important information as I do

INTERMEDIATE

Demonstrating listening

Step 6	I show I am listening by how I use eye contact and body language
Step 7	I show I am listening by using open questions to deepen my understanding
Step 8	I show I am listening by summarising or rephrasing what I have heard

ADVANCED

Recognising influence

Step 9	I am aware of how a speaker is influencing me through their tone
Step 10	I am aware of how a speaker is influencing me through their language

MASTERY

Listening critically

Step 11	I listen critically and compare different perspectives
Step 12	I listen critically and think about where differences in perspectives come from
Step 13	I listen critically and identify potential bias in different perspectives
Step 14	I listen critically and use questioning to evaluate different perspectives
Step 15	I listen critically and look beyond the way speakers speak or act to objectively evaluate different perspectives

GETTING STARTED

Speaking clearly and effectively

Step 0	I speak clearly to someone I know
Step 1	I speak clearly to small groups of people I know
Step 2	I speak clearly to individuals and small groups I do not know
Step 3	I speak effectively by making points in a logical order
Step 4	I speak effectively by thinking about what my listeners already know
Step 5	I speak effectively by using appropriate language
Step 6	I speak effectively by using appropriate tone, expression and gesture

INTERMEDIATE

Speaking engagingly

Step 7	I speak engagingly by using facts and examples to support my points
Step 8	I speak engagingly by using visual aids to support my points
Step 9	I speak engagingly by using tone, expression and gesture to engage listeners

ADVANCED

Speaking adaptively

Step 10	I speak adaptively by changing my language, tone and expression depending on the response of listeners
Step 11	I speak adaptively by planning for different possible responses of listeners
Step 12	I speak adaptively by changing my content depending on the response of listeners

MASTERY

Speaking influentially

Step 13	I speak influentially by changing the structure of my points to best persuade the listeners
Step 14	I speak influentially by changing the examples and facts I use to best persuade the listeners
Step 15	I speak influentially by articulating a compelling vision that persuades the listeners

GETTING STARTED

Completing tasks

Step 0	I complete tasks by following instructions
Step 1	I complete tasks by finding someone to help if I need them
Step 2	I complete tasks by explaining problems to someone for advice if I need
Step 3	I complete tasks by finding information I need myself

INTERMEDIATE

Exploring problems

Step 4	I explore problems by creating different possible solutions
Step 5	I explore problems by thinking about the pros and cons of possible solutions
Step 6	I explore complex problems by identifying when there are no simple technical solutions
Step 7	I explore complex problems by building my understanding through research
Step 8	I explore complex problems by analysing the causes and effects

ADVANCED

Analysing complex problems and solutions

Step 9	I create solutions for complex problems by generating a range of options
Step 10	I create solutions for complex problems by evaluating the positive and negative effects of a range of options
Step 11	I analyse complex problems by using logical reasoning
Step 12	I analyse complex problems by creating and testing hypotheses

MASTERY

Implementing strategic plans

Step 13	I implement strategic plans to solve complex problems
Step 14	I implement strategic plans to solve complex problems and assess their success
Step 15	I implement strategic plans to solve complex problems and draw out learning to refine those plans over time

GETTING STARTED

Imagining and generating ideas

Step 0	I imagine different situations
Step 1	I imagine different situations and can say what I imagine
Step 2	I imagine different situations and can bring them to life in different ways
Step 3	I generate ideas when I've been given a clear brief
Step 4	I generate ideas to improve something
Step 5	I generate ideas by combining different concepts

INTERMEDIATE

Using creativity and developing ideas

Step 6	I use creativity in the context of work
Step 7	I use creativity in the context of my wider life
Step 8	I develop ideas by using mind mapping
Step 9	I develop ideas by asking myself questions
Step 10	I develop ideas by considering different perspectives

ADVANCED

Innovating effectively

Step 11	I innovate effectively when working in a group
Step 12	I innovate effectively by seeking out varied experiences and stimuli

MASTERY

Supporting others to innovate

Step 13	I support others to innovate by sharing a range of tools
Step 14	I support others to innovate by evaluating the right creative tools for different situations
Step 15	I support others to innovate by coaching them to be more creative



GETTING STARTED

Keeping trying

Step 0	I can tell when I feel positive or negative
Step 1	I can tell when others feel positive or negative
Step 2	I keep trying when something goes wrong
Step 3	I keep trying and stay calm when something goes wrong
Step 4	I keep trying when something goes wrong, and think about what happened
Step 5	I keep trying when something goes wrong and help cheer others up
Step 6	I keep trying when something goes wrong and encourage others to keep trying too

INTERMEDIATE

Finding opportunities

Step 7	I look for opportunities in difficult situations
Step 8	I look for opportunities in difficult situations, and share these with others
Step 9	I look for opportunities in difficult situations, and adapt plans to use these opportunities
Step 10	I look for opportunities in difficult situations, and create new plans to use these opportunities

ADVANCED

Managing risks and rewards

Step 11	I identify risks and gains in opportunities
Step 12	I identify risks and gains in opportunities, and make plans to manage them

MASTERY

Supporting others to stay positive

Step 13	I support others to stay positive, by managing my own responses
Step 14	I support others to stay positive, by helping others to see opportunities
Step 15	I support others to stay positive, by helping others to see opportunities and creating plans to achieve them



GETTING STARTED

Working effectively

Step 0	I know when I am finding something too difficult
Step 1	I know what doing well looks like for me
Step 2	I work with care and attention to detail
Step 3	I work with pride when I am being successful
Step 4	I work with a positive approach to new challenges

INTERMEDIATE

Setting goals

Step 5	I set goals for myself
Step 6	I set goals informed by an understanding of what is needed
Step 7	I set goals, ordering and prioritising tasks to achieve them
Step 8	I set goals and secure the right resources to achieve them
Step 9	I set goals and plan to involve others in the best way

ADVANCED

Creating plans

Step 10	I create plans that are informed by my skill set and that of others
Step 11	I create plans that include clear targets to make progress tangible
Step 12	I create plans that are informed by external views, including constructive criticism

MASTERY

Developing long-term strategies

Step 13	I develop long-term strategies taking into account strengths, weaknesses, opportunities and threats
Step 14	I develop long-term strategies that use regular milestones to keep everything on track
Step 15	I develop long-term strategies that include feedback loops to support flexibility and adaptability



GETTING STARTED

Understanding emotions

Step 0	I know how I am feeling about something
Step 1	I know how to explain my feelings about something to my team
Step 2	I know how to recognise others' feelings about something

INTERMEDIATE

Managing tasks

Step 3	I manage dividing up tasks between others in a fair way
Step 4	I manage time and share resources to support completing tasks
Step 5	I manage group discussions to reach shared decisions
Step 6	I manage disagreements to reach shared solutions

ADVANCED

Managing and supporting others

Step 7	I recognise my own strengths and weaknesses as a leader
Step 8	I recognise the strengths and weaknesses of others in my team
Step 9	I recognise the strengths and weaknesses of others in my team, and use this to allocate roles accordingly
Step 10	I support others through mentorship
Step 11	I support others through coaching
Step 12	I support others through motivating them

MASTERY

Adaptive leadership

Step 13	I reflect on my own leadership style and its effect on others
Step 14	I reflect on my own leadership style, and build on my strengths and mitigate my weaknesses
Step 15	I reflect on my own leadership style, and adapt my approach according to the situation



GETTING STARTED

Working well with others

Step 0	I work with others in a positive way
Step 1	I work well with others by behaving appropriately
Step 2	I work well with others by being on time and reliable
Step 3	I work well with others by taking responsibility for completing my tasks
Step 4	I work well with others by supporting them if I can do so
Step 5	I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds

INTERMEDIATE

Contributing to a group

Step 6	I contribute to group decision making
Step 7	I contribute to group decision making, whilst recognising the value of others' ideas
Step 8	I contribute to group decision making, encouraging others to contribute

ADVANCED

Improving a team

Step 9	I improve the team by not creating unhelpful conflicts
Step 10	I improve the team by resolving unhelpful conflicts
Step 11	I improve the team by building relationships beyond my immediate team

MASTERY

Influencing a team

Step 12	I influence the team by reflecting on progress and suggesting improvements
Step 13	I influence the team by evaluating successes and failures and sharing lessons
Step 14	I support the team by evaluating others' strengths and weaknesses, and supporting them accordingly
Step 15	I support the team by bringing in external expertise and relationships