

Career-related learning outcomes and objectives for primary pupils

This document sets out a suggested set of learning outcomes and objectives that could underpin career-related learning (CRL) provision in your setting.

Suggested career-related learning outcomes and objectives for primary pupils

The outcomes can be used to help you think about how to structure overall career-related learning (CRL) provision in a progressive way, so that it is responsive to learner needs – much like you would do with other aspects of education. The objectives can help you to think about how to design a particular CRL activity in a way that is impactful for pupils. To support successful transition between key stages, the list has been designed to ladder up to the [universal learning outcomes](#) and [equalex](#) objectives set for learners in secondary education and beyond.

This list is a starting point and may not include everything you will want your pupils to know, understand and be able to do in terms of CRL, before they leave primary education. You may wish to expand the list into a more comprehensive approach, by referring to the [CDI framework](#).

What are learning outcomes?

Learning outcomes are clear, concise statements that describe what pupils are expected to know, understand or be able to do as a result of the overall CRL provision at your establishment. They describe the tangible results of a developmental learning journey. They focus on what pupils will be able to do or demonstrate at the end of their time with you, and provide a way to assess whether the intended goals of the careers provision have been achieved. This document sets out a list of suggested learning outcomes you might set for pupils by the time they leave your establishment.

For example, a learning outcome might state that, as a result of the overall CRL provision at your establishment:

- Pupils have a broad understanding of the world of work.

What are learning objectives?

Learning objectives sit underneath the learning outcomes at the pupil level. These objectives set the goals for learning, specifying the knowledge, skills, or behaviours pupils should be able to demonstrate after completing a particular activity. The pupil level objectives provide deeper direction for pupils, as well as whoever is delivering the activity – for example an employer or teacher – ensuring that there is measurable impact against the planned intent of the activity. This document sets out a list of suggested learning objectives, linked to overall learning outcomes, that you might set for pupils after they have engaged in certain CRL activities.

For example, a learning objective might state that, as a result of an employer encounter:

- Pupils can explain what a job or career is and why people work.

In summary, while learning objectives detail intended learning for specific CRL activities, encounters or experiences, learning outcomes highlight the end results of a pupil's learning journey. Both are essential for impactful and progressive CRL.





Core theme: Curiosity

Learning Outcomes	Learning Objectives
Career-related knowledge Pupils have a broad understanding of the world of work.	Pupils can explain what a job or career is and why people work.
	Pupils can identify a range of jobs in their community and describe the roles and responsibilities involved.
	Pupils understand that work can change over time, including how technology and the environment influence different jobs.
Industry and career interests Pupils' future aspirations and horizons are broadened beyond child-typical career choices and those of their family/carers.	Pupils can name a wide range of jobs across different sectors and show curiosity about unfamiliar roles.
	Pupils can talk about jobs and Post-16 and Post-18 pathways they might like to explore, and why they appeal to them.
	Pupils understand that careers are open to everyone and that people should not be limited by stereotypes or assumptions about who can or can't do certain jobs.
Essential skills for work and life Pupils develop essential skills for life and work, and understand how they could help them in the future.	Pupils recognise essential workplace skills, aligned to the Skills Builder Universal Framework, and understand their value in school and in future jobs.
	Pupils can make links between their learning in school and how it can be useful in different careers.
	Pupils understand that a career can follow many paths, that people may change jobs or learn new skills over time, and that learning continues throughout life.