

ST. ALOYSIUS CAREER GUIDANCE

Purpose: broaden pupils' horizons, challenge stereotypes, and build the skills and sense of self that help children reach their full potential.

Why career-related learning matters

In primary school, career development is not about asking children to choose a job. It is age-appropriate personal development: helping pupils discover who they are, who they could become and how learning connects with life beyond school. Early career-related learning can raise aspirations, strengthen motivation and confidence, challenge limiting assumptions, and help prevent later disengagement and low aspirations.

Evidence highlighted in the handbook shows the value of starting early: 96% of primary schools in the 2018 School Snapshot Survey already facilitated some career-related learning; 82% of children in a large careers-learning event survey reported a better understanding of how Maths, English and Science are useful in many jobs. The handbook also stresses that career preferences and stereotypes can form surprisingly early.

Principles for St Aloysius

- **Personal agency:** Develop optimism, adaptability, resilience and initiative.
- **Knowledge and skills:** Build the knowledge, skills and attitudes needed for fulfilling work and lifelong learning.
- **Learner voice:** Give pupils an active role in reflecting on their progress and development.
- **Good work:** Help children recognise and aspire to fair, decent and meaningful work.
- **Sustainability:** Connect future careers with responsible and sustainable living and working.
- **Social justice:** Challenge stereotyping, discrimination and unfair barriers to opportunity.



A whole-curriculum approach

Career-related learning should sit across the curriculum alongside personal development, citizenship, healthy living and environmental understanding. The aim is to make learning relevant: pupils should see connections between subjects, their strengths, the changing world and future possibilities. Schools are encouraged to adapt what they already teach rather than create a separate careers subject.

The six learning areas

The CDI framework organises lifelong career development into six connected areas. Progression should be adapted to pupils' age, context and needs across Early Years, Key Stage 1 and Key Stage 2.

Learning area	What it means in primary school
Grow throughout life	Learn and reflect on yourself, your background and your strengths. Build confidence, self-understanding, reflection, willingness to try, and responsibility for learning.
Explore possibilities	Explore the full range of possibilities and learn about different workplaces. Broaden horizons beyond family/media examples; understand job tasks, sectors, skills and qualifications; challenge gender stereotypes.
Manage career	Manage your career actively, make the most of opportunities and learn from setbacks. Practise goal-setting, planning, decision-making, self-presentation, transitions, perseverance and "plan B" thinking.
Create opportunities	Create opportunities by being proactive and building relationships with others. Develop initiative, teamwork, leadership, networks and enterprise through purposeful roles and projects.
Balance life and work	Balance work/enterprise with wellbeing, interests, family and community. Understand paid/unpaid work, rewards, health and safety, fairness, wellbeing and basic financial decision-making.
See the big picture	Notice how the economy, politics and society connect with life and career. Build information literacy and explore changing work, technology, sustainability, decent work and wider social issues.

Progression at a glance

- **Early Years:** Awareness, imagination, role-play, recognising helpers and jobs, trying new things, talking about achievements.
- **Key Stage 1:** Exploration, asking for help, recognising success, comparing jobs, setting simple goals, teamwork and challenging stereotypes.
- **Key Stage 2:** Greater independence: researching jobs, linking learning to qualifications, planning steps, weighing choices, handling transitions, leadership, budgeting and considering future change.

Examples of learning in action

Career learning can be woven into familiar themes: weather can explore Met Office roles; the Olympics can reveal the many jobs supporting athletes; healthy eating can introduce health-related careers; rainforest/environment topics can connect to green jobs; fairy tales can be used to challenge gendered job stereotypes; transport can prompt discussion of how roles may change; and robots/machines can open discussion about which tasks technology can and cannot replace.

Leading, delivering and evaluating career guidance

The handbook recommends a continuous-improvement model built around Intent, Implementation and Impact. Leadership should involve learners, staff, parents/carers, employers, community partners and other stakeholders.

INTENT	IMPLEMENTATION	IMPACT
Know the school context and learner needs. Set a clear vision, policy, aims and outcomes. Prioritise aspiration, inclusion and stereotype-challenging where needed.	Embed careers through curriculum design, teaching and assessment. Define staff responsibilities; involve pupils; engage families, employers and community partners; use first-hand experiences.	Evaluate whether pupils enjoyed and valued provision, what they learned, and whether behaviour or attitudes changed. Use realistic outcomes and feedback from several stakeholder groups.

Practical delivery ideas

- Employer encounters: “What’s my line?”, visitor talks and Q&A, careers fairs and role-model sessions.
- Experiential learning: workplace visits, local-community career walks, role-play workplaces and educational visits with a careers lens.
- School jobs: advertise classroom/school responsibilities, invite applications, hold simple interviews and review performance.
- Enterprise and teamwork: mini-enterprises, fundraising, group challenges and leadership opportunities.
- Curriculum links: use PSHE, topic work, STEM, literacy, environmental learning and awareness weeks to make careers visible.
- Transitions and reflection: support pupils to record achievements, identify strengths, set goals and plan positively for moving to secondary school.

Recommended school actions

1. Nominate strategic leadership for career-related learning and connect it to school improvement planning.
2. Create or refresh a concise careers policy covering rationale, aims, provision, roles, learner entitlement, partnerships, resources, recording and evaluation.
3. Map the six CDI areas against existing year-group topics so career learning is explicit and progressive rather than left to chance.
4. Build a diverse bank of role models and employer/community contacts that widens horizons and represents different identities and backgrounds.
5. Collect pupil voice and simple evidence of impact - work samples, reflections, questionnaires/focus groups and feedback from staff, families and partners.

St Aloysius focus: make careers learning visible, inclusive and hopeful - helping every child connect who they are, what they learn and the possibilities ahead.

Source: Career Development Institute, Career Development Framework: Handbook for Primary Schools (2021).