

**REDGATE PRIMARY ACADEMY
CAREERS PROGRAMME**

CAREERS PROGRAMME

Self-Development, Career Exploration and Building Employability Experiences 

Incorporating the 6 areas -

empowering young people to plan and manage their own future,
responding to the needs of the learner,
providing comprehensive information and advice,
raising aspirations,
to actively promote equality of opportunity and challenge stereotypes
and help young people to progress

The 6 areas are covered in a wide range of opportunities for our students and are embedded into our curriculum.

The areas of Employment, Independent Living, Community Inclusion and Health are also covered in line with the Preparing for Adulthood guidance

EYFS Key Stage 1	Area of Careers Programme	Possible evidence for specific area	Cross Curricular
Empowering young people to plan and manage their own future			
1)	Following simple instructions that are familiar e.g. putting coat on. Show like/dislikes. Demonstrating an awareness of key roles within school that are outside their classroom.	Non-fiction books in the library about the jobs people do.	BEEs English, Library, PSHCE. Extended career-related learning refers to education beyond the school day , you can: Inform adults at home about the importance of CRL and what they can do e.g. talk about which roles

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	Working and playing alongside others and beginning to develop friendship skills.		there are in a supermarket when they go shopping Encourage children to pursue their interests and participate in activities outside of school which help them to develop soft skills Encourage adults when reading at home to identify different jobs in books E safety
2)	Adapting to new environments Moving independently or with support within their classroom and key areas in school e.g. toilet, office, hall and playground.	ILP targets, EHCP outcomes and Annual Review of EHCP.	English, Maths, ICT & PSHE. Across whole curriculum lessons. Jobs in my class Jobs in my school and community Self-awareness Awareness of others Following simple instructions
3)	Playing with other children Can identify likes and dislikes. Can show understanding that they have done a task well. Can respond appropriately to rewards/praise	Learning development within the classroom monitored through ILPs and B Squared.	Across whole curriculum lessons.
4)	Real world play (builder / nurse / doctor) Eating and drinking Toileting Real world play (kitchens, DIY, cleaning) Getting dressed	Discuss what work is, work family members do, and work people do in school.	Online resources: Communication Trust Children's Sleep Charity PFA website info@preparingforadulthood.org.uk

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	Making choices		National Literacy Trust schools@literacytrust.org.uk
Responding to the needs of the learner			
1)	Eating and drinking Toileting Real world play (kitchens, DIY, cleaning) Getting dressed Making choices Identify positive things about themselves and their achievements, what they are good at and what they enjoy most.	Reward charts, certificates, celebration assemblies.	English, PSHE. PFA website info@preparingforadulthood.org.uk
Provide comprehensive information and advice			
1)	Real world visits (fire stations, farms etc.) 'What do you want to be when you grow up?' Meeting role models Find and use information about careers.	Introduce to outside providers through careers events and employers through enterprise activities.	BEEs PSHE. Virtual careers lessons (Primary Futures) https://primaryfutures.org/schools/ E safety
2)	Become aware of different forms of work.	Meet different adults and discuss their job. Discuss different types of work.	PSHE. Virtual careers lessons (Primary Futures) https://primaryfutures.org/schools/ Tomlinson's enterprise activities.
3)	Take part in enterprise activities	Take part in charity fund-raising activities and enterprise activities with outside providers.	School Council fund raising whole school activities. Whole school supporting local community e.g. charities.
4)	Describe the work people do in their family, in school and other areas.	Learn more about what work families do, the types of jobs and find out more about it.	Investigate the work that family members do, PSHE.

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Raise aspirations			
1)	<p>Recognise themselves and their peers.</p> <p>Move independently within their classroom and key areas in school that are of importance to them.</p> <p>Take responsibility for a class-based job.</p> <p>Become more aware that people have different feelings about their careers and jobs.</p>	<p>Meet different adults and discuss their job and how they feel about their career.</p>	<p>PSHE. Enterprise activities</p>
2)	<p>Can set up and run an enterprise activity.</p> <p>Can contribute own ideas.</p> <p>Can sign or speak hello and thank you to customers and accept their money in exchange for an item.</p> <p>Can plan, design and make an item to sell on a stall, with support</p> <p>Can write or use a symbol shopping list and Can go to the shop and buy items, with minimal support.</p>	<p>Write/think of positive affirmations about themselves.</p>	<p>BEEs PSHE. Money English Across whole curriculum</p>
3)	<p>To become aware of different work.</p> <p>Enterprise activities in school</p> <p>Running a stall</p> <p>Recycling project</p>	<p>Talk about what they enjoy doing.</p>	<p>BEEs Across whole curriculum.</p>
4)	<p>Describe why learning is important.</p> <p>Can name different jobs both in and out of school</p>	<p>To talk to an adult about what they want to know and learn.</p>	<p>Across whole curriculum.</p>

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	Understand why people have jobs. Can explain what a hobby is and what own hobbies are.		
Actively promote equality of opportunity and challenge stereotypes			
1)	Recognising themselves and their peers. Working and playing alongside others. Aware of girls and boys and that they have the same choices.	Read about different jobs, talk to visitors who work in jobs traditionally associated with the opposite sex.	PSHE. Education & Employers online volunteer database Primary Futures https://primaryfutures.org/schools/
Help young people to progress			
1)	Following instructions - consider any specifics around sensory impairment Awareness of the relevance of what they are learning to their life in and outside school.	Life skills and independence incorporated into all lessons. B Squared, Annual review of EHCP.	Across whole curriculum.
2)	Aware of the other children in school in preparation for transition into next class.	Discuss different lessons and our theme for each term. What are we hoping to learn?	Across whole curriculum.

Key Stage 2	Area of Careers Programme	Possible evidence for specific area	Cross Curricular
Empowering young people to plan and manage their own future			
1)	Understand who can help them to find careers information and how to find it. Show and share likes/dislikes	Non-fiction books about the jobs people do.	BEEs Enterprise activities English, PSHE.

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			<p>Extended career-related learning refers to education beyond the school day, you can:</p> <p>Inform adults at home about the importance of CRL and what they can do e.g. talk about which roles there are in a supermarket when they go shopping.</p> <p>Encourage children to pursue their interests and participate in activities outside of school which help them to develop soft skills</p> <p>Encourage adults when reading at home to identify different jobs in books</p> <p>E safety</p>
2)	Begin to recognise their own worth and be part of setting short term targets.	ILP targets, EHCP outcomes and Annual Review of EHCP.	English, Maths, ICT & PSHE. Across whole curriculum lessons.
3)	Begin to recognise who they can ask for help and learning about personal responsibility.	Learning development within the classroom monitored through ILPs and B Squared.	Across whole curriculum lessons.
4)	Begin to recognise their ideas and expectations about themselves.	Discuss what work is, what they are like, work family members do and what job they might like to do.	BEEs English, PSHE. PFA website info@preparingforadulthood.org.uk National Literacy Trust schools@literacytrust.org.uk

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Responding to the needs of the learner			
1)	Identify positive things about themselves and their achievements, what they are good at and what they enjoy most.	Reward charts, certificates, celebration assemblies.	English, PSHCE. Books (http://www.wordsforlife.org.uk/when-i-grow-up/book-list)
Provide comprehensive information and advice			
1)	Find and use information about careers.	Introduce the pupils to outside providers and employers through careers and enterprise activities	PSHE. Virtual careers lessons (Primary Futures) https://primaryfutures.org/schools/
2)	Become aware of different forms of work.	Meet different adults and discuss their job. Discuss different types of work.	BEEs PSHE. Career and enterprise activities. Tomlinson's enterprise activities
3)	Become aware of different forms of voluntary and community activities.	Take part in charity fund-raising activities.	BEEs School Council fund raising whole school activities. Whole school supporting local community e.g. charities.
4)	Describe the work people do in their family, in school and other areas.	Learn more about what work families do, the types of jobs and find out more about it.	Investigate the work that family members do, PSHCE.
Raise aspirations			
1)	To become more aware that people have different feelings about their careers and jobs.	Meet different adults and discuss their job and how they feel about their career.	PSHCE. PFA website info@preparingforadulthood.org.uk National Literacy Trust schools@literacytrust.org.uk

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2)	Be positive about who they are and what they can achieve.	Think of and write three positive affirmations about themselves.	PSHE.
3)	Become aware that finding the work you really want to do is rewarding.	Reflect on their own feelings about when they were doing a task they really enjoyed	Across whole curriculum.
4)	Describe why learning is important.	To tell an adult why learning is important to them.	Across whole curriculum.
Actively promote equality of opportunity and challenge stereotypes			
1)	Aware that girls and boys have the same opportunities and choices in learning, careers and work.	Read stories of pioneering individuals, talk to visitors who work in jobs traditionally associated with the opposite sex.	PSCE. Education & Employers online volunteer database Primary Futures https://primaryfutures.org/schools/
Help young people to progress			
1)	Be aware of the relevance of what they are learning to their life in and outside of school.	Life skills incorporated into lessons. Lessons planned around relative learning for their future lives.	BEEs Across whole curriculum.
2)	Be aware of how the skills they are learning will help them to progress in school and work.	Discuss different lessons and why we need to learn and the skills we need to prepare for adulthood. B Squared, Annual review of EHCP.	Across whole curriculum.
3)	Be aware of taking responsibility and following rules.	Whole school ethos and classroom rules.	Across whole curriculum.
4)	To present themselves in front of an audience.	To receive certificates in assembly, to take part in assemblies, to take part in performances.	Across whole curriculum.

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CAREERS LEADER

Carol Wolstenholme

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