

Billinghay CE Primary School

Careers Education

Our school motto 'Believe to achieve' reflects the firm foundations we believe we give to our children. Children know that with God's help their aspirations can be reached alongside their hard work and determination.

Permeating through our curriculum are the Christian values of our school (Friendship, Courage, Respect, Perseverance, Service and Forgiveness). Each value links to a learning behaviour which will help our pupils to succeed in later life/the future which form the basis of our curriculum intent. These link to our vision statement which focuses on overcoming the barriers to learning faced by our pupils.

Our curriculum intends to enable all our children to become effective learners for life, through the fostering of our 6 key learning behaviours, ensuring children are ambitious for their futures, broadening their horizons and experiences beyond Billingham.

6 Key learning behaviours (these directly link to our Christian values)

- Courageous – children to have the courage to aim high and be ambitious.
- Resilient – children to persevere to overcome challenges.
- Inquisitive – children to be curious about the world they know and beyond and to be agents of change.
- Collaborative - children to be able to work together, discuss and communicate effectively to contribute positively to society.
- Respectful - children to develop compassion for others and celebrate diversity.
- Adaptable – children to be able to accept change and develop a growth mindset.

Two of the barriers to Learning Faced by our Pupils:

- Some lack of parental involvement in their children's learning (possibly due to their own educational experiences) and low aspirations for their children for the future.
- Pupils tend to have a lack of life experiences beyond the everyday and outside of Billingham.

As a result of this, the intent of our careers education curriculum:

- To raise aspirations (Courageous learner).
- To broaden horizons and help children to feel empowered to have multiple options and choices for their future education and careers (Inquisitive learner, Collaborative Learner).
- To challenge stereotypical views (respectful learner).
- To help children to identify the skills they already possess and develop the skills and sense of self that enables them to reach their full potential (Adaptable Learner, Resilient Learner). Skills builder framework.
- Ultimately to give pupils opportunities and the right mindset to make the most of their opportunities when they leave primary education. Ensure all our pupils are hopeful about the future.

Implementation

- At the beginning of each year, all children in each class will be asked what their career aspirations are. School will use this data to find the most popular careers in each class to least popular. We can also use this data to see if there are any gaps in the career pathway which we

can fill by getting volunteers into school (or remotely) to talk to children about these career opportunities. We will group career aspirations. Eg 25% of class want to work in emergency services (police etc).

We will then break this down in boys and girls in each class. Is there a stereotypical job boys and girls aspire to? How many boys and then girls want to be a teacher, doctor etc?

- Events that will be embedded into the curriculum:
 - Lincolnshire Week in October will celebrate jobs and opportunities available locally linked to Lincolnshire for all pupils. Careers fayre for older pupils.
 - National Careers Week was 1st – 6th March 2021. Plan for a week in T4 2022 for all pupils. Link to STEM activities and science, maths week.
 - Fairtrade Fortnight for Year 3 and Year 4. 21st Feb to 6th March 2022.
 - Year 5 and Year 6 pupils to celebrate International Women in Engineering Day in June 2022. Use East Midlands STEM Hub. In 2021 we had a female engineer from Siemens and a female RAF Lieutenant.

Research shows that a lot of values about careers are entrenched at 7 years old. School will begin from YR to challenge these entrenched views so children do not just decide to 'go with what they know' from an early age.

See Careers Programme Overview for how Careers Education is implemented in each year group.

Impact

- At the end of each year ask the children about their career aspirations and link back to what was discussed at the beginning of the year. Measure the impact.
 - E.g. on tackling gender stereotyping when it comes to careers.
 - E.g. on the percentage of pupils who now wish to consider other careers discussed during the year so impacting on broadening their horizons.
 - Have aspirations been raised?
- Are the children able to identify the skills they already possess and develop the skills and sense of self that enables them to reach their full potential.
- Have we provided pupils with the opportunities and the right mindset to make the most of their opportunities when they leave primary education. Ensure all our pupils are hopeful about the future.