



St Peter's Career-related Learning Strategy

Updated Autumn 2025

What is career-related learning?

'Experiences designed to give children a wide range of activities and exposure to education, transitions and the world of work as part of a life-long learning and careers development process.' (National Literacy Trust)

'For children to understand who they could become and help them to develop a healthy sense of self that will enable them to reach their full potential'. Chambers, N. (2018).

Research

Pupils who have careers sessions with employers are more likely to exceed predicted GCSE grades (Education & Employers 2019)

One in four (25%) employers are not satisfied with school and college leavers' literacy and numeracy skills (CBI/Pearson 2018)

98% of teachers polled said careers lessons helped to challenge gender stereotyping about jobs and subjects (Tes 2019)

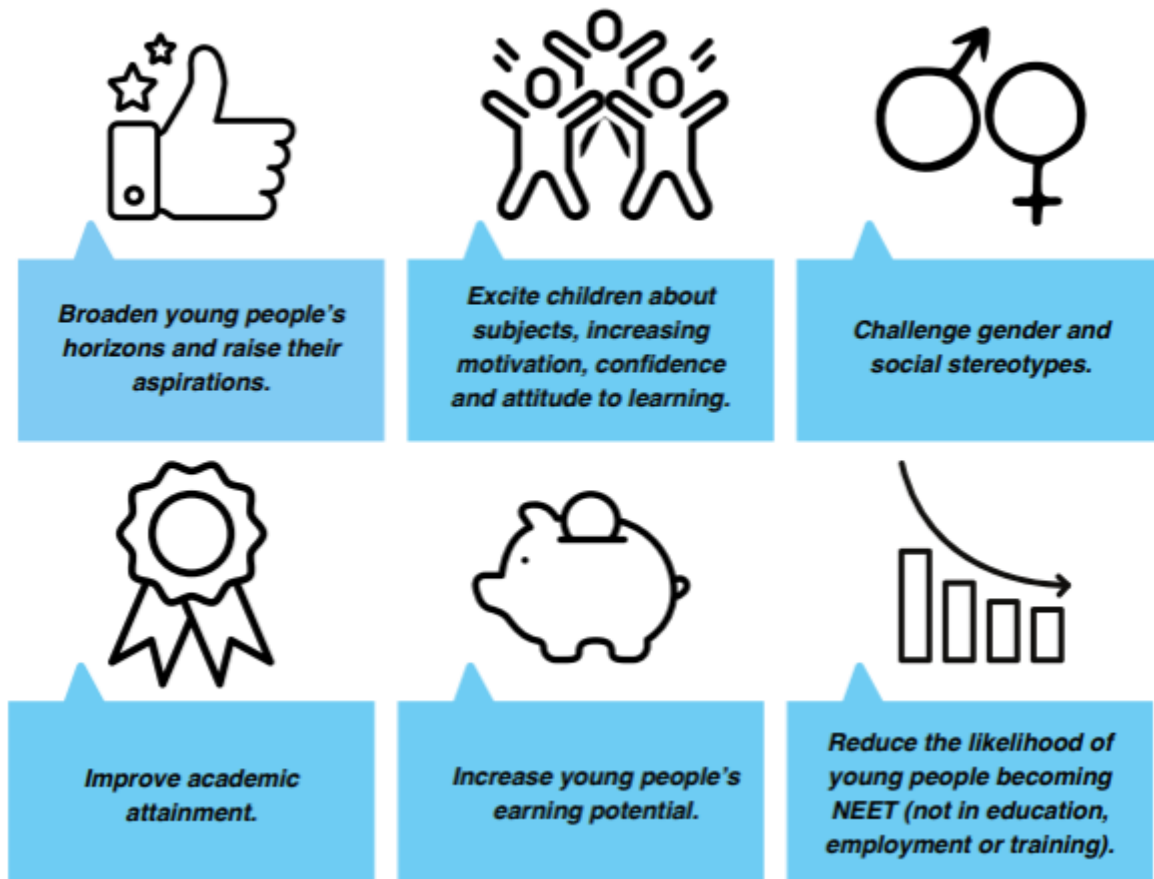
Children in disadvantaged areas are starting school up to 19 months behind their more privileged peers (The Communication Trust 2017)

Over two-thirds of employers (70%) rate literacy and numeracy skills as one of their three most important considerations when recruiting school and college leavers (CBI 2018)

Research shows that by the age of seven, girls' and boys' aspirations are so often limited by stereotyping (Fawcett Society 2019)

It appears that children begin to understand the world and their roles within it, from a younger age than previously thought. Gottfredson (*APAPsychNet2002*) highlights that very young children's career thoughts and decisions involve elimination; by certain ages children begin eliminating potential careers, jobs and interests based on who they perceive themselves to be. As a result, children may limit their educational and occupational choices at a time when their views are too narrow and experiences too limited to make a sound judgement.

At St Peter's, we work with *Primary Futures* run by the charity *Education for Employers* whose internationally recognised research, alongside other field leaders including the OECD, shows that encounters with people from the world of work:



OECD - The Organisation for Economic Co-operation and Development – an international organisation that works to build better policies for better lives.

Our Aims

- We aim to provide a primary career education that broadens children's horizons. An education that helps to prepare our young people for their futures, by developing the following 'soft' skills:



The Careers and Enterprise Company

These skills unlock learning in the classroom, boosting academic outcomes, perseverance and self-belief. They halve the likelihood of being out of work and increase earnings across a lifetime. They even boost wellbeing and life satisfaction. We

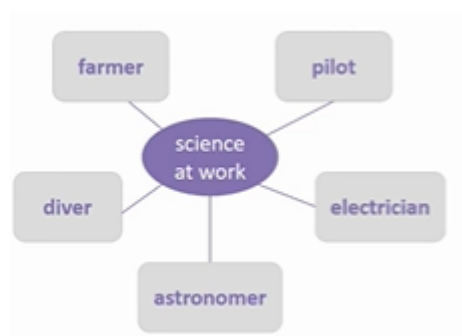
understand that access to these skills often isn't fair and that where they are missed, it undermines social mobility, productivity and wellbeing. We think everyone, at every stage of their lives, should have the opportunities to build them. We aim:

- to ensure that our children have the opportunity for regular conversations that challenge stereotypes, promote diversity and inclusion, broaden their horizons and raise their aspirations;
- to inform and support children to develop their sense of self and a way of developing a positive and meaningful identity;
- to encourage our children to be inspired about what their futures could hold;
- to help our children to start to see the connection between the learning that they do in school and the world of work, to recognise the importance of their learning, to understand the skills that they are developing and how these skills will help them in their future roles;
- to develop skills and knowledge that not only equip children for the next stage of their lives but also enables them to plan and make informed decisions about education, training and career choices;
- to support parents and carers to have an increased awareness of how to support children's literacy skills.

How

- Annual pupil/parent questionnaires to gauge aspirations and community careers expertise.
- Meaningful and authentic experiences to allow pupils to practice their speaking and listening skills.
- Getting the chance to meet a wide range of people doing different jobs in order to broaden horizons.
- Embed careers education in the curriculum so that pupils can see the relationship between what they are learning and the possibilities open to them in later life, in order to motivate them to achieve towards these aspirations, e.g.
 - examples to help us to teach younger children about the diversity of people who work in different roles e.g. inviting diverse role models from the world of work into school to attract all pupils to traditionally gender imbalanced sectors and subjects (e.g. STEM) and tackle the job stereotypes that children begin to form as early as age 5;
 - hearing the real-life stories of volunteers from the world of work to bring an aspirational lens to key life skills such as resilience, confidence, independent learning, positivity and managing change; helping pupils make authentic links to learning and show how essential they are for school transitions, life, and the world of work.

- Provide a context and purpose for learning about specific areas of the curriculum encouraging children to make a link between school-based learning and the wider world e.g.



See Appendix 1 for more authentic learning links to life outside the classroom.

- Choose reading books where characters have different jobs, to open up discussions around aspirations and exploring worth in all job roles.
- Drama activities – role playing different jobs and scenarios.
- Grammar activities – exploring the use of formal vs. informal language and when to use each of these e.g. formal language during an interview.
- Writing activities – write about dream jobs and aspirations, focus on a specific job and ask pupils to write about what the role involves.
- Research activities – find out about the jobs and workplaces which are in the local area.
- Understanding how soft skills are used in everyday life and hearing real-life examples of how these skills are essential in different job roles to reinforce their importance and support children in reflecting on their own strengths, weaknesses, and development.
- Whole school aspirations week with sharing assembly to parents at the end.

Whole School

School Council / Leicestershire Sports Partnership liaison to work on whole school initiatives.

Parent-visitors in to talk to children about their experience of education and work.

Whole school assemblies from the police, fire service, air ambulance and NSPCC.

EYFS

- Role play, enabling children to see themselves in different jobs (see Primary Futures resources). Alongside obvious roles such as doctors, nurses, policemen, etc. include architects, artists, engineers, environmentalists, musicians, software developers. Create a 'jobs corner', areas of the classroom containing

props, books and posters outlining what the roles entail or authentic materials from the roles). Jobs intentionally selected by staff to expose children to less obvious jobs.

- Staff ask pupils questions about the children's parents' work and roles.
- Teachers invite parents in to speak about their work (ensuring sessions are short and interactive).

KS1

- Redraw the balance activity: ask children to draw different job roles and then show the video where scientists, astronauts, nurse etc are revealed and their gender/age etc. is a surprise.
- Job charades (see cards)
- National Literacy Trust Dream Big Job Hunt lesson
- Workplace visits e.g. National Literacy Trust programme Work Dream Big – workplace visit followed by teacher led classroom sessions
- You In The Spotlight KS1
- Jigsaw Jobs
- Parent/Carer interview

LKS2

- Drawing the future
- Show videos to challenge gender stereotypes e.g. [Inspiring the Future on LinkedIn: #redrawthebalance #inspiringthefuture #futuresteamgirls | 40 comments](#)
- Workplace visits with a focus on Literacy and Numeracy in the workplace and developing understanding of why these skills are needed for future success
- PHSE lessons linked to the essential soft skills needed for success [Linking career-related learning to PSHE | Primary Schools Toolkit \(careersandenterprise.co.uk\)](#)
- You In The Spotlight KS2
- Skills Ladder
- Soft Skills definitions

UKS2

- School based visit with a focus on personal finance
- Workplace visit with a focus on 'soft' skills
- Careers day with visitors/volunteers
- Mini-Enterprise
- Charity work/fundraising

- Lead assemblies
- University visit
- Parents/student interview session (at home or in school)
- PHSE lessons linked to the essential soft skills needed for success [Linking career-related learning to PSHE | Primary Schools Toolkit \(careersandenterprise.co.uk\)](#)
- Careers Ladder
- UCAS Careers Quiz
- Jigsaw Jobs
- Parent/Carer interview
- Skilled Futures activity
- RE Ambassadors (Blaby Branching out liaison to run whole school initiatives)

All resources Primary Futures (unless otherwise stated):
[Education & Employers Taskforce Team Site - Primary Futures Teacher Handbook.pdf - All Documents \(sharepoint.com\)](#)

Appendix 1

Curriculum subjects and authentic learning links to life outside the classroom:

<p><i>Maths</i></p> <p><i>A volunteer in most job roles can be asked to speak about how they use maths everyday.</i></p> <p>Architect Builder/ Joiner Accountant Tax manager Quantitative researcher Sales manager Bank clerk Head of data and analysis</p>	<p><i>English</i></p> <p><i>A volunteer in most job roles can be asked to speak about how they use English everyday.</i></p> <p>Author Journalist Reporter Publisher Screen writer Communications manager Marketing manager Editorial assistant</p>	
<p><i>Science</i></p>		
<p><i>Materials</i></p> <p>Construction Engineer Architect Designer Waste Manager Sustainability Manager Consultant</p>	<p><i>Plants</i></p> <p>Florist Garden Designer Horticulturist Environmentalism National Trust / RHS employee</p>	<p><i>Animals</i></p> <p>Vet Zoologist Microbiologist Marine Biologist Conservation Manager Medical Professional</p>
<p><i>Geography</i></p>		
<p><i>Locational Knowledge</i></p> <p><i>Tourism Manager Entertainment & Leisure City Planner Travel Agent</i></p>	<p><i>Human & Physical geography</i></p> <p>Coastal Management City Planner Environmental Advisor Sustainability Manager Architect Engineer Marine Biologist Conservation Manager</p>	

Physical Education

*Physiotherapist
Occupational therapist
Personal trainer
Nutritionist
Podiatrist
Sport club manager
Sports journalist
Coach*

Art / D.T

*Artist
Sculptor
Painter
Fashion Designer
Set Designer
Textile Artist
Silver smith / metal artist
Costume Designer
Prop designer
Art conservator
Illustrator
Ceramicist
3D artist
Product designer*

History

Inviting a volunteer from a similar role to the topic you are covering is a great way to make connections and discover similarities and differences between 'then and now'.

*Archaeologist, museum curator,
Great Fire of London/ Gunpowder plot - Building
Surveyor, Architect, Civil Engineer, Fire Service,
Quantity Surveyor
Titanic - Naval architect, Maritime UK employees,
engineer, jobs in STEAM
Romans - highway maintenance
Greeks - politics, government, home office
(democracy)*

PSHE

Inviting a diverse range of volunteers to speak to your pupils can help to promote an inclusive environment, and challenge stereotypes that form from an early age.

Health

*Dietician
Chef
Dentist
Mental health & wellbeing practitioner
Personal Trainer*

Relationships

*Human Resources
Family Support Worker
Social Worker
Culture Management
Carer*

Information Technology/Computing

A volunteer in most job roles can be asked to speak about how they use technology everyday.

Technology architect
Software developer
Software engineer
Technology Innovation
Cyber intelligence officer
Computer game developer
Technical lead
Web designer
Cyber security specialist
App developer

Modern Foreign Languages

Teacher of English as a foreign language (EFL)
Translator
Interpreter
Closed captioner (subtitles)
Hotel manager
Tour manager
Cabin crew