



Kim Tanner
Ormiston Cliff Park Primary
Academy
CRL Lead
Sharing good practice



By the end of this presentation, we will have covered the following:

- Why is CRL relevant to primary children?
- How to engage staff
- Day to day CRL in school
- The role of parents/carers
- Preparing for assessment

Why is CRL relevant to primary children?

We are preparing children for their futures from the age of 4.

Therefore we need to ensure all adults and children involved realise CRL is so much more than the answer to the inevitable question *“what do you want to be when you grow up?”*

What do you wanna be
when you grow up?





How can anyone answer that question if they don't know what the options are?

How can we, as teachers, know what career opportunities are going to be available for our children in the future?

That is why CRL is about so much more:

Through our careers programme we aim to inspire pupils, broaden horizons, increase self-esteem and challenge stereotypes. We ensure that by the time our pupils leave OCPPA they are well equipped and ambitious for the next stage in their education (OCPPA vision statement 2022).



Engaging staff

From the outset, CRL has to be a whole-school approach

Start with looking at what you already have in place, so no extra work is involved:

People need to grow throughout life by learning and reflecting on themselves, their background, and their strengths (CDI framework).

Most school will cover huge amounts of this area in any PSHE lesson. This is a great place to start. What do we already do to ensure our children understand about the way they learn, how they interact with others, recognise their strengths and know what to work on next?

Overcoming new challenges

Working alongside others

Personal strengths and next steps

July transitions

Good citizenship

Behaviour policy

Expectations for everyday life around the school

Community projects and involvement



Day to day CRL in school

Whole school, whole curriculum approach:

- CRL apparent throughout the building – displays in public areas, classroom displays, alumni display, career of the term
- Staffroom list/request board – anyone know a nurse that would pop in to chat about their role etc?
- Pupil roles encouraged – School Council, Play Leaders, Sports teams shared publicly, applied for, etc
- Assembly themes (SLT to lead by taking CRL themed assemblies each half term)
- Special days and weeks (Anti-bullying week, Mental Health Week, Careers Week)



- Visits and visitors (existing events with a Q and A session added linked to CRL)
- Extra slide to PPT for foundation subjects (EYFS dinosaur topic = palaeontologist, Y4 electricity topic = electrician, Y6 WW2 project = Royal Navy Engineer) *Avoid stereotyping!*
- Core subjects – include budgeting activities [Where maths meets... the world of work! | AMSP](#)
write like a journalist/author/editor etc [How to become a journalist: Hints and tips from BBC journos - BBC Bitesize](#)
- Careers stamp – evidence easily identified by children and adults, cross curricular links
- Enrichment opportunities –STEM visits, sporting competitions, business enterprise etc



Role of parents/carers

Whole school approach needs support of all adults involved, so it's beneficial to have support from home too. This will provide possible opportunities for children to share their understanding at home and allow parents to support the work in school promoting their child's strengths, interests and aspirations:

- Ensure parents understand the relevance of CRL to the next step of their child's development
- Engage with a parent survey early on
- Invite parents in to an introductory session, or add CRL slide to any existing parent drop ins
- CRL section of the newsletter
- CRL section to home learning
- Invite parents to come in to discuss their own experiences/ careers with children (any alumni?)
- Hold a Careers Day – when children come dressed in an outfit linked to their chosen career of the future, or bring in a project made at home relating to their perfect job, dress a potato etc

Preparing for assessment – financial commitment so time should be allowed throughout the process

- Take time in staff meetings to reassure, support and share
- Subject leadership time to photograph displays, evidence in books etc
- Identify areas of the curriculum with possible CRL links
- Central point for colleagues to log enrichment opportunities, visitors etc
- Evidence of CRL opportunities on planning formats
- Minute CRL references in Governor's meetings
- Pupil Voice early and later to compare. Really important that children can speak about their idea of CRL, their aspirations, their journey etc
- Parent survey to gather data

Support Framework for Careers Mark – Key Stage Two

Outcome	Learning	Where evidenced
Strand 1 - Developing yourself through careers, <u>employability</u> and enterprise education		
Self-awareness (1)	Describe what you are like, what you are good at and what you enjoy doing	
Self-determination (2)	Explain how to get what you want	
Self-improvement as a learner (3)	Identify what you like about learning from careers, employability and enterprise activities and experiences	
Strand 2 - Learning about careers and the world of work		
Exploring careers and career development (4)	Give examples of what it means to have a career	
Investigating work and working life (5)	Give examples of what people like and dislike about the work they do	
Understanding business and industry (6)	Describe a local business, how it is run and the products and/or services it provides	
Investigating jobs and labour market information (LMI) (7)	Describe the main types of employment in your area: <u>past</u> , <u>present</u> and <u>emerging</u>	
Valuing equality, <u>diversity</u> and inclusion (8)	Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly	
Learning about safe working practices and environments (9)	Be aware of how to keep yourself safe and well when you are learning and playing	

KS2 Overview Planning for Week Commencing:



Year Team: 6

SUBJECT Key Vocabulary	MON	TUE	WED	THU	FRI	Assessment Opportunities	Resources and Links for Learning from Home/ Careers
<u>Maths</u> <u>Pre Learning</u>							
<u>Maths</u> Inc Key Vocabulary Times tables							
CPA learning opportunities							



Working in Urban Regeneration

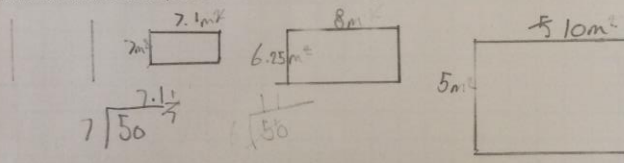
- Measuring
- Area and perimeter
- Shapes
- Time
- Money
- Volume
- Average
- Mass

- Apartments (for 1 or two people)
- Care homes
- Family homes
- Bungalow

6000m²

Try working in Urban Regeneration!

1. What is the area of the site? Don't forget you need to include units.
6000m² 61m² 6000m² ✓
2. What do you think the area of your classroom is (without measuring)? Don't forget to include units.
Estimate = 36m² 63m²
3. Work out the area of your classroom. How close was your guess?
63m² 7m² 98
4. A small flat needs 50 m² of space. Draw three different rectangles that have an area of 50m².



5. It costs £1500 for every 1m² you build. How much does it cost to build one flat?
£75000 ✓

6. We are going to have six flats on each floor. What is the footprint of one block of flats?
300m² ✓

7. We are going to have six flats on each floor and there are three floors. How many flats are there in one block?
18 ✓

Goals

Career:

Electrician

Skills and interests needed:

- how machines work
- careful and thorough
- aware of safety and dangers

Subject link:

Science D.T.

Names of anyone in class interested in this career



Ask yourself – why did you come into teaching?

We aren't here for the financial gain or to deliver a really wonderful maths lesson.

We are in this profession because we want to be a part of the development of our children into confident and fulfilled human beings and CRL can be a really fun, enthusiastic way of doing just that!

