

Inclusion and Impact in Career-related Learning

**Guidance to Support Theme 2 of the
Careers Impact Maturity Model for
Primary Schools**



Purpose of this Guidance

Career-related learning (CRL) in primary schools plays an important role in helping pupils develop confidence, curiosity and a sense of possibility about their futures. At this stage, CRL is not about encouraging pupils to make early career decisions. Instead, it supports pupils to develop confidence, broaden their horizons, challenge stereotypes and understand the wider world, while helping them recognise how their learning in school connects to real-life opportunities and future possibilities.

Inclusive CRL helps ensure that every pupil can see themselves reflected in the learning, experiences and opportunities available to them. This includes creating opportunities for pupils to explore a broad range of careers, pathways and role models, while recognising and valuing the different backgrounds, identities, abilities and experiences within the school community. When pupils feel represented, included and encouraged, they are more likely to develop confidence, aspiration, and a stronger sense of belonging.

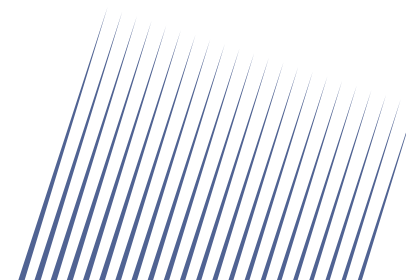
This guidance has been developed to support schools in reflecting on and strengthening inclusion within CRL over time. It complements Theme 2: Inclusion and Impact for All Pupils within the Careers Impact Maturity Model for Primary Schools by providing practical examples, reflective questions and approaches that schools may wish to explore as they develop and embed inclusive practice.

Schools will be at different stages in their CRL journey. Some may already have well-established approaches, while others may be beginning to explore how CRL can be embedded within wider school life. Many schools will already be delivering inclusive practice in different ways and may find that small, intentional changes can help strengthen provision further.

The guidance explores how schools may begin to:

- Develop inclusive and representative environments.
- Broaden horizons, aspirations and challenge stereotypes.
- Support all pupils to participate meaningfully in activities and experiences.
- Develop a progressive career learning journey that builds awareness, understanding and aspiration over time.
- Connect curriculum learning to future pathways and opportunities.
- Engage families and communities.
- Use reflection, evidence and pupil voice to inform development.
- Build sustainable and responsive approaches to CRL.

Inclusive CRL is most effective when it becomes part of everyday school life rather than a standalone initiative. Thoughtful, consistent and reflective approaches can help create a culture where all pupils feel valued, represented and hopeful about their futures.



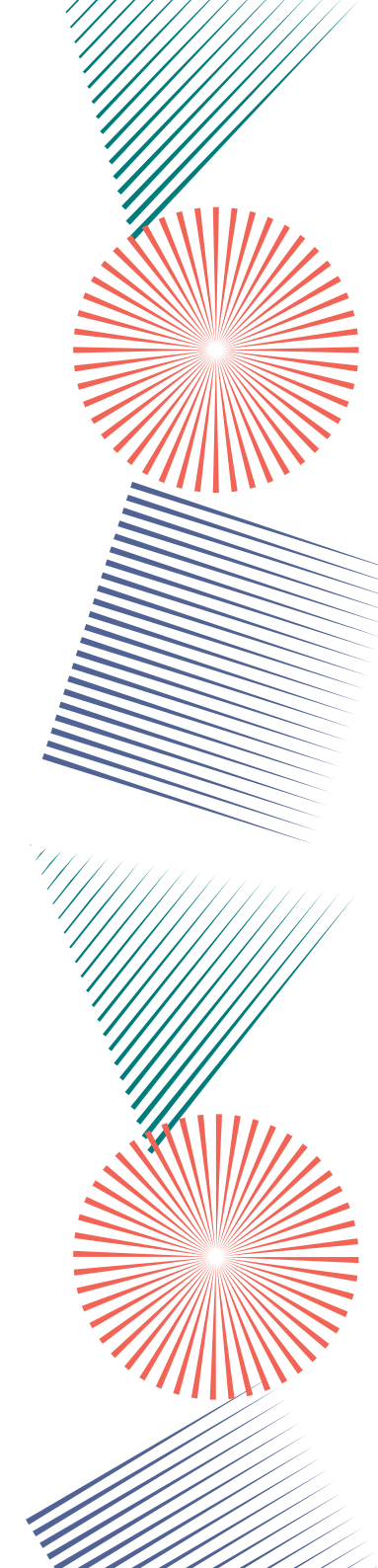
How to Use This Guide

This guide is intended as a professional reflection tool rather than a checklist or assessment framework. Schools may choose to read it in full or focus on the sections most relevant to their current priorities, context and stage of development.

The examples, reflective questions and suggested approaches can be used to support leadership discussions, curriculum planning, school improvement activity, Special Educational Needs and Disabilities (SEND) reviews, personal development planning and evaluation of CRL provision.

Schools may wish to use the guide alongside the Careers Impact Maturity Model for Primary Schools and the Careers Impact internal leadership review to help identify strengths, areas for development and possible next steps.

References to tools, frameworks and supporting materials are included in the Tools and Resources section at the end of this guide.



Contents

Purpose of this Guidance	2
How to Use This Guide	3
What Inclusive CRL Looks Like	5
Reflection	6
Getting Started	7
Next Steps	7
Inclusive Vision and Culture	8
Review and Action Planning Tool	8
Tools and Resources	12



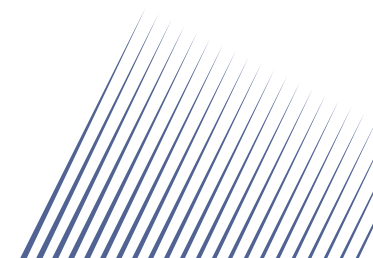
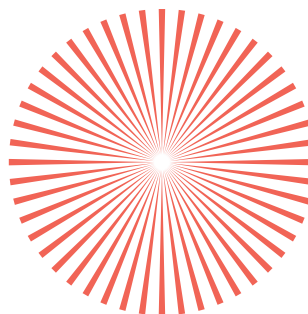
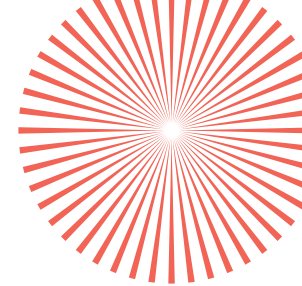
What Inclusive CRL Looks Like

Inclusive career-related learning (CRL) helps all pupils develop confidence, broaden their horizons and understand the wider world. It is underpinned by the principle that every pupil should see themselves reflected in the experiences, opportunities and role models they encounter.

In practice, inclusive CRL may include:

- Diverse and representative role models, careers and pathways.
- Opportunities to challenge stereotypes and misconceptions.
- Meaningful participation for all pupils, including pupils with SEND and those facing additional barriers.
- Connections between curriculum learning, future pathways and the wider world.
- Structured opportunities for pupils to reflect on their interests, strengths and aspirations.
- Engagement with parents and carers, employers and community partners.
- Use of pupil voice and evidence to inform ongoing development.

Inclusive CRL is most effective when it is embedded within everyday school life, rather than delivered through isolated activities or events.



Reflection

Developing inclusive career-related learning (CRL) is an ongoing process of reflection, adaptation and growth. Schools do not need to have all elements in place before beginning to strengthen their provision. Often, the most meaningful improvements start with simple conversations and small changes that gradually become embedded into everyday practice.

Many schools already have established approaches for reviewing inclusion, curriculum provision, pupil engagement and personal development. Reflecting on CRL through these existing processes can help schools consider how effectively pupils are represented, included and supported to explore future possibilities. Reflection may take place through curriculum planning discussions, learning walks, pupil voice activities, staff meetings or conversations with families and wider stakeholders.

Schools may already gather useful evidence through pupil voice, observations, curriculum reviews, work samples and wider school improvement processes. Reviewing this evidence over time can help identify strengths, areas for development and opportunities to strengthen inclusion.

These discussions can sit alongside wider school improvement, curriculum and inclusion priorities, helping staff identify patterns, celebrate strengths and consider how provision can continue to evolve. Drawing on perspectives from pupils, families, staff and wider partners can support a shared understanding of inclusive CRL and help ensure provision remains responsive to the needs, interests and experiences of all pupils.

Schools may find it helpful to consider questions such as:

- Which pupils currently see themselves reflected in our career-related learning provision?
- Are pupils encountering a diverse range of role models, pathways and future possibilities?
- How do we ensure that all pupils can participate meaningfully in activities and experiences?
- What messages might pupils receive from our displays, resources, stories and curriculum examples?
- Where are there natural opportunities across the curriculum to make links to the wider world and future pathways?
- How do we encourage pupils to reflect on their interests, strengths and aspirations over time?
- How do we currently record pupils' career-related learning experiences and reflections?
- What evidence helps us understand the impact of our provision on pupils?

These discussions do not need to lead immediately to large-scale changes. In many cases, small, intentional steps can have a significant impact. For example, a school may begin by reviewing the careers represented within classroom reading materials, ensuring pupils encounter a broader range of people, sectors and pathways. Another school may decide to adapt reflection activities so that pupils can respond in different ways, such as through drawing, discussion, photos or voice recordings, helping more pupils participate confidently.

Reviewing existing evidence and feedback may help schools identify patterns and consider how provision can become more connected and progressive across year groups. This could include mapping employer encounters across the school, ensuring pupils regularly encounter a diverse range of sectors and role models, or reviewing whether some groups of pupils are less represented in enrichment opportunities or pupil voice activities.

Schools may already gather pupil voice as part of wider curriculum, inclusion or personal development activity. These existing approaches can provide valuable insights into pupils' perceptions and experiences of CRL and help schools identify opportunities to strengthen inclusion.

For example, pupils might be asked:

- What jobs or careers have you learned about recently?
- Can you think of a job that surprised you?
- What skills do you think you are good at?
- Have you met anyone whose job you would like to learn more about?

These kinds of reflections can help schools notice how pupils' understanding, confidence and aspirations are developing and whether horizons are broadening beyond more familiar or "child-typical" ideas.

Schools may also wish to reflect on how inclusive CRL is visible within the wider culture of the school. This might include considering:

- Do displays represent diverse futures and pathways?
- Do assemblies celebrate a range of achievements and aspirations?
- Do pupils hear positive messages about different routes into learning and work?
- Do families and communities feel welcomed and represented within provision?

Importantly, inclusive CRL should feel achievable and sustainable. Schools are encouraged to build on existing strengths, recognise the positive practice already taking place and develop provision gradually over time. Thoughtful, consistent and reflective approaches can help create a culture where all pupils feel represented, included and hopeful about their futures.

To support further reflection, schools may wish to use the Review and Action Planning Tool included in the appendix. The tool brings together the key themes explored throughout this guidance and can be used to support self-review, discussion and action planning as provision continues to develop.

Getting Started

Schools do not need to transform provision overnight to strengthen inclusion within CRL. Effective approaches often begin by reviewing existing practice and identifying a small number of achievable actions.

For some schools, this may involve reviewing resources and displays, gathering pupil voice, introducing more diverse role models or considering how existing activities can be made more accessible. Over time, these small steps can help schools build increasingly inclusive and representative provision.

Schools may find it helpful to start with one area of focus, building confidence and momentum before expanding provision more widely.

Next Steps

The most appropriate next steps will vary depending on a school's context, strengths and priorities. Schools may wish to consider actions such as:

- Review resources and displays.
- Gather pupil voice.
- Explore representation across curriculum areas.
- Strengthen engagement with families and communities.
- Identify opportunities to challenge stereotypes.
- Review participation and accessibility.

Review and Action Planning Tool

This tool is intended to support reflection, discussion and continuous improvement. Schools may wish to use the questions during curriculum reviews, school improvement discussions, learning walks, pupil voice activities or wider evaluation of career-related learning (CRL). The questions are not intended to function as a checklist or assessment framework and may be adapted to suit individual contexts and priorities.

Inclusive Vision and Culture

Is inclusion a clear feature of our career-related learning (CRL) provision?

Do all pupils have opportunities to see themselves reflected in CRL?

How does our approach promote:

- Confidence?
- Aspiration?
- Belonging?
- Curiosity?
- Awareness of future possibilities?

Is CRL embedded within everyday school life rather than treated as a standalone activity?

How well does CRL reflect our wider school values and approach to inclusion?

Representation and Role Models

Do pupils encounter a diverse range of:

- Careers?
- Role models?
- Pathways?
- Backgrounds and identities?

How effectively do we challenge stereotypes linked to:

- Gender?
- Disability?
- Ethnicity and culture?
- Socio-economic background?

Do pupils encounter role models who help broaden their understanding of what is possible and reflect a diverse range of backgrounds, experiences, identities and pathways?

Inclusive Environment

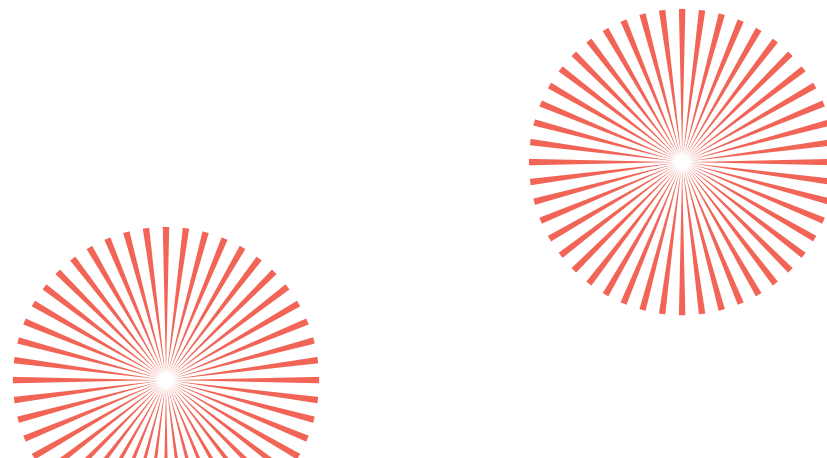
Do our displays reflect a diverse range of careers, pathways and futures?

Do our books, images and resources promote inclusive representations?

Do assemblies celebrate a wide variety of achievements, pathways and aspirations?

Can pupils see positive examples of people who reflect their own backgrounds and experiences?

What messages about careers and futures are pupils receiving through the environment around them?



Participation and Accessibility

Can all pupils participate meaningfully in CRL activities and experiences?

Have we considered the needs of:

- Pupils with SEND?
- Disadvantaged pupils?
- Pupils with limited exposure to different opportunities outside school?

How do we support participation through:

- Visual supports?
- Vocabulary preparation?
- Alternative ways to participate?
- Sensory-friendly adaptations where required?
- Different ways to reflect and respond?
- Have we identified and addressed barriers to participation?

Broadening Aspirations and Challenging Stereotypes

Do we regularly challenge assumptions about who can do certain jobs or follow certain pathways?

Do pupils encounter careers beyond familiar or “child-typical” aspirations?

Are pupils introduced to a wide range of sectors, pathways and opportunities?

Do pupils understand that future opportunities are not limited by background, gender, ability or circumstance?

Are pupils encouraged to explore possibilities they may not previously have considered?

Curriculum Connections

Are links to careers, roles and future opportunities embedded across the curriculum?

Do pupils understand how their learning connects to the wider world?

Are diverse career examples included within curriculum topics?

Are opportunities to discuss skills and strengths integrated within learning?

Schools may wish to reflect on opportunities such as:

- **Science:** conservation, healthcare, innovation
- **Geography:** sustainability, environmental careers
- **English:** journalism, publishing, media
- **Mathematics:** engineering, architecture, design
- **Technology and Computing:** robotics, digital careers

Families and Communities

How actively do we engage:

- Families and carers?
- Employers?
- Community organisations?
- Former pupils?
- Volunteers?

Do pupils hear from people with a wide range of experiences, roles and pathways?

Do families feel welcomed and represented within provision?

Are we making the most of the experiences, knowledge and networks within our wider community?

Pupil Voice

How regularly do we gather pupil voice about CRL?

Do pupils have opportunities to share:

- Which careers they have learned about?
- Which careers surprised them?
- Which role models inspired them?
- What skills they think they are developing?
- What they would like to learn more about?
- How do we use pupil feedback to shape and improve provision?
- Are all groups of pupils represented within pupil voice activities?

Monitoring Participation and Impact

Do we monitor whether all groups of pupils access opportunities?

What evidence do we gather through:

- Pupil voice?
- Observations?
- Reflection activities?
- Work samples?
- Participation records?

Can we identify whether pupils are:

- Broadening their horizons and aspirations?
- Growing in confidence?
- Recognising and developing their skills?
- Developing awareness of opportunities?
- Challenging stereotypes?

How does the evidence help us identify strengths and areas for further development?

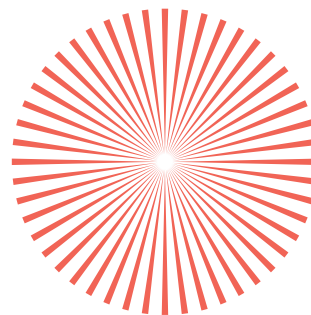
Review and Priorities

What are our current strengths?

What are our priorities for development?

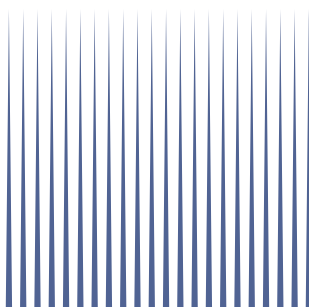
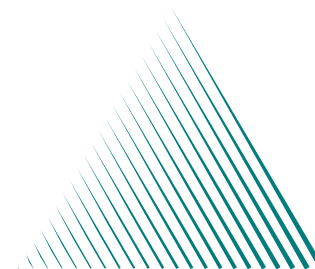
What small, achievable changes could strengthen inclusion further?

What existing strengths can we build upon?



Action Planning

- Review displays, books and resources for representation and inclusion.
- Gather pupil voice to understand experiences and perceptions.
- Review accessibility and participation across activities.
- Increase the diversity of role models and career examples.
- Strengthen engagement with families and communities.
- Identify opportunities to challenge stereotypes across the curriculum.
- Monitor impact and make regular improvements based on evidence.



Tools and Resources

A range of tools and resources are available to help schools strengthen inclusive career-related learning (CRL) over time. Schools may wish to explore different resources depending on their context, priorities and stage of development.

[The Primary Platform](#) provides guidance, resources and examples of practice to support primary CRL. Schools may find it useful when exploring curriculum links, employer engagement and approaches to broadening horizons and aspirations.

[The Careers & Enterprise Academy](#) offers a range of free online courses for primary educators, including:

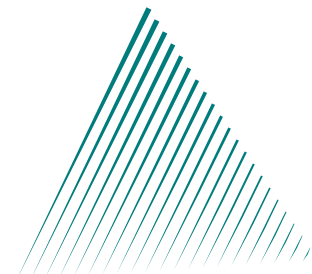
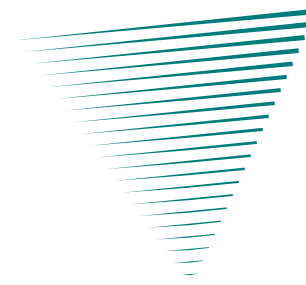
- 1| [Getting Started with Career-related Learning in Primary](#)
- 2| [Career-related Learning: Embedding Practice in Primary](#)
- 3| [Building and Sustaining Leadership for Career-related Learning in Primary](#)
- 4| [Strengthening Career-related Learning with the Careers Impact Maturity Model for Primary Schools](#)

The [Career-related learning outcomes and objectives for primary pupils](#) can support schools in thinking about progression and intended impact. Schools may use these outcomes to help shape activities, reflection and curriculum planning over time.

The [Careers Impact Maturity Model for Primary Schools](#) and the Careers Impact internal leadership review can help schools reflect on inclusion, evaluate impact and identify priorities for future development.

Some schools may also choose to use skills frameworks, such as the [Skills Builder Universal Framework](#), to support a shared language around essential skills including teamwork, communication and problem solving.

The [CDI Framework](#) may be helpful for schools wanting to explore careers learning in greater depth or consider progression into secondary education and beyond.



THE CAREERS & ENTERPRISE COMPANY

Our Impact

Our evidence