



Careers-related learning at Harpfield

Why?

- Broaden horizons
- Raise aspirations
- Wide range of experiences of the world, including work
- Vast range of possibilities open to them
- Link learning to the real world
- Challenge gender stereotypes
- Help children learn more about their own talents and abilities
- Instil a greater confidence
- Children set themselves goals – maintain focus, satisfactions and motivation

To supplement the work that Harpfield complete around aspirations and careers, we use the ‘Skills Builder Framework’ for building essential life-long skills to succeed and thrive as an active and responsible citizen in the wider world of the 21st Century. The eight areas (*speaking, listening, problem-solving, leadership, teamwork, creativity, aiming high and staying positive*) are highly transferable and cover interpersonal skills; self-management skills; communication skills and creative problem skills.

Where relevant, connections will be made to careers and the world of work through our curriculum.

Visits / visitors within the PSHE curriculum:

EYFS: visit to the library

Y1: dentist visit

Y2: mini first aid

Y3: Stanley Head Outdoor Centre

Y4: Newcastle College

Y5: mini first aid

Y6: mental health & well being teams / charities (Ruff and Ruby / Maccas Project)

Other opportunities: local governance & MP / Lord Mayor visit, Houses of Parliament trip, visits to feeder secondary school, UKS2 careers fair, alumni, assemblies/workshops with guest speakers.





Overview within the PSHE curriculum – Aspirations, work and careers

EYFS – Who helps us? Real life superheroes and role play.

Y1 – To know that everyone has strengths. To know that jobs help people to earn money to pay for things.

Y2 – To know about some strengths and interests someone might need for different jobs. To know the difference between a job and a career.

KEY STAGE ONE

- To know that different jobs that people they know or people who work in the community do.

Y3 – To explore jobs within the local area. To challenge stereotypes in jobs.

Y4 – To know how to identify the kind of jobs they might like to do when they are older. To know about the different options within the world of work? (Post 16 options)

Y5 – To know about what might influence people’s decisions about a job or career. To recognise a variety of routes into careers. To know about the different range of jobs and careers. To utilise communication and interpersonal skills when applying for a job role within school.

Y6 – To know that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice. To know that people may choose to do voluntary work which is unpaid. To understand the different options available after leaving secondary school.

KEY STAGE TWO

- To know how to recognise positive things about themselves and their achievements.
- To set goals to help achieve personal outcomes.
- To know that there is a broad range of different jobs/careers that people can have.
- To know that people can have more than one career / type of job during their life.
- To know about stereotypes in the workplace and that a person’s career aspirations should not be limited by them.
- To know about some of the skills that will help them in their future careers.

+ Skills builder steps from EYFS to Y6 (see skills builder framework for the details).

