

EYFS and Key Stage 1				
Pupils should be able to...				
Skills		End of EYFS	End of year 1	End of year 2
<b>Grow throughout life</b> Grow throughout life by learning and reflecting on yourself, your background and your strengths 		→ being aware of people who can help them → being aware how they feel when they have learnt something new → being willing to try something new recalling what they have experienced and achieved → feeling positive about who they are	→ being confident to request help → recognising their successes in learning → being willing to challenge themselves → exploring what they have experienced and achieved → feeling positive about people whose identities and backgrounds are different to theirs	→ being able to explain how they acted on help → recognising what they want to learn next and when they are successful → being willing to take on challenges that help them to grow → recording and commenting on what they have experienced and achieved → relating to people whose identities and backgrounds are different to theirs
<b>Explore possibilities</b> Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces 		→ describing tasks that they have carried out → discovering the jobs that help the school to run → recognising jobs that involve harvesting, making, providing a service or finding out → being able to identify jobs that they think are similar → identifying what the clothes and equipment that people use in their jobs are for → being able to identify the subjects and topics they are learning about	→ being aware that jobs are made up of tasks → exploring what people do whose jobs involve caring for children and keeping them safe → being able to give examples of jobs in different sectors → being able to explain their views about similarities and differences between jobs → investigating similarities and differences between men's and women's work clothes → being able to explain what they are gaining from the subjects and topics they are learning about	→ being able to explain what tasks they would like and like least about particular jobs → finding out about the qualities and skills needed to do a caring job → being able to design a scheme for classifying a set of jobs → being able to explain what interests them about particular jobs → exploring the connection between uniforms and status → recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers
<b>Manage career</b> Manage your career actively, make the most of opportunities and learn from setbacks 		→ being aware that they and other people like to enjoy the work they do → enjoying work-based role-plays → imagining different possibilities about who they could possibly become → being willing to keep going and not give up → exploring whether characters in stories made decisions in a good way	→ recognising that they and other people like to choose the work they do → looking forward to what they are going to learn next → describing a goal or target they are working towards → being proactive about trying different approaches to solving challenges → recognising that decisions can have unexpected consequences	→ being aware that choice and opportunity make careers possible → recognising their achievement when they have learnt something new even if they found it difficult initially → making a step-by-step plan to enable them to achieve something they would like to be able to do → being aware that having backup plans can help overcome the disappointment or bring a different reward if their main plan does not work out → being able to weigh up the pros and cons of a choice they are thinking of making
<b>Create opportunities</b> Create opportunities by being proactive and building relationships with others 		→ Inventing imaginary jobs → being aware that other people can help them meet their needs → recognising when they have achieved something for themselves → developing the ability to participate in social play involving imagined workplaces → being able to carry out a delegated task → being able to explain what a visitor told them about their job	→ Identifying new jobs that are just coming into being → being able to describe what their needs are → choosing what they want to achieve and the way they go about it → being aware of how to communicate with co-workers and customers in work settings → being able to make a positive contribution in group play or teamwork based on a business activity → thinking about questions they would like to ask a visitor about their job	→ Identifying possible new jobs that might be needed in the future → responding to trusted adults who can help them identify their needs → reflecting on what they achieved and what they would do differently or better next time → exploring how people relate to each other in work settings → being able to take on different work-related roles in group play or teamwork, including as leader when required → explaining what they found out from a visitor about setting up their own businesses
<b>Balance life and work</b> Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community 		→ being aware of the different kinds of work that need doing in the home → recognising when they have done something to help others → being aware that people do paid work for financial and other rewards → being able to distinguish between work and rest → being aware of health and safety rules at school → exploring going to work and coming home again → recognising when someone is being given work to do which is unfair on them → being aware of how to use money	→ recognising the contribution they make to the work that is done in the home → being aware of what volunteers do and how they can be a volunteer → exploring the rewards they would like to get from paid work → being aware that overwork is harmful to people's health → recognising how they can help keep themselves safe at school → exploring what happens in the first few days when people start work → being aware that they and others can play a part in helping to ensure that people are treated well at work → being aware of how money can be earned	→ being able to explain the idea of division of labour with reference to the work that is done in the home → being aware of what charities do and how they can be a charity worker → recognising that people seek different rewards when considering paid work that they'd like to do → being aware that imbalances between people's life and work affects their wellbeing → recognising what they can do to help keep themselves and others safe at school → being aware that people's work needs change during their lives recognising unfair barriers to opportunity and being willing to challenge them → being able to make decisions about saving, spending and budgeting
<b>See the big picture</b> See the big picture by paying attention to how the economy, politics and society connect with your own life and career 		→ recognising when work is depicted in a story → recognising the difference between stories about work and factual information about work → being aware that working life was different in the past → recognising scientific and technological aids that people use in their work → exploring jobs that people do outdoors → exploring the jobs that people do to help them	→ being aware of how work is portrayed differently in different stories → recognising that the way that work is shown is not always accurate/ reliable → exploring how working life is changing for people now → being aware of how scientific and technological aids help people do their work → exploring work practices in the school environment that promote sustainability → exploring the jobs that people do to help each other	→ being aware of what the author is encouraging them to think about when work is a theme in a story → being able to consider if the information they have found is accurate/reliable → being aware of trends that hint at how working life may change for them by the time they embark on their careers → exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work → exploring jobs and ways of working that help to protect the environment

Key Stage 3 and Key Stage 5				
Pupils should be able to...				
Skills		End of Key Stage 3	End of Key Stage 4	End of Key Stage 5
<b>Grow throughout life</b> Grow throughout life by learning and reflecting on yourself, your background and your strengths 		<ul style="list-style-type: none"> <li>→ being aware of the sources of help and support available and responding positively to feedback</li> <li>→ being aware that learning, skills and qualifications are important for career</li> <li>→ being willing to challenge themselves and try new things</li> <li>→ recording achievements</li> <li>→ being aware of heritage, identity and values</li> </ul>	<ul style="list-style-type: none"> <li>→ responding positively to help, support and feedback</li> <li>→ positively engaging in learning and taking action to achieve good outcomes</li> <li>→ recognising the value of challenging themselves and trying new things</li> <li>→ reflecting on and recording achievements, experiences and learning</li> <li>→ considering what learning pathway they should pursue next</li> <li>→ reflecting on their heritage, identity and values</li> </ul>	<ul style="list-style-type: none"> <li>→ actively seeking out help, support and feedback</li> <li>→ taking responsibility for their learning and aiming high</li> <li>→ seeking out challenges and opportunities for development</li> <li>→ reflecting on and recording achievements, experiences and learning and communicating them to others</li> <li>→ planning their next steps in learning and work</li> <li>→ discussing and reflecting on the impact of heritage, identity and values</li> </ul>
<b>Explore possibilities</b> Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces 		<ul style="list-style-type: none"> <li>→ being aware of the range of possible jobs</li> <li>→ identifying common sources of information about the labour market and the education system</li> <li>→ being aware of the main learning pathways (e.g. university, college and apprenticeships)</li> <li>→ being aware that many jobs require learning, skills and minimum qualifications</li> <li>→ being aware of the range of different sectors and organisations where they can work</li> <li>→ being aware of the range of ways that organisations undertake recruitment and selection</li> </ul>	<ul style="list-style-type: none"> <li>→ considering what jobs and roles are interesting</li> <li>→ researching the labour market and the education system</li> <li>→ recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</li> <li>→ researching the learning and qualification requirements for jobs and careers that they are interested in</li> <li>→ researching the range of workplaces and what it is like to work there</li> <li>→ researching how recruitment and selection processes work and what they need to do to succeed in them</li> </ul>	<ul style="list-style-type: none"> <li>→ developing a clear direction of travel in their career and actively pursuing this</li> <li>→ actively seeking out information on the labour market and education system to support their career</li> <li>→ having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> <li>→ actively researching and reflecting on workplaces, workplace culture and expectations</li> <li>→ analysing and preparing for recruitment and selection processes</li> </ul>
<b>Manage career</b> Manage your career actively, make the most of opportunities and learn from setbacks 		<ul style="list-style-type: none"> <li>→ being aware that career describes their journey through life, learning and work</li> <li>→ looking forward to the future</li> <li>→ imagining a range of possibilities for themselves in their career</li> <li>→ being aware that different jobs and careers bring different challenges and rewards</li> <li>→ managing the transition into secondary school and preparing for choosing their GCSEs</li> <li>→ learning from setbacks and challenges</li> </ul>	<ul style="list-style-type: none"> <li>→ recognising the different ways in which people talk about career and reflecting on its meaning to them</li> <li>→ building their confidence and optimism about their future</li> <li>→ making plans and developing a pathway into their future</li> <li>→ considering the risks and rewards associated with different pathways and careers</li> <li>→ taking steps to achieve in their GCSEs and make a decision about their post-16 pathway</li> <li>→ thinking about how they deal with and learn from challenges and setbacks</li> </ul>	<ul style="list-style-type: none"> <li>→ being able to describe the concept of career and say what it means to them</li> <li>→ building their confidence and optimism about their future and acting on it</li> <li>→ actively planning, prioritising and setting targets for their future</li> <li>→ considering the risks and rewards of different pathways and career and deciding between them</li> <li>→ managing the transition into the post-16 learning context and preparing for post-18 transitions</li> <li>→ being proactive about being resilient and learning from setbacks</li> </ul>
<b>Create opportunities</b> Create opportunities by being proactive and building relationships with others 		<ul style="list-style-type: none"> <li>→ developing friendships and relationships with others</li> <li>→ being aware that it is important to take initiative in their learning and life</li> <li>→ being aware that building a career will require them to be imaginative and flexible</li> <li>→ developing the ability to communicate their needs and wants</li> <li>→ being able to identify a role model and being aware of the value of leadership</li> <li>→ being aware of the concept of entrepreneurialism and self-employment</li> </ul>	<ul style="list-style-type: none"> <li>→ developing friendships and relationships and reflecting on their relationship to their career</li> <li>→ starting to take responsibility for making things happen in their career</li> <li>→ being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</li> <li>→ being willing to speak up for themselves and others</li> <li>→ being able to discuss roles models and reflect on leadership</li> <li>→ researching entrepreneurialism and self-employment</li> </ul>	<ul style="list-style-type: none"> <li>→ building and maintaining relationships and networks within and beyond the school</li> <li>→ being proactive about their life, learning and career</li> <li>→ being creative and agile as they develop their career pathway</li> <li>→ representing themselves and others</li> <li>→ acting as a leader, role model or example to others</li> <li>→ considering entrepreneurialism and self-employment as a career pathway</li> </ul>
<b>Balance life and work</b> Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community 		<ul style="list-style-type: none"> <li>→ being aware of the concept of work-life balance</li> <li>→ being aware that physical and mental wellbeing are important</li> <li>→ being aware of money and that individuals and families have to actively manage their finances</li> <li>→ being aware of the ways that they can be involved in their family and community</li> <li>→ being aware of different life stages and life roles</li> <li>→ being aware of rights and responsibilities in the workplace and in society</li> <li>→ recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</li> </ul>	<ul style="list-style-type: none"> <li>→ reflecting on the different ways in which people balance their work and life</li> <li>→ reflecting on their physical and mental wellbeing and considering how they can improve these</li> <li>→ recognising the role that money and finances will play, in the decisions that they make and, in their life and career</li> <li>→ recognising the role that they play in their family and community and considering how that might shape their career</li> <li>→ considering how they want to move through different life stages and manage different life roles</li> <li>→ developing knowledge of rights and responsibilities in the workplace and in society</li> <li>→ identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</li> </ul>	<ul style="list-style-type: none"> <li>→ planning for the kind of balance of work and life that they want</li> <li>→ taking action to improve their physical and mental wellbeing</li> <li>→ beginning to manage their own money and plan their finances (e.g. thinking about student loans)</li> <li>→ actively shaping their involvement in their family and community as part of their career planning</li> <li>→ planning for different life stages and considering the different life roles that they want to play</li> <li>→ being aware of their role in ensuring rights and responsibilities in the workplace and in society</li> <li>→ taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</li> </ul>
<b>See the big picture</b> See the big picture by paying attention to how the economy, politics and society connect with your own life and career 		<ul style="list-style-type: none"> <li>→ being aware of a range of different media, information sources and viewpoints</li> <li>→ being aware that there are trends in local and national labour markets</li> <li>→ being aware that trends in technology and science have implications for career</li> <li>→ being aware of the relationship between career and the natural environment</li> <li>→ being aware of the relationship between career, community and society</li> <li>→ being aware of the relationship between career, politics and the economy</li> </ul>	<ul style="list-style-type: none"> <li>→ evaluating different media, information sources and viewpoints</li> <li>→ exploring local and national labour market trends</li> <li>→ exploring trends in technology and science</li> <li>→ exploring the relationship between career and the environment</li> <li>→ exploring the relationship between career, community and society</li> </ul>	<ul style="list-style-type: none"> <li>→ evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> <li>→ exploring and responding to local and national labour market trends</li> <li>→ exploring and responding to trends in technology and science</li> <li>→ exploring and responding to the relationship between career and the environment</li> <li>→ exploring and responding to the relationship between career, community and society</li> <li>→ exploring and responding to the relationship between career, politics and the economy</li> </ul>