



Newbald Primary School



Careers & Education Pathways Framework





Newbald Primary School Careers Education Framework

Newbald Primary School Careers Education Framework

- This document sets out Newbald Primary School's approach to careers education from Nursery to Year 6. It explains how we ensure that all pupils experience a planned, progressive and age-appropriate programme which helps them to understand the world of work, future learning pathways and how their education connects to life beyond school.
- As a small village primary school, our ambition is not for pupils to make career decisions, but to develop curiosity, aspiration and confidence. Through carefully chosen experiences, language and curriculum links, pupils begin to understand that learning matters, that there are many possible futures open to them and that everyone's talents and interests are valued.
- The framework aligns with the Gatsby Benchmarks, interpreted appropriately for a primary context, and reflects national guidance on careers education in primary schools. It demonstrates how careers learning is embedded across the curriculum and personal development offer, rather than treated as a bolt-on activity.

This document should be read alongside:

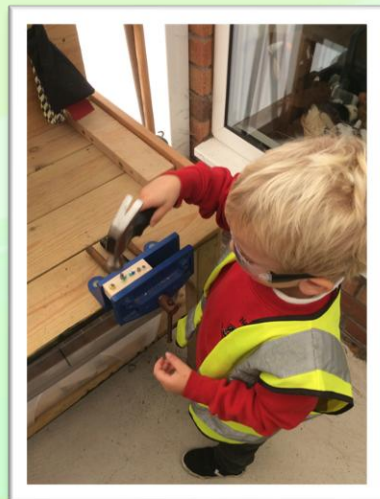
- The school's curriculum plans
- The RSHE curriculum, delivered through the Kapow scheme
- Subject-specific planning, particularly Design and Technology and RSHE

Together, these ensure a coherent and inclusive approach alongside our further personal development offer so that pupils are well informed about future careers and further education.





Newbald Primary School Careers Education Framework



Careers Education at Newbald: The Big Picture (Vision, Aims and Whole-School Offer)

Careers education at Newbald Primary School is rooted in our school vision and values, known as *The Newbald Way*. It supports pupils to develop kindness, respect, determination and positivity, while helping them to see themselves as capable learners with a wide range of future possibilities.

Our careers offer is designed to:

- Build pupils' awareness of the world around them and the people who contribute to it
- Develop aspiration without limiting or narrowing future choices
- Challenge stereotypes and promote equality and inclusion
- Help pupils recognise their own strengths, interests and talents
- Make meaningful links between learning in school and real-world applications
- Careers learning is woven through everyday teaching, conversations and experiences. Staff use inclusive, future-facing language such as "When you're older, you might..." to encourage pupils to think broadly and positively about their futures.





Newbald Primary School Careers Education Framework

Embedded Across the Curriculum

Whilst this aims to have specific opportunity for our pupils to learn about careers and further education. Rather than relying on standalone careers lessons alone, Newbald's approach embeds careers learning across subjects and experiences, including:

- **RSHE (Kapow Scheme)**
Pupils develop personal skills, financial awareness, decision-making and an understanding of how education and work fit into adult life. Units on money, relationships, aspirations and personal strengths provide natural and meaningful careers links.
- **Design and Technology**
D&T projects explicitly highlight inspirational professionals such as designers, engineers, architects and inventors. Pupils learn that creativity, problem-solving and perseverance are valued skills used in many real-world careers.
- **Core and Foundation Subjects**
Teachers make explicit links between subject knowledge and real-world roles, for example:
 - Maths and problem-solving in engineering and finance
 - Writing and communication in journalism and authorship
 - Science in healthcare, environmental work and technology
 - Art and creativity in design, illustration and media

These links are referenced in planning and reinforced through discussion, visitor input and reflection.





Newbald Primary School Careers Education Framework

Planned Personal Development Career Sessions

In addition to curriculum-embedded learning, the school is developing a half-termly personal development and careers session, mapped across the academic year from Nursery to Year 6. These sessions provide structured opportunities for pupils to:

- Explore careers themes in greater depth
- Reflect on their interests and strengths
- Meet a range of adults and role models
- Make sense of learning pathways in an age-appropriate way



The half-termly plan ensures progression and consistency, while remaining flexible enough to reflect pupils' interests, local opportunities and visitor availability. This plan will be expanded in the next section of the document to provide teachers with clear guidance and practical detail for delivery.

- Our careers framework is deliberately designed to be:
- Low-cost and sustainable
- Inclusive of all pupils, including those with SEND
- Suited for mixed-age classes
- Evidenced / monitored in a low stakes way through pupil voice, photographs, displays and planning notes

By the time pupils leave Newbald Primary School, they will not have chosen a career, but they will have developed curiosity, confidence and an understanding that their education opens doors to many possible futures.



Newbald Primary School

Meeting the Gatsby Benchmarks in Primary Schools

Gatsby Benchmark	How Newbald Primary School Meets This
1. A Stable Careers Programme	Newbald Primary has a planned, progressive careers programme from Nursery to Year 6. Careers education is embedded across the curriculum and reinforced through a half-termly personal development and careers session. A whole-school careers overview map ensures consistency, progression and equity of experience for all pupils.
2. Learning from Career and Labour Market Information	Pupils are introduced to a wide range of jobs and roles through stories, visitors, curriculum links and discussion. The focus is on skills, contribution and variety of pathways rather than job status. Pupils learn that jobs exist locally, nationally and globally and that roles can change over time.
3. Addressing the Needs of Each Pupil	Careers learning builds on pupils' strengths, interests and talents. Activities are inclusive and accessible for all pupils, including those with SEND. Stereotypes are actively challenged and pupils are encouraged to value their own abilities and those of others.
4. Linking Curriculum Learning to Careers	Careers learning is embedded across subjects. Teachers explicitly link learning in English, maths, science, art, design and technology and other subjects to real-world roles and applications. These links are referenced in planning and reinforced through discussion and reflection.
5. Encounters with Employers and Employees	Pupils encounter a range of adults through visitors, assemblies, class sessions and curriculum projects. Encounters are short, purposeful and age-appropriate, focusing on what people do, the skills they use and their learning journeys.
6. Experiences of Workplaces	Pupils experience workplaces in age-appropriate ways, including exploring roles within school, local visits, virtual experiences and shadowing staff roles. The focus is on understanding different working environments rather than formal work experience.
7. Encounters with Further and Higher Education	Pupils are introduced to a range of future learning pathways in an age-appropriate way, including college, apprenticeships and university. Language such as "learning after school" and "grown-up learning" is used with younger pupils, becoming more explicit in upper key stage 2.
8. Personal Guidance	Reflection on strengths, interests and aspirations is built into PSHE and the half-termly personal development sessions. Guidance is supportive and encouraging, helping pupils to develop confidence and aspiration without narrowing future choices.

Through this embedded and progressive approach, Newbald Primary School meets the Gatsby Benchmarks in a way that is age-appropriate, inclusive and sustainable. Careers education supports pupils' personal development, aspiration and understanding of the world, while remaining firmly rooted in everyday classroom practice.



Newbald Primary School Half Termly Careers Personal Development Sessions

- The following pages set out the progression of Newbald Primary School's Careers and Education Pathways Framework. The academic year is structured into six half terms, with the expectation that teachers integrate at least one planned session per half term that focuses specifically on careers and future education pathways. The length and structure of each session will be flexible and appropriate to the age of the pupils and the content being explored.
- Each half term is organised around a shared theme, ensuring that all four classes have the opportunity to develop their understanding of careers and education pathways in a coherent and progressive way. For each half-termly objective, suggested activities are provided to support teachers in planning age-appropriate learning experiences. These activities are intended as guidance rather than prescription, allowing teachers to adapt their approach to meet the needs, interests and starting points of the pupils in their class.
- Although the school operates on a two-year curriculum cycle, this careers framework is applied annually. This allows key themes to be revisited regularly, providing valuable opportunities for retrieval, reflection and deeper understanding. Each half term focuses on a core concept linked to careers and education pathways, enabling pupils to build on previous learning as they move through the school from Nursery to Year 6.
- These half-termly sessions provide a structured opportunity for pupils to explore careers-related themes in an age-appropriate and inclusive way. They complement the careers learning embedded across the wider curriculum and ensure consistency, progression and equity of experience for all pupils. Over time, pupils develop curiosity and aspiration, gain a clearer understanding of their own strengths and interests, challenge stereotypes and make meaningful links between learning in school, the skills they are developing and future possibilities.
- Sessions may be delivered in a variety of ways. While some learning may take place through traditional classroom activities, teachers may also choose to use assemblies, class discussions, workshops, visitors or reflection activities where appropriate. There is no expectation that pupils will produce written work as a result of every half-termly session. Where appropriate, evidence may be recorded in RSHE books, shared through displays, captured photographically or gathered through pupil voice. This ensures that careers learning remains purposeful and engaging without adding unnecessary workload.





Autumn 1 - People Who Help Us

People Who Help Us

Careers Focus: Helping professions and community roles

Key Message: Work is about helping others and contributing to the community

What pupils will learn:

- That many different people help us in everyday life
- That jobs involve skills such as kindness, responsibility and teamwork
- That everyone's role matters



People Who Help Us

Class	Objective	Activities
Hedgehog Nursery & Reception	I know that different people help us in our school and community.	• Stories and role play focused on doctors, nurses, police, firefighters and carers • Dressing up and small-world play • Talking about how people help us
Squirrel Year 1 & Year 2	I can talk about different jobs people do to help others, especially in school.	• Exploring jobs within school • Simple interviews with staff members • Drawing or talking about people who help us
Fox Year 3 & Year 4	I know that people who help us use different skills to do their jobs.	• Emergency services and community roles • Visitors or video clips explaining what people do • Linking skills to roles • Short case study "A day in the life of..."
Otter Year 5 & Year 6	I understand that public service jobs help communities and require responsibility and teamwork.	• Public services such as the NHS and local council • Discussion about responsibility and service • Reflecting on skills needed for these roles • Compare two helping roles and the skills they share



Autumn 2 - Jobs Around Us

Jobs Around Us

Careers Focus: Local jobs and workplaces

Key Message: Jobs exist all around us and support our community

What pupils will learn

- That workplaces exist locally, not just nationally or globally
- That jobs help communities to function
- That people often work together



Jobs Around Us

Class	Objective	Activities
Hedgehog Nursery & Reception	I know that people work in different places around my school.	• Exploring jobs within school • Talking about who works in different spaces
Squirrel Year 1 & Year 2	I can name some jobs people do in our village (and nearby town)	• Jobs in the village (and nearby town) • Matching people to workplaces • Local walk to local place of employment
Fox Year 3 & Year 4	I know that local jobs help our community to work well.	• Shops, farms, churches, libraries and local services • Simple mapping activities
Otter Year 5 & Year 6	I understand how different local jobs support the community and economy.	• How local jobs support the economy and community • Comparing different local roles



Spring 1 - Skills for the Future

Skills for the Future

Careers Focus: Skills, strengths and personal qualities

Key Message: Everyone has strengths and skills that matter

What pupils will learn

- That skills develop over time
- That enjoyment and strengths are important
- That skills can be used in many different jobs



Skills for the Future

Class	Objective	Activities
Hedgehog Nursery & Reception	I know what I am good at and what I enjoy doing.	• Talking about what pupils enjoy and are good at • Praising effort and perseverance • How personal skills link to classroom roles and roleplay roles
Squirrel Year 1 & Year 2	I can talk about my skills and match them to different jobs.	• Identifying simple skills such as helping, building, drawing and counting • Matching skills to jobs
Fox Year 3 & Year 4	I know that skills like teamwork, creativity and problem-solving are useful in many jobs.	• Teamwork, creativity and problem-solving • Linking skills to real-world roles • "I used this skill when..." reflections
Otter Year 5 & Year 6	I can identify my strengths and interests and link them to possible future pathways.	• Reflecting on strengths and interests • Linking skills to possible future pathways • Identify further education pathways linked to professions



Spring 2 - Jobs and the Curriculum

Jobs and the Curriculum

Careers Focus: How learning links to real-world jobs

Key Message: What we learn in school is useful beyond school

What pupils will learn

- That subjects are used in real jobs
- That learning has purpose
- That different subjects open different possibilities



Jobs and the Curriculum

Class	Objective	Activities
Hedgehog Nursery & Reception	I know that the things I learn in school help people do jobs.	• Jobs linked to stories, play and everyday learning
Squirrel Year 1 & Year 2	I can give examples of jobs that use maths, reading or writing.	• Jobs that use maths, reading and writing
Fox Year 3 & Year 4	I know that subjects like science, technology and design are used in real jobs.	• Science, technology and design careers
Otter Year 5 & Year 6	I understand how different school subjects link to a range of careers.	• Making explicit links between subjects and careers • Reflecting on which subjects interest them most



Summer 1 - Meeting People Who Work

Meeting People Who Work

Careers Focus: Encounters with employers and employees

Key Message: People's journeys into work are varied

What pupils will learn

- That people have different pathways
- That jobs change over time
- That learning continues beyond school



Meeting People Who Work

Class	Objective	Activities
Hedgehog Nursery & Reception	I know that people do different jobs and can talk about what they do.	• Visitors sharing what they do in simple terms
Squirrel Year 1 & Year 2	I can ask simple questions about people's jobs.	• Question and answer sessions with visitors • Career bingo and question prompts
Fox Year 3 & Year 4	I know that people use different skills in their jobs and may change jobs over time.	• Question and answer sessions with visitors • Understanding linked job roles and pathways
Otter Year 5 & Year 6	I understand that people have different career journeys and pathways into work.	• Interview with professional including career journeys, including changes and progression (including further education) • Biannual Trip to Driffield Food and Farming Day



Summer 2 - Looking Ahead

Looking Ahead

Careers Focus: Aspirations, reflection and next steps

Key Message: The future is full of possibilities

What pupils will learn

- That it is okay not to know yet
- That interests can change
- That learning helps prepare us for the future

(reassure pupils that it is fine not to know and that interests can change)



Looking Ahead

Class	Objective	Activities
Hedgehog Nursery & Reception	I can talk about my dreams and what I would like to do when I am older.	• Talking about dreams and ambitions • Ensure - when I grow up I'd like to be videos are recorded including for any new starters
Squirrel Year 1 & Year 2	I can share ideas about what I might like to be when I grow up.	• "When I grow up" writing, drawings and discussions
Fox Year 3 & Year 4	I can reflect on my interests and strengths and how they might change.	• Reflecting on interests and strengths
Otter Year 5 & Year 6	I can reflect on my strengths, interests and future aspirations as I prepare for my next stage of learning.	• Letters to future selves • Transition-focused reflection (secondary, GCSES, A levels, and alike qualifications) • Learn about further education pathways resulting in employment



Design & Technology Designers and Professionals

Designers and Professionals within Design and Technology

The following pages set out the progression of designers and professionals referenced within Newbald Primary School's Design and Technology curriculum. These inspirational individuals have been carefully identified to link directly with each Design and Technology project, helping pupils to develop a clearer understanding of how their learning connects to real-world designers, makers and professionals.

A diverse range of individuals has been selected to ensure that pupils encounter men and women from different backgrounds who have pursued successful careers linked to the school's Design and Technology core concepts. These include construction, such as mechanisms and electronics, cookery, including food and drink, and textiles. Through these examples, pupils are supported to see how creativity, technical skill and problem-solving are used in a wide variety of professions.

Teachers will provide opportunities for pupils to learn about the individuals mapped out on the following pages as part of their Design and Technology learning, typically during Design and Technology week. In cases where a direct link between a project and a specific individual is not appropriate, pupils may not be introduced to a named designer in order to avoid confusion. However, wherever possible, teachers will draw on closely related professionals to strengthen pupils' understanding. For example, pupils may learn about an inspirational chef during cookery projects, a fashion designer when working with textiles and sewing, an artist who uses cam mechanisms when creating moving toys, or a well-known architect when constructing model Tudor houses.

This approach ensures that pupils gain meaningful insight into the people behind design and innovation, while keeping learning purposeful, age-appropriate and clearly linked to the Design and Technology curriculum.





Class 1 - Designers & Professions

Class	Unit	Famous Designer / professions	Known for
1	Design a space craft for a character	Look at professions linked to space and rockets eg NASA, Helen Sharman & Tim Peake	Helen Sharman was the first British Astronaut. Tim Peake was the first British Astronaut to wear the union flag and do a space walk
1	Sewn Julia Donaldson Characters	Julia Donaldson (Author)	Books such as the Gruffalo and Tiddler
1	Prepare food for a picnic at the seaside (fruit and veg prep)		
1	World Flag Cushions		
1	Traditional Tales Gingerbread Man	Paul Hollywood (English Baker)	Famous TV Baker (Great British Bake off) - Has a gingerbread recipe
1	Design Homes for well known characters	Frank Gehry (Canadian Architect)	Unusually shaped houses e.g.: Dancing house



Class 2 - Designers & Professions

Class	Unit	Famous Designer / professions	Known for
2	Polar Animals	Margarette Steiff (German Seamstress)	Steiff soft toys
2	Axels - Great Fire of London Fire Engines	Henry Ford / profession of mechanic	Pioneer in the production of the motor car
2	Scottish Balanced Meal	Scottish Chefs : Nick Nairn, Tony Singh (Scottish Sikh Chef) & Gordon Ramsey	Celebrity Chefs https://www.bbc.co.uk/food/chefs/tony_singh https://www.bbc.co.uk/food/chefs/nick_nairn
2	Australia Bunting	Clair Helen Fashion designer	Fashion designer from the Tiwi Islands, Australia - Specialises in Aboriginal Art inspired garments
2	Fruit Smoothies & Savoury Starters	Recall - chef : Gordon Ramsey	Celebrity Chef
2	Inventors and Inventions	Look at some famous inventors and designers, not necessarily linked to pneumatics such as: James Dyson and Ada Love lace	James Dyson - Vacuum Cleaner & Inventor Ada Lovelace - Pioneer in computer programming (information about both on Twinkl)



Class 3 - Designers & Professions

Class	Unit	Famous Designer / professions	Known for
3	Make do & Mend (WW2 Textiles)		
3	Roman Bread	Jamie Oliver cook / chef / baker	Celebrity Chef
3	Medieval Catapults	Look at profession of engineer	
3	Victorian Samplers	William Morris - textile designer	Victorian Textile Designer
3	Indian Meal / Tea	Nadia Hussain - cook/chef	English, Muslim. Her family descends from Bangladesh
3	Electrical Lighthouses	Look at profession of electrician	



Class 4 - Designers & Professions

Class	Unit	Famous Designer / professions	Known for
4	Savoury Meal - WW1 Meal using Rations	Role of cook	
4	Cams (Cam Toy)	Look at toy designers / artist e.g. Keith Newstead (artist who uses cams)	Alternitively: Ole Kirk Christensen (inventor of LEGO) or look at Shindana toy company.
4	Textile Maps	Textile professions eg furniture designer /upholsterer	
4	Europe Meal - Spaghetti Bolognaise	Italian chef: Gennaro Contaldo (Chef) - supermarket food production	Italian Famous Chef (Famous for being Jamie Oliver's mentor)
4	Tudor Houses	Norman Foster English Architect (Children can compare modern buildings with Tudor)	Designed many famous buildings including Gherkin, Apple Park, Wembley Stadium, Nou Camp Stadium,
4	60s Tie-dye sewn products eg bag	Mary Quant (fashion designer)	60s famous fashion designer famous for the mini skirt, bold shapes and colours.