



Academies Trust

## Co-op Academy Nightingale CRL Programme & Policy

2025-26

<p>Approved by: Beverley Blanchfield</p> <p>Date: 11/05/26</p>	<p>Last reviewed on: May 2026</p>	<p>Next review due by: May 2027</p>
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**Careers Leader : Lauren Banyard**

## **1.0 Rationale and Vision**

The Co-op Academy Trust is committed to ensuring all our students have access to high quality career related learning (CRL) opportunities throughout each stage of their development. Our CRL programmes will inspire, raise aspirations and give our students an optimistic outlook on life.

At Co-op Academy Nightingale, the vision for the development of CRL is to provide the very best opportunities to enable our pupils to broaden their horizons and raise their aspirations. We want our children to see a clear link and purpose between their learning experiences and their future. Our programme promotes equality of opportunity, gives exposure to the world of work, celebrates diversity and challenges stereotypes. Meaning that we can remove barriers between our children and their potential development. We want them to aim as high as possible and provide them with the knowledge, skills and motivation to achieve these dreams.

We want all of our children to leave our school with the fundamental skills to support them in their lives beyond our school, through the next stage of their education and the world of employment beyond. We aim to provide context for these skills through purposeful activities and enrichment opportunities for children to build and apply their skills. We will teach these skills in a bespoke manner to ensure that we deliver at the right level before planning for progression and seeing children advance their skills. To offer children meaning in their building of skills, we want our children to be inspired by the world of employment to see how their interests can be turned into a career and have a wealth of ideas about what they will do with their lives once they leave education.

### **1.1 We are always guided by our Coop values:**

#### **Do what matters most**

What matters most is ensuring that our students achieve the best possible outcomes.

#### **Be yourself, always**

We bring our best self to work, so that we each contribute a bit of our own unique Co-op difference, and respect others for doing the same.

#### **Show you care**

We care about our Co-op, our colleagues, our members, our students, their parents and communities, now and for the future.



## **Succeed together**

Co-operating is what makes us different; we're better and stronger when we work together.

## **2.0 Intent**

Our CRL program is both bespoke and unique to our academy and is reviewed on an annual basis to meet our children's needs based on internal monitoring and evaluation processes. We are committed to providing a coherently planned and sequenced programme that reflects our academy's context and core values. Our programme is designed to entitle all children to develop their knowledge, skills, understanding and cultural capital to support them to go on to positive destinations that meet their aspirations and interests. With this in mind we aim:-

- To broaden children's horizons and raise aspiration with the ultimate aim of improving social mobility
- To support the raising of standards of achievement and attainment for all children, especially by increasing motivation, attitude to learning and attendance
- To reinforce the importance of numeracy and literacy in later life
- To support inclusion, challenge stereotyping and promote equality of opportunity
- To excite and motivate children about their curriculum learning by ensuring there are strong links between education and the world of work.
- To develop enterprise and essential life skills
- To help children to learn about, and develop, their skills and qualities to instil greater self confidence
- To tailor CRL learning / events to meet the needs of all our children through appropriate differentiation
- To involve parents and carers whenever appropriate
- To use current labour market information (LMI) to enable children, staff and parents to engage actively with local and national CRL information so that they can increase their knowledge and understanding about the world of work.
- To use all feedback to reflect on our current provision to develop our future CRL program
- To provide additional support to specific vulnerable groups such as SEND and pupil premium
- To monitor and evaluate current provision in order to ensure our program is quality assured in line with other curriculum areas
- To share best practice with other Co-op academies at network events to ensure reflection and development of own program
- To ensure each key stage get a least 1 employer encounter
- To achieve a Quality in Careers award in recognition of all that our academy offers

## **2.1 Learner entitlement**



All children are entitled to consistent and whole school delivery of CRL to ensure they understand who they may become and develop a healthy sense of self to enable them to reach their full potential. This will include real life and virtual experiences of the workplace across all ages.

## **2.2 Planning & curriculum**

Planning for CRL is included in the foundation lesson planning for KS2. Teachers are encouraged to explore links to careers through the core and non-core curriculum when possible both implicitly and explicitly. It is recognised that opportunities are often spontaneous, following the children's learning, experiences and ideas.

## **2.3 Approaches to teaching and learning**

The curriculum is approached in a variety of ways, using a range of teaching and learning styles. In CRL we place emphasis in active learning including the pupils in circle times, role play, research and enterprise activities. Visits, and visitors, will also form part of our CRL curriculum. Through the curriculum we will aim to give children real life, authentic experiences of the world of work.

## **2.4 Visitors and visits**

It is recognised that visits and visitors will form part of CRL. Our CRL leader will actively seek relevant and meaningful encounters from a wide range of sectors and providers. Please also see the Trust Health and Safety Policy regarding risk assessment for visits and our Safeguarding Policy for visitors on site.

## **2.5 Assembly programme**

The assembly programme for CRL is devised by our skills builder and the head teacher and will support teaching in class through a range of different approaches. Assemblies on job opportunities within different subjects to link learning to life will be included where relevant. Assemblies on different careers which will reflect the results of our aspirations survey in KS1/2, while the skills are discussed on a daily-weekly basis. Aspirational visitors will also be included in the assembly programme where possible.

## **2.6 Parental Engagement**



Parental engagement in CRL is based around raising parents' awareness of the nature of their supportive role in their child's future. Engaging parents is a key driver when delivering career development activities and CRL should raise aspirations for the parents and their children. We will also look for parent / extended family CRL opportunities to complement our CRL program. The CRL lead will support staff to run STEM sessions to add enrichment.

### **3.0 Implementation**

Our program is taught via bespoke activities and events, subject curriculum and extracurricular activities, and a wide range of enrichment activities.

CRL is delivered by a range of providers such as teachers and support staff, FE Colleges, Universities, visiting speakers, employers and employees. This delivery includes bespoke workshops, assemblies, project / challenge / enterprise days and via subject curriculum. Our staff receive annual CPD to support them in embedding essential skills into their subject areas. Our parents can access our academy's website which provides clear links to a range of CRL related events and information about local market information (LMI). The CRL events / activities outlined below are all planned to take place over the year in addition to CRL in the curriculum.

### **4.0 Impact**

Measuring the impact of our CRL programme supports us to develop it on a termly annual basis and to know that we are making a positive and empowering difference. We value quantitative and qualitative feedback from all stakeholders and ensure our evaluations lead to amendments in our future planning. We undertake internal and external quality assurance to ensure our intent and implementation is in-line with our expectations. Our CRL program aims to demonstrate the following impact:

- Raise in aspirations (aspiration data)
- Increased understanding of stereotypical jobs (google forms)
- Feedback and evaluation for all events, both quantitative and qualitative
- Increase in attendance / reduction in PA over time
- Reduction in behaviour incidents
- Increase in progress over time
- Progress and achievement data over time with reference to vulnerable groups i.e SEND
- Development of employability skills after key events
- Range of employer engagement increasing



Eyfs	Activity / event / curriculum (linked to BM)	Intended learning outcome
<b>Autumn Term</b>	<ul style="list-style-type: none"><li>● Curriculum mapping (BM1,2,3,4,5,6,7,8)</li><li>● Fairtrade Fortnight (BM1,2,3,4,5,6,7)</li><li>● Career sector insight sessions (BM1,2,3,5,7)</li></ul>	<b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b>
<b>Spring Term</b>	<ul style="list-style-type: none"><li>● Curriculum mapping (BM1,2,3,4,5,6,7,8)</li><li>● Enrichment day 'World Book' Day (BM1,2,3,4,5,6,7)</li><li>● Co-op core offer (BM1,2,3,4,5,6)</li></ul>	<b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b>
<b>Summer Term</b>	<ul style="list-style-type: none"><li>● Curriculum mapping (BM1,2,3,4,5,6,7,8)</li><li>● Visit from NHS Healthcare careers- People who keep us safe, police, fire (BM1,2,3,5,6)</li><li>● Career sector insight sessions (BM1,2,3,5,7)</li></ul>	<b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b>  Careers Session Visit from Medical Sector.



Year 1	Activity / event / curriculum (linked to BM)	Intended learning outcome
<b>Autumn Term</b>	<ul style="list-style-type: none"><li>• Skills builder resources: Skill of the Week (BM1,3,4,8) (reference Skills builder curriculum links document)</li><li>• Fairtrade Fortnight (BM1,2,3,4,5,6,7)</li><li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li><li>• Career sector insight sessions (BM1,2,3,5,7)</li><li>• Black History Month assemblies (BM1,2,3,5,7)</li></ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.]</b></p> <p>Geography: Specific links will include; recognising the roles of architects and a visit to the local area to see this in action.</p> <p>PSHE - Money Matters - learn about where money comes from and make choices when spending money.</p> <p>BHM Local History: Migration into Leeds</p>
<b>Spring Term</b>	<ul style="list-style-type: none"><li>• Skills builder resources: Skill of the Week (BM1,3,4,8) (reference Skills builder curriculum links document)</li><li>• Co-op core offer (BM1,2,3,4,5,6)</li><li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li><li>• Enrichment day 'World Book' Day' (BM1,2,3,4,5,6,7)</li></ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p><b>Focus on palaeontologists through science work. Role of graphic designers and how art links to this.</b></p> <p><b>History:</b> Toys through the Ages</p> <p>Toy Industry Workers, Carpenter, Graphic Designer.</p>



<p><b>Summer Term</b></p>	<ul style="list-style-type: none"> <li>• Skills builder resources: Skill of the Week (BM1,3,4,8) (reference Skills builder curriculum links document)</li> <li>• Breaking down stereotypes assembly (BM1,2,3,5,7)</li> <li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li> <li>• Visit from NHS Healthcare careers- People who keep us safe, police, fire (BM1,2,3,5,6)</li> <li>• PSHE CRL element of SoL (BM1,2,3,4,5,7) Careers, financial capability and economic well-being.</li> <li>• Careers Fair (BM1,2,3,5,7)</li> </ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p><b>My money - for children to understand what money is and what they can use it for.</b></p> <p>Nursing</p> <p>Doctors, Nurses, Paramedics, Surgeons.</p> <p>Careers Session Visit from NHS.</p> <p>Assembly: Behaviour/protected characteristics/British Values</p>
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Year 2	Activity / event / curriculum (linked to BM)	Intended learning outcome
<p><b>Autumn Term</b></p>	<ul style="list-style-type: none"> <li>• Skills builder resources: Skill of the Week (BM1,3,4,8) (reference Skills builder curriculum links document)</li> <li>• Fairtrade Fortnight (BM1,2,3,4,5,6,7)</li> <li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li> <li>• Black History Month assemblies (BM1,2,3,5,7)</li> </ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p><b>PSHE - <u>Being Me in My World</u></b></p> <p><b>Understand the rights and responsibilities of class members</b></p> <p>BHM Local History: Migration into Leeds</p> <p><b>Know that it is OK not to conform to gender stereotypes</b></p>



		<p>History - Great Fire of London</p> <p>Firefighters, Chimney Sweeps, Maid, Blacksmith, Apothecary, Rat-Catcher, Scullery Maid, Gong Farmer, Architect</p>
<p><b>Spring Term</b></p>	<ul style="list-style-type: none"> <li>• Skills builder resources: Skill of the Week (BM1,3,4,8) (reference Skills builder curriculum links document)</li> <li>• Co-op core offer (BM1,2,3,4,5,6)</li> <li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li> <li>• Enrichment day 'World Book' Day (BM1,2,3,4,5,6,7)</li> </ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p><b>PSHE -</b>  <b>Money Matters - know the difference between the things we need to spend money on and the things we want to spend money on</b>  <b>Know what good group-working looks like</b></p> <p>History - Famous Explorers</p> <p>Marine Biologist, Tour Guide, Travel or Wildlife Photographer, Journalist, Travel Writer, Archaeologist, Geologist, Historian.</p>
<p><b>Summer Term</b></p>	<ul style="list-style-type: none"> <li>• Skills builder resources: Skill of the Week (BM1,3,4,8) (reference Skills builder curriculum links document)</li> <li>• Breaking down stereotypes assembly (BM1,2,3,5,7)</li> <li>• Career sector insight sessions (BM1,2,3,5,7)</li> <li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li> <li>• Careers Fair (BM1,2,3,5,7)</li> </ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p><b>PSHE - Know that it is important to use medicines safely</b></p> <p>Careers session visit from Seamstress.</p> <p>History - Medicine through time</p> <p>Doctors, Nurses, Paramedics, Surgeons, Apothecary/Pharmacist, Leech Collector, Plague Doctor, Barber Surgeon, Toad Doctor, Medicine Person</p> <p><b>Florence Nightingale - medical/nurses/doctors</b></p>



		<b>Assembly: Behaviour/protected characteristics/British Values</b>
<b>Year 3</b>	<b>Activity / event / curriculum (linked to BM)</b>	<b>Intended learning outcome</b>
<b>Autumn Term</b>	<ul style="list-style-type: none"><li>• Skills builder resources: Skill of the Week (BM1,3,4,8) (reference Skills builder curriculum links document)</li><li>• Fairtrade Fortnight (BM1,2,3,4,5,6,7)</li><li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li><li>• Black History Month assemblies (BM1,2,3,5,7)</li></ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p>BHM Local History: Migration into Leeds</p> <p><u>PSHE -Dreams and Goals</u> Know that they are responsible for their own learning Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know what dreams and ambitions are important to them Money Matters - identify different ways I can pay for things and keep track of money.</p> <p><u>Science</u> - jobs linked to human biology</p> <p><u>History</u> - Stone Age to Iron Age</p> <p>Iron Workers, Stonemason, Weaving, Basket Making, Toolmaking, Trading</p> <p><u>Art</u> - photography</p>
<b>Spring Term</b>	<ul style="list-style-type: none"><li>• Skills builder resources / development (BM1,3,4,8)</li><li>• Co-op core offer (BM1,2,3,4,5,6)</li><li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li></ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p><u>History</u> - Ancient Egypt</p>



	<ul style="list-style-type: none"> <li>• Enrichment day 'World Book' Day (BM1,2,3,4,5,6,7)</li> <li>• <b>Careers Fair</b> (BM1,2,3,5,7)</li> </ul>	Bakers, Scribes, Priests, Doctors, Craftspeople, Merchants, Archeologist
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Skills builder resources / development (BM1,3,4,8)</li> <li>• Breaking down stereotypes assembly (BM1,2,3,5,7)</li> <li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li> <li>• PSHE CRL element of SoL (BM1,2,3,4,5,7) Careers, financial capability and economic well-being.</li> <li>• Career sector insight sessions (BM1,2,3,5,7)</li> <li>• Careers Fair</li> </ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p><u>History</u> - Civil Rights</p> <p>Activist, Politician, Lawyer</p> <p>Careers Session visit from Evidence and Impact Manager</p> <p>Assembly: Behaviour/protected characteristics/British Values</p>

<b>Year 4</b>	<b>Activity / event / curriculum (linked to BM)</b>	<b>Intended learning outcome</b>
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Skills builder resources / development (BM1,3,4,8)</li> <li>• Career sector insight sessions (BM1,2,3,5,7)</li> <li>• Fairtrade Fortnight (BM1,2,3,4,5,6,7)</li> <li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li> <li>• Black History Month assemblies (BM1,2,3,5,7)</li> </ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p>BHM Local History: Migration into Leeds</p> <p><b>Development of the CYL young leaders programme.</b></p> <p><u>Geography</u> - geologists, flood engineers and environmental engineers.</p> <p><u>History</u> - Ancient Greece Farming, Fishing, Trader, Olympian, Soldier, Scholar (scientists, artists)</p>



		<p>and teachers).</p> <p><u>PSHE</u> - *Being me in my world Know their place in the school community Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know that their own actions affect themselves and others</p> <p>Dreams and Goals Know how to make a new plan and set new goals even if they have been disappointed Know how to work/share as part of a successful group Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to work out the steps they need to take to achieve a goal</p> <p>Money matters Understand that money brings freedom and choices and the best route to achieve this is through education</p> <p>Leeds Heritage Theatres Drama Club</p>
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<b>Spring Term</b>	<ul style="list-style-type: none"><li>• Skills builder resources / development (BM1,3,4,8)</li><li>• Co-op core offer (BM1,2,3,4,5,6)</li><li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li><li>• Enrichment day 'World Book' Day (BM1,2,3,4,5,6,7)</li><li>• Skype a scientist event. (BM1,2,3,4,5)</li></ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p>Careers Session Visit from children's entertainment business owner - challenging stereotypes.</p> <p><u>History</u> - Roman Empire</p> <p>Lawyers, Teachers, Engineers, Government (Tax Collectors, Clerks, Senators).</p> <p>Farming and the industry.</p> <p>Leeds Heritage Theatres Drama Club</p> <p><b>CYL young leaders programme.</b></p>
<b>Summer Term</b>	<ul style="list-style-type: none"><li>• Skills builder resources / development (BM1,3,4,8)</li><li>• Breaking down stereotypes assembly (BM1,2,3,5,7)</li><li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li><li>• Skills builder Challenge day (BM1,2,3,4,5,6,7)</li><li>• <b>Careers Fair</b> (BM1,2,3,5,7)</li></ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p><b>Trip to Yorkshire Sculpture Park.</b></p> <p><u>History</u> -Anglo-Saxons</p> <p>Chopping Firewood, Churning Butter, Grinding Flour, Blacksmith, Builder</p> <p><b>Leeds Heritage Theatres Drama Club</b></p> <p>Assembly: Behaviour/protected characteristics/British Values</p> <p><b>CYL young leaders programme.</b></p>



Year 5	Activity / event / curriculum (linked to BM)	Intended learning outcome
<p><b>Autumn Term</b></p>	<ul style="list-style-type: none"> <li>● Skills builder resources / development (BM1,3,4,8) (reference Skills builder curriculum links document)</li> <li>● Career sector insight assemblies (BM1,2,3,5,7)</li> <li>● Fairtrade Fortnight (BM1,2,3,4,5,6,7)</li> <li>● Curriculum mapping (BM1,2,3,4,5,6,7,8)</li> <li>● Skype a scientist event. (BM1,2,3,4,5)</li> <li>● Black History Month assemblies (BM1,2,3,5,7)</li> </ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p>BHM Local History: Migration into Leeds</p> <p>Careers Session Visit Civil Engineer.</p> <p><b>Development of the CYL young leaders programme.</b></p> <p><b>In science children will understand how the topic of materials links to a career in material testing and construction.</b></p> <p><u>History</u> - Vikings</p> <p>Craftspeople, Farmers, Seafarers, Merchants, Warriors</p> <p><u>PSHE</u> -</p> <p>Know basic emergency procedures, including the recovery position</p> <p>Leeds Heritage Theatres Drama Club</p>
<p><b>Spring Term</b></p>	<ul style="list-style-type: none"> <li>● Skills builder resources / development (BM1,3,4,8) (reference Skills builder curriculum links document)</li> <li>● Co-op core offer (BM1,2,3,4,5,6)</li> <li>● Curriculum mapping (BM1,2,3,4,5,6,7,8)</li> <li>● Enrichment day 'World Book' Day' (BM1,2,3,4,5,6,7)</li> </ul>	<p>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</p> <p>Day visit to Yorvik.</p> <p><u>History</u> - Suffragettes Activist, Politician</p>



	<ul style="list-style-type: none"> <li>• STEM activities with parental involvement (BM1,2,3,4,5,6)</li> <li>• <b>Visit to</b></li> <li>• <b>Careers Fair</b> (BM1,2,3,5,7)</li> </ul>	<p>CHALLENGING STEREOTYPES: <i>Women went on to serve in the police, worked on the railways, and became mechanics, carpenters, van drivers and coal heavers.</i></p> <p>Leeds Heritage Theatres Drama Club</p> <p><b>CYL young leaders programme.</b></p>
<p><b>Summer Term</b></p>	<ul style="list-style-type: none"> <li>• Skills builder resources / development (BM1,3,4,8) (reference Skills builder curriculum links document)</li> <li>• Breaking down stereotypes assembly (BM1,2,3,5,7)</li> <li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li> <li>• Skills builder Challenge day (BM1,2,3,4,5,6,7)</li> <li>• PSHE CRL element of SoL (BM1,2,3,4,5,7) Careers, financial capability and economic wellbeing.</li> </ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p>Borrowing and earning money.</p> <p>DT bridge building - links to construction and architecture as a career.</p> <p>Aspiration survey will be redone in Summer 2 to see the impact the program is having.</p> <p>Local History: Migration into Leeds</p> <p>Manual Work, Drivers, Nurses, Health Service, Transport System and Postal System.</p> <p>Leeds Heritage Theatres Drama Club</p> <p>Assembly: Behaviour/protected characteristics/British Values</p> <p><b>CYL young leaders programme.</b></p>

Year 6	Activity / event / curriculum (linked to BM)	Intended learning outcome
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<p><b>Autumn Term</b></p>	<ul style="list-style-type: none"> <li>• Skills builder resources / development (BM1,3,4,8)</li> <li>• Career sector insight sessions (BM1,2,3,5,7)</li> <li>• Fairtrade Fortnight (BM1,2,3,4,5,6,7)</li> <li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li> <li>• Black History Month assemblies (BM1,2,3,5,7)</li> </ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p>Careers Session Visit from Medical Sector - challenging stereotypes.</p> <p><b>Development of the CYL young leaders programme.</b></p> <p><u>History</u> - Golden Age of Islam</p> <p>Philosopher, Pharmacist, Mathematician, Geographer, Astronomer, Chemist, Physicist, Musician.</p>
<p><b>Spring Term</b></p>	<ul style="list-style-type: none"> <li>• Skills builder resources / development (BM1,3,4,8)</li> <li>• Co-op core offer (BM1,2,3,4,5,6)</li> <li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li> <li>• Enrichment day 'World Book' Day' (BM1,2,3,4,5,6,7)</li> <li>• Career sector insight sessions (BM1,2,3,5,7)</li> </ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p><b>Careers Session visitor from Department for Work Pensions.</b></p> <p><u>History</u>- British Empire Soldiers, Traders</p> <p><b>CYL young leaders programme.</b></p>
<p><b>Summer Term</b></p>	<ul style="list-style-type: none"> <li>• Skills builder resources / development (BM1,3,4,8)</li> <li>• Breaking down stereotypes assembly (BM1,2,3,5,7)</li> <li>• Skills builder Challenge day (BM1,2,3,4,5,6,7)</li> <li>• Curriculum mapping (BM1,2,3,4,5,6,7,8)</li> <li>• <b>Week with intouniversity?</b></li> <li>• World of Work Week</li> </ul>	<p><b>All new topics will have the opportunity to discuss the linked careers, this will be displayed around the classroom.</b></p> <p><u>History</u> -WW2</p> <p>Army (RAF, Navy etc), Miners, Shipbuilders, Cloth Makers, Farmers, Shepherds, Fishermen, Doctors, Bankers, Women's Voluntary Service (WVS).</p>



	<ul style="list-style-type: none"><li>• Careers Fair (BM1,2,3,5,7)</li></ul>	<p><u>PSHE</u> - Dreams and Goals Know their own learning strengths Know what their classmates like and admire about them Know a variety of problems that the world is facing Know some ways in which they could work with others to make the world a better place Know what the learning steps are they need to take to achieve their goal Know how to set realistic and challenging goals</p> <p>Assembly: Behaviour/protected characteristics/British Values</p> <p>Investment maths project looking at profit and loss.</p> <p><b>CYL young leaders programme.</b></p>
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#### **4.0 Impact**

Measuring the impact of our CRL programme supports us to develop it on a termly / annual basis and to know that we are making a positive and empowering difference. We value quantitative and qualitative feedback from all stakeholders and ensure our evaluations lead to change / amendments in our future planning. We undertake internal and external quality assurance to ensure our intent and implementation is in-line with our expectations. Our CRL program aims to demonstrate the following impact:

- Raise in aspirations (aspiration data)
- Increased understanding of stereotypical jobs (google forms)
- Feedback and evaluation for all events, both quantitative and qualitative
- Progress and achievement data over time with reference to vulnerable groups i.e SEND
- Development of employability skills after key events



- Range of employer engagement increasing

## **5.0 Useful websites**

### **5.1 For staff**

<https://www.firstcareers.co.uk/>

Offers guidance to primary and secondary school students in making decisions about future careers and professions).

<https://primary-careers.careersandenterprise.co.uk/>

Special section dedicated to primary resources / best practice

<https://www.stem.org.uk/system/files/elibrary-resources/2017/04/STEM%20PRIMARY%2006%20WEBRES%20%28online%20version%29.pdf>

Information on STEM related careers for primary age students

<https://www.twinkl.co.uk/resources/ks2-pshe/living-in-the-wider-world-pshe-subjects-key-stage-2/ks2-the-world-of-work>

The world of work resources and activities for KS2

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39>

PSHE KS1 / KS2: What's my job?



<https://www.pshe-association.org.uk/curriculum-and-resources/resources/loud-network-ks2-lessons-%E2%80%98job-skills-influences>LOUD! Network KS2

lessons: 'Job skills, influences and goals'

<https://www.nurseryworld.co.uk/features/article/eyfs-activities-essential-experiences-learning-about-jobs>

EYFS Activities: Essential experiences... Learning about jobs

<https://primaryfutures.org/career-related-primary/>

Resources for primary staff to deliver engaging career-related learning for their pupils, with tools, information and resources available including a self-assessment quiz for schools and examples of innovative practice

<https://www.myworldofwork.co.uk/partner-resources>

Career resources that work in the classroom. These are designed to support young people at different stages, from primary five through secondary and beyond.

<https://www.skillsbuilder.org/homelearning>

Everyone needs eight essential skills to succeed - whatever their path in life. Skills builder provides a range of resources for building these skills in a home setting - all underpinned by the Skills Builder Framework. Resources are available for learners aged 4 to 20+.

## **5.2 Research**

<https://www.educationandemployers.org/wp-content/uploads/2018/01/DrawingTheFuture.pdf>



Exploring the career aspirations of primary school children from around the world

[https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1145\\_what\\_works\\_primary\\_v7\\_digital.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1145_what_works_primary_v7_digital.pdf)

What works? Career-related learning in primary schools

<https://www.thecdi.net/New-Career-Development-Framework>

Framework for implementing CRL

### **5.3 Careers Games**

<https://panjango.com/pages/panjango-online> (KS2)

<https://icould.com/buzz-quiz/> (KS2)

Which Animal Are You? In under five minutes, discover: your strengths and what makes you tick / what you're like as a boyfriend or girlfriend / which celebrities share your personality type. There are 16 possible results, each connected to an animal

### **5.4 Labour Market Information (LMI)**

<https://www.lmiforall.org.uk/>

Leeds

<https://www.the-lep.com/research-and-publications/research-publications-archive/leeds-city-region-labour-market-information-report-20182019/>

[Futuregoals.co.uk](https://futuregoals.co.uk)



Provide career inspiration to help you make that important next step to reach your FutureGoals. Creative Industries, Digital, Manufacturing and Engineering, Construction, Professional services and Health and Social Care are all key sectors for Leeds City Region. <https://futuregoals.co.uk/careerstarters/> Our way of living has changed quite a lot recently. Now, more than ever, it's really important to keep our brains active and challenged. Without the daily structures that we're used to, self-motivation is a really vital skill that we need to nurture and develop.

[www.futuregoals.co.uk/remote](http://www.futuregoals.co.uk/remote)

FutureGoals Remote tests your communication and planning skills, it develops your creative thinking and challenges you to think outside of the box. You will tackle activities that help you to problem solve, become innovative and step into a range of different career sectors. These resources have been designed to help you learn skills that local employers are looking for such as; communication, planning and research, problem solving, creativity, organisation and self-reflection FutureGoals Remote resources - "Create it!" -

Manchester

<https://bridgegm.co.uk/labour-market-information>

Stoke

<https://lhs.ttlit.org.uk/wp-content/uploads/sites/9/2019/07/Stoke-on-Trent-and-StaffordshireApril-2019-LMI-Report.pdf>

## **5.5 Parents**

<https://targetcareers.co.uk/parents-and-teachers>

<https://careerready.org.uk/parents>



Academies Trust

<https://www.careeralchemy.co.uk/choosing-career-paths.html>