



Grange View C. E. Primary School

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At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.



Let your light shine brightly before others.

Matthew 5:16

Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Forgiveness, Respect, Perseverance and Community to become lifelong learners.

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

CAREERS AND ASPIRATIONS POLICY

What is Careers Related Learning?

Careers Related Learning (CRL) is the term used to encompass activities designed to:



“Career-related learning is not about asking eight-year olds what they want to do in the future - children must be allowed their childhood... It is work that builds on children’s growing awareness of themselves and the world of work, and weaves what they know into useful learning for now and later” Watts (2002)

Careers related learning in primary schools

At the primary school level, we do not provide formal careers advice. Instead, our focus is on careers-related learning — broadening pupils’ horizons, raising aspirations, and introducing them to the wider world, including the world of work. This approach is about opening doors, helping children to explore the wide range of opportunities available to them, and encouraging them to keep their options open for as long as possible.

Through a rich variety of experiences and activities, we aim to nurture key attributes, skills, and behaviours that will support children not only in their transition to secondary education but also in preparing them for future life and learning. Careers-related learning at this stage lays the foundation for confident, curious, and ambitious learners.

Why is careers related learning important?

We carry out a variety of activities with the aim of increasing children’s understanding of the world of work. Introducing children to the world of work is important because it:

- Links learning to the real world and in doing so increases motivation to work hard bringing more relevance to their learning
- Challenges gender stereotyping about jobs and school subjects
- Broadens aspirations

Providing children with opportunities to meet people from the world of work and hear about their life journeys helps them understand the real-world relevance of what they are learning. This connection between education and future possibilities can enhance both motivation and attainment in several ways:

- Welcoming volunteers from various professions into school helps children develop self-belief and gain insight into life beyond the classroom.
- Meeting role models from different industries increases motivation, particularly when children see adults — beyond their teachers — taking an interest in them and their learning.
- Exposure to the world of work allows children to build knowledge, skills, and behaviours that go beyond the standard curriculum, broadening their understanding of future pathways.

The Gatsby Benchmarks – Purpose and Application

The Gatsby Benchmarks provide a nationally recognised framework for high-quality careers education. They set out what good careers guidance looks like and ensure that all learners, regardless of background or ability, receive consistent, meaningful, and personalised support to make informed decisions about their future.

Following the 2025 review (*Good Career Guidance: The Next Ten Years*), the Benchmarks remain central to government guidance for schools, colleges and training providers, with refined criteria and a renewed focus on inclusion, leadership, data, and engagement.

Key Themes Driving the 2025 Updates

- 1. Leadership and Whole-Institution Commitment**
Careers education is embedded as a strategic priority, with clear roles and accountability at leadership and governance levels.
- 2. Inclusion and Equity of Access**
All learners, including those who are disadvantaged or have SEND, are entitled to high-quality, tailored careers provision.
- 3. Meaningful and Varied Encounters**
Encounters with employers, educators and training providers are purposeful, diverse, and supported by preparation and reflection.
- 4. Use of Data and Evidence**
Careers programmes make effective use of data and evidence to inform planning, track destinations and continuously improve outcomes.
- 5. Parental and Carer Engagement**
Parents and carers are recognised as key influencers and are engaged as active partners in supporting career development.

The Eight Gatsby Benchmarks

- 1. A Stable Careers Programme**
A structured, regularly evaluated careers programme that is known and understood by students, staff, parents, governors, and employers.
- 2. Learning from Career and Labour Market Information**
Learners access up-to-date, high-quality labour market and careers information to support well-informed decisions about their future.
- 3. Addressing the Needs of Each Learner**
Provision is personalised, inclusive, and designed to meet the needs of all learners, with targeted support where required.
- 4. Linking Curriculum Learning to Careers**
Careers education is integrated into subject teaching, making clear connections between learning and future pathways.
- 5. Encounters with Employers and Employees**
Every learner has opportunities to learn from employers through direct encounters that broaden understanding of the workplace.
- 6. Experiences of Workplaces**
Learners participate in real or simulated workplace experiences that develop employability skills and understanding of work environments.
- 7. Encounters with Further and Higher Education**
Learners are provided with meaningful encounters with a range of post-16 and post-18 providers to explore future study and training options.
- 8. Personal Guidance**
Every learner has access to impartial, qualified careers guidance at key transition points to support informed decision-making.

Our aims for careers related learning at Grange View:

- To inspire and engage children by connecting their learning to real-world careers and future opportunities
- To expand children's awareness of the wide range of possibilities open to them and raise their aspirations
- To help children understand the purpose of their learning and how it relates to their future goals
- To challenge and break down stereotypes about jobs and the people who work in them
- To contribute to improving achievement and attainment for every child
- To support children in discovering their strengths and building confidence
- To emphasize the ongoing importance of literacy and numeracy skills in everyday life and work
- To adapt careers learning to suit the diverse ages and needs of all pupils

Tackling stereotypes through careers- related learning:

Between the ages of 6 and 8, many children begin to develop gender-based ideas about careers, which can influence their future choices. By age 10, they often form beliefs about social status and intelligence that shape their perceptions of what opportunities are available to them. At this stage, children start to move away from imaginative career ideas and become more aware of potential limitations.

To address this, we encourage children to explore their aspirations and understand the factors that influence their career dreams. Every child has the opportunity to meet a diverse range of people working in various roles, industries, and levels—from apprenticeships to leadership positions. This approach is crucial to promoting social mobility and equality across gender and ethnicity. Supporting children to question stereotypes and understand the changing world around them while still in primary school helps broaden their horizons and encourages more inclusive career thinking.

Raising aspirations through careers-related learning

It's often said that children from disadvantaged backgrounds lack aspirations, but many children's horizons are shaped by the people they and their families know. As David Attenborough said, *"No one will protect what they don't care about, and no one will care about what they have never experienced."*

Children's ideas about who they are and what they can achieve are influenced by their social and economic environment, including their social connections and cultural experiences, which shape what they see as realistic and possible futures.

1.Legislation and guidance

Our approach to Careers Related Learning takes into account the following documents:

- DfE Careers strategy: Making the most of everyone's skills and talents (Dec 2017)
- Careers guidance and access for education and training providers - Statutory guidance for governing bodies, school leaders and school staff (Oct 2018)
- Career-related learning in primary - The role of primary teachers and schools in preparing children for the future (Jan 2019)

2. Roles and responsibilities

2.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting careers education priorities and aspirational outcomes that reflect local labour market information and the needs of all pupils
- Sufficient time and resources are allocated to enable effective delivery of careers-related learning across all key stages
- Appropriate provision is made for pupils with different abilities and needs, including those with special educational needs (SEN), to access tailored careers guidance and opportunities
- The school implements all relevant statutory requirements related to careers guidance (e.g. in line with the Provider Access Legislation and the Gatsby Benchmarks)
- It participates actively in decision-making about the breadth, balance, and integration of careers-related learning within the wider curriculum
- It fulfils its role in overseeing any processes related to external provider access or exceptional arrangements in relation to individual pupil guidance needs or pathway planning

2.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All elements of the school's careers-related learning programme, and any additional enrichment opportunities the school chooses to offer, have clear aims and objectives that reflect the school's values and outline how the needs of individual pupils will be met
- The time and resource allocated to careers-related learning, including time within the curriculum and access to external providers, is adequate and is reviewed by the governing board
- Where appropriate, the individual guidance needs of some pupils are met through personalised pathways or additional support, in line with statutory duties and good practice
- They manage requests from parents or carers regarding participation in aspects of careers-related learning or encounters with external providers, where appropriate

- The school's monitoring and evaluation processes for careers provision meet all legal requirements (e.g. those under the Provider Access Legislation and statutory guidance)
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the school's careers-related learning offer
- The governing board is advised on whole-school careers priorities and pupil outcomes to enable informed strategic decision-making
- Proper provision is in place to ensure equitable access to careers-related learning for pupils with different abilities and needs, including children with SEN

2.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

3. Organisation and planning

3.1 Our Intent: Why our curriculum looks like this:

Our aim is to provide high-quality careers-related learning that inspires children and broadens their understanding of the world of work. At Grange View, we integrate careers education throughout all our subjects, helping pupils see how what they learn connects to future opportunities. We want our children to be confident, curious lifelong learners who develop skills like communication and teamwork to achieve their God-given potential. Careers-related learning encourages pupils to keep their options open and prepares them for success in all areas of life. By embedding careers themes across the curriculum, we help children understand the diversity of people and jobs in our society and inspire them to aim high for their future.

3.2 Planning and skills progression:

Our curriculum planning follows a two-year rolling cycle to accommodate mixed-year classes and ensure balanced coverage of learning objectives. Topics are carefully selected to engage pupils and align with the new curriculum, while providing meaningful opportunities to connect learning with real-world careers.

We make use of specialised resources to embed career-related opportunities within all subjects, helping children to see the relevance of their learning to future pathways. Visitors from various professions regularly come into school to raise the profile of careers and introduce pupils to key skills needed for success in the workplace.

Our progression of skills has been developed collaboratively by staff to ensure clear expectations are set for each year group. This supports consistent skill development and ensures learning is well matched to pupils' ages and abilities, preparing them for lifelong learning and future achievements.

3.3 Pedagogical Choices :

- A blend of practical activities and engaging resources is used to introduce and reinforce key career concepts and skills over time.
- Discrete careers lessons or sessions are delivered regularly, alongside opportunities to apply learning in real-life contexts, such as project work or exploring local job markets.

- Collaborative tasks encourage discussion and peer support, helping pupils to develop communication, teamwork, and problem-solving skills.
- Early awareness of different jobs, skills, and industries is fostered to lay a strong foundation that pupils can build on as they progress through school.

3.4 Subject Spotlights:

At Grange View, we believe in giving every subject the chance to shine. During Careers Week, we focus on raising awareness and excitement about the wide range of jobs and opportunities available to our pupils. Throughout the week, each class takes part in a variety of activities designed to inspire and inform. Pupils meet visitors from different professions, explore real-world skills, and engage in hands-on workshops that connect their learning to future careers. We also come together as a whole school to share what we've learned and celebrate the diverse talents and ambitions within our community. Careers Week helps children see the many pathways open to them and encourages them to dream big about their futures.

3.5 Assessment:

At Grange View, assessment in careers-related learning focuses on capturing pupils' growing aspirations, understanding, and skills development over time. Each classroom features a 'Future World Changers' display on the door, which is updated annually to reflect what pupils aspire to be when they grow up.

After every careers visit or encounter, pupils complete a standardised recording form to reflect on what they have learned, helping them engage with careers leaders and track their personal development. This process encourages pupils to articulate new insights, consider different pathways, and build confidence in their future choices. Assessment in careers learning is ongoing and personalised, aimed at supporting pupils to become informed, motivated, and ambitious lifelong learners.

3.6 Resources:

We use a range of resources to support our careers curriculum, ensuring engaging, relevant, and meaningful learning experiences that inspire and inform our pupils.

Continuous opportunities throughout the year include:

- **My Path resources** featuring *Why Bother...?* videos that link careers to maths, English, and science concepts
- **My Path Guess My Job** videos, watched regularly to connect with pupils' interests and curriculum topics
- **Northumberland Skills Careers Corner** in Upper Key Stage 2, hosted half termly with activities and resources to develop employability skills
- **Tech She Can resources**, providing on-demand animated lessons and role models to inspire and challenge career stereotypes
- Whole-school **enrichment afternoons** focused on hands-on careers activities and real-world encounters

Discrete learning encounters include:

- **Red Start PSHE workshops and sessions** focused on introducing the world of work and basic money management skills
- **Think, Solve, Succeed** maths problem-solving activities for KS1 and KS2, linked to Northumberland-based settings to build real-world numeracy skills
- **Newcastle Building Society money management workshops** delivered to KS2 pupils to develop financial literacy
- **Primary Futures online sessions** aligned with careers priorities, providing tailored careers learning experiences
- **EQUANS Engage UK lesson plans and resources** supporting skills development and career awareness across the curriculum

3.7 Early Years starting Points:

Careers-related learning is not a formal Early Learning Goal, and children usually start with limited awareness of jobs. Throughout the early years, they experience a variety of activities to broaden their understanding of different roles in society.

In September, we introduce community helpers and familiar professions to spark curiosity. Throughout the year, children talk about their own and family jobs, and role-play activities encourage exploring different occupations. These experiences support their understanding of the world and help develop communication and social skills.

See our EYFS policy for information on how our early years curriculum is delivered.

3.8 Personal Development

Careers-related learning may not always be as visible to parents as other subjects, but we actively share highlights through social media and school newsletters to showcase what pupils are exploring. Our website includes a dedicated careers page outlining long-term plans and providing resources for families to support learning at home. The curriculum is designed to raise aspirations and offer a wide range of opportunities. Through collaborative tasks, discussions, and career-related activities, pupils develop respect for others' ideas and an understanding of diverse roles in society. Where possible, we share stories of people's achievements from different backgrounds and industries to promote British values, equality, and diversity. These stories often spark meaningful conversations and debates. Additionally, pupils engage with high-quality texts and multimedia resources to broaden their awareness of the world of work and the skills needed to succeed.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan careers-related learning activities to ensure that pupils with SEN and/or disabilities can fully participate and engage, removing any barriers to their achievement. Teachers will also consider the needs of pupils whose first language is not English, designing learning opportunities that support their language development and enable them to take part meaningfully in all careers-related activities.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

4.1 SEND provision:

- A variety of resources are used to cater to different learning styles, ensuring pupils with SEND can engage through hands-on activities, visual aids, discussions, and multimedia presentations.

- Most careers-related learning happens in mixed-ability groups or pairs to provide peer support, encouragement, and appropriate challenge for all learners.
- Practical, real-world tasks are integrated throughout the curriculum to support pupils who need additional time or different approaches, helping all learners connect with career concepts that can sometimes feel abstract.

5. Monitoring arrangements

Governors monitor coverage of subjects and compliance with other statutory requirements through:

- Monitoring visits and conversations
- Learning walks alongside subject leaders
- Termly subject leader reports

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Evidence in books
- Pupil voice

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by the Careers lead.
At every review, the policy will be shared with Committee 2 for approval.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Marking policy
- SEN policy and information report
- Equality information and objectives

7. What is it like to be a pupil at Grange View studying Careers Related Learning on a daily basis?

Careers related learning at Grange View is ongoing and engaging, using games, videos, visitors, and practical activities. Pupils explore a wide range of careers, connect learning to real-world opportunities, develop key skills, and receive meaningful encounters with employers and educators, helping them become confident, lifelong learners.