



The Careers & Enterprise Company:

Career Explorers

Teacher guidance and lesson plans

Career Explorers comprises a lesson pack and teacher guidance for primary schools, produced by the PSHE Association with funding from The Careers & Enterprise Company (CEC).

At key stage 1, pupils learn about the strengths and interests that might be suited to different careers, and at key stage 2, topics covered include job skills, influences, and career routes.

Please read the guidance before teaching the lessons.

Introduction

Who are The Careers & Enterprise Company?

The Careers & Enterprise Company (CEC) was established in 2015 and their mission is “to help every young person to find their best next step”. CEC is the national body for careers education in England and supports schools to deliver modern, 21st century careers education. This lesson pack is funded by CEC’s Start Small: Dream Big Primary Pilot, which will run through to 31st March 2025 and is backed by investment from the Department for Education. The programme will target 2,250 primary schools, in 55 Education Investment areas, to help pupils “dream big about their future careers”.

Why teaching about careers at primary school is important

From an early age, children are exposed to a multitude of people and experiences which shape their understanding of the world. These years are integral to their understanding of the self and building an awareness of their strengths, values, and the opportunities available to them. In the past, career-related learning has mainly been a focus for secondary schools, but it is clear that, for it to be effective, starting in primary school is vital. Research has shown that pupils are making career-limiting choices early. The factors that affect their choices include whether a job is seen as only suitable for a particular sex or for someone from a particular social level, as well as a child’s concept of their own ability. These factors lead to children filtering their possible future jobs from almost before they start school and act to restrict their futures. Giving pupils the opportunity to explore a wide range of careers, including challenging the influence and impact of stereotypes, plays a key role in developing their understanding of the world of work and broadening their horizons. More information about current research can be found in our [Evidence Review](#).



Developing subject knowledge

Terminology

Set out below are some subject-specific terms and definitions, many of which are used in the lesson for pupils in Year 5 or Year 6. More details about work and study choices can be found on the [National Careers Service website](#).

Career	A path that someone takes to fulfil their long-term professional ambitions.
Job	A position or set of duties through which someone can earn money (unless voluntary). A person can hold several jobs in their career.
Voluntary work	Work, or a job, which is unpaid.
Academic qualification	A qualification showing a person's knowledge and skills in a particular subject, awarded by schools, colleges, or universities, and usually involving study rather than practical or technical skills.
Vocational qualification	A qualification that relates to a specific job or career sector and combines theory and practical learning, and possibly work experience.
Apprenticeship	A paid job where someone has on-the-job training, as well as completing some classroom-based learning at a college, university, or training provider.
GCSE	General Certificate of Secondary Education: a qualification typically taken by students aged 14-16, which mainly involves studying the theory of a subject, while some subjects also involve practical work.
NVQ	National Vocational Qualification: a work-based way of learning carried out at a school, college or university and involves a range of on-the-job tasks and activities.
A level	Advanced level: a subject-based qualification that can lead to university, training or work.
T level	Technical level: a mix of practical and knowledge-based learning at a school or college and on-the-job experience through an industry placement.
Diploma	A certificate that refers to the number of learning 'credits' a student will study and aim to achieve in a course.
Degree	A higher education qualification that helps someone develop a thorough understanding of a subject.
Master's Degree	A degree that is given to a student by a college or university after one or two years of additional study.

Creating a safe learning environment

A safe learning environment helps pupils feel comfortable with sharing their ideas and opinions without attracting negative feedback and will help teachers to manage discussions on sensitive issues confidently. It is good practice for teachers to:

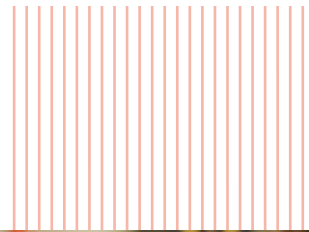
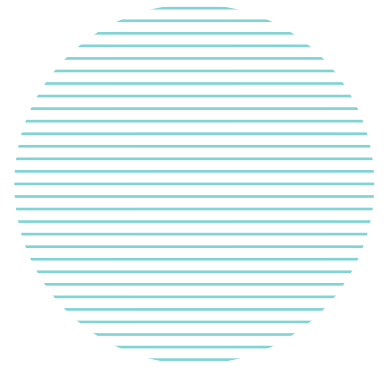
- work with pupils to establish ground rules about how they will behave in discussion, such as;
 - Everyone has the right to be heard and respected.
 - We will use language that won't offend or upset other people.
 - We won't judge or make assumptions about anyone, their feelings, or experiences.
 - We will comment on what was said, not the person who said it.
 - We won't share our own personal experiences, or those of anyone we know.
 - We won't put anyone on the spot, and we have a right to pass.
- offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- make a box/envelope available for pupils to put questions or concerns in (anonymously if they wish), to avoid having to voice them in front of the class
- provide factually accurate, up-to-date information
- provide balanced arguments to help pupils clarify their own opinions
- be sensitive to the needs and experiences of individuals
- use distancing strategies to discourage personal disclosures in the classroom, allow pupils to explore topics objectively, and to keep the learning environment safe
- always work within the school's policies on safeguarding and confidentiality
- link PSHE education into the whole school approach to supporting pupil wellbeing
- make pupils aware of sources of support, both in and outside the school.



Further guidance on creating a safe learning environment is available from the PSHE Association.

Pupils with additional vulnerabilities and inclusive teaching

You may not know about specific vulnerabilities related to each child's personal circumstances or socioeconomic status, but it is good practice to prepare for and teach all lessons on the assumption that there will be at least one member of the class who is personally affected by the lesson content. The pupils in your class will have a range of different backgrounds, family situations and personal experiences and it's possible that many families may have experienced long-term unemployment, unstable employment or have been negatively affected by the current economic climate. Making the lesson safe for those pupils will help to ensure the learning is safe for everyone and this principle is reflected in the design of these lessons. In addition, to help pupils understand and challenge career-related stereotypes, we have used gender-neutral language where possible to describe examples of job roles. Where characters are used to make learning more relevant, characters of different genders and of a range of cultural backgrounds are included so that pupils are encouraged to think openly about the range of career options they can explore.



Signposting support

Support for teachers

For further guidance on careers:

[The Careers and Enterprise Company – Primary platform](#)

[PSHE Association Career Explorers Evidence Review](#)

Support for pupils

Ensure pupils know where they can seek help and further advice, both now and in the future, if they have any concerns relating to careers. For children in primary school, this will primarily be their parents or carers, other trusted adults at home and their teachers. However, if they have significant concerns about their family's finances or their own future career prospects, you might choose to signpost them to online wellbeing support, such as that provided by Childline.

For pupils in KS1: ChildLine 0800 1111

For pupils in KS2: www.childline.org.uk/kids - (a child friendly version of the website) or phone 0800 1111 to talk to someone.



Curriculum links

The table below shows the learning objectives and outcomes, and the learning opportunities from the relevant PSHE education core themes at key stage 1 and key stage 2 which are met by these lessons. Learning should always take place within a spiral programme of knowledge, skills, and attribute development, where prior learning is revisited, reinforced, and extended in developmentally appropriate contexts.

Lesson	Learning objective and learning outcomes	Learning opportunities from PSHE Association Programme of Study	Links to the Department for Education's statutory guidance on Relationships, Sex and Health education
<p>Y1/2 Lesson 1: Strengths and interests</p>	<p>To learn about how everyone has different strengths and interests.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • explain what makes everyone unique • identify the different strengths and interests that people can have • describe the strengths and interests suited to different jobs 	<p>Pupils learn: Living in the wider world</p> <p>KS1</p> <p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>	<p>Relationships education</p> <p>Respectful relationships</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • what a stereotype is, and how stereotypes can be unfair, negative or destructive
<p>Y1/2 Lesson 2: Different jobs</p>	<p>To learn about different jobs and work that people do.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • describe a range of different jobs, including jobs in the community • identify the different types of work involved in some jobs • explain how jobs help people to earn money 	<p>(This cell is shared with the row above and contains the same text as above)</p>	<p>Health education</p> <p>Mental Wellbeing</p> <ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

<p>Y3/4 or Y5/6 Lesson 1: Job skills</p>	<p>To learn about the skills needed for different jobs.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • identify different types of skills • explain how a range of skills are used in different jobs • identify some skills to develop and set personal goals 	<p>KS2</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/ careers that people can have; that people often have more than one career/type of job during their life</p>	
<p>Y5/6 Lesson 2: Choosing a career</p>	<p>To learn about how people choose a career.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • identify what can influence someone’s decisions about which career to choose • describe some common stereotypes related to work • explain the impact of stereotypes on choosing a career 	<p>L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them</p> <p>L28. about what might influence people’s decisions about a job or career (e.g., personal interests and values, family connections to certain</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</p>	
<p>Y5/6 Lesson 3: Career routes</p>	<p>To learn about routes into different jobs and career pathways.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • describe some of the qualifications, training and experience needed for different careers • explain the different ways into jobs, such as through college, apprenticeships or university • identify some areas of work they might be interested in for the future 	<p>L30. about some of the skills that will help them in their future careers e.g., teamwork, communication, and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g., college, apprenticeship, university</p>	

Lesson Plans



LESSON 1

Strengths and interests

KEY STAGE 1

This is the first of two lessons about careers for key stage 1, designed with the support of The Careers and Enterprise Company (CEC). This lesson explores what makes us unique, including people's strengths and interests, and how these might be suited to different jobs.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of learning about living in the wider world, alongside topics such as economic wellbeing and money.

Learning objective

To learn about how everyone has different strengths and interests.

Learning outcomes

Pupils will be able to:

- explain what makes everyone unique
- identify the different strengths and interests that people can have
- describe the strengths and interests suited to different jobs

Resources required

- Box or envelope for questions
- Strips of A4 paper [white or colour] and glue, or self-adhesive 'paper chain' strips
- Resource 1: Adjectives word bank [one per group]
- Resource 2: Job examples [one cut-up set per pupil or group]
- Resource 3: Career pathway template [one per pupil completing the extension activity]

Lesson summary

Activity	Description	Timing (Total: 60mins)
1. Introduction	Introduce the learning objective and outcomes, set up the question box and revisit ground rules.	2 mins
2. Baseline assessment	Pupils demonstrate their current understanding by answering questions about strengths, interests and being unique.	10 mins
3. Strength statements	Pupils identify strengths using adjectives and create a 'circle of strengths' chain, using strips of paper.	15 mins
4. Interest interviews	Pupils carry out interviews to find out their classmates' hobbies and interests.	10 mins
5. Career pathways	Pupils match different jobs to possible career pathways.	15 mins
6. Reflection and endpoint assessment	With a partner, pupils carry out a 'Say one thing' challenge about strengths, interests and jobs, and reflect on what career could suit them.	5 mins
7. Signpost support	Remind pupils who they can talk to if they have any questions or worries about jobs.	3 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge and guidance on creating a safe learning environment and inclusive teaching. Be aware that pupils will have different experiences of people's careers and having a job, and that some of their families may be affected by long-term unemployment or unstable employment.

Key words

Strength, interest, unique, job, career.

Baseline assessment

Introduction (slides 1-2) - 2 mins

Establish ground rules with the class. Make pupils aware of the question box, which will be available throughout and after the lesson. Explain that if they have questions or worries that they do not want to raise in front of the class, they can talk to you separately, or draw/write their question on a piece of paper, with or without their name, and put it in the question box.

Introduce the learning objective and outcomes. Explain that today's lesson will explore what makes us unique, the strengths and interests someone can have, and how these might be suited to different jobs and careers.

Baseline assessment activity (slide 3) - 10 mins

Share the image of the young person (Jay) and statement on slide 3. Read the statement together as a class:
We all have different strengths and interests. This is what makes us unique.

Ask pupils, what Jay means by 'strengths', 'interests' and being 'unique'. Allow some time for pupils to discuss in pairs and then take feedback, writing their ideas on the board or flipchart paper under the headings 'strengths', 'interests' and 'being unique'.

Pupils may suggest:

Strengths: something someone can do well, being good at something, having a skill, examples such as being funny/caring/sporty etc.

Interests: hobbies such as a sport, things someone likes doing, things they are interested in, things they like reading or learning about e.g. space, dinosaurs or flowers.

Being unique: being special, what makes you 'you', being different to others, no two people are the same.

This baseline activity will help you to gauge pupils' knowledge and understanding and any misconceptions, for example, if pupils were to identify a 'strength' as being physically strong.

Core activities

Strength statements (slides 4-6) - 15 mins

Using slide 4, read Jay's 'strength statements' together as a class. Then, give pairs of pupils **Resource 1: Adjectives word bank** and ask them to discuss which adjectives they think match with Jay's strength statements. Take feedback.

Pupils may choose:

- 1) Sporty, active
- 2) Kind, friendly, helpful
- 3) Funny

Explain to pupils that these strengths describe someone's personality and the things they can do well. Highlight that having different strengths to one another adds to how we are all unique.

Then, ask pupils to write some strength statements for themselves onto strips of paper and include an adjective from slide 5, or from **Resource 1: Adjectives word bank**. For example, Creative: I like to draw. Once completed, use slide 6 to explain how to create a 'circle of strengths' for themselves, providing up to five strips per pupil. To make the circles, pupils connect the two ends of one of the strips of paper with glue, and then loop another strip through the ring and connect the two ends of that strip, until all the strips are used up.

Support: Pupils could represent their strengths by drawing pictures onto the strips. Alternatively, they could cut out adjectives from Resource 1 and stick these onto their strips.

Interest interviews (slides 7-9) - 10 mins

Briefly explain the meaning of an interest; a hobby or wanting to learn more about something. Using slide 7, share Jay's interests with the class: baking, dance club.

In pairs, ask pupils to then carry out mini-interviews, to find out what each other's interests are. The following questions provide a scaffold:

- Do you have any hobbies, or do you go to any clubs?
- What things do you like to do at the weekend?
- What are you interested in learning more about or doing in the future?

Once completed, pupils meet up with other pairs and share their interests. Ask pupils to find out if there are any interests in common with their classmates, or if people mostly had different interests. Then, to bring the class together and take feedback, ask questions to find out about any commonalities, for example:

Who has a sport or being active as one of their hobbies?

Who has a creative hobby?

Who has an outdoor or nature-based hobby?

If time allows, create a class tally on flipchart paper. As with strengths, emphasise that having different interests is positive and part of what makes all of us unique.

Career pathways (slides 10-11) - 15 mins

Explain that Jay has been learning about different jobs at school and thinking about what kind of job might suit their strengths and interests. Introduce pupils to the examples of different types of job 'pathways' or careers people might be interested in, on slide 10: Helping others, Nature, Creative, Building and making, Finding out new things.

Then, give small groups of pupils the set of cards from **Resource 2: Job examples** and ask them to match the different jobs to the career pathways.

Take feedback using slide 11 and the answers below:

- Helping others – teacher, doctor, translator
- Nature – gardener, vet, farmer
- Creative – author, chef, musician
- Building and making – builder, carpenter, app designer
- Finding out new things – scientist, journalist, archaeologist

Explain that it can take a while for someone to find a career that suits them, and that even if their interests don't match any of the pathways they have just explored, these are just examples and there are plenty of options within these pathways, and beyond, for future careers.

Challenge: Ask pupils which pathway(s) might suit Jay, based on Jay's strengths and interests? For example, Jay might be better suited to the creative pathway as they like baking and dancing.

Plenary / Assessment for and of learning

Reflection and endpoint assessment (slides 12-13) - 5 mins

Check the question box and respond to any questions that have been raised that have not already been answered by the content in the lesson.

In pairs, ask pupils to carry out the 'Say one thing' challenge, by asking each other to:

- "Say one thing you learnt about strengths and interests."
- "Say one thing you learnt about different jobs and careers."

Personal reflection:

Ask pupils to respond individually to the following question in their exercise books:

- Which of the five career pathways we learnt about today do you think might suit you, and why?

As this is a personal reflection, pupils need not share their responses with the rest of the class.

Signposting support (slide 14) - 3 mins

Ensure that pupils know where they can seek help, and that if they have questions or worries about jobs, it is important that they talk to an adult they trust at home, outside the family, or at school.

Extension activity

Extension activity (slide 15)

In their exercise books, pupils create their own character and describe their strengths and interests using **Resource 3: Career pathway template**. They could also include a career pathway or a job that may suit them.

LESSON 2

Different jobs

KEY STAGE 1

This is the second of two lessons about careers for key stage 1, designed with the support of The Careers and Enterprise Company (CEC). This lesson explores different jobs, including those in the community, the work involved and how they help people to earn money.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of learning about living in the wider world, alongside topics such as economic wellbeing and money.

Learning objective

To learn about different jobs and work that people do.

Learning outcomes

Pupils will be able to:

- describe a range of different jobs, including jobs in the community
- identify the different types of work involved in some jobs
- explain how jobs help people to earn money

Resources required

- Box or envelope for questions
- Flipchart paper with the alphabet written down one side
- Post-it notes
- Resource 1: Jobs in the community (one per pupil or pair requiring support)
- Resource 2: Job names (one per pupil or pair requiring support)
- Resource 3: Talking Heads (one example per small group)

Lesson summary

Activity	Description	Timing (Total: 60mins)
1. Introduction	Introduce the learning objective and outcomes, set up the question box and revisit ground rules.	2 mins
2. Baseline assessment	Pupils complete an A-Z challenge to suggest a range of jobs they know.	10 mins
3. In the community	Pupils use an image of a local environment to explore a range of jobs in the community.	15 mins
4. Talking heads	Pupils examine the work involved in some of these jobs and consider how they help others in the community.	15 mins
5. What are jobs for?	Pupils discuss the purpose of jobs, including doing voluntary work.	10 mins
6. Endpoint assessment	Pupils return to the A-Z activity from the baseline assessment and add their new learning about the work involved in different jobs.	5 mins
7. Signpost support	Remind pupils who they can talk to if they have any questions or worries about jobs.	3 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge and guidance on creating a safe learning environment and inclusive teaching. Be aware that pupils will have different experiences of people's careers and having a job, and that some of their families may be affected by long-term unemployment or unstable employment.

Key words

Job, community, work, earn, voluntary.

Baseline assessment

Introduction (slide 2) - 2 mins

Introduce the learning objective and outcomes. Explain that today's lesson will explore different jobs and work that people do, including how jobs help people to earn money.

Set up the question box and remind pupils of the ground rules.

Baseline assessment activity (slide 3) - 10 mins

Before the lesson, make a list of the letters A-Z on the lefthand side of some flipchart paper. Give pupils some post-it notes and ask them to write any names of jobs they can think of, for any letter of the alphabet. Then, ask pupils to come up to the front and put their sticky notes next to the relevant letter on the flipchart paper.

For example, A: actor, artist, ambulance care assistant, astronaut, acrobat.

Avoid further explanation or prompting while pupils write down their ideas, and leave the flipchart paper up so all pupils can see the different job ideas – these will give you an indication of the jobs pupils are already aware of, and can be revisited at the end of the lesson.

Core activities

In the community (slide 4) - 15 mins

Show pupils the image on slide 4 and explain that this activity will focus on jobs in the community. Briefly explain the meaning of community as a group of people living in the same area. In pairs, ask pupils to discuss the different jobs that people might do here (if needed, prompt pupils by pointing to the different locations on the image – the hospital, school etc). Collate pupils' feedback onto a mind-map on the whiteboard or flipchart paper.

They may suggest:

Hospital: nurse, doctor, surgeon, receptionist, paramedic.

School: teacher, headteacher, learning support assistant, midday supervisor, learning mentor, receptionist, play worker, lollipop person.

Restaurant: chef, waiter, dishwasher, manager, host/receptionist.

Fire station: firefighter.

Police station: police officer.

Shop: shop worker/keeper, cashier, shop manager

Bank: bank worker, bank manager

Ask pupils, what other jobs might people do in the community?

Pupils might suggest: builder, office worker, cleaner, librarian, mayor, park keeper.

Support: Give pupils Resource 2: Job names, and ask them to match each job name labels to the correct image by drawing a line.

Challenge: Ask pupils to recall the pathways from the previous lesson, and then decide which of the career pathways the community jobs match to. For example, nurse - Helping others pathway.

Talking heads (slides 5-7) - 15 mins

Give small groups one of the job examples from **Resource 3: Talking heads**. Allow pupils some time to read and then ask them to underline the tasks or things that each person does in their job. Take feedback from the groups, using slides 5-7 to support. Pupils may have underlined:

Teacher: plan and teach lessons, help children learn, mark books.

Nurse: look after people who are ill, give medicine, visit people in their home.

Bank worker: meet customers, help people organise their money, help people to plan for the future.

Once completed, explain that these jobs are important because they help people who live in the local community. Then, ask pupils to suggest how each job helps people in the community, for example:

Teacher: helps children learn new things.

Nurse: looks after sick people.

Bank worker: keeps people's money safe.

What are jobs for? (slides 8-9) - 10 mins

Ask pupils to think back to the previous activity about the different jobs in the community. Then ask: 'Why do people have jobs?' Allow some time for pupils to discuss in pairs before taking feedback from the class and writing their ideas onto the whiteboard or flipchart.

Pupils might suggest: to earn money to pay for things (like food or housing/to live on/to support their families), for fun, to feel good/for enjoyment, to help others in the community, to improve their skills, to be proud of themselves.

If not already mentioned, highlight that someone can earn money from a job, often called a salary. Explain that some jobs are unpaid – this is called voluntary work and it's when people might spend time helping, for example, at a charity, a school, or for an event. Show pupils slide 9 - another talking head. Read together as a class and then ask why someone might do voluntary work, even if they don't get paid?

Pupils might suggest: to help animals or other people/to help the community, to make a difference, to feel good/confident, to keep busy/have a full life, to learn new skills.

Emphasise that both paid and unpaid work is important to help people in the community live and get help with things they need, such as learning, shopping, being cared for, maintaining their homes, or getting treatment from a doctor or nurse. In addition, explain that not everyone has a job such as the ones discussed in the lesson. Many people take on other roles, such as caring for family and that some people don't work for health or age reasons. Everyone's contribution to the community is valuable and important.

Challenge: Ask pupils, whether there are any jobs that children their age can do. Ideas might include e.g. doing chores/jobs at home, helping to get things ready to sell at a car boot/school fete.

Ask pupils to also consider jobs that older children/young people could do, for example, looking after pets, babysitting, cleaning cars, mowing the lawn, helping younger children with their schoolwork or homework, selling things they have made e.g., jewellery.

Plenary / Assessment for and of learning

Endpoint assessment (slide 10) - 5 mins

Check the question box and respond to any questions that have not already been answered by the content in the lesson.

To show how their understanding has developed during the lesson, pupils return to the flipchart paper with the A-Z of jobs from the baseline assessment. Ask them to choose a job and add anything they can about the work that someone might do in that job and the strengths and interests they might need to do the job, onto the post-it note (or on a new post-it note) using a different colour pen. This can be used as evidence of learning and progress, and to inform further teaching. They might also be able to add more jobs they had not been aware of at the start of the lesson, on another sheet of flipchart paper.

Signposting support (slide 11) - 3 mins

Ensure that pupils know where they can seek help, and that if they have questions or worries about jobs, it is important that they talk to an adult they trust at home, outside the family, or at school.

Extension activity

Extension activity (slide 12)

Pupils create a mini job advert for one of the jobs from this lesson or the previous one. They could include:

- the work or tasks involved in the job
- the interests or strengths that would suit the job
- why someone might want to do the job

LESSON 1

Strengths and interests

KEY STAGE 2

This is the first of three lessons about careers for key stage 2, designed with the support of The Careers and Enterprise Company (CEC). This lesson is designed to be used flexibly as an introduction to careers, for any year group in key stage 2. You could use it to briefly introduce concepts in year 3 or 4 or teach it immediately before the two lessons specifically designed for year 5 and 6. The lesson focuses on skills, and how they can be used in different jobs.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of learning about living in the wider world, alongside topics such as economic wellbeing and money.

Learning objective

To learn about the skills needed for different jobs.

Learning outcomes

Pupils will be able to:

- identify different types of skills
- explain how a range of skills are used in different jobs
- identify some skills to develop and set personal goals

Resources required

- Box or envelope for questions
- Resource 1: Skills bank [one per pair or small group]
- Resource 2: Job skills [one per small group]
- Resource 3: A Day in the Life [one per pair]
- Resource 4: WHO [one per pupil requiring support]

Lesson summary

Activity	Description	Timing (Total: 60mins)
1. Introduction	Introduce the learning objective and outcomes, set up the question box and revisit ground rules.	2 mins
2. Baseline assessment	Pupils respond to a conversation about skills needed for work.	10 mins
3. Which skills?	Pupils explore a range of skills and match them to different jobs.	10 mins
4. A Day in the Life	Pupils read the 'Day in the Life' for different jobs, and consider the skills needed to carry out different tasks.	15 mins
5. Developing skills	Pupils suggest a new skill they would like to develop, and plan how they will achieve it using a WHOOP model.	15 mins
6. Endpoint assessment	Pupils revisit the questions from the baseline assessment and consider how to develop or improve skills.	5 mins
7. Signpost support	Remind pupils who they can talk to if they have any questions or worries about careers.	2 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge and guidance on establishing a safe learning environment and inclusive teaching. Be aware that pupils will have different experiences of people's careers and having a job, and that some of their families may be affected by long-term unemployment or unstable employment.

Key words

Skill, task, develop, manage, client.

Baseline assessment

Introduction (slides 1-2) - 2 mins

Remind pupils of the agreed ground rules and make them aware of the question box, which will be available throughout and after the lesson. Explain that if they have questions or worries that they don't want to raise in front of the class, they can write their question on a piece of paper, with or without their name, and put it in the question box.

Introduce the learning objective and outcomes and tell pupils that today's lesson will focus on skills, how they can be used in different jobs and how to set goals for themselves.

Baseline assessment activity (slide 3) - 10 mins

Show pupils the scenario between Faro's family members on slide 3.

Faro's uncle, granny, mum and stepdad are all discussing the different jobs they do and the skills they need to practise at work.

- What do Faro's family members mean by 'skills' needed for work?
- What skills do you think they might be talking about?

Ask pupils to write their ideas in their exercise books. Whilst they are working, circulate the room to gauge pupils' level of understanding, and note any misconceptions. Pupils may be able to identify some skills at this stage of the lesson, but they may be limited in breadth, or unclear how these skills are applied to different roles. Throughout the lesson, ensure pupils are exposed to a wide range of skills and various ways these can be applied in different careers, to support their understanding.

Core activities

Which skills? (slides 4-5) - 10 mins

Introduce pupils to a range of skills that might be needed for different jobs using **Resource 1: Skills bank**. Allow some time to explain any that are new to pupils, using slide 4 to support. Then, give small groups of pupils one of the jobs from **Resource 2: Job skills** and ask them to suggest which skills someone would need to do that job.

Take feedback from each group. Pupils might suggest:

Postal worker: Organisation, communication, literacy skills, resilience, teamwork.

Web developer: Computing/tech skills, creative skills, problem solving, leadership.

Fashion designer: Creative skills, problem solving, adaptability, leadership.

Lawyer: Problem solving, communication, literacy skills, leadership.

Hairdresser: Creative skills, communication, listening, teamwork, organisation.

Plumber: Problem solving, numeracy skills, communication, adaptability.

Nursery worker: Teamwork, resilience, creative skills.

Sport's coach: Leadership, communication, organisation.

Challenge: Ask pupils to name any other strengths or interests needed for the different jobs mentioned, for example, Nursery worker – patient, caring, likes children.

A day in the life (slide 6) - 15 mins

Ask pairs of pupils to read one of the examples from **Resource 3: A Day in the Life** and identify what the person does in their job e.g., the work or tasks. Pupils then decide which skills are needed for each task, and add these to the 'skills' column, using **Resource 1: Skills bank** to help them.

Pupils may suggest one or more skills for each task, for example:

Postal worker:

Task - I meet with my colleagues about the rota for the following day.

Skills – Communication and organisation.

During feedback, highlight that while these examples are very different in terms of the work and tasks involved, many of the skills needed are the same, for example, communication. Explain that often these skills are referred to as 'transferable' – as they can be used from one job to another.

Support: Provide pupils with the same job that they worked on in the previous activity, so they are already familiar with the example.

Challenge: Ask pupils to choose two of the jobs from the 'Day in the Life' activity and list the similarities and differences between them. For example: Nursery worker and hairdresser

Similarities: Teamwork and creative skills are needed for both jobs, both jobs involve working with others.

Differences: The nursery worker works mostly with children, the hairdresser mostly works with adults, the nursery worker works in a nursery/school, the hairdresser works in a salon, the nursery worker starts early (e.g. 8.00 am) and the hairdresser starts later at 9.30 am.

Developing skills (slides 7-8) - 15 mins

Show pupils slide 7 and ask them, 'How did Faro work on and improve his leadership skills?'

Pupils might suggest: by thinking about what makes a good leader, asking for advice, getting to know everyone on the team, listening to others' problems, going to all the training sessions, learning about team tactics.

Then, ask pupils to think of a skill they'd like to develop – they could use **Resource 1** for ideas or suggest a new skill they want to have in the future. Using slide 8, introduce them to the WHOOP model for setting goals, (Wish, How, Outcome, Obstacle, Plan) and read through each step as a class:

Wish - decide on a skill to improve/to have in the future

How - think about how to work on the skill

Outcome - how would it look and feel to achieve this?

Obstacles - consider anything that could hold you back from reaching this goal.

Plan - if or when there are obstacles, how could you respond? e.g. If _____ happens, then I will _____.

Then, ask pupils to set their own goal using 'WHOOP' in their exercise books. As this is a reflection task, there is no need for pupils to share their goals with the rest of the class.

Support: Pupils focus on the first three points – Wish, How and Outcome, using Resource 4. WHO to write or draw their ideas. Prompts have been provided on this sheet to support their ideas.

Plenary / Assessment for and of learning

Endpoint assessment (slide 9) - 5 mins

Check the question box and respond to any questions that have not already been answered by the content in the lesson.

To show how their understanding has developed during the lesson, ask pupils to return to the questions in the baseline assessment, and add to or amend their ideas using a different colour pencil. In addition, ask pupils to respond to the following in their exercise books:

How can someone develop or improve their skills for work?

Signposting support (slide 10) - 2 mins

Ensure that pupils know where they can seek help, and that if they have questions or worries about jobs, it is important that they talk to an adult they trust at home, outside the family, or at school.

Pupils could also contact ChildLine:

0800 1111 to speak to someone, or accessing: www.childline.org.uk/kids

Extension activity

Extension activity (slide 11)

Ask pupils to think of a job or role in school that children can have, for example, playground buddy, library monitor, peer mentor or classroom helper. What skills would someone need to carry out this job well?

LESSON 2

Choosing a career

KEY STAGE 2

This is the second of three lessons about careers for key stage 2, designed with the support of The Careers and Enterprise Company (CEC). It is the first of two specifically for pupils in year 5 or year 6. You may be teaching this lesson following the 'Job skills' lesson for key stage 2 or using it as the start of a series of lessons on careers, if you used the 'Job skills' lesson in an earlier year. This lesson focuses on what might influence someone's career and job choice, stereotypes around jobs, and their impact.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of learning about living in the wider world, alongside topics such as economic wellbeing and money.

Learning objective

To learn about how people choose a career.

Learning outcomes

Pupils will be able to:

- identify the difference between a job and a career, and how careers change over time
- explain what can influence someone's decisions about which career to choose
- describe some common stereotypes related to work and their potential impact

Resources required

- Box or envelope for questions
- Resource 1: Career choices [one per pair]
- Resource 2: Head, heart, hands [one per pair]
- Resource 2a: Head, heart, hands – sentences [One per pair requiring support]
- Resource 3: Career journeys [one per pair]

Lesson summary

Activity	Description	Timing (Total: 60mins)
1. Introduction	Introduce learning objective and outcomes, set up the question box and revisit ground rules.	3 mins
2. Baseline assessment	Pupils mind map why people might choose certain jobs.	10 mins
3. Career influences	Pupils discuss what could influence someone's job choice and choose what they think are the strongest influences.	10 mins
4. Career choices	Using talking heads, pupils explore the career influences of a teacher, paramedic, and dancer, and watch a film about the career paths of four women.	15 mins
5. Head, heart, hands	Pupils complete a Head, heart, hands activity about a young person hoping to become a police officer.	15 mins
6. Reflection and endpoint assessment	Pupils revisit the mind-map and make changes or add to their ideas based on their learning in the lesson.	5 mins
7. Signpost support	Remind pupils who they can talk to if they have any questions or worries about careers.	2 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge and guidance on establishing a safe learning environment and inclusive teaching. Be aware that pupils will have different experiences of people's careers and having a job, and that some of their families may be affected by long term unemployment or unstable employment.

Key words

Influence, stereotype, impact, personality, qualification, career path.

Baseline assessment

Introduction (slides 1-2) - 3 mins

Set up the question box and remind pupils of the ground rules. Introduce the learning objective and outcomes. Explain that today's lesson will explore what can influence someone's career choice, and the impact that some common stereotypes might have.

Baseline assessment activity (slide 3) - 10 mins

In small groups, give pupils flipchart paper and ask them to brainstorm responses to the question: Why might people choose certain careers?

Avoid giving further prompts or explanations at this point but circulate and take note of any misconceptions or gaps in pupils' understanding. Ask pupils to put the sheets to one side and explain that they will be used later in the lesson.

Responses may include: Someone has inspired them e.g. a celebrity, what they have seen/heard about the career means they decide it suits them, it's a 'good' job (well-paid/interesting/fun/cool), it matches their interests skills or personal strengths, they think it's an 'important' career e.g. it helps others, because they have the qualifications/training needed, they like the work involved e.g. being outside/ talking to others, one of their family members or friends does the same career.

Core activities

Career influences (slides 4-5) - 10 mins

Using slide 4, briefly explain the difference between a job and a career:

A job is a work activity or role carried out, usually to earn money.

A career is someone's 'journey' through their working life, that often involves more than one job.

For example, someone's job could be primary school teacher, but their career could be made up of lots of different stages and job roles, such as teaching assistant, trainee teacher, classroom teacher and then lead teacher in a subject area.

Show pupils the list of career influences on slide 5. In pairs, ask them to pick what they think are the top three influences on someone's career choice. Take feedback, asking pupils to share which they chose as the strongest influences and why. Stress that there are no right answers and that influences can be different for different people.

Support: Ask pupils to choose what they think is the strongest influence from the list.

Challenge: Ask pupils to suggest any other influences that haven't been included on the list, for example, culture/background, gender.

Career choices (slides 6-10) - 15 mins

Show pupils the three talking heads on slide 6. Assign one to each pair of pupils, using **Resource 1: Career choices** and ask them to discuss what has influenced the character's career path. Take feedback from the class, allowing pupils to look at all the examples on slides 7-9.

Pupils may suggest:

Teacher: he loved being around children, his Mum was a teacher, he had experience of helping in a school, he found working with children rewarding.

Paramedic: she wanted to work with people/help others, she had to consider what to do next once the florists closed, she wanted a job with more excitement, she saw an advert online.

Dancer: she loved movement, gymnastics and P.E. at school, her dad was very supportive, she got into performing arts school.

Once completed, ask pupils if any of the characters have overcome challenges, including the impact of stereotypes to pursue their career. Here, if necessary, briefly explain to pupils what the word 'stereotype' means, using slide 10 to show a definition: A set idea (especially one that is wrong) that people have about what someone will be like, based on a group they belong to. Explain that there are different kinds of stereotypes, and that they are often related to ideas about gender, race, disability, or age.

Pupils may suggest:

Teacher: being a black male teacher when most teachers are white and female.

Paramedic: being an older paramedic, and challenging the stereotype that older people can't do physical jobs.

Dancer: being a deaf dancer and facing discrimination/judgement and the assumption that she won't be able to dance.

Then, show pupils this [CBBC clip](#)¹ about four women and their jobs. Ask them to discuss in pairs any challenges, including stereotypes, that they have overcome.

Pupils might suggest: Doing jobs that are usually done by men/traditionally for men, people's assumptions about what women will or won't want to do, being the only woman on the team/being part of a small number of women on the team.

Then, ask pupils how stereotypes might impact the career someone chooses.

They may suggest: the people they see (for example, in the media) who do the job aren't like them/don't look like them (in terms of race, disability, age, cultural background etc.); gender stereotypes – if the job is usually seen as 'for men'/'for women'; they don't think they have the right education, skills, background, or are 'clever' enough to do the job.

Point out to pupils that, just like the people in the videos did, although sometimes challenging, it is possible for someone to overcome stereotypes and pursue the career they want.

Support: When watching the film, ask pupils to focus on just one of the jobs and consider any stereotypes they have overcome using a scaffold for talk such as:

The challenge/stereotype that the fire fighter had to overcome was _____.

Challenge: Ask pupils: Where are career stereotypes seen or heard about? Pupils might say:

TV, films, social media, adverts/billboards, newspapers, magazines, from what people say.

1 International Women's Day 2022: 'I like breaking boundaries!', CBBC Newsround, video credit: Redraw the balance.

Head, heart, hands (slide 11) - 15 mins

Introduce pupils to Priya, using slide 11, and explain that she is hoping to become a police officer, and is wondering what steps she could take to pursue the job. Ask pupils to complete **Resource 2: Head, heart, hands** in pairs, exploring what Priya might be thinking, including any stereotypes around the job, what she is feeling and what she might do or the steps she might take, recording their ideas in the head, heart and hand boxes respectively.

Take feedback. Pupil responses might include:

Head: Priya might be thinking - being a police officer is a job often done by men and they often seem to be white; it's a physically demanding job/you need to be strong; the training is tough/hard; there are female police officers and police officers of colour – I've seen them in the media and in my local area.

Heart: Priya might be thinking- I would love to become a police officer/I'm excited about becoming a police officer; I'm determined to achieve my goal of becoming a police officer; I'm nervous about what it might take/what I might need to do to become one; I'm unsure if it's a job I can pursue/if it'll be easy to achieve my goal.

Hands: Priya could - talk to a teacher at school about how to pursue the job; set a goal to develop the skills she might need to do the job; use trusted sources to find out ways to become a police officer; read books about police officers; join a club that will help to develop the skills needed to become a police officer such as Scouts, Guides or Cadets.

Support: Ask pupils to complete the activity using Resource 2a: Head, heart, hands – sentences.

Plenary / Assessment for and of learning

Reflection and endpoint assessment (slide 12) - 5 mins

Check the question box and respond to any questions that have not already been answered by the content in the lesson.

To show how their understanding has developed during the lesson, ask pupils to revisit the question from the baseline with their group and make any changes or add to their ideas using a different colour pen.

This can be used as evidence of learning and progress, and to inform further teaching.

Signposting support (slide 13) - 2 mins

Ensure that pupils know where they can seek help, and that if they have questions or worries about jobs, it is important that they talk to an adult they trust at home, outside the family, or at school.

Pupils could also contact ChildLine:

0800 1111 to speak to someone, or accessing: www.childline.org.uk/kids

Extension activity

Extension activity (slide 14)

Give pupils **Resource 3: Career journeys** and ask them to read each profile, choose one person and explain how they have overcome or challenged stereotypes. They might suggest:

Barack Obama: He became the first African American president of the U.S.A.

Leah Williamson: She was the only girl on the football team as a child, she has raised awareness about gender stereotypes.

LESSON 3

Career routes

KEY STAGE 2

This is the final lesson about careers for key stage 2, designed with the support of The Careers and Enterprise Company (CEC). This lesson, designed for pupils in year 5 or year 6, focuses on the different routes into careers, as well as the qualifications, training or experience needed. Pupils also consider an area of work that might interest them.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of learning about living in the wider world, alongside topics such as economic wellbeing and money.

Learning objective

To learn about routes into different jobs and career pathways.

Learning outcomes

Pupils will be able to:

- describe some of the qualifications, training, and experience needed for different careers
- explain the different ways into jobs, such as through college, apprenticeships, or university
- identify some areas of work they might be interested in for the future

Resources required

- Box or envelope for questions
- Resource 1: Overheard conversation [one per pupil]
- Resource 2: Qualification card sort [one set per pair]
- Resource 3: Career routes [one per pair]
- Resource 4: CV template [one per pupil]

Lesson summary

Activity	Description	Timing (Total: 60mins)
1. Introduction	Introduce learning objective and outcomes, set up the question box and revisit ground rules.	3 mins
2. Baseline assessment	To demonstrate their current understanding, pupils respond to a conversation about what someone needs to do to get a job.	10 mins
3. Academic or vocational?	Pupils complete the qualifications quiz to decide if a qualification is academic or vocational.	10 mins
4. Different routes	Pupils match the career to the correct career route and consider which routes might suit different people.	15 mins
5. Now and in the future	Pupils explore future career options using a CV template.	15 mins
6. Reflection and endpoint assessment	Pupils revisit the overheard conversation from the baseline assessment to demonstrate learning.	5 mins
7. Signpost support	Remind pupils of who they can talk to if they have any questions or worries about careers.	2 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge and guidance on establishing a safe learning environment and inclusive teaching. Be aware that pupils will have different experiences of people's careers and having a job, and that some of their families may be affected by long term unemployment or unstable employment.

Key words

Route, qualification, training, experience, academic, vocational, apprenticeship, university, college, assignment, CV.

Baseline assessment

Introduction (slides 1-2) - 3 mins

Set up the question box and remind pupils of the ground rules. Introduce the learning objective and outcomes. Explain that today's lesson will focus on the routes people can take into different careers, including the qualifications, training, or experience they might need. Tell pupils there will also be a chance for them to think about any possible careers they are interested in for the future.

Baseline assessment activity (slide 3) - 10 mins

Give each pupil a copy of **Resource 1: Overheard conversation** with the beginning of a conversation some children are having about how someone can pursue a career. Ask pupils to read the conversation so far and then add their own ideas in the first box underneath the speech bubbles (tell them not to write anything in the second box yet). Pupils work on this activity individually and without additional prompting. Once completed, ask pupils to set their work aside to be revisited at the end of the lesson.

Take feedback from the class, and briefly summarise how someone might pursue a career, for example:

To pursue a career, you might need certain qualifications, training, or experience. For some careers, someone can learn 'on the job' and for others, they will need to study at college or university. A career is like a path or journey; someone will usually have more than one job throughout their career.

Core activities

Academic or vocational? (slides 4 - 10) - 10 mins

Using slide 4 to support, briefly explain the meaning of a qualification as a way of showing what someone has learnt and what they can do as a result. Next, introduce pupils to two types of qualification; academic and vocational, and explain the difference between them.

- Academic: gained while studying at school, college, or university in a classroom setting.
- Vocational: a work-related qualification to ensure someone has the knowledge and skills to do a particular job. This often includes combining practical-based learning with some study at college or university.

Next, ask pupils to complete **Resource 2: Qualifications quiz** in pairs by identifying whether each example is academic, vocational or a mix of both. This could also be done as a whole class activity using slides 5-7. Once completed, take feedback and ensure pupils are aware of the correct answers using slides 8-10.

Challenge: In their exercise books, ask pupils to create a list of advantages for academic and vocational qualifications. For example:

Academic: studying a subject in depth, becoming an 'expert' in a certain topic or subject, new experiences at college or university, being able to choose from a wide range of jobs.

Vocational: gaining technical/practical skills, having job or work experience, focussing on one job area, vocational qualifications are designed to lead to a job, getting paid whilst completing a qualification e.g., an apprenticeship.

Different routes (slides 11 - 13) - 15 mins

In pairs, give pupils **Resource 3: Career routes** and ask them to match the job to the route someone has taken. Before starting, briefly explain an apprenticeship as when someone trains whilst being employed in that job. They learn skills, gain experience, and get paid. Take feedback and go through the answers using slide 8:

Route 1: Pharmacist

Route 2: Pastry Chef

Route 3: Electrician

Then, ask pupils whether the examples include an academic route, vocational route, or a mix of both.

Take feedback and draw out the key learning:

Pharmacist: Academic (A levels, a degree and a Master's).

Pastry Chef: Vocational (Apprenticeship and on-the-job training) and some academic (five GCSEs).

Electrician: Vocational (Level 2 diploma and advanced apprenticeship).

Explain that these are example routes and there are often lots of ways into the same job, including the qualifications someone might need. For example, instead of a diploma, an electrician could complete a T level.

Once completed, show pupils the talking heads on slide 13. Assign small groups of pupils an example and ask them to discuss:

- Is the person more suited to an academic or vocational route?
- Are there any subjects at school, or clubs that they could join, to help them in their career?

Take feedback from the class. Pupil responses might include:

Amy: Probably more suited to an academic route; study English at school, and then law at university, take part in School council or mock trial competitions to get more confident at public speaking.

Joe: Probably more suited to a vocational route; study Maths, join a Design and Technology workshop or club.

Harper Could be suited to both, although more likely to be academic if they don't know what job they want to do yet. They could study Art, Drama or other creative subjects such as Design and Technology, join an art or drama club, or local theatre group.

Support: For the talking heads part of the activity, ask pupils to focus on either Amy or Joe when responding to the questions.

Now and the future (slide 14) - 15 mins

Explain that someone can showcase their qualifications, training and experience using a CV (Curriculum Vitae); a document which is usually required when applying for a job. Then ask pupils to create their own CV using **Resource 4: CV** as a template.

Explain that this is an exploratory activity to allow some thinking about themselves, and that it's normal for someone to not know yet what job they want to do in the future. Lots of people change their mind as they grow up, and many adults change job several times over the course of their career and may change their career completely.

Plenary / Assessment for and of learning

Reflection and endpoint assessment (slide 15) - 5 mins

Check the question box and respond to any questions that have not already been answered by the content in the lesson.

To show how their understanding has developed during the lesson, ask pupils to return to their baseline assessment – **Resource 1: Overheard conversation**, and change or add to their ideas about what each pupil says, using the 'What I now know about routes into careers' box. This can be used as evidence of learning and progress, and to inform further teaching.

Signposting support (slide 16) - 2 mins

Ensure that pupils know where they can seek help, and that if they have questions or worries about jobs, it is important that they talk to an adult they trust at home, outside the family, or at school.

Pupils could also contact ChildLine:

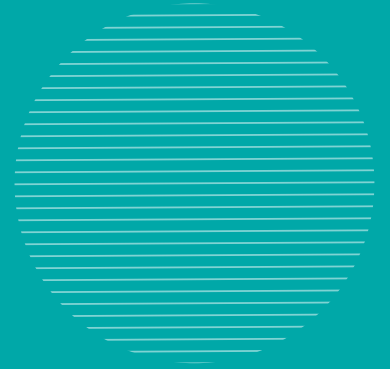
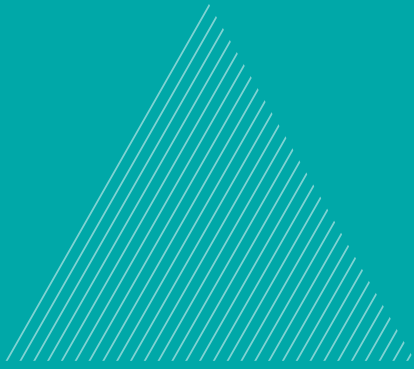
0800 1111 to speak to someone or access: www.childline.org.uk/kids

In addition, tell pupils that more information on career routes and jobs can be found through [BBC bitesize](http://BBC.com/bitesize).

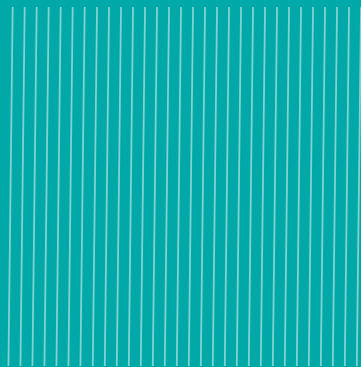
Extension activity

Extension activity (slide 17)

Pupils create a 'vision board' about their future goals and career, and what they hope to achieve, using a collage of text and images.



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