

Whole-School Careers Curriculum Plan (EYFS–Sixth Form, Rolling 3-Year)

Intent.

Our Careers curriculum is designed to:

- 1, Provide a spiral pathway of careers learning from EYFS (3 years) to Sixth Form (19 years).
- 2, Build awareness (Year 1), skills (Year 2), and independence (Year 3), ensuring all learners, including those with SEND, are supported to prepare for adulthood.
- 3, Integrate the Gatsby Benchmarks to ensure national careers guidance standards are met.
- 4, Embed PSHE/RSHE statutory requirements into careers learning.
- 5, Develop Skills Builder essential skills (listening, speaking, teamwork, problem solving, creativity, staying positive, aiming high, leadership).
- 6, Support Preparation for Adulthood (PfA) outcomes: Employment, Independent Living, Community Inclusion, and Health.
- 7, Provide opportunities for mini enterprise projects at every stage, promoting practical experience and evidence of learning.
- 8, Capture progress through Earwig Tracker using photos, videos, reflections, and feedback.

Implementation

- 1, The curriculum runs on a 3-year rolling program (Year 1–3), ensuring no repetition for students across multiple years.
- 2, Each year is divided into 3 terms, focusing on:
 - * Autumn – Exploration (what jobs and opportunities exist).
 - * Spring – Skills (developing employability and transferable skills).
 - * Summer – Application (practicing careers-related tasks and independence).
- 3, EYFS and Primary use role play, stories, and community links to introduce careers concepts.
- 4, Secondary develops practical employability skills such as CV writing, research, applications, and interviews.
- 5, Sixth Form focuses on independence, enterprise, work experience, and transition planning.
- 6, Opportunities for encounters with employers, workplaces, and further education are embedded throughout.
- 7, Evidence is captured in Earwig Tracker and mapped against Gatsby benchmarks, Skills Builder, PSHE, and PfA.

Impact

- 1, Learners gain a clear understanding of the world of work and develop aspirations appropriate to their stage.
- 2, Students develop the skills and confidence to progress into further education, supported employment, or independent living.
- 3, Progress is measured through Skills Builder assessments, PfA outcomes, and Earwig evidence.
- 4, The school can evidence statutory compliance with PSHE/RSHE and the Gatsby Benchmarks.
- 5, Students leave school with practical careers experience (CV, interview practice, enterprise participation).
- 6, Learners are better prepared for life beyond school.

Key to Gatsby benchmarks (2025)

- BM1 = A stable careers programme.
- BM2 = Learning from careers and labour market information.
- BM3 = Addressing the needs of each student.
- BM4 = Linking curriculum learning to careers.
- BM5 = Encounters with employers and employees.
- BM6 = Experience of workplaces.
- BM7 = Encounters with further and higher education.
- BM8 = Personal guidance.

3-Year Rolling Careers Curriculum (by Term)

Year 1 – Careers Awareness

| Term | EYFS (3–5) | Primary (5–11) | Secondary (11–16) | Sixth Form (16–19) | PSHE Links | RSHE Links | Skills Builder | PfA | Gatsby Bench marks | Earwig Evidence | Mini Enterprise |
|---------------|---|---|--|---|--|---|--------------------------------|----------------------|--------------------|---|---|
| Autumn | People Who Help Us role play uniforms (nurse, firefighter). | Jobs in the community why do people work? | Overview of career sectors; self-audit of interests. | Explore vocational routes (college, apprenticeships). | EW (jobs & money), C (roles in the community), PS (personal safety in public spaces) | RW (positive workplace relationships), DS (digital respect), ER (building resilience/self-esteem), GL (understanding laws about work) | Speaking Listening Aiming High | Community awareness | BM1, BM2, BM3, BM4 | Role play photos, visitor notes, self-audits, CV starters | EYFS: class café; Primary: tuck shop; Secondary: craft stall; Sixth Form: pop-up café |
| Spring | Community helpers (postman, shopkeeper). | Jobs in stories & local area. | Linking personal skills to jobs. | Guest speakers, vocational tasters. | EW (skills and pay), C (valuing different roles), OS (staying safe online researching jobs) | RW (respecting diversity of roles), DS (safe communication online/offline), E (coping with feedback) | Teamwork, Listening | Employment awareness | BM4, BM5, BM7 | Posters, Q&A records | Primary: visitor stall; Secondary: STEM, Sixth Form: community event |
| Summer | Role plays mini shop. | My dream job poster/presentation. | Guest speakers – Q&A. | CV starter sheets, progression plans. | EW (planning and saving), PS (personal presentation safety), HW (confidence in public speaking) | RW (Communicating aspirations appropriately), DS (sharing information safely), ER (self-efficacy for future) | Creativity, Speaking | Aspirations | BM4, BM5, BM8 | Posters, CV samples, presentation recordings | EYFS: mini shop; Primary: business pitch; Secondary: career fair role play; Sixth Form: careers showcase |

Year 2 – Careers Skills

| Term | EYFS (3–5) | Primary (5–11) | Secondary (11–16) | Sixth Form (16–19) | PSHE Links | RSHE Links | Skills Builder | PfA | Gatsby Bench marks | Earwig Evidence | Mini Enterprise |
|--------|---|-------------------------------|---|-------------------------------------|---|--|--------------------------------|---------------------------------------|---------------------|---|--|
| Autumn | Role play jobs (doctor, shopkeeper, builder). | Teamwork & instructions. | Mock phone calls, customer service role play. | Enterprise project launch. | EW (team roles & responsibilities), PS (safe communication in public), OS (safe phone/online interactions) | RW (respectful communication) DS (telephone & online etiquette), ER (confidence and resilience at work) | Teamwork Problem Solving | Independence | BM3, BM4, BM5 | Role play videos, call scripts, enterprise plan | EYFS: surgery role play; Primary: snack stand; Secondary: school enterprise; Sixth Form: student-led business |
| Spring | Helping jobs in class (tidy up, share toys). | Punctuality & responsibility. | Completing forms, emails, applications. | Work placements/vocational tasters. | EW (team roles & responsibilities), PS (safe communication in public), OS (safe phone/online interactions) | RW (respectful communication) DS (telephone & online etiquette) ER (confidence and resilience at work) | Staying Positive, Listening | Employability, Community inclusion | BM5, BM6, BM7 | Form samples, employer feedback, videos | Primary: mini post office; Secondary: CV fair; Sixth Form: work placement |
| Summer | Pretend mini hospital role play. | Class snack stall project. | Mock interviews. | Running student-led business. | EW (team roles & responsibilities), PS (safe communication in public) OS (safe phone/online interactions) | RW (respectful communication) DS (telephone & online etiquette) ER (confidence and resilience at work) | Speaking, Leadership | Employment, Independence | BM5, BM6, BM8 | Interview recordings, sales logs, reflections | EYFS: hospital role play; Primary: snack stall sales; Secondary: mock job fair; Sixth Form: school café |

Year 3 – Careers Independence

| Term | EYFS (3–5) | Primary (5–11) | Secondary (11–16) | Sixth Form (16–19) | PSHE/RSHE Links | | Skills Builder | PfA | Gatsby Benchmarks | Earwig Evidence | Mini Enterprise |
|--------|---------------------------------|--|-----------------------------------|--|---|--|-----------------------------|---------------------------------|-------------------|---|--|
| Autumn | What do I want to be? drawings. | Exploring money (needs vs wants). | Careers research using ICT. | CV workshops. | EW (financial literacy), OS (safe online research), PS (safe travel to workplaces) | RW (respectful online behaviour), DS (avoiding misinformation), ER (self-esteem and aspirations), GL (rights & responsibilities when job-seeking) | Creativity, Aiming High | Aspirations, financial literacy | BM2, BM4, BM7 | Drawings, ICT posters, CV drafts | EYFS: dream job posters; Primary: economy game; Secondary: research fair; Sixth Form: CV clinic |
| Spring | Dress-up dream job day. | Class economy game (earning & spending). | Subject-to-career links. | Mock applications. | EW (earning and budgeting), C (roles of different subjects in society), PS (safe participation in off-site visits) | RW (teamwork across differences), DS (safe digital applications), ER8 (managing stress), PM (wellbeing during change), GL (anti-discrimination law at work) | Problem Solving, Leadership | Planning for future | BM4, BM7 | Role play photos, applications, presentations | Primary: mini bank; Secondary: subject-to-career fair; Sixth Form: mock assessment centre |
| Summer | Role play dream jobs. | Mini bank – saving/spending tokens. | Presentations on career research. | Mock interviews, transition to college/work. | EW (saving & planning), HW (health during transitions), PS (personal safety travelling to new settings) | RW (transition relationships), DS (securely sharing data), ER (coping with change), PM (mental health resilience during transition), GL (transition rights & options) | Leadership, Speaking | Employment, Independent Living | BM3, BM7, BM8 | Presentations, mock interview recordings | EYFS: dream job role play; Primary: class bank; Secondary: careers showcase; Sixth Form: job fair |