



Developing a 21st Century Careers Curriculum – Willow's Journey

Autumn 2023



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Why do we teach careers in primary school?

Helping children to

- understand who they could become
- develop a healthy sense of self that will enable them to reach their full potential
- shape their career aspirations

Research shows us that starting career-related learning early is important. Pupils start to adopt stereotypes based on gender, ethnicity and social background from an early age. Such stereotypes can go on to influence career and subject choices.

By embedding career-related learning into your curriculum, you have the opportunity to

- broaden your pupils' aspirations
- challenge stereotypes they may hold
- have a positive impact on their future life choices

Career-related learning in primary schools is not about setting pupils down a specific path, but ensuring they understand that there are many options open to them.

Why do we teach careers in primary school?



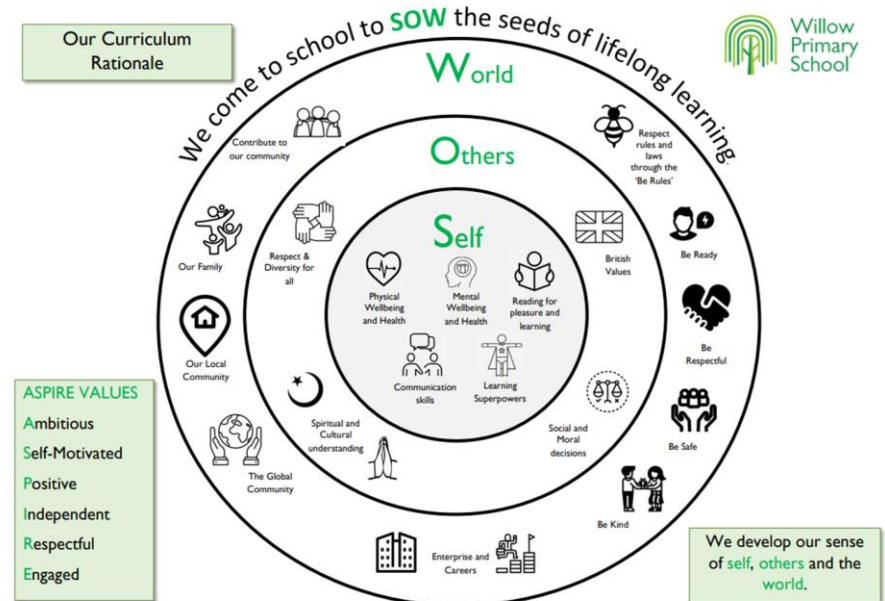
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Impact on pupils

Career-related learning helps primary pupils to learn about the world around them, broaden their aspirations and challenge stereotypes. Quality career-related learning in primary school:

- Provides exposure to ideas that pupils may not get elsewhere
- Supports pupils to understand how the skills and knowledge they gain in school will be relevant throughout their life
- Addresses different sectors and skills to help you to broaden pupils' horizons





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Stage 1

- Pupil drawing the futures survey:
 - Pupils favoured careers were heavily weighted towards social media and influencers and lacked breadth of understanding about what careers were available
- Careers Curriculum introduced
- First Careers Week in 2022
- Significant increase in assembly focus - types of career, STEM inspirations and tackling stereotypes

Step 2

- Map the curriculum
- Improve the impact of the Careers Week experience and develop a sustainable package
- Improve the quality of the whole school offer
- Increase the evidence base
- Assessment for Chartermark



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Areas of Learning in the Careers Curriculum



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Areas of Learning in the Careers Curriculum



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.



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.



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.



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/careers and local employers are a valuable resource for encouraging entrepreneurial activities.



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.



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.



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Mapping our curriculum



Careers, Employability and Enterprise Audit against the CDI Framework
KS2 Year 5

Grow throughout life	Activities which meet outcomes across the curriculum	Activities which meet outcomes through PSHCE	Careers Week Activities	Visits/ Enrichment days which meet the outcomes
Know how to explain how they acted on help	- Continual reflections in lessons – oracy - Responding to verbal and written feedback - Agent Evaluation	Strategies to support with actions and choices they make		
Know what they want to learn next and when they are successful	- Successful with a maths challenge and move on to a harder challenge - Last Time, This Time, Next Time, Why? - Connects - English - Targets - Social – De-brief - Depth challenges - MO - Self Assessments - Learning Superpowers – investigating and evaluation	Identity – Self-reflection	Discussions surrounding next steps in their education and seeing the bigger picture when it comes to skills they will need for different careers.	
Know how to take on challenges that help them to grow	- Depth challenges - MO - Self Assessments - Learning Superpowers – investigating and evaluation	- Risk – impact on choices they make - Keeping Safe – online safety - Learning superpower review		
Know how to record and comment on what they have experienced and achieved	Threaded through our daily practice. Embodied within our school's ASPIRE Values	- All different- All equal – stereotypes and discrimination. - Healthy Mind – Dealing with feelings and stigmas/discrimination. - Healthy lives and choices – Disabilities, respect and equality.	Careers Week – activities after visits.	
Know how to relate to people whose identities and backgrounds are different to theirs			Careers Week – challenging stereotypes within jobs.	



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Developing a Successful Careers Week



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Broadening horizons, challenging stereotypes

Forms



Expression of Interest in Supporting Willow's Careers Offer

Please complete this form if you are willing to come and talk to children about a career you are or have been involved in.

1. Your name

Enter your answer

5. Which of our themes do you believe your career would support?

- ☐ People who help us/ emergency services/ construction
- ☐ Transport/ storage
- ☐ Engineering
- ☐ Retail/ marketing/ products design/ selling/ advertising/ website design
- ☐ Health/ sports/ social care/ social services
- ☐ Journalism/ social media
- ☐ Banking/ insurance/ financial services/ small business owner
- ☐ Artist/ musician/ composer/ dancer/ photographer/ actor/ poet
- ☐ Other

6. How big an audience would you be comfortable presenting to?

- ☐ a class
- ☐ a year group (2 classes)
- ☐ an assembly for a key stage

7. What is your link to the school?

- ☐ Parent
- ☐ Other relative
- ☐ Governor
- ☐ Local business
- ☐ Other

8. What is your child's name? (if parent)

Enter your answer

+ Add new

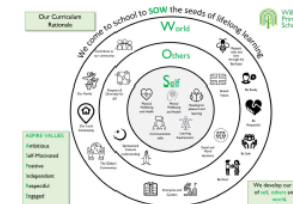


Willow
Primary
School



Willow Careers Week 2023

At Willow, we continually work to ensure that we develop our children's aspirations and aim to ensure that our curriculum encourages them to see school as part of their lifelong learning journey. This is exemplified in the diagram below.



Our Careers aims are:

- Children will develop ambition for future learning and careers
- All children will leave our primary schools with a good understanding of local industries across Doncaster
- Children will be prepared for modern life
- Children will learn how to be responsible active citizens
- Children will develop and apply work-based skills which are underpinned by our school values and learning characteristics
- Children will have the opportunity to communicate and explore skills related to the hierarchy of audience model.

27th - 31st March 2023

Throughout the week, children from across the school will be taking part in activities provided in partnership with the companies below. We would like to express our gratitude in advance for their willingness to support our Careers Curriculum.

Our Aspire Values include Ambitious to Achieve. This week will truly be a chance to challenge what pupil ambitions are and provide information about how these may be achieved





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Careers week Assemblies

	Monday	Tuesday	Wednesday	Thursday	Friday
What	Launch assembly	Assembly	Assembly	Assembly	Showcase
When	2:30 pm	9:00 am	9 am	9 am	2 pm
Who	• A. Hibbitt Deputy CEO Exceed Learning Partnership • Y2-6	• K. Spence • Careers in the theatre • Y2-6	• Catherine Foster • Archaeologist • Y3-6	• Mrs Wood • Gastroenterology • Y3-6	• A. Hibbitt Deputy CEO Exceed Learning Partnership • All classes create stall and have a few children to present as in Heritage Showcase



Careers week events

	Monday	Tuesday	Wednesday	Thursday	Friday
Class guests	Y6 Personal Financial management S. Smith governor 9am -9:30 Y6 together explaining 9:30 – 10:30 Foxes 10:45 – 11:45 Wildcats Y5 Doncaster Free Press – Darren Burke Y3 Richard Courtney Graphic Designer Y2 visit from Asda to taste fruit 9-12	Y1 Paramedic Time TBC SM to ring at the beginning of March re ambulance Dawn Turner Y1 & Y2 Laura Ratcliffe professional dancer Coppice Hall 1:30 pm Y4 GP Sarah Nazir emailed	Y1 Rebecca Taylor GP Elliot Taylor Rec mum not yet confirmed Y3 1:30 pm Newts visit Asda store Y2 – Y6 DHL lorry onsite on top car park. Access through Forest School • 9:00 Kingfishers • 9:30 Robins • 10:00 Wildcats • 10:30 Newts • 11:00 Frogs • 11:30 Foxes • 1:00 Badgers • 1:30 Otters • 2:00 Kestrels • 2:30 Owls Reception visit to White Post Farm	Y5 Andy Whitton – photography taking photography in the school grounds Y4 Vibes Music – the career of a musician Y3 1:30 pm Frogs visit Asda store Y2 Persimmon Homes 10:30 – 12:00 Cones and Building Homes – story approach to explaining about home building Y3 DHL both classes together – how does the company operate?	Y6 1:15 pm Richard Housham Systems Developer NHS



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Monday

- A. Hibbitt DCEO ELP - Doncaster's Opportunities Launch - Y2-6
- Asda food tasting - Y2
- Financial Planning - Y6
- Graphic Designer - Y3
- Opera Norths - Y5

A chance to reflect on what Doncaster has to offer! What careers are available? Mr Hibbitt (Deputy CEO of Exceed Learning Partnership) challenged thinking about the value of different jobs and the impact on the world in which we live. A thought provoking start to our Careers Week.



Willow Primary School
 23 h ·

Today, we launched our Careers Week. The week was launched in an assembly led by Mr Hibbitt our deputy CEO of Exceed Learning Partnership. Children were presented with the huge range of opportunities within the City of Doncaster. They challenged the idea that working was just about money, presenting a powerful message of how they wanted to care for and improve the world in which they will grow up rather than simply make money.

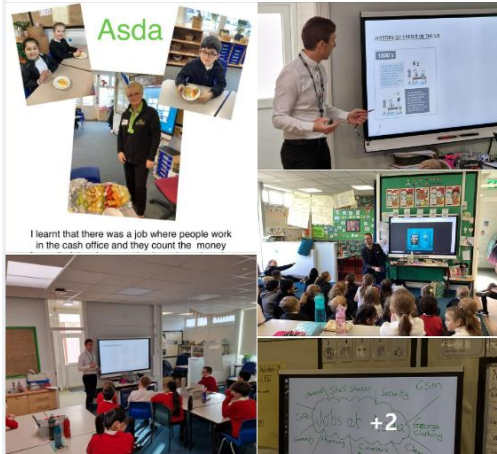
Year groups had visits from a graphic designer, a personal finance expert, a national retailer and an opera company.

Asda Opera North Be More Social KAG Financial



Willow Primary School
 23 h ·

Some more from today's careers experiences



Tuesday

- K. Spence Careers in the Theatre - Y2-6
- D. Burke Free Press Journalism - Y5
- A. Whitton Photography - Y5
- L. Watson Dance Careers Y1 & Y2

Willow Primary School
 5 m ·

This afternoon, Miss Laura from [Laura's Dance Academy](#) came to talk to KS1 about her career as a Professional Dancer and Dance Teacher. The children now know that Professional Dancers can perform on stages all around the world, even on boats! Thank you so much for a fantastic afternoon and an extra special thanks to Immy who attends Laura's school for dancing lessons. We were amazed by your moves in our performance and Year 1 were particularly dazzled with the outfit that you... See more





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- L. Watson Dance Careers Y1 & Y2

Broadening horizons, challenging stereotypes

Willow Primary School
9 m · 📷

Year 5 had the busiest of days...

A morning with Darren Burke from Doncaster Free Press. He talked to the children about his day to day job and answered lots of really thoughtful questions from the children about how he got into the career and what his job involves. He will be covering his visit in the Free Press and year 5 will be sending some writing to him next term.

Then this afternoon the photographer Andrew Whitton came to talk about his work and shared some of his photographs. He will be returning later in the week to and will be teaching children how to effectively take their own photoshoot!



Willow Primary School
19 m · 📷

Another busy Careers Week day with a real creative theme. Drama and the theatre, dance, journalism and photography gave experiences for all pupils from Y1 to Y6 today.

First, Mr Spence, our regular drama teacher, gave an inspirational talk on the roles and possibilities of life in the theatre including details of local people who had reached great goals in a variety of roles in the theatre. We learnt that one of our star Year 6 children had reached the last 50 out of over 30... [See more](#)



Willow Primary School
Published by Simon Martin · Just now · 📷

Another visitor to Year 5.

Year 5 were extremely lucky to have another visitor today! Andrew Whitton, photographer, came to talk to the children about (famous) people he has collaborated with and to show everyone some of his amazing work. Amazingly, Andrew will be back in school later this week to create a project with Year 5 and they can't wait!





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Wednesday

DHL Lorry Visit - Y2-6
ASDA Doncaster Visit 1 – Y3
Dr Nazir GP & Sr Fisher Nursing – Y4
Dr Reith GP – Y1

Willow Primary School
Published by Simon Martin · 16 m ·

The other focus of the day was on distribution and logistics. You will have seen that the DHL team brought us a lorry for the day. Year 2 to 6 all had a session with them. They taught children about the dangers of lorries. They were amazed how far you have to be before the driver can see you and how little the driver can hear when the engine is on! To check they were telling the truth, we sent Mrs Sumner and a pupil to check. Our marvellous neighbours let our ten separate cl... See more



Broadening horizons, challenging stereotypes

Willow Primary School
Published by Simon Martin · 16 m ·

A big careers focus of day 3 was the NHS. Year 1 and Year 4 had separate visits from two of our parents who are GPs.

Year 1 were ready with some very well informed questions and Dr Reith showed them how to do a blood pressure check and heart rate.

Year 4 also had a very useful question and answer session and got to have some opportunities to see some of the equipment close up.

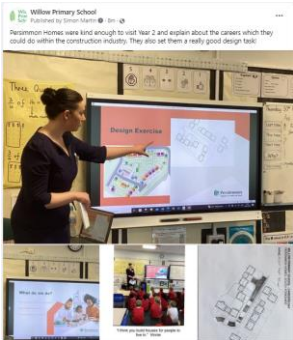




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Thursday

- DHL Distribution and Logistics ASDA Doncaster Visit 2 – Y3
- Persimmon Homes - Y2
- A.Whitton Photography experience – Y5
- C. Foster – Archaeologist Y3, Y4, Y5, Y6



Broadening horizons, challenging stereotypes





Careers Intent



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- Collaborative Group, supports and develops the careers offer in school.
- Careers Intent, a document completed by each department in school. The aim and purpose of the intent is to evidence where departments link their curriculum learning to careers throughout the academic year.



- These documents were an excellent asset during the Ofsted inspection.
- Each department is developing links with employers, universities and alumni. All of who are able to support linking curriculum learning to careers.



- Career displays and branding
- [Business Careers Intent](#)



Alumni



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- Hall Cross Academy has a database of Alumni, this is a database that all staff can access and use to support with curriculum learning.
- Alumni have a big impact upon our students as they are much more relatable. Students are open to listening as they feel more understood and it always has a bigger impression hearing directly from employers.
- Being able to track some of the students from primary would be of great value. Willow Primary feed into Hall Cross Academy and we can support by adding in additional questions to our Alumni form to record their primary education etc.
- Posters - Where are we now?





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Student Profiles

Careers Booklet



ARTIOLA HEKURI

STUDYING BA HPW AT UCL

"Studying A-level Economics equipped me with the fundamentals of the subject which eased me into the economics modules I am studying at university"

Artiola graduated Hall Cross Sixth Form in 2019 after studying A-level Business & Economics. She is now studying BA (hons) HPE (History, Politics and Economics) at UCL. She said studying A-level Business & Economics, "has allowed me to understand the current economic climate of the country at a deeper level."

What skills did you develop during your time at Hall Cross?

"My wider experience at Hall Cross equipped me with skills to endure the rigorous nature of a prestigious university. The encouragement of wider reading and consistent connection of theoretical concepts to real-life scenarios has given me a better understanding of the world after leaving school."

What advice would you give your younger self?

"If I could meet my younger self, I would advise myself to read more books to broaden my knowledge on different perspectives. Once you leave school and enter employment, you will come to realise the huge diversity of people and opinions. Broadening your horizons will help you not only gain a better understanding of the world and how it works, but also help you to become your best self!"



Enjoying Excellence Every Day

JAMES GARRETT

SOCIAL MEDIA SPECIALIST AT MDPI

"My highlight of Hall Cross was achieving the grades within Business and Economics that allowed me to get to University"

James graduated Hall Cross Sixth Form after studying A-level Economics & Business. He currently works as a Social Media Specialist at MDPI. He said, "Studying Business through GCSE and A-Levels allowed me to generate an interest in Marketing. After studying Marketing at University, this gave me a great skill set to obtain the current role I am in."

What skills did you develop during your time at Hall Cross?

"It gave me the confidence and hunger to achieve a job where I would enjoy my work."

What advice would you give your younger self?

"Be open minded in thinking about what you would like to do as a career, try to engage in as many different activities/ lessons as possible to see what you like/dislike."



Enjoying Excellence Every Day



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Employer Engagement

We have a small database of employers that we use each year, we look to expand this and through work experience and hope we can engage with employers with additional meaningful encounters.

The Alumni is a great way to also establish relationships with employers and build links between schools and businesses.

Using staff contacts - friends and family.

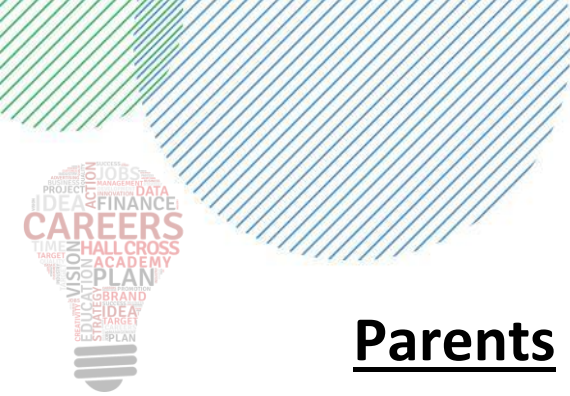
Maintaining contact is key and establishing a good rapport. It is a working relationship so factoring in their views is key.

Future target - to have a database that all schools in the trust can access and view which employers would like to work with students, in what capacity and what age group.

Reflection/Evaluation with students is essential.

Having local success stories could have a large impact - e.g. Parcel Pass





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Parents

Parents are some of the biggest influencers in our students lives, they have a big impact on how motivated students can be or what their goals might be for the future.

If we can engage parents and provide them with impartial and informed information they can support their son/daughter in a positive way. E.g. university

Also another great way to build links with employers.

