



# CAREERS and WORK RELATED EXPERIENCES POLICY and STRATEGY

Agreed by Governing Body: 16 <sup>th</sup> March 2024			
Review date:	March 2024		
Person(s) Responsible:	Mrs McKee, Head teacher Mr Phillips, Chair of Governors		
Version Number	Date Review Approved	Date Published	Summary of Amendments
1	March 16 <sup>th</sup> 2024	March 16 <sup>th</sup> 2024	New Policy - Review planned March 2026

## **INTRODUCTION**

This policy reflects our current stage in the process of embedding careers and work related experiences (CWRE) in our school curriculum. Our journey over the next twelve months will inform and evolve this policy to reflect our progress.

## **WHAT ARE CAREERS AND WORK RELATED EXPERIENCES (CWRE)?**

Our curriculum enables learners to develop towards the Four Purposes of the Curriculum for Wales, the starting point and aspiration for every child and young person in Wales.

CWRE enables learners to develop in preparation for the challenges and opportunities of further learning and the ever evolving world of work. CWRE can be divided between activities aimed at progressing learner knowledge, skills and understanding and those that are designed to influence attitudes and aspirations.

At a primary level, our intention is to widen learner's horizons, challenge stereotypes and provide learners with a wide range of experiences. A breadth of attitudes, behaviours and skills can be encouraged at this stage which will set our learners up for life.

## **VISION**

At High Street Primary school, we will undertake an inclusive and whole-school approach to CWRE. All stakeholders will have a role in the realisation of careers and work related experiences being established in the foundations of our teaching and learning as an enabler of ambition and aspirations for future career pathways. For learners aged 3 to 11 years at High Street Primary School, activities and opportunities will be integral, will engage and embed exposure to education and transitions. Children will take the initial steps to linking learning in school, bridging the gap between school based learning and the world of work.

## **OUR PURPOSE AND AIMS**

- To foster realism in terms of future possibilities.

- To deliver a CWRE programme which covers a breadth and depth of learning and teaching experiences, which will include digital environments, and contributions from a variety of stakeholders.
- Where appropriate, to ensure CWRE provision includes opportunities for individual advice and guidance,
- To provide authentic experiences as well as opportunities to learn from a diverse range of role models.
- To improve learners and staff understanding of the links between education, skills and work opportunities, preparing learners for adult hood at earliest stage.
- To contextualise learning to increase motivation to learn.
- To raise awareness of different types of job roles, including employment and self-employment.
- To challenge stereotypes in the workplace.
- To develop employability skills, e.g. communication, problem solving, team working, time management, computer, digital and analytical skills.
- To support learners to appreciate and see purpose to using skills integral to the four purposes, including creativity and innovation, critical thinking and problem solving, personal effectiveness, planning and organising.
- To develop entrepreneurial skills and behaviours.

## WHAT WILL THIS LOOK LIKE?

- Learners will develop an understanding of the purpose of work in life, both for themselves and for society as a whole.
- Learners will become increasingly aware of the range of opportunities available to them, broadening their horizons.
- Learners will develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning.
- Individuals will appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important.
- Learners will explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship.
- Individuals will develop resilience and the ability to be adaptable in response to challenges, choices and responsibilities of work and life.
- Learners will aim high, embrace learning and actively build their careers.
- Learners will create opportunities to develop the skills they need for their careers.

- Learning will enable learners to appreciate how their contributions can benefit not only themselves but also future prosperity of their communities, Wales and the wider world.
- Learners will experience personal growth and strengthen their wellbeing and personal agency as they build their careers.

## **EQUALITY OF OPPORTUNITY**

Equity will be ensured through Equality of opportunity for all learners.

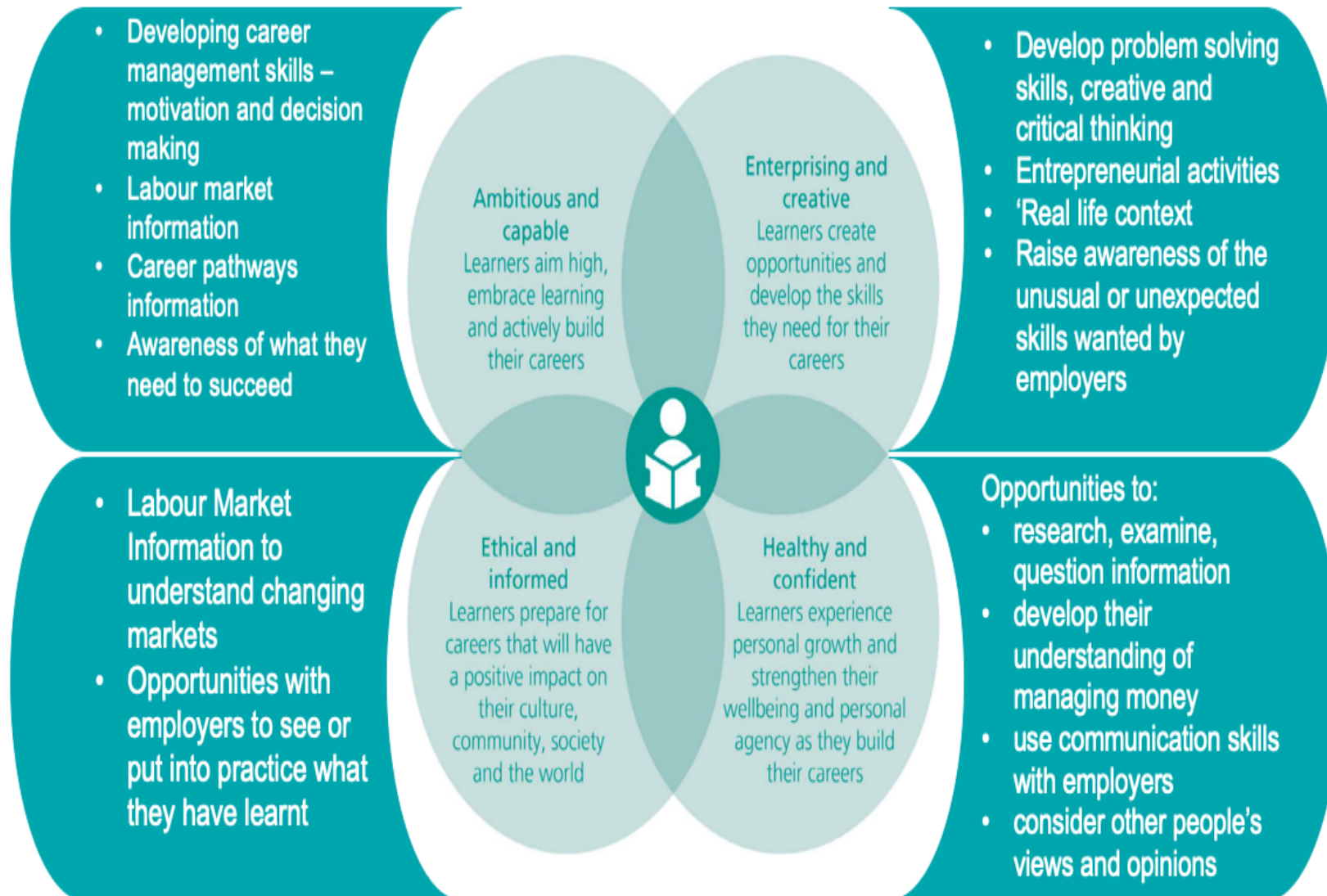
## **OUR CURRICULUM**

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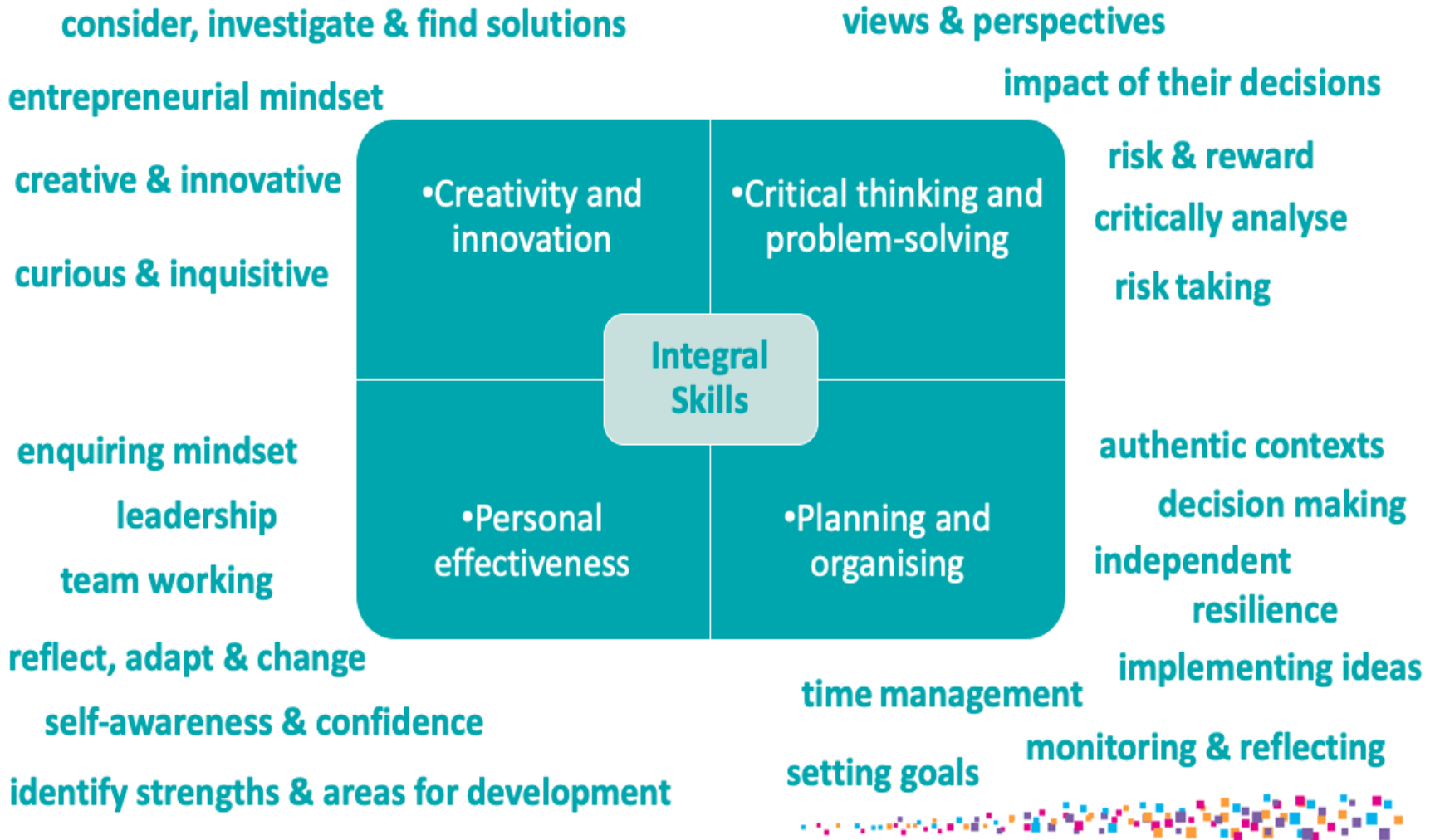
## **CONTEXTUALISING SKILLS THROUGH CWRE**

Our curriculum will enable learners to develop towards the Four Purposes of the Curriculum for Wales, the starting point and aspiration for every child and young person in Wales. The Four Purposes are underpinned by integral skills.

## The 4 Purposes through a CWRE lens



# The Integral Skills through a CWRE Lens



## CONTEXTUALISING SKILLS THROUGH CWRE

### Cross-curricular skills

We will help learners to begin to appreciate the importance of using their cross-curricular skills within careers and work-related experiences.

### Literacy

The world of work requires the ability to communicate effectively and apply literacy skills in different contexts. Developing effective communication skills enables learners to engage in careers and work-related experiences, for example, when considering other people's views and opinions. This will help learners understand the importance of developing positive relationships in the world of work.

### Numeracy

The world of work requires the ability to use numeracy effectively. Learners need to develop confidence in applying their numeracy skills, for example, when using and interpreting data and understand the importance of managing money in work and life. Learners, as they progress with their numeracy skills, should have opportunities to apply knowledge within different CWRE contexts.

### Digital Competence

Increasingly, the world of work requires the ability to use digital technology in a wide range of situations. With an ever-evolving and international world of work, learners need to develop their digital confidence and capability, which will enhance their communication skills, as well as be able to access CWRE opportunities and analyse information from beyond their own locality. A learner's digital footprint can be long-lasting and affect their career prospects, both positively and negatively. Learners should be encouraged to question the validity and accuracy of the information found on digital platforms when considering their life choices.

## **CONTEXTUALISING THE AREAS OF LEARNING EXPERIENCE THROUGH CWRE**

### **EXPRESSIVE ARTS**

CWRE enables learners to develop confidence in their creativity, leadership and collaboration which are fundamental to entrepreneurialism and being innovative within the workplace. This Area aims to equip learners with the necessary skills to pursue careers within the creative and cultural industries. We will provide opportunities for learners to be creative through play-based and authentic experiences. As learners progress, they will be encouraged to develop their confidence to take risks and learn from their experiences. Learners will also become more resilient as they strive to overcome challenges faced.

Learners will be given opportunities to share their creative work and respond to the work of others. In doing this, they will be encouraged to become more confident in implementing feedback and increasingly aware of the cultural and commercial impact of their work. Learners will be encouraged to use their creative skills to realise their ambitions.

### **HEALTH AND WELLBEING**

A strong sense of well-being begins with learners expressing their likes and dislikes based on their interests and experiences. Taking responsibility for their own well-being starts with learners understanding and communicating their emotions. As they progress, learners will develop an awareness of a range of different experiences and work-related roles relevant to their learning, skills and interests.

Through developing resilience and adaptability, learners will be able to make informed decisions about their career pathway which can also influence their well-being. Learners will develop an understanding of the need to explore and acquire experiences, knowledge and skills relevant to their ambitions. Accessing impartial and unbiased advice is important to inform learners' decision-making.

As the learner matures, positive behaviours of time management and punctuality will be seen in the context of their own learning as important attributes for success in the world of work. Developing professional behaviours can contribute to improved well-being by supporting positive working relationships.

Through a broad range of authentic experiences, learners will develop an understanding of the importance employers place on a diverse and inclusive workforce. Learning about stereotypes and being able to challenge them will enhance awareness of the learner's rights in the world of work.

## HUMANITIES

CWRE enables learners to explore and investigate careers past, present and future. Learners start by exploring the relationships between locations and the world of work by identifying the features of their local community. As they progress through the 3 to 16 continuum, learners will explore careers of the past and why they no longer exist, and reflect upon the factors that may influence and shape careers in the future.

Through analysis, learners will begin to develop an understanding of the changes in their local labour markets and the context to current opportunities local and further afield. This learning process can support learners to explore their *cynefin*; they can understand the impact that this can have on their own communities.

Learners should explore inequalities in work-related contexts both past and current. As they progress they will develop an increasing understanding and awareness of employment rights and responsibilities, ethical entrepreneurship, business ethics and sustainable green industrial processes and practices. This will prepare learners for the world of work.

## LITERACY

CWRE enables learners to become increasingly aware of how skills developed in this Area will support them in adapting to various situations and audiences. Learners will begin to listen and respond to others with increasing appropriateness. This can develop to enable learners to establish positive working relationships with a diverse range of people. As learners gain confidence in using their language, literacy and communication skills, we will encourage learners to apply and develop these skills through CWRE. We will create opportunities to develop an understanding of literacy in the workplace, including the use of vocabulary associated with work. Examples include names of jobs, acronyms and vocation-specific terminology. As learners accumulate this vocabulary and as they develop confidence in their communication skills, they will begin to articulate effectively their opinions on their career aspirations and effectively seek advice and guidance in decision-making.

Learners will become increasingly aware of how body language and alternative methods of communication are important in a diverse and inclusive workforce. As learners' communication skills mature, they can become aware of their rights and responsibilities in the world of work and more confident in challenging negative behaviour.

Learners will be made aware that languages will enable access to a broad range of careers and work-related opportunities in local, regional and international contexts. Employers value a knowledge of languages as this can support them in trading internationally, establishing Wales on the global economic landscape. Learners should also be aware of the increasing demand for Welsh in the workplace, as Wales works towards the target of a million Welsh speakers by 2050.

## **MATHEMATICS AND NUMERACY**

CWRE will enable learners to begin to develop logical thinking, problem-solving and decision-making skills. Through careers and work-related experiences, learners will become increasingly aware of how mathematics and numeracy are essential in the world of work, whether they are in the role of employee or entrepreneur. These skills will enable learners to access rich and varied career opportunities. Learners will experience mathematics and numeracy in authentic contexts from the world of work. We will give purpose to mathematical learning through opportunities that foster, develop and evaluate entrepreneurial skills. Through CWRE, learners will be encouraged to begin to apply their skills to analyse labour market information. Learners will become increasingly aware of how mathematics and numeracy skills can be applied to support their financial literacy, such as when calculating budgets and determining basic taxation on goods and services.

## **SCIENCE AND TECHNOLOGY**

Learners will be encouraged to become increasingly curious and ask questions about the world around them. CWRE provides an important context for learners to become aware of and learn about emerging career opportunities related to inspirational advancements and breakthroughs in science and technology. Learners will investigate how these developments can positively or negatively influence aspects such as the environment and economy.

As science and technology continue to evolve, a diverse and adaptable workforce is essential to meet Wales' future economic needs. Therefore, it is important for stereotypes and inequalities to be addressed from an early age. Learners will have opportunities to begin to develop their ability to be creative and innovative, to interpret data and information, and to reason and think logically. CWRE can provide a context for learners to apply these skills, which are valued by employers, to explore design, manufacturing and problem-solving. As learners progress, they will be supported to develop an awareness of the role and impact of digital innovation and automation on the economic landscape. These could be considered alongside the human impact that may be explored in other Areas.

## **PLANNING OUR CURRICULUM**

### **Work Related Experiences**

These are planned activities which use the context to develop knowledge, skills and understanding useful in work, including learning through the experience of work and working practices and learning the skills for work.

## **Career Learning**

This helps learners develop the knowledge, skills and understanding they need to make successful choices and manage transition in learning and work.

Opportunities and Experiences will include, inquiry led learning with focused enhanced and continuous provision, aspiration days, workplace visits, career insights and enterprise days. Inquiries will be led by a 'big question' and then evolved through pupil voice.

### **Stage One:**

Through a whole school approach we will implement an inquiry led approach instigated through a 'big question' and then evolved by pupil voice. Lines of inquiry from the children will then be mapped to ensure progression across the school. Pupil progress will be evidenced in school based progress trackers, from learning walks, exploration of evidence of learning and pupil voice, progress in the context of the Four Purposes and integral skills.

This first cycle will be monitored and reviewed with reflections informing next steps for planning.

## **FUNDING AND RESOURCING**

- Allocated funding and resourcing is planned in-line with actions set out in our Action Plan for CWRE.

## **PROFESSIONAL LEARNING**

Staff will be encouraged to engage in appropriate and relevant professional learning opportunities to help CWRE become effectively integrated in our curriculum.

## **ROLES**

**LEAD:** Sarah McKee - Headteacher

**Link Governor:** TBC

## TEAM

- Gareth Macpherson - Deputy Head
- Jess Kingston - Progression Step 3 Lead
- Hope Anderson - Progression Step 1 and 2 Lead

## RESPONSIBILITIES

- To lead strategically to ensure a holistic and progressive approach to embedding this CWRE.
- To ensure CWRE is acknowledged and valued by all stakeholders with regard to its purpose and place in our school curriculum.
- To ensure CWRE is purposeful and planned to ensure an inclusive and progressive a stage and not age led developmental approach.

## ENGAGEMENT

All stakeholders will be encouraged to engage with CWRE. As a school we will involve all stakeholders on our journey to embedding CWRE.

### Parents and Carers

Parents and carers' experiences of education and work can shape learner thinking, aspirations and decisions, both positively and negatively. We will encourage parents and carers to contribute to the development and realisation of CWRE learning in our context.

### Further and Higher Education Institutions and Work based providers

Further and higher education institutions, and work-based learning providers, will contribute to and facilitate CWRE provision by showcasing the variety of opportunities available to raise learners' aspirations and broaden their horizons. They will also provide access

to relatable role models to inspire learners. These institutions and providers will also offer professional learning for practitioners to become more informed about the opportunities available for our learners.

Employers will work closely with us, supported by Careers Wales, third party organisations and publicly funded bodies, to provide opportunities to inspire and motivate learners. They will provide learners with an insight into the world of work and the skills needed to succeed in the future through engagement and enrichment activities.

## **LINKS TO OTHER POLICIES and PLANS**

- Our Curriculum Policy / Plan
- Strategic Equality Plan Sept 2023
- Safeguarding Policy Sept 2023

## **MONITORING AND REVIEWING**

This policy will be reviewed in January 2025

- A review of our CWRE learning will establish a foundation from which to support and progress our curriculum design. We will consider the following questions when developing CWRE in our curriculum:

How well do we develop learners' knowledge, skills and understanding in relation to CWRE?

How well do we provide meaningful careers and work-related activities and experiences to support our learners?

How well do we work with stakeholders, including employers?

## **REFERENCED DOCUMENTS**

- What works? Career-related learning in primary schools  
By Dr Elnaz Kashefpakdel, Jordan Rehill (Education and Employers) and Dr.Deirdre Hughes OBE (DMH Associate)

Dec 2018

- Careers and work related experiences (CWRE) – A toolkit for supporting the development of CWRE in schools and settings.  
Welsh Government, 2022
- Careers and the Word of Work: A framework for 11 to 19 year olds in Wales  
Welsh Government 2008
- Careers and work related experiences and mini guides  
Welsh Government 2023
- Statutory Guidance  
Welsh Government
- Curriculum Wales  
HWB, Digital Platform