

## Careers Curriculum



### St Gregory's Catholic Primary School

*'Forward Together'*

#### Our Vision:

Here at St Gregory's our vision is to offer a carefully planned **Careers Curriculum**, that is embedded across school to **raise aspirations** for every child. From EYFS to Y6 curriculum learning is progressively sequenced moving from **exploration to aspiration**, ensuring all pupils understand the world of work and their place within it.

Be **ambitious** learners, **inspired, self- confidence-** know their **strengths, talents** and **interests** and how we link these to possible choices of careers as we change and grow as **unique individuals**, regardless of background.









#### Key Skills:

From day one at St Gregory's to leaving in Year 6, teachers will deliver a curriculum with progressive experiences and opportunities that allow all children to:

- **Reflect**
- **Explore**
- **Believe**
- **Learn**
- **Prepare/Aspire**

These skills are purposefully woven across each year group so that they are continually built upon so that **positive attitudes** develop over time and children are **filled with aspiration, confidence** and **self-worth**.

**Gatsby Benchmarks:** Our careers curriculum is guided by the Gatsby Benchmarks, adapted for use in a primary setting. These help us ensure that our careers education offer is progressive, meaningful, and accessible to all pupils.

Benchmark	Focus
 BM1 – Stable Programme	Clear plan
 BM2 – Labour Market	Learning about jobs
 BM3 – Individual Needs	Inclusion & aspiration
 BM4 – Curriculum Links	Making learning relevant
 BM5 – Employer Encounters	Meeting real people
 BM6 – Workplace Experiences	Seeing work in action
 BM7 – Future Pathways	Understanding next steps
 BM8 – Personal Guidance	Support and discussion

Careers learning at St Gregory's primary school focuses on broadening horizons, challenging stereotypes, raising aspirations, and helping every pupil believe in their potential and to dream big. The **Catholic ethos**, mission and culture of our school is part of our everyday practice and contributes positively to the developing confidence, self-belief and inspiration for every pupil.

**'I can do all things through Christ who strengthens me.' Phil 4:13**

#### **BHCET Character Virtues:**

Our character virtues area set of behaviours that we embed through our careers curriculum and underpin all we do as part of our catholic ethos. The virtues of **respect and responsibility, justice and compassion, confidence and resilience, honesty and self-belief**, contribute to our overall aims of to help every child develop **their** sense of self and be ready to move with **instilled confidence** and **readiness**, prepared to **'move forward'** to their **next chapter**.



SELF-BELIEF



RESPECT



RESILIENCE



JUSTICE



HONESTY



CONFIDENCE



COMPASSION



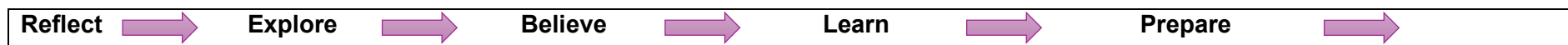
RESPONSIBILITY

**‘Forward Together’**  
**‘From Tiny Acorns, Mighty Oaks Grow’**



From nursery to Year 6 there are two themes covered every term (one per ½ term).

The themes are the same so that the **5 key skills** are revisited each term- and as part of daily life of school.



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore and Imagination	Recognising Jobs	Local Jobs	Skills	Stereotypes	Pathways	Preparation

The themed topics below link to the concepts of **growth, talents and interests** and **skills**. The aim of the dedicated themes and purposeful links to areas of our curriculum and core texts aim to **instil a real sense of worth** and **big ambition**, in **every child**, from the day they start their journey at St Gregory’s. Each theme will be delivered in school with enhanced learning from external visitors and experiences outside of school and in the local community.

Each cohort have a **‘Forward Together’** floor book that teachers use to gather pupil voice, attitudes and ambitions and evidence of growth over time. Displays around school, as well as classrooms will also reflect the purposeful careers curriculum and celebrate pupil ambition, pupil voice and self -belief. See our **careers curriculum** overview, **PSHE overview** and curriculum documents for further information and progression across school.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Explore and Imagination</b>	<b>Recognising Jobs</b>	<b>Local Jobs</b>	<b>Skills</b>	<b>Stereotypes</b>	<b>Pathways</b>	<b>Preparation</b>
<ul style="list-style-type: none"> <li>• Role play familiar jobs (doctor, builder, teacher)</li> <li>• Talk about what adults do</li> <li>• Use imagination to think about future roles</li> <li>• Explore jobs through stories and play</li> </ul>	<ul style="list-style-type: none"> <li>• Name a range of jobs</li> <li>• Understand jobs help people</li> <li>• Talk about/recognise jobs in family and at school</li> <li>• Begin to share aspirations</li> </ul>	<ul style="list-style-type: none"> <li>• Identify jobs in the local community</li> <li>• Recognise workplaces</li> <li>• Ask simple questions about roles</li> <li>• Make real-world links</li> </ul>	<ul style="list-style-type: none"> <li>• Learn key skills (teamwork, communication)</li> <li>• Match skills to jobs</li> <li>• Identify personal strengths</li> <li>• Apply skills in tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Understand stereotypes</li> <li>• Explore diverse role models</li> <li>• Challenge misconceptions</li> <li>• Promote equality</li> </ul>	<ul style="list-style-type: none"> <li>• Understand routes into jobs</li> <li>• Link subjects to careers</li> <li>• Explore different careers</li> <li>• Consider future options</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on strengths and interests</li> <li>• Understand next stage (secondary)</li> <li>• Present aspirations</li> <li>• Build confidence</li> </ul>

### Termly Overview of Core Texts



**Core Texts:** A carefully selected range of high-quality texts supports our careers curriculum across the school, promoting aspiration, diversity, and understanding of the wider world. Additional reads are also used flexibly across the year. Children have access to and are encouraged to read a wide range of texts relating to the careers curriculum in their own classroom reading areas and the school library as part of our daily reading culture in school and quality first teaching. These texts vary according to the interests of children, talents and ambitions.








Year Group	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>	<p><b>People Who Help Us</b></p> <p>People Who Help Us – Allan Ahlberg Zog and the Flying Doctors – Julia Donaldson</p> <p>The Jolly Postman – Allan Ahlberg</p>	<p><b>Jobs through Play</b></p> <p>Iggy Peck Architect- Andrea Beaty or Rosie Revere Engineer- Andrea Beauty</p> <p>The Little Builder – Liesbet Slegers Charlie the Firefighter – Liesbet Slegers</p> <p>We’re going to the Farmers’ Market- Stefan Page</p>	<p><b>When I Grow Up</b></p> <p>When I Grow Up – Tim Minchin You Can Be Anything! – Patricia Hegarty Dream Big -Amgri Arts</p>
<b>Year 1</b>	<p><b>What Jobs Do People Do?</b></p> <p>Whose Hat Is This? – Sharon Katz Cooper I Want to Be a Doctor – Laura Driscoll</p>	<p><b>Jobs That Help Us</b></p> <p>A Day in the Life of a Firefighter – Heather Adamson Busy People: Doctor – Lucy M. George</p>	<p><b>My Future Job</b></p> <p>When I Grow Up – Al Yankovic When I grow up I’d like to be... - Rob Biddulph</p>








<b>Year 2</b>	<b>Jobs in Our Community</b> Police Officers on Patrol – Kersten Hamilton Busy People: Teacher – Lucy M. George	<b>Where People Work</b> At the Supermarket – Anne Civardi My Mum Is a Builder – Angela Royston	<b>People Around Me</b> A day in the Life of... series of books ( scientist, researcher, explorer, builder etc) H.Adamson
<b>Year 3</b>	<b>Skills</b> The Most Magnificent Thing – Ashley Spires	<b>Spring – Problem Solving</b> Rosie Revere, Engineer – Andrea Beaty	<b>Ideas</b> What Do You Do with an Idea? – Kobi Yamada
<b>Year 4</b>	<b>Stereotypes</b> Julian Is a Mermaid – Jessica Love	<b>Role Models</b> Mae Among the Stars – Roda Ahmed	<b>Overcoming Barriers</b> Emmanuel’s Dream – Laurie Ann Thompson
<b>Year 5</b>	<b>Inspirational Figures</b> Fantastically Great Women – Kate Pankhurst	<b>Overcoming Challenges</b> The Boy Who Harnessed the Wind – William Kamkwamba	<b>Aspiration</b> Good Night Stories for Rebel Girls – Elena Favilli Oscar Romero ‘Aspire to be more, not to have more.;
<b>Year 6</b>	<b>Dream Big</b> Oh, the Places You’ll Go! – Dr Seuss	<b>Role Models</b> Hidden Figures – Margot Lee Shetterly Autobiographies for example Marcus Rashford, / <i>Little People Big Dreams</i> books	<b>– Making a Difference</b> Malala’s Magic Pencil – Malala Yousafzai

**Assessment Points**



Pupils will be able to **clearly articulate** their understanding of **jobs, skills,** and **aspirations** through **progressive outcomes** across our Careers Curriculum. Teachers will use the statements below to **assess and inform planning, environments, resources and provision,** to continually enhance the learning intentions within each cohort.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Explore and Imagination</b> 	<b>Recognising Jobs</b> 	<b>Local Jobs</b> 	<b>Skills</b> 	<b>Stereotypes</b> 	<b>Pathways</b> 	<b>Preparation</b> 
I can <b>talk</b> about people who help us I can <b>name</b> some jobs I know I can <b>join in</b> with <b>role play</b> about different jobs I can <b>say</b> what I would like to be when I grow up I can <b>talk</b> about what adults do	I can <b>name</b> different jobs I can <b>say</b> how jobs help people I can <b>talk</b> about jobs in my family I can <b>describe</b> what some workers do I can <b>share</b> what job I might like	I can <b>describe</b> jobs in my local area I can <b>name</b> places where people work I can <b>ask questions</b> about jobs I can <b>explain</b> how people help the community I can <b>talk about</b> jobs I am interested in	I can <b>name</b> skills needed for jobs I can <b>match</b> skills to jobs I can <b>talk</b> about my strengths I can <b>work</b> with others to solve problems I can <b>explain</b> how skills help jobs	I can <b>explain</b> what a stereotype is I can <b>challenge</b> stereotypes I can <b>give examples</b> of different roles I can <b>explain</b> equal opportunities I can <b>talk about</b> jobs without assumptions	I can <b>describe</b> pathways into jobs I can <b>link subjects</b> to careers I can <b>research</b> a job I can <b>explain</b> how effort helps success I can <b>talk about</b> my aspirations	I can <b>reflect</b> on my strengths and interests I can <b>explain</b> how learning helps my future I can <b>describe</b> career options I can <b>present</b> my ideas I can <b>set</b> future goals

<p><b>Linked Virtues</b></p>  <p>CONFIDENCE</p> <p>RESPECT</p>	<p><b>Linked Virtues</b></p>  <p>CONFIDENCE</p> <p>RESPECT</p> <p>COMPASSION</p>	<p><b>Linked Virtues</b></p>  <p>SELF-BELIEF</p> <p>CONFIDENCE</p>	<p><b>Linked Virtues</b></p>  <p>CONFIDENCE</p> <p>SELF-BELIEF</p>	<p><b>Linked Virtues</b></p>  <p>RESPECT</p> <p>COMPASSION</p> <p>CONFIDENCE</p> <p>RESILIENCE</p>	<p><b>Linked Virtues</b></p>  <p>SELF-BELIEF</p> <p>RESILIENCE</p> <p>HONESTY</p> <p>COMPASSION</p> <p>CONFIDENCE</p>	<p><b>Linked Virtues</b></p>  <p>SELF-BELIEF</p> <p>RESILIENCE</p> <p>HONESTY</p> <p>COMPASSION</p> <p>CONFIDENCE</p>
<p>School Based Activities Visitor Based External/Enhanced Experiences</p>	<p>School Based Activities Visitor Based External/Enhanced Experiences</p>	<p>School Based Activities Visitor Based External/Enhanced Experiences</p>	<p>School Based Activities Visitor Based External/Enhanced Experiences</p>	<p>School Based Activities Visitor Based External/Enhanced Experiences</p>	<p>School Based Activities Visitor Based External/Enhanced Experiences</p>	<p>School Based Activities Visitor Based External/Enhanced Experiences</p>