



**St Joseph's Catholic Primary School**  
**Careers Progression**



|                       | <b>EYFS</b>   | <b>Year 1 and 2</b>   | <b>Year 3 and 4</b>   | <b>Year 5 and 6</b>   |
|-----------------------|---|---|---|---|
| <b>Focus</b>          | <b>Awareness, Curiosity, Belonging</b>  | <b>Recognising Roles in the Community &amp; Understanding Purpose and Skills</b>  | <b>Exploring our Strengths and the Wider World of Work</b>  | <b>Aspiration, Skills for Life &amp; Future Readiness</b>   |
| <b>Linked Mission</b> |    |   |    |    |
| <b>Outcome</b>        | <p>Children begin to notice and talk about the jobs people do in their families, school, and community.</p> <p>Careers learning is introduced through play, stories, and real-life role models.</p> <p>Children recognise different jobs and see themselves as capable and valued.</p>  | <p>Children begin to make simple connections between subjects, skills, and real careers. They learn about responsibility, teamwork, and the roles people play in helping their community.</p> <p>Children see themselves as capable and begin to understand the purpose behind everyday jobs.</p>   | <p>Children broaden their understanding of careers by exploring industries, STEM fields, and local, national, and global roles. They start recognising their own strengths and interests.</p> <p>Children begin to articulate how learning helps shape future possibilities.</p>  | <p>Children deepen their understanding of pathways, skills, and the wider value of work. They begin preparing for the transition to secondary school careers education</p> <p>Children leave St Joseph's confident, aspirational, and ready to <i>"shine the Light of Christ"</i> in the next stage of their journey.</p>   |
| <b>Objectives</b>     | <ul style="list-style-type: none"> <li>Exploring familiar jobs (nurses, shopkeepers, firefighters, teachers)</li> <li>Role-play areas linked to occupations (e.g., vets, post office, hospital)</li> <li>Stories featuring characters with real-world jobs</li> <li>Visitors from the community (police, paramedics, parents)</li> <li>Talking about "what I would like to be when I grow up"</li> <li>Celebrating that everyone has unique, God-given gifts</li> </ul> | <ul style="list-style-type: none"> <li>Identify a range of jobs and describe what they involve</li> <li>Understand that jobs require different skills</li> <li>Recognise jobs linked to their curriculum topics</li> <li>Begin linking classroom learning to real-world roles</li> <li>Notice how people work together in different jobs</li> </ul> | <ul style="list-style-type: none"> <li>Explore a wider range of jobs, including STEM and creative industries</li> <li>Understand that jobs exist in different parts of the world</li> <li>Link curriculum learning more confidently to careers</li> <li>Reflect on personal strengths and skills</li> <li>Learn from diverse role models</li> </ul> | <ul style="list-style-type: none"> <li>Identify the skills and qualities linked to different careers</li> <li>Develop a sense of curiosity about differing careers, and the routes and skills needed to be taken to achieve them.</li> <li>Understand how reading, writing, maths, and STEM connect to future roles</li> <li>Reflect on their God-given strengths and ambitions and how they use these to benefit others and to improve their education.</li> <li>Explore careers through visitors, workshops, and partnerships, asking questions and developing an understanding of the skills needed.</li> <li>Recognise how values such as compassion, responsibility, and resilience shape success</li> </ul> |